

THE COLLEGE OF ARTS AND SCIENCES

CATALOG  
AND POLICIES  
2021-2022



**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

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# The University

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This catalog includes a list of programs and courses offered by the University. It also includes important information, such as academic policies and procedures, admission requirements, costs, and financial aid. This catalog provides information that is subject to change at the discretion of the University. It does not constitute any form of a contractual agreement with current or prospective students or any other person.

The University of the South stands firmly for the principle that its employees, students, and participants of university-sponsored programs and activities have a right to be free from discrimination based on race, color, sex, religion, national origin, age, disability, sexual orientation, gender identity, veteran status, pregnancy and childbirth, and genetic information. As required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex or other protected categories in the educational programs or activities which it operates. This requirement of non-discrimination extends to admission to and employment in those programs or activities. The University is committed to sustaining a community in which the dignity of every individual is respected. Key to this value are efforts to nurture an environment of civility and mutual respect and to foster a culture of reporting concerns so that the University can respond promptly and equitably whenever an incident occurs. All employees, students, and participants of university-sponsored programs and activities have the right to be free from harassment and retaliation.

Inquiries regarding the application of Title IX may be addressed to:

- Title IX Coordinator, J. Albert Woods Laboratories Room 138, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: [titleix@sewanee.edu](mailto:titleix@sewanee.edu);
- U.S. Department of Education, Office for Civil Rights, Region IV, 61 Forsyth Street S.W., Suite 19T10, Atlanta, GA 30303-8927. Telephone: (404) 974-9406. Facsimile: (404) 974-9471. Email: [ocr.atlanta@ed.gov](mailto:ocr.atlanta@ed.gov); or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: [ocr@ed.gov](mailto:ocr@ed.gov).

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (<http://www.sewanee.edu/media/provost/Non-Discrimination-Policy.pdf>).

Publication Date: October 2020

## Purpose

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning, and service. Sewanee's seminary education and world-wide programs equip people for ministry through the gift of theological reflection in community.

## About the University

The University of the South consists of the College of Arts and Sciences and the School of Theology. It is owned by 28 dioceses of the Episcopal Church and is governed by the Board of Trustees, most of whom are elected from these dioceses, and by the Board of Regents, which acts as the executive board of the Trustees. Its chief executive officer is the Vice-Chancellor and President. The Chancellor, elected from among the bishops of the owning dioceses, serves as the Chair of the Board of Trustees and, together with the Vice-Chancellor, is a member of the Board of Regents, *ex officio*.

The University is located in the town of Sewanee, Tennessee, on the Cumberland Plateau in southeastern middle Tennessee, approximately 90 miles from Nashville and 50 miles from Chattanooga.

Established with a donation of land from the Sewanee Mining Company at a place known to Native Americans as Sewanee, the University and the community are popularly known as Sewanee.

## History of the University

Concerned by the failure of the Episcopal Church to establish a successful institution of higher learning within the southern states, ten Episcopal dioceses agreed in 1856 to cooperate in creating a single university. Responding to their bishops' invitation, clergy and lay delegates from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee, and Texas met at Lookout Mountain near Chattanooga, Tennessee, on July 4, 1857, to name the first board of trustees.

On October 10, 1860, the ceremonial laying of a University cornerstone was completed, but plans were drastically altered by the Civil War, which erupted a few months later. In 1866, after the war, the bishop of Tennessee and the University's commissioner of buildings and lands returned to the campus to re-establish the institution formally, but the money raised before the war was gone, the South was impoverished, and there was much to do before the University would open.

The first convocation of the University of the South was held on September 18, 1868, with nine students and four faculty present. At the time, the campus consisted of three simple frame buildings. Although years of struggle and adversity lay ahead, the University grew because many people, eager to participate in this challenging enterprise and willing to sacrifice for it, came to Sewanee.

The University's history can be divided into several periods. The "second founding" in 1866 was followed by years of uncertainty during the Reconstruction era. But from the end of that period until 1909, the University experienced steady growth.

Rising expenses forced the University to close the departments of Dentistry, Engineering, Law, Medicine, and Nursing in 1909. However, the University was able to maintain its basic departments — a preparatory school, college, and seminary. Although the academic strength and reputation of the University grew, it lived with constant financial hardships.

The University shored up its ailing finances, undertook much-needed renovations, and emerged from the eras of the Great Depression and World War II well-equipped and prepared to enter its greatest period of growth. From 1950 to 1970, the endowment increased from just over \$1 million to more than \$20 million. Old buildings underwent major renovations, new buildings were constructed, and the school became coeducational in 1969.

During the seventies and eighties, a new student union and hospital were built and municipal services were modernized. These years were also characterized by a dramatic improvement in the financial condition of the University as well as a revival of religious life on campus. Moreover, the University's three-year national capital campaign met and surpassed its \$50 million goal.

From its opening in 1868 until 1981, the University included a preparatory school known successively as the Junior Department, the Sewanee Grammar School, the Sewanee Military Academy, and the Sewanee Academy. In April, 1981, the Board of Trustees voted to merge the preparatory school with St. Andrew's School on the St. Andrew's campus, just outside the gates of the University Domain. This school, called the St. Andrew's-Sewanee School, continues to provide quality education in an Episcopal setting.

From 2000-2010, under the leadership of Vice-Chancellor Joel Cunningham, Sewanee saw extensive growth in the physical campus, expanding enrollment, and successful fundraising. Dr. Cunningham led an administration at Sewanee characterized by fiscal discipline and a strategic planning effort that touched virtually every area of the University's operations. During his tenure, Sewanee enjoyed record applications to the College of Arts and Sciences; a comprehensive program of renovation and new construction for academic, residential, and athletics facilities; growth in the influence and reach of the School of Theology; and increased recognition as a leading liberal arts university. Under his leadership, the University completed the historic Sewanee Call Capital Campaign in 2008, exceeding the \$180 million goal by more than \$25 million. The campaign was marked by over \$40 million in endowment commitments for scholarships; extensive academic, residential, and athletics facility construction; the addition of 3,000 acres to the University's landholdings; and significant support for faculty compensation and academic enrichment.

## The Domain

Located on the western face of the Cumberland Plateau approximately 50 miles west of Chattanooga, the campus, residential areas, the village of Sewanee, lakes, forests, and surrounding bluffs comprise a tract of 13,000 acres owned by the University and called the University Domain. Except for the campus and town, the Domain is preserved in a natural state as a wildlife preserve, recreational area, and site for scientific study. The unincorporated town of Sewanee, which is managed by the University administration, has a population of 2,500.

## Accreditations and Approvals

The University of the South is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. Questions about the accreditation of the University of the South may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur,

GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org) (<http://www.sacscoc.org/>)).

The School of Theology is additionally accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada. Contact the Commission on Accrediting at 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110 or call (412) 788-6505 for questions about the accreditation of the School of Theology. The following degree programs are approved by the Commission on Accrediting: Master of Arts, Master of Divinity, Master of Sacred Theology, and Doctor of Ministry.

The University is a member of the American Council on Education, the Association of American Colleges and Universities, the National Association of Independent Colleges and Universities, the Associated Colleges of the South, and the Appalachian College Association.

## Administration

### Board of Trustees

The Board of Trustees (<https://new.sewanee.edu/offices/university-offices/trustees/roster-of-trustees/>) is composed of individuals from each of the 28 Dioceses of the Protestant Episcopal Church that own, support, and control the University. Individuals from the associated alumni, faculties, staff, and the student body are also elected as representatives. The Board of Trustees elects and appoints a Board of Regents, a Chancellor, a Vice-Chancellor, and a Chaplain to serve the University and governs matters related to the Charter, the Constitution, and the University Domain.

### Board of Regents

The Board of Regents (<https://new.sewanee.edu/offices/university-offices/trustees/board-of-regents/>) consists of eighteen members, twelve of whom are elected by the Board of Trustees. The Regents of the University establish, maintain, and govern the University in all ways other than through those powers that are expressly reserved for the Board of Trustees.

### Vice-Chancellor's Cabinet

Sibby Anderson-Thompkins, *Vice-Provost for Diversity, Equity, and Inclusion*

Nancy J. Berner, *Senior Vice-President and Provost*

Reuben E. Brigety, II, *Vice-Chancellor and President*

Jett M. Fisher, Jr., *University Secretary and Special Assistant to the Vice-Chancellor*

The Very Reverend Peter W. Gray, *University Chaplain and Dean of All Saints' Chapel*

Nicolette B. Hamilton, *Chief of Staff*

Erica O. Howard, *Associate Provost and Dean of Students*

Parker W. Oliver, *Associate Vice-President for Marketing and Communications*

Terry L. Papillon, *Vice-Provost for Academic Affairs and Dean of the College of Arts and Sciences*

Karen M. Proctor, *Special Assistant to the Vice-Chancellor for Strategic Initiatives*

Alan D. Ramirez, *Associate Provost and Dean of Admission and Financial Aid*

Clifford E. Schane II, *Director of Public Safety and Emergency Services*

Vicki G. Sells, *Associate Provost for Library and Information Technology Services*

David H. W. Shipps, *Vice-President for Economic Development and Community Relations*

Karen M. Singer, *Assistant Vice-President for Facilities Management*

Marquitte C. Starkey, *Vice-President and General Counsel*

Lisa Stephenson, *Vice-Provost for Student Success*

Brent A. Tate, *Interim Director of Sewanee Dining*

The Very Reverend James F. Turrell, *Vice-Provost and Dean of the School of Theology*

Deborah S. Vaughn, *Vice-President for University Advancement*

Mark F. Webb, *Director of Athletics*

E. Douglass Williams, Jr., *Treasurer and Vice-President for Finance and Operations*

Scott H. Wilson, *Vice-Provost for Planning and Strategic Initiatives*



# College of Arts and Sciences

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- U.S. Department of Education, Office for Civil Rights, Region IV, 61 Forsyth Street S.W., Suite 19T10, Atlanta, GA 30303-8927. Telephone: (404) 974-9406. Facsimile: (404) 974-9471. Email: [ocr.atlanta@ed.gov](mailto:ocr.atlanta@ed.gov); or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: [ocr@ed.gov](mailto:ocr@ed.gov).

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## About the College

### General Information

Sewanee educates students for an ever-changing world by developing their general intellectual capacities, especially the capacity to continue learning. Immersed in a myriad of glorious details — sonnets and sonatas, experiments and graphical representations, primary sources and historical narratives — students explore who they are and who they wish to become while expanding their abilities to reason, create, understand, and explain. Such an education develops in graduates the flexibility of mind they will need to prosper in our 21st-Century world.

Led by faculty who already know the path well and who want to share the joy of discovery, students begin to read carefully and with new insight, to analyze arguments and evaluate theories, and to write and speak with clarity, precision, and style. While the Mountain's ancient splendor quietly informs all academic pursuits at Sewanee, scientific studies of the environment and the natural world gain special pertinence in this setting. The University Domain's 13,000-acre expanse of woodlands, fields, caves, and watercourses offers students unparalleled access to a living laboratory.

Students at Sewanee also look far beyond the Mountain. They study a foreign or classical language, entering another cultural world in the process; they explore the human past and the politics and economies of contemporary human societies; and they scrutinize the aesthetic and cultural legacies of human civilizations including literary and religious texts and traditions. Both in and beyond the classroom, Sewanee students are encouraged to confront ultimate questions, to consider matters of the heart and spirit as well as intellect. They participate actively in the creation of both art and knowledge, and in so doing gain abilities and attributes that will serve them well regardless of where their journeys take them. At Sewanee, we believe that rigorous study in the liberal arts offers students the best preparation for a life of leadership, service, and learning.

Before their senior year, and mostly within their first two years, students take a variety of general education courses that offer exposure to a variety of academic disciplines as well as training in written communication. They also take two non-credit courses in physical education to acknowledge the importance of fitness and overall wellness in the development of the whole person.

## Academic Calendar

See [registrar.sewanee.edu/calendars/](http://registrar.sewanee.edu/calendars/) (<http://registrar.sewanee.edu/calendars/>) to view all the University calendars with detailed information about deadlines.

### Advent Semester

Date	Event
August 21-24, 2021	Orientation for New Students
August 25, 2021	First Day of Classes
September 17, 2021	Foundation Day Convocation
September 17-19, 2021	Family Weekend
October 16-19, 2021	Fall Break
November 5-7, 2021	Homecoming
November 24-29, 2021	Thanksgiving Break
December 4-5, 2021	Services of Lessons and Carols
December 8, 2021	Last Day of Classes
December 9, 2021	Reading Day
December 10-16, 2021	Final Examinations

### Easter Semester

Date	Event
January 11, 2022	First Day of Classes
January 14, 2022	Winter Convocation
March 10-20, 2022	Spring Break
April 27, 2022	Last Day of Classes
April 28, 2022	Reading Day
April 29-May 5, 2022	Final Examinations
May 6, 2022	Baccalaureate
May 7, 2022	Commencement

### Summer Term

Date	Event
June 6, 2022	First Day of Classes in the College Summer School
July 13, 2022	Last Day of Classes in the College Summer School
July 14, 2022	Reading Day
July 15-16, 2022	Final Examinations in the College Summer School

### Academic Year

The academic year is officially defined as encompassing the Advent and Easter semesters. For those who enroll in summer school, academic credit is associated with the preceding terms as part of the same academic year.

## Administration

### Office of the Dean of the College of Arts and Sciences

Alexander Martin Bruce

*Associate Dean of the College of Arts and Sciences for Undergraduate Academic Affairs*

Deborah Ann McGrath

*Assistant Dean of the College of Arts and Sciences for the Environment*

Terry Logan Papillon

*Vice-Provost for Academic Affairs and Dean of the College of Arts and Sciences*

Betsy Ann Sandlin

*Associate Dean of the College of Arts and Sciences for Faculty Development and Inclusion*

## Faculty

### **Husnain Fateh Ahmad (2017)**

Bachelor of Science, Lahore University of Management Sciences; Master of Arts, University of Arizona; Doctor of Philosophy, University of Iowa

Assistant Professor of Economics

### **Liesl Ann Allingham (2015)**

Bachelor of Arts, Tufts University; Master of Arts, Indiana University Bloomington; Doctor of Philosophy, Indiana University Bloomington

Associate Professor of German

### **Kendanne Marie Altizer (2021)**

Bachelor of Arts, The University of Texas at Arlington; Master of Science, Clemson University; Doctor of Philosophy, The University of Tennessee

Visiting Assistant Professor of Anthropology

### **Laurence Richards Alvarez (1964)**

Bachelor of Science, The University of the South; Master of Arts, Yale University; Doctor of Philosophy, Yale University

Professor of Mathematics, Emeritus

### **Richard Bryan Apgar (2014)**

Bachelor of Arts, Davidson College; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill

Associate Professor of German

### **Henry Frank Arnold, Jr. (1963)**

Bachelor of Arts, The University of the South; Master of Arts, Harvard University; Doctor of Philosophy, Harvard University

Jesse Spalding Professor of English Literature, Emeritus

### **Emmanuel Asiedu-Acquah (2015)**

Bachelor of Arts, University of Ghana; Master of Philosophy, University of Ghana; Doctor of Philosophy, Harvard University

Assistant Professor of International and Global Studies

### **Robert Edward Bachman (2001)**

Bachelor of Arts, Rice University; Doctor of Philosophy, Rice University

F.B. Williams Professor of Chemistry

### **Daniel S. Backlund (1989)**

Bachelor of Science, Bradley University; Master of Fine Arts, University of North Carolina School of the Arts

Professor of Theatre Arts

### **Carl Albert Bardi (2008)**

Bachelor of Arts, North Carolina State University; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill

Associate Professor of Psychology

### **Nicole Bella Barenbaum (1990)**

Bachelor of Arts, Cornell University; Master of Arts, Boston University; Doctor of Philosophy, Boston University

Professor of Psychology, Emerita

**Helen V. Bateman (2003)**

Bachelor of Arts, Vanderbilt University; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University  
Associate Professor Psychology

**Robert G. Benson (1979)**

Master of Arts, Vanderbilt University; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of English, Emeritus

**Julie Kay Berebitsky (1997)**

Bachelor of Arts, University of California, Davis; Master of Arts, The George Washington University; Doctor of Philosophy, Temple University  
Jessie Ball duPont Professor and Professor of History, Emerita

**Nancy Jane Berner (1992)**

Bachelor of Science, University of Idaho; Master of Science, University of Idaho; Doctor of Philosophy, Stanford University  
William Henderson Professor of Biology

**Destiny O. Birdsong (2021)**

Bachelor of Arts, Fisk University; Master of Arts, Vanderbilt University; Master of Arts, The University of Louisiana at Lafayette; Master of Fine Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University  
Assistant Professor of English

**Vassil Iordanov Boiadjiev (2020)**

Doctor of Philosophy, University of Wisconsin-Milwaukee  
Visiting Assistant Professor of Chemistry

**Margaret Elaine Bonds (1980)**

Bachelor of Arts, University of Wisconsin-Milwaukee; Master of Arts, University of Maryland College Park; Doctor of Philosophy, University of Maryland College Park  
Professor of Spanish, Emerita

**John Lawson Bordley, Jr. (1970)**

Bachelor of Science, Davidson College; Doctor of Philosophy, Johns Hopkins University  
F.B. Williams Professor of Chemistry, Emeritus

**Nancy Mishoe Brennecke (1995)**

Bachelor of Arts, The University of the South; Master of Arts, Columbia University in the City of New York; Doctor of Philosophy, The Graduate Center of the City University of New York  
Professor of Art History

**Charles Donald Brockett (1979)**

Bachelor of Arts, Whittier College; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Biehl Professor of International Studies, Emeritus

**Molly Miller Brookfield (2020)**

Bachelor of Arts, Macalester College; Doctor of Philosophy, University of Michigan  
Assistant Professor of History and Women's and Gender Studies

**Sidney Pamela Brown (1999)**

Bachelor of Arts, Emory University; Master of Science, Florida State University; Doctor of Philosophy, University of Virginia  
Professor of Religion

**Alexander Martin Bruce (2008)**

Bachelor of Arts, The University of the South; Master of Arts, The University of Georgia; Doctor of Philosophy, The University of Georgia  
Visiting Associate Professor of English

**Lisa Reinhalter Burner (2015)**

Bachelor of Arts, Colby College; Master of Arts, University of Illinois at Urbana-Champaign; Doctor of Philosophy, University of Illinois at Urbana-Champaign  
Assistant Professor of Spanish

**Katharine M. Cammack (2015)**

Bachelor of Science, Santa Clara University; Doctor of Philosophy, Rutgers University—Newark

Assistant Professor of Psychology

**Larry Edward Carden (1982)**

Bachelor of Arts, DePauw University; Bachelor of Divinity, Yale University; Doctor of Philosophy, Vanderbilt University  
Associate Professor of Religion, Emeritus

**Stephen Paul Carl (2004)**

Bachelor of Science in Electrical Engineering, Rice University; Master of Arts, The University of Texas at Austin; Doctor of Philosophy, Wright State University  
Associate Professor of Computer Science

**James Edward Carlos (1969)**

Bachelor of Science, Indiana University of Pennsylvania; Master of Fine Arts, The Catholic University of America; Doctor of Philosophy, Ohio University  
Professor of Art, Emeritus

**Thomas Macnab Carlson (1970)**

Bachelor of Arts, The University of the South; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of English

**Daniel Clay Carter (2008)**

Bachelor of Science, Middle Tennessee State University; Doctor of Philosophy, The University of Tennessee  
Teaching Assistant Professor of Education & Environmental Studies

**Catherine E. Cavagnaro (1993)**

Bachelor of Science, Santa Clara University; Doctor of Philosophy, University of Illinois at Urbana-Champaign  
Professor of Mathematics

**Kristen Kimberly Cecala-Joyce (2013)**

Bachelor of Science, Davidson College; Doctor of Philosophy, The University of Georgia  
Associate Professor of Biology

**Marcia Shonnard Clarkson (1973)**

Bachelor of Science, Hobart and William Smith Colleges  
Lecturer in Computer Science, Emerita

**William Ellis Clarkson (1973)**

Bachelor of Arts, Yale University; Doctor of Philosophy, University of Virginia  
Professor of English, Emeritus

**Katherine Nelson Coffey (2015)**

Bachelor of Science, University of Mary Washington; Master of Arts, University of California, Riverside; Doctor of Philosophy, University of California, Riverside  
Associate Professor of Psychology

**John Kenyon Coffey II (2016)**

Bachelor of Arts, Creighton University; Master of Arts, Claremont Mckenna College; Master of Social Work, University of Michigan  
Associate Professor of Psychology

**David Colbert-Goicoa (2013)**

Bachelor of Arts, Columbia University in the City of New York; Master of Arts, Brown University; Doctor of Philosophy, Brown University  
Associate Professor of Spanish

**Adriana Colom Cruz (2018)**

Bachelor of Arts, University of Puerto Rico at Mayaguez; Master of Science, University of Essex; Doctor of Philosophy, Florida Atlantic University  
Visiting Assistant Professor of Psychology

**Christopher H. Conn (1997)**

Bachelor of Arts, Wheaton College; Master of Arts, Northern Illinois University; Doctor of Philosophy, Syracuse University  
Professor of Philosophy

**Claire E. Cooper (2021)**

Bachelor of Arts, Georgetown University; Master of Arts, Harvard University; Master of Arts, Princeton University; Doctor of Philosophy, Princeton University  
Visiting Assistant Professor of History

**Virginia Harvey Ottley Craighill (2001)**

Bachelor of Arts, The University of the South; Master of Arts, The University of Texas at Austin; Doctor of Philosophy, The University of Georgia  
Teaching Professor of English

**James Stockton Crawford (2016)**

Bachelor of Arts, Brown University; Master of Fine Arts, University of California, San Diego  
Associate Professor of Theatre Arts

**Henrietta Brown Croom (1972)**

Bachelor of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Biology, Emerita

**Frederick Hailey Croom (1971)**

Bachelor of Science, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Gaston Swindell Bruton Professor of Mathematics, Emeritus

**Joel L. Cunningham (2000)**

Bachelor of Arts, The University of Tennessee at Chattanooga; Master of Arts, University of Oregon; Doctor of Philosophy, University of Oregon  
Professor of Mathematics, Emeritus

**Kati D. Curts (2016)**

Bachelor of Business Administration, Washburn University; Master of Arts, Yale University; Master of Philosophy, Yale University; Doctor of Philosophy, Yale University  
Assistant Professor of Religious Studies

**Maxwell Philip Boulet Dahlquist (2020)**

Bachelor of Arts, University of Southern Indiana; Bachelor of Science, University of Southern Indiana; Doctor of Philosophy, University of Southern California  
Assistant Professor of Geology

**Lucia K. Dale (2000)**

Bachelor of Arts, Texas A&M University; Master of Arts, Texas A&M University; Doctor of Philosophy, Texas A&M University  
Professor of Computer Science

**James Charles Davidheiser (1976)**

Bachelor of Arts, La Salle University; Master of Arts, University of Pittsburgh; Doctor of Philosophy, University of Pittsburgh  
Professor of German, Emeritus

**Robert G. Delcamp (1978)**

Bachelor of Music, University of Cincinnati; Master of Music, University of Cincinnati; Doctor of Music, Northwestern University  
Professor of Music, Emeritus

**Anthony M. Donaldson, Jr. (2019)**

Bachelor of Arts, North Carolina Central University; Master of Arts, North Carolina Central University; Doctor of Philosophy, University of Florida  
Assistant Professor of History

**Hilary R. Dow Ward (2017)**

Bachelor of Music, University of Kansas; Master of Arts, Memphis Theological Seminary; Master of Education, Union University; Doctor of Education, The University of Memphis  
Sewanee Summer Music Festival Assistant Director and Coordinator of Musical Arts

**Mila Dragojevic (2010)**

Bachelor of Arts, Wilson College; Master of Arts, Northeastern University; Master of Business Administration, University of New Hampshire; Doctor of Philosophy, Brown University  
Professor of Politics

**Douglas J. Drinen (2001)**

Bachelor of Arts, Trinity University; Master of Arts, Arizona State University; Doctor of Philosophy, Arizona State University  
Associate Professor of Mathematics

**Linden Anne Duffee (2016)**

Bachelor of Arts, St John's College; Doctor of Philosophy, The University of Alabama  
Assistant Professor of Mathematics

**D. Elwood Dunn (1981)**

Bachelor of Arts, Cuttington University; Doctor of Philosophy, American University  
Alfred Walter Negley Professor of Politics, Emeritus

**Douglas Tybor Durig (1987)**

Bachelor of Arts, University of South Carolina-Columbia; Doctor of Philosophy, University of South Carolina-Columbia  
Professor of Physics

**Aaron A. Elrod (2013)**

Bachelor of Arts, Centenary College of Louisiana; Master of Arts, The George Washington University; Doctor of Philosophy, The  
George Washington University  
Associate Professor of Economics

**William Edward Engel (2004)**

Bachelor of Arts, Trinity University; Master of Arts, University of Pennsylvania; Doctor of Philosophy, University of California, Berkeley  
Nick B. Williams Professor of English

**Derek Michael Ettensohn (2015)**

Bachelor of Arts, Haverford College; Master of Arts, Brown University; Doctor of Philosophy, Brown University  
Associate Professor of Humanities

**Jonathan P. Evans (1994)**

Bachelor of Arts, Cornell University; Doctor of Philosophy, Duke University  
Professor of Biology

**Paul A. Fischer (2021)**

Visiting Instructor of Marketing

**Terri D. Fisher (2016)**

Bachelor of Arts, Wake Forest University; Master of Arts, The University of Georgia; Doctor of Philosophy, The University of Georgia  
Teaching Professor of Psychology

**John Francis Flynn (1966)**

Bachelor of Arts, Boston College; Doctor of Philosophy, Columbia University in the City of New York  
Professor of History, Emeritus

**Elizabeth B. Ford (2004)**

Bachelor of Science, University of Florida; Master of Science, University of Florida; Doctor of Philosophy, University of Pennsylvania  
Teaching Professor of Economics

**Stephen A. Ford (2003)**

Bachelor of Arts, Colby College; Master of Arts, University of Minnesota-Twin Cities; Doctor of Philosophy, University of Minnesota-  
Twin Cities  
Visiting Associate Professor of Economics

**Robert N Gaines (2021)**

Bachelor of Arts, University of California, Davis; Master of Arts, University of California, Davis; Doctor of Philosophy, University of  
Iowa  
Visiting Professor of Rhetoric

**Lucia I. Garcia-Santana (2016)**

Bachelor of Arts, Universidad de La Laguna; Master of Arts, The University of Connecticut; Doctor of Philosophy, The University of  
Connecticut  
Assistant Professor of Spanish

**John J. Gatta, Jr. (2005)**

Bachelor of Arts, University of Notre Dame; Master of Arts, Cornell University; Doctor of Philosophy, Cornell University  
William B. Kenan Jr. Professor of English, Emeritus

**Hugh R. Geller (2021)**

Bachelor of Arts, Goucher College; Master of Science, Clemson University; Doctor of Philosophy, Clemson University  
Visiting Assistant Professor of Mathematics

**Kerry A. Ginger (2019)**

Bachelor of Arts, Whitman College; Master of Music, Arizona State University; Doctor of Musical Arts, Arizona State University  
Assistant Professor of Music

**Aymeric Charles Glacet (2003)**

Doctor of Philosophy, Emory University  
Associate Professor of French

**Harold J. Goldberg (1974)**

Bachelor of Arts, State University of New York at Buffalo; Master of Arts, University of Wisconsin-Madison; Doctor of Philosophy, University of Wisconsin-Madison  
David E. Underdown Chair of Modern European History, Emeritus

**Robert R. Gottfried (1982)**

Bachelor of Arts, Davidson College; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Economics, Emeritus

**John Miller Grammer (1992)**

Bachelor of Arts, Vanderbilt University; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Professor of English

**Elizabeth Elkin Grammer (1994)**

Bachelor of Arts, Davidson College; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Teaching Professor of English

**Nicolette Bernadette Campbell Hamilton (2017)**

Bachelor of Arts, The University of the South; Master of Public Service, University of Arkansas at Fayetteville  
Associate Director of Civic Engagement and Instructor

**Stephen Stewart Hancock (2021)**

Bachelor of Science, The University of the South; Bachelor of Science, Washington University in St. Louis; Master of Science, Washington University in St. Louis  
Visiting Instructor of Physics

**Emily K. Harrison (2021)**

Bachelor of Arts, Emerson College; Master of Fine Arts, ; Doctor of Philosophy, University of Colorado at Boulder  
Visiting Assistant Professor of Theatre

**Francis Xavier Hart (2014)**

Bachelor of Science, Manhattan College; Master of Science, Syracuse University; Doctor of Philosophy, Syracuse University  
Tom Costen Professor of Physics, Emeritus

**David George Haskell (1996)**

Bachelor of Arts, University of Oxford; Doctor of Philosophy, Cornell University  
Professor of Biology

**Andrea Christina Hatcher (2005)**

Bachelor of Arts, University of West Florida; Master of Arts, University of West Florida; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University  
Professor of Politics

**Patricia Ruth Gibson Heck (1986)**

Bachelor of Arts, San Jose State University; Master of Arts, University of California, Santa Barbara; Doctor of Philosophy, University of California, Santa Barbara  
Professor of Anthropology, Emerita

**Jennifer Paige Hill (2009)**

Bachelor of Arts, The University of Tennessee at Chattanooga; Master of Arts, Tennessee Technological University  
Visiting Instructor of Education

**Paul Andrew Holloway (2009)**

Bachelor of Arts, The University of Texas at Austin; Master of Arts, Rice University; Doctor of Philosophy, University of Chicago



University Professor of Classics and Ancient Christianity

**Daniel Stephen Holmes (2008)**

Bachelor of Arts, The University of Queensland; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Associate Professor of Classical Studies

**Mark Simon James Hopwood (2014)**

Bachelor of Arts, City University of New York Queens College; Doctor of Philosophy, University of Chicago  
Associate Professor of Philosophy

**Matthew William Irvin (2008)**

Bachelor of Arts, University of Chicago; Doctor of Philosophy, Duke University  
Professor of English

**Maha Zehra Jafri (2016)**

Bachelor of Arts, Johns Hopkins University; Master of Arts, Northwestern University; Doctor of Philosophy, Northwestern University  
Assistant Professor of English

**Larry Hudson Jones (1977)**

Bachelor of Science, Wofford College; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Biology, Emeritus

**Angela A. Jordan (2001)**

Bachelor of Business Administration, Middle Tennessee State University; Master of Arts, Middle Tennessee State University  
Senior Instructor of Spanish

**Evan Elizabeth Joslin (2016)**

Bachelor of Arts, Agnes Scott College; Doctor of Philosophy, University of Virginia  
Assistant Professor of Chemistry

**Corinna Kahnke (2019)**

Master of Arts, University of Nebraska-Lincoln; Doctor of Philosophy, Indiana University Bloomington  
Visiting Assistant Professor and German Co-Curricular Activities Director

**Eric Michael Keen (2018)**

Bachelor of Arts, The University of the South; Master of Science, University of California, San Diego; Doctor of Philosophy, University of California, San Diego  
Visiting Assistant Professor of Biology

**Timothy Keith-Lucas (1973)**

Bachelor of Arts, Swarthmore College; Doctor of Philosophy, Duke University  
Professor of Psychology, Emeritus

**Elise A. Kikis (2012)**

Bachelor of Arts, Cornell University; Doctor of Philosophy, University of California, Berkeley  
Associate Professor of Biology

**Martin Albert Knoll (1993)**

Bachelor of Arts, The University of the South; Master of Science, Vanderbilt University; Doctor of Philosophy, The University of Texas at El Paso  
Professor of Geology

**Karen Kuers (1994)**

Bachelor of Science, Spring Hill College; Master of Science, Texas A&M International University; Doctor of Philosophy, The University of Georgia  
Annie Overton Brinkley Snowden Professor of Forestry

**David Macrae Landon (1974)**

Bachelor of Arts, Harvard University; Doctor of Philosophy, Vanderbilt University  
Bishop Frank A. Juhan Professor of Theatre Arts, Emeritus

**Linda Bright Lankewicz (1995)**

Bachelor of Science, The University of Georgia; Master of Science, Tulane University; Master of Science, University of South Alabama; Doctor of Philosophy, Tulane University  
Professor of Computer Science, Emerita

**Andrew P Lawson (2021)**

Bachelor of Arts, Centre College; Master of Philosophy, University of Cambridge; Doctor of Philosophy, University of Cambridge  
Visiting Assistant Professor of Spanish

**Julian Ainsworth Ledford (2014)**

Bachelor of Arts, Washington and Lee University; Master of Arts, Vanderbilt University; Master of Music, Johns Hopkins University;  
Doctor of Philosophy, Vanderbilt University  
Assistant Professor of French

**Alexander J. Lee (2021)**

Bachelor of Arts, University of California, San Diego; Doctor of Philosophy, University of Illinois at Urbana-Champaign  
Visiting Assistant Professor of International & Global Studies

**Melody J. Lehn (2017)**

Bachelor of Arts, Furman University; Master of Arts, The University of Memphis; Doctor of Philosophy, The University of Memphis  
Assistant Professor of Women's and Gender Studies and Assistant Director of the Center for Speaking and Listening

**Roger Saul Levine (2004)**

Bachelor of Arts, Yale University; Master of Arts, Yale University; Master of Philosophy, Yale University; Doctor of Philosophy, Yale University  
Associate Professor of History

**Wei-Chun Bernadette Lo (2011)**

Bachelor of Music, Peabody Institute of the Johns Hopkins University; Master of Music, Peabody Institute of the Johns Hopkins University;  
Master of Music, University of Illinois at Urbana-Champaign; Doctor of Musical Arts, University of Illinois at Urbana-Champaign  
Visiting Assistant Professor of Music

**James Ross Macdonald (2013)**

Bachelor of Arts, Harvard University; Master of Arts, Yale University; Master of Philosophy, Yale University; Doctor of Philosophy, Yale University  
Associate Professor of English

**Pamela Royston Macfie (1984)**

Bachelor of Arts, Goucher College; Master of Arts, Duke University; Doctor of Philosophy, Duke University  
Professor of English

**Shelley Jean MacLaren (2012)**

Bachelor of Arts, University of Alberta; Doctor of Philosophy, Emory University  
Visiting Assistant Professor & University Art Gallery Director & Curator

**Pradip K. Malde (1990)**

Bachelor of Arts, Bournemouth University; Master of Fine Arts, Glasgow School of Art  
Professor of Art

**Kelly A. Malone (2002)**

Bachelor of Arts, Providence College; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of English

**Rodelio Dela Cruz Manacsa (2008)**

Bachelor of Arts, Ateneo de Manila University; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University  
Associate Professor of Politics

**Benjamin C. Mangrum (2020)**

Bachelor of Arts, Mississippi College; Master of Arts, Baylor University; Master of Divinity, Baylor University; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Assistant Professor of English

**Andrea Nichole Mansker (2004)**

Bachelor of Arts, California State University, Sacramento; Master of Arts, University of Southern California; Doctor of Philosophy, University of Southern California  
Professor of History

**Arturo A. Marquez-Gomez (2015)**

Master of Arts, Middlebury College; Doctor of Philosophy, Brown University

Associate Professor of Spanish

**John Gallagher Marshall (2019)**

Bachelor of Arts, The University of the South; Master of Arts, Regent University  
Visiting Instructor of Theatre and Technical Director

**Jennifer Kay Matthews (2000)**

Bachelor of Creative Arts, The University of North Carolina at Chapel Hill; Master of Fine Arts, The University of North Carolina at Chapel Hill  
Professor of Theatre Arts

**Giordano Mazza (2021)**

Visiting Assistant Professor of Spanish & Italian

**John Malcolm McCardell, Jr. (2010)**

Bachelor of Arts, Washington and Lee University; Master of Arts, Johns Hopkins University; Doctor of Philosophy, Harvard University  
Professor of History

**Stephanie Ann McCarter (2008)**

Bachelor of Arts, The University of Tennessee; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Professor of Classical Studies

**Roger McCoy (2019)**

Bachelor of Science, University of Missouri; Master of Arts, University of Missouri-St. Louis  
Visiting Instructor of Physics and Lab Coordinator

**James Waring McCrady (2004)**

Bachelor of Arts, The University of the South; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of French, Emeritus

**Christopher Michael McDonough (2002)**

Bachelor of Arts, Tufts University; Master of Arts, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Classical Studies

**Carmen Elena McEvoy (1995)**

Bachelor of Arts, Universidad Femenina del Sagrado Corazon; Master of Arts, Pontificia Universidad Catolica del Peru; Master of Arts, University of California, San Diego; Doctor of Philosophy, University of California, San Diego  
Professor of History

**Katherine Elizabeth McGhee (2015)**

Bachelor of Science, University of Toronto; Master of Science, Florida State University; Doctor of Philosophy, Florida State University  
Associate Professor of Biology

**Deborah Ann McGrath (1999)**

Bachelor of Arts, University of Wisconsin-Milwaukee; Master of Science, University of Florida; Doctor of Philosophy, University of Florida  
Carl Gustav Biehl Jr. Professor of International Studies and Professor of Biology

**Gayle E. McKeen (1994)**

Bachelor of Arts, University of Massachusetts Amherst; Master of Arts, University of Chicago; Doctor of Philosophy, University of Chicago  
Associate Professor of Politics, Emerita

**Jennifer Paine Davis Michael (1995)**

Bachelor of Arts, The University of the South; Bachelor of Arts, University of Oxford; Master of Arts, Northwestern University; Doctor of Philosophy, Northwestern University  
Professor of English

**Deon Terrell Miles (2002)**

Bachelor of Arts, Wabash College; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Chemistry

**Alison Janet Miller (2017)**

Bachelor of Arts, Northern Illinois University; Master of Arts, University of Kansas; Master of Arts, University of Kansas; Doctor of Philosophy, University of Kansas

Assistant Professor of Art and Art History

**Stephen Ray Miller (1995)**

Bachelor of Arts, University of Kansas; Master of Arts, University of Chicago; Doctor of Philosophy, University of Chicago  
Professor of Music

**Kathryn Oliver Mills (1997)**

Bachelor of Arts, University of Virginia; Master of Arts, University of Oxford; Doctor of Philosophy, Yale University  
Professor of French

**Shane Elizabeth Minkin-Reinhard (2015)**

Bachelor of Arts, University of Pennsylvania; Master of Arts, Emory University; Doctor of Philosophy, New York University  
Associate Professor of International and Global Studies

**Kartik Misra (2020)**

Bachelor of Arts, University of Delhi; Master of Science, The London School of Economics and Political Science; Doctor of Philosophy, University of Massachusetts Amherst  
Assistant Professor of Economics

**Matthew David Mitchell (2014)**

Bachelor of Arts, University of Washington; Master of Letters, University of Saint Andrews; Doctor of Philosophy, University of Pennsylvania  
Associate Professor of History

**Yasmeen Mohiuddin (1982)**

Bachelor of Arts, University of Karachi; Master of Arts, University of Karachi; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University  
Ralph Owen Distinguished Professor of Economics, Emerita

**Andrew Paul Moser (2002)**

Bachelor of Arts, The University of the South; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Teaching Professor of Philosophy

**Donna Faye Murdock (2003)**

Bachelor of Arts, City University of New York Hunter College; Master of Arts, Emory University; Doctor of Philosophy, Emory University  
Professor of Anthropology, Emerita

**Alejandro Mylonas-Leegstra (2016)**

Bachelor of Arts, Universidad de La Laguna; Master of Arts, The University of Connecticut; Master of Arts, Universidad de La Laguna  
Visiting Assistant Professor of Spanish

**Maria Jesus M. Natal (1986)**

Doctor of Philosophy, University of Florida  
Professor of Spanish, Emerita

**David A. Neely (2013)**

Bachelor of Science, Frostburg State University; Master of Science, Frostburg State University; Doctor of Philosophy, The University of Alabama  
Visiting Assistant Professor of Biology

**Chris Ellsworth Nelsen (2019)**

Bachelor of Music, University of Colorado at Boulder; , University of Colorado at Boulder; Master of Music, Austin Peay State University  
Visiting Instructor of Music

**Nicole Aimee Noffsinger-Frazier (2013)**

Bachelor of Arts, The University of the South; Master of Arts, West Virginia University; Doctor of Philosophy, The University of Memphis  
Visiting Assistant Professor of Psychology

**Richard A. O'Connor (1978)**

Bachelor of Arts, The College of William and Mary; Master of Arts, Cornell University; Doctor of Philosophy, Cornell University

Biehl Professor of International Studies and Professor of Anthropology, Emeritus

**Sean Patrick O'Rourke (2015)**

Bachelor of Arts, Humboldt State University; Master of Arts, Humboldt State University; Doctor of Law, University of Oregon; Doctor of Philosophy, University of Oregon  
Professor of American Studies and Director of the Center for Speaking and Listening

**John Raymond Palisano (1993)**

Bachelor of Science, The University of Tennessee; Doctor of Philosophy, The University of Tennessee  
Professor of Biology, Emeritus

**Terry Logan Papillon (2014)**

Bachelor of Arts, Saint Olaf College; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Classical Studies

**Tam K. Parker (2000)**

Bachelor of Arts, Macalester College; Master of Divinity, Harvard University; Doctor of Philosophy, Emory University  
Professor of Religion

**Chris Parrish (1987)**

Bachelor of Arts, Saint Mary's University; Master of Arts, University of California, San Diego; Doctor of Philosophy, University of California, San Diego  
Professor of Mathematics, Emeritus

**Amy Stephenson Patterson (2012)**

Bachelor of Arts, Trinity University; Doctor of Philosophy, Indiana University Bloomington  
Carl Gustav Biehl Jr. Professor of International Studies and Professor of Politics

**William Brown Patterson, Jr. (1980)**

Bachelor of Arts, The University of the South; Master of Arts, University of Oxford; Doctor of Philosophy, Harvard University  
Francis S. Houghteling Professor of History, Emeritus

**Charles Richard Perry (1974)**

Bachelor of Arts, Davidson College; Master of Arts, Harvard University; Doctor of Philosophy, Harvard University  
William R. Kenan Jr. Professor of History, Emeritus

**James Franklin Peterman (1980)**

Bachelor of Arts, Kenyon College; Master of Arts, University of California, Berkeley; Doctor of Philosophy, University of California, Berkeley  
Professor of Philosophy

**James Robert Peters (1984)**

Bachelor of Arts, Northern Illinois University; Master of Arts, Northwestern University; Doctor of Philosophy, Northwestern University  
Professor of Philosophy

**Randolph Stuart Peterson (1989)**

Bachelor of Science, The University of Tennessee; Master of Science, The University of Tennessee; Doctor of Philosophy, The University of Tennessee  
Professor of Physics

**Charles Samuel Peyser, Jr. (1968)**

Bachelor of Arts, Hamilton College; Master of Arts, Southern Illinois University; Doctor of Philosophy, Southern Illinois University  
Professor of Psychology, Emeritus

**George Wilkinson Poe (1988)**

Bachelor of Arts, Davidson College; Master of Arts, Middlebury College; Doctor of Philosophy, Duke University  
Class of 1961 Chair of the College and Professor of French, Emeritus

**James Gregory Pond (1999)**

Bachelor of Arts, The University of the South; Master of Fine Arts, The University of Georgia  
Professor of Art History

**Rongson Pongdee (2010)**

Bachelor of Science, Vanderbilt University; Doctor of Philosophy, Texas A&M University  
Professor of Chemistry

**Donald Brandreth Potter, Jr. (1980)**

Bachelor of Arts, Williams College; Master of Arts, University of Massachusetts Amherst; Doctor of Philosophy, University of Massachusetts Amherst  
Robert M. Ayres Jr. Distinguished University Professor and Professor of Geology, Emeritus

**Peter J. Povey (2016)**

Master of Music, Yale University; Doctor of Music, Northwestern University  
Teaching Assistant Professor of Music

**Thomas Lorin Powell (2021)**

Visiting Assistant Professor of Forestry

**Raymond Mark Preslar (1991)**

Bachelor of Arts, Arizona State University; Master of Arts, University of Arizona; Doctor of Philosophy, University of Washington  
Associate Professor of Russian

**William McGowen Priestley (1967)**

Bachelor of Arts, The University of the South; Doctor of Philosophy, Princeton University  
Gaston Swindell Bruton Professor of Mathematics, Emeritus

**Eugene Wyatt Prunty (1989)**

Bachelor of Arts, The University of the South; Master of Arts, Johns Hopkins University; Doctor of Philosophy, Louisiana State University and Agricultural and Mechanical College  
Carlton Professor of English

**Emily Elizabeth Puckette (1999)**

Bachelor of Arts, Smith College; Master of Arts, Duke University; Doctor of Philosophy, Duke University  
Professor of Mathematics

**George S. Ramseur, Sr. (1958)**

Bachelor of Arts, Elon College; Master of Education, The University of North Carolina at Chapel Hill; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Biology, Emeritus

**Laurie Anne Ramsey (1992)**

Bachelor of Arts, The College of William and Mary; Master of Arts, Indiana University Bloomington; Doctor of Philosophy, Indiana University Bloomington  
Associate Professor of French, Emerita

**Stephen Boykin Raulston (1998)**

Bachelor of Arts, The University of the South; Master of Arts, University of California, Berkeley; Doctor of Philosophy, University of California, Berkeley  
Professor of Spanish

**Rebecca Celeste Ray (1998)**

Bachelor of Arts, University of Florida; Master of Arts, The University of Edinburgh; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Anthropology

**William Wood Register, Jr. (1992)**

Bachelor of Arts, The University of the South; Master of Arts, Brown University; Doctor of Philosophy, Brown University  
Francis S. Houghteling Professor of American History

**John Vincent Reishman II (1969)**

Bachelor of Arts, University of Notre Dame; Master of Arts, University of Notre Dame; Doctor of Philosophy, University of Virginia  
Jesse Spalding Professor of English Literature, Emeritus

**Leslie Buchman Richardson (1980)**

Bachelor of Arts, Rhodes College; Master of Arts, University of Virginia; Master of Arts, Middlebury College  
Instructor of Italian, Emerita

**Dale Edward Richardson (1973)**

Bachelor of Arts, Harvard University; Master of Arts, University of Virginia; Doctor of Philosophy, Princeton University  
Nick B. Williams Professor of English, Emeritus

**Alexandra Motlow Richman (2021)**

Visiting Instructor of Forestry

**Susan Janet Ridyard (1989)**

Bachelor of Arts, University of Cambridge; Master of Arts, University of Cambridge; Doctor of Philosophy, University of Cambridge  
Professor of History

**Nicholas Edward Roberts (2009)**

Bachelor of Arts, Carleton College; Master of Arts, University of Chicago; Doctor of Philosophy, New York University  
Associate Professor of History

**Jason Carl Rosenberg (2019)**

Bachelor of Arts, University of South Florida; Master of Arts, University of California, San Diego; Doctor of Philosophy, University of California, San Diego  
Assistant Professor of Music and Director of Theory and Composition

**Matthew Brian Rudd (2010)**

Bachelor of Science, Wake Forest University; Master of Science, University of Chicago; Doctor of Philosophy, University of Utah  
Associate Professor of Mathematics

**Donald Charles Rung III (1987)**

Bachelor of Arts, Harvard University; Master of Arts, Princeton University; Doctor of Philosophy, Princeton University  
Associate Professor of French

**Susan K. Rupert Delcamp (1978)**

Bachelor of Music, University of Cincinnati; Master of Music, Northwestern University  
Instructor in Music, Emerita

**Ruth Sanchez-Imizcoz (1995)**

Bachelor of Arts, The University of the South; Master of Arts, University of Kentucky; Doctor of Philosophy, University of Kentucky  
Professor of Spanish

**Betsy Ann Sandlin (2004)**

Bachelor of Arts, Morehead State University; Master of Arts, Ohio University; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Professor of Spanish

**Jacqueline Thibault Schaefer (1967)**

Bachelor of Arts, Université de Caen Basse-Normandie; Doctor of Philosophy, Université Paris-Sorbonne  
Professor of French, Emerita

**Paige L. Schneider (2000)**

Bachelor of Arts, University of Florida; Master of Arts, Florida Atlantic University; Doctor of Philosophy, Emory University  
Assistant Professor of Politics

**Matthew Scott Schrader (2015)**

Bachelor of Science, Florida State University; Master of Arts, Florida State University; Doctor of Philosophy, Florida State University  
Associate Professor of Biology

**Bethel Sharma Seballos (2009)**

Bachelor of Science, The University of Southern Mississippi; Doctor of Philosophy, University of Kentucky  
Associate Professor of Chemistry

**John Douglas Seiters (1971)**

Bachelor of Arts, The University of the South; Master of Arts, Florida State University; Doctor of Philosophy, Florida State University  
Class of 1961 Chair of the College and Professor of Classical Languages, Emeritus

**Emily Elizabeth Senefeld (2016)**

Bachelor of Arts, The University of the South; Master of Arts, University of Virginia  
Visiting Instructor of History

**Stephen A. Shaver (1987)**

Bachelor of Science, North Carolina State University; Doctor of Philosophy, Stanford University  
Professor of Geology, Emeritus

**Christopher Shelley (2018)**

Bachelor of Science, Imperial College London; Doctor of Philosophy, University of London

Assistant Professor of Biology

**Lhakpa Sherpa (2020)**

Bachelor of Arts, Elmira College; Master of Arts, University of Missouri; Master of Arts, Washington University in St. Louis; Doctor of Philosophy, University of Pittsburgh  
Assistant Professor of Economics

**Sarah C. Sherwood (2007)**

Bachelor of Science, James Madison University; Master of Arts, The University of Tennessee; Doctor of Philosophy, The University of Tennessee  
Professor of Environmental Studies

**John Hisashi Shibata (1998)**

Bachelor of Science, University of Washington; Doctor of Philosophy, University of Washington  
Associate Professor of Chemistry, Emeritus

**Sidney H. Simpson (2021)**

Postdoctoral Fellow in Politics

**Carrie Skulley Flournoy (2018)**

Bachelor of Arts, University of California, Santa Barbara; Master of Arts, University of California, Riverside; Doctor of Philosophy, University of California, Riverside  
Assistant Professor of Politics

**Everett Clinton Smith (2016)**

Bachelor of Science, University of Central Arkansas; Doctor of Philosophy, University of Kentucky  
Assistant Professor of Biology

**Peter Thomas Smith (1982)**

Bachelor of Arts, College of the Holy Cross; Master of Arts, Case Western Reserve University; Master of Fine Arts, Case Western Reserve University; Doctor of Philosophy, Case Western Reserve University  
Professor of Theatre Arts, Emeritus

**Gerald Lafayette Smith (1969)**

Bachelor of Arts, University of Richmond; Doctor of Philosophy, Duke University  
Robert M. Ayres Jr. Distinguished University Chair and Professor of Religion, Emeritus

**Charles Kenneth Smith (1998)**

Bachelor of Arts, Colorado State University; Master of Arts, University of Florida; Doctor of Philosophy, University of Florida  
Professor of Forestry

**Tao Song (2017)**

Bachelor of Business Administration, University of New Brunswick; Master of Arts, University of Alberta  
Assistant Professor of Economics

**Thomas Dean Spaccarelli (1974)**

Bachelor of Arts, Universidad de Granada; Master of Arts, University of Wisconsin-Madison; Doctor of Philosophy, University of Wisconsin-Madison  
Professor of Spanish, Emeritus

**Marc St-Pierre (2006)**

Bachelor of Arts, Universite de Sherbrooke; Master of Arts, Universite de Sherbrooke; Doctor of Philosophy, Brown University  
Associate Professor of Economics

**Bradley Scott Sturgill (2016)**

Bachelor of Business Administration, Appalachian State University; Doctor of Philosophy, North Carolina State University  
Associate Professor of Economics

**Alyssa Rowena Summers (2009)**

Bachelor of Arts, Lawrence University; Doctor of Philosophy, Vanderbilt University  
Associate Professor of Biology & Technical Director, Molecular Diagnostics Lab

**Richard G. Summers, Jr. (2001)**

Bachelor of Arts, Swarthmore College; Doctor of Philosophy, Harvard University  
Associate Professor of Chemistry



**Heidi Marie Syler (2005)**

Bachelor of Arts, The University of Georgia; Master of Library Science, The University of Tennessee  
Visiting Instructor of Library Science

**Benito Teodoro Szapiro (1994)**

Master of Science, Universidad de Buenos Aires; Doctor of Philosophy, Universidad de Buenos Aires  
Professor of Physics

**Yanbing Tan (2017)**

Bachelor of Arts, Austin College; Master of Arts, Washington University in St. Louis; Doctor of Philosophy, Washington University in St. Louis  
Assistant Professor of Asian Studies

**Justin David Taylor (2020)**

Bachelor of Arts, University of Florida; Master of Fine Arts, The New School  
Director, School of Letters

**Katherine Christina Theyson (2010)**

Bachelor of Arts, North Carolina State University; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
Associate Professor of Economics

**Jeffrey Parker Thompson (2009)**

Bachelor of Arts, Birmingham-Southern College; Master of Arts, New York University; Doctor of Philosophy, Emory University  
Associate Professor of Art History

**Courtney L. Thompson (2015)**

Bachelor of Arts, Hampton University; Master of Arts, Purdue University; Doctor of Philosophy, Purdue University  
Associate Professor of American Studies

**Elizabeth C. Thompson (2019)**

Bachelor of Science, University of New Orleans; Master of Science, University of Chicago; Doctor of Philosophy, University of Chicago  
Assistant Professor of Earth and Environmental Sciences

**Nicholas W. Thompson (2020)**

Bachelor of Arts, University of Miami; Master of Music, Lynn University  
Visiting Instructor of Music

**Eric Thomas Thurman (2007)**

Bachelor of Science, Cumberland University; Master of Arts, Drew University; Master of Divinity, Princeton Theological Seminary;  
Doctor of Philosophy, Drew University  
Associate Professor of Religion

**Leslie Elise Todd (2020)**

Bachelor of Arts, Southern Methodist University; Master of Arts, University of Florida; Doctor of Philosophy, University of Florida  
Assistant Professor of Art and Art History

**Scott J. Torreano (1993)**

Bachelor of Science, Michigan Technological University; Master of Science, North Carolina State University; Doctor of Philosophy, The University of Georgia  
Professor of Forestry

**Zhexiu Tu (2019)**

Bachelor of Arts, Bard College; Master of Science, Cornell University; Doctor of Philosophy, Cornell University  
Assistant Professor of Mathematics

**Virginia Lauryl Hicks Tucker (2009)**

Bachelor of Arts, The University of the South; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Associate Professor of English

**Merle Wallace (1996)**

Bachelor of Arts, Temple University; Master of Arts, University of Illinois at Springfield; Doctor of Philosophy, University of Illinois at Urbana-Champaign  
Professor of Anthropology, Emerita

**Geoffrey Harris Ward (2016)**

Bachelor of Music, Mount Allison University; Master of Music, Arizona State University; Doctor of Music, University of Kansas

Organist and Choirmaster, Visiting Assistant Professor

**Joan Steves Ward (2004)**

Bachelor of Arts, Duke University; Master of Arts, Johns Hopkins University  
Instructor of Politics, Emerita

**Barclay Ward (1975)**

Master of Arts, Johns Hopkins University; Doctor of Philosophy, University of Iowa  
Alfred Negley Professor of Politics, Emeritus

**Keri Leigh Bryan Watson (2018)**

Bachelor of Science, The University of the South; Doctor of Philosophy, University of Vermont  
Assistant Professor of Earth and Environmental Systems

**William Grady Wells (2021)**

Visiting Assistant Professor of Biology

**G. Norman West (2011)**

Bachelor of Science, The University of Tennessee at Chattanooga; Master of Education, The University of Tennessee at Chattanooga;  
Doctor of Philosophy, Ball State University  
Visiting Associate Professor of Psychology

**Kelly J. Whitmer (2010)**

Bachelor of Arts, Colgate University; Master of Arts, Western Washington University; Doctor of Philosophy, University of British  
Columbia  
Associate Professor of History

**Elyzabeth Gregory Wilder (2012)**

Bachelor of Fine Arts, State University of New York College at Purchase; Master of Fine Arts, New York University  
Visiting Assistant Professor of English & Theatre

**Earl Douglass Williams, Jr. (1999)**

Bachelor of Arts, The University of the South; Doctor of Philosophy, Northwestern University  
Frank W. Wilson Professor of Economics

**Samuel Ruthven Williamson, Jr. (1988)**

Bachelor of Arts, Tulane University; Master of Arts, Harvard University; Doctor of Philosophy, Harvard University  
Robert M. Ayres Distinguished University Chair and Professor of History, Emeritus

**John Charles Willis (1991)**

Bachelor of Arts, Baylor University; Master of Arts, University of Virginia; Doctor of Philosophy, University of Virginia  
Jessie Ball duPont Professor of History

**Scott Howard Wilson (1994)**

Bachelor of Arts, Oberlin College; Master of Arts, Cornell University; Doctor of Philosophy, Cornell University  
Alfred Walter Negley Professor of Politics

**Michael Kevin Wilson (2005)**

Bachelor of Arts, Vanderbilt University; Master of Fine Arts, University of Florida  
Associate Professor of English

**Jessica Faye Wohl (2010)**

Bachelor of Fine Arts, Kansas City Art Institute; Master of Fine Arts, The University of Georgia  
Associate Professor of Art and Art History

**Donna L. Woodley (2021)**

Visiting Assistant Professor of Art and Art History

**Courtney Beth World (2013)**

Bachelor of Arts, State University of New York at Buffalo; Master of Fine Arts, State University of New York College at Brockport  
Associate Professor of Theatre and Dance

**Prakash C. Wright (2011)**

Bachelor of Arts, McDaniel College; Master of Arts, University of North Texas  
Teaching Associate Professor of Music

**Karen Pao-ying Yu (1996)**

Bachelor of Science, Massachusetts Institute of Technology; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University

Professor of Psychology

**Reinhard Konrad Zachau (1978)**

Bachelor of Arts, University of Hamburg; Doctor of Philosophy, University of Pittsburgh

Professor of German, Emeritus

**Kirk Steven Zigler (2005)**

Bachelor of Arts, Kenyon College; Doctor of Philosophy, Duke University

Professor of Biology

## Degrees

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## Degree Requirements

To earn an undergraduate degree (Bachelor of Arts or Bachelor of Science), a student must:

- Complete 32 full academic courses (equal to 128 semester hours), plus two physical education credits;
- Earn one PE credit by the end of the first year and an additional one by the end of the sophomore year<sup>1</sup>;
- Meet the general education requirements of the College before the beginning of the senior year<sup>2</sup>;
- Of the 32 academic full courses (128 semester hours) presented for a bachelor's degree, no more than 13 full courses (52 semester hours) may be presented in any single subject. Students and their advisors are strongly encouraged to develop a program of study for the junior and senior year that reflects breadth of involvement in disciplines beyond their principal academic interest;
- Complete an academic major;
- Attain a grade point average of at least 2.00 on all academic work at Sewanee;
- Spend at least four semesters in residence, including the final two semesters;
- Earn a minimum of 64 semester hours of credit at Sewanee.
- Additionally, a student must satisfy all financial obligations to the University. The University will neither confer a degree nor provide transcripts to any student or former student who has unsatisfied financial obligations to the University.

During the first two years, many of the student's courses are options listed within prescribed categories of general education. During the last two years, a student's courses are usually selected from those offered in a major field of study but also include ample electives.

The College offers a broad undergraduate education in the arts and sciences rather than highly specialized training. Toward this end, and to fulfill the aims suggested by the fourth item listed above, no major is allowed to require more than 11 courses in the major field. In keeping with our liberal arts tradition and values, we recognize that our unique intellectual experience depends upon immersive engagement in the greater Sewanee academic community. Accordingly, degree-seeking students are required to engage in full-time residential study, and spend the final two semesters in residence (that is, not on a study-away program). It is in these final semesters that students are best situated to benefit from faculty mentoring, to pursue advanced research and study, to engage with their peers, and to contribute to the intellectual vitality of the University. During the final year, each student is required to pass a comprehensive examination in the major field before graduation. A student who at the time of the comprehensive examination does not have at least a 2.00 grade point average is not allowed to take the exam until the grade point average has been raised to that required level.

<sup>1</sup> Exceptions may be made by petition to the College Standards Committee. A student must request and receive College Standards Committee approval to meet any general education requirement outside the time frame specified.

<sup>2</sup> Typically, general education courses are taken and passed in the College of Arts and Sciences. Transfer students' coursework taken prior to admission to the College may be evaluated as possible substitutions for prescribed courses. Matriculated students may use coursework taken as part of a Sewanee-taught or Sewanee-approved study-abroad/study-away program to satisfy up to a maximum of two general education requirements.

## Additional Requirements for a Bachelor of Science

In addition to satisfying all requirements for the Bachelor of Arts degree, a candidate for the Bachelor of Science degree must:

- Complete a major in Biochemistry, Biology, Chemistry, Computer Science, Forestry, Geology, Mathematics, Natural Resources and the Environment, Neuroscience, Physics, or Psychology;
- Present four courses outside the major field from the disciplines of Biology (BIOL), Chemistry (CHEM), Computer Science (CSCI), Geology (GEOL), Mathematics (MATH), Physics (PHYS), Statistics (STAT), or those courses in Environmental Science (ESCI), Forestry (FORS), Neuroscience (NEUR), and Psychology (PSYC) designated as meeting the general education requirement for observing, experimenting, and modeling.
- At least two of the four courses must be laboratory courses (i.e. carry the LSCI attribute) and all four must be taken at Sewanee.

## General Education Requirements

The overarching goals of Sewanee's general education requirements and the broader curriculum are congruent with the University's mission of encouraging students to grow in character as well as intellect. Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service and provides opportunities in their classes and on campus to take responsibility for their own lives and the lives of their peers. Students are challenged to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems in the pursuit of creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on campus and beyond, builds the foundation for their active citizenship and for lives of personal fulfillment involving commitment to service, achievement, and a reverent concern for the world.

Sewanee's general education curriculum encourages intellectual curiosity and exposure to the significant traditions and ways of seeing the world that our disciplines and interdisciplinary programs present. General education requirements are typically accomplished in the first two years of enrollment.<sup>1</sup>

Mentoring by faculty, which includes close discussion of available courses and programs, offers students solid footing to choose a major and to reap the longer-term rewards of lifelong learning.

### Learning Objectives <sup>2</sup>

#### **Learning Objective 1. Reading Closely: Literary Analysis and Interpretation.** *One course.*

The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with confidence. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.

Approved courses for Learning Objective 1 (p. 30).

#### **Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation.** *One course.*

The need to create, experience, and comprehend art is a defining human activity. Learning in the arts fosters aesthetic development, self-discipline, imaginative insights, and the ability to make connections between seemingly disparate ideas and issues. Many courses provide insight into the discipline, craft, and creative processes that go into making a work of art, while others focus on analyzing and interpreting the products of that artistic creativity. Developing the ability to think in intuitive, non-verbal, aural, or visual realms enhances creativity, and provides students a way to address problems that do not have conventional solutions.

Approved courses for Learning Objective 2 (p. 31).

#### **Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry.** *One course.*

The quest to answer fundamental questions of human existence has always been central to living the examined life. Through this learning objective, students examine how people in diverse times and places have addressed basic human questions about the meaning of life, the source of moral value, the nature of reality and possibility of transcendence, and to what or whom persons owe their ultimate allegiance. Courses that explore texts and traditions dedicated to philosophic questions and ethical inquiry, or that examine religious belief and practice as a pervasive expression of human culture, encourage students to develop a deeper understanding of what it means to be human.

Approved courses for Learning Objective 3 (p. 33).

#### **Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures.** *Two courses.*

Curiosity about society and its institutions is central to the engaged life. In addition, informed citizens should have an understanding of individual and collective behavior in the past and present. To address the challenges facing the world today, citizens must understand how these challenges arise and the roles that individuals, communities, countries, and international organizations play in addressing them. Learning how to pose appropriate questions, how to read and interpret historical documents, and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies. These skills enable students to examine the world around them and to make historically, theoretically, and empirically informed judgments about social phenomena.

Approved courses for Learning Objective 4 (p. 34).

**Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View.** *Three courses. One must include substantial quantitative, algorithmic, or abstract logical reasoning. One must be a science course with a substantial experiential or experimental component.*

The study of the natural world through careful observation, construction and testing of hypotheses, and the design and implementation of reproducible experiments is a key aspect of human experience. Scientific literacy and the ability to assess the validity of scientific claims are critical components of an educated and informed life. Scientific and quantitative courses develop students' ability to use close observation and interpret empirical data to understand processes in the natural world better. As they create models to explain observable phenomena, students develop their abilities to reason both deductively and inductively.

Approved courses for Learning Objective 5 (p. 38).

Approved courses for the Quantitative, Algorithmic, or Abstract Logical Reasoning component of Learning Objective 5 (p. 37).

Approved courses for the Experiential or Experimental component of Learning Objective 5 (p. 36).

**Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies.** *One 300-level or higher foreign language course OR foreign language through the 200 (3rd semester) level together with one course in a related culture.*

The cross-cultural comprehension requirement at Sewanee helps to prepare students for full citizenship in our global society. Upon completion of this requirement, students have developed a range of communicative strategies in a foreign language, recognition of another cultural perspective, and the capacity for informed engagement with another culture. These skills lead students to understand a variety of texts: oral, visual, and written. Students practice writing, public speaking, conversing, critical thinking, and textual analysis. Success in a foreign language gives students knowledge that they can apply broadly to academic and non-academic settings. The study of at least a second language is and always has been a hallmark of liberal arts education, providing not just access to the thought and expression of a foreign mentality and culture, but also a useful way to reflect on one's own mentality, language, and culture.

Approved courses for Learning Objective 6 (p. 38).

Approved culturally-specific courses for Learning Objective 6 (p. 40).

**Learning Objective 7. Encountering Perspectives: Diversity, Equity, and Inclusion.** *One course.*

Following Sewanee's communal aspirations, captured in its motto *Ecce Quam Bonum*, this requirement examines the process of becoming a responsible member of one's community through the ability to engage with and learn from perspectives and experiences different from one's own. These perspectives may include intersecting experiences such as race, class, ethnicity, geographic origin, gender identities and expressions, sexual identity, political and religious orientation, and ability. Courses fulfilling this requirement will explore these perspectives while also considering the history of cultural, political, and economic struggle or privilege that have shaped how people define themselves or have been defined. These courses will promote greater self-knowledge as students examine multiple perspectives and reflect on the formation of identities.

Approved courses for Learning Objective 7 (p. 42).

**Writing-Intensive Course.** *Students complete a foundational writing-intensive course by the end of sophomore year.*

A Foundational Writing-Intensive Course is built around casting thoughtful academic writing as a critical component of the thinking and learning processes. Not just an end goal, writing in these courses is seen as integral to discovering connections between and among ideas as well as offering creative and continual engagement with the course material. As any department might offer a Foundational Writing-Intensive Course, the structures of writing instruction may differ from course to course. However, all students will be expected to write at least 20-25 pages of prose that communicate what they have discovered in a clear and compelling manner. Moreover, any GFWI course will devote significant and dedicated class time throughout the semester to writing instruction, including argument and organization, use of evidence, mastery of academic English grammar and style, consideration of a piece's intended audience, and will prioritize strategies for responding to feedback through careful revision practices.

Approved Foundational Writing-Intensive Courses (p. 43).

**Physical Education and Wellness.** *Two courses, not counted among the thirty-two full academic courses required for graduation, are required. One of these must be completed by the end of the first year and the second by the end of the sophomore year.*

As the Greeks and Romans understood, healthy bodies and minds are closely connected and need to be cultivated together. Students are expected to take these courses in order to learn about the proper care of the body, the value of regular exercise, or to obtain an appreciation of individual and team sports.

- <sup>1</sup> Courses approved to satisfy general education learning objectives I through 7 are tagged with one or two attributes (G1-G7), each attribute corresponding to its respective learning objective. **Only these approved courses may be used to satisfy learning objectives in the general education program.** With the sole exception of the physical education and wellness requirement, independent studies (444s) and similar courses may not be used to satisfy general education requirements. While credit for courses offered in the School of Theology and approved by the College of Arts and Sciences may be applied as elective credit to undergraduate degrees in the College, such courses may not be used to satisfy general education requirements. General education attributes for scheduled courses can be found online, within the class schedule at the University Registrar's web site. General education attributes are not assigned retroactively.
- <sup>2</sup> Students who perform exceptionally well on Advanced Placement exams (scores of 4 or 5), high-level International Baccalaureate exams (scores of 5, 6, or 7), or A-level exams (grades of B or higher) are considered to have fulfilled appropriate learning objectives. More information is available here (p. 357).

## General Education - Reading Closely

The following courses are approved to satisfy **Learning Objective I. Reading Closely: Literary Analysis and Interpretation. (G1)**

Code	Title	Semester Hours
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
CLST 122	Explorations in Ancient Literature	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 210	Ancient Epic in Translation	4
CLST 353	Latin Literature in Translation	4
ENGL 101	Literature and Composition	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 400	Greatest Hits of French Literature and Culture	4
FYRP 106	First-Year Seminar: Walking in Place	4
FYRP 111	First-Year Seminar: "Your Place or Mine?" The Tension of Place in Narrative and Story-telling	4
FYRP 115	First-Year Seminar: Here and There, Now and Then	4
FYRP 116	First-Year Seminar: Making a Place for Literary Imagination	4
FYRP 121	First-Year Seminar: Medieval Sewanee	4
GREK 301	Homer I	4
GREK 302	Homer II	4
GREK 303	Greek Historians I	4
GREK 308	Greek Orators II	4
GREK 310	New Testament	4
GREK 401	Greek Tragedy I	4
GREK 403	Greek Comedy	4
GRMN 321	Survey of German Culture and Literature I	4
GRMN 355	Once Upon a Time: The Literature and Culture of Fairy Tales	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	4
HUMN 106	Experience, Expression, and Exchange: Texts and Contexts of the Modern World	4
HUMN 203	Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism	4
HUMN 205	Reading the Labyrinth	4
HUMN 217	Imitation, Quotation, Appropriation, and Genre	4
LATN 300	Caesar	4
LATN 301	Introduction to Latin Epic	4
LATN 302	Cicero	4
LATN 303	Catullus	4



LATN 305	Love Elegy	4
LATN 307	Ovid	4
LATN 308	Sallust	4
LATN 309	Livy	4
LATN 310	The Roman Novel	4
LATN 313	Lucretius	4
LATN 320	Horace's Lyric Poetry	4
LATN 321	Horace: Satires and Epistles	4
LATN 401	Roman Comedy	4
LATN 403	Prose of the Roman Empire	4
LATN 404	Poetry of the Roman Empire	4
LATN 406	Roman Philosophers	4
LATN 407	Vergil	4
RELG 104	The Many Faces of the <i>Qur'an</i>	4
RELG 141	Introduction to the Bible	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 243	Gospels	4
RHET 311	U.S. Public Address I: 1620-1865	4
RHET 312	U.S. Public Address II: 1865-Present	4
RHET 321	Rhetoric in the Ancient World	4
RUSN 351	19th-Century Russian Literature in English Translation	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 356	Nabokov	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4
RUSN 401	The 19th Century	4
SPAN 386	Contemporary Central American Literature and Film	4

## General Education - Understanding the Arts

The following courses are approved to satisfy **Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation. (G2)**

Code	Title	Semester Hours
ART 101	Line, Form and Space: Studies in Drawing, Photography and Sculpture	4
ART 102	Color, Motion, and Time: Studies in Digital Art, Painting, and Video	4
ART 103	Introduction to Lens and Time-based Media	4
ART 104	Introduction to Three- and Four-Dimensional Media	4
ART 105	Introduction to Drawing and Two-Dimensional Media	4
ART 231	Topics in Electronic and Interactive Art	4
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	4
ART 248	Video off the Wall: Topics in Video Installation Art	4
ART 251	Topics in Contemporary Drawing	4
ART 255	Collage and Assemblage: Combinations of Contemporary Culture	4
ART 263	Intermediate Documentary Projects in Photography	4
ART 282	Sustainable Structures	4
ART 287	Electronic Sculpture	4
ART 299	Painting from Life	4
ARTH 103	Survey of Western Art I	4
ARTH 104	Survey of Western Art II	4



ARTH 105	The Arts of Asia	4
ARTH 111	Latin American Art, Ancient to Modern	4
ARTH 202	History of Photography	4
ARTH 212	American Animation, 1910-1960	4
ARTH 345	Modern Art in Europe and the Americas	4
ARTH 350	Spanish Painting	4
ARTH 365	Modern and Postmodern Architecture	4
ARTH 370	Art in Germany: 1919-1933	4
ARTH 495	Spanish Art, Western Art, and the Road to Santiago	4
ARTH 497	Europe: A Community in the Arts	4
CLST 123	Explorations in Antiquity and the Arts	4
CLST 150	Classics in Cinema	4
CLST 207	Greek Archaeology	4
CLST 208	Roman Archaeology	4
CSCI 276	Multimedia Programming and Design	4
DANC 105	Experiencing Dance History and Culture	4
FILM 105	Introduction to World Cinema	4
FILM 108	History of Film: Invention to Mid-Century	4
FILM 109	History of Film: Mid-Century to the Present	4
FYRP 103	First-Year Seminar: Photography of What is Not Seen	4
FYRP 105	First-Year Seminar: Mountain Music Up and Down Sewanee Mountain	4
FYRP 110	First-Year Seminar: Clothing, Textiles, and the Identity of Place	4
FYRP 118	First Year Seminar: Memory, History, and Story - Site Specific Devised Performance	4
FYRP 119	First-Year Seminar: Building Place—The Architecture and Art of Sewanee	4
FYRP 123	First-Year Seminar: The Stories We Share: An Exploration of Place-Based Storytelling	4
FYRP 124	First-Year Seminar: The Mythology of Place on Stage and Screen	4
GRMN 353	German Film	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	4
HUMN 106	Experience, Expression, and Exchange: Texts and Contexts of the Modern World	4
HUMN 205	Reading the Labyrinth	4
HUMN 207	Experience, Expression, and Exchange: The Great War and the Emergence of Modern Memory	4
HUMN 214	Experience, Expression, and Exchange: Histories of Science, Vision, and Art: 1500-Present	4
HUMN 217	Imitation, Quotation, Appropriation, and Genre	4
INGS 100	Media and Globalization	4
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 103	Piano Skills and Musical Fundamentals II	2
MUSC 104	Piano Skills and Musical Fundamentals I II	4
MUSC 111	Music of Western Civilization	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 211	Song, Symphony, Stage: Music in Western Civilization	4
MUSC 224	Musics of Latin America	4
RUSN 355	Russian and Soviet Film	4
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	4
SPAN 381	History of Latin American Cinema	4
SPAN 392	Audiovisual Cultures in Latin America	4
SPAN 393	Spanish and Hispanic American Women Filmmakers	4
THTR 101	Introduction to Theatre	4
THTR 131	Fundamentals of Acting	4

THTR 246	Design and Décor Period Styles	4
THTR 261	Grassroots Theatre: Theatre as Civic Engagement	4

## General Education - Seeking Meaning

The following courses are approved to satisfy **Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry. (G3)**

Code	Title	Semester Hours
ANTH 109	World Prehistory	4
ANTH 222	Celtic Culture and Archaeology	4
ARTH 496	Islamic Spain and Spanish Art	4
CLST 124	Explorations in Ancient Ethics, Religion, and Belief	4
FYRP 113	First-Year Seminar: Practicing Place	4
FYRP 114	First-Year Seminar: The Psychology of People in Places	4
FYRP 126	First-Year Seminar: Community Health: Global and Local	4
FYRP 128	First-Year Seminar: Community-Based Philanthropy	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 204	Experience, Expression, and Exchange: Utopias and Dystopias	4
HUMN 210	Modern Intellectual Traditions	4
HUMN 225	The Nobel Prize	4
MHUM 108	Introduction to Medical Humanities: The Human Condition	4
MHUM 208	Narrative Medicine	4
PHIL 101	Topics in Philosophy	4
PHIL 190	Informal Logic and Critical Thinking	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 205	Freedom, Justice, and Commerce	4
PHIL 223	Philosophy of Art	4
PHIL 224	Philosophy of Film	4
PHIL 226	Philosophical Issues in Daoism	4
PHIL 230	Environmental Ethics	4
PHIL 232	Business Ethics	4
PHIL 235	Bioethics	4
PHIL 251	Philosophy of Religion	4
RELG 103	Studying Islam (in the West)	4
RELG 104	The Many Faces of the <i>Qur'an</i>	4
RELG 109	Front Pages: Religion in the News	4
RELG 111	Introduction to Religion	4
RELG 113	Disbelieving Religion	4
RELG 114	Religion Goes Pop	4
RELG 119	Religion in American History	4
RELG 121	The Responsible Self	4
RELG 122	Religion and Technology	4
RELG 135	Ethics and the Anthropocene	4
RELG 141	Introduction to the Bible	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 151	Philosophy of Religion	4
RELG 162	Introduction to Asian Religions	4
RELG 164	Studying Asian Religions (in the West)	4

RELG 165	A Buddhist Life	4
RELG 167	Thinking with Buddhists	4
RELG 201	The Spirit and Forms of Anglicanism	4
RELG 209	Shari'a: Threat or Utopia?	4
RELG 210	How Muslims Think: Contemporary Muslim Philosophy	4
RELG 211	Sensational Religion	4
RELG 229	Death, Dying, and Grief	4
RELG 243	Gospels	4
RELG 244	Paul and His Interpreters	4
RELG 262	Buddhist Traditions	4
RELG 353	Greening Buddhism	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4

## General Education - Exploring Past and Present

The following courses are approved to satisfy **Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures. (G4)**

Code	Title	Semester Hours
AFST 150	Introduction to African and African American Studies	4
AMST 251	Black Masculinity in the United States	4
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106	Introductory Physical Anthropology and Archaeology	4
ANTH 109	World Prehistory	4
ANTH 222	Celtic Culture and Archaeology	4
ANTH 298	Ecological Anthropology	4
ARTH 496	Islamic Spain and Spanish Art	4
CLST 121	Explorations in Ancient Society and Its Legacy	4
CLST 160	Greek and Roman Private Life	4
CLST 250	The Golden Age of Athens	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
ECON 101	Introduction to Microeconomics	4
ECON 102	Introduction to Macroeconomics	4
ECON 113	Economics of Social Issues	4
ENST 201	Foundations of Food and Agriculture	4
FREN 301	Discovering Paris	4
FYRP 102	First-Year Seminar: Place, Memory, and Preserving Tradition	4
FYRP 107	First-Year Seminar: Founded to Make Men--a History of Sewanee Manhood	4
FYRP 112	First-Year Seminar: A Landscape for Memory	4
FYRP 117	First-Year Seminar: Community Narratives of the South Cumberland Plateau	4
FYRP 120	First-Year Seminar: The Local Place and the Forces of Globalization	4
FYRP 122	First-Year Seminar: Anthropologies of Place	4
FYRP 125	First-Year Seminar: The Idea of Home: Ecology, Economics, and Nativity	4
FYRP 127	First-Year Seminar: Reimagination and Regeneration of Place	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 356	The Nazi Period	4
HIST 100	Topics in Western Civilization	4
HIST 111	Religion and Power in the Pre-Modern West	4
HIST 112	Women Changing the World: Gender and Social Movements	4
HIST 113	Civil Disobedience from Ancient Greece to Modern Africa	4

HIST 114	Health and Illness in History: Reading and Writing about Disease in American History	4
HIST 116	Revolution and Evolution: Europe since the Eighteenth Century	4
HIST 117	Discovering America, 1400-2000	4
HIST 120	Children and Childhood in History	4
HIST 121	Consumer Culture and Its Discontents, 17th - 20th Centuries	4
HIST 122	Science, Society, and the Archives	4
HIST 124	World in the Twentieth Century	4
HIST 125	The Age of Discovery: Encounter of Two Worlds	4
HIST 126	Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries	4
HIST 127	Atlantic Britons, 1500-1850	4
HIST 128	Adventures at Sea: The Indian Ocean in World History	4
HIST 129	Jerusalem: Histories of the Real and Imagined Holy City	4
HIST 131	"We are not what we seem": Race, Class, and Identity in American History since 1863	4
HIST 132	Witches, Witch-hunting and Fear in Early Modern Europe, 1450-1700	4
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 201	History of the United States I	4
HIST 202	History of the United States II	4
HIST 204	Rich and Poor in America from the Colonial Period to the Present	4
HIST 205	History of Britain and Ireland I	4
HIST 206	History of Britain and Ireland II	4
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 214	Africa Inside Out	4
HIST 217	Renaissance and Reformation	4
HIST 218	The Age of Enlightenment	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 221	History of India and South Asia I	4
HIST 222	History of India and South Asia II	4
HIST 232	African-American History since 1865	4
HIST 234	British Reformations	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 267	Early Modern Germany: Reformation to Revolutions	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 272	France Since 1815	4
HIST 273	The Haitian Revolution	4
HIST 283	Environmental History	4
HIST 289	The Digital Past: Concepts, Methods, and Tools	4
HIST 292	Jews in the Greco-Roman World	4
HIST 293	Greeks, Romans, and Barbarians	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 328	Slavery, Race, and the University	4
HUMN 203	Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism	4

HUMN 204	Experience, Expression, and Exchange: Utopias and Dystopias	4
HUMN 207	Experience, Expression, and Exchange: The Great War and the Emergence of Modern Memory	4
HUMN 210	Modern Intellectual Traditions	4
HUMN 214	Experience, Expression, and Exchange: Histories of Science, Vision, and Art: 1500-Present	4
HUMN 215	Introduction to Digital Humanities through Post-Soviet Identity and America's South	4
HUMN 225	The Nobel Prize	4
INGS 104	Oil: The Fuel of Globalization	4
INGS 105	Globalization and Culture in the Americas	4
INGS 107	Sports in Global Perspective	4
INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 316	Global Migration and Border Crises	4
POLS 101	American Government and Politics	4
POLS 103	Comparative Politics	4
POLS 105	Introduction to Political Theory	4
POLS 107	The Political Agenda	4
POLS 150	World Politics	4
POLS 206	State Politics	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 211	Democracy and Citizenship	4
POLS 214	Democracy, Dissent, and Revolution	4
POLS 216	Media and Politics	4
POLS 220	International Conflict	4
POLS 221	Peace and Diplomacy	4
POLS 222	United States Foreign Policy	4
POLS 223	Public Policy	4
POLS 227	Africa in World Politics	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 238	Punishment	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
POLS 260	Political Theory of the Environment	4
POLS 270	Introduction to International Security	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 395	Appalachian Religion	4
RHET 311	U.S. Public Address I: 1620-1865	4
RHET 312	U.S. Public Address II: 1865-Present	4
RHET 321	Rhetoric in the Ancient World	4
RUSN 310	Russian Civilization	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
WMST 100	Introduction to Women's and Gender Studies	4
WMST 251	Black Masculinity in the United States	4

## General Education - Observing, Experimenting, and Modeling - Experiential or Experimental Courses

The following courses are approved to satisfy the **Experiential or Experimental** requirement of Learning Objective 5. (G5E)

Code	Title	Semester Hours
BIOL 130	Field Investigations in Biology	4
BIOL 275	Histology and Microanatomy	4
CHEM 110	The Science of Food and Cooking (Lab)	4
CHEM 112	Chemistry of Art and Artifacts	4
CHEM 115	Crime Scene Chemistry (Lab)	4
CHEM 120	General Chemistry (Lab)	4
CHEM 150	Advanced General Chemistry (Lab)	4
ESCI 240	Island Ecology (Lab)	8
FORS 121	Introduction to Forestry (Lab)	4
FORS 211	Dendrology (Lab)	4
FORS 262	Forest and Watershed Restoration (Lab)	4
FORS 303	Soils (Lab)	4
FORS 314	Hydrology (Lab)	4
FYRP 101	First-Year Seminar: Creating Place	4
FYRP 104	First-Year Seminar: The Ecology of Place	4
FYRP 108	First-Year Seminar: Water is Life	4
FYRP 109	First-Year Seminar: Land and Life	4
GEOL 121	Physical Geology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
GEOL 222	Historical Geology (Lab)	4
GEOL 225	Sedimentology (Lab)	4
GEOL 303	Soils (Lab)	4
GEOL 305	Economic Geological Resources (Lab)	4
GEOL 314	Hydrology (Lab)	4
GEOL 325	Field and Structural Geology (Lab)	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4
PHYS 103	Modern Mechanics (Lab)	4
PHYS 104	Electric and Magnetic Interactions (Lab)	4
PHYS 250	Solar System Astronomy (Lab)	4
PHYS 251	Stellar and Galactic Astronomy (Lab)	4
PSYC 100	Introduction to Psychology (Lab)	4
PSYC 251	Research Methods and Data Analysis	4

## General Education - Observing, Experimenting and Modeling - Quantitative

The following courses are approved to satisfy the **Quantitative** requirement of Learning Objective 5. (G5Q)

Code	Title	Semester Hours
CSCI 101	Introduction to Computer Science	4
CSCI 157	Introduction to Modeling and Programming	4
MATH 100	Topics in Mathematics	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
PHIL 312	Modern Logic	4
STAT 204	Elementary Statistics	4

## General Education - Observing, Experimenting, and Modeling

The following courses are approved to satisfy **Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View. (G5)**

Code	Title	Semester Hours
ANTH 106	Introductory Physical Anthropology and Archaeology	4
BIOL 105	Biology and People	4
BIOL 115	Conservation Biology	4
BIOL 118	Current Issues in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics	4
BIOL 233	Molecular Cell Biology	4
CHEM 100	Foundations of Chemistry	4
CHEM 114	Life, Energy, and the Atomic Bomb: How the Science of Metals Shapes Society	4
CHEM 119	Principles of Chemistry	4
FORS 204	Forest Wildlife Management	4
FORS 212	Tropical Forest Ecology and Management	4
FORS 230	Urban Forest Management	4
FORS 250	Forests: Food, Medicine, and More	4
GEOL 230	Paleoecology	4
GEOL 235	Earth Systems and Climate Change	4
GEOL 236	Geology of Our Solar System	4
NEUR 101	Introduction to Neuroscience	4
NEUR 225	Cognitive Neuroscience	4
NEUR 254	Behavioral Neuroscience	4
PHYS 106	Foundations of Global Warming	4
PHYS 120	The Science of Music	4
PHYS 149	Survey of Astronomy	4
PSYC 101	Principles of Psychology	4
PSYC 201	Psychology of Personality	4
PSYC 203	Social Psychology	4
PSYC 208	Cognitive Psychology	4
PSYC 218	Psychology of Violence	4
PSYC 221	Adolescence	4
PSYC 222	Adult Development and Aging	4
PSYC 224	Developmental Psychopathology	4
PSYC 227	Health Psychology	4

## General Education - Comprehending Cross-Culturally - Language

The following courses are approved to satisfy **Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies. (G6)**

Code	Title	Semester Hours
CHIN 301	Advanced Chinese	4
FREN 300	Advanced French	4
FREN 313	Writing and Speaking French	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
GREK 301	Homer I	4
GREK 302	Homer II	4
GREK 303	Greek Historians I	4
GREK 308	Greek Orators II	4

GREK 310	New Testament	4
GREK 401	Greek Tragedy I	4
GREK 403	Greek Comedy	4
GRMN 300	Advanced German	4
GRMN 309	Erich Kästner: A Weimar Author	4
GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 312	Cultural Inquiry: Pop Culture and Society	4
GRMN 313	Special Topics in the Environment and Sustainability	4
GRMN 321	Survey of German Culture and Literature I	4
GRMN 322	Survey of German Culture and Literature II	4
GRMN 324	Reading Berlin	4
GRMN 360	Sewanee in Berlin: Advanced German	4
ITAL 301	Introduction to Italian Literature	4
ITAL 302	Introduction to Drama	4
ITAL 303	Introduction to Prose	4
ITAL 305	Italian Culture and Society	4
ITAL 355	Special Topics	4
LATN 300	Caesar	4
LATN 301	Introduction to Latin Epic	4
LATN 302	Cicero	4
LATN 303	Catullus	4
LATN 305	Love Elegy	4
LATN 307	Ovid	4
LATN 308	Sallust	4
LATN 309	Livy	4
LATN 310	The Roman Novel	4
LATN 313	Lucretius	4
LATN 320	Horace's Lyric Poetry	4
LATN 321	Horace: Satires and Epistles	4
LATN 401	Roman Comedy	4
LATN 403	Prose of the Roman Empire	4
LATN 404	Poetry of the Roman Empire	4
LATN 406	Roman Philosophers	4
LATN 407	Vergil	4
RUSN 301	Advanced Russian	4
RUSN 302	Readings in Russian Literature	4
RUSN 303	Introduction to Russian Verse	4
RUSN 304	Contemporary Russian in Cultural Context	4
RUSN 311	Composition and Conversation	4
RUSN 312	Advanced Russian Language through Late-Soviet and Contemporary Film	4
RUSN 401	The 19th Century	4
RUSN 402	The 20th Century	4
SPAN 300	Introduction to Hispanic Literature	4
SPAN 301	Cultural Survey of Spain I	4
SPAN 302	Cultural Survey of Spain II	4
SPAN 303	Cultural Survey of Latin America I	4
SPAN 304	Cultural Survey of Latin America II	4
SPAN 311	Spanish Phonetics	4
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	4
SPAN 323	Contemporary Spanish Culture and Civilization	4



## General Education - Comprehending Cross-Culturally - Culture

When paired with a course in foreign language through the 200 (3rd semester) level, the following courses are approved to satisfy the cultural requirement of **Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies. (G6XX)**

### Courses in culture related to Arabic. (G6AR)

Code	Title	Semester Hours
HIST 297	History of the Middle East II	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
INGS 204	Representing Egypt	4
INGS 311	Islam and Ecology	4

### Courses in culture related to Chinese. (G6CH)

Code	Title	Semester Hours
ASIA 205	Modern China through Fiction and Film	4
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
ASIA 241	The Comic and Sublime: An Introduction to Chinese Theater	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
POLS 248	China's Environmental Crisis	4

### Courses in culture related to French. (G6FR)

Code	Title	Semester Hours
ARTH 333	French Art	4
FREN 301	Discovering Paris	4
FREN 400	Greatest Hits of French Literature and Culture	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 272	France Since 1815	4

### Courses in culture related to Greek. (G6GK)

Code	Title	Semester Hours
CLST 150	Classics in Cinema	4
CLST 160	Greek and Roman Private Life	4
CLST 170	Slavery in the Greco-Roman World	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 207	Greek Archaeology	4
CLST 210	Ancient Epic in Translation	4
CLST 250	The Golden Age of Athens	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
CLST 353	Latin Literature in Translation	4

**Courses in culture related to German. (G6GM)**

Code	Title	Semester Hours
ARTH 370	Art in Germany: 1919-1933	4
GRMN 351	Masterpieces of German Literature in Translation	4
GRMN 353	German Film	4
GRMN 354	From the Beetle to Berlin	4
GRMN 355	Once Upon a Time: The Literature and Culture of Fairy Tales	4
GRMN 356	The Nazi Period	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 267	Early Modern Germany: Reformation to Revolutions	4
HIST 268	German History Since 1850	4

**Courses in culture related to Italian. (G6IT)**

Code	Title	Semester Hours
ARTH 323	Imagining the Medieval Italian City	4
ARTH 325	Italian Renaissance Art and Architecture	4
ITAL 304	Petrarch's Many Tongues	4
ITAL 309	Italian Americans in Cinema and Literature	4
ITAL 310	Being Good in Medieval and Renaissance Italy	4
ITAL 315	Italian Cinema	4
ITAL 325	Women Writers in Early Modern Italy	4
ITAL 350	Special Topics	4

**Courses in culture related to Japanese. (G6JP)**

Code	Title	Semester Hours
attr:G6JP		

**Courses in culture related to Latin. (G6LT)**

Code	Title	Semester Hours
CLST 150	Classics in Cinema	4
CLST 160	Greek and Roman Private Life	4
CLST 170	Slavery in the Greco-Roman World	4
CLST 180	Empire and Resistance: Roman Britain	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 205	Epigraphy Field School	2
CLST 208	Roman Archaeology	4
CLST 210	Ancient Epic in Translation	4
CLST 220	Archaeology of Pompeii and Herculaneum	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
CLST 353	Latin Literature in Translation	4

**Courses in culture related to Russian. (G6RU)**

Code	Title	Semester Hours
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
RUSN 309	Russian Culture: Study Abroad	4
RUSN 310	Russian Civilization	4
RUSN 351	19th-Century Russian Literature in English Translation	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 355	Russian and Soviet Film	4
RUSN 358	Gender Revolutions and Countercultures in Film and Literature after Stalin	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4

**Courses in culture related to Spanish. (G6SP)**

Code	Title	Semester Hours
ANTH 305	Cultures of Latin America	4
ARTH 111	Latin American Art, Ancient to Modern	4
ARTH 350	Spanish Painting	4
INGS 102	... and the World was Round: Sixteenth-Century Roots of Globalization	4
MUSC 224	Musics of Latin America	4
PSYC 380	Latinx Psychology	4
SPAN 290	Cults of Personality: Individuals who Shape the Cultural Identity of Latin America	4
SPAN 291	Spanish Culture and Civilization through the Visual Arts	4
SPAN 292	Hispanic Communities in the United States	4
SPAN 381	History of Latin American Cinema	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4

**General Education - Encountering Perspectives**

The following courses are approved to satisfy **Learning Objective 7. Encountering Perspectives: Diversity, Equity, and Inclusion. (G7)**

Code	Title	Semester Hours
ANTH 104	Introductory Cultural Anthropology	4
ANTH 285	Anthropology and Environmental Justice	4
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	4
ENGL 221	The Literature of Memoir	4
ENGL 251	History of the English Language(s)	4
ENGL 338	Border Fictions: Literature of the U.S.-Mexico Border	4
ENST 230	Native Americans and Land Use	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 273	The Haitian Revolution	4
HIST 334	History of Mass Culture in the United States	4
HUMN 215	Introduction to Digital Humanities through Post-Soviet Identity and America's South	4
INGS 106	Globalization and Migration in Asia	4
INGS 323	Race and Asia	4
MUSC 227	Music and Gender	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
PHIL 216	Indian Philosophy	4

POLS 161	Multiculturalism and Equality	4
POLS 209	Immigration, Politics, and Identity	4
POLS 221	Peace and Diplomacy	4
POLS 242	Politics in South Africa	4
RELG 119	Religion in American History	4
RELG 164	Studying Asian Religions (in the West)	4
RELG 165	A Buddhist Life	4
RELG 167	Thinking with Buddhists	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 262	Buddhist Traditions	4
RELG 335	Reading Race and the Bible	4
SPAN 366	On the Margins of Spain	4
SPAN 370	U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production	4
SPAN 420	Experiences of Displacement: Migration and Exile in the Hispanic World	4
THTR 222	Queer America on Stage and Screen	4
THTR 325	Representative Stages: Diversity and Inclusion in the American Theatre	4

## General Education - Foundational Writing Intensive Courses

The following courses are approved to satisfy the Foundational Writing-Intensive requirement. **(GFWI)** Additional courses may be designated as foundational writing intensive courses on a semester by semester basis.

Code	Title	Semester Hours
AFST 160	Introduction to Black Women's Studies	4
ENGL 101	Literature and Composition	4
ENGL 221	The Literature of Memoir	4
ENST 100	Walking the Land	4
ENST 150	Introduction to "Nature" Writing	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 204	Experience, Expression, and Exchange: Utopias and Dystopias	4
MUSC 211	Song, Symphony, Stage: Music in Western Civilization	4
PHIL 101	Topics in Philosophy	4
POLS 107	The Political Agenda	4
POLS 161	Multiculturalism and Equality	4
RELG 113	Disbelieving Religion	4
RELG 165	A Buddhist Life	4
RELG 244	Paul and His Interpreters	4
WMST 160	Introduction to Black Women's Studies	4

## Majors

### Major Fields of Study

To receive a bachelor's degree, a student must declare and complete the requirements for a major field of study. A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of study. Having the deadline for declaring a major allows this planning. In addition, before graduation, a student must pass a comprehensive examination in the major, demonstrating critical and creative abilities as well as an understanding of the principles of the subject. Comprehensive examinations are graded either using the usual pattern (A+, A, A-, B+, etc.) or Pass/Fail, as each major department or committee chooses. Those using Pass/Fail grading may also choose the category "Pass with Distinction."

During the second semester of the second year, a student selects a major field of study under the following guidelines.

1. To be accepted as a major in a particular field of study, a student must have maintained at least a 2.00 GPA in the courses already taken in that field. A student who has completed two years of study and is in good academic standing, but who has not achieved a

- 2.00 GPA in the intended major field of study, may be permitted to register for one additional year. A student who, at the end of an additional year, is still not qualified to declare a major will not be permitted to enroll again.
2. Each candidate for a degree must complete a writing-intensive component in the major that exposes the student to the conventions of writing and research expected in a given discipline.
  3. Each candidate for a degree must pass a comprehensive exam in the major field of study. To be eligible to take the comprehensive exam, a student must have a 2.00 GPA in the major field and have been accepted as a major at the beginning of the semester before the semester in which the exam is to be taken.
  4. No more than two courses (eight semester hours) used to satisfy requirements for a major may be used to fulfill requirements for another major, minor, or certificate of curricular study.

There are thirty-seven majors from which to choose. For information on requirements for specific majors, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs/>).

### **Special (Student-Initiated) Majors**

Certain interdisciplinary majors, individualized to meet a student's needs and goals, may be initiated by students. Such majors must provide benefits not obtainable through established majors. After consultation with the Associate Dean for Undergraduate Academic Affairs, a student may complete a form designed for special majors and submit this for consideration by the Curriculum and Academic Policy Committee. If the proposal is approved by the committee, it goes on to the faculty for approval.

A specified faculty coordinator, with other participating faculty (usually two additional), is responsible for advising students and administering comprehensive exams in each independent major. These majors adhere to the rules of other majors. No Pass/Fail courses can be included in the independent major.

### **Honors in the Major Field of Study**

A student deemed worthy of special recognition in the department or program of their academic major graduates "with honors" in the major. (This is generally separate from a "with distinction" evaluation on a comprehensive examination, although departments and programs establish their own criteria for honors designations within their majors.)

## **Minors and Certificates of Curricular Study**

A student may choose to complete a minor field of study or, where appropriate, a certificate of curricular study in an academic discipline, but doing so is not required for graduation. A certificate recognizes a program of coursework that involves a relatively large proportion of practicum training and requires a capstone project. A certificate is mostly intended to encourage mastery of a particular skill germane to liberal arts study; it is typically more specialized than either a major or minor field of study.

A minor or certificate is designated on the student's permanent record and transcript in addition to the required major. A student may declare a minor or certificate in the fourth semester, but no later than the last day to withdraw from a course with a grade of W in the student's last term of enrollment prior to graduation. At the time of declaration, the student must have maintained at least a 2.00 GPA in the courses already taken in that subject. In addition, the student must graduate with at least a 2.00 GPA in the minor or certificate.

Each department or program has the option of requiring or not requiring a comprehensive examination in the minor subject or for the certificate. Should a scheduling conflict between a student's major and minor comprehensive examinations arise, this is resolved by rescheduling the examination in the minor or certificate.

No more than two courses (eight semester hours) used to satisfy requirements for a minor or certificate of curricular study may be used to fulfill requirements for a major or another minor or certificate of curricular study.

There are forty-six minors/certificates from which to choose. For information on requirements for specific minors/certificates, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs/>).

## **Additional Programs of Study after Degree Conferral**

Students on whom the University has already conferred the B.A. or B.S. degree may earn an additional major, minor, or certificate of curricular study by successfully completing a minimum of sixteen semester hours in each of two additional semesters while enrolled as a regular full-time student in the College and by fulfilling all requirements for the additional major, minor, or certificate of curricular study. A total of 32 semester hours must be earned even if fewer are required to satisfy the requirements of the program of study. A second bachelor's degree is not awarded.

## Degrees with Honors, Valedictorian, and Salutatorian

A student who fulfills the degree requirements and is in the top five percent of their class graduates *summa cum laude*. A student in the top fifteen percent of their class (but not in the top five percent) graduates *magna cum laude*. A student in the top twenty-five percent of their class (but not in the top fifteen percent) graduates *cum laude*.

The College Standards Committee declares a class valedictorian and salutatorian. These students must be members of the Order of the Gown and must have pursued a full college course of study (128 credit hours) at Sewanee. Exceptions may be made for students spending no more than two semesters at an officially sanctioned off-campus program.

## Departments and Interdisciplinary Programs

Students at Sewanee may select from thirty-seven major programs. Student-initiated majors may be proposed (interested students should contact the Associate Dean for Undergraduate Academic Affairs). Students are assigned a faculty advisor in their major. Throughout the course of their study, students will come to know other students in the program through coursework, departmental events, and shared experiences that culminate in the completion of a comprehensive examination or culminating exercise.

A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of study. The Office of Career and Leadership Development and faculty advisors in the major help students make the transition between Sewanee and life beyond the Mountain.

Although students interested in careers in business, education, engineering, law, or medicine cannot major in these subjects at Sewanee, they will receive excellent preparation for the world of work or post-graduate study through the careful selection of courses and by taking advantage of internships, research opportunities, advising, and co-curricular events such as lectures and networking with alumni.

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## African and African American Studies

Website: African and African American Studies (<https://new.sewanee.edu/programs-of-study/african-and-african-american-studies/>)

African and African American Studies offers an interdisciplinary minor that encompasses the study of Africa and its peoples, the global dispersal of Africans as enslaved labor or voluntary immigrants, and the historical and contemporary experiences of African Americans in the United States. The minor consists of courses drawn from across the spectrum of academic opportunities offered in the humanities and social sciences at Sewanee. It encourages students to reflect on the significance of race and its intersection with class, gender, ethnicity, religion, and sexuality in shaping the historical and contemporary experiences and contributions of peoples of African descent. Students pursuing the minor choose one of two tracks: a) an Africa and the African diaspora track that focuses on the peoples of the African continent; or, b) an African American studies track that encompasses the history and culture of black peoples in the United States.

### Faculty

Associate Professor: C. Thompson

### Minor

#### Minor Tracks

- Africa and the African Diaspora Track (p. 48)
- African American Studies Track (p. 49)

## Africa and the African Diaspora Track

The Africa and the African Diaspora track focuses on the peoples of the African continent and has the following requirements.

### Requirements

Code	Title	Semester Hours
AFST 150	Introduction to African and African American Studies	4
AFST 450	Africa and the Diaspora: Texts and Contexts	4
Select three approved electives with the AFS1 (Africa and African Diaspora) attribute. (p. 48)		12
Select one approved elective with the AFS2 (African American Studies) attribute. (p. 49)		4

## Approved Electives in Africa and African Diaspora

Code	Title	Semester Hours
AMST 255	Imagining Africa	4
ENGL 368	Fictions of Empire	4
ENGL 399	World Literature in English	4
FORS 212	Tropical Forest Ecology and Management	4
HIST 113	Civil Disobedience from Ancient Greece to Modern Africa	4
HIST 214	Africa Inside Out	4
HIST 215	Southern African History	4
HIST 220	History of Africa Since 1880	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 312	Africa and the West Since 1800	4
INGS 324	Africa and International Summitry	4
POLS 227	Africa in World Politics	4
POLS 329	Comparative African Politics	4

POLS 346	Contemporary Social Movements	4
POLS 411	The Politics of Aids	4
PSYC 280	Psychology of Human Diversity	4

## African American Studies Track

The African American studies track encompasses the history of black people in the United States and has these requirements.

### Requirements

Code	Title	Semester Hours
AFST 150	Introduction to African and African American Studies	4
AFST 450	Africa and the Diaspora: Texts and Contexts	4
Select three approved electives with the AFS2 (African American Studies) attribute. (p. 49)		12
Select one approved elective with the AFS1 (Africa and African Diaspora) attribute. (p. 48)		4
<b>Total Semester Hours</b>		<b>24</b>

### Approved Electives in African American Studies

Code	Title	Semester Hours
AFST 160	Introduction to Black Women's Studies	4
AMST 251	Black Masculinity in the United States	4
AMST 340	African American Women's Short Stories	4
AMST 351	Toni Morrison	4
ENGL 395	African-American Literature	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 317	African-American Intellectual History	4
HIST 318	Black Power to Black Lives Matter	4
HIST 327	The Old South	4
HIST 347	The American Civil Rights Movement	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 243	If It Ain't Got That Swing: The History of Jazz	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 335	The Politics of the American South	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 346	Contemporary Social Movements	4
POLS 373	African-American Political Thought	4
POLS 411	The Politics of Aids	4
PSYC 280	Psychology of Human Diversity	4
THTR 325	Representative Stages: Diversity and Inclusion in the American Theatre	4
WMST 160	Introduction to Black Women's Studies	4
WMST 251	Black Masculinity in the United States	4
WMST 340	African American Women's Short Stories	4
WMST 351	Toni Morrison	4

## American Studies

Website: American Studies (<https://new.sewanee.edu/programs-of-study/american-studies/>)

The American Studies program offers a comprehensive survey of American culture that explores not only American history and literature, but also incorporates anthropology, political science, religion, and art. In the Junior Seminar, students gain highly transferable theoretical and methodological skills necessary for understanding American culture and conducting independent research. Majors complete an independent research project, assembled from at least two disciplines of their choosing, during the first semester of senior year.

### Faculty

Professors: Brennecke, E. Grammer, J. Grammer, O'Rourke, Ray, Register (Chair), Willis

Associate Professor: C. Thompson

### Major

American Studies offers an interdisciplinary major that fosters an understanding of past and contemporary American culture. While requiring a substantial foundation in American literature and history, the program also encourages students to explore nontraditional methods and subjects. The major is typically assembled from the fields of history, literature, anthropology, politics, religion, and art history. The Junior Seminar for majors introduces students to important methodological and theoretical problems in the study of American culture. During the first semester of the senior year, students undertake an independent and interdisciplinary research project. The comprehensive examination in the second semester of the senior year covers the particular program of required classes and electives the student has chosen.

The program further encourages students to take responsibility for the design and content of their major course of study.

### Requirements for the Major in American Studies

The major in American Studies requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
AMST 333	Junior Seminar	4
AMST 420	Senior Research Seminar	4
ENGL 377	American Literature I <sup>2</sup>	4
ENGL 378	American Literature II <sup>2</sup>	4
HIST 201	History of the United States I <sup>2</sup>	4
HIST 202	History of the United States II <sup>2</sup>	4
Select five additional approved electives (p. 58) <sup>3</sup>		20
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
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### Additional Requirements

A written comprehensive examination

<sup>1</sup> Students must complete a minimum of eleven courses in at least four different disciplines.

<sup>2</sup> It is recommended that prospective majors take this course in the sophomore year.

<sup>3</sup> Courses should be combined into an integrated course of study that reflects the student's intellectual and scholarly interests.

### Honors

Students with an average of B or above in courses that qualify for the major may be considered for honors; departmental honors are granted to those who achieve a B+ or better on the senior research project and on the comprehensive examination.

## Courses

### American Studies Courses

#### AMST 251 Black Masculinity in the United States (4)

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

#### AMST 255 Imagining Africa (4)

This course examines popular notions of Africa and its relationship to a global African diaspora. Literature is used to question how Africa has served historically as a metaphor for exoticism, sexuality, and savagery in western discourse and, in the contemporary world, as an imagined site of seemingly insoluble problems such as genocide, famine, and the collapse of the state.

#### AMST 333 Junior Seminar (4)

Reading and discussion of significant texts from various disciplines including important theoretical analyses of American cultural and intellectual life.

#### AMST 340 African American Women's Short Stories (4)

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

#### AMST 351 Toni Morrison (4)

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

#### AMST 370 The Civil War and Reconstruction in the South Carolina Sea Islands (4)

This course examines the secession movement, plantation slavery, the impact of invasion and war, and the consequences of military defeat and emancipation, focusing on the South Carolina Sea Islands.

#### AMST 371 Conquest and Emancipation on the Sea Islands of South Carolina (4)

The course incorporates the study of history, archaeology, literature, religion, and film and popular culture in historic Beaufort, S.C., one of the crucial sites in America's Civil War. It considers the rich and long history of the people who explored, colonized, and thrived in this coastal region and focuses on the momentous period from 1850 to 1880. The course includes field expeditions to nearby historical sites and opportunities to interact with local experts on the region's history and culture. *Prerequisite: Only open to students who have completed AMST 370 and been admitted to the South Carolina Sea Islands program.*

#### AMST 420 Senior Research Seminar (4)

This seminar is designed to prepare and guide senior American Studies majors in the preparation of their senior theses. Weekly class meetings will be devoted to various topics related to their projects, including theoretical and practical problems of research, interpretation, analysis, and writing. Students will prepare regular written and oral submissions, and read and critique each other's work. They will deliver a final oral presentation on their completed project. *Open only to students pursuing majors in American studies.*

#### AMST 444 Independent Study (2 or 4)

An opportunity for students to explore a topic of interest in an independent or directed manner. *Open only to students pursuing majors in American studies. Prerequisite: Instructor prerequisite override required.*

### Related Courses Attributed to American Studies

#### AFST 150 Introduction to African and African American Studies (4)

An introduction to how historical and contemporary analyses of cultural, political, and social forces in America, the Atlantic world (Europe, Latin America, and the Caribbean), and Africa have influenced the experiences of people of color. To illuminate those life experiences, the course employs the concept of race (as a theoretical, historical, and critical category), historiography, social analysis, and cultural critique.

#### AFST 160 Introduction to Black Women's Studies (4)

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**AFST 210 Blackness in American Popular Culture (4)**

This course interrogates representations of blackness in American popular culture. Using an interdisciplinary lens that considers the social, political, cultural, and historical realities that inform popular culture, students investigate how blackness is constructed and its implications.

**AMST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Open only to students pursuing majors in American studies. Prerequisite: Instructor prerequisite override required.*

**ANTH 301 American Culture (4)**

An anthropological study of the United States using community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community, and nation are used to interpret technology, the economy, leisure, popular culture, and social class, and patterns that typify America in general, and, in particular, the region of Appalachia.

**ANTH 302 Southern Cultures (4)**

An anthropological study of the southern United States emphasizes cultural continuity in both mountains and lowlands. The course uses community studies and literature to explore how indigenous interpretations fit within and react against national patterns and how locality, race, status, and gender act as social principles.

**ANTH 411 Research Seminar: Campus Life and Academic Culture (4)**

How do social and academic life interact on our campus? Using interviews, observation, and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation, and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers.

**ARTH 212 American Animation, 1910-1960 (4)**

A chronological examination of the most significant and influential short and full-length animated features made in the United States between 1910 and 1960. This course begins with the experiments of Winsor McCay ("Little Nemo," 1911) and ends with the rise of made-for-television cartoon in early 1960s. Emphasis is placed both on major studios in New York, Kansas City, and Los Angeles and on pioneering directors and animators working in those studios. The course also situates the work of those studios, directors, and animators within the larger contexts of twentieth century American history and popular culture.

**ARTH 340 American Art (4)**

A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. *Prerequisite: ARTH 104 or HUMN 105 or HUMN 106.*

**EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

**ENGL 224 Slavery and Race in the American Literary Imagination (4)**

Slavery and its legacy, institutionalized racism, have been problems in American life, and thus subjects for American writers, for more than two centuries. Revealing a yawning gap between American ideals and practices, they tell us something vital about our country. This course examines representations of race and racism in writers such as Harriet Beecher Stowe, Herman Melville, Charles Chesnut, William Faulkner, Richard Wright, Ralph Ellison, James Baldwin, Ernest Gaines, William Styron, Toni Morrison, Claudia Rankine, and Tiana Clark. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 338 Border Fictions: Literature of the U.S.-Mexico Border (4)**

This course focuses on literary representations--in fiction, nonfiction and poetry--of the experience and meaning of the imaginary line that divides the United States and Mexico. Among the themes to be discussed are the experience of border-crossing (in both directions), the possibility or impossibility of assimilating to life across the border, and especially the desire that draws migrants toward *el otro lado* (the other side). Writers to be discussed may include Maria Amparo Ruiz de Burton, Katherine Ann Porter, Americo Paredes, Sandra Cisneros, Cormac McCarthy, Oscar Casares, and Luis Alberto Urrea. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 377 American Literature I (4)**

A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 378 American Literature II (4)**

A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chestnut, James, Jewett, Stephen Crane, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 379 The American Novel (4)**

A study of major nineteenth-century American novels, including works by Hawthorne, Mark Twain, James, and Wharton. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Emily Dickinson (4)**

A study of one of the most important American poets, whose tight, elliptical lyrics inspired American poets for the next hundred years. This course examines in detail Dickinson's career, sometimes in relation to her poetic contemporaries, and many of the nearly 1800 poems she is known to have written. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 391 Modern American Poetry (4)**

The origin and development of the modern period in American poetry, concentrating on the work of the major modernist poets: Frost, Pound, Stevens, Williams, and Eliot. The course includes a brief examination of their influence in poems by Berryman, Bishop, Brooks, Hughes, Lowell, Moore, Rich, Roethke, Wilbur, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 392 Modern American Fiction (4)**

A study of novels by James, Wharton, Fitzgerald, Hemingway, Steinbeck, Faulkner, Warren, Ellison and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 393 Faulkner (4)**

A study of *As I Lay Dying*, *The Sound and the Fury*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 394 Literature of the American South (4)**

A study of the literature of the Southern Renaissance, including works by Faulkner, Warren, Lytle, Welty, and several contemporary Southern writers. Some attention is given to Southern literature preceding 1920 and to nineteenth- and twentieth-century Southern black writers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 395 African-American Literature (4)**

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Not open for credit for students who have completed ENGL 212. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 396 American Environmental Literature (4)**

A study of writings from the colonial era to our own day reflecting diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 397 Contemporary American Fiction (4)**

A study of representative American fiction published after World War II, including work by Thomas Pynchon, Josephine Humphreys, Louise Erdrich, Ernest Gaines, Barbara Kingsolver, Robert Stone, and Tim O'Brien. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 398 American Poetry Since World War II (4)**

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott will also be considered. *Prerequisite: One course in English with attribute GFWI.*

**HIST 201 History of the United States I (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 202 History of the United States II (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 204 Rich and Poor in America from the Colonial Period to the Present (4)**

A history of being poor in America focusing on the conjoined categories of "wealth" and "poverty" in the lives of impoverished people, and of private and public actions and policies affecting them from the colonial period through the early twenty-first century. Students consider how poor and non-poor Americans have understood what it means to be poor and wealthy, what causes poverty and affluence, and what remedies the former and enables the latter. For the period after 1870, the course incorporates the enlargement of Americans' vision to encompass global conditions of wealth and poverty. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 229 The Many Faces of Sewanee (4)**

This seminar introduces students to the facts and conceptual processes of history by using Sewanee and its immediate surroundings as a case study. Students employ historical methods within a variety of interdisciplinary contexts drawing on insights from archaeology, geology, literary analysis, and sociology, as well as social, political, military, and intellectual history to comprehend both what has happened here and how it is variously understood. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 231 African-American History to 1865 (4)**

A survey of the history of African-Americans from their arrival in the English colonies to the end of the Civil War. African-Americans' struggle with slavery and oppression provide the central theme, but the course will address the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention will be given to the development of such institutions within this community as family, religion, and education. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 232 African-American History since 1865 (4)**

A survey of the major topics and issues in African-American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course will also explore some of the historiographical themes that have catalyzed current scholarship and will analyze diverse theories about the black experience in America. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 235 Introduction to Public History (4)**

This course introduces the history, theory, and practice of public history, examining the ideas and questions that shape and are shaped by public engagements with the past. It engages and evaluates historical works aimed primarily at public audiences in order to determine why and how public investments in the historical past develop and change.

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 316 The African-American Church in Slavery and Freedom (4)**

This seminar course examines the presence of the African-American church in the lives of African Americans and in the history of the United States. From its creation as an "invisible institution" during slavery to its dynamic existence during the era of black emancipation to its crucial presence during the Civil Rights Movement and beyond, the black church has been a vital force in framing the contours of African-American culture and shaping religious life in America. This course explores how the church has functioned as a formative social and political institution within a racially fractured but continually changing civic landscape. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 317 African-American Intellectual History (4)**

This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnutt, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcom X, Martin Luther King, Jr., Toni Morrison, and Cornel West. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 322 Southern Lives (4)**

An exploration of Southern history through the lenses of biography, autobiography, and fiction. This seminar examines the careers of significant figures in the history and literature of the South from the antebellum era to the present. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 323 The Many Faces of Sewanee (4)**

This seminar uses the Sewanee area as a case study to introduce students to the conceptual processes of history. Students employ historical methods within a variety of interdisciplinary contexts, drawing on insights from archeology, biology, and geology, as well as various approaches to history, to comprehend both what has happened here and how it is variously understood. Classroom sessions are complemented by regular field work and archival research. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 324 Colonial and Imperial Warfare in North America and Southern Africa (4)**

This seminar compares the warfare that accompanied colonial encounters in North America and southern Africa, from the first European contact through the early twentieth century. It focuses on wars fought in response to resistance by native peoples and on the use of native allies in warfare between imperial foes as windows into the processes of acculturation, resistance, dispossession, and representation that characterized the colonial encounter as a whole. Texts range from traditional military history to religious, cultural, environmental, and comparative approaches to the topic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 325 Revolutionary America (4)**

A study of the development and challenges of early American nationalism. Students will consider the growth of republican institutions and ideas during the colonial era, the causes and conduct of the American Revolution, and the initial tests of the young republic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 327 The Old South (4)**

An exploration of the Southern past from the earliest English settlements to the establishment of the Confederate States of America. This course charts the development of distinctive Southern political, economic, and social structures, examines the role of chattel slavery in shaping the region, and analyzes the causes of the war for Southern independence. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 328 Slavery, Race, and the University (4)**

An exploration of the importance of slavery to the development of higher education in the United States through a close study of the history of the University of the South, its antebellum roots in the slaveholding South, and the continuing impact of the legacies of slavery and racial injustice on its development. The course also examines campus monuments and memorials that shape collective memories and identities at Sewanee and considers the ethical questions of how universities may seek justice and reconciliation in light of their historic and long-unaddressed connections to slavery. *Not open to new first-year students. Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 330 History of Southern Appalachia (4)**

An examination of the events, people, movements, and themes of the region's past, from earliest known human habitation to the present. The course explores contrasting ways of life expressed by native and European peoples; implications of incorporating the area into the United States; the agricultural, industrial, and transportation revolutions of the nineteenth century; popular culture within and about Appalachia; contemporary issues of regional development and preservation; and ways the unique environment of these mountains has shaped and frustrated notions of regional identity. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 336 Hours of Crisis in U.S. History (4)**

This course examines several key moments of crisis in American political, military, and cultural history from the Second Continental Congress's decision to declare independence in 1776 to the wars with Iraq in 1991 and 2003. The class explores the events that created the context for essential public actions, the historical factors that led to the decisions, and how succeeding generations came to view those decisions and, in some cases, to use them as precedents in thinking about contemporary problems. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 347 The American Civil Rights Movement (4)**

This seminar will survey the major topics and issues of the twentieth-century Civil Rights Movement in America. In addition to exploring the lives and roles of popular figures like Martin Luther King, Jr., Rosa Parks, Malcolm X, and Jesse Jackson, we shall also examine the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hacktivists. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 393 America's Civil War (4)**

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America. We will consider the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students will employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 493 The Civil War and American Historical Memory (4)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest ways in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**ITAL 309 Italian Americans in Cinema and Literature (4)**

This course analyzes the experience of migration and assimilation of Italian Americans in films and novels. Coursework explores the representation of Italian American identities with regards to race and ethnicity, family and gender roles, labor and political activism, and the glamorization of crime. This course is taught in English.

**POLS 107 The Political Agenda (4)**

A course devoted to examining a variety of contemporary issues in American Politics. Students engage in written and oral discourse to consider the emergence of problems, their political development, and possible resolution. In so doing, they learn about the institutions and processes of American government. Students may not receive credit for both POLS 101 and POLS 107.

**POLS 203 The Presidency (4)**

A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies.



**POLS 204 Legislative Process (4)**

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad.

**POLS 222 United States Foreign Policy (4)**

An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations.

**POLS 223 Public Policy (4)**

Students are introduced to foundational theories of public policy, gaining valuable insight into "who gets what, when, and how" in the political process. Through a series of case studies in environmental, social welfare, criminal justice, and health policy, students are asked to apply and critically evaluate policy problems and solutions, given existing public policy theories.

**POLS 313 Environmental Politics and Policy (4)**

The course explores the ideas that influence environmental thought, examines various environmental problems and suggested solutions, and critically evaluates the role that political institutions play in creating and enforcing environmental policy. Specific topics include environmental justice, environmental federalism, environmental health, and regulatory behavior. *Not open to new first-year students.*

**POLS 330 Race and Ethnicity in American Politics (4)**

This course examines the many ways in which race and ethnicity play a role in American politics, including how race and ethnicity affect personal identity, political preferences, political participation, candidates and campaigns, public officeholders, and policymaking.

Topics considered include racial identity, descriptive and substantive representation, intersectionality (the interaction of race, gender, class and other social categories), and the effect of race and ethnicity on current public policy debates. *Not open to new first-year students.*

**POLS 331 Constitutional Law: Balancing Powers (4)**

This course examines Supreme Court cases related to separation of powers and checks and balances by situating cases within varying theories of constitutional interpretation and by assessing the socio-political implications of those decisions. Cases studied include controversies about executive privilege, the Commerce Clause, the Tenth Amendment, and federalism. The course emphasizes, above all, the political role of the judiciary. *Not open to new first-year students.*

**POLS 335 The Politics of the American South (4)**

At the Founding, it was clear that regional differences nonetheless divided a legally united nation. The South was distinct by the center of its political culture and its economy—slavery. Differences persisted after the Civil War and the social and partisan realignment in the twentieth century. This course examines the politics of the South in historical and contemporary contexts and addresses concepts of political culture, identity, race, gender, religion, economics, federalism, rural-urban divide, partisanship and ideology, campaigns and elections, voter suppression, equality, civil rights, law enforcement and violence, and criminal justice. *Not open to new first-year students.*

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*

**POLS 343 Visions of Constitutional Order (4)**

This course in American political thought examines the problems of establishing and maintaining free popular government by considering the seventeenth- and eighteenth-century sources and debates that informed the Founders' Constitution. Focus is on the multiplicity of the Founders' views rather than a single vision. Reference is also made to Lincoln's understanding of the Constitution in the Secession Crisis of 1861. *Not open to new first-year students. Prerequisite: POLS 101 or POLS 105.*

**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric -- such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. *Not open to new first-year students.*

**POLS 373 African-American Political Thought (4)**

This course focuses on important African-American writers whose unique perspectives challenge us to think about questions of justice, equality and difference, morality, and rule. Readings begin in the nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. *Not open to new first-year students.*

**RELG 119 Religion in American History (4)**

A survey of American religious history and an introduction to the critical interrogation of each of the course's orienting terms-- American, religion, and history. This course considers key concepts, central questions, and select archival material in the historical study of American religion through the examination of specific figures, signal moments, and significant movements from colonial encounter to the present, and it explores how the study of religion in American history intersects with other categories of human distinction and difference-making, including race, space, gender, sex, and class.

**RELG 235 Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions (4)**

Introduces and explores new religious movements, sectarian spin-offs, and alternative communities in the U.S. that have tested the parameters of acceptable "religion" at different moments in history. Particular attention is given to intersectional dynamics. The class questions the politics and practices of labeling, especially the language of "cults," and centers on specific historical case studies in order to illustrate and analyze major theoretical and methodological challenges in and for the study of religion(s). It considers what draws people to create and join new religious movements, the distinctive worlds such groups endeavor to build, and the controversies that have historically attended them.

**RELG 348 Business of Religion (4)**

This course explores the discursive connections between business and religion by examining their shared histories. Structured around a series of case studies from American religious historiography (e.g. Quaker Oats, Ivory Soap, Wal-Mart, Oprah), it considers how religious and business discourses can be understood as historically entangled and interpretatively contested ways to name and navigate the vexed relations of human exchange and culture-making, ritual purchase and systems of value, modes of production, and forms of authority. The course considers how religious institutions have engaged corporate concerns and how businesses might be and have been understood as religious subjects themselves in American history. *Prerequisite: One course in religious studies or one course with attribute G4 including AP or IB credit.*

**RHET 311 U.S. Public Address I: 1620-1865 (4)**

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the colonial period through the end of the Civil War, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

**RHET 312 U.S. Public Address II: 1865-Present (4)**

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the Civil War to the present, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

**RHET 411 Rhetoric in the Age of Protest, 1948-1973 (4)**

Study of the discursive and non-discursive aspects of protest in the period 1948-1973. Focus on the forms and functions of rhetorics and counter-rhetorics in U.S. controversies over communism, civil rights, free speech, war, students' rights, women's rights, farm workers' rights, Native American rights, gay rights, the environment, and poverty. *Prerequisite: One course in rhetoric.*

**SAST 220 Place, Memory, and Identity (4)**

This course explores critical intersections of memory, identity, and place from a multidisciplinary perspective. Students engage a series of concepts and skills regarding place--abstractly and concretely--as they relate to efforts by individuals, communities, and societies to gain meaning from the past for the present.

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**WMST 100 Introduction to Women's and Gender Studies (4)**

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. We will explore commonalities and differences among women, both in the United States and in other nations. In so doing, we will engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also will examine varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. *Open only to first-year students, sophomores, and juniors.*

**WMST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**WMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

**WMST 340 African American Women's Short Stories (4)**

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

**WMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

## Approved Electives for American Studies

The following courses are recommended as electives. Other classes, not included in the list below, may be counted toward the major with the approval of the program director. Students majoring in American studies should consult their advisor in designing their program of study and selecting the appropriate electives.

**AFST 150 Introduction to African and African American Studies (4)**

An introduction to how historical and contemporary analyses of cultural, political, and social forces in America, the Atlantic world (Europe, Latin America, and the Caribbean), and Africa have influenced the experiences of people of color. To illuminate those life experiences, the course employs the concept of race (as a theoretical, historical, and critical category), historiography, social analysis, and cultural critique.

**AFST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**AFST 210 Blackness in American Popular Culture (4)**

This course interrogates representations of blackness in American popular culture. Using an interdisciplinary lens that considers the social, political, cultural, and historical realities that inform popular culture, students investigate how blackness is constructed and its implications.

**AMST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Open only to students pursuing majors in American studies. Prerequisite: Instructor prerequisite override required.*

**ANTH 301 American Culture (4)**

An anthropological study of the United States using community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community, and nation are used to interpret technology, the economy, leisure, popular culture, and social class, and patterns that typify America in general, and, in particular, the region of Appalachia.

**ANTH 302 Southern Cultures (4)**

An anthropological study of the southern United States emphasizes cultural continuity in both mountains and lowlands. The course uses community studies and literature to explore how indigenous interpretations fit within and react against national patterns and how locality, race, status, and gender act as social principles.

**ANTH 411 Research Seminar: Campus Life and Academic Culture (4)**

How do social and academic life interact on our campus? Using interviews, observation, and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation, and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers.

**ARTH 212 American Animation, 1910-1960 (4)**

A chronological examination of the most significant and influential short and full-length animated features made in the United States between 1910 and 1960. This course begins with the experiments of Winsor McCay ("Little Nemo," 1911) and ends with the rise of made-for-television cartoon in early 1960s. Emphasis is placed both on major studios in New York, Kansas City, and Los Angeles and on pioneering directors and animators working in those studios. The course also situates the work of those studios, directors, and animators within the larger contexts of twentieth century American history and popular culture.

**ARTH 340 American Art (4)**

A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. *Prerequisite: ARTH 104 or HUMN 105 or HUMN 106.*

**EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

**ENGL 224 Slavery and Race in the American Literary Imagination (4)**

Slavery and its legacy, institutionalized racism, have been problems in American life, and thus subjects for American writers, for more than two centuries. Revealing a yawning gap between American ideals and practices, they tell us something vital about our country. This course examines representations of race and racism in writers such as Harriet Beecher Stowe, Herman Melville, Charles Chesnut, William Faulkner, Richard Wright, Ralph Ellison, James Baldwin, Ernest Gaines, William Styron, Toni Morrison, Claudia Rankine, and Tiana Clark. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 338 Border Fictions: Literature of the U.S.-Mexico Border (4)**

This course focuses on literary representations--in fiction, nonfiction and poetry--of the experience and meaning of the imaginary line that divides the United States and Mexico. Among the themes to be discussed are the experience of border-crossing (in both directions), the possibility or impossibility of assimilating to life across the border, and especially the desire that draws migrants toward *el otro lado* (the other side). Writers to be discussed may include Maria Amparo Ruiz de Burton, Katherine Ann Porter, Americo Paredes, Sandra Cisneros, Cormac McCarthy, Oscar Casares, and Luis Alberto Urrea. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 377 American Literature I (4)**

A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 378 American Literature II (4)**

A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chestnut, James, Jewett, Stephen Crane, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 379 The American Novel (4)**

A study of major nineteenth-century American novels, including works by Hawthorne, Mark Twain, James, and Wharton. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Emily Dickinson (4)**

A study of one of the most important American poets, whose tight, elliptical lyrics inspired American poets for the next hundred years. This course examines in detail Dickinson's career, sometimes in relation to her poetic contemporaries, and many of the nearly 1800 poems she is known to have written. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 391 Modern American Poetry (4)**

The origin and development of the modern period in American poetry, concentrating on the work of the major modernist poets: Frost, Pound, Stevens, Williams, and Eliot. The course includes a brief examination of their influence in poems by Berryman, Bishop, Brooks, Hughes, Lowell, Moore, Rich, Roethke, Wilbur, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 392 Modern American Fiction (4)**

A study of novels by James, Wharton, Fitzgerald, Hemingway, Steinbeck, Faulkner, Warren, Ellison and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 393 Faulkner (4)**

A study of *As I Lay Dying*, *The Sound and the Fury*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 394 Literature of the American South (4)**

A study of the literature of the Southern Renaissance, including works by Faulkner, Warren, Lytle, Welty, and several contemporary Southern writers. Some attention is given to Southern literature preceding 1920 and to nineteenth- and twentieth-century Southern black writers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 395 African-American Literature (4)**

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Not open for credit for students who have completed ENGL 212. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 396 American Environmental Literature (4)**

A study of writings from the colonial era to our own day reflecting diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 397 Contemporary American Fiction (4)**

A study of representative American fiction published after World War II, including work by Thomas Pynchon, Josephine Humphreys, Louise Erdrich, Ernest Gaines, Barbara Kingsolver, Robert Stone, and Tim O'Brien. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 398 American Poetry Since World War II (4)**

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott will also be considered. *Prerequisite: One course in English with attribute GFWI.*

**HIST 201 History of the United States I (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 202 History of the United States II (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 204 Rich and Poor in America from the Colonial Period to the Present (4)**

A history of being poor in America focusing on the conjoined categories of "wealth" and "poverty" in the lives of impoverished people, and of private and public actions and policies affecting them from the colonial period through the early twenty-first century. Students consider how poor and non-poor Americans have understood what it means to be poor and wealthy, what causes poverty and affluence, and what remedies the former and enables the latter. For the period after 1870, the course incorporates the enlargement of Americans' vision to encompass global conditions of wealth and poverty. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 229 The Many Faces of Sewanee (4)**

This seminar introduces students to the facts and conceptual processes of history by using Sewanee and its immediate surroundings as a case study. Students employ historical methods within a variety of interdisciplinary contexts drawing on insights from archaeology, geology, literary analysis, and sociology, as well as social, political, military, and intellectual history to comprehend both what has happened here and how it is variously understood. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 231 African-American History to 1865 (4)**

A survey of the history of African-Americans from their arrival in the English colonies to the end of the Civil War. African-Americans' struggle with slavery and oppression provide the central theme, but the course will address the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention will be given to the development of such institutions within this community as family, religion, and education. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 232 African-American History since 1865 (4)**

A survey of the major topics and issues in African-American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course will also explore some of the historiographical themes that have catalyzed current scholarship and will analyze diverse theories about the black experience in America. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 235 Introduction to Public History (4)**

This course introduces the history, theory, and practice of public history, examining the ideas and questions that shape and are shaped by public engagements with the past. It engages and evaluates historical works aimed primarily at public audiences in order to determine why and how public investments in the historical past develop and change.

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 316 The African-American Church in Slavery and Freedom (4)**

This seminar course examines the presence of the African-American church in the lives of African Americans and in the history of the United States. From its creation as an "invisible institution" during slavery to its dynamic existence during the era of black emancipation to its crucial presence during the Civil Rights Movement and beyond, the black church has been a vital force in framing the contours of African-American culture and shaping religious life in America. This course explores how the church has functioned as a formative social and political institution within a racially fractured but continually changing civic landscape. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 317 African-American Intellectual History (4)**

This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnut, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcolm X, Martin Luther King, Jr., Toni Morrison, and Cornel West. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 322 Southern Lives (4)**

An exploration of Southern history through the lenses of biography, autobiography, and fiction. This seminar examines the careers of significant figures in the history and literature of the South from the antebellum era to the present. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 323 The Many Faces of Sewanee (4)**

This seminar uses the Sewanee area as a case study to introduce students to the conceptual processes of history. Students employ historical methods within a variety of interdisciplinary contexts, drawing on insights from archeology, biology, and geology, as well as various approaches to history, to comprehend both what has happened here and how it is variously understood. Classroom sessions are complemented by regular field work and archival research. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 324 Colonial and Imperial Warfare in North America and Southern Africa (4)**

This seminar compares the warfare that accompanied colonial encounters in North America and southern Africa, from the first European contact through the early twentieth century. It focuses on wars fought in response to resistance by native peoples and on the use of native allies in warfare between imperial foes as windows into the processes of acculturation, resistance, dispossession, and representation that characterized the colonial encounter as a whole. Texts range from traditional military history to religious, cultural, environmental, and comparative approaches to the topic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 325 Revolutionary America (4)**

A study of the development and challenges of early American nationalism. Students will consider the growth of republican institutions and ideas during the colonial era, the causes and conduct of the American Revolution, and the initial tests of the young republic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 327 The Old South (4)**

An exploration of the Southern past from the earliest English settlements to the establishment of the Confederate States of America. This course charts the development of distinctive Southern political, economic, and social structures, examines the role of chattel slavery in shaping the region, and analyzes the causes of the war for Southern independence. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 328 Slavery, Race, and the University (4)**

An exploration of the importance of slavery to the development of higher education in the United States through a close study of the history of the University of the South, its antebellum roots in the slaveholding South, and the continuing impact of the legacies of slavery and racial injustice on its development. The course also examines campus monuments and memorials that shape collective memories and identities at Sewanee and considers the ethical questions of how universities may seek justice and reconciliation in light of their historic and long-unaddressed connections to slavery. *Not open to new first-year students. Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 330 History of Southern Appalachia (4)**

An examination of the events, people, movements, and themes of the region's past, from earliest known human habitation to the present. The course explores contrasting ways of life expressed by native and European peoples; implications of incorporating the area into the United States; the agricultural, industrial, and transportation revolutions of the nineteenth century; popular culture within and about Appalachia; contemporary issues of regional development and preservation; and ways the unique environment of these mountains has shaped and frustrated notions of regional identity. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 336 Hours of Crisis in U.S. History (4)**

This course examines several key moments of crisis in American political, military, and cultural history from the Second Continental Congress's decision to declare independence in 1776 to the wars with Iraq in 1991 and 2003. The class explores the events that created the context for essential public actions, the historical factors that led to the decisions, and how succeeding generations came to view those decisions and, in some cases, to use them as precedents in thinking about contemporary problems. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 347 The American Civil Rights Movement (4)**

This seminar will survey the major topics and issues of the twentieth-century Civil Rights Movement in America. In addition to exploring the lives and roles of popular figures like Martin Luther King, Jr., Rosa Parks, Malcolm X, and Jesse Jackson, we shall also examine the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hacktivists. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 393 America's Civil War (4)**

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America. We will consider the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students will employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 493 The Civil War and American Historical Memory (4)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest way in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**ITAL 309 Italian Americans in Cinema and Literature (4)**

This course analyzes the experience of migration and assimilation of Italian Americans in films and novels. Coursework explores the representation of Italian American identities with regards to race and ethnicity, family and gender roles, labor and political activism, and the glamorization of crime. This course is taught in English.

**POLS 107 The Political Agenda (4)**

A course devoted to examining a variety of contemporary issues in American Politics. Students engage in written and oral discourse to consider the emergence of problems, their political development, and possible resolution. In so doing, they learn about the institutions and processes of American government. Students may not receive credit for both POLS 101 and POLS 107.

**POLS 203 The Presidency (4)**

A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies.

**POLS 204 Legislative Process (4)**

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad.

**POLS 222 United States Foreign Policy (4)**

An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations.

**POLS 223 Public Policy (4)**

Students are introduced to foundational theories of public policy, gaining valuable insight into "who gets what, when, and how" in the political process. Through a series of case studies in environmental, social welfare, criminal justice, and health policy, students are asked to apply and critically evaluate policy problems and solutions, given existing public policy theories.

**POLS 313 Environmental Politics and Policy (4)**

The course explores the ideas that influence environmental thought, examines various environmental problems and suggested solutions, and critically evaluates the role that political institutions play in creating and enforcing environmental policy. Specific topics include environmental justice, environmental federalism, environmental health, and regulatory behavior. *Not open to new first-year students.*

**POLS 330 Race and Ethnicity in American Politics (4)**

This course examines the many ways in which race and ethnicity play a role in American politics, including how race and ethnicity affect personal identity, political preferences, political participation, candidates and campaigns, public officeholders, and policymaking. Topics considered include racial identity, descriptive and substantive representation, intersectionality (the interaction of race, gender, class and other social categories), and the effect of race and ethnicity on current public policy debates. *Not open to new first-year students.*

**POLS 331 Constitutional Law: Balancing Powers (4)**

This course examines Supreme Court cases related to separation of powers and checks and balances by situating cases within varying theories of constitutional interpretation and by assessing the socio-political implications of those decisions. Cases studied include controversies about executive privilege, the Commerce Clause, the Tenth Amendment, and federalism. The course emphasizes, above all, the political role of the judiciary. *Not open to new first-year students.*

**POLS 335 The Politics of the American South (4)**

At the Founding, it was clear that regional differences nonetheless divided a legally united nation. The South was distinct by the center of its political culture and its economy—slavery. Differences persisted after the Civil War and the social and partisan realignment in the twentieth century. This course examines the politics of the South in historical and contemporary contexts and addresses concepts of political culture, identity, race, gender, religion, economics, federalism, rural-urban divide, partisanship and ideology, campaigns and elections, voter suppression, equality, civil rights, law enforcement and violence, and criminal justice. *Not open to new first-year students.*

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*

**POLS 343 Visions of Constitutional Order (4)**

This course in American political thought examines the problems of establishing and maintaining free popular government by considering the seventeenth- and eighteenth-century sources and debates that informed the Founders' Constitution. Focus is on the multiplicity of the Founders' views rather than a single vision. Reference is also made to Lincoln's understanding of the Constitution in the Secession Crisis of 1861. *Not open to new first-year students. Prerequisite: POLS 101 or POLS 105.*

**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric -- such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. *Not open to new first-year students.*

**POLS 373 African-American Political Thought (4)**

This course focuses on important African-American writers whose unique perspectives challenge us to think about questions of justice, equality and difference, morality, and rule. Readings begin in the nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. *Not open to new first-year students.*

**RELG 119 Religion in American History (4)**

A survey of American religious history and an introduction to the critical interrogation of each of the course's orienting terms-- American, religion, and history. This course considers key concepts, central questions, and select archival material in the historical study of American religion through the examination of specific figures, signal moments, and significant movements from colonial encounter to the present, and it explores how the study of religion in American history intersects with other categories of human distinction and difference-making, including race, space, gender, sex, and class.

**RELG 235 Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions (4)**

Introduces and explores new religious movements, sectarian spin-offs, and alternative communities in the U.S. that have tested the parameters of acceptable "religion" at different moments in history. Particular attention is given to intersectional dynamics. The class questions the politics and practices of labeling, especially the language of "cults," and centers on specific historical case studies in order to illustrate and analyze major theoretical and methodological challenges in and for the study of religion(s). It considers what draws people to create and join new religious movements, the distinctive worlds such groups endeavor to build, and the controversies that have historically attended them.

**RELG 348 Business of Religion (4)**

This course explores the discursive connections between business and religion by examining their shared histories. Structured around a series of case studies from American religious historiography (e.g. Quaker Oats, Ivory Soap, Wal-Mart, Oprah), it considers how religious and business discourses can be understood as historically entangled and interpretatively contested ways to name and navigate the vexed relations of human exchange and culture-making, ritual purchase and systems of value, modes of production, and forms of authority. The course considers how religious institutions have engaged corporate concerns and how businesses might be and have been understood as religious subjects themselves in American history. *Prerequisite: One course in religious studies or one course with attribute G4 including AP or IB credit.*

**RHET 311 U.S. Public Address I: 1620-1865 (4)**

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the colonial period through the end of the Civil War, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

**RHET 312 U.S. Public Address II: 1865-Present (4)**

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the Civil War to the present, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.



**RHET 411 Rhetoric in the Age of Protest, 1948-1973 (4)**

Study of the discursive and non-discursive aspects of protest in the period 1948-1973. Focus on the forms and functions of rhetorics and counter-rhetorics in U.S. controversies over communism, civil rights, free speech, war, students' rights, women's rights, farm workers' rights, Native American rights, gay rights, the environment, and poverty. *Prerequisite: One course in rhetoric.*

**SAST 220 Place, Memory, and Identity (4)**

This course explores critical intersections of memory, identity, and place from a multidisciplinary perspective. Students engage a series of concepts and skills regarding place--abstractly and concretely--as they relate to efforts by individuals, communities, and societies to gain meaning from the past for the present.

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**WMST 100 Introduction to Women's and Gender Studies (4)**

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. We will explore commonalities and differences among women, both in the United States and in other nations. In so doing, we will engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also will examine varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. *Open only to first-year students, sophomores, and juniors.*

**WMST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**WMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

**WMST 340 African American Women's Short Stories (4)**

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

**WMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

## Anthropology

Website: Anthropology (<http://anthropology.sewanee.edu/>)

Anthropology is the study of human experience across space and time, and has historically been subdivided into four major sub-disciplines: archaeology, biological anthropology, cultural anthropology, and linguistics. At Sewanee, the Department of Anthropology concentrates on two of these: archaeology and cultural anthropology.

Learning about other societies through regular participation in their daily lives is the central method of cultural anthropology. Many of our courses provide opportunities for this kind of research on campus and in neighboring towns. Additionally, every student majoring in anthropology is required to complete a semester-long field methods project either in the United States or abroad. Students interested in cultural anthropology are especially encouraged to study abroad as they will gain invaluable experience and expertise in cross-cultural interaction and research through such experiences.

Field methods credit may also be obtained through completion of an archaeological field school through the University of the South or other pre-approved program in the United States or abroad.

### Faculty

Professors: Ray (Chair), Sherwood

Assistant Professor: Altizer

### Major

#### Requirements for the Major in Anthropology

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
ANTH 104	Introductory Cultural Anthropology	4
Select one of the following:		4
ANTH 106	Introductory Physical Anthropology and Archaeology	
ANTH 109	World Prehistory	
ANTH 391	Junior Tutorial <sup>2</sup>	4
ANTH 401	Anthropological Field Methods <sup>3</sup>	4
ANTH 403	Social Theory	4
Select five additional courses in anthropology (ANTH) <sup>4</sup>		20
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination<sup>5</sup>

A department-approved area or a topical specialty<sup>6</sup>

<sup>1</sup> Majors are strongly urged to take a course in statistics.

<sup>2</sup> This course is taken in the second semester of the junior year, and majors are encouraged to study abroad in the first semester of the junior year.

<sup>3</sup> Students satisfy a requirement in methods by taking ANTH 401, but may also take another pre-approved course or a pre-approved ethnographic or archaeological field school for methods credit. Students complete a paper or report on their methods field work (cultural or archaeological).

<sup>4</sup> ARCH 214, ARCH 330, ARCH 332, INGS 210, and INGS 317 may be used as electives. No more than one Independent Study course (444) may count towards the five required electives.

<sup>5</sup> Comprehensives are given in two parts during the student's last semester: a written exam and an oral defense of both their written answers and their field methods reports.

- 6 A student majoring in Anthropology may meet this requirement by either: 1) spending a semester abroad to acquire experience in another culture, or 2) taking two upper-level courses outside of Anthropology either a) in a single discipline (e.g. History, Religion, Economics, Political Science, Art, Theatre, Music, Psychology) or b) related to a single area of the world (Asia, Oceania, Africa, Europe, or Latin America).

## Honors

In October of the senior year, students may apply for honors if they have a “B+” or higher grade point average in the major. To apply, students submit a project proposal to the Department Chair for a 40-page paper on their area of specialty. The project is to be researched and written in the second semester of the senior year. Those applicants invited to complete an honors project register for a full course (ANTH 405) and work with a departmental faculty member to submit the project in mid-April.

## Minor

All courses for the minor are normally taken at the University of the South. One course taken abroad may occasionally qualify for the minor requirement, but approval must be obtained from the department before taking the course.

## Requirements for the Minor in Anthropology

The minor requires successful completion of the following:

Code	Title	Semester Hours
ANTH 104	Introductory Cultural Anthropology	4
Select one of the following:		4
ANTH 106	Introductory Physical Anthropology and Archaeology	
ANTH 109	World Prehistory	
Select three additional courses in anthropology (ANTH) <sup>1</sup>		12
<b>Total Semester Hours</b>		<b>20</b>

- <sup>1</sup> ARCH 332 may be used as one of these electives. No more than one Independent Study (444) may count towards the required three electives.

## Courses

### Anthropology Courses

#### ANTH 104 Introductory Cultural Anthropology (4)

This introduction to the methods and concepts of cultural anthropology will emphasize how action, thought, and belief combine to form coherent cultural patterns. The intensive study of a few cultures will be set within the larger perspective of sociocultural evolution and the anthropological sub-fields of political, psychological and economic anthropology, kinship, religion, and linguistics.

#### ANTH 106 Introductory Physical Anthropology and Archaeology (4)

An introduction to the processes of human and cultural evolution. Physical anthropology will focus on hominid evolution, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology will trace cultural evolution from foraging societies to the great civilizations of ancient times. Both course segments will include a review of pertinent methods and theories. This course is not open for credit to students who have received credit for ANTH 107.

#### ANTH 109 World Prehistory (4)

An introduction to world prehistory, this course begins by examining human origins in Africa and the spread of hominid populations across Africa, Asia, and Europe and considers the origins and spread of agriculture and complex societies, beginning with those in Mesopotamia, Egypt, the Indus Valley, and China. Course topics also explore transitions from tribal societies to chiefdoms and proto-states in pre-Roman Europe. The course concludes by examining the varied paths to state-level societies in North America, Andean South America, and Mesoamerica. Not open for credit to students who have completed ANTH 202.

#### ANTH 222 Celtic Culture and Archaeology (4)

Grounded in the anthropological perspective, this course will explore ancient Celtic society through archaeology, ethnohistory, linguistics, and a focus on myth and religion. Our study initially focuses on the people of the European Iron Age (800 B.C. to the Roman conquest). Further course components consider the continuity and influence of Celtic traditions through the Middle Ages to the present in areas least impacted by Roman rule (Ireland, Scotland, and parts of Wales), and the contemporary cultural phenomena known as Celtic Revivalism.

**ANTH 285 Anthropology and Environmental Justice (4)**

This course considers the ways in which ethnicity, race, religion, gender, class and culture shape differential access to natural resources and a healthy living environment. Drawing on anthropological studies of local ecological knowledge, political economies and city and regional planning, the class asks how disproportionate experiences of environmental benefits and burdens can be redressed in societies around the globe. Students consider culturally-informed routes to food and water security and socioecological resilience in the wake of climate change.

**ANTH 290 Women in Cross-Cultural Perspective (4)**

This course enables students to challenge common misconceptions about gender and sexuality in the global south. Students learn to deconstruct the analytic categories of "woman," "man," and "sex" so that the culturally diverse construction of these categories can be recognized. Key lessons from this course are that people in the global south are agents involved in the reproduction and transformation of their own societies. *Prerequisite: ANTH 104 or WMST 100 or INGS 200.*

**ANTH 298 Ecological Anthropology (4)**

This course will examine human-environmental relationships from the anthropological perspective. Consideration of theoretical approaches and practical applications will be supplemented by archaeological, ethnographical, and ethnohistorical case studies. We will consider various ecosystems and landscapes as palimpsests that reveal cultural footprints to the archaeologist and human choices to the ethnographer. We will explore how an understanding of both can greatly inform ecological studies and further new thinking about environmental policy.

**ANTH 301 American Culture (4)**

An anthropological study of the United States using community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community, and nation are used to interpret technology, the economy, leisure, popular culture, and social class, and patterns that typify America in general, and, in particular, the region of Appalachia.

**ANTH 302 Southern Cultures (4)**

An anthropological study of the southern United States emphasizes cultural continuity in both mountains and lowlands. The course uses community studies and literature to explore how indigenous interpretations fit within and react against national patterns and how locality, race, status, and gender act as social principles.

**ANTH 303 The Anthropology of Europe (4)**

This course surveys the major monuments, population migrations, and cultural patterns of continental prehistory; examines how Christianity's arrival shaped myriad chiefdoms, kingdoms, and states into the Europe we recognize today; explores ethnicity and the historical origins of ethnic conflicts; and considers the cultural impacts of European Union membership and 21st-century immigration issues.

**ANTH 304 Peoples and Cultures of Africa (4)**

A brief survey of geography, prehistory, and history followed by an evaluation of modern African cultural groups. Special topics considered include African women, labor migration, urbanization, associations, and elites. The overarching theme of the course is the differential effects of modernization on Africa.

**ANTH 305 Cultures of Latin America (4)**

This class is an anthropological investigation into Latin American cultural traditions that are the product of cultural hybridization between African, European, and Amerindian traditions first brought together by the Spanish conquest. We will explore the dividing practices associated with colonization and nation-building, as well as the diverse ways in which gender, race, and class are conceptualized and experienced across the region.

**ANTH 306 American Indians (4)**

A consideration of North American native peoples that involves origins and culture areas and the study of several specific groups as to history, economy, kinship, authority, and world view. Special attention will be given to problems of conquest, reservation life, and U.S. government policy.

**ANTH 311 Gender and Class in Latin America (4)**

This course examines the social construction of gender and social class, along with race/ethnicity and sexuality in various Latin American contexts. We pay special attention to the historical dimensions of intersecting identities, hegemonic discourses related to identity, and human experiences and negotiations of these identities. *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ANTH 312 Place, Ritual, and Belief (4)**

An upper-division seminar designed to enhance students' research skills and engage students in thoughtful examination of the relationship between religious beliefs and practices, and natural environments. While including the major religious traditions, the course will focus on indigenous, historic and prehistoric traditions within band, tribe, chiefdom and state societies. The course will focus on religious syncretism due to historical conquest or latter 20th century globalization as it impacts human-historical conenvironmental relationships.

**ANTH 314 Gender, Colonialism, and Culture in Greater Mexico (4)**

Starting from the premise that the region encompassing northern Mexico and the southwestern United States can be viewed as a single cultural region, this course examines how colonizing processes mobilized gendered and racialized identities to consolidate new social hierarchies in this part of the world. We learn about the historic interactions between Indigenous, European, and African peoples thrown together by the acts of exploration, conquest, and enslavement, and the hybridized cultural social forms which resulted. With these historical legacies in mind, we move to see how contemporary racialized and gendered identities are constructed and contested in the context of "Greater Mexico." *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ANTH 316 Archaeology of the Cumberland Plateau (4)**

This course examines the cultural history of the Cumberland Plateau through anthropological archaeology. After a brief consideration of the subject's environmental context within one of the most biologically diverse regions on earth, the class investigates the Plateau's rich prehistoric and historic archaeological record, which spans at least 12,000 years. In addition to ethnohistorical research, students actively engage in laboratory analysis of artifacts from the University Domain. Students also participate in site visits and field survey to explore both the Native American and European American record left as rock art, as well as that found in open habitation, cave, and rockshelter sites.

**ANTH 317 The Anthropology of Development (4)**

An examination of the basic assumptions of mainstream modernization approaches. Students explore key aspects of "modernity," as this term has been understood in Western European thought, and explore anthropologists' critiques of the exportation of these key aspects to other contexts. Detailed ethnographic case studies from diverse world regions, including Southeast Asia, Africa, and Latin America help students to understand the impact of development thinking in Third World contexts. The professor's investigation of development in the war-torn context of Medellin, Colombia, is an ongoing source of material for reflection and debate. *Prerequisite: ANTH 104.*

**ANTH 318 North American Archaeology (4)**

This course reviews Pre-Columbian and Historic Era histories and social landscapes north of Mesoamerica. The course considers the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, the rise and fall of chiefdoms, and colonial encounters between Europeans and Native Americans.

**ANTH 319 Medical Anthropology (4)**

This anthropological investigation into medical topics with a cultural component (gerontology, substance abuse, nutrition, folk medicine, etc.) will also examine the ways in which various cultural backgrounds may impede or enhance the medical process. Issues such as disease and therapy will also be examined in cross-cultural perspective.

**ANTH 341 The Culture and History of Southeast Asia (4)**

A survey of the peoples and polities of Southeast Asia from prehistory to the present, stressing the cultural and historical continuities that unite this ethnically diverse region. Special consideration is given to urban rule, peasants, popular religion, and indigenous notions of power, gender, space, and time.

**ANTH 357 Field School in Archaeology (6)**

Conducted on the University Domain or other pre-eminent sites in Tennessee, The Sewanee Field School in Archaeology provides, in an intensive one-month period in the summer, training and experience in the process of conducting research on highly significant archaeological resources. While the fieldwork is the primary component, guest lectures, consulting, and field trips are provided by other Southeastern archaeologists. *Prerequisite: Only open to students admitted to the Field School in Archeology program.*

**ANTH 371 The Anthropology of Water (4)**

This course considers the role of water in shaping human societies. Beginning with an examination of how the search for fresh water resources influenced the global migration of Paleolithic humans, the seminar explores theories about the relationship between the control of water through irrigation, social complexity, the emergence of state level societies, and the place of water in world cosmologies and religious ritual. The course concludes by considering contemporary water insecurity and how understanding water cultures can foster policies for socioeconomic resilience.

**ANTH 391 Junior Tutorial (4)**

The course involves students intensively reading and critiquing ethnographies. The course is taken in the second semester of the junior year and prepares students for writing an ethnography in ANTH 401 (to be taken in the first semester of their senior year). Students write bi-weekly papers to enhance their critical thinking and strengthen their writing skills and normally choose a topic for ANTH 401 near the completion of Junior Tutorial. *Prerequisite: ANTH 104.*

**ANTH 398 Special Topics (4)**

A seminar on a topic related to anthropology. This course may be repeated for credit when the topic differs.

**ANTH 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**ANTH 401 Anthropological Field Methods (4)**

Designed to train upper-division anthropology students to develop and carry out field research, the course first focuses on specific field methods used by anthropologists, ethnomethodology, network analysis, and statistical analysis. The second part of the course comprises a supervised field study where such methods can be tested. The last part of the course consists of data analysis and presentation. *Not open to students pursuing programs in anthropology.*

**ANTH 403 Social Theory (4)**

The historical development of theory in American cultural anthropology beginning with positivism and classical evolutionary thinking through that of the neo-evolutionists. Consideration of different historical approaches is followed by exploration of cultural materialism, structuralism, Marxism, symbolic interpretation, and practice theory. *Open only to seniors pursuing majors in anthropology.*

**ANTH 405 Honors Thesis (4)**

Student-initiated forty-page research project in a student's area of specialty. Participation is in the Easter semester of an anthropology major's senior year and is by invitation of the anthropology department. *Prerequisite: Instructor prerequisite override required.*

**ANTH 411 Research Seminar: Campus Life and Academic Culture (4)**

How do social and academic life interact on our campus? Using interviews, observation, and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation, and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers.

**ANTH 420 Sacred Landscapes and Folk Liturgies of Ireland (2)**

This cultural immersion course engages students in ethno-ecological fieldwork in rural Ireland. Students collaborate with local communities in documenting holy well sites and contemporary well-side practices. Students daily interview Irish consultants about folk liturgy, ethno-botany, and localized saint cults. Students also visit holy well sites and hike ancient pagan pilgrimage trails Christianized by Celtic Christian saints in the 5th-7th centuries.

**ANTH 444 Independent Study (2 or 4)**

For selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Archaeology

Website: Archaeology (<https://new.sewanee.edu/programs-of-study/archaeology/>)

Archaeology, the study of the human past, crosses many disciplinary lines. The field of archaeology is expanding in both the humanities and the sciences with the application of innovative instrumentation and techniques that allow interdisciplinary teams to address new questions spanning human physical and cultural evolution, subsistence technology and foodways, ancient migration, and prehistoric ritual. With the economic significance of heritage tourism and the expansion of environmental legislation that relates to bio-cultural resources (both in the United States and abroad), career opportunities for students in the field of archaeology are growing.

### Faculty

Professors: Knoll, McDonough, Ray, Sherwood (Chair)

### Minor

The minor is overseen by a faculty Steering Committee and does not reside in any one department; because this minor is inherently interdisciplinary, members of the Steering Committee span the sciences and humanities. This group mentors students and guides their progress through the minor.

### Requirements for the Minor in Archaeology

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
ANTH 106 or ANTH 109	Introductory Physical Anthropology and Archaeology World Prehistory	4
Select sixteen additional hours from at least two disciplines: <sup>2</sup>		16
ANTH 222	Celtic Culture and Archaeology	
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 318	North American Archaeology	
ANTH 357	Field School in Archaeology <sup>3</sup>	
ARCH 213	Cultural Resource Practicum	
ARCH 214	Artifact Analysis	
ARCH 330	Environmental Archaeology	
ARCH 332	Archaeological Resource Management and Policy	
ARTH 312	Greek and Roman Art and Architecture	
ARTH 316	Introduction to Museum Studies	
BIOL 203	Comparative Vertebrate Anatomy (Lab)	
BIOL 213	Evolutionary Biology	
CHEM 112	Chemistry of Art and Artifacts	
CLST 160	Greek and Roman Private Life	
CLST 205	Epigraphy Field School	
CLST 207	Greek Archaeology	
CLST 208	Roman Archaeology	
CLST 220	Archaeology of Pompeii and Herculaneum	
CLST 322	Exploring Rome and the Bay of Naples	
ENST 317	Advanced Applications of GIS	
FORS 303	Soils (Lab)	
GEOL 222	Historical Geology (Lab)	
GEOL 225	Sedimentology (Lab)	
GEOL 230	Paleoecology	
HIST 302	Ancient Rome	
HIST 304	Medieval Europe II	



HIST 335

Monsters, Marvels, and Museums

**Total Semester Hours****20**

- <sup>1</sup> No more than one independent study may be used to count towards the minor. One course taken abroad may qualify for the minor requirement, but approval must be obtained from the Steering Committee, ideally before taking the course.
- <sup>2</sup> No more than one course in Biology (BIOL), Forestry (FORS), or Geology (GEOL) may be applied towards the minor.
- <sup>3</sup> Students are strongly recommended to take an archaeological field school. This may be through the University of the South or elsewhere but must be approved by the Steering Committee to count towards the minor.

## Courses

### Archaeology Courses

#### **ARCH 213 Cultural Resource Practicum (2)**

This practicum focuses on historical or prehistoric cultural resources, both archaeological and standing structures, on the University Domain. Students learn excavation and documentation techniques appropriate to the specific resource type. In addition, artifact processing and cataloging will be covered. The majority of this course is field based. This course can be repeated once for credit.

#### **ARCH 214 Artifact Analysis (4)**

This course is a hands-on introduction to interpreting artifacts from archaeological sites. The class consists of a mix of lecture, discussion, laboratory, and in-class exercises on both prehistoric and historic artifact types. It covers all phases of artifact analysis including: defining problem domains, selecting attributes, cataloging data, typology, analysis and interpretation. Student projects center on artifacts from the University Domain collections.

#### **ARCH 220 Historical Archaeology (4)**

This course examines the history of North America, particularly the history of the American South, since the arrival of Europeans from an archaeological perspective. Students will learn to apply social theories to material culture and archival documents in order to view the past from a new perspective. The objective is to expand our understanding of historically marginalized groups, including African Americans, women, and immigrants, through the objects they left behind.

#### **ARCH 330 Environmental Archaeology (4)**

The study of the human past requires knowledge of the biological and geophysical systems in which cultures developed and changed. This course explores past environments and the methods and evidence used to reconstruct them. Emphasis is on the integration of geological, botanical, zoological, and bioarchaeological data used to reconstruct Quaternary climates and environments. *Prerequisite: ANTH 106 or ANTH 109 or one course with attribute G5E.*

#### **ARCH 332 Archaeological Resource Management and Policy (4)**

This course explores international and national approaches to archaeological heritage management. It includes review of public policy that protect sites (much of it incorporated into environmental legislation) and of regulations that guide the process. The course centers around study of how the determination of such policies affects negotiation between the past and present as archaeologists, various governments, descendant communities, and others try to balance a concern for preservation with growing demand for development and sustainability. Interwoven into the course are topics such as how diverse cultures view the past, the growing commodification of archaeological sites in the tourist trade, the antiquities market, and careers in cultural resource management.

#### **ARCH 350 Special Topics in Archaeology (4)**

This course focuses on a topic in archaeology that is not fully covered in existing courses. Content will vary from semester to semester. This course may be repeated for credit when the topic differs. *Prerequisite: ANTH 106 or ANTH 109 or CLST 207 or CLST 208 or CLST 220.*

#### **ARCH 444 Independent Study (2 or 4)**

Research, reading, and writing on a topic guided by a faculty member relating to archaeology.



## Art, Art History, and Visual Studies

Websites: Art (<https://new.sewanee.edu/programs-of-study/art/>), Art History (<https://new.sewanee.edu/programs-of-study/art-history/>), Film Studies (<https://new.sewanee.edu/programs-of-study/film-studies/>)

The Department of Art, Art History, and Visual Studies offers courses that satisfy requirements toward majors in Art and Art History and minors in Art, Art History, and Film Studies. The art discipline prepares individuals for a life in the arts with a grounding in the technical, aesthetic, and critical aspects of artistic production and exhibition; art history provides students with the methodological and critical tools for the analysis of visual culture and its role in history. The study of art and art history can significantly enrich a liberal-arts education, especially in a world that is increasingly shaped by images and the exchange of visual information.

### Faculty

Professors: Brennecke, Malde, Pond

Associate Professors: J. Thompson (Chair), Wohl

Assistant Professors: MacLaren, A. Miller, Todd, Woodley

### Majors

#### Majors

- Art (p. 81)
- Art History (p. 79)

### Minors

#### Minors

- Art (p. 81)
- Art History (p. 80)
- Film Studies (p. 82)

### Courses

#### Art History Courses

##### **ARTH 103 Survey of Western Art I (4)**

A survey of the architecture, sculpture, painting, and decorative arts of the West from prehistory to the end of the Middle Ages.

##### **ARTH 104 Survey of Western Art II (4)**

A continuation of ARTH 103, beginning with the art of the Italian Renaissance and concluding with the major artistic developments of the 20th century.

##### **ARTH 105 The Arts of Asia (4)**

A survey of the visual arts of India, China, Japan, and neighboring countries from prehistory to the present. The major monuments consisting of architecture, sculpture, and painting are discussed. Both indigenous and cross-cultural aspects of each art work are examined in the light of style, iconography, and historical context.

##### **ARTH 111 Latin American Art, Ancient to Modern (4)**

This survey course introduces the art and architecture of ancient, colonial, modern, and contemporary Latin America spanning approximately 4000 years (c. 2000 BCE- 2000 CE) and two continents (North, Central, and South America from Mexico to Brazil). We examine the style, iconography, and context of key works of art and consider enduring regional legacies and the adaptation of outside influences.

##### **ARTH 202 History of Photography (4)**

This course introduces students to the history of photography, from the invention of the medium in the 1830s to recent practices of photographers and artists working with a wide variety of photographic technologies. Emphasis is given to key artist, artistic movements, and theories of photography, as well as to visual literacy and familiarity with the multiple genres and social functions of photographic image production.

##### **ARTH 210 Islamic Art and Architecture (4)**

A survey of the origins, characteristics, and development of Islamic art, approached by considering productions ranging from architecture to sumptuary arts. This course covers the early formation and definition of Islamic art during the Umayyad and Abbasid periods and later phases of splendor in late Medieval and Modern eras. It includes the art and architecture of Fatimids, Mamluks, Saljuks, Ottomans, Ilkhanids, Timurids, and Safavids, in areas stretching from the Iberian Peninsula and northern Africa to India.

**ARTH 212 American Animation, 1910-1960 (4)**

A chronological examination of the most significant and influential short and full-length animated features made in the United States between 1910 and 1960. This course begins with the experiments of Winsor McCay ("Little Nemo," 1911) and ends with the rise of made-for-television cartoon in early 1960s. Emphasis is placed both on major studios in New York, Kansas City, and Los Angeles and on pioneering directors and animators working in those studios. The course also situates the work of those studios, directors, and animators within the larger contexts of twentieth century American history and popular culture.

**ARTH 305 Sacred Arts of Japan (4)**

This course introduces religious artworks of Japan from the sixth century to the present day. Following a chronological sequence, examines artwork from Buddhist, Shinto, and Christian belief systems. Investigates two-dimensional works, sculpture, and architecture. Explores topics such as the relationship between ritual practice and the visual arts, images of heaven and hell, hidden icons, relics, and interactions of sacred and secular in the visual realm. Readings taken from primary sources and scholarly articles in the field.

**ARTH 306 Art and Disaster in Modern and Contemporary Japan (4)**

Using disaster as a starting point for understanding the visual culture of modern and contemporary Japan, this course provides students with a survey of Japanese art history from 1850 to the present day. Considers the intersections of popular culture and fine art, examines painting, sculpture, architecture, memorials, photography, prints, video, and installation art. Explores the impact and legacy of natural disasters, war, the nuclear bomb, imperialism, environmental issues, and terrorism in the visual arts, analyzing various artistic responses to calamity.

**ARTH 308 Gender in Japanese Art (4)**

Using gender as a lens for examining works of art in the Japanese tradition from the thirteenth through twentieth centuries, this course examines a wide variety of formats and mediums, including corpse paintings, cross-dressing performers, and prints of the modern girl. Participants will identify and analyze varying interpretations of gender through time and across culture and address issues associated with applying contemporary gender theory to pre-modern works. Topics to be covered include: Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, and the role of gender in contemporary art.

**ARTH 309 Sacred Arts of China (4)**

Following a chronological sequence, this course introduces religious artworks of China from the prehistoric period to the present day and examines artwork from Buddhist and Taoist religions. It investigates two-dimensional works, sculpture, and architecture and explores such topics as the relationship between ritual practice and the visual arts, images of the natural landscape, pilgrimage, cave temples, religion and political rule, and the interactions of major religious and philosophical beliefs.

**ARTH 310 Contemporary Chinese Art (4)**

This course examines major artistic currents in China from 1980 to the present day. Explores connections between artistic production, political movements, and political structures. Considers the position of Chinese artists in a global society, issues of diaspora, and the role of art institutions and markets in the production and reception of Chinese contemporary art.

**ARTH 311 Japanese Print Culture (4)**

Explores the breadth of Japanese print culture, focusing on eighteenth to twentieth century artworks. Examines prints in light of economic and socio-cultural contexts, with special emphasis on topics such as the masculine culture of eighteenth century urban Japan, and globalization in the late nineteenth and early twentieth centuries. Genres covered include: early modern landscapes, "beautiful women" and actor prints, nineteenth-century political prints, and twentieth-century creative and revival prints from wartime and postwar Japan. Incorporates the study of museum print collections. *Prerequisite: ARTH 105 or ARTH 305 or ARTH 306 or ARTH 308.*

**ARTH 312 Greek and Roman Art and Architecture (4)**

A chronological survey of the painting, sculpture, and architecture of the Greek, and Hellenistic worlds and Roman Empire from the eighth century B.C.E. to the fourth century C.E. While emphasizing stylistic developments, political and cultural contexts will also be examined. *Prerequisite: ARTH 103 or HUMN 103 or HUMN 104.*

**ARTH 316 Introduction to Museum Studies (4)**

Providing students with a survey of museology and the museum field, this course covers the history of museums, contemporary museum practice, and theories of representation. It explores the role of museums in society through readings, lectures, site visits, and class projects, and introduces the fundamentals of collections, exhibitions, the curatorial process, museum education, and administration.

**ARTH 317 Approaches to Art History (4)**

This writing-intensive seminar addresses the history and methods of art history by exploring its philosophical development. The current state of the discipline as it negotiates the theoretical challenges of poststructuralism and postmodernism will also be explored. Written and oral assignments develop the students' research and communication skills. *Open only to students pursuing programs in art history. Prerequisite: ARTH 103 and ARTH 104.*

**ARTH 320 Medieval Art and Architecture (4)**

The art and architecture of Western Europe from the late Roman Empire to the dawn of the Renaissance. Emphasis will be placed on the development of monumental architecture and the regional peculiarities of sculpture, painting, and the minor arts over the course of this thousand-year period. *Prerequisite: ARTH 103 or HUMN 104.*

**ARTH 323 Imagining the Medieval Italian City (4)**

This course explores the ways medieval Italian city-dwellers imagined and shaped their communities and civic identities in art, architecture, and literature, with a focus on vibrant thirteenth and fourteenth century urban centers like Siena, Florence, and Padua. Medieval Italian urbanites strategically imagined and represented their civic ideals and communities in the face of factional divisions and violence. Art, architecture, and urban planning had essential roles to play, as communities, institutions, and religious orders sought to define themselves in an accessible visual language, and as organizations.

**ARTH 325 Italian Renaissance Art and Architecture (4)**

This course explores art and architecture produced on the Italian peninsula between the late thirteenth and mid-sixteenth centuries, considering monuments in relation to specific, local circumstances of production and fertile cross-cultural and international exchange. This course will also consider the new kinds of discourse brought to bear on art and artmaking in the period, and its continuing implications. The conventional story of the Italian Renaissance, centered on Florence and featuring star artists, has exerted a powerful hold. How ought more expansive, inclusive, and critical stories about the artwork produced on the Italian peninsula in this period be told?. *Prerequisite: ARTH 103 or ARTH 104 or HUMN 103 or HUMN 104 or HUMN 105.*

**ARTH 326 Northern Renaissance Art (4)**

A study of northern European art from the early 14th to the late 16th centuries. While the course will concentrate on Flemish and German panel painting, attention will also be paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. *Prerequisite: ARTH 103 or ARTH 104 or HUMN 104 or HUMN 105.*

**ARTH 327 To Delight and to Move: The Global Baroque, 1600-1800 (4)**

This course explores the early modern art movement known as “Baroque.” It begins with an historiographical examination of the term “baroque” and considers how and why the baroque visual language of *delectare et movere* appears across the globe from Europe to Asia and Latin America. (Of note: “global” in this sense would be excluding Africa.) The course examines and compares key works of painting, sculpture, architecture, and the decorative arts in consideration of their motivations and meanings. We conclude with an examination of the extension of baroque forms and styles in contemporary art in what has been referred to as the “Neobaroque” and “Ultrabaroque.”

**ARTH 333 French Art (4)**

A survey of French painting, sculpture, and architecture from the early seventeenth century to the end of the eighteenth century. Emphasis is placed on the founding of the Royal Academy of Painting and Sculpture, the artistic program of Louis XIV, the development of the rococo style, and the emergence of sensibilité and a new moralizing art in the years leading to the French Revolution. *Prerequisite: ARTH 104 or HUMN 105.*

**ARTH 335 Nineteenth-Century Art (4)**

A survey of European painting and sculpture from the 1780s to 1900, with an emphasis on the social and political contexts in which the works were created. While the focus is on the art of France, that of Germany, Spain, and England is also discussed. *Prerequisite: ARTH 104 or HUMN 105 or HUMN 106.*

**ARTH 336 Earth Art and Eco-Action (4)**

This course will examine the international movements grouped under the names Earth Art and Environmental Art. We will trace the historical development of these movements from the 1968 exhibition “Earthworks” up to the present day. The course tracks the changing aesthetic, political, biological, economic, technological, and climatic forces that influence such art, from the participatory approaches of the 1960s to the activist engagement with environmentalism today. The class seeks to understand the historical conditions that have given rise to such art and demonstrate ways in which artists have sought to intervene in and affect a changing environment.

**ARTH 338 British Art (4)**

A survey of British art from the late 17th to the close of the 19th century. Emphasis will be on painting; sculpture, architecture, and landscape design will be considered as well. *Prerequisite: ARTH 104.*

**ARTH 340 American Art (4)**

A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. *Prerequisite: ARTH 104 or HUMN 105 or HUMN 106.*

**ARTH 343 Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art (4)**

This course examines how people of different races and ethnicities in Latin America were represented in art during the period of Spanish and Portuguese colonial rule (approximately 1500-1820). The course focuses primarily on how Europeans used both religious and secular art to maintain a vision of a complex and diverse set of indigenous ethnic groups (Nahua, Taino, Aztec, Maya, Inca, etc.), as well as people of Asian and African descent as simply the colonial “other.” We will explore how these images were informed by broader social, political, and religious motivations, while also examining if and how some representations confronted and challenged hegemonic identity norms.

**ARTH 345 Modern Art in Europe and the Americas (4)**

This course examines the diverse trends in the visual art of Europe and the Americas from 1880 through 1960. Lectures, presentations, and in-class discussion of the rapid stylistic shifts in the visual arts during this period will seek to define “the modern” alongside similar developments in philosophy, society, and politics. The growth of art criticism and theory will also be examined alongside significant factors that changed how the art of this period was made and received including two world wars and the economic reorganization of Europe and North and South America.

**ARTH 346 Contemporary Art and the Global Marketplace (4)**

This course examines the formal and thematic issues raised by visual artists working since 1980. Defining the global art world is central to the class with special focus on the economics of this multi-billion dollar industry. The current state of art criticism will be analyzed along with a survey of curatorial trends in galleries, exhibition spaces, and museums. The power of social media and the influence of international art fairs on the reception and commercial value of contemporary art (and artists) will also be addressed.

**ARTH 350 Spanish Painting (4)**

A critical and historical survey of Spanish painting from the sixteenth through twentieth century, this course focuses on major artists against the backdrop of Spain's unique cultural traditions.

**ARTH 352 Images, Politics, Change, and the Enlightenment in the Early Modern Hispanic World (4)**

The Enlightenment, particularly the brand of enlightened despotism promoted by the Bourbons, transformed art and art institutions in the Hispanic world. Despite the ideals of 'enlightened despotism,' in actuality colonialism as the larger cultural system in which art functioned was an ongoing and complex process that involved negotiation, resistance, reconciliation, and manipulation of new and old art forms. This course explores how a new intellectual movement—framed under specific political goals—was and wasn't accepted and both did and did not change art in Spain and its colonies.

**ARTH 353 Early Modern Art of Latin America (4)**

This course examines the art of Latin America produced during the early modern period beginning with the Spanish conquest and concluding with the independence period (approximately 1500-1820). While considering several important art movements, this course also explores objects as they speak to questions of race and identity and reflect political, religious, social, and economic contexts. This course will also introduce students to the major theoretical issues regarding the interpretation of art of the Spanish Americas.

**ARTH 360 Pop Art: Identity and Politics in the Visual Culture of the 1960s (4)**

This course charts the development of Pop Art in the Americas and Europe between 1958 and 1973, investigating why art made by a diverse group of artists, using a variety of aesthetic techniques, is labeled "Pop." The famous subject matter of Pop art-- soup cans, comic books, and movie stars--will be studied as simultaneous celebrations and critiques of consumer culture. Lectures and discussions will also examine how Pop artists addressed the social and political struggles of the 1960s by dealing directly with racial inequality, the struggle for identity, and the Vietnam war through a series of experimental practices including the use of readymade imagery, photography, text, music, and performance. *Prerequisite: ARTH 104 or HUMN 106.*

**ARTH 365 Modern and Postmodern Architecture (4)**

This survey of architecture and urban planning begins with the revivalist architecture of the nineteenth century and concludes with global contemporary practice, exploring along the way efforts to formulate a "modern" architecture and subsequent postmodern critiques. Students are introduced to significant figures like Frank Lloyd Wright, Le Corbusier, Jane Jacobs, Frank Gehry, Michael Graves, and Zaha Hadid, and to significant themes in modern and postmodern architectural practice, like the archetype of architect as hero, architecture as social engineering, and architecture as spectacle. Students thus learn of essential reference points for understanding our built environment and its discourse.

**ARTH 370 Art in Germany: 1919-1933 (4)**

This course examines artistic production in Germany within the social and political context of the Weimar Republic between 1919 and 1933. The course investigates Expressionism, the "anti-art" theories espoused by Dada artists, and the formal characteristics of New Objectivity painting under the influence of photography. The art and politics of the Bauhaus are explored in detail, including the practices of painting, architecture, and industrial design. The course concludes with consideration of the rapid change in leadership and direction at the Bauhaus and its closing at the hands of the Nazis.

**ARTH 402 Senior Seminar (4)**

A seminar designed to introduce students to the research methods and interpretive approaches of art history. Written as well as oral assignments develop students' research and communication skills. Each year the seminar focuses on a specific historical, cultural, or thematic topic chosen by the instructor. *Open only to seniors pursuing majors in art history. Prerequisite: ARTH 103 and ARTH 104.*

**ARTH 440 Independent Study (2 or 4)**

Permission of the instructor required. *Prerequisite: Instructor prerequisite override required.*

**ARTH 495 Spanish Art, Western Art, and the Road to Santiago (4)**

An approach to Western Art, particularly Spanish, in connection with the development of the pilgrimage road to Santiago, starting from its origins in early Christianity, focusing on medieval art, and discussing its persistence in the Modern Era. Special emphasis will be given to the importance of multidisciplinary studies concerning the subject. This course is only available through the Sewanee Summer in Spain program. *Prerequisite: Only open to students admitted to the Sewanee Summer in Spain program.*

**ARTH 496 Islamic Spain and Spanish Art (4)**

A survey of Spanish Muslim art from the Emirate to the Nasrid period (8th to 15th centuries), including extensive discussion of the main monuments such as the mosque at Cordoba and the Alhambra palace of Granada. The course examines the presence and persistence of Islamic influence on Spanish Christian art of the late Middle Ages and the modern era. Special attention is given to *Mudejar* art.

**ARTH 497 Europe: A Community in the Arts (4)**

This art history course emphasizes the relationships and interactions between Spain and the other Western European countries as well as Spain as a cultural and artistic bridge between Europe and North Africa and between Europe and the New World. It includes visits to museums, monuments and cultural institutions in Spain, Belgium, the Netherlands, Germany and Morocco with special attention to art collections, collecting and their origins. Selected moments and artworks connected with the fundamental topics of the course are discussed, including examples from Medieval, Renaissance, and Baroque times. This course is only available through the Sewanee Semester in Spain program.

**Art Courses****ART 101 Line, Form and Space: Studies in Drawing, Photography and Sculpture (4)**

This course establishes the fundamentals of visual literacy and communication by considering the relations among line, form, and space. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to drawing, photography, and culture. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with ART 102, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Required for all art majors and minors. *Open only to first-year students and sophomores.*

**ART 102 Color, Motion, and Time: Studies in Digital Art, Painting, and Video (4)**

This course establishes the fundamentals of visual literacy and communication by considering the relations among color, motion, and time. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to digital art, painting, and video. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with ART 101, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Required for all art majors and minors. *Open only to first-year students and sophomores.*

**ART 103 Introduction to Lens and Time-based Media (4)**

An introduction to processes dependent on the lens as an imaging device, including wet-lab photography, digital photography, video editing and installation-based sequencing. The course incorporates the fundamental theoretical, technical and aesthetic principles of working with photography as an expressive medium. Assignments include darkroom laboratory work, studio projects, discussions, written analyses, and class presentations. *Open only to first-year students and sophomores.*

**ART 104 Introduction to Three- and Four-Dimensional Media (4)**

An introduction to media involving spatial and temporal dimensions, including sculpture, video, sound, installation, computer-aided design, and Computer Numerical Control (CNC) fabrication. The course incorporates the fundamental theoretical, technical and aesthetic principles of composition in space and time. Assignments involve design of sound; video production; computer modeling; traditional and non-traditional sculpture techniques. *Open only to first-year students and sophomores.*

**ART 105 Introduction to Drawing and Two-Dimensional Media (4)**

An introduction to two-dimensional media that explores mark making as the basis for visualization and ideation. The course incorporates the fundamental theoretical, technical and aesthetic principles of composition in two-dimensions. Students use wet and dry media to solve problems and investigate concepts of representation, abstraction and expression using traditional and non-traditional techniques. *Open only to first-year students and sophomores.*

**ART 200 Special Topics: Intermediate (4)**

Though its content will vary from semester to semester, this class always focuses on an intermediate-level topic in Digital Arts, Drawing, Painting, Photography, Sculpture or Video, not fully covered in existing courses. Examples might include courses on artistic movements, disciplines or traditions, a genre, or a theme. This course may be repeated for credit when the topic differs.

**ART 231 Topics in Electronic and Interactive Art (4)**

The course examines the broad range of electronic technologies and processes that are employed in contemporary art practice. Students meld traditional processes with software and hardware towards the production of physical, time-based and interactive projects. Assignments include consideration of the interplay between society, technology, and experience.

**ART 242 The Lens and the Landscape: Documentary Studies and the Environment (4)**

This course studies the human, ecological, and environmental histories of the region through the lens and practice of documentary production. In collaboration with historians, archaeologists, and biologists, students develop individual and group projects to create short documentaries about a diverse range of topics focused on the past and present environmental conditions of the Domain and its surroundings.

**ART 243 Cutting Time: Topics in Contemporary Video Production and the Moving Image (4)**

This course involves study of the theories and processes of video and audio production as well as other techniques for making moving images. It examines a variety of aesthetic, formal, thematic, and technical approaches to composition and artistic expression through moving images and sound. The evaluation and analysis of assignments involves group discussions and individual critiques. Examples from a spectrum of artists and filmmakers provide a context for understanding the potential of moving images in a variety of forms.



**ART 248 Video off the Wall: Topics in Video Installation Art (4)**

Combining video technology and installation art, this course considers video as a medium to engage the specific spatial, material, social, and other environmental factors of the place where it is presented. Projects are composed and presented as projections upon various objects or sites and as synchronized, multiple-channel installations in several distinct locations and configurations. Concepts of interactivity and various approaches to both linear and nonlinear composition are explored.

**ART 251 Topics in Contemporary Drawing (4)**

Using both traditional and non-traditional drawing media, this course investigates drawing and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition, and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions address themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional drawing as it relates contextually to an ever-changing world.

**ART 255 Collage and Assemblage: Combinations of Contemporary Culture (4)**

Using found and self-generated imagery, this course explores collage and assemblage as means for developing artistic concepts. Through the understanding and juxtaposition of materials such as magazine clippings, wallpaper, texts, objects, photographs, and drawings, students establish a heightened sensitivity to the meaning of specific materials, explore various methods of combining them, and critically address how collage and assemblage have been used and created in both past and present. Through studio assignments, writing exercises, readings, discussions, and critiques, students explore forms of both historical and contemporary collage processes.

**ART 257 Figure Drawing (4)**

This course investigates drawing the human form through the study of anatomy, observation of the live human form, and fundamental exercises in gesture, line, contour, and tonal modeling. Students explore the relationship between figures and their environments, as well as the proportions and forms of the body and how to depict dynamic three-dimensional forms on a two-dimensional surface. In class, students work predominantly from the live model, and outside of class pursue a combination of advanced assigned and self-directed projects aimed toward an understanding of the body in space.

**ART 259 Drawing from Life (4)**

This course explores use of observational drawing techniques as a means for translating three-dimensional realities into two-dimensional drawn images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various drawing materials. Through studio assignments, exercises, readings, discussions, and critiques, students learn to draw from both life and the imagination, all the while honing their observational skills and their facility with drawing media.

**ART 261 The Lens, Time and Space: Topics in Photography (4)**

This course introduces students to thematic approaches in photography using film-based methods, digital printing, and multi-media. Class projects and discussions center around the cultural and socio-political impact of the medium, as well the deeply personal and expressive aspects of photographic art.

**ART 263 Intermediate Documentary Projects in Photography (4)**

The course introduces students to documentary methods and issues pertaining to photography and related media used in the making of photo-documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth.

**ART 281 Material, Space, and Form: Topics in Contemporary Sculpture (4)**

This course explores both new and traditional media for the study and production of sculptural form. A series of assignments involve additive and reductive processes, mold making and casting, static and temporal composition, and a range of materials. Examples ranging from ancient to current sculptural practices are discussed and reviewed to provide historical and theoretical context for the assignments. The evaluation and analysis of assignments involves group discussions and individual critiques. *Prerequisite: ART 101 or ART 104.*

**ART 282 Sustainable Structures (4)**

Through the study and application of sustainable materials as media for sculpture, design, and architecture, this course examines relationships among landscape, physical culture, and the built environment. With the benefit of various locally grown and recycled materials used to build a series of projects, the course employs new technologies and discusses issues related to the practical integration of ecologically sound aesthetics into contemporary culture.

**ART 285 Modeling and Casting in Contemporary Sculpture (4)**

This course provides an introduction to a variety of modeling, mold-making, and casting techniques for use in sculpture. Traditional and other techniques, including metal casting, computer-aided design, and modeling with clay are investigated through a series of assignments aimed at both technical instruction as well as creative exploration of notions of representation and artistic production.

*Prerequisite: ART 101 or ART 104.*

**ART 287 Electronic Sculpture (4)**

This course employs new media technologies in sculpture and installation projects. Students translate digital and analog input from a variety of sensors and sources into creative output through the use of programming, circuits, sound, video, motors, and traditional sculptural media.

**ART 291 Topics in Contemporary Painting (4)**

Using both traditional and non-traditional painting media, this course investigates painting and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition, and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions revolve around themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional painting as it relates contextually to an ever-changing world.

**ART 299 Painting from Life (4)**

This course explores use of observational painting techniques as a means for translating three-dimensional realities into two-dimensional painted images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various painting materials and surfaces. Through studio assignments, exercises, readings, discussions, and critiques, students learn to paint from both life and the imagination, all the while honing their observational skills and their facility with painting media.

**ART 300 Special Topics: Advanced (4)**

Though its content will vary from semester to semester, this class always focuses on an advanced-level topic in Digital Arts, Drawing, Painting, Photography, Sculpture or Video, not fully covered in existing courses. Examples might include courses on artistic movements, disciplines or traditions, a genre, or a theme. This course may be repeated for credit when the topic differs.

**ART 331 Advanced Projects in Digital Arts (4)**

This course builds on experience gained from courses such as ART 101, ART 102, and ART 231. Students continue to receive specific instruction in using the main imaging and design software and are assigned projects to help consolidate expressive and conceptual skills. This course can be repeated twice for credit. *Prerequisite: ART 231.*

**ART 343 Advanced Seminar in the Production of Video and the Moving Image (4)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. This course can be repeated twice for credit. *Prerequisite: ART 231 or ART 243 or ART 331.*

**ART 349 Community Engagement and Creative Practice: Investigating the Highlander Folk School through Art (4)**

An inquiry-based course that examines the impacts of the Highlander Folk School. The course introduces an interdisciplinary approach to the production of socially-engaged art through place-based experiential learning. Utilizing participatory practices and critical pedagogy to examine local contexts and social issues through community engagement, students visualize, record, and reflect on Highlander's history. A range of approaches including journal writing, activating archives, field trips, recording oral histories, and production of video and photographic work are involved. *Prerequisite: ART 242 or ART 243 or ART 248 or ART 261 or ART 263 or junior standing.*

**ART 351 Advanced Studio Seminar in Drawing (4)**

In this drawing seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the drawing in both traditional and non-traditional materials. *Prerequisite: ART 251 or ART 255 or ART 257 or ART 259 or ART 291.*

**ART 352 Advanced Studio Seminar in Drawing and Painting (4)**

In this seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of drawing, painting and mixed media in both traditional and non-traditional materials. Content will vary from semester to semester. This course may be repeated twice for credit. *Prerequisite: ART 251 or ART 255 or ART 257 or ART 259 or ART 291 or ART 299 or ART 351 or ART 391.*

**ART 361 Advanced Photography (4)**

The course builds on prior experience and concentrates on small and large format photography, color and alternative photographic processes. Class projects and discussions are shaped around self-defined projects. This course can be repeated twice for credit. *Prerequisite: ART 261 or ART 263.*

**ART 363 Advanced Documentary Projects in Photography (4)**

The course builds on ART 263 and consolidates methods and issues pertaining to the making of photographic documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth. *Prerequisite: ART 263.*

**ART 381 Advanced Studio Seminar in Sculpture (4)**

In this sculpture seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the art involved in three-dimensional media and methods. This course can be repeated twice for credit. *Prerequisite: ART 281 or ART 282 or ART 287.*

**ART 391 Properties of Painting (4)**

This seminar course explores the properties and applications of acrylic and oil paints as they relate conceptually to our contemporary world. Working both observationally and abstractly, students experiment with traditional techniques such as glazing and under painting. They also investigate paint as a sculptural and textural material. *Prerequisite: ART 291 or ART 299.*



**ART 420 Seminar in Creativity (4)**

This investigation of the creative process requires advanced studio skills and is based on discussion of works-in-progress. Selected readings, participation in critiques, and a semester-long studio project help establish a disciplined and systematic approach to creative practice. *Open only to seniors pursuing majors in art.*

**ART 430 Senior Seminar (4)**

Participants will have already developed advanced skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). This seminar further enhances studio skills by referencing individual, self-defined project work to readings that explore the theory and practice of the visual arts, the societal role of the artist, contemporary issues and interdisciplinary approaches. *Open only to students pursuing majors in art.*

**ART 444 Independent Study (2 or 4)**

For select students. Permission of the instructor required. *Prerequisite: Instructor prerequisite override required.*

**Film Studies Courses****FILM 105 Introduction to World Cinema (4)**

With the benefit of guest presentations, this course offers an introduction to essential techniques of analyzing film along with an introduction to a number of national cinemas represented in the film studies program, such as Chinese, French, German, Italian, Japanese, Russian, and Spanish film.

**FILM 108 History of Film: Invention to Mid-Century (4)**

A chronological survey of the most significant and influential developments in international cinema from the invention of moving pictures to mid-century. Emphasis is on pioneering directors and major films. This course also introduces the student to film theory along with the major aesthetic and technological developments of the medium.

**FILM 109 History of Film: Mid-Century to the Present (4)**

This course traces the major developments in world cinema from the mid-twentieth century to the present day. Organized chronologically, it covers the international, aesthetic, and technological benchmarks of film history, with an introduction to the critical vocabulary necessary for film analysis.

**FILM 305 Hollywood in the 1970s (4)**

This course examines a creative high point in American filmmaking at the same time that defeat in the Vietnam War, the legacy of the Watergate scandal, and an energy crisis sparked disillusionment in American institutions. The demise of old Hollywood allowed filmmakers in the 1970s to take risks and to experiment with ambitious story-telling techniques and new visual styles. American film directors incorporated influences from across the globe. Women and African-American filmmakers emerged to make films with new perspectives alongside well-known figures like George Lucas and Francis Ford Coppola. This course also considers how film dialogue, frank sexuality, and violence intersected with changing cultural expectations during the decade.

**FILM 325 The Films of Alfred Hitchcock (4)**

This course examines Alfred Hitchcock's persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of Hitchcock films from the late twenties to the mid-sixties will emphasize the director's treatment of editing, framing, sound, and *mis en scene*. Students will become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work.

**Art, Art History, and Visual Studies**

Students planning to major in Art History are strongly encouraged to complete a range of courses in complementary disciplines, including Studio Art, Literature, History, Philosophy, and Religion. Majors are also advised to study abroad.

**Requirements for the Major in Art History**

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
ARTH 103	Survey of Western Art I <sup>2</sup>	4
ARTH 104	Survey of Western Art II <sup>2</sup>	4
ARTH 105	The Arts of Asia	4
ARTH 317	Approaches to Art History	4
Select one of the following (Area I): <sup>3</sup>		
ARTH 312	Greek and Roman Art and Architecture	4
ARTH 320	Medieval Art and Architecture	4
ARTH 323	Imagining the Medieval Italian City	4

ARTH 325	Italian Renaissance Art and Architecture	
ARTH 326	Northern Renaissance Art	
Select one of the following (Area II): <sup>3</sup>		4
ARTH 202	History of Photography	
ARTH 333	French Art	
ARTH 335	Nineteenth-Century Art	
ARTH 338	British Art	
ARTH 340	American Art	
ARTH 350	Spanish Painting	
Select one of the following (Area III): <sup>3</sup>		4
ARTH 212	American Animation, 1910-1960	
ARTH 345	Modern Art in Europe and the Americas	
ARTH 346	Contemporary Art and the Global Marketplace	
ARTH 360	Pop Art: Identity and Politics in the Visual Culture of the 1960s	
ARTH 365	Modern and Postmodern Architecture	
ARTH 370	Art in Germany: 1919-1933	
FILM 108	History of Film: Invention to Mid-Century	
Select on of the following (Area IV): <sup>3</sup>		4
ARTH 305	Sacred Arts of Japan	
ARTH 306	Art and Disaster in Modern and Contemporary Japan	
ARTH 308	Gender in Japanese Art	
ARTH 309	Sacred Arts of China	
ARTH 310	Contemporary Chinese Art	
Select two additional courses in art history (ARTH) <sup>3, 4</sup>		8

**Total Semester Hours** 40

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

- <sup>1</sup> Students interested in advanced placement into upper-division Art History courses should consult the department.
- <sup>2</sup> Majors should complete the two Art History surveys by the conclusion of the first semester of the junior year.
- <sup>3</sup> Students will also choose one of the four chronological areas as their area of special interest and take at least one additional Art History course in that area. The four chronological-area courses must be completed at Sewanee.
- <sup>4</sup> Subject to approval by the Art History faculty, the department may accept up to two courses (eight hours) in art history from other institutions. Exceptions to this limit are decided by the chair.

### Honors

To receive departmental honors, a student must have a departmental GPA of 3.50 at the end of the final semester, pass the comprehensive examination with distinction (that is, with an overall score of 88) and earn a grade of B+ or higher on an honors research paper. Eligibility for departmental honors depends on completion of Approaches to Art History (ARTH 317) with a grade of B+ or higher and a departmental GPA of 3.50 at the end of the first semester of the senior year. Eligible majors may then, at the discretion of the chair, elect a course of independent study (ARTH 440) and write an honors research paper under the direction of a member of the Art History faculty.

## Art, Art History, and Visual Studies

### Requirements for the Minor in Art History

The minor requires successful completion of the following:

Code	Title	Semester Hours
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#### Course Requirements <sup>1</sup>

ARTH 103	Survey of Western Art I	4
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or ARTH 104	Survey of Western Art II	
ARTH 105	The Arts of Asia	4
Select four additional courses in art history (ARTH)		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> Subject to approval by the art history faculty, the department may accept up to two courses (eight hours) in art history from other institutions. Exceptions to this limit are decided by the chair.

## Art, Art History, and Visual Studies

The studio art program offers classes in six disciplines: digital arts, drawing, painting, photography, sculpture, and video.

### Requirements for the Major in Art

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select two courses in art at the 100-level		8
Select two courses in art at the 300-level		8
Select three additional courses in art (ART)		12
Select one course in art history (ARTH)		4
ART 420	Seminar in Creativity	4
ART 430	Senior Seminar	4
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>1</sup>		

<sup>1</sup> The comprehensive examination for studio art majors includes the following: preparation and presentation of a portfolio produced over the course of at least one year, participation in a senior exhibition along with the submission of an artist's statement, writing a thesis paper, undergoing a private defense of the portfolio and thesis, and giving a public presentation with response to questions from the audience. The comprehensive examination result is based on passing all of these components.

### Honors

Students with a department GPA of at least 3.20 by the end of their junior year are eligible to apply for department honors. To apply for honors, a student must submit a proposal for a thesis project by the designated date during the first semester of their senior year. Those students whose proposals have been approved will, in addition to fulfilling the comprehensive exam requirements, assemble a solo exhibition along with the submission of an artist's statement, write an extended thesis paper, undergo a private defense of the exhibition and thesis, and give a public presentation with response to questions from the audience. Final determination of honors is based on the quality of all of these components.

## Art, Art History, and Visual Studies

Students with advanced placement (AP) art credit and students with other advanced art education or experience are strongly encouraged to consult with art faculty for placement in art courses, with possible enrollment directly into upper-level courses without need to complete otherwise required prerequisites. Placement directly into courses beyond the 100-level is at the discretion of the instructor teaching the course into which a student wishes to gain entry.

### Requirements for the Minor in Art

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
Select one course in art (ART) at the 100-level		4
Select one course in art (ART) at the 300-level		4
Select three additional courses in art (ART)		12
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> The department may approve up to four semester hours of transfer work from other institutions.

## Art, Art History, and Visual Studies

The film studies minor combines study in two tracks: Film Theory (FT) and Film Production (FP). Film Theory includes film analysis and the exploration of film histories in relation to genre and diverse national cultures and encourages students to acquire a theoretical, comparative, and critical understanding of film as well as some appreciation for film production. Film Production focuses on the practice of film and video preparation within the context of film theory. As part of declaring the minor with the chair of the department, each student selects an advisor from program faculty in the appropriate track. Students in the Film Theory or Film Production tracks then select their courses in consultation with their advisor.

### Requirements for the Minor in Film Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select one of the following:		4
FILM 105	Introduction to World Cinema	
FILM 108	History of Film: Invention to Mid-Century	
FILM 109	History of Film: Mid-Century to the Present	
Select one additional course in introductory film theory or film production:		4
Film Theory (FT)		
FILM 105	Introduction to World Cinema	
FILM 108	History of Film: Invention to Mid-Century	
FILM 109	History of Film: Mid-Century to the Present	
Film Production (FP)		
ART 101	Line, Form and Space: Studies in Drawing, Photography and Sculpture	
ART 102	Color, Motion, and Time: Studies in Digital Art, Painting, and Video	
ART 231	Topics in Electronic and Interactive Art	
ART 263	Intermediate Documentary Projects in Photography	
Select at least two additional courses in advanced film theory or film production: <sup>1</sup>		8
Film Theory (FT)		
FREN 415	The History of French Cinema	
GRMN 353	German Film	
GRMN 357	German Queer Cinema	
HIST 351	History of Modern India through Cinema and Literature	
HIST 375	The Outlaw in American Culture	
INGS 305	Narrating Place/Space in Contemporary World Film	
INGS 307	Polish Film	
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	
RUSN 355	Russian and Soviet Film	
SPAN 391	Contemporary Spanish and Latin American Cinema	
Film Production (FP)		
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 243	Cutting Time: Topics in Contemporary Video Production and the Moving Image	

ART 343	Advanced Seminar in the Production of Video and the Moving Image	
Select at least two additional approved electives from the above lists or from the courses below:		8
AMST 333	Junior Seminar	
ARTH 212	American Animation, 1910-1960	
ASIA 205	Modern China through Fiction and Film	
FILM 108	History of Film: Invention to Mid-Century	
SPAN 385	Spanish-American Short Fiction and Film	
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> Thus, a film production student elects two courses in film theory and a film theory student elects two courses in film production.

## Asian Studies

Website: Asian Studies (<https://new.sewanee.edu/programs-of-study/asian-studies/>)

Majors in Asian Studies seek to acquire a deep knowledge of one or more cultures in Asia so that they can understand how people in an Asian society act and view the world. Such a goal requires a firm grasp of: an Asian language so that students can understand the concepts and modes of communication within a culture; historical knowledge of the culture's development, the culture's values, and ritual practices that stem from religious and philosophical traditions; and the pattern of social structure and economic development. Asian Studies majors should also examine the forces that have integrated Asia as well as how Asian countries vary among themselves, as revealed through comparative analyses.

### Summer Program in China/India

Sewanee students may take advantage of summer study in China and India. The continuing topic of the program is economic development, with other subjects also included in different summers. *Note: the Summer Program in China/India does not fulfill the study-abroad requirement for Asian Studies.*

### Faculty

Professors: Brown, Peterman, S. Wilson (Chair)

Assistant Professor: Tan

### Major

#### Requirements for the Major in Asian Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
	Select three or more approved integrative or comparative electives in Asian Studies (from at least two departments/programs) (p. 86)	12
	Select five or more electives in Asian cultures (p. 85)	20
	Select one course in Asian languages numbered 300 or above (p. 86)	4
ASIA 458	Senior Thesis	4
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination <sup>1</sup>

A study abroad program approved by the chair of the program

<sup>1</sup> The comprehensive examination consists of two parts: a) a written set of course-specific questions and b) a written set of questions that integrates material from the range of courses taken by the student.

### Honors

To earn honors in the Asian Studies program, a student must satisfy the following criteria: a) at least a 3.33 grade point average from courses in the major, b) awarding of a B+ or better on the senior thesis, and c) awarding of "distinction" (B+ or better) on the comprehensive exam.

### Minor

#### Requirements for the Minor in Asian Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
	<b>Course Requirements</b>	
	Select one approved integrative or comparative elective in Asian Studies (p. 86)	4

Select two electives in Asian cultures (p. 85)	8
Select two courses in one Asian language (p. 86)	8
<b>Total Semester Hours</b>	<b>20</b>

## Courses

### Asian Studies Courses

#### ASIA 205 Modern China through Fiction and Film (4)

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English.

#### ASIA 208 Modern Chinese Literature in Translation (4)

This course surveys the four major modes of Chinese literature from the early twentieth century to the present: realism, modernism, socialist realism, and postmodernism. Themes of modernity, nationalism, gender, class, and identity are explored through primary texts. The course emphasizes rhetorical, formal, and aesthetic critiques of literature. Taught in English.

#### ASIA 209 Japanese Literature and Culture (4)

This course introduces students to the culture and history of Japan from the pre-modern period to the present through exposure to some of the most celebrated works in Japanese literature and cinema. Beyond analysis of the texts and films themselves, particular attention is paid to the socio-historical contexts from which these works emerged. Taught in English.

#### ASIA 217 Modern Japanese Literature (4)

This course is a survey of Japanese literature from the late nineteenth century to the present. Through the reading of seminal works, the course explores such key issues and events in modern Japanese history as modernization, westernization, World War II, and the postwar experience, in addition to contemporary Japanese life. Not open for credit to students who have earned credit for ASIA 317. Taught in English.

#### ASIA 237 Gender and Sexuality in Modern Chinese Literature and Culture (4)

This course examines Chinese literary and cultural practices related to gender and sexuality from the turn of the twentieth century to the present. Using primary texts in translation, theoretical works, films, and visual materials, students explore the personal and collective politics involved in constructions of gender, sexuality, desire, and identity. Taught in English.

#### ASIA 240 Introduction to Traditional Asian Drama (4)

This course introduces students to major works of pre-modern and early modern Asian dramatic literatures and some of the living performance arts associated with them. Readings include great works of Sanskrit, Chinese, and Japanese drama and dramaturgy, together with study through recordings of such performance arts as Kathakali, Kunqu, Peking Opera, and Noh. Among the topics addressed are ways in which traditional Asian philosophies as Buddhism and Daoism shaped the literary and performance aesthetics under consideration, as well as questions of theatre as ritual and theatre as imaginative space for social performance. All readings are in English translation.

#### ASIA 241 The Comic and Sublime: An Introduction to Chinese Theater (4)

This course surveys the rich and varied traditions of Chinese theater from their origins in ritual and spectacle to their current formulations in traditional and modern productions. We will discuss both dramatic texts and theatrical performances. All readings will be in English. Course will be taught in English.

#### ASIA 444 Independent Study (2 or 4)

A reading and research paper on a topic agreed upon by a sponsored faculty member and the student. *Open only to students pursuing programs in Asian studies. Prerequisite: Instructor prerequisite override required.*

#### ASIA 458 Senior Thesis (4)

This course calls for students to write a senior thesis on a selected topic under supervision of a faculty advisor. May be taken either semester of the senior year. *Open only to students pursuing majors in Asian studies. Prerequisite: Instructor prerequisite override required.*

## Asian Cultures Electives

Code	Title	Semester Hours
ARTH 305	Sacred Arts of Japan	4
ARTH 306	Art and Disaster in Modern and Contemporary Japan	4
ARTH 308	Gender in Japanese Art	4
ARTH 309	Sacred Arts of China	4
ARTH 310	Contemporary Chinese Art	4



ARTH 311	Japanese Print Culture	4
ASIA 205	Modern China through Fiction and Film	4
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 209	Japanese Literature and Culture	4
ASIA 217	Modern Japanese Literature	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
ECON 345	Economic Development in China	4
ECON 347	Microfinance Institutions in South Asia	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 216	History of Japan	4
HIST 221	History of India and South Asia I	4
HIST 222	History of India and South Asia II	4
HIST 351	History of Modern India through Cinema and Literature	4
HIST 388	The United States and Vietnam since 1945	4
HIST 455	European Empires in Asia	4
HIST 456	Partition and Its Meanings: India, Ireland, and Palestine	4
INGS 304	Politics and Society in Modern India	4
PHIL 215	Chinese Philosophy	4
PHIL 216	Indian Philosophy	4
PHIL 226	Philosophical Issues in Daoism	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
RELG 164	Studying Asian Religions (in the West)	4
RELG 262	Buddhist Traditions	4
RELG 353	Greening Buddhism	4

## Asian Language Courses

Code	Title	Semester Hours
CHIN 103	Elementary Chinese I	4
CHIN 104	Elementary Chinese II	4
CHIN 203	Intermediate Chinese	4
CHIN 301	Advanced Chinese	4
CHIN 444	Independent Study	2,4

## Asian Studies Integrative or Comparative Electives

Code	Title	Semester Hours
ANTH 341	The Culture and History of Southeast Asia	4
ARTH 105	The Arts of Asia	4
ASIA 240	Introduction to Traditional Asian Drama	4
ECON 309	Women in the Economy	4
ECON 310	Economic Development	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 221	History of India and South Asia I	4
HIST 222	History of India and South Asia II	4
HIST 395	Science and Medicine in East Asia, 1500 to the Present	4
INGS 106	Globalization and Migration in Asia	4
RELG 162	Introduction to Asian Religions	4

RELG 164	Studying Asian Religions (in the West)	4
RELG 262	Buddhist Traditions	4

## Biochemistry

Website: Biochemistry (<https://new.sewanee.edu/programs-of-study/biochemistry/>)

Students in the interdisciplinary field of biochemistry explore life's molecular building blocks and the intersections of biology and chemistry. Majors complete six required courses in Biology and Chemistry, then choose electives from such courses as cell biology, organic chemistry, thermodynamics and kinetics, genetics, immunology, microbiology, environmental physiology and biochemistry of animals, inorganic chemistry, chemical analysis, and advanced biochemistry.

Science students pursue their work in Spencer Hall, Sewanee's LEED-certified \$22 million science facility.

### Faculty

Associate Professors: Kikis, Seballos (Chair), R. Summers

Assistant Professor: C. Smith

### Major

The interdisciplinary major in Biochemistry is administered by the Departments of Biology and Chemistry.

### Requirements for the Major in Biochemistry

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
BIOL 133	Introductory Molecular Biology and Genetics	4
BIOL 233	Molecular Cell Biology	4
BIOL 243	Molecular Methods (Lab)	4
BIOL/CHEM 316 or BIOL 317 or BIOL 236	Biochemistry of Metabolism and Molecular Biology (Lab) Biochemistry of Metabolism and Molecular Biology Biochemistry	4
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
CHEM 201	Organic Chemistry I (Lab)	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM/BIOL 307	Mechanistic Biochemistry (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
MATH 102	Calculus II	4
PHYS 101	General Physics I (Lab)	4
Select at least two of the following: <sup>1</sup>		8
BIOL 223 or BIOL 224	Genetics (Lab) Genetics	
BIOL 280	Molecular Genetics (Lab)	
BIOL 318	Molecular Revolutions in Medicine	
BIOL 319 or BIOL 320	Cancer Cell Biology (Lab) Cancer Cell Biology	
BIOL 325	Biology of Aging	
BIOL 331	Immunology	
BIOL 340 or BIOL 339	Microbiology (Lab) Microbiology	
BIOL 351	Environmental Physiology and Biochemistry of Animals	
BIOL 360	Virology	
BIOL 388 or BIOL 389	Epigenetics Epigenetics (Lab)	
CHEM 308	Inorganic Chemistry (Lab)	

CHEM 311	Instrumental Analysis (Lab)	
CHEM 417	Advanced Biochemistry	
<b>Total Semester Hours</b>		<b>52</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination <sup>2</sup>

<sup>1</sup> Students who take BIOL 236 or BIOL 317 must select at least one laboratory course.

<sup>2</sup> The comprehensive exam in Biochemistry has three parts: a written exam covering CHEM 201, CHEM 202, and BIOL 233, which students are expected to take in the first semester of their junior year; a written exam covering CHEM 307, BIOL 316, and CHEM 352, which students are expected to take in the second semester of their senior year; and an oral exam that follows the second written exam.

### Honors

In order to receive honors in the Biochemistry program, a student must have a 3.20 or higher GPA in the major courses and must complete a research project that the Biochemistry committee considers worthy of honors. The research project may be done as part of a course (usually BIOL 444 or CHEM 494), or it may be done in the context of a summer research program at the University of the South or at another institution. The honors project must involve some original work. A formal written report and seminar presentation on the research are required. Students must inform the Biochemistry committee of their intention to seek honors no later than October 1 of their senior year.

### Minor

#### Requirements for the Minor in Biochemistry

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
BIOL 316	Biochemistry of Metabolism and Molecular Biology (Lab)	4
CHEM 307	Mechanistic Biochemistry (Lab)	4
Select at least three of the following:		12
BIOL 223 or BIOL 224	Genetics (Lab) Genetics	
BIOL 233	Molecular Cell Biology	
BIOL 280	Molecular Genetics (Lab)	
BIOL 318	Molecular Revolutions in Medicine	
BIOL 331	Immunology	
BIOL 340 or BIOL 339	Microbiology (Lab) Microbiology	
BIOL 388 or BIOL 389	Epigenetics Epigenetics (Lab)	
CHEM 201	Organic Chemistry I (Lab)	
CHEM 202	Organic Chemistry II (Lab)	
CHEM 417	Advanced Biochemistry	
<b>Total Semester Hours</b>		<b>20</b>

## Biology

Website: Biology (<https://new.sewanee.edu/programs-of-study/biology/>)

The study of biology at Sewanee—the study of life—can mean anything from studying cells and molecules to studying ecosystems. Breadth is a hallmark and the Department of Biology helps prepare students from all areas to be better able to address present-day societal challenges. Offering a wealth of courses and experiences to prepare majors and minors through an emphasis on learning through experimentation and/or field work, students in Biology at Sewanee have unmatched opportunities for research in collaboration with faculty.

Through the classroom, the laboratory, and field experiences, the Department of Biology seeks to encourage students to solve problems, think critically, work collaboratively, and communicate well. Faculty and students together are challenged to develop the ability to empathize with other organisms, to work ethically, and to act responsibly.

The department offers three tracks within the major:

- The Molecular Biology and Genetics Track emphasizes genetics and the molecular mechanisms of cells.
- The Ecology and Biodiversity Track examines how organisms interact with one another and the environment.
- The Integrative Track explores life with a focus on the structure and function of organisms.

### Faculty

Professors: Berner, Evans, Haskell, McGrath, Zigler

Associate Professors: Cecala, Kikis (Chair), McGhee, Schrader, A. Summers

Assistant Professors: Neely, Shelley, C. Smith, Wells

### Major

#### Biology Major Tracks

- Molecular Biology and Genetics (p. 99)
- Ecology and Biodiversity (p. 97)
- Integrative (p. 98)

### Minor

#### Requirements for the Minor in Biology

The minor requires successful completion of one of the following two options:

Code	Title	Semester Hours
<b>Option A</b>		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics	4
Select three additional courses in biology (BIOL) numbered 200 or above <sup>1, 2</sup>		12
<b>Total Semester Hours</b>		<b>20</b>

Code	Title	Semester Hours
<b>Option B</b>		
BIOL 130	Field Investigations in Biology	4
or BIOL 133	Introductory Molecular Biology and Genetics	
Select four additional courses in biology (BIOL) numbered 200 or above. <sup>1, 2</sup>		16
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> Students who propose taking any of their required courses in biology elsewhere must seek prior approval for each such course taken after matriculating in the College.

<sup>2</sup> NEUR 208, NEUR 351, and NEUR 415 also count as upper level courses in biology.

## Off-Campus Study

### Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Four faculty members from two departments teach in the program each spring and summer.

## Courses

### Biology Courses

#### **BIOL 105 Biology and People (4)**

An exploration of the biological nature of people and their role in the biosphere that includes such topics as anatomy; physiology; and the genetic, nutritional, infectious, and environmental aspects of diseases. This course may count toward fulfilling the college's requirement for a non-laboratory science course. It cannot be taken for credit if the student has already received credit for BIOL 100.

#### **BIOL 115 Conservation Biology (4)**

A study of the natural processes that control patterns of biological diversity in evolutionary and ecological time and a comprehensive examination of how human activity has resulted in the loss of biodiversity both regionally and globally. Non-laboratory course.

#### **BIOL 118 Current Issues in Biology (4)**

This course focuses on timely and controversial topics presented in popular media. Topics vary with each offering but range from those having to do with human health and well-being to those having to do with survival and the future. This course cannot be taken for credit by students who have already completed BIOL 100, BIOL 105, or any biology course numbered 130 or higher and cannot be counted in the biology major.

#### **BIOL 130 Field Investigations in Biology (4)**

A study of ecology, evolution and biological diversity, with an emphasis on scientific investigations in the natural areas in and around the university. The course, which is scheduled for one afternoon each week, meets the general education requirement for a natural science course but does not fulfill the requirement for a laboratory science course. *Open only to first-year students and sophomores.*

#### **BIOL 133 Introductory Molecular Biology and Genetics (4)**

This course is an introductory study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics. BIOL 130 is not a prerequisite. Non-laboratory course. *Open only to first-year students and sophomores.*

#### **BIOL 144 Directed Research (2 or 4)**

Supervised field or laboratory investigation in biology. This course is open only to freshmen and sophomores and cannot count in fulfillment of requirements for any major or minor. This course may be repeated for credit when the topic differs. *Open only to first-year students and sophomores. Prerequisite: Instructor prerequisite override required.*

#### **BIOL 180 Principles of Human Nutrition (4)**

This course provides an introduction to nutrition and focuses on the relationship between diet and health. Topics include physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. These basic concepts are applied to societal issues, including the role of diet in malnutrition, heart disease, cancer, and diabetes. Community engagement.

#### **BIOL 200 Entomology (4)**

A study of insects and related arthropods, with special emphasis on the role of insects in forest and freshwater ecosystems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural entomology. Life history, ecology, and behavior are studied through field trips. Functional morphology and taxonomy are studied through laboratory exercises. Non-laboratory course. *Prerequisite: BIOL 130.*

#### **BIOL 201 Ornithology (Lab) (4)**

A comprehensive examination of avian biology. Lectures will include student presentations on readings from the scientific literature. Laboratory will emphasize field methods used to study wild birds. A field research project is required. This course cannot be taken for credit by students who have already completed BIOL 108. Laboratory course. *Prerequisite: BIOL 130.*

#### **BIOL 203 Comparative Vertebrate Anatomy (Lab) (4)**

This course is a study of the anatomy of the Craniata, including the Hagfishes, and Vertebrates (jawless and jawed fishes, and the tetrapods). It emphasizes the evolution of homologous structures, and relates structure to function where applicable. This course also relates structures to adaptations for life in aquatic and terrestrial environments, and puts these changes into an evolutionary perspective. Laboratory course; studio laboratory. *Prerequisite: One course in biology.*

**BIOL 206 Plant Ecology (Lab) (4)**

A study of plants and their interaction with the environment, with other plants, and with animals will emphasize how plant populations change in size and spatial distribution, how they respond to herbivores and pollinators, and the ecological and evolutionary consequences of plant traits. Laboratories will focus on methods for analyzing population and community dynamics. Laboratory course. *Prerequisite: One course in biology.*

**BIOL 209 Advanced Conservation Biology (4)**

A study of the scientific basis for conservation of biological diversity. A case-study approach will be used to address problems relating to species decline, habitat loss, and ecosystem degradation at local, regional, and global scales. Course will emphasize population modeling and GIS applications. Non-laboratory course. *Prerequisite: BIOL 130.*

**BIOL 210 Ecology (Lab) (4)**

A survey of the principles and applications of ecological science. Lecture will cover the ecology of individuals, populations, communities, and ecosystems. Lab will emphasize field experimentation in the local environment. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 211 Biodiversity: Pattern and Process (Lab) (4)**

A study of the diversity of life forms. The course examines major events in the evolution of life, the shape of the evolutionary tree of life, and the processes that underlie the origins of biological diversity. Laboratory, field, and statistical methods of biodiversity analysis are emphasized. Laboratory course. *Prerequisite: BIOL 130 and BIOL 133.*

**BIOL 212 Entomology (Lab) (4)**

A study of insects and related arthropods, with special emphasis on the role of insects in natural and human-altered systems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural aspects of entomology. Life history, ecology, and behavior are studied through field trips and student projects. Functional morphology and taxonomy are examined through laboratory exercises and by assembling an insect collection. This course cannot be taken for credit by students who have already completed BIOL 200. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 213 Evolutionary Biology (4)**

A study of the evolutionary changes that have taken place in biological populations and the mechanisms that underlie these changes. Emphasis will be placed on the integration of data with evolutionary ideas and theory, and the application of evolutionary thought to other areas of biology. Non-laboratory course. *Prerequisite: BIOL 130.*

**BIOL 217 Research Methods in Ecology, Evolution, and Behavior (Lab) (4)**

This course focuses on designing and conducting research in the fields of ecology, evolution, and behavior. Course content will include fundamentals of experimental design, practical aspects of conducting biological experiments, data analysis skills, and the creation of publication-quality figures. Labs will involve hands-on collection, management, analysis, and presentation of biological data. Prior coursework in statistics is recommended. *Open only to students pursuing majors in biology. Prerequisite: BIOL 130 and one 200-level course in Biology.*

**BIOL 218 Principles of Animal Nutrition and Metabolism (4)**

Emphasizing the connection between diet and health across the animal kingdom, this course focuses on the application of biochemical principles and concepts to nutrition. Topics include physiological requirements; functions of macronutrients, vitamins, and minerals; and the relationship between those nutrients and disease. *Prerequisite: BIOL 233.*

**BIOL 220 Reading the Landscape (Lab) (4)**

A study of how patterns in the current biological and physical landscape of the Cumberland Plateau can be explained by historical human land use and natural disturbances. Landscape change is examined through field investigation of specific places on the Domain conducted in combination with the analysis of aerial imagery and other geospatial data resources. The course also addresses how disturbance history can influence one's aesthetic valuation of the landscape and guide landscape-level conservation efforts. *Prerequisite: BIOL 130.*

**BIOL 221 Environmental Physiology of Plants (Lab) (4)**

A study of plant physiological processes and how adaptations shared by plant functional groups are shaped by environment. The course covers energy and carbon balance, water and nutrient relations, and interactions with other organisms and physiological responses to environmental stress. Labs focus on instrumentation and field methods used to test ecophysiological hypotheses. *Prerequisite: BIOL 130.*

**BIOL 222 Advanced Conservation Biology (Lab) (4)**

An examination of the negative impact of human activity on biological diversity and an exploration of how conservation science can be used to ameliorate that impact. Case studies are used to investigate such issues as deforestation, exotic species invasions, habitat fragmentation, endangered species protection, natural area management, and habitat restoration. Students examine critically the role of science in public policy decision-making as it relates to the protection of biodiversity in the United States. The course involves student-led discussions, guest speakers, field trips and independent research. Laboratory exercises explore the use of field techniques, GIS analysis, and population modeling as problem-solving tools in conservation biology. This course cannot be taken for credit if the student has already received credit for BIOL 209. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 223 Genetics (Lab) (4)**

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. *Prerequisite: BIOL 133.*



**BIOL 224 Genetics (4)**

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. *Prerequisite: BIOL 133.*

**BIOL 229 Biology of Human Reproduction (4)**

This course focuses on understanding the complex mechanisms that allow life to create life. Primarily focusing on human reproduction, it ontogenetically tracks the progression from developing a sexual phenotype, attaining fertility, achieving fecundity, providing postnatal care, and senescence of fertility. This course integrates many biological fields including anatomy, physiology, endocrinology, neurology, cell biology, and behavioral studies to paint a comprehensive view of sexual reproduction. *Prerequisite: BIOL 133.*

**BIOL 231 Environmental Public Health (4)**

A course examining the impact of the built and natural environments on human health. Topics include food systems and security, toxicology, infectious and zoonotic disease, waste and wastewater, air pollution, climate change and environmental justice. Through community engagement projects, students will learn about tools and approaches to address challenges to public health and promote community wellbeing. Not open to students who have received credit for BIOL 232.

**BIOL 232 Human Health and the Environment (Lab) (4)**

A course integrating concepts in ecology and public health through the study of environmental threats to human health. Topics include population growth and food security, toxicity and toxins, food borne illness, emerging disease, waste and wastewater, air pollution and climate change. Students explore the interaction of poverty, environmental degradation and disease through projects examining local environmental health issues. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 233 Molecular Cell Biology (4)**

An extension of topics introduced in BIOL 133, this course is a study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics at an intermediate level. This course may not be taken for credit by students who have completed BIOL 321. *Prerequisite: BIOL 133. Prerequisite or Corequisite: CHEM 120 or CHEM 150.*

**BIOL 236 Biochemistry (4)**

A one semester survey of biochemistry. The following topics will be addressed: biochemical primary literature and internet resources, bioenergetics, acid-base balance, protein structure and function, enzyme function and kinetics, metabolism, topics in physiological biochemistry, and topics in molecular biology. Non-laboratory course. *Prerequisite: BIOL 133 and CHEM 201.*

**BIOL 237 Freshwater Biology (Lab) (4)**

A study of the biology of freshwater ecosystems. Students examine interactions between freshwater species and their aquatic environments, as well as among one another, in the context of physical and chemical limitations associated with freshwater habitats. Laboratory emphasizes common techniques for inquiry, and a field research project is required. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 238 Coastal Ecology (4)**

A field immersion course that examines the ecology and natural history of coastal ecosystems through intensive field exploration and research. Course features a Spring Break program at the University of Georgia Marine Institute on Sapelo Island studying dunes, maritime forests and salt marshes and learning firsthand about state and federal coastal conservation programs. Course meetings before and after the Sapelo program will provide background preparation and allow students to complete their field research projects. *Prerequisite: BIOL 130.*

**BIOL 241 Rainforests and Coral Reefs (4)**

This course provides a fundamental understanding of the ecology and natural history of coral reef and tropical rainforest systems using Belize as a case study. There is a 10-day, field immersion experience during Spring Break that takes students to two remote Belizean field stations - one on the island of South Water Caye and the other in the interior rainforest of the Maya Mountains. Students study these two systems through extensive field exploration and research. *Prerequisite: BIOL 115 or BIOL 130.*

**BIOL 243 Molecular Methods (Lab) (4)**

This course focuses on close readings of the primary and secondary literature in the field of cellular and molecular biology. Experimental methodologies are a primary focus of this course as they pertain to design and analysis of techniques in the molecular biology field. Both in lecture and in laboratory, analysis of writing style and rationale for experimental design is evaluated. *Prerequisite: BIOL 133 and (CHEM 120 or CHEM 150).*

**BIOL 255 Herpetology (Lab) (4)**

A comprehensive examination of the diversity, ecology, and evolution of amphibians and reptiles. Students examine the systematics, biogeography, morphology, physiology, behavior, ecology, and conservation of amphibians and reptiles. Laboratory emphasizes survey and monitoring techniques. A field research project is required. *Prerequisite: BIOL 130.*

**BIOL 260 Cave Biology (4)**

An examination of the biology of caves and other subterranean habitats. The course focuses on the structure and function of cave ecosystems and the evolutionary biology of cave animals. It also involves field trips to caves in the area. *Prerequisite: BIOL 210 or BIOL 213.*

**BIOL 270 Human Anatomy (Lab) (4)**

This course focuses on basic anatomical structures of the human body and how distinct organ systems are organized at the tissue and cellular levels. Emphasis is placed on understanding structure-function relationships in the human body, how they interact in a network, and how those relationships are perturbed in the development of human disease. The laboratory component addresses practical considerations relating to anatomy and includes medical imaging technology emphasizing three-dimensional relationships. *Prerequisite: BIOL 133.*

**BIOL 275 Histology and Microanatomy (4)**

This course provides a hands-on understanding of the structural and functional organization of animal tissues and organs at the cellular and subcellular levels. Students apply knowledge gained from lectures in interpreting and describing structures visualized in collecting, processing, and analyzing mouse tissues. *Prerequisite: One course in biology and CHEM 120 or CHEM 150.*

**BIOL 280 Molecular Genetics (Lab) (4)**

Designed for students interested in molecular mechanisms by which cellular processes are controlled in eukaryotic cells. Topics include introduction to molecular genetic techniques and genomics, in-depth study of structures and chromosomes, transcriptional control of gene expression, signal transduction pathways relating to gene regulation, and abnormal regulatory processes that lead to disease. Laboratory course. *Prerequisite: BIOL 133.*

**BIOL 306 Agroecology and Sustainable Food Systems (Lab) (4)**

Students explore critiques of modern industrial agriculture and develop a solid foundation in the ecological principles that inform the theory and practice of agroecology. Students will develop a framework for understanding agriculture as part of integrated self-supporting systems aimed at producing healthy food for all people without compromising the ability of future generations to flourish. Students will apply principles of systems thinking, ecology, plant biology and soil science, by conducting research at the University farm, keeping garden plots, visiting farms locally and participating in community engagement. *Prerequisite: BIOL 130.*

**BIOL 307 Mechanistic Biochemistry (Lab) (4)**

An examination of all aspects of protein science, including protein biosynthesis, protein structure, and the mechanisms of enzyme catalysis, with particular emphasis on the biochemistry of enzyme catalysis. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 202.*

**BIOL 310 Plant Evolution and Systematics (Lab) (4)**

A comprehensive survey of trends in vascular plant diversity and the evolutionary mechanisms underlying these trends. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 311 Behavioral Ecology (Lab) (4)**

This course studies animal behavior from an ecological and evolutionary perspective. Topics include the development of behavior, predator-prey interactions, communication, foraging strategies, cooperation, mating behavior, and parental care. Lectures include discussions of the scientific literature. Laboratories emphasize methods used to study animal behavior, including hypothesis testing, experimental design, and statistical analysis. A research project is required. Laboratory course. BIOL 213 is a recommended prerequisite but not required. *Prerequisite: BIOL 130.*

**BIOL 312 General and Human Physiology (4)**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to various physiological systems in humans and other mammals in some cases. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue and whole system levels. In cases where form is especially critical to function, anatomy is also covered, although there is no human dissection. This course cannot be taken for credit if the student has already received credit for BIOL 314. *Prerequisite: BIOL 233 and (CHEM 120 or CHEM 150).*

**BIOL 314 General and Human Physiology (Lab) (4)**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to the various physiological systems in humans and, in some cases, to other mammals. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue, and whole system levels. In cases where form is especially critical to function, anatomy is also covered although there is no human dissection. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 312. *Prerequisite: BIOL 233.*

**BIOL 315 Advanced Topics in Ecology and Biodiversity (4)**

A study of advanced topics in ecology and biodiversity, with an emphasis on integrating study of the scientific literature with field research. *Open only to seniors pursuing majors in biology or ecology and biodiversity. Prerequisite: BIOL 210 or BIOL 213.*

**BIOL 316 Biochemistry of Metabolism and Molecular Biology (Lab) (4)**

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure, and selected topics in molecular biology and physiological biochemistry. Laboratory course. Students who have received credit for BIOL 236 or BIOL 317 may not receive credit for this course. *Prerequisite: BIOL 233 and (BIOL 223 or BIOL 243) and CHEM 201.*

**BIOL 317 Biochemistry of Metabolism and Molecular Biology (4)**

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure and selected topics in molecular biology, and physiological biochemistry. Students who have received credit for BIOL236, BIOL316, or CHEM316 may not receive credit for this course. *Prerequisite: CHEM 201. Prerequisite or Corequisite: BIOL 233.*

**BIOL 318 Molecular Revolutions in Medicine (4)**

A survey of major molecular mechanisms of human disease, including approaches to diagnosing, preventing, treating, and curing disease conditions. This course features an overview of basic human genetics, an introduction to pharmacological methodologies in drug design and the FDA approval process and a survey of current technologies associated with gene therapy and stem cell treatments. This course cannot be taken for credit if the student has already received credit for BIOL 328.

**BIOL 319 Cancer Cell Biology (Lab) (4)**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 320. *Prerequisite: BIOL 233.*

**BIOL 320 Cancer Cell Biology (4)**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 319. *Prerequisite: BIOL 233.*

**BIOL 322 Genes and Behavior (4)**

This course focuses on our current understanding of how genes affect behavior and the interacting role of the environment. Topics include movement, foraging, social behaviors, and diseases of behavior. Lectures, including discussions of the scientific literature, focus on key issues and recent findings, as well as the experimental approaches used, in a range of animals including humans. Non-laboratory course. BIOL 213 and/or BIOL 301 are recommended but not required. *Prerequisite: BIOL 213 or BIOL 223 or BIOL 224 or BIOL 243.*

**BIOL 323 Environment and Development (4)**

An integrative study of how environment affects development, with emphasis on underlying molecular and cell signaling pathways. The course explores links between environmental conditions during development and lifetime outcomes, such as reproductive success and disease risk. Discussions address implications for human health, ecosystem function, and evolutionary patterns. BIOL 233 is recommended but not required. *Prerequisite: BIOL 133.*

**BIOL 325 Biology of Aging (4)**

A study of the molecular and physiological processes that govern our longevity. Seminar course focused on a careful examination of the primary literature. Demonstrations using living animals illustrate the effects of dietary restriction, potential longevity-inducing drugs, genetics, and reproduction on aging. No laboratory. *Prerequisite: BIOL 233 and (BIOL 223 or BIOL 224).*

**BIOL 331 Immunology (4)**

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune systems, structure and function of immunoglobulins, genetics of immunoglobulin diversity, clonal selection theory, complement-mediated processes, the major histocompatibility complex, cell-mediated responses, immunization, innate immunity, autoimmunity, and immunodeficiency. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 330. *Prerequisite: BIOL 233 and BIOL 243.*

**BIOL 333 Developmental Biology (Lab) (4)**

A study of animal development with an emphasis on gametogenesis, morphogenesis, and differentiation of the primary germ layers and their derivatives, as well as developmental mechanisms at cellular and subcellular levels. Laboratory course. *Prerequisite: BIOL 233 and (BIOL 223 or BIOL 224).*

**BIOL 334 Developmental Biology (4)**

A study of animal development with an emphasis on gametogenesis, morphogenesis, and differentiation of the primary germ layers and their derivatives, as well as developmental mechanisms at cellular and subcellular levels. Non-laboratory course. *Prerequisite: BIOL 233 and (BIOL 223 or BIOL 224).*

**BIOL 335 Advanced Topics in Evolutionary Biology (4)**

This course will examine several advanced topics in evolutionary biology. Topics will vary by semester, but may include such topics as life-history evolution, speciation, levels of selection, social evolution, and the debate surrounding the extended evolutionary synthesis. Reading of the primary literature is a large component of this course. Non-laboratory course. *Prerequisite: BIOL 213. Prerequisite or Corequisite: BIOL 223 or BIOL 224.*

**BIOL 339 Microbiology (4)**

This course focuses on bacteria, and emphasizes how microbial metabolism, structure, genetics, and reproduction drive their ubiquity and evolution. Concepts such as mutualism, antibiotic resistance, immunity and vaccines, and virulence are explored through reading and discussion of primary literature. Non-laboratory course. Students who have received credit for BIOL 340 may not receive credit for this course. *Prerequisite: BIOL 133; (BIOL 213, BIOL 223, BIOL 224, BIOL 233, or BIOL 243); and (CHEM 119, CHEM 120, or CHEM 150).*

**BIOL 340 Microbiology (Lab) (4)**

This course focuses on bacteria, and emphasizes how microbial metabolism, structure, genetics, and reproduction drive their ubiquity and evolution. Concepts such as mutualism, antibiotic resistance, immunity and vaccines, and virulence are explored through reading and discussion of primary literature. Laboratory course. Students who have received credit for BIOL 339 may not receive credit for this course. *Prerequisite: BIOL 133; (BIOL 213, BIOL 223, BIOL 224, BIOL 233, or BIOL 243); and (CHEM 119, CHEM 120, or CHEM 150).*

**BIOL 345 Human Anatomy and Physiology I (4)**

The first of a two-semester sequence, this course offers a systemic approach to the study of foundational concepts in human anatomy and physiology. Emphasis is on normal structure and function of the human body, as well as selected disease states. Topics include anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, and nervous system. The laboratory component incorporates three-dimensional medical imaging software, histology, and dissection opportunities emphasizing the structure-function relationship in the human body. This course cannot be taken for credit by students who have already completed BIOL 270, BIOL 312, or BIOL 314. *Prerequisite: BIOL 233.*

**BIOL 346 Human Anatomy and Physiology II (4)**

Continuation of BIOL 345. The second of a two-semester sequence, this course focuses on the study of organ systems and homeostatic processes of the human body. Topics include the endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems. Emphasis is on interrelationships among systems and physiological functions involved in maintaining homeostasis, particularly pertaining to endocrine, cardiovascular, and renal physiology. The laboratory component incorporates three-dimensional medical imaging software, histology, specimen dissections, and clinical applications emphasizing the structure-function relationship in the human body. This course cannot be taken for credit by students who have already completed BIOL 270, BIOL 312, or BIOL 314. *Prerequisite: BIOL 345.*

**BIOL 351 Environmental Physiology and Biochemistry of Animals (4)**

An examination of the interaction between an animal's environment and the animal's physiology and biochemistry. Of special interest is how environmental change causes short-term adaptation and long-term evolutionary change in physiological and biochemical traits. The types of such changes that take place, and the evolutionary mechanisms responsible for them, are studied through comparison of animals found in various moderate and extreme environments. This course cannot be taken for credit if the student has already received credit for BIOL 350. *Prerequisite: BIOL 233.*

**BIOL 360 Virology (4)**

This course focuses on viral molecular biology and applied concepts, such as innate and adaptive immunity, virulence and pathogenesis, emerging viruses, epidemics and pandemics, and the development of antiviral therapeutics and vaccines. RNA viruses, such as Zika, Ebola, coronaviruses, and influenza, comprise the majority of the viruses discussed. Reading of the primary literature is a large component of this course. Non-laboratory course. *Prerequisite: BIOL 233.*

**BIOL 388 Epigenetics (4)**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. This course cannot be taken for credit if the student has already received credit for BIOL 389. *Prerequisite: BIOL 223 or BIOL 224 or BIOL 280.*

**BIOL 389 Epigenetics (Lab) (4)**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. This course cannot be taken for credit if the student has already received credit for BIOL 388. *Prerequisite: BIOL 223 or BIOL 224 or BIOL 280.*

**BIOL 399 Special Topics (2 or 4)**

A seminar on a topic related to biology. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic.*

**BIOL 401 Biology Tutorial (2)**

Supervised study projects involving a topical survey of existing texts and/or periodical literature. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**BIOL 424 Senior Seminar (4)**

A study of advanced topics in biology with emphasis on critical evaluation of literature and speaking. Skills for oral communication are explored through multiple formats. *Open only to seniors pursuing majors in biology. Prerequisite: BIOL 223 or BIOL 224.*

**BIOL 442 Internship (2 to 8)**

*Prerequisite: Approved Internship Plan.*

**BIOL 444 Independent Study (2 or 4)**

Supervised field or laboratory investigation. This course may be repeated more than once for credit. *Prerequisite: Instructor prerequisite override required.*

**BIOL 490 Principles of Neuroscience (4)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. No single individual may receive credit for both this course and either version of Neuropsychology at Sewanee (PSYC 254 and PSYC 255). Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program.

**BIOL 492 History of Modern Neuroscience (4)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Admission to the Sewanee-At-Yale Directed Research Program required. This course only available through the Yale Directed Research Program. *Prerequisite: PSYC 254.*

**BIOL 498 Research Methods Seminar (4)**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Sewanee-At-Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 498. *Prerequisite: An introductory psychology or introductory biology course and approval of the Sewanee-at-Yale program director.*

**BIOL 499 Directed Research (4)**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Sewanee-At-Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 499.

## Biology

### Requirements for the Major in Biology - Ecology and Biodiversity Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements<sup>1,2</sup></b>		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics <sup>3</sup>	4
BIOL 210	Ecology (Lab)	4
BIOL 213	Evolutionary Biology	4
BIOL 223	Genetics (Lab)	4
or BIOL 224	Genetics	
BIOL 424	Senior Seminar	4
ENST 217	Fundamentals of GIS	4
or STAT 204	Elementary Statistics	
<b>Select four courses from the two lists below:<sup>4</sup></b>		<b>16</b>
Select at least one of the following courses in human dimensions:		
BIOL 209	Advanced Conservation Biology	
BIOL 220	Reading the Landscape (Lab)	
BIOL 222	Advanced Conservation Biology (Lab)	
BIOL 231	Environmental Public Health	
BIOL 232	Human Health and the Environment (Lab)	
BIOL 238	Coastal Ecology	
BIOL 306	Agroecology and Sustainable Food Systems (Lab)	
ENST 235	Freshwater Conservation	
ENST 305	Ecological Integrity in Agriculture	
ESCI 215	Sound, Soundscapes, and the Environment	
Select up to three of the following courses in ecology and biodiversity:		



BIOL 200	Entomology
BIOL 201	Ornithology (Lab)
BIOL 206	Plant Ecology (Lab)
BIOL 211	Biodiversity: Pattern and Process (Lab)
BIOL 212	Entomology (Lab)
BIOL 217	Research Methods in Ecology, Evolution, and Behavior (Lab)
BIOL 221	Environmental Physiology of Plants (Lab)
BIOL 237	Freshwater Biology (Lab)
BIOL 241	Rainforests and Coral Reefs
BIOL 255	Herpetology (Lab)
BIOL 260	Cave Biology
BIOL 306	Agroecology and Sustainable Food Systems (Lab)
BIOL 310	Plant Evolution and Systematics (Lab)
BIOL 311	Behavioral Ecology (Lab)
BIOL 315	Advanced Topics in Ecology and Biodiversity
BIOL 322	Genes and Behavior
BIOL 323	Environment and Development
BIOL 335	Advanced Topics in Evolutionary Biology
BIOL 351	Environmental Physiology and Biochemistry of Animals
ESCI 240	Island Ecology (Lab)

**Total Semester Hours** **44**

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination

- <sup>1</sup> Courses numbered below 130 do not count toward the major.
- <sup>2</sup> At least four of the required and elective biology courses must have a laboratory.
- <sup>3</sup> The Department of Biology will allow an AP test score of 5 or a higher level IB test score of 6 or 7 to substitute for BIOL 133. Students should be advised that mastery of the material covered in BIOL 133 is important as majors will be tested on it during their comprehensive exams.
- <sup>4</sup> Students may only receive credit once for courses delivered as both lab and non-lab offerings.
- <sup>5</sup> Students who have completed and passed the Island Ecology summer program (ESCI 240) may count it as one laboratory course in the major. For purposes of calculating GPA within the major, the grade for ESCI 240 will count as the equivalent of one biology class.

## Biology

### Requirements for the Major in Biology - Integrative Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1,2</sup>		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics <sup>3</sup>	4
BIOL 424	Senior Seminar	4
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	
Select three of the following courses		12
BIOL 210	Ecology (Lab)	
BIOL 213	Evolutionary Biology	
BIOL 223	Genetics (Lab)	

BIOL 233	Molecular Cell Biology	
BIOL 243	Molecular Methods (Lab)	
Select 16 additional semester hours in Biology (BIOL) from courses numbered 200 or above: <sup>2,3,4,6</sup>		16
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination

- <sup>1</sup> Courses numbered below 130 do not count toward the major.
- <sup>2</sup> At least four of the required and elective biology courses must have a laboratory.
- <sup>3</sup> NEUR 208, NEUR 351, and NEUR 415 also count as upper level courses in Biology.
- <sup>4</sup> Students may only receive credit once for courses delivered as both lab and non-lab offerings.
- <sup>5</sup> The Department of Biology will allow an AP test score of 5 or a higher level IB test score of 6 or 7 to substitute for BIOL 133. Students should be advised that mastery of the material covered in BIOL 133 is important as majors will be tested on it during their comprehensive exams.
- <sup>6</sup> Students who have completed and passed the Island Ecology summer program (ESCI 240) may count it as one laboratory course in the major. For purposes of calculating GPA within the major, the grade for ESCI 240 will count as the equivalent of one biology class.

## Biology

### Requirements for the Major in Biology - Molecular Biology and Genetics Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1,2</sup></b>		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics <sup>3</sup>	4
BIOL 223	Genetics (Lab)	4
BIOL 233	Molecular Cell Biology	4
BIOL 243	Molecular Methods (Lab)	4
BIOL 424	Senior Seminar	4
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	
Select four of the following courses in molecular biology and genetics: <sup>4</sup>		16
BIOL 213	Evolutionary Biology	
BIOL 218	Principles of Animal Nutrition and Metabolism	
BIOL 236	Biochemistry	
BIOL 280	Molecular Genetics (Lab)	
BIOL 312	General and Human Physiology	
BIOL 314	General and Human Physiology (Lab)	
BIOL 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
BIOL 317	Biochemistry of Metabolism and Molecular Biology	
BIOL 318	Molecular Revolutions in Medicine	
BIOL 319	Cancer Cell Biology (Lab)	
BIOL 320	Cancer Cell Biology	
BIOL 322	Genes and Behavior	
BIOL 323	Environment and Development	
BIOL 325	Biology of Aging	
BIOL 331	Immunology	
BIOL 333	Developmental Biology (Lab)	



BIOL 334	Developmental Biology
BIOL 335	Advanced Topics in Evolutionary Biology
BIOL 339	Microbiology
BIOL 340	Microbiology (Lab)
BIOL 360	Virology
BIOL 388	Epigenetics
BIOL 389	Epigenetics (Lab)
CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)
NEUR 208	Neurobiology
NEUR 351	Experimental Neurobiology (Lab)

**Total Semester Hours****44**

<b>Code</b>	<b>Title</b>	<b>Semester Hours</b>
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**Additional Requirements**

A comprehensive examination

- <sup>1</sup> Courses numbered below 130 do not count toward the major.
- <sup>2</sup> At least four of the required and elective Biology courses must have a laboratory.
- <sup>3</sup> The Department of Biology will allow an AP test score of 5 or a higher level IB test score of 6 or 7 to substitute for BIOL 133. Students should be advised that mastery of the material covered in BIOL 133 is important as majors will be tested on it during their comprehensive exams.
- <sup>4</sup> Students may only receive credit once for courses delivered as both lab and non-lab offerings.

## Business

Website: Business (<https://new.sewanee.edu/programs-of-study/business/>)

An element of the Wm. Polk Carey Pre-Business Program, the minor in business is anchored in the belief that a liberal arts education offers the best foundation for a business career. Such an education provides broad understanding of human behavior and institutions, appreciation of global culture and of peoples around the world, and perspectives for developing personal values and ethical standards. It also encourages the sort of creativity and flexibility of mind that business leadership demands.

### Carey Fellows

Students who intend to declare a business minor can apply for the Carey Fellows program in one of two ways: 1) as incoming first-year students, or 2) during the Advent (fall) semester of their sophomore year. The designation of Carey Fellow brings with it both a mark of distinction and additional requirements designed to prepare fellows for leadership positions in business and finance. The Business minor and the Pre-Business program are also supported, with practical benefits as well as intellectually stimulating offerings, by The Babson Center for Global Commerce.

Carey Fellows are required to maintain a 3.33 GPA. In addition to completing course requirements for the minor, Carey Fellows must complete a semester-long internship off campus in their junior year, attend a Sewanee summer school session, complete two proseminar courses in their junior year and senior year, and attend a specified number of Babson Center for Global Commerce events.

### Internship Requirement

With assistance from the director of the Babson Center for Global Commerce, fellows must secure and complete a semester-long internship off-campus during their junior year. Each Carey Fellow must register for an eight semester hour internship (BUSI 442) and the first proseminar course (BUSI 352) during the internship term. Carey Fellows will be considered enrolled as full-time, degree-seeking students during the period of the internship.

### Proseminar Course Requirement

During their junior year and senior year, fellows must complete two proseminar courses (BUSI 352 and BUSI 353) designed to complement their internship experience. Each seminar includes reading on topics such as business history or philosophical perspectives on capitalism.

The proseminars also draw on academic work within the Business minor to enhance spreadsheet modeling skills, writing skills, and speaking skills. One full course (four semester hours of credit) will be awarded for the completion of each seminar.

### Faculty

Associate Professor: Theyson

Instructor: Fischer

### Minor

The minor in business requires students to take courses in economics, accounting, finance, and business ethics and to elect specified courses from the disciplines of economics, psychology, political science, and computer science. In choosing elective courses, students must select one of three tracks: managerial, international, or finance. The Managerial track is for students who wish to concentrate their electives in courses directly relevant to the management of complex business organizations. The International track is for students who have a particular interest in international business. The Finance track is designed for students wishing to acquire a comprehensive grounding in modern finance. Corporate Finance (ECON 360), Investments (ECON 361), and Financial Derivatives (ECON 362) cover all topics on the Chartered Financial Analysts (C.F.A.) exam and will be of special interest to students contemplating careers in finance or those who plan to take the C.F.A. exam.

### Requirements for the Minor in Business

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
BUSI 215	Fundamentals of Financial Accounting	4
ECON 101	Introduction to Microeconomics	4
FINC 201	Corporate Finance	4
PHIL 232	Business Ethics	4

or PHIL 205	Freedom, Justice, and Commerce	
Select two courses from one of the three tracks below <sup>1</sup>		8
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> Students who elect the finance track should complete BUSI 215 and FINC 201 by the end of the junior year.

### Managerial Track

Code	Title	Semester Hours
BUSI 216	Fundamentals of Managerial Accounting	4
BUSI 217	Introduction to Marketing	4
BUSI 220	Legal Parameters and Business Decisions	4
BUSI 250	Organizational Management and Theory	4
BUSI 320	Tax Theory and the Federal Income Tax	4
BUSI 400	Strategic Management	4
CSCI 284	Database Design with Web Applications	4
CSCI 290	Data Mining	4
ECON 304	Labor Economics	4
ECON 315	Industrial Organization and Public Policy	4
ECON 341	Game Theory	4
ECON 348	Social Entrepreneurship	4
ECON 355	Managerial Economics	4
FORS 319	Natural Resource Management and Decisions	4
HIST 121	Consumer Culture and Its Discontents, 17th - 20th Centuries	4
PSYC 203	Social Psychology	4
PSYC 206	Industrial-Organizational Psychology	4
PSYC 208	Cognitive Psychology	4

### International Track

Code	Title	Semester Hours
BUSI 217	Introduction to Marketing	4
BUSI 320	Tax Theory and the Federal Income Tax	4
BUSI 351	Dynamics of International Business in Asia II	2
ECON 310	Economic Development	4
ECON 343	International Trade	4
ECON 344	International Finance	4
ECON 345	Economic Development in China	4
POLS 366	International Political Economy	4
POLS 402	Topics in Political Economy	4

### Finance Track

Code	Title	Semester Hours
FINC 301	Investments	4
FINC 302	Derivatives and Fixed Income Securities	4
FINC 305	Financial Modeling	4
FINC 310	Real Estate Finance	4

## Courses

### Business Courses

#### **BUSI 215 Fundamentals of Financial Accounting (4)**

The instructional objective is to provide students with an understanding of the concepts that are fundamental to the use of accounting. Students will focus on the accounting cycle and the preparation of financial statements, including balance sheets, income statements, and statements of cash flows, as well as on the use of financial ratios. A decision-making approach is employed which involves critical evaluation and analysis of information presented. Analytical tools are integrated throughout the course.

#### **BUSI 216 Fundamentals of Managerial Accounting (4)**

The course focuses on the internal use of accounting information in the formulation of management decisions. Students learn how financial systems can add value to a company. Different costing systems, budgetary planning, and incremental analysis are among the course contents. *Prerequisite: BUSI 215.*

#### **BUSI 217 Introduction to Marketing (4)**

This course introduces students to the business of marketing both conceptually and as a profession. Study and activities include understanding the strategic marketing process, planning and research, launching new products, distribution, promotion and pricing. While studying and examining contemporary online and offline marketing methods, we will also analyze landmark marketing case studies to understand how key decisions impact outcomes and influence consumer purchasing behavior. *Prerequisite: BUSI 215 or ECON 360.*

#### **BUSI 220 Legal Parameters and Business Decisions (4)**

This course examines legal principles, considerations, and structures affecting managerial decisions. The course initially focuses on the anthropological underpinnings of the legal concepts of "liability", "limited liability", and "corporate" form with readings coming from Yuval Harari's *Sapiens: A Brief History of Humankind*. With that background in place, the course then examines legal parameters and constraints through corporate, tax, and securities laws impacting managerial decisions in the areas of "choice of entity" (with a focus on sole proprietorships/tax-disregarded entities, partnerships, limited liability companies, and corporations, both "C" and "S"), taxation, management structure, intellectual property, capital infusions, mergers, and acquisitions.

#### **BUSI 250 Organizational Management and Theory (4)**

This course examines the functions of management, planning, organizing, leading and controlling with an emphasis on the application of management theories and concepts to achieve organizational goals. Students are introduced to frameworks for understanding organizations to improve their effectiveness as a team member, manager, or leader. Topics include purposes, structure, bureaucracy, decision-making, communication, and power and control in organizations.

#### **BUSI 320 Tax Theory and the Federal Income Tax (4)**

This course provides students with an understanding of various economic policies and principles underlying the Federal income tax and the tax and jurisprudential theories underpinning that body of law. Those policies and theoretical underpinnings are demonstrated and evidenced through a survey of various Internal Revenue Code provisions, Treasury regulations, and court decisions dealing with the Federal income tax as applied both to individuals and to businesses, both domestic and international.

#### **BUSI 350 Dynamics of International Business in Asia I (2)**

This course examines business trends and business structures in Asian emerging markets. The course initially focuses on the country context, the foundational elements of political, social and economic history by drawing on readings from key economic development texts to set the stage for business context in the selected Asian emerging market countries to be visited. Rapid economic growth in most of Asia during recent decades has seen the emergence of large corporate enterprises which were organized in ways different from companies based in Western countries. This course discusses the evolution of conglomerate enterprises and business networks. It introduces students to examples of corporate organization and management of these enterprises, and elaborates how these structures impact the success of Asian companies. The course will examine the policies and case examples of new start-up business development and entrepreneurship, and how Asian country economies are adapting structures to shape an innovation economy. The course will also explore business practices in South and Southeast Asia, providing students with an understanding of business culture, protocol, and business customs. *Prerequisite: Open only to students admitted to the Carey Fellows program..*

#### **BUSI 351 Dynamics of International Business in Asia II (2)**

This course examines business trends and business structures in Asian emerging markets through field applications of cross-cultural travel and business interviews. Rapid economic growth in most of Asia during recent decades has seen the emergence of large corporate enterprises which were organized in ways different from companies based in Western countries. This field applications course discusses the evolution of conglomerate enterprises and business networks through first-hand study and consultation with business and government leaders. It introduces students to examples of corporate organization and management of these enterprises, and elaborates how these structures impact the success of Asian companies. The course will examine the policies and case examples of new start-up business development and entrepreneurship, and how countries are adapting structures to shape an innovation economy. The faculty-led travel /study-away course will also explore business practices in South and Southeast Asia, providing students with a first-hand understanding of business culture, protocol, and business customs. *Prerequisite: Open only to students admitted to the Carey Fellows program..*

**BUSI 352 Proseminar I (4)**

Designed to complement the student's internship experience, this seminar features a selected topic involving the study of business and markets such as business history or philosophical perspectives on capitalism. The seminar includes instruction designed to help students develop practical business skills. Open only to Carey Fellows. *Prerequisite: ECON 101.*

**BUSI 353 Proseminar II (4)**

A continuation of proseminar I. Open only to Carey Fellows. *Prerequisite: ECON 101 and BUSI 352.*

**BUSI 385 Special Topics (2 or 4)**

A selection of topics are explored depending on interest. This course may be repeated once for credit when the topic differs.

**BUSI 400 Strategic Management (4)**

This course provides the rationale and development of strategies, policies and systems as managerial means to pursue organizational purposes and goals. Through a variety of methods, including case studies, current event analysis, group projects and an individual writing assignment students improve their skills of critical thinking, analysis, and decision-making. *Prerequisite: ECON 101, ECON 360, BUSI 215, and junior or senior standing.*

**BUSI 442 Internship (2 to 8)**

*Prerequisite: Approved Internship Plan.*

**BUSI 444 Independent Study (2 or 4)**

Supervised research for selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Chemistry

**Website:** Chemistry (<https://new.sewanee.edu/programs-of-study/chemistry/>)

Chemistry is often referred to as the central science. As such, it interfaces with and illuminates numerous disciplines including physics, biology, forestry, and geology. Sewanee's course in general chemistry serves future majors and students from such other disciplines by providing a solid foundation in the central organizational principles of chemistry. Courses in the major amplify this understanding by providing an in-depth exploration of the major sub-disciplines: organic, inorganic, analytical, environmental, physical, and biochemistry. Majors are encouraged to participate in research projects with faculty members, during the school year and in the summer, and are also encouraged to participate in research groups at other schools during the summers. An active seminar series allows students to gain proficiency in oral presentation of technical material as well as to learn about the frontiers of chemical research from eminent scientists.

Entering students with an interest in the Chemistry major are strongly encouraged to discuss their academic planning with faculty in the Department of Chemistry as early as possible in their academic career.

### Faculty

Professors: Bachman, Durig, Miles (Chair), Pongdee

Associate Professors: Seballos, R. Summers

Assistant Professors: Boiadjev, Joslin

### Major

#### Requirements for the Major in Chemistry

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
CHEM 120 or CHEM 150	General Chemistry (Lab) <sup>1</sup> Advanced General Chemistry (Lab)	4
CHEM 201	Organic Chemistry I (Lab) <sup>2</sup>	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM 210	Solution and Solid State Chemistry (Lab)	4
CHEM 301	Junior Seminar	2
CHEM 307 or CHEM 316	Mechanistic Biochemistry (Lab) Biochemistry of Metabolism and Molecular Biology (Lab)	4
CHEM 308	Inorganic Chemistry (Lab)	4
CHEM 311	Instrumental Analysis (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
CHEM 401	Senior Seminar	2
Select one additional course in Chemistry (CHEM) numbered above 401		4
MATH 102 or MATH 207	Calculus II <sup>3</sup> Multidimensional Calculus	4
Select one of the following:		8
PHYS 101 and PHYS 102	General Physics I (Lab) and General Physics II (Lab)	
PHYS 103 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	
<b>Total Semester Hours</b>		<b>52</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination

- <sup>1</sup> Completion of this requirement is a prerequisite to all Chemistry courses numbered 201 or higher.
- <sup>2</sup> Students interested in advanced placement into CHEM 201 should consult the department chair.
- <sup>3</sup> MATH 207 is strongly recommended.

## Honors

In order to receive honors in the Chemistry program, a student must have a 3.00 or higher GPA in the major, take two advanced electives in Chemistry at the 400 level, and complete a research project that the chemistry faculty considers worthy of honors. The research project may be done as part of a course (usually CHEM 494), or it may be done in the context of a summer research program at this University or at another institution. The honors project must involve some original work. A formal written report and a seminar presentation on the research are required. Students must inform the department of their intention to seek honors no later than the middle of the first semester of their senior year. Please see the departmental web page for additional information about honors.

## Pre-engineering Program

A Chemistry major in the pre-engineering track is for students who intend to pursue engineering. The major is slightly abbreviated to accommodate a student's shortened time at Sewanee and is completed during the subsequent two years of study at the relevant engineering institution. Scheduling of courses during the three years at Sewanee is often complex; students should consult departmental advisors within their major of interest in their first year to avoid scheduling conflicts. Research participation and laboratory assistantships are encouraged.

A student must complete all core curriculum requirements of the College.

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
CHEM 201	Organic Chemistry I (Lab)	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM 210	Solution and Solid State Chemistry (Lab)	4
CHEM 301	Junior Seminar	2
CHEM 308 or CHEM 311	Inorganic Chemistry (Lab) Instrumental Analysis (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
MATH 102	Calculus II	4
PHYS 103 or PHYS 101	Modern Mechanics (Lab) General Physics I (Lab)	4
PHYS 104 or PHYS 102	Electric and Magnetic Interactions (Lab) General Physics II (Lab)	4

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>2</sup>		

- <sup>1</sup> PHYS 103 and PHYS 104 are recommended for first-year students who are interested in the pre-engineering track.
- <sup>2</sup> The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

## Course Sequencing

For a first-year student planning to major in Physics, the following curriculum is recommended. The second-year program should be planned in consultation with the department chair. Students may seek advanced placement in chemistry, mathematics, and foreign language.



## Sample Schedule

Code	Title	Semester Hours
<b>Advent (fall) Semester</b>		
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
PHYS 103	Modern Mechanics (Lab)	4
MATH 102	Calculus II	4
General Education requirement/elective		4
<b>Easter (spring) Semester</b>		
CHEM 201	Organic Chemistry I (Lab)	4
PHYS 104	Electric and Magnetic Interactions (Lab)	4
MATH 207	Multidimensional Calculus	4
General Education requirement/elective		

## Minor

### Requirements for the Minor in Chemistry

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
CHEM 201	Organic Chemistry I (Lab)	4
Select three additional Chemistry (CHEM) courses numbered above 200.		12
<b>Total Semester Hours</b>		<b>20</b>

## Courses

### Chemistry Courses

#### CHEM 100 Foundations of Chemistry (4)

This course explores the foundational principles of chemistry within the context of contemporary topics in the chemical sciences and society. In addition to introducing the central models and theories of chemistry, the course develops a student's skills in analytical reasoning and problem-solving. Lecture, three hours.

#### CHEM 110 The Science of Food and Cooking (Lab) (4)

An introduction to the science of food and food preparation. Students learn the scientific method through the examination of food and cooking in the laboratory setting. Recent food-related controversies, such as low-carbohydrate diets, are considered. Designed for the general student, this course may not be used to satisfy requirements for the major or minor in Chemistry. Lecture, three hours; laboratory, three hours.

#### CHEM 112 Chemistry of Art and Artifacts (4)

This course addresses both of these intersections between science and the arts by considering the role of chemistry in the production and interpretation of art and artifacts from theoretical and practical perspectives. The course also examines the application of chemistry to art conservation and archaeology. This course may not be used in to satisfy requirements for the major or minor in Chemistry. Lecture, three hours.

#### CHEM 114 Life, Energy, and the Atomic Bomb: How the Science of Metals Shapes Society (4)

This course provides an understanding of how chemistry and metals influence everyday lives. Using the periodic table as a touchstone, the course examines the role of metals and their chemistry in society. Specific themes include the use of metals in medicine and health; the role of metals in the production of modern materials and products; the use of metals in both traditional and alternative fuels; and the ways in which metals have been used to influence global political power through the atomic bomb and other devices. This course may not be used in to satisfy requirements for the major or minor in Chemistry. Lecture, three hours.

**CHEM 115 Crime Scene Chemistry (Lab) (4)**

A studio course designed for students who would like to learn about forensic chemistry and the basic science needed to understand it. Chemical concepts, on the level of an introductory chemistry course and their applications to forensic science are explored. Topics include the collection and analysis of physical evidence such as drugs, fibers, glass, fingerprints, and documents. Other topics may include arson investigation, DNA analysis, and how forensic science is portrayed in literature and media. This course may not be used in to satisfy requirements for the major or minor in Chemistry. Lecture, three hours; laboratory, three hours.

**CHEM 119 Principles of Chemistry (4)**

This course provides the fundamental vocabulary, concepts, and principles that appear throughout the chemistry and biochemistry curriculum. Topics include basic chemistry calculations, atomic and molecular structure, chemical properties, molecular and reaction stoichiometry, periodicity, chemical bonding, and nomenclature. Lecture, three hours.

**CHEM 120 General Chemistry (Lab) (4)**

A survey of the basic chemical principles and theories, with emphasis on applying these concepts to chemically related fields such as environmental science and biological chemistry. Topics considered include atomistic and molecular structure, kinetics, thermodynamics, and chemical equilibrium. The course's laboratory portion emphasizes the collection and interpretation of data, as well as the formation and testing of hypotheses. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 119 or placement.*

**CHEM 150 Advanced General Chemistry (Lab) (4)**

Development of chemistry's foundational concepts in greater detail than "General Chemistry" and with special emphasis on both theoretical understanding and analytical reasoning. Intended for students with strong preparation in chemistry and high motivation, the course focuses on the molecular basis of matter and its transformation as well as the role of chemistry in the broader scientific and societal enterprise. The laboratory portion of the course emphasizes the collection and interpretation of empirical data. Lecture, three hours; laboratory, three hours. *Open only to new first-year students. Prerequisite: Placement.*

**CHEM 201 Organic Chemistry I (Lab) (4)**

A study of the nomenclature and the properties of the most important classes of organic compounds with an emphasis on concepts relating molecular structure and properties. Stereochemistry, functional group transformations and reaction mechanisms are studied in depth. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 120 or CHEM 150.*

**CHEM 202 Organic Chemistry II (Lab) (4)**

A continuation of CHEM 201. A portion of the course is devoted to the study of important classes of biochemical compounds. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 201.*

**CHEM 210 Solution and Solid State Chemistry (Lab) (4)**

Solution and solid state chemistry is fundamental in a variety of contexts from biological to geological systems. This course explores the behavior of these systems as well as applications of chemical theory in a variety of contexts. Students gain experience with the measurements and analysis necessary to characterize both solution and solid samples in the laboratory setting. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 120 or CHEM 150.*

**CHEM 301 Junior Seminar (2)**

A series of lectures by faculty, students, and invited speakers. Junior majors will give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. *Open only to juniors pursuing majors in chemistry.*

**CHEM 307 Mechanistic Biochemistry (Lab) (4)**

An examination of all aspects of protein science, including protein biosynthesis, protein structure, and the mechanisms of enzyme catalysis, with particular emphasis on the biochemistry of enzyme catalysis. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 202.*

**CHEM 308 Inorganic Chemistry (Lab) (4)**

A detailed examination of the chemistry of the elements, with a particular emphasis on structure and bonding, structure-property relationships, and reaction energetics. Course topics include organometallics and catalysis, aquatic chemistry of the metals, solid-state chemistry, and the role of metals in biology. Lecture, three hours; laboratory, four hours. *Prerequisite: CHEM 201 and CHEM 210.*

**CHEM 311 Instrumental Analysis (Lab) (4)**

An introduction to the theory and practice of the fundamental principles of chemical analysis and the use of chemical instrumentation in research. Course topics include spectrophotometric and spectroscopic methods; electrochemical fundamentals and electroanalytical techniques; chromatographic and separation methods; and statistical analysis of data. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 201 and CHEM 210.*

**CHEM 316 Biochemistry of Metabolism and Molecular Biology (Lab) (4)**

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. Prior coursework in cell/molecular biology is recommended. Lecture, three hours; laboratory, three hours. *Prerequisite: BIOL 233 and (BIOL 223 or BIOL 243) and CHEM 201.*

**CHEM 352 Thermodynamics and Kinetics (Lab) (4)**

An introduction to thermodynamics and kinetics. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 201 and (MATH 102 or MATH 207). Prerequisite or Corequisite: PHYS 101 or PHYS 103.*

**CHEM 401 Senior Seminar (2)**

A series of lectures by faculty, students, and invited speakers. Senior majors will give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. *Open only to seniors pursuing majors in chemistry.*

**CHEM 405 Organic Synthesis (4)**

A comprehensive study of modern organic reactions and their application to the synthesis of biologically-active natural products. Lecture, three hours. *Prerequisite: CHEM 202.*

**CHEM 408 Advanced Topics in Inorganic Chemistry (4)**

Selected topics in modern inorganic chemistry, such as bioinorganic chemistry, materials chemistry, and organometallic chemistry. The course surveys relevant primary literature. This course may be repeated for credit when the topic differs. Lecture, three hours. *Prerequisite: CHEM 308.*

**CHEM 412 Advanced Environmental Geochemistry (4)**

An examination of the chemical principles that determine how natural systems work and how anthropogenic activities can have an impact on the function of these systems. Topics include both fundamental chemical principles and case studies of particular environmental systems. Lecture, three hours. *Prerequisite: CHEM 120 or CHEM 150.*

**CHEM 417 Advanced Biochemistry (4)**

An exploration of contemporary issues in biochemistry based largely on primary literature. Topics such as the biosynthesis and mode of action of antibiotics, protein engineering, signal transduction, chemical carcinogenesis, and isotope effects in enzyme kinetics will be addressed in detail. Lecture, three hours. *Prerequisite: BIOL 307 or BIOL 316 or BIOL 317 or CHEM 307 or CHEM 316.*

**CHEM 418 Structural Methods (4)**

This course examines the theory and praxis of molecular and macromolecular structure determination via spectroscopic and physical methods. Lecture, three hours. *Prerequisite: CHEM 202.*

**CHEM 422 Quantum Chemistry and Spectroscopy (4)**

An introduction to quantum mechanics in chemistry and spectroscopy. Lecture, three hours. *Prerequisite: CHEM 201 and MATH 102 and (PHYS 102 or PHYS 104).*

**CHEM 424 Topics in Physical Chemistry (4)**

Lecture, three hours. *Prerequisite: (CHEM 120 or CHEM 150) and (MATH 102 or MATH 207) and (PHYS 102 or PHYS 104).*

**CHEM 425 Drug Design and Development (4)**

An examination of the fundamental chemical aspects associated with the process of discovering new drugs. Both combinatorial and rational drug design methodologies are addressed. Emphasis is on the application of various structure-based and mechanism-based strategies for drug optimization. Additional topics include pharmacokinetics (how drugs move within the body), metabolism of drugs, and pharmacodynamics (effect of drugs and their molecular mechanism of action). Lecture, three hours. *Prerequisite: CHEM 202.*

**CHEM 428 Advanced Topics in Analytical Chemistry (4)**

This course covers the theory and practice of analytical techniques and recent advances in the field. Lecture, three hours. *Prerequisite: CHEM 311.*

**CHEM 444 Directed Readings (2 or 4)**

An in-depth investigation of an advanced topic or topics in chemistry conducted through readings from the primary and secondary literature and discussion with faculty mentor. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**CHEM 494 Mentored Research (2 or 4)**

Students engage in original research in chemistry under the mentorship of a faculty member. Students apply and integrate knowledge from their coursework while learning both specific laboratory techniques and practical problem-solving skills. Discussion of proper laboratory record-keeping, responsible conduct of research, presentation of research results, and laboratory safety are also emphasized. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Chinese

Website: Chinese (<https://new.sewanee.edu/programs-of-study/chinese/>)

The University offers four semesters of Chinese, sufficient to satisfy the College's foreign language requirement. Although a major or minor in Chinese is not currently offered, students may participate in study-abroad programs in China to extend their study of Chinese and to explore Chinese society. Further study of topics bearing on Chinese culture and history can be undertaken through coursework offered in the Asian studies program.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

### Faculty

Assistant Professor: Tan

### Courses

#### Chinese Courses

##### **CHIN 103 Elementary Chinese I (4)**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation.

##### **CHIN 104 Elementary Chinese II (4)**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. *Prerequisite: CHIN 103 or placement.*

##### **CHIN 203 Intermediate Chinese (4)**

An intensive study of Chinese grammar and further development of conversational skills, reading, and writing of pinyin and Chinese characters. *Prerequisite: CHIN 104 or placement.*

##### **CHIN 301 Advanced Chinese (4)**

Emphasis on developing reading and writing skills in addition to conversational practice. Students will read and discuss materials from Chinese newspapers, magazines, and modern literature. Students will write short essays in simplified Chinese characters. *Prerequisite: CHIN 203 or placement.*

##### **CHIN 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. Conducted in Mandarin Chinese. *Prerequisite: Instructor prerequisite override required.*

## Civic and Global Leadership

Website: Civic and Global Leadership (<https://new.sewanee.edu/programs-of-study/civic-and-global-leadership/>)

The Civic and Global Leadership certificate offers two tracks of academic study and credit designed to complement students' academic year or summer civic engagement internships. Students planning to complete 500 hours of service through the following internships are eligible to apply:

- Bonner Leaders Program
- Canale Leadership and Service Internship
- Canale Summer Civic Engagement Internship
- Medical and Health Internships
- AmeriCorps VISTA Summer Associate Program
- Philanthropy Internship
- Other internships approved by the Director of Civic Engagement

### Certificate

#### Certificate Tracks

- Development and Human Capabilities (p. 112)
- Community and Global Health (p. 111)

## Civic and Global Leadership

### Requirements for the Certificate in Civic and Global Leadership - Community and Global Health Track

Courses in the community and global health track expose students to the nature and significance of health and health care to human life and social development. Students learn about the effects of health on the human condition, debates over what justice requires in terms of providing access to health care, as well as political and policy debates over access to health care, internationally, nationally, and locally.

This certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
CIVC 200	Introduction to Civic and Global Leadership	4
CIVC 400	Civic and Global Leadership Capstone	4
Select twelve hours representing a minimum of two disciplines from the from the following courses:		12
ANTH 319	Medical Anthropology	
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
BIOL 180	Principles of Human Nutrition	
BIOL 232	Human Health and the Environment (Lab)	
ECON 312	Health Economics	
MHUM 108	Introduction to Medical Humanities: The Human Condition	
MHUM 110	Introduction to Sociology and Human Health	
PHIL 235	Bioethics	
POLS 223	Public Policy	
POLS 411	The Politics of Aids	
POLS 321	Global Health Governance	
PSYC 227	Health Psychology	
PSYC 402	Community Psychology	
PSYC 417	Seminar in Developmental Psychology: Human Development in Context	
<b>Total Semester Hours</b>		<b>20</b>

## Civic and Global Leadership

### Requirements for the Certificate in Civic and Global Leadership - Development and Human Capabilities Track

Courses in the development and human capabilities track expose students to such topics as the intersection of poverty and environmental protection, community mobilization, theories of development, political institutions and policies shaping poverty eradication, and economic models of development. Students learn about international, national, and local actors involved in development processes (e.g., states, the United Nations, microfinance organizations, non-governmental organizations, cultural groups) and explore issues affecting development and underdevelopment such as climate change, food production, human rights, and disease.

This certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
CIVC 200	Introduction to Civic and Global Leadership	4
CIVC 400	Civic and Global Leadership Capstone	4
Select twelve hours representing a minimum of two disciplines from the from the following courses:		12
ANTH 317	The Anthropology of Development	
ART 263	Intermediate Documentary Projects in Photography	
ECON 310	Economic Development	
ECON 311	Health and Development	
ENST 101	Introduction to Environmental Studies	
ENST 304	Community Development and Place in Rural Appalachia	
FORS 212	Tropical Forest Ecology and Management	
POLS 210	The Politics of Poverty and Inequality	
POLS 223	Public Policy	
POLS 280	The Politics of Development and Foreign Aid	
POLS 319	Global Gender Issues	
POLS 321	Global Health Governance	
<b>Total Semester Hours</b>		<b>20</b>

### Civic and Global Leadership Practicum

Code	Title	Semester Hours
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#### Additional Requirements

Students must complete an approved practicum requiring sustained engagement on one specific social issue working in a specific community, with a community organization, or on a specific social issue in multiple sites. The practicum requires an extended commitment over the period of two semesters and a summer or its equivalent (500 hours total). The practicum is overseen jointly by a faculty member and a site supervisor.

## Classics

Website: Classics (<https://new.sewanee.edu/programs-of-study/classical-studies/>)

Following the premise that a thorough and nuanced understanding of Greece and Rome and the formation of Western civilization can only be achieved through knowledge of the ancient languages, Sewanee offers majors in Greek, Latin, and classical languages. Apart from the intellectual discipline, many students benefit from studying the foundational languages of the legal and medical professions and the hard sciences.

Classics students read ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome and are tested on those readings during the comprehensive examination.

## Departmental Programs and Opportunities

The University is a member of the Intercollegiate Center for Classical Studies in Rome, and majors are encouraged to study there for one semester. The James M. Fourmy, Jr., Scholarship is awarded annually to a qualifying graduate of this University for graduate study in classical languages. The Charles M. Binnicker Endowment Fund for foreign study of classical languages provides aid to classics students who wish to study abroad.

## Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

## Faculty

Professors: Holloway, McCarter, McDonough (Chair), Papillon

Associate Professor: Holmes

## Majors

### Majors

- Classical Languages (p. 117)
- Greek (p. 118)
- Latin (p. 119)

## Minors

### Minors

- Classical Languages (p. 118)
- Greek (p. 119)
- Latin (p. 120)

## Courses

### Classical Studies Courses

#### CLST 101 Classical Mythology (4)

Survey of the principal Greek and Roman myths with selected readings in English from ancient and modern sources.

#### CLST 121 Explorations in Ancient Society and Its Legacy (4)

This special topics course consider the ancient world through the lens of history, culture, politics, and other such frameworks. This course may be repeated once for credit when the topic differs.



**CLST 122 Explorations in Ancient Literature (4)**

This special topics course focuses on a key literary theme, author, genre, or time period and introduces students to the interpretation and close reading of ancient texts. This course may be repeated once for credit when the topic differs.

**CLST 123 Explorations in Antiquity and the Arts (4)**

This special topics course introduces students to the study of Classical art, performance, and/or material culture. This course may be repeated once for credit when the topic differs.

**CLST 124 Explorations in Ancient Ethics, Religion, and Belief (4)**

This special topics course considers moral, ethical, and religious questions formulated and prompted by the Greco-Roman world. This course may be repeated once for credit when the topic differs.

**CLST 150 Classics in Cinema (4)**

The course focuses on portrayals of Greek and Roman culture in film, with readings from classical and later literature in translation as well as criticism.

**CLST 160 Greek and Roman Private Life (4)**

This course examines Greek and Roman private life using primarily archaeological but also literary evidence. Topics include the family, marriage and divorce, domestic architecture, sport, religion, and food.

**CLST 170 Slavery in the Greco-Roman World (4)**

This course will offer an overview of slavery as a political, legal, economic, social, and cultural phenomenon in the ancient Greek and Roman worlds.

**CLST 180 Empire and Resistance: Roman Britain (4)**

This course offers a study of Britain under Roman rule, from the first invasion by Julius Caesar to the early fifth century A.D. Political and military matters are considered, and literary as well as archaeological evidence is employed.

**CLST 181 Classical Tradition in Britain (4)**

This course offers an on-site consideration of the Greco-Roman tradition in modern Britain, and will include field trips in London and other archaeological sites. *Prerequisite: Only open to students admitted to the Sewanee Summer in London program.*

**CLST 200 Classical Drama (4)**

This course, with texts read in translation, examines Greco-Roman drama of various sorts: the works of the Athenian tragedians, Aeschylus, Sophocles, and Euripides; the Greek comedies of Aristophanes and Menander; the Roman comedies of Plautus and Terence; and the Roman tragedies of Seneca.

**CLST 202 Ancient Lyric Poetry in Translation (4)**

This course examines lyric poetry from Greco-Roman antiquity ranging from the 8th century BC to the 1st century AD. Authors include Archilochus, Alcaeus, Sappho, Pindar, Catullus, and Horace. Consideration is also paid to the influence of ancient lyric upon the later poetic tradition and matters of translation. Taught in English.

**CLST 205 Epigraphy Field School (2)**

The Epigraphy Field School, part of the Ancient Graffiti Project, aims to document and digitize ancient graffiti from Herculaneum and Pompeii. Students receive training in archaeological field methods as well as digital applications used to study ancient inscriptions. Fieldwork on-site is enhanced by field trips to surrounding sites and guest lectures. *Prerequisite: Only open to students who have completed one course in Latin numbered 104 or above and been admitted to the Epigraphy Field School program.*

**CLST 207 Greek Archaeology (4)**

An introduction to the archaeology of ancient Greece and Rome.

**CLST 208 Roman Archaeology (4)**

An introduction to the archaeology of ancient Greece and Rome.

**CLST 210 Ancient Epic in Translation (4)**

This course focuses on the epic poetry of the Greco-Roman worlds. These works, which form the foundation of the western literary tradition, engage readers with a wide range of literary, mythological, historical, and cultural approaches. Possible readings include texts by Homer, Hesiod, Apollonius, Ennius, Lucretius, Vergil, Ovid, Lucan, Statius, Valerius Flaccus, and Silius Italicus.

**CLST 220 Archaeology of Pompeii and Herculaneum (4)**

Buried and preserved by Mount Vesuvius, Pompeii and the nearby city of Herculaneum are two of the most well-known and complete cities of the ancient Roman world. The material culture of both sites serves as a microcosm in which to survey Roman history, religion, society, art, and daily life. This course examines several categories of archaeological evidence including wall paintings, epigraphy, artifacts, and architecture.

**CLST 250 The Golden Age of Athens (4)**

This course examines the historical and literary sources that provide us with knowledge about the development of Athens in the Archaic and Classical periods culminating in the Peloponnesian War. Emphasis is placed on examining the methods, biases, and goals of the historians, Herodotus and Thucydides. Other authors considered include Sophocles, Aristophanes, the Sophists, Xenophon, Plato, and Aristotle. Not open for credit to students who have previously taken HIST 301.

**CLST 322 Exploring Rome and the Bay of Naples (4)**

In this extended on-site study in Italy, students examine the public and private life of people of various socio-economic classes in classical antiquity. The focus is on the material culture of Rome and the towns of Pompeii and Herculaneum. From the grand aristocratic villas and urban imperial palaces to the more modest quarters of the poor and enslaved, students explore at first hand the settings of the private lives of individuals in both the capital city of the Empire as well as the towns covered by the eruption of Mount Vesuvius in 79 AD.

**CLST 349 Sex and Sexuality in Classical Antiquity (4)**

This course examines sexual practices and the construction of sexuality in Greco-Roman antiquity. Drawing on both literary and artistic evidence, the course explores a wide range of topics, including sexual stereotypes, marriage, prostitution, pederasty, rape, adultery, and homoeroticism. Considerable attention is paid to the intersections of sex with gender, power, and social status.

**CLST 350 Women and Gender in Classical Antiquity (4)**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality.

**CLST 353 Latin Literature in Translation (4)**

Survey of Latin literature in English translation treating Roman comedy, epic, history, and satire. Special emphasis in the first semester is on Vergil's *Aeneid*.

**CLST 354 Sacred Spaces in and around Rome (2)**

This three-week interdisciplinary course focuses on the relationship of the human to the divine in Italy, and Rome especially, from its earliest pagan manifestations, through the rise of Christianity in the first century, to the reform of spiritual life associated with St. Benedict and St. Francis of Assisi. The emphasis of the course is on the sense of place in these religious experiences of how location affected belief and behavior. Students explore ancient temples, Christian churches and catacombs in Rome, and follow in the footsteps of St. Benedict and St. Francis in Umbria.

**CLST 355 Special Topics (4)**

Though its content will vary from semester to semester, this class always focuses on a special topic in classical literature or culture not fully covered in existing courses. Examples might include courses on a single author, a literary movement or tradition, a genre, or a theme. This course may be repeated for credit when the topic differs. *Prerequisite: One course in CLST, GREK, or LATN or one course with attribute CLLG.*

**CLST 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**Greek Courses****GREK 103 Elementary Greek I (4)**

An intensive, introductory course in classical and *koine* Greek emphasizing forms and syntax and with extensive readings. Four class hours per week.

**GREK 104 Elementary Greek II (4)**

An intensive, introductory course in classical and *koine* Greek emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: GREK 103 or placement.*

**GREK 203 Intermediate Greek (4)**

A continuation of the study of grammar with readings from a variety of classical authors. Four class hours per week. *Prerequisite: GREK 104 or placement.*

**GREK 301 Homer I (4)**

Selected books of the *Iliad* with supplementary reading. *Prerequisite: GREK 203 or higher or placement.*

**GREK 302 Homer II (4)**

Selected books of the *Odyssey* with supplementary reading. *Prerequisite: GREK 203 or higher or placement.*

**GREK 303 Greek Historians I (4)**

Portions of Herodotus are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 308 Greek Orators II (4)**

Reading of selections from the Attic orators. *Prerequisite: GREK 203 or higher or placement.*

**GREK 310 New Testament (4)**

One gospel and one epistle are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 401 Greek Tragedy I (4)**

Selected plays of Aeschylus, Sophocles, and Euripides are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 403 Greek Comedy (4)**

Selected plays of Aristophanes and Menander are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 440 Directed Reading (2 or 4)**

Specific readings for advanced students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**GREK 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**Latin Courses****LATN 103 Elementary Latin I (4)**

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: Placement.*

**LATN 104 Elementary Latin II (4)**

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: LATN 103 or placement.*

**LATN 113 Accelerated Beginning Latin (4)**

An accelerated introductory course in Latin emphasizing forms and syntax and with extensive reading, intended as a refresher for those who have studied Latin previously. *Prerequisite: Placement.*

**LATN 203 Intermediate Latin (4)**

A continuation of the study of grammar with readings from a variety of authors. Four class hours per week. *Prerequisite: LATN 104 or placement.*

**LATN 300 Caesar (4)**

This course examines Caesar's presentation of the Civil Wars, including famous events such as the crossing of the Rubicon, the Battles of Dyrrhacium and Pharsalus, and the death of Pompey. Attention is also given to how these events are depicted in passages from Suetonius' *Life of Julius Caesar* and Lucan's epic poem, *Pharsalia*. The course aims not only to improve reading comprehension of Latin literature, but also to evaluate major sources for this critical period of Roman—indeed, all Western—history. It concludes with study of how Caesar's assassination is variously depicted. Not open for credit to students who have completed LATN 409. *Prerequisite: LATN 203 or higher or placement.*

**LATN 301 Introduction to Latin Epic (4)**

A study of selected passages from Latin epic poetry. *Prerequisite: LATN 203 or higher or placement.*

**LATN 302 Cicero (4)**

A study of Cicero as seen in selections from his various types of writing. Not open for credit to students who have completed LATN 404. *Prerequisite: LATN 203 or higher or placement.*

**LATN 303 Catullus (4)**

A reading of the poems of Catullus. *Prerequisite: LATN 203 or higher or placement.*

**LATN 305 Love Elegy (4)**

A study of Roman elegy through selections from one or more of the following authors: Tibullus, Sulpicia, Propertius, and Ovid. *Prerequisite: LATN 203 or higher or placement.*

**LATN 307 Ovid (4)**

Readings from one or more of the works of Ovid. *Prerequisite: LATN 203 or higher or placement.*

**LATN 308 Sallust (4)**

This course focuses on the work of the Roman historian Sallust. *Prerequisite: LATN 203 or higher or placement.*

**LATN 309 Livy (4)**

This course focuses on the work of the Roman historian Livy. *Prerequisite: LATN 203 or higher or placement.*

**LATN 310 The Roman Novel (4)**

This course examines the genre of prose fiction in Latin, with particular attention to the *Satyricon* of Petronius and the *Metamorphoses* (or "Golden Ass") of Apuleius. *Prerequisite: LATN 203 or higher or placement.*

**LATN 313 Lucretius (4)**

This course is devoted to close study of the Latin text of *De Rerum Natura* (*On the Nature of Things*) by the Roman poet Lucretius. *Prerequisite: LATN 203 or placement.*

**LATN 320 Horace's Lyric Poetry (4)**

This course focuses on the lyric works of Horace, especially the Odes. *Prerequisite: LATN 203 or higher or placement.*

**LATN 321 Horace: Satires and Epistles (4)**

This course focuses on Horace's hexameter works, the Satires and/or Epistles. *Prerequisite: LATN 203 or higher or placement.*

**LATN 401 Roman Comedy (4)**

A study of Roman comedy through a reading of at least one play by Plautus or Terence. *Prerequisite: LATN 203 or higher or placement.*

**LATN 403 Prose of the Roman Empire (4)**

This course focuses on the historical works of Tacitus, the letter of Pliny the Younger, and the biographies of the Caesars by Suetonius. *Prerequisite: LATN 203 or higher or placement.*

**LATN 404 Poetry of the Roman Empire (4)**

Selections from the poetry of the post-Augustan imperial period, with readings from one or more of the following authors: Seneca, Lucan, Statius, and Martial. *Prerequisite: LATN 203 or higher or placement.*

**LATN 406 Roman Philosophers (4)**

This course examines the philosophical prose writings of Cicero and Seneca. Special attention is given to Stoicism. *Prerequisite: LATN 203 or higher or placement.*

**LATN 407 Vergil (4)**

Readings in the *Eclogues*, *Georgics*, and *Aeneid*. *Prerequisite: LATN 203 or higher or placement.*

**LATN 440 Directed Reading (2 or 4)**

Specific readings for advanced students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**LATN 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Classics

### Requirements for the Major in Classical Languages

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
	Select a minimum of six courses in the language of emphasis (GREK or LATN)	24
	Select four additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below) <sup>1</sup>	16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
	A comprehensive examination <sup>2</sup>	

<sup>1</sup> No more than eight semester hours may be applied from any combination of the following courses: CLST 121 (Explorations in Ancient Society and Its Legacy), CLST 122 (Explorations in Ancient Literature), CLST 123 (Explorations in Antiquity and the Arts), CLST 124 (Explorations in Ancient Ethics, Religion, and Belief).

<sup>2</sup> A student accepted to any of the majors in the Department of Classics is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

### Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
HIST 302	Ancient Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in Classical Languages, Greek, or Latin is required to pass all courses in the major with a B average, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Classics

### Requirements for the Minor in Classical Languages

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select four courses in either ancient Greek (GREK) or Latin (LATN)		16
Select two additional courses from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below)		8
<b>Total Semester Hours</b>		<b>24</b>

### Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
HIST 302	Ancient Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Classics

### Requirements for the Major in Greek

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select at least eight courses in Greek (GREK)		32
Select three additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below) <sup>1, 2</sup>		12
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>3</sup>		

<sup>1</sup> No more than eight semester hours may be applied from any combination of the following courses: CLST 121 (Explorations in Ancient Society and Its Legacy), CLST 122 (Explorations in Ancient Literature), CLST 123 (Explorations in Antiquity and the Arts), CLST 124 (Explorations in Ancient Ethics, Religion, and Belief).

<sup>2</sup> Greek majors planning graduate studies in classics should complete courses in Latin at least through 301.

<sup>3</sup> A student accepted to any of the majors in the Department of Classics is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

### Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
HIST 302	Ancient Rome	4

PHIL 203	Ancient Philosophy from Homer to Augustine	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in Classical Languages, Greek, or Latin is required to pass all courses in the major with a B average, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Classics

### Requirements for the Minor in Greek

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select any six courses in ancient Greek (GREK)		24
<b>Total Semester Hours</b>		<b>24</b>

## Classics

### Requirements for the Major in Latin

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select at least eight courses in Latin (LATN)		32
Select three additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below) <sup>1, 2</sup>		12
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>3</sup>		

<sup>1</sup> No more than eight semester hours may be applied from any combination of the following courses: CLST 121 (Explorations in Ancient Society and Its Legacy), CLST 122 (Explorations in Ancient Literature), CLST 123 (Explorations in Antiquity and the Arts), CLST 124 (Explorations in Ancient Ethics, Religion, and Belief).

<sup>2</sup> Latin majors planning graduate studies in classics should complete courses in ancient Greek at least through 301.

<sup>3</sup> A student accepted to any of the majors in the Department of Classics is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

### Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
HIST 302	Ancient Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in Classical Languages, Greek, or Latin is required to pass all courses in the major with a B average, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Classics

### Requirements for the Minor in Latin

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select four courses in Latin (LATN) numbered 300 or above		16
<b>Total Semester Hours</b>		<b>16</b>



## Earth and Environmental Systems

Websites: Environment and Sustainability (<https://new.sewanee.edu/programs-of-study/environment-and-sustainability/>), Forestry (<https://new.sewanee.edu/programs-of-study/forestry/>), Geology (<https://new.sewanee.edu/programs-of-study/geology/>), Natural Resources and the Environment (<https://new.sewanee.edu/programs-of-study/natural-resources-and-the-environment/>)

Forestry, geology, watershed analysis, and environmental study are the emphases of the Department of Earth and Environmental Systems. Students analyze the physical, biological, hydrological, and chemical components of natural landscapes, and they also address the economic, social, and political aspects of environmental issues as part of their study. The department stresses work both within and outside the classroom, and trains students to integrate their field observations with theoretical concepts and analytical data.

The department offers four majors, three minors, and a certificate of curricular study.

### Majors

- Environment and Sustainability: the study of environmental policies and sustainability issues from a variety of perspectives.
- Forestry: a study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.
- Geology: a study of processes affecting the earth — geological, hydrological, and chemical.
- Natural Resources and the Environment: an interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with other environmental coursework.

All majors in the Department of Earth and Environmental Systems emphasize an interdisciplinary study of the natural world, the interrelationships between geological, hydrological, and forest ecological processes, and the connections among issues such as climate change, land use, sustainable development, pollution, human health, and food systems. The forests and geological exposures on the University Domain and its environs, along with the stream drainages that comprise local watersheds, are the focus of both lab and field study. Other sites in the Appalachians, Rocky Mountains, Colorado Plateau region, and St. Catherine's barrier island are also studied in specific courses. Students in all majors develop skills appropriate to the study of natural systems. These include skills in computer use/analysis (database, word processing, and/or G.I.S. software), field identifications, laboratory analysis, and mapping and spatial analysis of variables in the field. Graduating seniors must demonstrate a broad knowledge of environmental issues (local, regional, and global) and must be competent in both oral and written communication skills. As part of this goal, all juniors in the department complete an oral presentations course or colloquium, and all seniors complete a collaborative and interdisciplinary senior field research project.

Students interested in majoring in Environment and Sustainability, Forestry, Geology, or Natural Resources and the Environment have choices in required coursework, and they are advised to consult with a member of the department early in their college career to plan a sequence of courses appropriate to their interests and objectives.

### Minors

- Environmental Studies: a study of environmental policy and sustainability issues from a variety of perspectives.
- Forestry: a study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.
- Geology: a study of processes affecting the earth — geological, hydrological, and chemical.

### Watershed Science Certificate

The watershed science certificate is designed for students interested in gaining a better understanding of the interactions among physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses focusing on water resources and watershed science, their work culminating in the watershed science capstone course.

### Faculty

Professors: Knoll (Chair), Kuers, Sherwood, K. Smith, Torreano

Assistant Professors: Dahlquist, Keen, Neely, Powell, L. Thompson, Watson

Instructor: Richman

### Majors

### Majors

- Environment and Sustainability (p. 130)
- Forestry (p. 133)

- Geology (p. 135)
- Natural Resources and the Environment (p. 137)

## Minors

### Minors

- Environmental Studies (p. 131)
- Forestry (p. 134)
- Geology (p. 136)

## Certificate

The Watershed Science Certificate of Curricular Study is designed for students interested in gaining a better understanding of the interactions among the physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses that focus on water resources and watershed science. In addition to hydrology, students take at least one half-course in applied watershed science, and choose additional watershed science courses from a list that contains offerings in a variety of disciplines, including biology, chemistry, forestry, geology, and environmental studies. Each student completes the certificate with the watershed science capstone course, a multidisciplinary, project-oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watersheds, the relationship between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. The capstone project may be a semester project created solely for the capstone, or may begin as a watershed-related summer internship project that is further developed by the student during an academic semester.

Students who obtain the certificate will be better prepared to pursue graduate training in watershed science and other hydrologic disciplines, or to begin careers associated with watershed science and management.

A student deciding to pursue the certificate should contact one of the faculty members of the Watershed Certificate Organizing Committee to develop their study plan. The Organizing Committee is also available to help a student identify their area of emphasis and primary faculty supervisor for ESCI 430; together the student and primary supervisor identify the second discipline and arrange to work with a faculty member in that area.

## Requirements for the Certificate in Watershed Science

The certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ESCI 430	Watershed Science Capstone	4
FORS/GEOL 314	Hydrology (Lab)	4
Select one of the following:		2
ESCI 444	Independent Study (approved by the Organizing Committee)	
FORS 260	Forest Watershed Measurements	
GEOL 315	Watershed Contaminant Hydrology	
Select twelve hours from the following: <sup>1</sup>		12
BIOL 210	Ecology (Lab)	
BIOL 237	Freshwater Biology (Lab)	
ENST 217	Fundamentals of GIS	
ENST 235	Freshwater Conservation	
ENST 317	Advanced Applications of GIS	
ESCI 240	Island Ecology (Lab)	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 270	Water Resource Policy and Law	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
GEOL 303	Soils (Lab)	
<b>Total Semester Hours</b>		<b>22</b>

<sup>1</sup> Credit for only one GIS course may apply to the certificate

## Off-Campus Study

### Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Four faculty members from two departments teach in the program each spring and summer.

## Courses

### Environmental Sciences Courses

#### ESCI 205 Landscape Ecology (4)

#### ESCI 215 Sound, Soundscapes, and the Environment (4)

A study of sound and its roles in terrestrial and aquatic ecology, biodiversity conservation, and environmental justice. Topics include the evolution and ecology of sonic communication and soundscapes, the role of sound in the study and management of ecosystems, the origins and effects of noise pollution, and the future of Earth's sensory richness. Labs emphasize the appreciation, measurement, and analysis of sounds from the local environment. *Prerequisite: BIOL 130 or ENST 101.*

#### ESCI 240 Island Ecology (Lab) (8)

This interdisciplinary field course combines the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. *Prerequisite: Only open to students who have completed ENST 140 and been admitted to the Island Ecology program.*

#### ESCI 310 Oceanography (4)

A multi-disciplinary exploration of the ocean's diversity of dynamics, habitats, and organisms, with an emphasis on the complex processes that connect them. Foundational principles, methods and technology, and the latest progress in the marine sciences are covered. *Prerequisite: ENST 209.*

#### ESCI 430 Watershed Science Capstone (4)

Capstone course for students pursuing the watershed science certificate. A multidisciplinary, project-oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watershed, the relation between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. *Open only to seniors pursuing curricular certificates in watershed science.*

#### ESCI 444 Independent Study (2 or 4)

A supervised field or laboratory investigation of an interdisciplinary topic in environmental science. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

#### ESCI 450 Readings in Environmental Sciences (2)

A course exploring and integrating themes in current and historical literature in archaeology, earth sciences, forestry, geography, spatial analysis, and watershed sciences. Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment. *Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment.*

### Environmental Studies Courses

#### ENST 100 Walking the Land (4)

A field-oriented geology and writing course, conducted on the Cumberland Plateau and surrounding provinces. The emphasis will be on observation of geological features, particularly geomorphology, and how these relate to other natural parts of the landscape. Historical aspects of human use of the land will also be emphasized. Extensive walking and hiking. Field journals will be part of the writing-intensive approach.

#### ENST 101 Introduction to Environmental Studies (4)

An interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. This course is required for all students who major or minor in environmental studies and should be taken before the junior year. *Open only to first-year students, sophomores, and juniors.*

#### ENST 140 Readings in Island Ecology (2)

Supervised readings and discussion in geology, hydrology, invertebrate zoology, marine zoology, maritime plant communities, and wildlife behavior as preparation for participation in the interdisciplinary summer Island Ecology program. *Prerequisite: Only open to students admitted to the Island Ecology program.*

**ENST 150 Introduction to "Nature" Writing (4)**

Students conduct experiments in nonfiction writing and critique, informed by study of the local environment and notable contemporary essays that discuss how "nature" is understood and represented. Class activities focus on literary craft, peer critique, and revision of written work. Field study provides both substance and inspiration for student writing. *Open only to first-year students and sophomores.*

**ENST 200 Introduction to Environmental Arts and Humanities (4)**

An introduction to Environmental Arts and Humanities, this course acquaints students with the diverse perspectives offered by environmental approaches in the fields of literature, history, art, art history, classical studies, music, philosophy, anthropology, and religion. Students are expected to integrate three of these perspectives in a transdisciplinary research project. *Open only to first-year students and sophomores.*

**ENST 201 Foundations of Food and Agriculture (4)**

Integrating local, regional, and global perspectives, this course outlines the history of agriculture, introduces the development of food systems and policy, and reviews the environmental impact of food production. Among topics addressed are the history of agricultural expansion in the US, the development of agriculture and food policies, interaction among agricultural markets at home as well as abroad, and sustainable agriculture. Classroom activities emphasize the involvement of multiple constituencies in identifying and articulating agricultural issues. Field opportunities include garden activities and local trips aimed at relating broader issues to how livelihoods are pursued on the Cumberland Plateau.

**ENST 205 Environmental Writing in Digital Media (4)**

An examination of the interaction between the digital revolution in writing and the environmental crisis. Readings and analysis of contemporary environmental writing in digital media are complemented by student writing and peer critique. Instruction includes both classroom and online work, with a focus on experiential investigation and critique of writing on digital platforms. *Prerequisite: ENST 101.*

**ENST 207 Introduction to Modeling for Sustainability (4)**

This course explores the role of models in addressing the challenge of sustainability. Models allow us to describe and predict the behavior of people and ecosystems, to understand complex social-ecological systems, and to make informed decisions in light of uncertainty. In this class, students explore multiple types of models and how they are applied to sustainability topics through peer reviewed literature. Students learn to use multiple mental models to better understand complex systems, and are introduced to quantitative modeling in the programming platform R.

**ENST 209 Ecosystems of the Ocean (4)**

As an introduction to the geologic, physical, chemical, and biological processes of the world's ocean, this course emphasizes its complex relationships with human cultures. Students in this course engage with a mix of readings from scientific journals, textbooks, and classic literature while conducting their own scientific reviews to pursue questions at the frontiers of ocean sciences.

**ENST 211 Sustainability and Global Environmental Change Seminar (2)**

This seminar-style course exposes students to literature on a variety of issues related to climate change and other examples of our dynamic global environment including natural resource use and natural hazards. *Prerequisite: Only open to students who have been admitted to the Global Environmental Change Field Studies Program.*

**ENST 212 Sustainability and Global Environmental Change Field Studies (2)**

This course is an interdisciplinary field immersion into a selected location that provides tangible experience of the concepts introduced in ENST 211. Students travel throughout the field site, exploring real-world examples of sustainability efforts in the context of our changing global environment. Concepts of sustainability, climate change, natural resource use, and natural hazards will be explored in the field context. Field sites may change from year to year. *Prerequisite: Only open to students who have been admitted to the Global Environmental Change Field Studies Program.*

**ENST 217 Fundamentals of GIS (4)**

An introduction to the basic concepts and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Laboratory exercises and projects focus on applications of GIS in understanding and managing the environment. Laboratory course.

**ENST 230 Native Americans and Land Use (4)**

An introduction to the past and current distribution of Native American tribes in the Americas, with a particular emphasis on North America. This course will focus on the current literature regarding past land use as well as the hunting practices of the various tribes and how those practices have changed today.

**ENST 235 Freshwater Conservation (4)**

A survey of existing and emerging threats to wetland ecosystems and the consequences for animal and human populations. This course discusses causes, consequences, and solutions for issues of international and local concern based on an understanding of freshwater ecology and function. Also considers multiple perspectives on water use and attempts to reconcile these differences so as to identify and publicize potential conservation solutions. *Prerequisite: BIOL 130 or ENST 101 or FORS 121.*

**ENST 241 Sustain Leaders Seminar I (2)**

In the first of two seminars for Sustain Leaders, students prepare for the Sustain Leaders program by developing their chosen projects and practicing the skills necessary to serve as effective, principled leaders in sustainability. Discussion focuses on topics related to student projects in the context of the current sustainability environment with an emphasis on real-world developments, issues, and outcomes. The course also examines leading best practices and leadership strategies in the field of sustainability. Students will practice effective planning, project management, and presentation skills as well as verbal and written communication skills through independent and collaborative work on their projects. *Prerequisite: Only open to students admitted to the Office of Environmental Stewardship and Sustainability's Sustain Leaders Program.*

**ENST 242 Sustain Leaders Seminar II (2)**

This seminar is designed to complement ENST 241. Students will continue the development and finalization of proposed projects that were initiated in ENST 241 and continue exploring sustainability studies topics related to project development. *Prerequisite: ENST 241.*

**ENST 250 Environmental and Biological Non-Fiction (4)**

An examination of contemporary intersections among literature, journalism, biological science, and the study of the environment, supplemented by readings of nineteenth- and twentieth-century antecedents. Assignments allow students to develop their own writing abilities in these areas. Consideration is also given to the relationships among non-fiction, fiction, and other forms of creative expression.

**ENST 252 Writing for the Earth Sciences (4)**

Science doesn't exist in a bubble! This course aims to make students more comfortable writing about scientific topics for a wide range of target audiences. Topics will include: the anatomy of a scientific paper, understanding peer review, the effective use of statistics and visual aids, writing at the intersection of science and policy, effective scientific outreach and its impact on scientific literacy, communication in the digital age, and effectively describing research experiences in the context of applying to jobs and/or graduate programs.

**ENST 263 Photography for Environmental and Social Impact (4)**

This course explores the ways in which environmental and social issues influence the economic, political, and cultural aspects of communities. Through interdisciplinary approaches with photography, students consider how an understanding of environmental and social relationships can lead to resilient, innovative communities and to community-based action. *Prerequisite or Corequisite: ART 263 or ART 363.*

**ENST 304 Community Development and Place in Rural Appalachia (4)**

Focusing on the rural counties of the Cumberland Plateau near Sewanee, this course explores environmental, cultural, historical, and political narratives that define the people and places of rural Appalachia. Economic and community development are examined not only through the literature on these topics but also through hands-on, applied learning in partnership with local communities, organizations, institutions, and leaders.

**ENST 305 Ecological Integrity in Agriculture (4)**

This course develops a critique of problems and solutions relating to agricultural technology, policy, and practice with a specific focus on ecology and ecological integrity. The course begins with a brief survey of agricultural history, through the era of modern food systems, with emphasis on the development of industrial agriculture. After evaluating the environmental impact of modern agriculture, the course addresses the foundations of sustainability, with specific reference to the ecology of sustainable agriculture. Field opportunities are provided for students to interact with local producers on their farms and to engage directly the ecological processes involved in food production on the Domain. *Prerequisite: BIOL 130.*

**ENST 306 Ecosystem Services (4)**

This course explores the myriad benefits that people derive from nature from an interdisciplinary perspective drawing on the natural and social sciences. In this course, students learn about the theory and measurement of ecosystem services through the peer-reviewed literature. Students will apply theory and skills in ecosystem service quantification to an engagement project with a community partner. *Prerequisite: BIOL 130 or ENST 101 or ECON 101 or PHIL 230.*

**ENST 317 Advanced Applications of GIS (4)**

This course uses spatial analysis methods for environmental analysis and management. Topics include remote sensing and image analysis, surface analysis, spatial statistics, internet mapping, visualization of geographic data, and other advanced GIS methods. *Prerequisite: ENST 217.*

**ENST 320 Environment and Sustainability Colloquium (4)**

This required course for junior environment and sustainability majors addresses some topical themes from an interdisciplinary perspective and with focus on the connections between science and policy. Colloquium themes vary from year to year, and students present relevant research articles and lead discussions with emphasis on developing skill in public speaking. Students also work with course instructors and faculty mentor(s) to propose a research project to be completed as part of their senior environment and sustainability capstone. *Open only to juniors pursuing majors in environment and sustainability. Prerequisite: ENST 101 and completion of the foundational science requirement in major.*

**ENST 325 Environmental Arts and Humanities Seminar (4)**

Required for junior Environmental Arts and Humanities majors, this course introduces students to noteworthy contemporary works in the fields of environmental arts and humanities, with a special emphasis on interdisciplinary sources. Students work on in-depth projects of their own in collaboration with environmental arts and humanities faculty, complete a proposal for their senior capstone project, and engage in substantive peer evaluation and critique. Open only to juniors pursuing majors in Environmental Arts and Humanities. *Open only to juniors pursuing majors in environmental arts and humanities. Prerequisite: ENST 101.*

**ENST 334 Environmental Policy and Law (4)**

This course combines the study of public policy with the study of major environmental problems. Students will explore public policy concepts and the instruments used in environmental regulation. Topics will include air and water quality issues hazardous waste and risk management, natural resources and biological diversity. The course will also discuss the impact of environmental groups and citizen activism on this highly complex area of public policy. Not open for credit to students who have completed POLS 334. *Prerequisite: ENST 101 or ENST 200.*

**ENST 336 Environmental Land-Use Policy (4)**

This course examines the complex systems and values influencing land-use decision-making in both rural and urban settings throughout the U.S. and abroad. Students learn how government agencies and local citizens often conflict in their attitudes and values regarding the costs and benefits of growth and development. Particular attention is paid to forest conversion issues on the South Cumberland Plateau. Students attend local planning sessions and meetings with local officials. *Prerequisite: ENST 101 or ENST 200.*

**ENST 350 "Nature" Writing (4)**

An exploration of the literature of "nature." Students interrogate ideas of nature and investigate literary responses to these ideas. Readings for the class include works from multiple cultural perspectives, including texts by writers for whom the idea of nature is alien or oppressive.

**ENST 351 Field Studies in "Nature" Writing (4)**

Students conduct experiments in writing and critique, informed by contemplative engagement with the community of life on the University's land. *Prerequisite: ENST 350.*

**ENST 399 Special Topics (4)**

A seminar on a topic related to environmental studies. This course may be repeated for credit when the topic differs.

**ENST 400 Environmental Arts and Humanities Capstone (4)**

A capstone experience for Environmental Arts and Humanities majors. An examination of selected environmental issues from a variety of perspectives in the natural and social sciences and humanities. Special emphasis on student research on the Domain and in the region. *Open only to seniors pursuing majors in environmental arts and humanities.*

**ENST 421 Environment and Sustainability Capstone (4)**

This course provides a capstone experience for the Environment and Sustainability major. Major components include independent student research projects and an examination of selected environmental issues from a variety of perspectives in the natural and social sciences. *Open only to seniors pursuing majors in environment and sustainability. Prerequisite: ENST 320.*

**ENST 431 Practicum in Religion and Environment (2)**

This course, which calls for involvement in some faith-based or otherwise engaged form of appropriate activity or service, offers students a capstone opportunity to examine their spiritual experiences and religious beliefs in the context of active engagement with environmental issues in a variety of ways. Reflection on the engagement experience, expressed both in written form and through oral presentation, is required. *Open only to juniors or seniors pursuing minors in religion and the environment. Prerequisite: Instructor prerequisite override required.*

**ENST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: Instructor prerequisite override required.*

**Forestry Courses****FORS 121 Introduction to Forestry (Lab) (4)**

An environmental survey course which addresses the important features, processes, and issues of forested landscapes. Topics include major tree species, forest biology and ecology, tree structure and function, silviculture, forest management, forest products, and U.S. forest policy and laws. The focus on North American forests is set within a context of global forest issues. Lab exercises emphasize fieldwork, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours, laboratory and field trips.

**FORS 204 Forest Wildlife Management (4)**

A survey and analysis of how vertebrate animals affect forest processes, with particular emphasis on forest regeneration on the Cumberland Plateau. This discussion-oriented class will also address the history and current status of U.S. and international wildlife management, and the effects of forest management on game and non-game species. Students will interact with wildlife management professionals in Tennessee and will design and implement a field study to quantify the effects of vertebrate animals on forest growth and development. *Prerequisite: FORS 121 or BIOL 130.*



**FORS 211 Dendrology (Lab) (4)**

This course explores the identification, biology and morphology of woody plants, with emphasis on the major forest species of North America. Primary focus is on the ecophysiological characteristics of species and their roles in forest succession, species distribution across the landscape, and responses to disturbance and environmental stress. Includes field identification of native trees and shrubs of the eastern U.S., with special emphasis on the Cumberland Plateau and the southeast. Lecture, laboratory, and weekend field trips. *Open only to sophomores, juniors, and seniors.*

**FORS 212 Tropical Forest Ecology and Management (4)**

An introduction to the ecology and management of forests and natural resources in the tropical biome. Social and technical aspects of forestry and natural resource management are considered. Topics include tropical forest ecology, techniques of forest and natural resource management, land tenure, the use of plants as pharmaceuticals, agroforestry, trees in traditional management systems, the forest as habitat, and the role of western environmental assistance in tropical countries.

**FORS 215 Fisheries Ecology and Management (Lab) (4)**

An introduction to the theory and practice of fisheries science. Particular emphasis is placed on approaches and techniques for assessing and managing fish populations, habitats, and ecosystems under commercial and recreational harvest; on human dimensions in fisheries management and policy; and on case studies of flawed management approaches throughout history. *Prerequisite: FORS 121 or BIOL 130.*

**FORS 225 Forests and Global Change (4)**

This course examines how natural and anthropogenic changes in the earth system are affecting the composition, functioning, and stability of the world's forests. Topics include: the impacts of climate change, altered atmospheric chemistry, land-use change, invasive species, species extinctions, and sea level rise on forests at the regional scale and the accompanying feedbacks on the earth system at the continental to global scales. *Prerequisite: BIOL 130 or FORS 121.*

**FORS 230 Urban Forest Management (4)**

Study of the environmental stresses associated with urban landscapes and their impact on establishing and maintaining trees in urban environments. Topics include the theory and practice of individual tree care; biology of tree response to stress, disease, and nutrient assessment; impacts of trees on urban climate; and urban forest inventory and planning. *Prerequisite: FORS 121.*

**FORS 240 Special Topics (2 or 4)**

A seminar on a topic related to forestry and natural resources. This course may be repeated for credit when the topic differs. *Prerequisite: FORS 121.*

**FORS 250 Forests: Food, Medicine, and More (4)**

An exploration of the wide range of edible, medicinal, and otherwise useful forest products found in forests of western and eastern North America, including the forests of Sewanee. In addition to learning about the biology and distribution of these plants, and about how they are gathered and processed, students discuss the ecological implications of harvesting these interesting plants and fungi. Note: The class involves some eating. *Prerequisite: FORS 121 or FORS 211.*

**FORS 260 Forest Watershed Measurements (2)**

A field and analysis course in which students learn the techniques of stream and watershed evaluation through active participation in a watershed monitoring project. Activities will focus upon stream and watershed sampling procedures, analytical laboratory techniques, and the synthesis, analysis, and reporting of data. Non-laboratory course. *Prerequisite: FORS 314 or GEOL 314.*

**FORS 262 Forest and Watershed Restoration (Lab) (4)**

A study of the principles and practices employed in forest and watershed restoration across North America. Emphasis placed on the scientific tenets of restoration (ecosystem function and process), field monitoring techniques, the concept of adaptive management, collaboration and conflict resolution, and the development of restoration policy. Laboratory course. *Prerequisite: FORS 121 or GEOL 121 or BIOL 130.*

**FORS 270 Water Resource Policy and Law (4)**

This case-studies based course focuses on the protection and management of water resources and associated biodiversity. Students are introduced to the principal federal and state laws governing the rights and responsibilities of landowners, with emphasis on how such regulation affects management decisions and economic outcomes. The course promotes understanding of the legal/regulatory environment through study of common and statutory law, as well as critical analysis of the outcomes. Case studies involve both international and local problems. Students gain practical experience by applying science-based monitoring guidelines and methods, together with opportunities for community engagement work.

**FORS 303 Soils (Lab) (4)**

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Lecture, three hours; laboratory and field trips. *Prerequisite: FORS 121 or GEOL 121.*

**FORS 305 Forest Ecology (Lab) (4)**

Explores the interrelationships between structure and function of forested ecosystems, approaching the forest community from a physiological perspective. Emphasizes the influence of microclimate, nutrient cycling, and disturbance on community productivity and composition. Lecture, three hours; laboratory and field trips. *Prerequisite: FORS 121 and one forestry course numbered 200 or above.*



**FORS 312 Silviculture (4)**

Principles and practices of establishing, tending, and harvesting forest stands on a sustainable basis. Emphasis on ecologically sound techniques of managing forests to meet diverse landowner objectives such as watershed management, wildlife habitat enhancement, recreational use, insect and disease control, and/or timber production. *Prerequisite: FORS 121 and one forestry course numbered 200 or above.*

**FORS 314 Hydrology (Lab) (4)**

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Lectures, three hours; laboratory and field trips, three hours. *Prerequisite: GEOL 121.*

**FORS 319 Natural Resource Management and Decisions (4)**

A survey of theory and methods used in natural resource management analysis and decision making with an emphasis on forests and some other renewable resources such as wildlife. Students will use resource modeling and decision-making software to address problems in managing multiple resources. Emphasis will be on (1) evaluation of the effects of land characteristics, tax policy, risk, and interest rates on management; (2) choice among policy alternatives proposed by competing groups; and (3) application of concepts of management, policy, economics, and spatial analysis to land management. Practicums will involve analysis of resource data and presentation of preferred strategies. *Prerequisite: ECON 101 and (FORS 121 or BIOL 130).*

**FORS 332 Oral Presentations (2)**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. *Open only to juniors or seniors pursuing majors in forestry, geology, or natural resources and the environment. Prerequisite: FORS 121 or GEOL 121.*

**FORS 432 Senior Field Project (4)**

An interdisciplinary field-based study of a selected portion of the university Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. *Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment. Prerequisite: FORS 121.*

**FORS 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: Instructor prerequisite override required.*

**Geology Courses****GEOL 121 Physical Geology (Lab) (4)**

A study of the geological features and processes that shape the earth's surface and subsurface. Lectures detail major components of the earth and the dynamic processes that generate them (including rocks, minerals, fossils, mountain belts, ocean basins, tectonic activity, magma formation, and climate change). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips (including one weekend trip).

**GEOL 221 Mineralogy (Lab) (4)**

A study of the chemistry, crystal structure, and properties of minerals. Lectures focus on the connection between the atomic structure and chemical bonding of minerals and the macro-scale physical properties that dictate their role in society. Laboratory work uses the physical properties of minerals observed in hand samples, combined with microscopy and X-ray diffraction to identify the most abundant minerals in the Earth's crust. *Prerequisite: GEOL 121 and one geology course at the 200 level or higher.*

**GEOL 222 Historical Geology (Lab) (4)**

A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 121.*

**GEOL 225 Sedimentology (Lab) (4)**

A study of sedimentary rocks and the processes that form them. Field and class studies stress the link between modern sedimentary environments and their ancient counterparts. Emphasis on rocks of the Cumberland Plateau and other nearby areas. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 121.*

**GEOL 229 Natural Hazards (4)**

A study of natural hazards, their triggering factors, societal impacts, and methods of prediction, mitigation, and response. The course will examine earthquakes, volcanoes, floods, mass wasting (landslides), wildfire, and extreme weather events. Special emphasis is placed on local issues. One required Saturday field trip. *Prerequisite: GEOL 121.*

**GEOL 230 Paleocology (4)**

A study of individuals, populations, and communities of plants and animals of the geologic past: their taphonomic histories, interactions with changing environments, and relationships to the sedimentary rock record. One weekend field trip. *Prerequisite: GEOL 121.*

**GEOL 235 Earth Systems and Climate Change (4)**

A study of climate change, its causes, and the impact of such change on sea level, glacial regimes, and the development of life through geologic time. Special emphasis on evidence for past and recent climate change. *Prerequisite: GEOL 121.*

**GEOL 236 Geology of Our Solar System (4)**

A study of the diverse geochemical and geophysical processes within our solar system, touching on terrestrial planets, gas giants, and minor bodies, including icy satellites. Lectures focus on the formation of the solar system, the interior structure of terrestrial planets, planetary atmospheres, volcanism, surface processes (fluvial, aeolian, impact), meteorites as clues to the solar system's origin, and current NASA missions. One required weekend field trip. *Prerequisite: GEOL 121.*

**GEOL 250 Special Topics (2 or 4)**

A seminar on a topic related to geology. This course may be repeated for credit when the topic differs. *Prerequisite: GEOL 121.*

**GEOL 303 Soils (Lab) (4)**

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Lecture, three hours; laboratory and field trips, three hours. *Prerequisite: FORS 121 or GEOL 121.*

**GEOL 305 Economic Geological Resources (Lab) (4)**

A study of economically valuable minerals and rocks (including metals, nonmetals, industrial minerals, and hydrocarbons) in terms of their origin, tectonic settings, extraction, and use. Topics include global distribution and genesis of deposits in relation to plate tectonic theory, prospecting techniques, mining methods, mining laws, economics of the mineral and petroleum industries, and environmental problems associated with exploration and development. Lecture, three hours; laboratory and field trips. *Open only to juniors or seniors pursuing majors in geology or natural resources and the environment. Prerequisite: GEOL 121 and one geology course at the 200 level or higher.*

**GEOL 314 Hydrology (Lab) (4)**

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on groundwater, streams, lakes and karst systems. Includes techniques and problems of measurement and utilization. Lectures, three hours; laboratory and field trips, three hours. *Prerequisite: GEOL 121.*

**GEOL 315 Watershed Contaminant Hydrology (2)**

A survey of the important natural and human-made contaminants and their movement through the groundwater and surface water systems of a watershed. Special emphasis is placed on metals and microplastics. *Prerequisite: GEOL 314.*

**GEOL 318 Geomorphology (4)**

Geomorphology is the study of surficial landforms (erosional and depositional) and the processes that create them. This course investigates major controls on the development and evolution of erosional and depositional landforms, with attention to the ways earth surface processes respond to tectonic and climatic forcing. Significant emphasis is on weathering, fluvial, and slope-related (mass-wasting) processes, with additional consideration given to glacial, eolian, karst, eathering, and pedogenic (soil-related) processes. The coursework will involve collecting and interpreting field data from different geomorphic environments on the Cumberland Plateau and quantitative analysis of remote sensing data. Further course in introductory physics highly recommended. *Prerequisite: GEOL 121.*

**GEOL 320 Igneous and Metamorphic Petrology (Lab) (4)**

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics to include origin and crystallization of different magma types, metamorphic processes, and tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 221.*

**GEOL 322 Geology of the Western United States (4)**

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to the western United States. *Open only to juniors or seniors pursuing majors in environment and sustainability, forestry, geology, or natural resources and the environment. Prerequisite: One laboratory course in geology numbered 200 or above.*

**GEOL 323 Geology of the Western United States Field Trip (2)**

A detailed field notebook is kept by students on this three-week trip. *Prerequisite: Only open to students who have completed GEOL 322 and been admitted to the Geology of the Western U.S. Field Trip program.*

**GEOL 325 Field and Structural Geology (Lab) (4)**

A study of deformed rocks and an introduction to tectonics. Preparation and interpretation of geologic maps; solution of basic structural problems. Field work emphasizes geologic mapping on the Cumberland Plateau and in more structurally deformed areas in eastern Tennessee. Lecture, three hours. *Prerequisite: GEOL 121.*

**GEOL 332 Oral Presentations (2)**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. *Open only to juniors or seniors pursuing majors in forestry, geology, or natural resources and the environment. Prerequisite: FORS 121 or GEOL 121.*

**GEOL 432 Senior Field Project (4)**

An interdisciplinary field-based study of a selected portion of the university Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. *Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment. Prerequisite: GEOL 121.*

**GEOL 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: Instructor prerequisite override required.*

## Earth and Environmental Systems

### Requirements for the Major in Environment and Sustainability

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ENST 101	Introduction to Environmental Studies	4
ENST 320	Environment and Sustainability Colloquium	4
ECON 335	Environmental Economics	4
ENST 421	Environment and Sustainability Capstone	4
Select eight credits from the following:		8
ARCH 332	Archaeological Resource Management and Policy	
ECON 336	Energy Economics	
ENST 211	Sustainability and Global Environmental Change Seminar	
ENST 212	Sustainability and Global Environmental Change Field Studies	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
FORS 270	Water Resource Policy and Law	
POLS 223	Public Policy	
POLS 248	China's Environmental Crisis	
POLS 313	Environmental Politics and Policy	
Select one of the following:		4
ENST 217	Fundamentals of GIS	
STAT 204	Elementary Statistics	
Select one course numbered 200 or above in Biology, Chemistry, Forestry and Geology, or Physics <sup>1</sup>		4
Select three additional approved electives to fulfill the designated focus topic <sup>2</sup>		12
<b>Total Semester Hours</b>		<b>44</b>
Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination		

<sup>1</sup> ESCI 240 may also be used to satisfy this requirement.

<sup>2</sup> Students design their own focus in collaboration with their advisor and two faculty members participating in the program (or two participating faculty if one is their advisor). This focus must contain three courses from a minimum of two departments (preferably three) that have a central theme related to the student's senior capstone project. Courses in environmental economics and policy not selected to fulfill a requirement may be applied toward a focus. An appropriate special topics course or independent study (ESCI 444) may also be used to satisfy one of the foci requirements. **The Environment and Sustainability Steering Committee must approve each self-designed focus prior to the end of the first semester of the junior year.** The ultimate goal of the foci is to provide students with a cohesive interdisciplinary experience while preparing them to complete capstone projects, in collaboration with faculty mentors, that offer substantial research potential.

## Earth and Environmental Systems

### Requirements for the Minor in Environmental Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
ENST 101	Introduction to Environmental Studies	4
Select two of the following humanities/social science courses:		8
ANTH 285	Anthropology and Environmental Justice	
ANTH 298	Ecological Anthropology	
ANTH 312	Place, Ritual, and Belief	
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 318	North American Archaeology	
ANTH 357	Field School in Archaeology	
ARCH 330	Environmental Archaeology	
ARCH 332	Archaeological Resource Management and Policy	
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 282	Sustainable Structures	
ECON 335	Environmental Economics	
EDUC 205	Introduction to Environmental Education	
ENGL 320	Poetry, Nature, and Contemplation	
ENGL 396	American Environmental Literature	
ENST 100	Walking the Land	
ENST 101	Introduction to Environmental Studies	
ENST 140	Readings in Island Ecology	
ENST 200	Introduction to Environmental Arts and Humanities	
ENST 201	Foundations of Food and Agriculture	
ENST 211	Sustainability and Global Environmental Change Seminar	
ENST 212	Sustainability and Global Environmental Change Field Studies	
ENST 217	Fundamentals of GIS	
ENST 230	Native Americans and Land Use	
ENST 306	Ecosystem Services	
ENST 317	Advanced Applications of GIS	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
ENST 400	Environmental Arts and Humanities Capstone	
ENST 444	Independent Study	
FORS 270	Water Resource Policy and Law	
HIST 283	Environmental History	
HIST 330	History of Southern Appalachia	
MUSC 245	Music of the Birds and Bees: Music and Nature	
PHIL 230	Environmental Ethics	
POLS 260	Political Theory of the Environment	

POLS 382	International Environmental Policy	
RELG 305	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Greening Buddhism	
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	
SAST 325	Food, Agriculture, and Social Justice in Southern Appalachia and Beyond	
SPAN 390	Latin American Literature and the Environment	
Select two of the following natural science courses:		8
BIOL 130	Field Investigations in Biology	
BIOL 200	Entomology	
BIOL 201	Ornithology (Lab)	
BIOL 206	Plant Ecology (Lab)	
BIOL 209	Advanced Conservation Biology	
BIOL 210	Ecology (Lab)	
BIOL 211	Biodiversity: Pattern and Process (Lab)	
BIOL 221	Environmental Physiology of Plants (Lab)	
BIOL 232	Human Health and the Environment (Lab)	
BIOL 241	Rainforests and Coral Reefs	
BIOL 260	Cave Biology	
BIOL 306	Agroecology and Sustainable Food Systems (Lab)	
BIOL 310	Plant Evolution and Systematics (Lab)	
BIOL 340	Microbiology (Lab)	
ENST 235	Freshwater Conservation	
ENST 305	Ecological Integrity in Agriculture	
ESCI 240	Island Ecology (Lab)	
FORS 121	Introduction to Forestry (Lab)	
FORS 204	Forest Wildlife Management	
FORS 211	Dendrology (Lab)	
FORS 212	Tropical Forest Ecology and Management	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 230	Urban Forest Management	
FORS 250	Forests: Food, Medicine, and More	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture	
FORS 314	Hydrology (Lab)	
FORS 319	Natural Resource Management and Decisions	
GEOL 121	Physical Geology (Lab)	
GEOL 222	Historical Geology (Lab)	
GEOL 230	Paleoecology	
GEOL 235	Earth Systems and Climate Change	
GEOL 303	Soils (Lab)	
GEOL 305	Economic Geological Resources (Lab)	
GEOL 314	Hydrology (Lab)	
Select one additional course from the previous two lists		4
<b>Total Semester Hours</b>		<b>24</b>

## Earth and Environmental Systems

Forestry is the study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.

Forestry majors at Sewanee are broadly trained to integrate traditional forestry coursework (dendrology, silviculture, forest ecology, and natural resource management) with courses outside the department in Biology, Chemistry, Economics, and Mathematics. Courses in soils, hydrology, natural resource policy, GIS (Geographic Information Systems), wildlife management, urban forest management, and tropical and boreal forestry are also either encouraged or required. Forestry majors participate in the department's junior presentations seminar and senior capstone interdisciplinary field course along with all students majoring in geology or natural resources and the environment.

### Requirements for the Major in Forestry

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
CHEM 100 or CHEM 120 or CHEM 150	Foundations of Chemistry General Chemistry (Lab) Advanced General Chemistry (Lab)	4
FORS 121	Introduction to Forestry (Lab)	4
FORS 211	Dendrology (Lab)	4
FORS 262	Forest and Watershed Restoration (Lab)	4
FORS 303 or GEOL 314	Soils (Lab) Hydrology (Lab)	4
FORS 305	Forest Ecology (Lab)	4
FORS 312	Silviculture	4
FORS 319	Natural Resource Management and Decisions	4
FORS 332	Oral Presentations	2
GEOL 121	Physical Geology (Lab)	4
Select one of the following:		4
An additional lab course in Biology (BIOL)		
An additional lab course in Chemistry (CHEM)		
BIOL 130	Field Investigations in Biology	
BIOL 200	Entomology	
ESCI 240	Island Ecology (Lab) ( (summer program))	
PHYS 106	Foundations of Global Warming	
Select one additional course in Forestry (FORS)		4
<b>Total Semester Hours</b>		<b>46</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

Department capstone requirement, which may be satisfied by:

- Receiving a grade of C or higher on the Elberton Project undertaken in GEOL 320 - Petrology;
- Completing no earlier than the second semester of their junior year an independent study project that culminates in a technical paper or a presentation at Scholarship Sewanee; or,
- Completing ESCI 450 during the spring semester of their senior year.

#### Footnotes

<sup>1</sup> The following courses are suggested but not required: an additional chemistry lab course, one GIS-based course, MATH 101, PHIL 230 or RELG 341, and STAT 204 or FORS 307.

## Writing-Intensive Course in the Major Requirement

Students majoring in Forestry, Geology, or Natural Resources and the Environment can satisfy their writing-in-the-major requirement by:

1. Successfully completing a designated writing-intensive course in the department, or
2. Successfully completing three Forestry and/or Geology designated “writing portfolio” courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by the advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Earth and Environmental Systems. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the three writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

### Writing Portfolio Courses in the Department of Earth and Environmental Systems (three required):

Code	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
<b>Geology Major</b>		
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4

## Earth and Environmental Systems

### Requirements for the Minor in Forestry

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select three of the following: <sup>1,2</sup>		12
FORS 211	Dendrology (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture	
FORS 319	Natural Resource Management and Decisions	



Select one additional course in Forestry (FORS) numbered 200 or above	4
<b>Total Semester Hours</b>	<b>16</b>

<sup>1</sup> Students must have an average grade of C or higher in these four courses.

<sup>2</sup> Forestry minors who propose taking any of the required courses outside of Sewanee must seek prior approval before taking such a course.

## Earth and Environmental Systems

Geology is the study of processes affecting the earth — geological, hydrological, and chemical.

Geology majors study past and present-day interrelationships between earth components and earth processes: rocks, minerals, fossils, landforms, structural features, earthquakes, glaciers, magmas, volcanoes, atmospheric gases, surface water, subsurface water, and environmental pollutants. Required coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics.

### Requirements for the Major in Geology

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
FORS/GEOL 332	Oral Presentations	2
GEOL 121	Physical Geology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
GEOL 225	Sedimentology (Lab)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4
GEOL 325	Field and Structural Geology (Lab)	4
GEOL 230	Paleoecology	4
or GEOL 235	Earth Systems and Climate Change	
Select one laboratory course in Chemistry (CHEM) numbered 120 or above		4
Select one of the following:		4
CSCI 101	Introduction to Computer Science	
MATH 101	Calculus I	
MATH 102	Calculus II	
STAT 204	Elementary Statistics	
Select three of the following:		12
ENST 217	Fundamentals of GIS	
or ENST 317	Advanced Applications of GIS	
FORS 121	Introduction to Forestry (Lab)	
FORS/GEOL 303	Soils (Lab)	
FORS/GEOL 314	Hydrology (Lab)	
GEOL 305	Economic Geological Resources (Lab)	
PHYS 101	General Physics I (Lab)	
or PHYS 102	General Physics II (Lab)	
One unduplicated course from MATH 101, MATH 102		
A summer geology field camp (at least 4 weeks in length and at least 4 credit hours)		
<b>Total Semester Hours</b>		<b>46</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

Department capstone requirement, which may be satisfied by:

a. Receiving a grade of C or higher on the Elberton Project undertaken in GEOL 320 - Petrology;

- b. Completing no earlier than the second semester of their junior year an independent study project that culminates in a technical paper or a presentation at Scholarship Sewanee; or,
- c. Completing ESCI 450 during the spring semester of their senior year.

<sup>1</sup> All B.S. degrees require four science/math courses outside the major taken at Sewanee, two with labs.

## Writing-Intensive Course in the Major Requirement

Students majoring in Forestry, Geology, or Natural Resources and the Environment can satisfy their writing-in-the-major requirement by:

1. Successfully completing a designated writing-intensive course in the department, or
2. Successfully completing three Forestry and/or Geology designated “writing portfolio” courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by the advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Earth and Environmental Systems. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the three writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

## Writing Portfolio Courses in the Department of Earth and Environmental Systems (three required):

Code	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
<b>Geology Major</b>		
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4

## Earth and Environmental Systems

### Requirements for the Minor in Geology

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1,2</sup></b>		
Select four laboratory courses in Geology (GEOL) numbered 200 or above		16
<b>Total Semester Hours</b>		<b>16</b>

<sup>1</sup> Students must achieve an average grade of C (2.00) or higher in the four required courses.

<sup>2</sup> Geology minors who propose taking any of the required courses elsewhere than Sewanee must seek prior approval before taking such a course.

## Earth and Environmental Systems

Natural Resources and the Environment is an interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with the broad range of potential environmental coursework offered at Sewanee.

### Requirements for the Major in Natural Resources and the Environment

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
FORS 121	Introduction to Forestry (Lab)	4
GEOL 121	Physical Geology (Lab)	4
FORS/GEOL 332	Oral Presentations	2
Select one of the following:		4
Any lab course in Biology (BIOL)		
BIOL 130	Field Investigations in Biology	
BIOL 200	Entomology	
CHEM 100	Foundations of Chemistry	
CHEM 120	General Chemistry (Lab)	
PHYS 106	Foundations of Global Warming	
Select four core courses in natural resources from the following:		16
FORS 211	Dendrology (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS/GEOL 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture	
FORS 319	Natural Resource Management and Decisions	
GEOL 221	Mineralogy (Lab)	
GEOL 222	Historical Geology (Lab)	
GEOL 225	Sedimentology (Lab)	
GEOL 305	Economic Geological Resources (Lab)	
GEOL 314	Hydrology (Lab)	
GEOL 325	Field and Structural Geology (Lab)	
Select three additional approved electives from the following: <sup>1</sup>		12
Any course in Biology (BIOL) numbered 130 or higher		
Any course in Chemistry (CHEM)		
Any course in Environmental Studies (ENST)		
Any course in Environmental Science (ESCI)		
Any course in Forestry (FORS)		
Any course in Geology (GEOL)		
Any course in Physics (PHYS)		
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 318	North American Archaeology	
ANTH 357	Field School in Archaeology	
ARCH 330	Environmental Archaeology	
ARCH 332	Archaeological Resource Management and Policy	
ECON 335	Environmental Economics	
HIST 283	Environmental History	

INGS 104	Oil: The Fuel of Globalization	
PHIL 230	Environmental Ethics	
POLS 260	Political Theory of the Environment	
POLS 382	International Environmental Policy	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Greening Buddhism	
<b>Total Semester Hours</b>		<b>42</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination

Department capstone requirement, which may be satisfied by:

- Receiving a grade of C or higher on the Elberton Project undertaken in GEOL 320 - Petrology;
- Completing no earlier than the second semester of their junior year an independent study project that culminates in a technical paper or a presentation at Scholarship Sewanee; or,
- Completing ESCI 450 during the spring semester of their senior year.

<sup>1</sup> Electives are chosen by the student, in consultation with their faculty advisor, to match the student's specific interests. ENST 101 is recommended.

### Required for B.S. (but not for B.A.) in Natural Resources and the Environment

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select two lab science courses not in Forestry and Geology (Chemistry recommended)		8
Select two additional courses in mathematics or science		8
<b>Total Semester Hours</b>		<b>16</b>

### Writing-Intensive Course in the Major Requirement

Students majoring in Forestry, Geology, or Natural Resources and the Environment can satisfy their writing-in-the-major requirement by:

- Successfully completing a designated writing-intensive course in the department, or
- Successfully completing three Forestry and/or Geology designated "writing portfolio" courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by the advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Earth and Environmental Systems. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the three writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

### Writing Portfolio Courses in the Department of Earth and Environmental Systems (three required):

Code	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
<b>Geology Major</b>		
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4

GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4

## Economics and Finance

Websites: Economics (<https://new.sewanee.edu/programs-of-study/economics/>), Finance (<https://new.sewanee.edu/programs-of-study/finance/>)

The Department of Economics offers two majors and one minor. The Economics major provides instruction for students interested in understanding economic activity: its development and operation, its problems and trends, and its public and private institutions. The Finance major offers a strong foundation in the broader field of economics and statistical analysis combined with core classes in the economic sub-field of finance and a robust spectrum of economics and finance electives.

### Faculty

Professors: B. Ford, Williams

Associate Professors: Elrod, S. Ford, St-Pierre, Sturgill, Theyson (Chair)

Assistant Professors: Ahmad, Misra, Sherpa, Song

### Majors

#### Majors

- Economics (p. 144)
- Finance (p. 145)

Students may not declare a double major in Economics and Finance.

### Minor

#### Requirements for the Minor in Economics

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ECON 101	Introduction to Microeconomics	4
ECON 102	Introduction to Macroeconomics	4
STAT 204	Elementary Statistics <sup>1</sup>	4
Select three additional courses in Economics (ECON) numbered 200 or above		12
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> STAT 204 should be completed during the sophomore year.

### Courses

#### Economics Courses

##### ECON 101 Introduction to Microeconomics (4)

This course explores how individuals and firms make decisions and interact in the marketplace. It also provides the necessary analytical tools to study a wide range of current economic problems. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, monopoly, externalities and the role of the government in the economy.

##### ECON 102 Introduction to Macroeconomics (4)

This course explores economy-wide forces that affect a large number of economic agents simultaneously. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies. Topics include determination of output, unemployment, interest rates, inflation, monetary and fiscal policies, and economic growth.

##### ECON 113 Economics of Social Issues (4)

Through an issues-oriented approach to the study of economics, basic economic concepts and principles are introduced and developed through the study of various social issues such as human misery, government control of prices, higher education, energy, crime, pollution, bigness, trade protection, health, discrimination, unemployment, inflation, and the national debt.

**ECON 201 Microeconomic Theory (4)**

Studies the behavior of consumers, firms, and industries, and the conditions of equilibrium in output/input markets and in the economy as a whole. *Prerequisite: ECON 101 and (MATH 101 or MATH 102).*

**ECON 202 Macroeconomic Theory (4)**

The theory of economic growth, employment, and the price level. *Prerequisite: ECON 102 and (MATH 101 or MATH 102).*

**ECON 301 Money and Banking (4)**

A study of the American monetary and banking systems, with particular attention to commercial banking, the Federal Reserve System, monetary theory, and monetary policy. *Prerequisite: ECON 102.*

**ECON 304 Labor Economics (4)**

This course uses microeconomic theory to analyze the economics of work. The demand for and the supply of labor are the basis for analyzing a wide range of observed outcomes in the labor market, including wage determination and employment. Topics with important policy implications include human capital and educational investments, economics of the highly paid, unions, immigration policy, fringe benefits, unemployment insurance, race and gender discrimination, minimum wage policies, welfare policy, and the distribution of income. *Prerequisite: ECON 201 or ECON 305.*

**ECON 307 Income, Distribution, Poverty and Public Policy (4)**

The nature, determinants, and consequences of income as it is distributed in the United States, with particular emphasis on problems and policies relating to the poor. *Prerequisite: ECON 101 and ECON 102.*

**ECON 308 Urban Economics (4)**

This course explores how the location decisions of utility-maximizing households and profit-maximizing firms lead to the formation of cities. Economic principles underlying urban development and their application to current policy debates are understood through examination of transportation, education, crime, housing, the role of government in land use patterns, and other urban issues.

*Prerequisite: ECON 101.*

**ECON 309 Women in the Economy (4)**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. *Prerequisite: ECON 101.*

**ECON 310 Economic Development (4)**

The course examines the principles and concepts of development and focuses on major development problems and policies, both domestic and international. Topics of analysis include theories of economic growth and development, poverty and income distribution, population, human capital, agricultural and rural development, and international trade. *Prerequisite: ECON 101 and ECON 102.*

**ECON 311 Health and Development (4)**

This course provides students with an understanding of issues regarding the delivery of health care services in the context of developing countries. Topics include the measurement of health status; the relation between health and economic development; the demand for health services; cost-benefit and cost-effectiveness analysis; and methods for financing health care in developing, resource-constrained nations. *Prerequisite: ECON 101.*

**ECON 312 Health Economics (4)**

This course examines the nature of demand for different kinds of health services, the supply of health services, the market structure of the health care industry, market failures in the provision of health care services, alternative health care delivery systems, and related policy issues. *Prerequisite: ECON 101.*

**ECON 315 Industrial Organization and Public Policy (4)**

Discusses the economic performance of firms and industries; the importance of industrial structure in determining performance; the problem of monopoly, business behavior, and performance; public policies to promote competition; and public regulation. *Prerequisite: ECON 201.*

**ECON 318 Analysis of Economic Decisions (4)**

Introduction and application of analytical tools such as optimization, forecasting, simulation, and decision analysis. Focus is on model building to solve common economic problems. *Prerequisite: ECON 101 and STAT 204.*

**ECON 320 Behavioral Economics (4)**

This course analyzes the observed behavior of decision-makers and explores when and why actual behavior deviates from the predictions of standard economic models. Drawing from research in psychology, the course enriches standard economic theories by incorporating social, cognitive, and emotional factors into decision-making models. These factors include (but are not limited to) bounded rationality, social preferences, procrastination, and self-control. The course also considers the policy implications of behavioral models as they relate to saving, consumption, health, and education. *Prerequisite: ECON 201 or ECON 305.*



**ECON 326 Growth Theory (4)**

This course examines classical and modern theories of long run economic growth. Emphasis is placed on the comparative experience of developed and less developed countries. Relevant topics include capital formation, investment, technology, deficits, graft and institutional analysis. *Prerequisite: ECON 202 or ECON 306.*

**ECON 329 Law and Economics (4)**

This course examines how legal rules and institutions create economic incentives and affect behavior. The course is organized around the three major areas of the common law—property, tort, and contract law—and criminal law. Both a jurisprudential and an economic theory of the law are introduced and developed. Economic analysis is used to predict the behavior and outcomes that result from various legal rules and to evaluate which legal rules are best in terms of economic efficiency. *Prerequisite: ECON 101.*

**ECON 331 Public Finance and Fiscal Policy (4)**

Examines the economic function of government: allocation of resources, distribution of income, stabilization. Revenue structure: federal, state, and local taxation. Government expenditure: the federal budget, criteria for evaluating government expenditures, specific programs. Fiscal policy. *Prerequisite: ECON 101.*

**ECON 333 Econometrics (4)**

This course provides an introduction to economic applications of statistics, including descriptive statistics, probability theory, distributions, parameter estimation, hypothesis testing, simple and multiple regression, and the application of these statistics to economic research. Students will be introduced to econometric software and will begin to develop their senior research. Open only to seniors pursuing majors in economics or finance. Open only to seniors pursuing majors in economics or finance. *Prerequisite: ECON 201 and ECON 202 and STAT 204.*

**ECON 335 Environmental Economics (4)**

A study of the causes of and solutions for pollution and environmental degradation weighs the value of ecosystems and their role in sustaining economic activity. Applies cost/benefit analysis to environmental issues and provides an introduction to economics of nonrenewable and renewable resources such as mines, forests, and fish. *Prerequisite: ECON 101.*

**ECON 336 Energy Economics (4)**

This course applies microeconomic principles to the energy sector, focusing on energy supply and demand in the U.S. and global markets. It uses economic theory and an empirical perspective to examine markets for coal, electricity, natural gas, and renewable energy resources. It also assesses public policies that affect energy markets, including those related to energy taxes and subsidies, deregulation, and other policy instruments for pollution control. *Prerequisite: ECON 101.*

**ECON 338 The Economics of Food Policy (4)**

This course analyzes a broad range of government policies affecting our food system, from producers to consumers. The focus is on contemporary policy issues. Examples include farm income support, environmental regulation, fuel production, consumer protection, trade distortions and food aid. *Prerequisite: ECON 101.*

**ECON 339 Economics of Immigration (4)**

This course explores the economic causes and consequences of immigration. Importantly, it theoretically and empirically studies how the migration experience relates to the residents of both origin and destination countries. Topics include immigrant selection, assimilation, fiscal and labor market effects of immigration for the destination countries, and the consequences of brain drain for the source countries. *Prerequisite: ECON 101.*

**ECON 340 Introduction to Mathematical Economics (4)**

Studies the mathematical formulation of economic theory by examining selected topics drawn from micro and macroeconomic models, general equilibrium analysis, input/output analysis, static and dynamic analysis, and linear programming. *Prerequisite: MATH 101 and (ECON 201 or ECON 305).*

**ECON 341 Game Theory (4)**

An introduction to the field of game theory—that is, study of strategic interactions in which participants take into account both the realized and anticipated behavior of other participants in determining their own behavior. Applications are drawn from the labor market, oligopoly, global politics, and everyday life. *Prerequisite: ECON 101 and MATH 101.*

**ECON 343 International Trade (4)**

This course studies international trade theories and trade policy. Topics include trade models, the gains from trade, determinants of the terms of trade and income distribution, global factor movements, protectionist policy, and trade agreements. *Prerequisite: ECON 101.*

**ECON 344 International Finance (4)**

This courses studies financial aspects of growth, income and price level determination in open economies. Topics include the balance of payments, exchange rate determination, international payment adjustment mechanisms, capital flows, and international macroeconomic policy. *Prerequisite: ECON 102.*

**ECON 345 Economic Development in China (4)**

A study of the nature of the development problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets and human capital formation, women's empowerment, and international trade. This course is offered as part of the Summer in China Program. *Prerequisite: Only open to students who have completed ECON 101 and been admitted to the Summer in China program.*

**ECON 347 Microfinance Institutions in South Asia (4)**

The course provides an overview of the microfinance industry: its origins, evolution, theoretical underpinnings and empirical evidence. It focuses on both the tools of microfinance operation such as financial management and lending methodologies, and on the basic issues and policy debates in microfinance, such as impact assessment, poverty targeting and measurement and sustainability. This course is offered as part of the Summer in South Asia Program. *Prerequisite: Only open to students who have completed ECON 101 and been admitted to the Summer in South Asia program.*

**ECON 348 Social Entrepreneurship (4)**

This course focuses on entrepreneurial approaches to solving social problems, and explores the ways in which such approaches can fundamentally change society. The course examines best practices of successful Social Sector Institutions such as the Grameen Bank and innovative not-for-profit ventures. It also confronts theoretical issues that inform these practices--issues such as community accountability and clients' gender, connected to practices such as product development and risk management. A variety of governance structures (NGOs, cooperatives, and for-profit ventures) and service delivery strategies (individual and group, peer microlending, venture capital) are considered. International in scope, this course examines the replication of successful models across differing economies. *Prerequisite: ECON 101.*

**ECON 355 Managerial Economics (4)**

This course builds upon a theoretical foundation in microeconomics through the study and use of quantitative decision-making tools commonly applied to economic problems faced by firms. The course is designed to improve the student's ability to understand and apply economic principles used by firms in decision-making, in addition to providing an opportunity to create simple firm decision models using spreadsheets and basic statistical analysis. *Prerequisite: ECON 101.*

**ECON 360 Corporate Finance (4)**

This course addresses the concepts underlying corporate finance and equity markets. Topics include financial statement analysis, time value of money, security valuation, capital budgeting, capital structure, dividend policy, and working capital management. *Prerequisite: ECON 101 and STAT 204.*

**ECON 361 Investments (4)**

This course examines investment theory and its applications. Topics include equity valuation, equity trading, portfolio theory, asset pricing models, performance evaluation, and efficient market hypothesis. *Prerequisite: BUSI 215 and ECON 360.*

**ECON 362 Financial Derivatives (4)**

This course introduces students to derivatives contracts, and the use of these contracts in risk management. Topics include options, futures, forward contracts, swaps and credit default swaps and how to use these tools to construct trading strategies and manage risk. Prior completion of ECON 361 is recommended. *Prerequisite: ECON 360 and STAT 204.*

**ECON 385 Special Topics (2 or 4)**

A selection of topics are explored depending on interest. This course may be repeated for credit when the topic differs. *Prerequisite: ECON 101 and ECON 102.*

**ECON 390 History of Economic Thought (4)**

Presents economic thought throughout history, but primarily the classical, Marxian, neoclassical, and Keynesian schools. Leading writers are considered chronologically, with emphasis on Smith, Ricardo, Malthus, Marx, J.S. Mill, Marshall, and Keynes. *Prerequisite: ECON 101 and ECON 102.*

**ECON 410 Research Seminar (4)**

This course uses economic literature as a tool to examine the economic ideas and advanced econometric techniques necessary to empirical economic research. Students will apply these concepts to their original senior research, which will be completed as part of this course. Open only to seniors pursuing majors in economics. *Open only to seniors pursuing majors in economics. Prerequisite: ECON 333.*

**ECON 411 Policy Seminar (4)**

This course examines major streams of thought concerning the roles that government, markets, and other institutions should play in bringing about the maximum well-being of society. Using professional economics literature, students then apply these ideas to a variety of policy issues. *Open only to seniors pursuing majors in economics.*

**ECON 444 Independent Study (2 or 4)**

Supervised research for selected students. This course may be repeated for credit when the topic differs. *Prerequisite: ECON 101 or ECON 102, professor consent, and prerequisite override required..*

## Finance Courses

### FINC 201 Corporate Finance (4)

This course addresses the concepts underlying corporate finance and equity markets. Topics include financial statement analysis, time value of money, security valuation, capital budgeting, capital structure, dividend policy, and working capital management. *Prerequisite: ECON 101.*

### FINC 301 Investments (4)

This course examines investment theory and its applications. Topics include equity valuation, equity trading, portfolio theory, asset pricing models, performance evaluation, and efficient market hypothesis. *Prerequisite: STAT 204 and (FINC 201 or ECON 360).*

### FINC 302 Derivatives and Fixed Income Securities (4)

This course introduces students to fixed income securities, derivatives contracts, and the use of these contracts in trading and risk management. Topics include yield curve, duration, types of fixed income products, structured financial instruments, futures, forward contracts, swaps, and options. This course cannot be taken for credit by students who have already completed ECON 362. *Prerequisite: (ECON 360 or FINC 201) and STAT 204.*

### FINC 305 Financial Modeling (4)

Examines the real-world applications of finance theory and helps students develop financial modeling skills. Topics include the dividend discount model (DDM), financial statement modeling, discounted cash flow (DCF) analysis, the leverage buyout (LBO) model, merger modeling, bond valuation, and portfolio optimization. *Prerequisite: (ECON 360 or FINC 201) and STAT 204.*

### FINC 310 Real Estate Finance (4)

This course examines investment theory and its applications. Topics include equity valuation, equity trading, portfolio theory, asset pricing models, performance evaluation, and efficient market hypothesis. *Prerequisite: BUSI 215 and (FINC 201 or ECON 360).*

### FINC 385 Special Topics (2 or 4)

A selection of topics are explored depending on interest. This course may be repeated for credit when the topic differs.

### FINC 410 Advanced Security Analysis (4)

This course examines theory, concepts, and tools for advanced security analysis focusing on equities. Topics include financial statement analysis, security valuation, equity research, financial modeling, and portfolio analysis and management. Open only to seniors pursuing majors in finance. *Open only to seniors pursuing majors in finance. Prerequisite: BUSI 215 and FINC 301 and (ECON 333 or STAT 214).*

## Economics

### Requirements for the Major in Economics

The major requires successful completion of the following<sup>1</sup>:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ECON 101	Introduction to Microeconomics	4
ECON 102	Introduction to Macroeconomics	4
ECON 201	Microeconomic Theory	4
ECON 202	Macroeconomic Theory	4
ECON 333	Econometrics <sup>2</sup>	4
ECON 410	Research Seminar <sup>3</sup>	4
MATH 101	Calculus I	4
STAT 204	Elementary Statistics <sup>4</sup>	4
Select three additional approved electives numbered 300 or above, including no more than two courses in Finance (ECON 360, ECON 361, and ECON 362).		12
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>5</sup>		

<sup>1</sup> Students may not declare a double major in Economics and Finance.

<sup>2</sup> ECON 333 is required for students graduating in 2019 and thereafter.

<sup>3</sup> ECON 410 should be completed during the senior year.

<sup>4</sup> STAT 204 should be completed during the sophomore year.

<sup>5</sup> All Economics majors are required to pass a written comprehensive exam. Each student will have to answer theoretical and applied questions, in both microeconomics and macroeconomics.

## Honors

To be eligible for departmental honors, students must demonstrate distinguished performance in three areas: 1) major coursework; 2) the research seminar (ECON 410); and 3) the comprehensive examination. Distinguished performance is determined at the discretion of the department faculty, though a minimum grade point average of 3.33 is necessary in the area of major coursework.

## Economics

### Requirements for the Major in Finance

The major requires successful completion of the following<sup>1</sup>:

Code	Title	Semester Hours
ECON 201	Microeconomic Theory	4
ECON 202	Macroeconomic Theory	4
FINC 201	Corporate Finance	4
FINC 301	Investments	4
FINC 410	Advanced Security Analysis	4
MATH 101 or MATH 102	Calculus I Calculus II	4
PHIL 232	Business Ethics	4
STAT 214 or ECON 333	Statistical Modeling Econometrics	4
Electives: Choose three courses from the lists below including at least two from Group A		12
<b>Group A</b>		
ECON 331	Public Finance and Fiscal Policy	
ECON 344	International Finance	
FINC 302	Derivatives and Fixed Income Securities	
FINC 305	Financial Modeling	
FINC 310	Real Estate Finance	
<b>Group B</b>		
ECON 301	Money and Banking	
ECON 315	Industrial Organization and Public Policy	
ECON 318	Analysis of Economic Decisions	
ECON 320	Behavioral Economics	
ECON 326	Growth Theory	
ECON 336	Energy Economics	
ECON 341	Game Theory	
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>2</sup>

<sup>1</sup> Students may not declare a double major in Economics and Finance.

<sup>2</sup> All Finance majors are required to pass a written comprehensive exam. Each student will have to answer theoretical and applied questions.

## Education

Website: Education (<https://new.sewanee.edu/programs-of-study/education/>)

Teachers need to be knowledgeable about the subjects they teach, human learning and development, and the contexts, cultures, and purposes of education. Teachers also need to be advocates for student and community development and skilled both in the use of a variety of materials and methods and in leading to effect positive change. Our courses, internships, and special projects support these goals by engaging students in research, tutoring, assisting in computer labs, reading to children, assisting teachers with lessons, organizing conferences and meetings, and other service learning projects. Education students serve the Franklin, Grundy, and Marion county schools.

### Faculty

Assistant Professor: Carter

Instructor: Hill

### Minor

The minor in Education is a program for students who are interested in pursuing careers as pre-K through 12 teachers, school and guidance counselors, and administrators. The minor does not lead to a teaching license, but is excellent preparation for post-baccalaureate and graduate programs. It is also an organized course of study for students interested in art, museum, community, and environmental education, or training in business and higher education.

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement that allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary, special education, and additional fields in as little as three semesters. A trip to Peabody each fall helps familiarize students with opportunities for graduate studies in education.

Students may apply for admission to the minor from the third through the middle of their eighth semester at Sewanee. The minor declaration form is available in the Department of Education and Office of the University Registrar. Students should contact the Education program chair early in their academic careers so the program best suited to each student's goals may be planned.

### Requirements for the Minor in Education

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
EDUC 161	Introduction to Educational Psychology	4
EDUC 341	Methods and Materials of Teaching	4
Select three additional approved electives <sup>1</sup>		12
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> With advance approval by the education chair, one course may be taken at another college or university.

## Courses

### Education Courses

#### EDUC 161 Introduction to Educational Psychology (4)

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. This course includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. This course includes observation in local schools and is an active learning experience. *Open only to first-year students, sophomores, and juniors.*

#### EDUC 201 Instructional Technology: Digital Literacy and Learning (4)

The course examines the use of instructional technology in teaching and learning with an emphasis on the pedagogical implications of digital literacy for teachers and students. Topics include instructional design, computer hardware and software, educational networks, and multimedia integration. Students gain a theoretical understanding of the use of technology as an instructional tool as well as acquire the necessary skills to implement technology in a teaching environment.

**EDUC 205 Introduction to Environmental Education (4)**

An introduction to the philosophy, goals, theory, and practice of environmental education. The history of environmental education, as it pertains to environmental literacy, implementation, and professional responsibility, is explored through hands-on learning activities as well as use of texts. Educational models which promote ecologically sustainable behaviors are considered as well. This course includes some field trips.

**EDUC 220 Methods of Teaching Writing (1)**

The course surveys the expectations for successful writing in several disciplines and explores various strategies peer and professional tutors may employ to help student writers attain their goals. Participants will examine samples of student writing, discuss possible responses, and develop model interactions between tutors and students. *Prerequisite: Only open to Writing Center tutors.*

**EDUC 221 Teaching Writing in the Community (2)**

In this course, students not only learn about writing pedagogy but also practice the teaching of critical and expository writing to those in the larger community--specifically to women currently residing at the Blue Monarch. Weekly class meetings alternate between on-site, practice teaching at the Blue Monarch and instructional sessions on campus.

**EDUC 226 Teaching Children's Literature (4)**

An examination of the many genres of children's literature and their uses within diverse educational settings. The course addresses methods of selecting and evaluating children's books for readability, interest level, and cultural sensitivity; it also explores strategies to encourage reading and writing. Students should expect to observe and teach language arts lessons in local P-8 classrooms.

**EDUC 250 Curriculum Design for Place-Based Education (4)**

Students will analyze the application and function of place-based education, with particular interest on the advantages and challenges of developing new curriculum in local schools. The course will be supplemented by case-studies of successful place-based education efforts. Students will reflect on their own personal experiences and connections to place-based education. A significant component of the course will involve working with faculty and local experts on the development of place-based education modules and activities for the local region.

**EDUC 255 Introduction to Special Education (4)**

The nature, origin, instructional needs, and psychological characteristics of students with diverse and exceptional learning needs. Exceptionalities considered include specific leaning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, gifted and talented students, and English language learners. This course includes observation in local schools. Not open for credit for students who have completed EDUC 163. *Prerequisite: EDUC 161.*

**EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

**EDUC 299 Teaching English as a Second Language (4)**

An introduction to methods and strategies used in teaching English as a Second Language, focusing on theoretical and practical approaches to language acquisition and instruction in the American and international educational systems. The course includes service learning in local schools.

**EDUC 310 Culturally Sustaining Pedagogies (4)**

This course addresses fundamental questions about the role of education in mediating, responding to, and sustaining culture in a culturally and linguistically pluralistic society. It begins with a critical perspective of deficit approaches to educating students of color by addressing the history of assimilationist practices in education. Next, the course focuses on research that highlights the ways cultural mismatch can negatively shape student experience in schools. Finally, we examine exemplary practices for sustaining student language and culture in school contexts. This course includes service learning in local schools. *Prerequisite: One course in education.*

**EDUC 341 Methods and Materials of Teaching (4)**

Study and practice of secondary school teaching. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. *Prerequisite: One course in education.*

**EDUC 350 Issues and Innovations in Education (4)**

An in-depth exploration of significant issues both contemporary and historic in education, schools, and teaching. The course explores issues such as high-stakes testing, challenges of rural education, tracking and ability grouping, and efforts to achieve educational equity. It also assesses innovative initiatives such as learning communities, service learning, and problem-based learning. Students conduct research in local schools and also undertake projects focused on positive change for young people. *Prerequisite: One course in education.*

**EDUC 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**EDUC 444 Independent Study (2 or 4)**

To meet the needs and interests of selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*



## English

Websites: Creative Writing (<https://new.sewanee.edu/programs-of-study/creative-writing/>), English (<https://new.sewanee.edu/programs-of-study/english/>)

The study of English language and literature has long held a prominent place among Sewanee's educational offerings. English majors at Sewanee receive an unsurpassed training in Shakespeare, English literature before 1750, and other traditional elements of British and American literary history. They can also choose to take courses in modern and contemporary literature, world literature in English, and diverse literary genres, as well as other distinctive available offerings such as courses devoted to literature of the American South, Irish literature, women and literature, poetry and contemplation, and American literary journalism.

For majors and non-majors alike, Sewanee's Department of English contributes to an education in which students learn to interpret both texts and the world with deep imagination and to write with grace, clarity, and cogency.

### Creative Writing

Building upon the great literary tradition of Sewanee, including *The Sewanee Review* and the Sewanee Writers' Conference, the University offers instruction in fiction, playwriting, and poetry, in both beginning and advanced workshops, for students interested in the craft of writing. Using existing creative works to help students understand the necessary elements of successful writing, the workshops focus on critiquing the original work of each student.

From time to time, students also have opportunities to participate in campus readings from their own creative work, or to seek publication in the student-run literary journal, *The Mountain Goat*. Students are encouraged to take part in informal discussions with the esteemed poets, novelists, and playwrights who visit Sewanee each semester.

### Faculty

Professors: Carlson, Engel, E. Grammer, J. Grammer, Irvin (Chair), Macfie, Malone, Michael, Prunty

Associate Professors: Bruce, Ettensohn, Macdonald, Tucker, K. Wilson

Assistant Professors: Birdsong, Craighill, Jafri, Mangrum, Wilder

### Majors

#### Majors

- Creative Writing - Fiction Track (p. 155)
- Creative Writing - Playwriting Track (p. 156)
- Creative Writing - Poetry Track (p. 157)
- English (p. 155)

### Certificate

Although a major or minor is not currently offered in creative writing, students, regardless of the major field of study, may earn a certificate of curricular study in creative writing. Students are expected to declare the certificate before the Spring semester of their junior year.

### Requirements for the Certificate in Creative Writing

This certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select three of the following:		12
WRIT 205	Beginning Poetry Workshop	
WRIT 206	Beginning Fiction Workshop	
WRIT 207	Beginning Playwriting Workshop	
WRIT 208	Beginning Narrative Nonfiction Workshop	
WRIT 305	Intermediate Poetry Workshop	
WRIT 306	Intermediate Fiction Workshop	
WRIT 307	Intermediate Playwriting Workshop	



Select one additional literature course from the following: <sup>1</sup>		4
ENGL 381	Modern British Poetry	
ENGL 382	Modern British Fiction	
ENGL 383	Contemporary British Fiction	
ENGL 386	Joyce	
ENGL 390	Modern Drama	
ENGL 391	Modern American Poetry	
ENGL 392	Modern American Fiction	
ENGL 393	Faulkner	
ENGL 394	Literature of the American South	
ENGL 395	African-American Literature	
ENGL 397	Contemporary American Fiction	
ENGL 398	American Poetry Since World War II	
ENGL 399	World Literature in English	

**Total Semester Hours** 16

Code	Title	Semester Hours
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#### Additional Requirements

A capstone project <sup>2</sup>

<sup>1</sup> English majors must present a single literature course offered through a department of classical or modern languages that has the prior approval of the director of the certificate in Creative Writing. The course may be either in the original language or in translation; if the course is in the original language, the course must surpass the minimal standards of the College's general education requirements.

<sup>2</sup> The capstone project could be a sheaf of poems or short stories, a more substantial single piece of fiction such as a novella, or a one-act play. Students must present the capstone project before the end of the first semester of their senior year, demonstrating thereby their mastery within and critical self-consciousness regarding a particular genre. Because the successful completion of the capstone project requires careful planning and supervision, we strongly advise that students declare the certificate before the spring semester of their junior year.

## Courses

### English Courses

#### ENGL 101 Literature and Composition (4)

This writing-intensive introduction to literature written in English may include a selection of formal verse, fiction, drama, and at least one play by Shakespeare. The course is designed to develop the student's imaginative understanding of literature along with the ability to write and speak with greater clarity. It is intended to be of interest to students at any level of preparation.

#### ENGL 200 Representative Masterpieces (4)

An examination of several masterpieces of Western literature, including Homer's *Iliad* and Dante's *Divine Comedy*. Some sections are writing-intensive. *Prerequisite: One course with attribute G1 including AP or IB credit.*

#### ENGL 203 Roots of Western Literature (4)

An examination of several key background works of Western literature (in translation) focusing principally on plays by Sophocles and Aeschylus, Lucretius's *De Rerum Natura*, Ovid's *Metamorphoses*, Apuleius's *Golden Ass*, Boethius's *Consolation of Philosophy*, and selections from the Old Testament and Apocrypha. Other works covered may include Statius's *Thebaid*, Boccaccio's *Decameron*, Ariosto's *Orlando Furioso*, and Tasso's *Jerusalem Liberata*. Some sections are writing-intensive. *Prerequisite: One course with attribute G1 including AP or IB credit.*

#### ENGL 207 Women in Literature (4)

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth and twentieth century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction. *Prerequisite: One course with attribute G1 including AP or IB credit.*

#### ENGL 210 Studies in Poetry (4)

An examination of poems from British and American literature selected by the instructor. Writing-intensive some semesters. *Prerequisite: One course with attribute G1 including AP or IB credit.*

#### ENGL 211 Studies in Fiction (4)

An examination of novels and short fiction from British and American literature selected by the instructor. Writing-intensive some semesters. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 212 Studies in Literature (4)**

A course which examines texts in various genres and which may focus on a particular theme chosen by the instructor. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 215 Studies in Drama (4)**

An introduction to drama, with an emphasis on history, form, and adaptation. Different sections may focus on such topics as the influence of classical forms on later playwrights, on genre, or on plays as a form of social commentary. Writing intensive some semesters. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 216 Studies in Literature: American Literary Journalism (4)**

Students examine, compare, and analyze the journalistic and literary writings of 19th and 20th century American writers such as Walt Whitman, Mark Twain, Fanny Fern, Ernest Hemingway, and Katherine Anne Porter. They also study 20th century "New Journalism" (Wolfe, Thompson, Didion, Mailer) and conclude with an examination of contemporary journalism, creative non-fiction, personal essays, and multi-media journalism. Students are required to analyze literary and journalistic writing with an eye towards discerning the difference between news writing, editorials, and literary journalism. They write journalistic pieces as well as analytical essays. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 218 Studies in Literature: Literature and Religion—Writings of the Spiritual Quest (4)**

Study of a broad range of imaginative writings, from ancient to modern, concerned with the human search for God, transcendence, and ultimate meaning. Literatures influenced by Jewish and Christian traditions figure prominently in the reading list but works inspired by Buddhism and Native American religion are included as well. Texts include writing by at least one medieval mystic and by authors such as George Herbert, Leo Tolstoy, Black Elk, Elie Wiesel, Flannery O'Connor, T.S. Eliot, and Marilynne Robinson. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 221 The Literature of Memoir (4)**

Students examine the memoirs of writers such as Richard Wright, Maya Angelou, Tobias Wolff, Joan Didion, Patti Smith, J. Drew Lanham, Garrett Hongo, Jesmyn Ward, Maggie Nelson, Stephanie Danler, and Kiese Laymon. Students analyze the techniques of memoir with an eye towards addressing the difference between memoir and autobiography, engaging the matter of "truth" in memoir, and discerning the influence of literary traditions as well as regional, racial, ethnic, and gendered histories within an author's articulation of self. Students write several short memoir pieces as well as analytical essays. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 224 Slavery and Race in the American Literary Imagination (4)**

Slavery and its legacy, institutionalized racism, have been problems in American life, and thus subjects for American writers, for more than two centuries. Revealing a yawning gap between American ideals and practices, they tell us something vital about our country. This course examines representations of race and racism in writers such as Harriet Beecher Stowe, Herman Melville, Charles Chesnut, William Faulkner, Richard Wright, Ralph Ellison, James Baldwin, Ernest Gaines, William Styron, Toni Morrison, Claudia Rankine, and Tiana Clark. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 251 History of the English Language(s) (4)**

A survey of the development of the English language from its Indo-European roots to its present variations with attention to both historical linguistics and sociolinguistics. The course explores the concept of language, the early origins of English, patterns of pronunciation and spelling, linguistic diversity through time, and modern dialectal variation. As well, it explores political, economic, and cultural factors that have helped to determine the character of the multiple forms of the language that are spoken today. Students engage in some close study of earlier forms of English. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 301 Old English Language and Literature (4)**

This course is an introduction to the language of the Anglo-Saxons (Old English) and to their literature. Students will learn pronunciation, vocabulary, and grammar as they read a variety of Anglo-Saxon works, both prose (including selections from *The Anglo-Saxon Chronicle*) and verse (including "Cædmon's Hymn," "The Dream of the Rood," "The Wanderer," "The Battle of Maldon," and selections from *Beowulf*). This course (with the addition of two courses in Latin) satisfies the language requirement for the medieval studies major. *Prerequisite: One course in English with attribute GFWL.*

**ENGL 316 The Novel in the Global Age (4)**

This course explores the contemporary Anglophone novel since 1989, a period that coincides with the increased pace of globalization. Written largely from transnational perspectives that defy traditional national boundaries, the novels in this course share a common concern with capturing global experience and analyzing the cultural and economic impact of globalization. Potential readings include works by Chimamanda Ngozi Adichie, Teju Cole, Amitav Ghosh, Michael Ondaatje, and Ruth Ozeki. *Prerequisite: One course in English with attribute GFWL.*

**ENGL 320 Poetry, Nature, and Contemplation (4)**

This course approaches the reading and writing of poems as contemplative practices through a diverse selection of poetry with environmental themes, combined with daily meditation in and outside of class, and assigned journals and other writing. In doing so, it explores the relationship of the self to its surroundings and the role of the written word in defining that relationship. *Prerequisite: One course in English with attribute GFWL.*

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 331 Melville's *Moby-Dick* (4)**

Ignored at first, Melville's epic novel has since been recognized as a provocative whale-of-a-tale. The course emphasizes close reading of this American literary classic. It also engages students in "deep-diving" pursuit of the novel's larger implications as quest-narrative. What are the ultimate if disparate aims of the oceanic search conducted by crazed Captain Ahab, by Ishmael as narrator, by Herman Melville as author? What responses to the problem of evil and the "fine-hammered steel of woe" might the book suggest? Centered on a single text while allowing consideration of additional writings and adaptations, this duo-taught course addresses these and other noteworthy questions. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 338 Border Fictions: Literature of the U.S.-Mexico Border (4)**

This course focuses on literary representations--in fiction, nonfiction and poetry--of the experience and meaning of the imaginary line that divides the United States and Mexico. Among the themes to be discussed are the experience of border-crossing (in both directions), the possibility or impossibility of assimilating to life across the border, and especially the desire that draws migrants toward *el otro lado* (the other side). Writers to be discussed may include Maria Amparo Ruiz de Burton, Katherine Ann Porter, Americo Paredes, Sandra Cisneros, Cormac McCarthy, Oscar Casares, and Luis Alberto Urrea. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 349 Special Topics (4)**

Though its content will vary from semester to semester, this class always focuses on a special topic in English, Anglophone, or American literature not fully covered in existing courses. Examples might include courses on a single author, a literary movement or tradition, a genre, or a theme. This course may be repeated for credit when the topic differs. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 350 Medieval Drama and its Legacy (4)**

A study of the drama of late medieval and early modern England. The course will include selections from liturgical drama, the mystery cycles (from York, Chester, and Wakefield), morality plays and non-cycle drama (such as the Digby *Mary Magdalene*, *Mankynde*, *Everyman*), folk plays and farces (such as the *Robin Hood* plays), as well as early school and professional plays (such as *Ralph Roister Doister*, *Gorbuduc*, and *Thomas of Woodstock*). *Prerequisite: One course in English with attribute GFWI.*

**ENGL 351 Medieval English Literature (4)**

A study of several key works from the Anglo-Saxon (in translation) and Middle English, chiefly *Beowulf*, *Sir Gawain and the Green Knight*, selections from Chaucer, and a number of shorter Anglo-Saxon poems. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 352 Chaucer (4)**

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 353 English Drama to 1642 (4)**

A study of the drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 354 Early Women's Voices (4)**

A study of women's literature before 1800, this course examines how feminine voices were presented and heard in their historical contexts. Readings for the class are drawn from the Middle Ages through the seventeenth century, and ask students to think through the conditions of feminine authorship and identity in the pre-modern period. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 357 Shakespeare I (4)**

A study of several plays written before 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 358 Shakespeare II (4)**

A study of several plays after 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 359 Renaissance Literature I (4)**

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 360 Renaissance Literature II (4)**

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 362 Milton (4)**

A study of Milton's poetry and prose in the context of religious and political upheavals in mid-seventeenth-century England. Particular emphasis is on *Lycidas* and *Paradise Lost*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 365 The Restoration and Eighteenth Century (4)**

This course examines major authors of the period from 1680 to 1800, including Behn, Dryden, Swift, Pope, Gay, Johnson, Gray, Goldsmith, and Burns. Topics may include Restoration cultures and theater, neoclassicism, satire, and sensibility. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 367 Origins and Development of the English Novel I (4)**

A study of the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 368 Fictions of Empire (4)**

From the rise of the British Empire to its decline and fall, this course considers literary responses to the colonial experience, ranging from narratives of imperial adventurers, travelers, and administrators to contemporary responses to and reflections on the imperial era. The course analyzes how Britain's territorial and ideological expansion abroad shaped both British and colonial world views as well as the form and content of literary expression. Potential readings include works by Daniel Defoe, Joseph Conrad, E.M. Forster, and Chinua Achebe. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 369 Classicism to Romanticism: the Late 18th Century (4)**

A study of the literature from 1750 to 1800. Included is an examination of such writers as Johnson, Boswell, Burke, Gray, Collins, Goldsmith, Burns, and Blake. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 370 British Romanticism: the Early 19th Century (4)**

A study of the poetry and poetic theory of British romanticism. Included is an examination of such writers as Wordsworth, Coleridge, Byron, Shelley, and Keats. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 371 Blake (4)**

A study of the poetry and designs of William Blake in the context of his revolutionary era. Selected readings from Milton and the *Bible* will be assigned as essential background; prior knowledge of these sources is helpful but not required. Digital resources will aid in our study of the visual art, and students will read and report on selected critical works. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 373 Victorian Prose and Poetry (4)**

A study of selected poems of Tennyson, Browning, Arnold, Swinburne, and D.G. Rossetti and selected prose of Carlyle, Newman, Arnold, and Ruskin, which constitute the central texts for classroom discussion. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 374 Origins and Development of the English Novel II (4)**

A study of the fiction of Charlotte and Emily Bronte, Dickens, Trollope, Eliot, and Hardy. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 377 American Literature I (4)**

A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 378 American Literature II (4)**

A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chestnut, James, Jewett, Stephen Crane, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 379 The American Novel (4)**

A study of major nineteenth-century American novels, including works by Hawthorne, Mark Twain, James, and Wharton. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Emily Dickinson (4)**

A study of one of the most important American poets, whose tight, elliptical lyrics inspired American poets for the next hundred years. This course examines in detail Dickinson's career, sometimes in relation to her poetic contemporaries, and many of the nearly 1800 poems she is known to have written. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 381 Modern British Poetry (4)**

A study of the modern period in British poetry that examines representative poems by Hardy, Hopkins, Yeats, Lawrence, Auden, Thomas, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 382 Modern British Fiction (4)**

A study of Conrad's *Lord Jim* and *Heart of Darkness*, Joyce's *A Portrait of the Artist as a Young Man*, Lawrence's *The Rainbow* and *Women in Love*, Forster's *A Passage to India*, and Woolf's *To the Lighthouse*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 383 Contemporary British Fiction (4)**

A consideration of British fiction from the 1930s to the present. The course will begin with the ending of high modernism and will consider the new kinds of fiction that emerge from the radical innovations of Joyce, Woolf and others as well as changing cultural conditions, including Britain's decline as a political and economic power. Authors may include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 384 Survey of British Literature, 1890-present (4)**

This course introduces students to modern British poetry, fiction, and drama, starting with the fin de siècle, continuing through high modernism and its mid-century detractors, and reaching to postmodernism. Using and breaking a variety of familiar forms, tropes, and conventions, the writers of this period work to understand and represent the practice of modern warfare, the disintegration of the British Empire, the rise of the English welfare state, and the slippery concept of "Britishness" itself. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 385 Survey of Irish Literature, 1890-present (4)**

This course introduces students to modern Irish and Northern Irish poetry, fiction, and drama, beginning with Yeats and the last phase of the Celtic Revival and reaching up through the short-lived Celtic Tiger of the Twenty-First Century. These texts are concerned with borders and bequests of all kinds, but class discussions focus primarily on literary responses to high modernism, cultural nationalism and the Irish language, sectarian violence, and the role of the Catholic Church. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 386 Joyce (4)**

A study of *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 389 Gothic Literature (4)**

By turns terrifying, melancholy, and bizarre, Gothic literature channels real anxieties in monstrous forms. This course features literature of the mysterious, uncanny, supernatural, and grotesque. The specific focus of the class may vary from year to year (e.g. a special focus on American Gothic fiction, Literature of the Sublime, and so forth). *Prerequisite: One course in English with attribute GFWI.*

**ENGL 390 Modern Drama (4)**

An exploration of the development of Modern Drama from Ibsen's ground-breaking naturalism to contemporary drama's new variations. The course will emphasize the relationship between the theater and society and issues of performance, as well as close study of the plays themselves. Authors covered are both British and American and may include Wilde, Shaw, Beckett, Williams, Stoppard, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 391 Modern American Poetry (4)**

The origin and development of the modern period in American poetry, concentrating on the work of the major modernist poets: Frost, Pound, Stevens, Williams, and Eliot. The course includes a brief examination of their influence in poems by Berryman, Bishop, Brooks, Hughes, Lowell, Moore, Rich, Roethke, Wilbur, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 392 Modern American Fiction (4)**

A study of novels by James, Wharton, Fitzgerald, Hemingway, Steinbeck, Faulkner, Warren, Ellison and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 393 Faulkner (4)**

A study of *As I Lay Dying*, *The Sound and the Fury*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 394 Literature of the American South (4)**

A study of the literature of the Southern Renaissance, including works by Faulkner, Warren, Lytle, Welty, and several contemporary Southern writers. Some attention is given to Southern literature preceding 1920 and to nineteenth- and twentieth-century Southern black writers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 395 African-American Literature (4)**

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Not open for credit for students who have completed ENGL 212. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 396 American Environmental Literature (4)**

A study of writings from the colonial era to our own day reflecting diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 397 Contemporary American Fiction (4)**

A study of representative American fiction published after World War II, including work by Thomas Pynchon, Josephine Humphreys, Louise Erdrich, Ernest Gaines, Barbara Kingsolver, Robert Stone, and Tim O'Brien. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 398 American Poetry Since World War II (4)**

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott will also be considered. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 399 World Literature in English (4)**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, Arundhati Roy, V. S. Naipaul, and Derek Walcott. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 401 Literary Criticism (4)**

A study of criticism from classical times to post-structuralism and contemporary approaches to literary and cultural analysis, students will read closely and discuss major critical documents in the literary tradition of the West. Emphasis is placed on practical application of critical theory as well as on its history and development. *Prerequisite: One course in English with attribute GFWI.*



**ENGL 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**ENGL 452 Honors Tutorial (4)**

Graduating seniors only. Permission of the chair of the department is required. *Prerequisite: Instructor prerequisite override required.*

**Creative Writing Courses****WRIT 205 Beginning Poetry Workshop (4)**

Discussions will center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**WRIT 206 Beginning Fiction Workshop (4)**

Discussions will center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**WRIT 207 Beginning Playwriting Workshop (4)**

Discussions will center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**WRIT 208 Beginning Narrative Nonfiction Workshop (4)**

Discussions will center on students' narrative nonfiction. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**WRIT 210 Forms of Poetry (4)**

Craft-based instruction in specific formal issues in the tradition of poetry. Students will read poems through the lens of technique and craft, studying how writers utilize certain forms. The class will also focus on the generation of creative work, adhering to the forms discussed in class. *Prerequisite: WRIT 205 or WRIT 206 or WRIT 207 or WRIT 208.*

**WRIT 211 Forms of Fiction (4)**

Craft-based instruction in specific formal issues in the tradition of fiction. Students will read literature through the lens of technique and craft, studying how writers utilize certain forms. The class will also focus on the generation of creative work, adhering to the forms discussed in class. *Prerequisite: WRIT 205 or WRIT 206 or WRIT 207 or WRIT 208.*

**WRIT 215 Forms of Drama (4)**

Craft-based instruction in specific formal issues in the tradition of drama. Students will read plays through the lens of technique and craft, studying how writers utilize certain forms. The class will also focus on the generation of creative work, adhering to the forms discussed in class. *Prerequisite: WRIT 205 or WRIT 206 or WRIT 207 or WRIT 208.*

**WRIT 305 Intermediate Poetry Workshop (4)**

In the intermediate workshop, students expand their skills writing, reading, and critiquing poems, as well as share their writing with peers in a workshop setting. The course builds upon the basics of craft learned in the Beginning Poetry Workshop and explores more complex ways of utilizing that craft. Students read a diverse range of published poems, but the primary focus is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 205.*

**WRIT 306 Intermediate Fiction Workshop (4)**

In the intermediate workshop, students expand their skills writing, reading, and critiquing short stories, as well as share their writing with peers in a workshop setting. The course builds upon the basics of craft learned in the Beginning Fiction Workshop and explores more complex ways of utilizing that craft. Students read a diverse range of published short stories, but the primary focus is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 206.*

**WRIT 307 Intermediate Playwriting Workshop (4)**

In the intermediate workshop, students expand their skills writing, reading, and critiquing dramatic work, as well as share their writing with peers in a workshop setting. The course builds upon the basics of craft learned in the Beginning Playwriting Workshop and explores more complex ways of utilizing that craft. Students read a diverse range of published dramatic work, but the primary focus is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 207.*

**WRIT 405 Advanced Poetry Workshop (4)**

In the advanced workshop, students focus on their capstone project, sharing that work with peers in a workshop setting. The course requires students to work with the professor to develop specific reading lists with the goal of shaping their own capstone project. The primary focus of the workshop is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 305.*

**WRIT 406 Advanced Fiction Workshop (4)**

In the advanced workshop, students focus on their capstone project, sharing that work with peers in a workshop setting. The course requires students to work with the professor to develop specific reading lists with the goal of shaping their own capstone project. The primary focus of the workshop is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 306.*

**WRIT 407 Advanced Playwriting Workshop (4)**

In the advanced workshop, students focus on their capstone project, sharing that work with peers in a workshop setting. The course requires students to work with the professor to develop specific reading lists with the goal of shaping their own capstone project. The primary focus of the workshop is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 307.*

**WRIT 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## English

English majors must plan their academic curriculum carefully with their advisor.

### Requirements for the Major in English

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select a minimum of nine courses in English (ENGL) <sup>1</sup>		36
<b>Total Semester Hours</b>		<b>36</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>2</sup>		

<sup>1</sup> All majors are expected to take ENGL 357 and ENGL 358 and at least two other courses in pre-1750 English literature. Potential or actual English majors are strongly urged to take ENGL 200. Almost all majors take the full complement of eleven courses in English.

<sup>2</sup> The exam must be taken in the final semester of enrollment. The beginning and advanced Creative Writing courses are excluded from coverage on the comprehensive examination, and they count as courses outside the major.

## Honors

At the beginning of the final semester, an English major with an average of 3.50 or better in English courses may, at the discretion of the chair, elect a course of independent study — the English Tutorial. The student must be enrolled in ENGL 452, assigned a tutor for direction, and write a major essay as a step toward departmental honors. Students enrolled in ENGL 452 who demonstrate excellence in their tutorial papers and in the written comprehensive examination are invited to take a one-hour oral examination in order to qualify for departmental honors.

## English

### Requirements for the Major in Creative Writing - Fiction Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ENGL 101	Literature and Composition	4
Select one 300-level English course focusing on literature from the period before 1800		4
Select three additional 300-level English courses		12
WRIT 206	Beginning Fiction Workshop	4
WRIT 211	Forms of Fiction	4
WRIT 306	Intermediate Fiction Workshop	4
WRIT 406	Advanced Fiction Workshop	4
Select one of the following:		4
WRIT 205	Beginning Poetry Workshop	
WRIT 207	Beginning Playwriting Workshop	
WRIT 208	Beginning Narrative Nonfiction Workshop	
Select one of the following:		4
WRIT 210	Forms of Poetry	



WRIT 215	Forms of Drama	
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
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**Additional Requirements**

A comprehensive exercise is required <sup>1</sup>

<sup>1</sup> The comprehensive exercise for Creative Writing majors includes the following: the creation of a capstone project in a specific genre, working with a faculty advisor; a formal essay placing that capstone within a larger understanding of contemporary creative writing, focusing on both form and content; and an oral presentation of the capstone.

**Honors**

A student who maintains a 3.33 grade point average in creative writing courses and earns a grade of B+ or above on the comprehensive exercise is eligible to pursue an honors project. The honors project consists of a critical thesis on some element of creative writing, looking at established works of literature through the lens of craft.

**English****Requirements for the Major in Creative Writing - Playwriting Track**

The major requires successful completion of the following:

Code	Title	Semester Hours
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**Course Requirements**

ENGL 101	Literature and Composition	4
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Select three of the following: 12

ENGL 330	The Life and Literature of Tennessee Williams	
ENGL 350	Medieval Drama and its Legacy	
ENGL 357	Shakespeare I	
ENGL 358	Shakespeare II	
ENGL 390	Modern Drama	

Select three of the following: 12

THTR 112	Elements of Performance	
THTR 114	Elements of Design	
THTR 131	Fundamentals of Acting	
THTR 221	Theatre History	
THTR 337	Writing for Solo Performance	
THTR 351	Fundamentals of Stage Direction	
WRIT 207	Beginning Playwriting Workshop	4
WRIT 215	Forms of Drama	4
WRIT 307	Intermediate Playwriting Workshop	4
WRIT 407	Advanced Playwriting Workshop	4

**Total Semester Hours** 44

Code	Title	Semester Hours
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**Additional Requirements**

A comprehensive exercise is required <sup>1</sup>

<sup>1</sup> The comprehensive exercise for Creative Writing majors in the Playwriting track includes the following: the creation of a play, working with a faculty advisor; a formal essay placing that play within a larger understanding of contemporary creative writing, focusing on both form and content; and a reading of the play with actors.

## Honors

A student who maintains a 3.33 grade point average in creative writing and theatre courses and earns a grade of B+ or above on the comprehensive exercise is eligible to pursue an honors project. The honors project consists of a critical thesis on some element of creative writing, looking at established works of literature through the lens of craft.

## English

### Requirements for the Major in Creative Writing - Poetry Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ENGL 101	Literature and Composition	4
Select one 300-level English course focusing on literature from the period before 1800		4
Select three additional 300-level English courses		12
WRIT 205	Beginning Poetry Workshop	4
WRIT 210	Forms of Poetry	4
WRIT 305	Intermediate Poetry Workshop	4
WRIT 405	Advanced Poetry Workshop	4
Select one of the following:		4
WRIT 206	Beginning Fiction Workshop	
WRIT 207	Beginning Playwriting Workshop	
WRIT 208	Beginning Narrative Nonfiction Workshop	
Select one of the following:		4
WRIT 211	Forms of Fiction	
WRIT 215	Forms of Drama	
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive exercise is required <sup>1</sup>

<sup>1</sup> The comprehensive exercise for Creative Writing majors in the Poetry track includes the following: the creation of a capstone project in a specific genre, working with a faculty advisor; a formal essay placing that capstone within a larger understanding of contemporary creative writing, focusing on both form and content; and an oral presentation of the capstone.

## Honors

A student who maintains a 3.33 grade point average in creative writing courses and earns a grade of B+ or above on the comprehensive exercise is eligible to pursue an honors project. The honors project consists of a critical thesis on some element of creative writing, looking at established works of literature through the lens of craft.

## Environmental Studies

Website: Environmental Studies (<https://new.sewanee.edu/programs-of-study/environmental-studies/>)

The expansive curriculum of the environmental studies program—including natural and social sciences as well as the humanities and fine arts—offers students multiple pathways to appreciating the ecological complexity and wonder of the earth we inhabit. The program's spread of curricular options enables majors to develop not only depth of exposure to certain fields and methodologies of study, but also cross-disciplinary breadth of understanding. This broad-gauged outlook is crucial for graduates looking to address the inherently interdisciplinary challenges of environmental study in today's world.

A major asset of the Environmental Studies program at Sewanee is the unparalleled opportunity for field study available throughout the University's 13,000-acre land-base, commonly known as "the Domain," and its "living laboratory" for inquiry. This extensive tract includes extensive woodlands, lakes, trails, caves, and bluffs that surround the central campus and encompass the residential village of Sewanee.

### Faculty

Professors: Bachman, Brown, Dale, Durig, Evans, Haskell, Knoll (Chair), Kuers, Malde, McGrath, Michael, S. Miller, Peters, Pond, Ray, Sherwood, K. Smith, Torreano, Willis, Zigler

Associate Professors: Cecala, Elrod, Levine

Assistant Professor: Carter

### Majors

The College of Arts and Sciences offers three majors focused on the environment:

- Environmental Arts and Humanities (p. 163) (offered through the Environmental Studies Program)
- Environment and Sustainability (p. 130) (offered through the Department of Earth and Environmental Systems)
- Natural Resources and the Environment (p. 137) (offered through the Department of Earth and Environmental Systems)

### Minors

The College of Arts and Sciences offers two minors focused on the environment:

- Environmental Studies (p. 131) (offered through the Department of Earth and Environmental Systems)
- Religion and Environment (p. 167) (offered through the Environmental Studies Program)

### Certificate

The certificate of curricular study in watershed science is designed for students interested in gaining a better understanding of the interactions among the physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses that focus on water resources and watershed science. In addition to hydrology, students take at least one half-course in applied watershed science, and choose additional watershed science courses from a list that contains offerings in a variety of disciplines, including biology, chemistry, forestry, geology, and environmental studies. Each student completes the certificate with the watershed science capstone course, a multidisciplinary, project oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watersheds, the relationship between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. The capstone project may be a semester project created solely for the capstone, or may begin as a watershed-related summer internship project that is further developed by the student during an academic semester.

Students who obtain the certificate will be better prepared to pursue graduate training in watershed science and other hydrologic disciplines, or to begin careers associated with watershed science and management.

Students deciding to pursue the certificate should contact one of the faculty members of the Watershed Science Certificate Organizing Committee to develop his or her study plan. The organizing committee is also available to help a student identify his or her area of emphasis and primary faculty supervisor for the ESCI 430; together the student and primary supervisor identify the second discipline and arrange to work with a faculty member in that area.

### Requirements for the Certificate in Watershed Science

The certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
ESCI 430	Watershed Science Capstone	4
FORS/GEOL 314	Hydrology (Lab)	4
Select one of the following:		2
ESCI 444	Independent Study	
FORS 260	Forest Watershed Measurements	
GEOL 315	Watershed Contaminant Hydrology	
Select 12 hours from the following:		12
BIOL 210	Ecology (Lab)	
BIOL 237	Freshwater Biology (Lab)	
ENST 217	Fundamentals of GIS	
ENST 235	Freshwater Conservation	
ENST 317	Advanced Applications of GIS	
ESCI 240	Island Ecology (Lab)	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 270	Water Resource Policy and Law	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
GEOL 303	Soils (Lab)	
<b>Total Semester Hours</b>		<b>22</b>

## Off-Campus Study

### Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Four faculty members from two departments teach in the program each spring and summer.

## Courses

### Environmental Science Courses

Courses with the ESCI designation are interdisciplinary in nature, focus on environmental sciences, and do not otherwise fit into one of Sewanee's traditional science disciplines. ESCI courses differ from Environmental Studies courses (ENST) in that the major focus is on environmental science and scientific methodology. Interdisciplinary non-science aspects of the environment, which are often central to ENST courses, play a more minor role in ESCI courses.

#### ESCI 205 Landscape Ecology (4)

#### ESCI 215 Sound, Soundscapes, and the Environment (4)

A study of sound and its roles in terrestrial and aquatic ecology, biodiversity conservation, and environmental justice. Topics include the evolution and ecology of sonic communication and soundscapes, the role of sound in the study and management of ecosystems, the origins and effects of noise pollution, and the future of Earth's sensory richness. Labs emphasize the appreciation, measurement, and analysis of sounds from the local environment. *Prerequisite: BIOL 130 or ENST 101.*

#### ESCI 240 Island Ecology (Lab) (8)

This interdisciplinary field course combines the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. *Prerequisite: Only open to students who have completed ENST 140 and been admitted to the Island Ecology program.*

#### ESCI 310 Oceanography (4)

A multi-disciplinary exploration of the ocean's diversity of dynamics, habitats, and organisms, with an emphasis on the complex processes that connect them. Foundational principles, methods and technology, and the latest progress in the marine sciences are covered. *Prerequisite: ENST 209.*

**ESCI 430 Watershed Science Capstone (4)**

Capstone course for students pursuing the watershed science certificate. A multidisciplinary, project-oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watershed, the relation between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. *Open only to seniors pursuing curricular certificates in watershed science.*

**ESCI 444 Independent Study (2 or 4)**

A supervised field or laboratory investigation of an interdisciplinary topic in environmental science. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**ESCI 450 Readings in Environmental Sciences (2)**

A course exploring and integrating themes in current and historical literature in archaeology, earth sciences, forestry, geography, spatial analysis, and watershed sciences. Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment. *Open only to seniors pursuing majors in forestry, geology, or natural resources and the environment.*

**Environmental Studies Courses****ENST 100 Walking the Land (4)**

A field-oriented geology and writing course, conducted on the Cumberland Plateau and surrounding provinces. The emphasis will be on observation of geological features, particularly geomorphology, and how these relate to other natural parts of the landscape. Historical aspects of human use of the land will also be emphasized. Extensive walking and hiking. Field journals will be part of the writing-intensive approach.

**ENST 101 Introduction to Environmental Studies (4)**

An interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. This course is required for all students who major or minor in environmental studies and should be taken before the junior year. *Open only to first-year students, sophomores, and juniors.*

**ENST 140 Readings in Island Ecology (2)**

Supervised readings and discussion in geology, hydrology, invertebrate zoology, marine zoology, maritime plant communities, and wildlife behavior as preparation for participation in the interdisciplinary summer Island Ecology program. *Prerequisite: Only open to students admitted to the Island Ecology program.*

**ENST 150 Introduction to "Nature" Writing (4)**

Students conduct experiments in nonfiction writing and critique, informed by study of the local environment and notable contemporary essays that discuss how "nature" is understood and represented. Class activities focus on literary craft, peer critique, and revision of written work. Field study provides both substance and inspiration for student writing. *Open only to first-year students and sophomores.*

**ENST 200 Introduction to Environmental Arts and Humanities (4)**

An introduction to Environmental Arts and Humanities, this course acquaints students with the diverse perspectives offered by environmental approaches in the fields of literature, history, art, art history, classical studies, music, philosophy, anthropology, and religion. Students are expected to integrate three of these perspectives in a transdisciplinary research project. *Open only to first-year students and sophomores.*

**ENST 201 Foundations of Food and Agriculture (4)**

Integrating local, regional, and global perspectives, this course outlines the history of agriculture, introduces the development of food systems and policy, and reviews the environmental impact of food production. Among topics addressed are the history of agricultural expansion in the US, the development of agriculture and food policies, interaction among agricultural markets at home as well as abroad, and sustainable agriculture. Classroom activities emphasize the involvement of multiple constituencies in identifying and articulating agricultural issues. Field opportunities include garden activities and local trips aimed at relating broader issues to how livelihoods are pursued on the Cumberland Plateau.

**ENST 205 Environmental Writing in Digital Media (4)**

An examination of the interaction between the digital revolution in writing and the environmental crisis. Readings and analysis of contemporary environmental writing in digital media are complemented by student writing and peer critique. Instruction includes both classroom and online work, with a focus on experiential investigation and critique of writing on digital platforms. *Prerequisite: ENST 101.*

**ENST 207 Introduction to Modeling for Sustainability (4)**

This course explores the role of models in addressing the challenge of sustainability. Models allow us to describe and predict the behavior of people and ecosystems, to understand complex social-ecological systems, and to make informed decisions in light of uncertainty. In this class, students explore multiple types of models and how they are applied to sustainability topics through peer reviewed literature. Students learn to use multiple mental models to better understand complex systems, and are introduced to quantitative modeling in the programming platform R.

**ENST 209 Ecosystems of the Ocean (4)**

As an introduction to the geologic, physical, chemical, and biological processes of the world's ocean, this course emphasizes its complex relationships with human cultures. Students in this course engage with a mix of readings from scientific journals, textbooks, and classic literature while conducting their own scientific reviews to pursue questions at the frontiers of ocean sciences.

**ENST 211 Sustainability and Global Environmental Change Seminar (2)**

This seminar-style course exposes students to literature on a variety of issues related to climate change and other examples of our dynamic global environment including natural resource use and natural hazards. *Prerequisite: Only open to students who have been admitted to the Global Environmental Change Field Studies Program.*

**ENST 212 Sustainability and Global Environmental Change Field Studies (2)**

This course is an interdisciplinary field immersion into a selected location that provides tangible experience of the concepts introduced in ENST 211. Students travel throughout the field site, exploring real-world examples of sustainability efforts in the context of our changing global environment. Concepts of sustainability, climate change, natural resource use, and natural hazards will be explored in the field context. Field sites may change from year to year. *Prerequisite: Only open to students who have been admitted to the Global Environmental Change Field Studies Program.*

**ENST 217 Fundamentals of GIS (4)**

An introduction to the basic concepts and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Laboratory exercises and projects focus on applications of GIS in understanding and managing the environment. Laboratory course.

**ENST 230 Native Americans and Land Use (4)**

An introduction to the past and current distribution of Native American tribes in the Americas, with a particular emphasis on North America. This course will focus on the current literature regarding past land use as well as the hunting practices of the various tribes and how those practices have changed today.

**ENST 235 Freshwater Conservation (4)**

A survey of existing and emerging threats to wetland ecosystems and the consequences for animal and human populations. This course discusses causes, consequences, and solutions for issues of international and local concern based on an understanding of freshwater ecology and function. Also considers multiple perspectives on water use and attempts to reconcile these differences so as to identify and publicize potential conservation solutions. *Prerequisite: BIOL 130 or ENST 101 or FORS 121.*

**ENST 241 Sustain Leaders Seminar I (2)**

In the first of two seminars for Sustain Leaders, students prepare for the Sustain Leaders program by developing their chosen projects and practicing the skills necessary to serve as effective, principled leaders in sustainability. Discussion focuses on topics related to student projects in the context of the current sustainability environment with an emphasis on real-world developments, issues, and outcomes. The course also examines leading best practices and leadership strategies in the field of sustainability. Students will practice effective planning, project management, and presentation skills as well as verbal and written communication skills through independent and collaborative work on their projects. *Prerequisite: Only open to students admitted to the Office of Environmental Stewardship and Sustainability's Sustain Leaders Program.*

**ENST 242 Sustain Leaders Seminar II (2)**

This seminar is designed to complement ENST 241. Students will continue the development and finalization of proposed projects that were initiated in ENST 241 and continue exploring sustainability studies topics related to project development. *Prerequisite: ENST 241.*

**ENST 250 Environmental and Biological Non-Fiction (4)**

An examination of contemporary intersections among literature, journalism, biological science, and the study of the environment, supplemented by readings of nineteenth- and twentieth-century antecedents. Assignments allow students to develop their own writing abilities in these areas. Consideration is also given to the relationships among non-fiction, fiction, and other forms of creative expression.

**ENST 252 Writing for the Earth Sciences (4)**

Science doesn't exist in a bubble! This course aims to make students more comfortable writing about scientific topics for a wide range of target audiences. Topics will include: the anatomy of a scientific paper, understanding peer review, the effective use of statistics and visual aids, writing at the intersection of science and policy, effective scientific outreach and its impact on scientific literacy, communication in the digital age, and effectively describing research experiences in the context of applying to jobs and/or graduate programs.

**ENST 263 Photography for Environmental and Social Impact (4)**

This course explores the ways in which environmental and social issues influence the economic, political, and cultural aspects of communities. Through interdisciplinary approaches with photography, students consider how an understanding of environmental and social relationships can lead to resilient, innovative communities and to community-based action. *Prerequisite or Corequisite: ART 263 or ART 363.*



**ENST 304 Community Development and Place in Rural Appalachia (4)**

Focusing on the rural counties of the Cumberland Plateau near Sewanee, this course explores environmental, cultural, historical, and political narratives that define the people and places of rural Appalachia. Economic and community development are examined not only through the literature on these topics but also through hands-on, applied learning in partnership with local communities, organizations, institutions, and leaders.

**ENST 305 Ecological Integrity in Agriculture (4)**

This course develops a critique of problems and solutions relating to agricultural technology, policy, and practice with a specific focus on ecology and ecological integrity. The course begins with a brief survey of agricultural history, through the era of modern food systems, with emphasis on the development of industrial agriculture. After evaluating the environmental impact of modern agriculture, the course addresses the foundations of sustainability, with specific reference to the ecology of sustainable agriculture. Field opportunities are provided for students to interact with local producers on their farms and to engage directly the ecological processes involved in food production on the Domain. *Prerequisite: BIOL 130.*

**ENST 306 Ecosystem Services (4)**

This course explores the myriad benefits that people derive from nature from an interdisciplinary perspective drawing on the natural and social sciences. In this course, students learn about the theory and measurement of ecosystem services through the peer-reviewed literature. Students will apply theory and skills in ecosystem service quantification to an engagement project with a community partner. *Prerequisite: BIOL 130 or ENST 101 or ECON 101 or PHIL 230.*

**ENST 317 Advanced Applications of GIS (4)**

This course uses spatial analysis methods for environmental analysis and management. Topics include remote sensing and image analysis, surface analysis, spatial statistics, internet mapping, visualization of geographic data, and other advanced GIS methods. *Prerequisite: ENST 217.*

**ENST 320 Environment and Sustainability Colloquium (4)**

This required course for junior environment and sustainability majors addresses some topical themes from an interdisciplinary perspective and with focus on the connections between science and policy. Colloquium themes vary from year to year, and students present relevant research articles and lead discussions with emphasis on developing skill in public speaking. Students also work with course instructors and faculty mentor(s) to propose a research project to be completed as part of their senior environment and sustainability capstone. *Open only to juniors pursuing majors in environment and sustainability. Prerequisite: ENST 101 and completion of the foundational science requirement in major.*

**ENST 325 Environmental Arts and Humanities Seminar (4)**

Required for junior Environmental Arts and Humanities majors, this course introduces students to noteworthy contemporary works in the fields of environmental arts and humanities, with a special emphasis on interdisciplinary sources. Students work on in-depth projects of their own in collaboration with environmental arts and humanities faculty, complete a proposal for their senior capstone project, and engage in substantive peer evaluation and critique. *Open only to juniors pursuing majors in Environmental Arts and Humanities. Prerequisite: ENST 101.*

**ENST 334 Environmental Policy and Law (4)**

This course combines the study of public policy with the study of major environmental problems. Students will explore public policy concepts and the instruments used in environmental regulation. Topics will include air and water quality issues hazardous waste and risk management, natural resources and biological diversity. The course will also discuss the impact of environmental groups and citizen activism on this highly complex area of public policy. *Not open for credit to students who have completed POLS 334. Prerequisite: ENST 101 or ENST 200.*

**ENST 336 Environmental Land-Use Policy (4)**

This course examines the complex systems and values influencing land-use decision-making in both rural and urban settings throughout the U.S. and abroad. Students learn how government agencies and local citizens often conflict in their attitudes and values regarding the costs and benefits of growth and development. Particular attention is paid to forest conversion issues on the South Cumberland Plateau. Students attend local planning sessions and meetings with local officials. *Prerequisite: ENST 101 or ENST 200.*

**ENST 350 "Nature" Writing (4)**

An exploration of the literature of "nature." Students interrogate ideas of nature and investigate literary responses to these ideas. Readings for the class include works from multiple cultural perspectives, including texts by writers for whom the idea of nature is alien or oppressive.

**ENST 351 Field Studies in "Nature" Writing (4)**

Students conduct experiments in writing and critique, informed by contemplative engagement with the community of life on the University's land. *Prerequisite: ENST 350.*

**ENST 399 Special Topics (4)**

A seminar on a topic related to environmental studies. This course may be repeated for credit when the topic differs.



**ENST 400 Environmental Arts and Humanities Capstone (4)**

A capstone experience for Environmental Arts and Humanities majors. An examination of selected environmental issues from a variety of perspectives in the natural and social sciences and humanities. Special emphasis on student research on the Domain and in the region. *Open only to seniors pursuing majors in environmental arts and humanities.*

**ENST 421 Environment and Sustainability Capstone (4)**

This course provides a capstone experience for the Environment and Sustainability major. Major components include independent student research projects and an examination of selected environmental issues from a variety of perspectives in the natural and social sciences. *Open only to seniors pursuing majors in environment and sustainability. Prerequisite: ENST 320.*

**ENST 431 Practicum in Religion and Environment (2)**

This course, which calls for involvement in some faith-based or otherwise engaged form of appropriate activity or service, offers students a capstone opportunity to examine their spiritual experiences and religious beliefs in the context of active engagement with environmental issues in a variety of ways. Reflection on the engagement experience, expressed both in written form and through oral presentation, is required. *Open only to juniors or seniors pursuing minors in religion and the environment. Prerequisite: Instructor prerequisite override required.*

**ENST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: Instructor prerequisite override required.*

## Environmental Studies

This major examines environmental issues by integrating the diverse perspectives offered by anthropology, history, literature, philosophy, religion, and visual studies. While encouraging students to pursue their own specific interests within environmental arts and the humanities, the major includes three interrelated components of common study. First, it offers an interdisciplinary grounding in environmental science and policy. Second, it examines how the areas of environmental arts and humanities inform and are informed by the perspectives of environmental science and policy. Finally, as the defining core of the major, students explore how the arts and humanities enrich our understanding of humanity's complex, evolving relation to the world we inhabit and inform our responses to the many dimensions of environmental issues.

### Requirements for the Major in Environmental Arts and Humanities

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
ENST 101	Introduction to Environmental Studies	4
ENST 200	Introduction to Environmental Arts and Humanities	4
ENST 400	Environmental Arts and Humanities Capstone	4
<b>Select five courses from the following three themed categories: <sup>2</sup></b>		<b>20</b>
Select at least one course related to culture and history from the following: <sup>2</sup>		
ANTH 298	Ecological Anthropology	
ANTH 318	North American Archaeology	
ANTH 371	The Anthropology of Water	
ARCH 330	Environmental Archaeology	
ARTH 105	The Arts of Asia	
ARTH 306	Art and Disaster in Modern and Contemporary Japan	
ARTH 338	British Art	
EDUC 205	Introduction to Environmental Education	
ENGL 320	Poetry, Nature, and Contemplation	
ENGL 370	British Romanticism: the Early 19th Century	
ENGL 392	Modern American Fiction	
ENGL 396	American Environmental Literature	
ENST 100	Walking the Land	
ENST 150	Introduction to "Nature" Writing	
ENST 205	Environmental Writing in Digital Media	
ENST 230	Native Americans and Land Use	
ENST 250	Environmental and Biological Non-Fiction	
ENST 350	"Nature" Writing	

ENST 351	Field Studies in "Nature" Writing	
HIST 229	The Many Faces of Sewanee	
HIST 283	Environmental History	
HIST 330	History of Southern Appalachia	
HIST 421	The History of Sustainability and Sustainable Development	
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	
SPAN 390	Latin American Literature and the Environment	
WRIT 208	Beginning Narrative Nonfiction Workshop	
Select at least one course related to religion and values from the following: <sup>2</sup>		
ANTH 312	Place, Ritual, and Belief	
ARTH 305	Sacred Arts of Japan	
ARTH 309	Sacred Arts of China	
PHIL 230	Environmental Ethics	
RELG 135	Ethics and the Anthropocene	
RELG 305	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 353	Greening Buddhism	
Select up to three courses related to the arts, landscape, and design from the following: <sup>2</sup>		
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 263	Intermediate Documentary Projects in Photography	
ART 282	Sustainable Structures	
ART 285	Modeling and Casting in Contemporary Sculpture	
ART 343	Advanced Seminar in the Production of Video and the Moving Image	
ART 363	Advanced Documentary Projects in Photography	
ART 381	Advanced Studio Seminar in Sculpture	
MUSC 245	Music of the Birds and Bees: Music and Nature	
Select one course related to environmental policy from the following:		4
ARCH 332	Archaeological Resource Management and Policy	
ECON 335	Environmental Economics	
ENST 201	Foundations of Food and Agriculture	
ENST 235	Freshwater Conservation	
ENST 304	Community Development and Place in Rural Appalachia	
ENST 305	Ecological Integrity in Agriculture	
ENST 306	Ecosystem Services	
ENST 336	Environmental Land-Use Policy	
FORS 270	Water Resource Policy and Law	
POLS 248	China's Environmental Crisis	
POLS 313	Environmental Politics and Policy	
Select one course related to the life sciences from the following: <sup>3</sup>		4
BIOL 115	Conservation Biology	
BIOL 130	Field Investigations in Biology (Field-Based)	
BIOL 220	Reading the Landscape (Lab)	
BIOL 222	Advanced Conservation Biology (Lab)	
BIOL 232	Human Health and the Environment (Lab)	
ENST 209	Ecosystems of the Ocean	
FORS 121	Introduction to Forestry (Lab)	
Select one course related to physical science from the following: <sup>3</sup>		4
CHEM 100	Foundations of Chemistry	
CHEM 112	Chemistry of Art and Artifacts	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
GEOL 121	Physical Geology (Lab)	

GEOL 235	Earth Systems and Climate Change
PHYS 106	Foundations of Global Warming
<b>Total Semester Hours</b>	<b>44</b>

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination

- <sup>1</sup> ENST 217 is strongly recommended as an elective outside the major.
- <sup>2</sup> At least one of the five courses from three themed categories must be in culture and history, at least one must be in religion and values, and no more than three courses may be selected from any one theme.
- <sup>3</sup> One of the life or physical science courses must be either a field-based or laboratory course, i.e. one of the following is required: BIOL 130, BIOL 220, BIOL 222, BIOL 232, CHEM 120, CHEM 150, FORS 121, or GEOL 121.

## Environmental Studies

### Requirements for the Minor in Environmental Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
ENST 101	Introduction to Environmental Studies	4
Select two of the following humanities/social science courses:		8
ANTH 285	Anthropology and Environmental Justice	
ANTH 298	Ecological Anthropology	
ANTH 312	Place, Ritual, and Belief	
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 318	North American Archaeology	
ANTH 357	Field School in Archaeology	
ARCH 330	Environmental Archaeology	
ARCH 332	Archaeological Resource Management and Policy	
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 282	Sustainable Structures	
ECON 335	Environmental Economics	
EDUC 205	Introduction to Environmental Education	
ENGL 320	Poetry, Nature, and Contemplation	
ENGL 396	American Environmental Literature	
ENST 100	Walking the Land	
ENST 101	Introduction to Environmental Studies	
ENST 140	Readings in Island Ecology	
ENST 200	Introduction to Environmental Arts and Humanities	
ENST 201	Foundations of Food and Agriculture	
ENST 211	Sustainability and Global Environmental Change Seminar	
ENST 212	Sustainability and Global Environmental Change Field Studies	
ENST 217	Fundamentals of GIS	
ENST 230	Native Americans and Land Use	
ENST 306	Ecosystem Services	
ENST 317	Advanced Applications of GIS	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
ENST 400	Environmental Arts and Humanities Capstone	
ENST 444	Independent Study	
FORS 270	Water Resource Policy and Law	

HIST 283	Environmental History
HIST 330	History of Southern Appalachia
MUSC 245	Music of the Birds and Bees: Music and Nature
PHIL 230	Environmental Ethics
POLS 260	Political Theory of the Environment
POLS 382	International Environmental Policy
RELG 305	Religion and Animals
RELG 307	Religious Environmentalism
RELG 341	Religion and Ecology
RELG 353	Greening Buddhism
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR
SAST 325	Food, Agriculture, and Social Justice in Southern Appalachia and Beyond
SPAN 390	Latin American Literature and the Environment
Select two of the following natural science courses:	
BIOL 130	Field Investigations in Biology
BIOL 200	Entomology
BIOL 201	Ornithology (Lab)
BIOL 206	Plant Ecology (Lab)
BIOL 209	Advanced Conservation Biology
BIOL 210	Ecology (Lab)
BIOL 211	Biodiversity: Pattern and Process (Lab)
BIOL 221	Environmental Physiology of Plants (Lab)
BIOL 232	Human Health and the Environment (Lab)
BIOL 241	Rainforests and Coral Reefs
BIOL 260	Cave Biology
BIOL 306	Agroecology and Sustainable Food Systems (Lab)
BIOL 310	Plant Evolution and Systematics (Lab)
BIOL 340	Microbiology (Lab)
ENST 235	Freshwater Conservation
ENST 305	Ecological Integrity in Agriculture
ESCI 240	Island Ecology (Lab)
FORS 121	Introduction to Forestry (Lab)
FORS 204	Forest Wildlife Management
FORS 211	Dendrology (Lab)
FORS 212	Tropical Forest Ecology and Management
FORS 215	Fisheries Ecology and Management (Lab)
FORS 230	Urban Forest Management
FORS 250	Forests: Food, Medicine, and More
FORS 262	Forest and Watershed Restoration (Lab)
FORS 303	Soils (Lab)
FORS 305	Forest Ecology (Lab)
FORS 312	Silviculture
FORS 314	Hydrology (Lab)
FORS 319	Natural Resource Management and Decisions
GEOL 121	Physical Geology (Lab)
GEOL 222	Historical Geology (Lab)
GEOL 230	Paleoecology
GEOL 235	Earth Systems and Climate Change
GEOL 303	Soils (Lab)
GEOL 305	Economic Geological Resources (Lab)
GEOL 314	Hydrology (Lab)

Select one additional course from the previous two lists

4

**Total Semester Hours**

24

## Environmental Studies

The ways we interact with the natural world reflect the deep-seated values of the society to which we belong and the experiences of nature we have as individuals. Religion, and the spiritual experiences of individuals that inform religious thought, provide profound insights into how we perceive the world around us and guidance as to how to interact with it. The minor in religion and environment encourages students to integrate religious insights and spiritual experience with the natural and social sciences to better understand how religion and the natural world affect one another. Accordingly, the minor includes coursework in natural and social environmental science along with coursework in religion. Because the minor encourages students to reflect on their own spiritual experience and beliefs as they relate to the environment, it culminates in a capstone experiential course involving environmentally-related service or action along with reflection on the meaning of that engagement.

The minor is offered by interdisciplinary faculty in conjunction with the environmental studies program and the Center for Religion and Environment and is administered by the Center's director.

### Requirements for the Minor in Religion and Environment

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ENST 101	Introduction to Environmental Studies	4
ENST 431	Practicum in Religion and Environment	2
PHIL 230	Environmental Ethics	4
Select two of the following:		6-8
CEMT 561	Climate Ethics	
RELG 135	Ethics and the Anthropocene	
RELG 305	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Greening Buddhism	
THEO 552	God and Nature	
THEO 560	Creation, Evolution, and God (three semester hours)	
THEO 561	Readings in Teilhard de Chardin	
Select one of the following:		4
ARCH 332	Archaeological Resource Management and Policy	
BIOL 105	Biology and People	
BIOL 130	Field Investigations in Biology (Field-Based)	
CHEM 120	General Chemistry (Lab)	
ECON 335	Environmental Economics	
ENST 201	Foundations of Food and Agriculture	
ENST 209	Ecosystems of the Ocean	
ENST 211	Sustainability and Global Environmental Change Seminar ((ENST 211 and 212 together satisfy this requirement))	
ENST 212	Sustainability and Global Environmental Change Field Studies (ENST 211 and 212 together satisfy this requirement))	
ENST 235	Freshwater Conservation	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
FORS 121	Introduction to Forestry (Lab)	
FORS 270	Water Resource Policy and Law	
GEOL 121	Physical Geology (Lab)	
GEOL 235	Earth Systems and Climate Change	

PHYS 106	Foundations of Global Warming
POLS 313	Environmental Politics and Policy
<hr/>	
<b>Total Semester Hours</b>	<b>20-22</b>

## First-Year Program

Website: First-Year Program (<https://new.sewanee.edu/programs-of-study/finding-your-place/>)

As part of its general education curriculum, the University of the South encourages first-year students to gain exposure to a wide variety of course offerings, made available to them through an expansive range of academic departments and interdisciplinary programs.

### Faculty

Professors: Bachman, Malde, McGrath, Register, Sherwood

Associate Professor: J. Thompson

### Courses

#### First-Year Program Courses

##### **FYRP 101 First-Year Seminar: Creating Place (4)**

This course considers both how natural chemical processes shape our surroundings and how place is created by the intentional manipulation of matter to create objects of everyday use as well as of symbolic, cultural, or artistic importance. While developing an understanding of place-making broadly, the course focuses on both nature's creation of place and the role of art and cultural materials in defining place. Field trips and plenary lectures allow students to explore the local and regional context of place formation, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

##### **FYRP 102 First-Year Seminar: Place, Memory, and Preserving Tradition (4)**

This course examines the history of German-speaking communities in the area, including what brought the communities here, what elements of the "home" culture were maintained, and how memories and connections have been preserved across generations. Students engage these communities through historical records and through conversation with community members, while also reflecting on practices of cultural preservation as a form of identity and means of place-making. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

##### **FYRP 103 First-Year Seminar: Photography of What is Not Seen (4)**

This course considers ways in which photography relays experience and shapes our understanding of place. Photography can both enhance and reduce experiences of time, space, and place. The course considers how photography touches on the human condition and how the photographer attends and is sensitive to the subject/object relationship. This course explores what is seen and not seen when making and looking at a photograph. In the process, fundamental relationships are identified between photographic expression and a sense of place. Through a close study of place in its numerous meanings, the course transits from what it means to be a consumer of the lens-image to being a producer of a photograph and how image and place write and rewrite each other. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

##### **FYRP 104 First-Year Seminar: The Ecology of Place (4)**

This course explores how the natural environment has influenced human interactions, past and present, and how these interactions have shaped ecosystems on the Cumberland Plateau as well as the economy, culture, and health of communities in this region. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

##### **FYRP 105 First-Year Seminar: Mountain Music Up and Down Sewanee Mountain (4)**

The music of Sewanee, the surrounding Plateau, and the Southern Appalachians resounds with the interplay of locals and outsiders. In the songs heard here--from bluegrass to traditional ballads, from shape-note hymns to string bands--musicians incorporate far-flung styles while cultivating local traditions. In the words of a well-known video featuring this music, no matter where the musicians get their start, eventually they come "Down from the Mountain." In this course students listen to, study, and interact with these musicians and their music. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

##### **FYRP 106 First-Year Seminar: Walking in Place (4)**

Class readings, journal work, and discussions are based on the canon of literature on walking and environmental awareness. Authors include John Muir, Wendell Berry, Edward Abbey, Colin Fletcher, and Mary Oliver. Extensive walking and regular visits to a place of contemplation are required. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*



**FYRP 107 First-Year Seminar: Founded to Make Men--a History of Sewanee Manhood (4)**

An examination of the history of the ideal of the "Sewanee man," which shaped the social, academic, religious, and athletic life of the young men educated here through the University's first century. The course explores how key places, rituals, and institutions molded the ideal's meaning. It emphasizes the importance of persons excluded from the category--women, African Americans, and local mountain population--in maintaining and challenging the "manhood" ideal. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 108 First-Year Seminar: Water is Life (4)**

Place is defined in many ways, perhaps most of all by geography. The physical features of a place--its geology, hydrology, and biota--influence the social and cultural activities of human life superimposed on the landscape. This course examines geographical features on Sewanee's Domain and further afield to see what lessons they can teach us about the earth and about ourselves. Field trips and plenary lectures allow students to explore the region, engage in the practice of reading a landscape, and synthesize knowledge across disciplines. Independent projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

**FYRP 109 First-Year Seminar: Land and Life (4)**

Place is defined in many ways, perhaps most of all by geography. The physical features of a place--its geology, hydrology, and biota--influence the social and cultural activities of human life superimposed on the landscape. This course examines geographical features on Sewanee's Domain and further afield to see what lessons they can teach us about the earth and about ourselves. Field trips and plenary lectures allow students to explore the region, engage in the practice of reading a landscape, and synthesize knowledge across disciplines. Independent projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

**FYRP 110 First-Year Seminar: Clothing, Textiles, and the Identity of Place (4)**

Clothing and textiles are not only a necessary part of everyday life but also physical artifacts that communicate meaning, belonging, and tradition within the cultures that create them. Sewanee and the surrounding area is uniquely suited to explore this aspect of material culture through clothing ranging from present-day vestments, robes, and class dress to the Klan robes, Confederate uniforms, and Cherokee "tear" dresses of the past. The course also examines current usage and manufacture of clothing in the local community as well as the impact of textile waste. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

**FYRP 111 First-Year Seminar: "Your Place or Mine?" The Tension of Place in Narrative and Story-telling (4)**

This course examines the many aspects of "place" revealed by the stories told about it. The readings illustrate disparate views of those born and those who choose to move into an environment. Students learn how stories shape and expose the culture of place through images of the land, language, and common legends and analyze the tensions evoked by different cultures living in close proximity. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Journal response and revision lets students integrate their own narratives into the story of this place. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 112 First-Year Seminar: A Landscape for Memory (4)**

This course pursues a deeper understanding of the ways human action and the natural environment have shaped and been shaped by one another. Students explore the area's background, current status, and ongoing possibilities, from the deep time of geology to the era of human history and prospects for future development. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 113 First-Year Seminar: Practicing Place (4)**

What do rituals do in relation to space and relationships? How do people map out their territory through ritual and what can we understand of those maps? Students examine place-making rituals at nearby Buddhist temples such as alms-rounds and circumambulation and analyze the rituals they experience at Sewanee that sacralize places here--from signing the Honor Code to walking the Perimeter Trail. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 114 First-Year Seminar: The Psychology of People in Places (4)**

Places are powerful, not just for where they exist, but for how they impact our mental processes and behavior. This course examines how psychology is embedded in places like Sewanee, at once dynamically interacting with and creating norms, histories, cultures, environments, educational practices, and social groups. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 115 First-Year Seminar: Here and There, Now and Then (4)**

This course considers Sewanee in the twenty-first century in light of ancient texts about place and placelessness, especially Virgil's Aeneid. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 116 First-Year Seminar: Making a Place for Literary Imagination (4)**

In this course students reflect on forms of literary expression—stories, poems, and nonfictional accounts—that most vividly color and capture humanity's sense of place. How we imagine and write about sites that matter to us not only records them but truly helps to create them—as storied places, not just spaces on the map. Reading will focus on American texts, those evocative of scenes close to home in Sewanee as well as farther away. *Open only to new first-year students.*

**FYRP 117 First-Year Seminar: Community Narratives of the South Cumberland Plateau (4)**

This course introduces students to people, places, and events that helped shape the history, culture, and environment of the South Cumberland Plateau. Students explore multiple cultural, historical, and political narratives that tell the story of the region. Particular emphasis is placed on the role of historical and current land-use in shaping local environmental attitudes and perceptions. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. This course is not repeatable for credit. *Open only to new first-year students.*

**FYRP 118 First Year Seminar: Memory, History, and Story - Site Specific Devised Performance (4)**

Students in this class explore the histories, stories, and sites of the South Cumberland Plateau, University Domain and surrounding areas in order to create devised, site-specific performances. Devised performance techniques in this course use collaboration—from performers, designers, and researchers to create the performance outline/script- and locations that are specific to the telling of the stories selected by the students. The course culminates with a performance of the material created by students. *Open only to new first-year students.*

**FYRP 119 First-Year Seminar: Building Place—The Architecture and Art of Sewanee (4)**

The campus of The University of the South has a distinctive style. Its appearance is the result of accident as well as deliberate planning and place-making, and the meaning of that appearance is slippery. This course examines the art and architecture of Sewanee in order to consider how architecture and art objects produced, collected, and displayed on campus have been used to shape understanding of our community and this place. Field trips and plenary lectures allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. Capstone projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

**FYRP 120 First-Year Seminar: The Local Place and the Forces of Globalization (4)**

This course explores forces of globalization to understand the complexities of local place. It examines how this place is influenced by trade, migration, health issues, environmental pressures, human rights, and the global rise of populism. Field trips to international businesses, groups addressing global health, and human rights organizations will illustrate how the geographic and political borders of place are relatively porous and the identities of people within those places are shaped by local and global forces. Journals, student-led discussions, and a capstone project provide the opportunity to link readings on globalization and place to observations and investigations about the local community. *Open only to new first-year students.*

**FYRP 121 First-Year Seminar: Medieval Sewanee (4)**

An exploration of Sewanee's medieval roots, as well as its "medieval" present, from the way it builds its buildings to the way it manages its forests and its noble "domain." Students will experience various forms of medieval culture, including Old English riddles, Gothic cathedrals and French romances, and explore the way that Sewanee continues the millennium-long tradition of university education. Students will examine texts in our archives, works of art in local museums, and even Sewanee's pre-modern history on its domain. *Open only to new first-year students.*

**FYRP 122 First-Year Seminar: Anthropologies of Place (4)**

Explores cross-cultural similarities in imagining "place," from the Indigenous Australian Dreamtime to the Irish Dindshenchas and Native American place-naming. This course examines patterns in how people "story" their local environments around the globe, designating some landscapes, mountains, trees, and waterholes as the dwellings of supernatural powers and others as dangerous thresholds to good and bad "other worlds." Students examine how beliefs about place foster specific behaviors and understandings of identity, kinship, and religion, and how cross-cultural similarities in these understandings might offer lessons in socio-ecological resilience and environmental stewardship as the human population approaches 8 billion. Field trips, plenary lectures, and capstone projects allow students to explore the region, engage in the practice of place-making, and synthesize knowledge across disciplines. *Open only to new first-year students.*

**FYRP 123 First-Year Seminar: The Stories We Share: An Exploration of Place-Based Storytelling (4)**

How does place shape our personal stories and the stories we tell? Through readings from dramatic literature we will explore how place helps shape both personal and fictional narratives and the way specific places are defined and perceived. We will investigate and challenge the assumptions made about the South as we envision our role in the evolution of modern Southern identity. Using personal interviews and story-circles we will engage with community members to learn how immigrant culture, history, and geography have shaped their personal and political narratives. Through guided writing exercises, students will create their own personal narratives as well as narratives based on interviews and local exploration. The course will culminate in a devised theatre piece, performed by students, that incorporates the personal and the fictional while reflecting on the discoveries made about ourselves and others. *Open only to new first-year students.*

**FYRP 124 First-Year Seminar: The Mythology of Place on Stage and Screen (4)**

This course investigates how plays and films have portrayed our region's history. The course will include visits to a variety of nearby locations, followed by an examination of how actual events have been converted into dramatic narratives. Students will consider how plays and films can distort history, and at the mythology of the Cumberland Plateau, Tennessee and the South as a whole. Members of the class will also create short performance pieces as a way of wrestling with these questions. *Open only to new first-year students.*

**FYRP 125 First-Year Seminar: The Idea of Home: Ecology, Economics, and Nativity (4)**

In this course, students use the concept of "home" as a lens for seeing the connections between landscape, ecology, economy, history, and notions of human meaning. In a home, all these lines converge and materialize as property, shelter, family, lifestyle, and neighborhood. At once geographical and ideological, home is where our preconceptions and desires meet the realities of a landscape, where human ambition and nature mingle and entwine. This field- and service-based class uses southern Appalachian life as a case study of the rich – but often unnoticed -- conversation between landscape and culture. *Open only to new first-year students.*

**FYRP 126 First-Year Seminar: Community Health: Global and Local (4)**

Health care access is necessary for human flourishing. This course examines the underlying moral and sociological frameworks on health, access to health care, and the extra-clinical social determinants of health. Alternative national approaches to these topics are examined alongside an introduction to local methods. The course proceeds by integrating philosophy and sociological readings with dialogue with local health care providers. Field trips and plenary lectures allow students to explore the region and synthesize knowledge across disciplines. Capstone projects provide support of local communities and development of the students' sense of social responsibility and civic efficacy. *Open only to new first-year students.*

**FYRP 127 First-Year Seminar: Reimagination and Regeneration of Place (4)**

This course investigates the concept of a thriving living landscape - both natural and social – in which students will explore systems of agriculture, ecosystems, and human communities through a regenerative lens. Regeneration involves not simply looking forward, but an understanding of our past and its consequences, a process of renewal, restoration, and growth. Emphasis will be placed on our approaches and practices of agriculture, ecosystem and species management, and student/institutional social engagement. Field trips, plenary lectures, and service-based activities will engage students in an experiential understanding of the topics. Independent projects provide opportunities for in-depth exploration. *Open only to new first-year students.*

**FYRP 128 First-Year Seminar: Community-Based Philanthropy (4)**

Today "Big Philanthropy" has an outside influence on American life, on institutions, and on community growth and development. This course introduces students to an alternative—"Community Philanthropy"—in which local people, supported by outside donors, identify and define the projects and organizations that build a resilient community. Students will explore multiple strands of American philanthropy, and they will gain first-hand knowledge of a rural mountain community, its challenges, and the ways in which it can move toward flourishing in a collaborative way. Students will participate in a grant program that contributes \$30,000 to community non-profit organizations. *Open only to new first-year students.*

## French and French Studies

Website: French and French Studies (<https://new.sewanee.edu/programs-of-study/french-and-french-studies/>)

The Department of French and French Studies offers students exceptional opportunities to study and experience some of the rich literature and culture of the French-speaking world. It also participates in interdisciplinary programs such as art and art history, international and global studies, film studies, and women's and gender studies.

### Placement

Students who have taken French at the secondary-school level must take the departmental placement examination. Those who wish to enroll at a level beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course. The sequence of courses designed for Sewanee students who choose to meet their language requirement in French is designed to develop an operative level of oral and written proficiency, as well as the capability to read and critically react to important works in French.

For those wishing to go beyond the required sequence in French, the department sponsors both a major and a minor in French and French studies.

### French House

All majors (and minors where possible) are expected to live in the French house for at least one semester; application forms are available in the department. The French house also serves as the major site for most Cercle Français activity; majors and minors are likewise expected to participate in the Cercle's cultural program and to regularly attend the weekly Table Française.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

### Faculty

Professors: Glacet, Mills (Chair)

Associate Professor: Rung

Assistant Professor: Ledford

### Major

The major in French and French Studies is an interdisciplinary program which examines the language, literature, history, culture, and society of France and of other Francophone countries.

### Requirements for the Major in French and French Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
FREN 313	Writing and Speaking French	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 435	Senior Seminar <sup>I</sup>	4
Select at least three of the following:		12
FREN 401	Early French Literature	
FREN 403	The Seventeenth Century	

FREN 405	The Eighteenth Century	
FREN 407	Coupling and Creativity in the 19th Century	
FREN 409	Contemporary Literature	
FREN 415	The History of French Cinema	
FREN 416	From the Household to the Department Store: Reimagining Economy	
FREN 417	Topics of the French-Speaking World (may be retaken for credit when the topic is different)	
Select at least two additional related courses from a semester program in a French-speaking country <sup>2</sup>		8
<b>Total Semester Hours</b>		<b>32</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

- <sup>1</sup> During their final semester, senior French and French Studies majors participate in the FREN 435 seminar where they research a French and French Studies topic of their choosing and complete a sustained piece of writing on the subject in French.
- <sup>2</sup> Majors must study in a French-speaking country for at least a semester, preferably via the fall semester Sewanee in Paris Program (SIPP). In exceptional cases, the department is willing to offer one of the following two alternatives in fulfilling the study-abroad requirement: study abroad program for a summer (5 to 6 weeks, 2 course credits) approved by the department and one additional 400-level course taken in the department; or without any study abroad, two additional 400-level courses taken in the department. If a student doesn't study abroad, he or she must also offer in writing a satisfactory reason explaining the impossibility of studying in a French-speaking country.

## Honors

Majors in French and French Studies may obtain honors by achieving a 3.50 departmental GPA. Only courses required for the major, including courses taken during the last semester of their senior year, will count toward the departmental GPA.

## Minor

### Requirements for the Minor in French and French Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
FREN 313	Writing and Speaking French	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
Select one 400-level course in French and French studies (FREN)		4
Select two related courses taken abroad <sup>1</sup>		4-8
<b>Total Semester Hours</b>		<b>16-20</b>

- <sup>1</sup> Minors are strongly encouraged to participate in a semester or summer-abroad program in a French-speaking country where at least two related courses might be taken and where they would gain the linguistic confidence to do well in their chosen 400-level course in the department. The alternative to studying abroad is to take one additional 400-level course in the department.

## Off-Campus Study

### Sewanee Semester in Paris

The Sewanee Semester in Paris applies place-based learning abroad, using the City of Light as a rich field laboratory, thereby enabling on-site examination of that which can only be approached textually and via images and film on this side of the Atlantic. Classes meet at the center of our partnering institution, APA (Academic Programs Abroad), with instruction offered by a Sewanee faculty member and APA's excellent teaching staff. The program will include two weekend trips, one to Burgundy and one to Mont Saint-Michel and Brittany, multiple one-day or afternoon excursions in and around Paris, and weekly cultural opportunities to attend plays, concerts, and dance performances in some of Paris's great performing arts centers. The program consists of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
FREN 322	Langue, Littérature, Culture in Nantes	4
FREN 323	Advanced French Language and Oral Expression	4
FREN 324	Contemporary France	4
FREN 325	19th Century French Painting and Sculpture	4
<b>Total Semester Hours</b>		<b>16</b>

## Courses

### French Courses

#### FREN 103 Elementary French I (4)

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: Placement.*

#### FREN 104 Elementary French II (4)

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: FREN 103 or placement.*

#### FREN 203 Intermediate French (4)

An intensive course in more advanced elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: FREN 104 or placement.*

#### FREN 300 Advanced French (4)

A continuation of the study of advanced French language, leading to readings from various authors, periods, genres, and Francophone countries. Specific grammatical structures are studied parallel to the readings, and progress in oral and written French is also stressed. *Prerequisite: FREN 203 or placement.*

#### FREN 301 Discovering Paris (4)

An interdisciplinary survey of Paris seen through history, culture, literature, and the arts. This course traces the development of Paris from its foundation by Gaulish boatmen of the Parisii tribe to its current status as a global city. Cinema, art, literature, and computer-mediated virtual tours are used to analyze the evolution of major political and cultural events in Parisian history. Taught in English. Does not count toward a French and French Studies major nor minor. *Prerequisite: FREN 203.*

#### FREN 313 Writing and Speaking French (4)

Advanced language review and emphasis on accuracy of expression with intensive writing on diverse themes. Development of oral expression and vocabulary expansion; materials used include audio, video, and electronic sources, as well as readings. *Prerequisite: FREN 300 or placement.*

#### FREN 314 Introduction to Literature, Culture, and History of the French-Speaking World (4)

Readings in representative authors, themes and periods from France and from other Francophone countries. *Prerequisite: FREN 300 or placement.*

#### FREN 320 Advanced Language Abroad (4)

A course designed to increase oral and written proficiency by offering students the opportunity to live and study in France, generally during the same time-frame as Sewanee's regular summer session. Normally taken in tandem with FREN 321. *Prerequisite: Only open to students who have completed one course in French numbered 300 or higher or placement and been admitted to the Summer in France program.*

#### FREN 321 Studies in Culture and Literature Abroad (4)

Complementary on-site study of French language and civilization within the framework of the Sewanee Summer-in-France program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. *Prerequisite: Only open to students who have completed one course in French numbered 300 or higher or placement and been admitted to the Summer in France program.*

#### FREN 322 Langue, Littérature, Culture in Nantes (4)

Intensive grammar review and vocabulary expansion—specifically, the acquisition of pivotal expressions that aid in modulating the flow of the French sentence; the overall goal is to improve students' compositional skills for the various writing assignments required while studying in Nantes. Literary and cultural readings are also discussed and analyzed in the second part of the course, with excursions to areas within Nantes and the Brittany region that have a significant connection to the authors' lives. This course is part of the Sewanee Semester in France program. *Prerequisite: Only open to students who have completed FREN 300 or FREN 313 and been admitted to the Sewanee in France program..*



**FREN 323 Advanced French Language and Oral Expression (4)**

An advanced language course designed to help students with their writing skills by promoting mastery of French syntax and by enriching academic vocabulary. To help with oral improvement, Sewanee students are exposed to French theater, dance, music, and cinema at some of the great performing arts centers in Paris, and to prepare for each of the performances, they have assigned readings to be discussed in class; then in follow-up to each outing, the fine-arts experience offers a shared context that can likewise be discussed and analyzed, also in the design of improving oral fluency. This course is part of the Sewanee Semester in Paris. *Prerequisite: Only open to students who have completed FREN 300 or FREN 313 and been admitted to the Sewanee in Paris program.*

**FREN 324 Contemporary France (4)**

A course meant to facilitate the integration of students into contemporary life in France by offering an anthropological view "from within," stressing such themes as French economic-political culture, societal and administrative structures, education, intellectual life and the press, justice, immigration, France's participation in the European Union, among other modern-day issues. This course is part of the Sewanee Semester in Paris. *Prerequisite: Only open to students who have completed FREN 300 or FREN 313 and been admitted to the Sewanee in Paris program.*

**FREN 325 19th Century French Painting and Sculpture (4)**

A course focusing upon the evolution of great painting and sculpture in nineteenth-century France, from neo-classical representation toward modernity. There will be one classroom meeting a week to discuss theoretical and analytical issues linked to various artistic movements and affiliations, along with a weekly visit to Parisian museums in order to study on-site some celebrated exemplars of those same movements and affiliations. This course is part of the Sewanee Semester in Paris. *Prerequisite: Only open to students who have completed FREN 300 or FREN 313 and been admitted to the Sewanee in Paris program.*

**FREN 400 Greatest Hits of French Literature and Culture (4)**

This course introduces students to the "greatest hits" of French culture and literature from the Middle Ages to the present day. Each period is covered in six class days, and each day introduces a short text or piece representing the philosophy, socio-historical climate, drama, poetry, prose, and art/music of the particular segment.

**FREN 401 Early French Literature (4)**

Readings and criticism in French literature from 'La Chanson de Roland' to 'Montaigne,' with an emphasis on the evolution of narratology and poetics, and on the role of women. *Prerequisite: FREN 314 or placement.*

**FREN 403 The Seventeenth Century (4)**

Readings in baroque poets, Descartes, Pascal, LaFontaine, moralistes, Boileau, as well as in the great dramatists of the century: Corneille, Moliere, and Racine. *Prerequisite: FREN 314 or placement.*

**FREN 405 The Eighteenth Century (4)**

A study of the stylistic strains of the century, with particular emphasis on enlightenment writings and on the development of the novel and of comedy: Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, Isabelle de Charriere, Andre Chenier, among others. *Prerequisite: FREN 314 or placement.*

**FREN 407 Coupling and Creativity in the 19th Century (4)**

Through considering the biographical and creative dynamics between literary couples of various kinds, this course explores literary and historical dimensions of nineteenth-century literature. Examples of such pairings include George Sand's novel *Elle et Lui* and Alfred de Musset's play *Lorenzaccio*, both products of the authors' romance and romanticism; the historical pairing between Baudelaire and Flaubert, each put on trial for "outraging public morals" with the "realism" of *Les Fleurs du Mal* and *Madame Bovary*; and at the end of the century, the tumultuous creative and personal partnership between symbolist poets Verlaine and Rimbaud, one of whom then moved into the modern form of prose poetry. *Prerequisite: FREN 314 or placement.*

**FREN 409 Contemporary Literature (4)**

A study of twentieth-century poetry, prose, and theater through cultural analysis. *Prerequisite: FREN 314 or placement.*

**FREN 415 The History of French Cinema (4)**

A survey of French films from the invention of cinema to the contemporary period, with an emphasis on points of connection with American cinema. From the Lumieres brothers to Melies, from Pathe and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carne) and from "New Wave" (Resnais, Godard, Truffaut) to "Modern Cinema" (Lelouch, Malle). *Prerequisite: FREN 314 or placement.*

**FREN 416 From the Household to the Department Store: Reimagining Economy (4)**

This course traces the development of economic theory from Plato and Aristotle, who consider it in the moral context of oiko nomos, law of the household, to the more modern political economy of Adam Smith. It then examines economic themes, broadly considered, in French literature such as Perceval ou le Conte du Graal, Moliere's plays of the Classical Age, and Zola's 19th-century novel about the department store, *Au Bonheur des Dames*. All works of economic theory not originally in French are read in French translation. *Prerequisite: FREN 300 or placement.*

**FREN 417 Topics of the French-Speaking World (4)**

An examination of the French-speaking world and its language, literature, culture, art, music, and political life. Topics vary from year to year, but the course would typically include cultural themes, novels, short stories, poetry, film, and drama from France, French-speaking Europe, North and West Africa, Quebec, and the Antilles. This course may be repeated once for credit when the topic differs. *Prerequisite: FREN 314 or placement.*



**FREN 435 Senior Seminar (4)**

Preparation of an in-depth research paper in French on a topic approved by the seminar professor pertaining to an aspect of French/Francophone literature or culture, and preparation also for the oral defense of the paper at semester's end. Research strategies for obtaining source materials in French are explored and utilized, and writing techniques and style are fine-tuned. Required of all majors in French and French Studies.

**FREN 440 Directed Reading (2 or 4)**

This is a course designed to help majors who, for exceptional reasons, may need to complete reading in a certain area. *Open only to students pursuing majors in French or French studies. Prerequisite: Instructor prerequisite override required.*

**FREN 444 Independent Study (2 or 4)**

For majors who wish to pursue, during the Advent semester of their senior year, a readings and research project culminating in a paper of some length on a chosen topic. Applicants for this project must have a 3.50 GPA in French and French studies, and a brief abstract of the proposed study must be submitted to the department for approval prior to enrollment in the course. *Open only to students pursuing majors in French or French studies. Prerequisite: Instructor prerequisite override required.*

## German and German Studies

Website: German and German Studies (<https://new.sewanee.edu/programs-of-study/german-and-german-studies/>)

Students who pursue studies in German at Sewanee are exposed to an experience that focuses on performance and communication. To give students access to outstanding works of German literature, the Department of German and German Studies offers an extensive number of literature courses with discussions in the original language. Cultural proficiency is achieved in a number of courses that familiarize students with the German-speaking world, examine its historical and political background and offer the skills necessary to survive abroad.

Only German language, literature and culture courses taken at the University of the South may be used to complete the college language requirement for graduation.

### Placement

Students who have completed two or more years of German in secondary school must take the departmental placement examination. Students who elect to enroll at a course beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course.

### German House

As an alternative to dormitory living, the department also maintains a German house, which comfortably accommodates seven students wanting to improve their conversational German on a daily basis. A German exchange student also resides in the house and helps students with their language learning. Occasional cultural events are also held there.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

### Faculty

Associate Professors: Allingham (Chair), Apgar

Assistant Professor: Kahnke

### Major

The German and German Studies major offers students the opportunity to study the culture of the German-speaking countries through their language and literature. An important part of German literary and cultural studies is the exploration of German history, art, film and society. By gaining a deeper and broader understanding of German culture students develop their linguistic proficiency culminating in a period of study in Germany, Austria, or Switzerland, which is required for all majors.

### Requirements for the Major in German and German Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements<sup>1,2</sup></b>		
GRMN 321 or GRMN 322	Survey of German Culture and Literature I Survey of German Culture and Literature II	4
GRMN 310 or GRMN 311 or GRMN 312	Cultural Inquiry: The Magic and Meanings of Fairy Tales Cultural Inquiry: Narratives and Belonging Cultural Inquiry: Pop Culture and Society	4
Select one course in German (GRMN) numbered 400 or above		4

Select three additional courses in German or German Studies that are taught in German	12
Select three additional courses in German or German Studies <sup>3</sup>	12
<b>Total Semester Hours</b>	<b>36</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>3</sup>

A period of study in Germany, Austria, or Switzerland <sup>2</sup>

<sup>1</sup> Those planning to pursue German and German studies in graduate school may wish to take more credit hours in the department.

<sup>2</sup> Up to three courses taken abroad may be approved for the major.

<sup>3</sup> Up to three of the following German Studies courses taught in English may count towards the major: ANTH 303, ARTH 370, GRMN 351, GRMN 353, GRMN 354, GRMN 355, GRMN 356, GRMN 357, HIST 209, HIST 210, HIST

### Honors

Students who have performed with distinction may apply in their penultimate semester for departmental honors. If approved, they are requested to write a research paper in connection with a two- or four-credit independent study (GRMN 444). Students demonstrating excellence in both this paper and their written comprehensive examinations are awarded departmental honors.

### Minor

The minor in German and German Studies provides students an opportunity to increase proficiency in German, while engaging the culture of German-speaking countries. It serves as a complement to a range of academic fields, such as economics, English, geology/forestry, history, politics, religion or the sciences.

### Requirements for the Minor in German and German Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1,2</sup></b>		
GRMN 321 or GRMN 322	Survey of German Culture and Literature I Survey of German Culture and Literature II	4
GRMN 310 or GRMN 311 or GRMN 312	Cultural Inquiry: The Magic and Meanings of Fairy Tales Cultural Inquiry: Narratives and Belonging Cultural Inquiry: Pop Culture and Society	4
Select two additional courses in German or German Studies that are taught in German <sup>1</sup>		8
Select two additional courses in German or German Studies <sup>2</sup>		8

<sup>1</sup> Up to two courses taken abroad may be approved for the minor.

<sup>2</sup> Up to two of the following German Studies courses, which are taught in English, may count towards the minor: ANTH 303, ARTH 370, GRMN 351, GRMN 353, GRMN 354, GRMN 355, GRMN 356, GRMN 357, HIST 209, HIST 210, HIST 218, and HIST 335.

### Off-Campus Study

#### Study Abroad

Students can apply for Deutsch in Deutschland (DiD) language courses in Berlin, Munich and Frankfurt that are supported by a generous grant through the Jackson-Cross scholarship program. The Summer in Berlin program has been introduced in conjunction with DiD. Semester- and year-long study abroad opportunities exist through the Federation of German-American Clubs and with Sewanee's partner university in Germany, the Otto-Friedrich-Universität in Bamberg. At the end of each semester and with the comprehensive examination, students' language proficiency is assessed regularly according to national standards.

## Courses

### GRMN 103 German in Everyday Life I (4)

This course is an introduction to life and culture in German-speaking societies. It enables students to express ideas in German about everyday topics, including friends, relationships, weather, clothing, food, and daily routines. Through communicative activities, students learn to ask and answer questions, seek information and share opinions, navigate a variety of conversational settings, and develop sensitivity for cultural difference.

### GRMN 104 German in Everyday Life II (4)

This course continues the introduction to life and culture in German-speaking societies. It enables students to more fully express their ideas in German about everyday topics, including friends, relationships, weather, clothing, food, and daily routines. Through communicative activities, students learn to ask and answer questions, seek information and share opinions, navigate a variety of conversational settings, and develop sensitivity for cultural difference. *Prerequisite: GRMN 103 or placement.*

### GRMN 203 Contemporary German Cultures (4)

This intermediate-level course integrates German language learning with developing a deeper understanding of cultural production in German-speaking societies. Exploring the spatial and human diversity of German-speaking Europe, students study familiar and essential topics from German perspectives and make cross-cultural comparisons about topics such as cities, travel and the self, consumption and consumerism, historical transformations, the environment, and visions of the future. *Prerequisite: GRMN 104 or placement.*

### GRMN 280 Summer in Berlin (4)

This course offers a three-week program of language study at the DiD German language institute in Berlin where students take classes along with other international students. After appropriate placement according to their language skills, enrolled students receive language instruction through DiD while the accompanying Sewanee faculty member provides culture instruction and area excursions. *Prerequisite: GRMN 103 and GRMN 104.*

### GRMN 300 Advanced German (4)

A continuation of the grammar review and readings begun in GRMN 203, with increased emphasis on conversation. This course serves as a bridge to 300-level courses taught in German. *Prerequisite: GRMN 203 or placement.*

### GRMN 309 Erich Kästner: A Weimar Author (4)

Readings and screenings of one of the best known authors of the Weimar Republic, Erich Kästner whose novels *Emil und die Detektive* and *Das fliegende Klassenzimmer* have been recognized as important works of children's literature. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 310 Cultural Inquiry: The Magic and Meanings of Fairy Tales (4)

This course investigates fairy tales and their meanings in German culture. Students examine, research and evaluate these tales to understand how they are influenced by and in turn shape negotiations of nationality, identity, gender, class, and sexual orientation. Through this kind of analysis, the course questions how oral tradition, literary form, and visual media construct the meanings of fairy tales. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 311 Cultural Inquiry: Narratives and Belonging (4)

This course investigates identity and belonging in German-speaking countries. Students examine, research and evaluate narrative texts to understand how they are influenced by and in turn shape negotiations of nationality, identity, gender, class, ethnicity, and sexual orientation. Through this analysis, the course questions how memory, migration, colonialism, and cultural diversity form and inform national identity. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 312 Cultural Inquiry: Pop Culture and Society (4)

This course investigates artifacts and events of current popular culture (art, political protests, graphic novels, musical (sub)cultures, film, and soccer) for their representation of contemporary German speaking countries. Students examine, research, and evaluate the various "texts" to understand how they are influenced by and conversely shape negotiations of nationality, identity, gender, class, ethnicity, sexual orientation, and class. Through this analysis, the course determines how texts illuminate and question present-day aspects of social and political affairs. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 313 Special Topics in the Environment and Sustainability (4)

This course investigates topics related to the environment and sustainability in German culture, such as climate change, green energy, environmental policy, grassroots activism, and sustainable cities. The course examines how such topics illuminate and inform aspects of contemporary German society. This course may be repeated for credit when the topic differs. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 321 Survey of German Culture and Literature I (4)

The history of German literature from the beginning down to the present day. *Prerequisite: GRMN 203 or higher or placement.*

### GRMN 322 Survey of German Culture and Literature II (4)

The history of German literature from the beginning down to the present day. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 324 Reading Berlin (4)**

This course investigates narratives and images of Berlin in literature, film, and popular media. As both a limitless, high-energy playground and a scarred urban landscape, portrayals of Germany's first metropolis contrast possibilities of the future with the burdens of the city's history. Students read and analyze how depictions of Berlin negotiate its past, conceptualize its future, and position the city within networks of commerce, migration and cultural exchange. Through their analysis, students critically engage with Berlin as a site for identity formation in a globalized Europe. *Prerequisite: GRMN 300 or higher or placement.*

**GRMN 351 Masterpieces of German Literature in Translation (4)**

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. This course is taught in English.

**GRMN 353 German Film (4)**

A survey of German film from the 1920s through the present times from a historical perspective. The course focuses on German cultural history through film making with representative examples from the Weimar Republic silent film period (*Nosferatu*), the Nazi period (*Jud Sub* and *Kolberg*), the rebirth of the German cinema in the 1960s (Fassbinder's films), and adaptations of literature from the 1970s and 1980s in East and West Germany (*The Tin Drum*, *Das Boot*). The course is taught in English but is also open to German students who will write a term paper in German. This course is taught in English.

**GRMN 354 From the Beetle to Berlin (4)**

This course examines German society and culture in the 20th and 21st centuries. Focusing on the Volkswagen Beetle and the city of Berlin as key sites for exploring political, social, and economic transformations, this course studies German society from 1945 to the present through its mass media, literature, cityscapes, and industrial products. This course is taught in English.

**GRMN 355 Once Upon a Time: The Literature and Culture of Fairy Tales (4)**

An examination of major fairy tales by the Brothers Grimm and their international variants. The class will include some lecture but mostly discussion of such works as *Snow White*, *Sleeping Beauty*, *Little Red Riding Hood*, *Cinderella*, *The Frog King*, *Hansel and Gretel*. Comparison will be made with cinematic (Walt Disney, Ingmar Bergman) and musical (Mozart, Humperdinck, Tchaikovsky) versions of the tales. This course is taught in English with no knowledge of German required. This course is taught in English.

**GRMN 356 The Nazi Period (4)**

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. The course gives an overview of the historical facts and events that shaped the Nazi period and analyzes holocaust representations in art and literature. This course is taught in English.

**GRMN 357 German Queer Cinema (4)**

This course traces German queer cinema from the earliest representations of gay and lesbian sexual orientations in 1920s Weimar to topics such as sexual indeterminacy and the queering of nationality and migrant culture in contemporary films. The course examines how films both represent and produce non-normative sexual desires and identities. It also considers sexual and gender identity in relation to particular historical and cultural moments as well as to other constituting experiences (race, class, gender, nationality). These topics are studied in the context of particular movements, directors, and genres in German cinema. This course is taught in English.

**GRMN 358 Borders, Margins, and Identities in German Culture (4)**

From the recruitment of Turkish "guest workers" to the ongoing refugee crisis, Germany has emerged a "multicultural" nation of shifting and contested borders and identities. This course investigates how national, ethnic, racial, and religious identities are perceived and constructed in film, literature, and news media and how those identities intersect with, and are complicated by, class, gender, and sexual identities. Students engage critically with concepts such as migration, assimilation, hybridity, citizenship, diaspora, "majority" culture, and authenticity. This course is taught in English.

**GRMN 360 Sewanee in Berlin: Advanced German (4)**

This summer course combines an advanced-level German class with a culture class. The language class is taught at the Berlin Deutsch in Deutschland language institute, and the culture class is taught as a combination of class work and student-led excursions. The course is offered in Berlin every other year. *Prerequisite: GRMN 203 or GRMN 280.*

**GRMN 380 Sommer in Sewanee (4)**

Intensive language and culture seminar for teachers and students of German. The two-week course which emphasizes the reading, writing, listening and speaking of German is offered every June through the Consortium for German in the Southeast. Credit is available for the Intermediate I, Intermediate II, and Advanced level.

**GRMN 401 Seminar in German and German Studies (4)**

This course centers on key topics and concepts in the field of German Studies. Through readings of primary and secondary materials, the course develops students' critical and research skills. Each student completes a senior research project, which results in a substantial essay written in German. Topics may include an exploration of literary concepts, periods, and authors, or focus on cultural issues.

*Prerequisite: (GRMN 301 and GRMN 302) or (GRMN 321 and GRMN 322).*

**GRMN 404 The Age of Goethe (4)**

This course offers an in-depth introduction to the literary and cultural landscape of the Age of Goethe (1770-1830), a period of enormous literary, political, and sociocultural change. Taught in English. Students majoring in German and German Studies may utilize the course as one of the required electives taught in German by completing all reading and writing assignments in German.

**GRMN 407 Nineteenth-Century Literature (4)**

Readings from the age of Poetic Realism. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 408 Twentieth Century German Literature I (4)**

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 409 Twentieth Century German Literature II (4)**

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 422 German Drama (4)**

A survey of major German playwrights, including Schiller, Kleist, Goethe, Buchner, Hauptmann, Brecht, Frisch, and Weiss. The students will have the opportunity to perform selected scenes of the plays discussed in class. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 444 Independent Study (2 or 4)**

For selected students. *Prerequisite: GRMN 321 and GRMN 322, professor consent, and prerequisite override required.*

## History

Website: History (<https://new.sewanee.edu/programs-of-study/history/>)

The Department of History offers students many and varied opportunities to deepen their historical awareness and to practice the discipline.

Sewanee students may begin their introduction to the field of history by choosing either from a range of 100-level thematic introductions to the study of history or from an array of 200-level national and regional surveys. These courses are designed to teach students to think critically about historically significant events and processes and to analyze and assess primary and secondary sources. Those who choose to continue in the major will work closely with an individual faculty advisor to devise a program that best suits the student's interests and that exposes them to a broadly-conceived understanding of history. The department encourages its students to consider themselves not as narrow specialists, but as history majors who must think across conventional boundaries of time and space.

### Faculty

Professors: King, Mansker, McCardell, McEvoy, Register, Ridyard, Turrell, Willis

Associate Professors: Levine, Mitchell, Roberts (Chair), C. Thompson, Whitmer

Assistant Professors: Brookfield, Cooper, Donaldson

Instructor: Senefeld

### Major

A faculty member of the Department of History assigned as the student's advisor will help the student plan a coherent program of study.

### Requirements for the Major in History

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
<b>Ten full courses in History at or above the 200 level.</b>		<b>40</b>
Select one course in history (HIST) with a G4 attribute--Exploring Past and Present (p. 200) <sup>2</sup>		
Select at least one course in history (HIST) focused on the period before 1700 (p. 200)		
Select at least one course in history (HIST) focused on the period after 1700 (p. 199)		
Select at least one course in history (HIST) focused on an area outside Europe and the United States (p. 198)		
Select additional history (HIST) electives as needed		
HIST 352	Making History	
HIST 452	Senior Seminar <sup>3,4</sup>	
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>4</sup>		

<sup>1</sup> Students must earn at least a 2.00 GPA in history courses.

<sup>2</sup> AP or IB credit may fulfill this requirement.

<sup>3</sup> A grade of C or better on the senior research paper is required.

<sup>4</sup> A grade of C or better on the comprehensive examination is required which includes the senior research paper and an oral presentation and defense of the senior research paper. For distinction on the comprehensive exam, students must earn a grade of B+ or better on the senior research paper and a grade of distinction for the oral presentation and defense of the senior research paper.

### Honors

The department chair will invite students with an appropriate GPA in the major and a B+ or better on their Senior Research paper to apply for permission to write an honors paper as an independent study in the Easter semester of their senior year. This application will



include the agreement of an appropriate advisor and a statement of scope and intent for the honors paper itself. Honors in history will be awarded to students who have a GPA no lower than 3.50 in history courses and a grade of B+ or better on an honors research paper written under the direction of a history advisor.

## Capstone Experience

### Junior Tutorial

The junior tutorial provides a formal introduction to the study of history at an advanced level. The seminar interrogates the question: What do historians do? It does so by exploring three interrelated questions: a) What approaches or categories do historians employ to study the past? b) How do historians talk to each other? and, c) How do historians write history? These questions are investigated with reference to texts, both ancient and modern, chosen at the individual instructor's discretion, that allow students to gain an appreciation for multiple categories of historical analysis (e.g., gender-based, environmental, materialist, military, cultural); for the practice of historiography; for the multiple categories of source materials and the methods involved in selecting, processing, and evaluating historical evidence; and for the varied rhetorical or narrative styles of history writing. In addition, the seminar asks students to engage in a substantial amount of writing, on both individual and multiple texts. Students must pass the junior tutorial in order to be eligible for the senior seminar.

### Senior Research and Writing Seminar

The senior seminar, which is designated as writing-intensive, asks history majors to enter fully into the field of history by making a coherent, well-researched, and well-supported contribution to the field in the form of a substantial (7,500 word) research paper and bibliographical essay that a) advances a lucid argument, b) engages with a body, or several bodies, of historiography, and, c) interrogates deeply a wide range of primary sources. The seminar will guide students towards this goal, through individual, group, and class work, by emphasizing the multiple steps required in such a serious undertaking. These steps include the articulation of a clear and effective research question, the gathering of secondary and primary sources, the choices and opportunities involved in different writing styles, and the necessity of multiple drafts, especially a formal rough draft that will be due two thirds of the way through the semester. The seminar instructor will provide substantial assistance to students at every step of the research and writing process, including extensive comments on the rough draft.

Students will need a grade of C or better on their senior research paper to be eligible to undertake an oral presentation and defense. In awarding a grade lower than C, the seminar instructor will consult with at least one other member of the history department. Such students will be given a specific set of recommendations for revision. Once their papers have reached a C-level, they will be eligible for the oral presentation and defense. Each student will have the opportunity to present their paper in a condensed form to a panel of history department members, who will then engage the student in a question and answer period. The presentation and defense will be graded on a Pass/Fail/Distinction basis.

## Minor

### Requirements for the Minor in History

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
Select five courses in history (HIST) numbered 200 or above (excluding HIST 352, HIST 452, HIST 440, and HIST 444)		20
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> Subject to approval by the history faculty, the department accepts up to two courses from other institutions.

## Courses

### Making History Courses for Freshmen and Sophomores (HIST III through HIST 150)

The various *Making History* courses introduce students early in their college careers to historical analysis and argumentation through the intensive investigation of an especially rich theme or topic. Each course within the *Making History* category is organized around the "investigation" of a particular set of historical questions. In all *Making History* courses, students examine a range of sources, methods, and approaches that historians use to understand and to make arguments about the past. In doing so, students are able to draw on the diverse resources and talents in the department of history's faculty, who themselves are students of the past in Europe, the U.S., Latin America, the Middle East, Africa, and Asia. Students also learn how to "make history" by acquiring and using the skills of historical investigation, analysis, and writing. The *Making History* courses are primarily intended for freshmen and sophomores. Students may take no more than

two for academic credit. History majors who take two *Making History* courses for credit must take an additional ten courses outside this category.

## History Courses

### HIST 100 Topics in Western Civilization (4)

Topics and themes related to the development and impact of Western civilization upon the human community. This subject will be analyzed through an intensive examination of a specific historical theme, issue or period. *Open only to first-year students and sophomores.*

### HIST 111 Religion and Power in the Pre-Modern West (4)

Two principles central to modern American culture are "separation of church and state" and individual freedom of religious choice. For most of Western history, however, these principles would have been largely incomprehensible. This course examines the close relationship between religion and "the state" in ancient Greece, ancient Rome, and medieval Europe, analyzing the ways in which they reinforced each other as well as instances in which they came into conflict. More broadly, the course examines ways in which religion reinforced or challenged social norms relating to gender, hierarchy, and the identification of "insiders" and marginalized groups. *Open only to first-year students and sophomores.*

### HIST 112 Women Changing the World: Gender and Social Movements (4)

This course examines women's participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women's involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men's involvement in social movements. *Open only to first-year students and sophomores.*

### HIST 113 Civil Disobedience from Ancient Greece to Modern Africa (4)

This course examines how acts of civil disobedience have affected the course of world history from ancient through modern times. It explores how the emergence of democratic government and Christianity formed the foundation of civil disobedience. Sophocles, Perpetua, Thomas Paine, Henry David Thoreau, Gandhi, Rosa Parks, Martin Luther King, Jr. and Nelson Mandela are women and men who affected the course of history by challenging laws, customs and conventions that they believed to be immoral. The course investigates both common and distinctive methods employed by these historical actors in challenging various systems of oppression that emerged as communities and societies organized into nation states. *Open only to first-year students and sophomores.*

### HIST 114 Health and Illness in History: Reading and Writing about Disease in American History (4)

An introduction to the history of medicine by examining the way diseases have been documented and discussed by patients, family members, and medical professionals in the past. Students will read medical narratives produced during and about various periods in United States history. They will study how such narratives have changed the way historians think about the history of medicine and, in some cases, how Americans think of themselves and their relationship to illness, the healthcare profession, and medical research.

### HIST 116 Revolution and Evolution: Europe since the Eighteenth Century (4)

This course analyzes the origins and development of the political and industrial revolutions that began to affect Europe in the late eighteenth century and addresses how Europeans responded to their impact. The course, which examines the processes connected with these adjustments from the eighteenth century through the post-World War II era, emphasizes the interplay of social, cultural and political history. *Open only to first-year students and sophomores.*

### HIST 117 Discovering America, 1400-2000 (4)

This course examines the history of North America through the lens of "discovering America," a prevalent expression in discussions of the region's landscape and people from 1400 to 2000. Using art, fiction, popular entertainments, travel writing as well as works by historians, the course focuses on early encounters between indigenous and European peoples, the importance of stories of discovery in politics and culture, and Americans' efforts to describe and assign value to the natural environment as the United States emerged as a nation and world power in the nineteenth and twentieth centuries. *Open only to first-year students and sophomores.*

### HIST 120 Children and Childhood in History (4)

This course focuses on the lived experiences of children and traces the emergence of a new "ideology of childhood" in the early modern world (c. 1300 to 1800). The course examines the major social, political and economic changes that unfolded throughout this period, including related programs of religious, scientific, and educational reform, and studies how these changes affected children's roles or status within families and communities-in-transition. It also asks whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial, and industrial world order. *Open only to first-year students and sophomores.*

### HIST 121 Consumer Culture and Its Discontents, 17th - 20th Centuries (4)

This course examines the development of a consumer culture from the seventeenth to the late twentieth centuries in Europe and around the globe. "Consumerism" is used to encompass a constellation of historical changes, including the shift from a mercantilistic to free market system of capitalistic exchange, the advent of mass production, and innovations in retailing and marketing. The course analyzes how the increasing organization of life around seemingly infinite flows and accumulations of commodities affected political, social and cultural life as well as individual behavior and value systems. *Open only to first-year students and sophomores.*

**HIST 122 Science, Society, and the Archives (4)**

This course studies the sciences and their histories as social practices. Focusing on the cultural meanings and politics of scientific work in many different contexts, special attention is given to the early modern period of global history. Consideration is given to the important role archives play in the work of historians. Topics include knowledge networks, translation, archives and imperialism; secrecy and the suppression of scientific expertise, scientific consensus and policy-making; science and gender; scientific racism; artificial intelligence and cultures of innovation; observation and the history of objectivity. *Open only to first-year students and sophomores.*

**HIST 124 World in the Twentieth Century (4)**

This course focuses on major events in the twentieth and twenty-first centuries in Europe, the United States, Asia, Africa, the Middle East, and Latin America. Taking a global perspective, the course argues that events in one part of the world cannot be understood in isolation—that events in Europe, for example, affected and were influenced by incidents in Asia, Africa, or the U.S. Topics include the two world wars, the fall of empires, the Cold War, the roles of important personalities, and recent events in China, central and southern Asia, and the Middle East. *Open only to new first-year students.*

**HIST 125 The Age of Discovery: Encounter of Two Worlds (4)**

The course delves into the intellectual, social and cultural aspects of the Native American/European encounter in what came to be called Latin America in the first century after the arrival of Columbus. It examines such facets as the underlying religious and political legitimization of the Iberian conquests, indigenous responses, and the issue of "othering" and mutual perceptions. It also scrutinizes material and institutional factors such as Spanish imperial and Indian policy, forms of surplus extraction established by the Spanish, and political arrangements embracing native peoples and Europeans. *Open only to first-year students and sophomores.*

**HIST 126 Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries (4)**

This class investigates the controversial history of European empires since 1800 to understand how imperialism has shaped the modern world. It explores the motivations behind the creation of European empires, the technologies and tactics that made the acquisition of colonies possible, and the economic, cultural, and social effects of imperialism on the colonized and the colonizer. The course also considers how and why European hegemony collapsed during the age of decolonization and the impact of the rise of the United States on imperialism. *Open only to first-year students and sophomores.*

**HIST 127 Atlantic Britons, 1500-1850 (4)**

This course examines the period after 1500 when the people of the British Isles began to explore the world beyond their shores, to encounter unfamiliar cultures and peoples, and to exploit resources and peoples in Africa and the Americas. It considers the understandings and agendas the British brought to these encounters and how interactions with distant lands and peoples altered the way the British saw themselves and their own culture before and after the political crisis of 1776 that ruptured the empire they created. *Open only to first-year students and sophomores.*

**HIST 128 Adventures at Sea: The Indian Ocean in World History (4)**

This course examines the history of the interconnected region that scholars today call the Indian Ocean World. One of the oldest and most significant maritime highways in the world, it joined the east coast of Africa with the Chinese empires. The course focuses on the adventures of people who traversed long distances and shaped this world - merchants, soldiers, religious pilgrims, sailors, pirates, coolie laborers and sex workers. It considers the varieties of sources that can aid in constructing the history of the region, how forces of globalization and colonization affected its development, and how this region influenced the patterns of world history. *Open only to first-year students and sophomores.*

**HIST 129 Jerusalem: Histories of the Real and Imagined Holy City (4)**

Sacred to three religions, the contested future capital of two nations, a place of longing for millions, Jerusalem is one of the world's great cities. This course looks at the history, geography, and religious significance of the Holy City, while also considering its place as a city of the imagination. In investigating the city's place in Judaism, Christianity, and Islam, its historic importance for Muslim and European imperialists, its long status as a tourist and pilgrimage destination, and its significance in Israeli and Palestinian nationalism, the course asks whether the myriad understandings of the city can co-exist or is Jerusalem destined to always be "a golden bowl filled with scorpions." *Open only to first-year students and sophomores.*

**HIST 131 "We are not what we seem": Race, Class, and Identity in American History since 1863 (4)**

This course focuses on Race, Class, and Identity in American history since the Emancipation Proclamation of 1863 to the present, emphasizing specific political, social, and economic developments. It examines such topics as expansion, Populist and Progressive movements, the Great Depression, the World Wars, reform and dissent in the 1960s and the Vietnam conflict. *Open only to first-year students and sophomores.*

**HIST 132 Witches, Witch-hunting and Fear in Early Modern Europe, 1450-1700 (4)**

A deep and violent fear of witches took hold of various European communities in the years between 1450 and 1700. This course examines a number of different witch panics across Europe - with a final stop in Salem, Massachusetts - and investigates the necessary conditions for such intra-community terror. It will address a number of different factors which contributed to this fear of one's neighbors: environmental change, gendered anxiety, economic downturns, and religious tension. *Open only to first-year students and sophomores.*

**HIST 133 Before #MeToo: Sex, Power, and Work in the Modern U.S. (4)**

This course examines how ideas about sex, gender, and work have intertwined and changed across U.S. history. It considers both how women have negotiated sex and sexuality in their work—including wanted and unwanted sexual advances in the workplace—and how activism around issues of sex, sexual assault, and rape has itself been work. This course will pay special attention to women's experiences of sexual harassment both in and outside the workplace. Students will consider how the history of unwanted sexual attention informs present-day debates and activism around these issues, up to and including the #MeToo movement. *Open only to first-year students and sophomores.*

**HIST 201 History of the United States I (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 202 History of the United States II (4)**

A general survey of the political, constitutional, economic, and social history of the United States. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 204 Rich and Poor in America from the Colonial Period to the Present (4)**

A history of being poor in America focusing on the conjoined categories of "wealth" and "poverty" in the lives of impoverished people, and of private and public actions and policies affecting them from the colonial period through the early twenty-first century. Students consider how poor and non-poor Americans have understood what it means to be poor and wealthy, what causes poverty and affluence, and what remedies the former and enables the latter. For the period after 1870, the course incorporates the enlargement of Americans' vision to encompass global conditions of wealth and poverty. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 205 History of Britain and Ireland I (4)**

A general survey of the political, constitutional, economic, and social history of Britain and Ireland from pre-history to the Revolution of 1688. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 206 History of Britain and Ireland II (4)**

A general survey of the political, constitutional, economic, and social history of Britain, Ireland, and the British Empire from the Revolution of 1688 to the present. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 207 Russia: Autocracy, Orthodoxy, Serfdom, Revolution (4)**

First semester: the formation of the Russian state; significant personalities such as Ivan the Terrible, Peter the Great, Catherine the Great; and the rise of the revolutionary movement. Second semester: a study of the collapse of the monarchy; the causes of the Revolution; and the consolidation and growth of Soviet power under Lenin, Stalin, Khrushchev, and Brezhnev. The Gorbachev era and reasons for the collapse of the Soviet system will be explored. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 208 Russia: Revolution and Repression, War and Cold War, Collapse and Renewal (4)**

First semester: the formation of the Russian state; significant personalities such as Ivan the Terrible, Peter the Great, Catherine the Great; and the rise of the revolutionary movement. Second semester: a study of the collapse of the monarchy; the causes of the Revolution; and the consolidation and growth of Soviet power under Lenin, Stalin, Khrushchev, and Brezhnev. The Gorbachev era and reasons for the collapse of the Soviet system will be explored. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 209 Early Modern Europe (4)**

A survey of European history from 1400 to 1750. Topics include rural and urban communities, the Renaissance, humanism, education and literacy, women and gender, the Protestant and Counter Reformations, confessional violence, absolutism, witch-hunts, poverty and deviance, colonialism, science and empire, nationalism, religious pluralism and Enlightenment. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 210 Early Modern Cities (4)**

A survey of urban life in the early modern world between 1400 and 1750. This course examines the dynamic contours of early modern cities in a variety of cultural contexts, considering how the period's emerging networks of exchange, as well as colonial ambitions, generated new links between decidedly urban spaces across the globe. How did residents experience and use the space of the city to regulate relationships among members of disparate social and cultural groups? Students also assess the status of early modern cities as key sites for the transfer and production of knowledge. The course ends with an introduction to cosmopolitanism in the eighteenth century. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 211 China: Inside the Great Wall (4)**

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 212 Modern East Asia (4)**

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 214 Africa Inside Out (4)**

This course rethinks the traditional, historical, and popular presentations of Africa as a coherent, bounded region. It employs a methodology of global interaction to unfold a regional approach to the continent's history, while providing the key analytical tools employed by African historians. It also examines the rise, problematic implications, and continued relevance of the concept of "Africa," "Africans," and "African history." In addition to becoming experts in the nested histories of one particular African locale, students will interrogate the broad wealth of African history and historiography. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 215 Southern African History (4)**

This course encompasses both the established history of the southern African region c. 1500-2004 and recent historiographical developments. As a result of this dual focus, the course highlights the production of southern African history, considering how, for whom, and why that history has been written. Topics include: the environment in history; the creation and interactions of racial groups; the mineral revolution and capitalist development; white domination, segregation, and apartheid; and political and popular resistance to these oppressive racial regimes. The course ends with the transition to majority rule, the role of the Truth and Reconciliation Commission, and the democratic future of South Africa. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 216 History of Japan (4)**

A survey of the history of Japan from earliest times to the present. Topics include early Chinese influence, Buddhism, the rise of feudalism, unification in the 15th Century, the era of isolation, the intrusion of the west, the Meiji Restoration, the rise of Japan as a military power and World War II, and postwar recovery. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 217 Renaissance and Reformation (4)**

The history of Europe during the fourteenth, fifteenth, and sixteenth centuries with an emphasis on the Renaissance in Italy and in northern Europe, Christian humanism, the Protestant and Catholic Reformations and the beginning of the era of the religious wars. Not open for credit to a student who has successfully completed either HIST 305 or HIST 306. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 218 The Age of Enlightenment (4)**

An examination of the political, social and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. The course includes the extension of European power and influence in the other parts of the world. Attention is also given to the ideas and events of the period in relation to the Revolutionary Era that followed. Not open for credit to a student who has successfully completed HIST 345. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 219 History of Africa to 1880 (4)**

A historical introduction to the African continent from human origins until the imposition of European colonial control. Topics addressed include environmental constraints, relations between elites and peasants, the rise of states and empires, the emergence of diverse religious systems, artistic production, slavery and the slave trades, and the interchange between Africa and other parts of the world. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 220 History of Africa Since 1880 (4)**

Analysis of the forces such as colonialism and economic development that have shaped the history of modern Africa. The focus of the course is on the diversity of African economic, political, cultural, and religious systems; the critical role of the African landscape in shaping social change; the high degree of interaction between Africa and the rest of the world; the creation of enduring stereotypes of Africans; the ambivalent legacy of independence movements; and recent developments including popular culture, epidemics, and mass migration. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 221 History of India and South Asia I (4)**

An examination of India and South Asia, exploring the cultural, religious, political, and social life of India before the arrival of Europeans. Topics include the cultural roots of India, the Aryan religion, the growth of Hinduism, the epics Mahabharata and Ramayana, the status of women, the advent of Buddhism, and the development of Islam. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 222 History of India and South Asia II (4)**

This course covers the history, culture, and politics of India during the periods of British rule, the nationalist movement, and independence. Special attention is paid to cultural ideas, the interaction of religion and politics, and the careers of nationalist leaders in India, Pakistan, and Bangladesh. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 223 Latin American History to 1825 (4)**

A study of the mixture of Indian and Spanish civilizations. Concentration on sixteenth-century culture of Aztecs and Incas, the evolution of Spanish colonial empire, the historical background to strongman government, the art and architecture of the colonies, and the Independence Period 1810-25. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 224 Latin American History Since 1826 (4)**

A study of nation building and strongman government in the nineteenth century, the Mexican Revolution 1910-20, Argentina under Peron, and twentieth-century Brazil. Special emphasis on the roles of women and blacks. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 225 Empire in the New World: Incas and Aztecs (4)**

This course offers a comparative perspective on the processes that led to the emergence of the Incas and the Aztecs. The course focuses on primary sources and texts from a variety of experts and scholars concerned with issues of state-building, self-sustained economy, warfare, aesthetics, rituals, religion, and culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 229 The Many Faces of Sewanee (4)**

This seminar introduces students to the facts and conceptual processes of history by using Sewanee and its immediate surroundings as a case study. Students employ historical methods within a variety of interdisciplinary contexts drawing on insights from archaeology, geology, literary analysis, and sociology, as well as social, political, military, and intellectual history to comprehend both what has happened here and how it is variously understood. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 231 African-American History to 1865 (4)**

A survey of the history of African-Americans from their arrival in the English colonies to the end of the Civil War. African-Americans' struggle with slavery and oppression provide the central theme, but the course will address the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention will be given to the development of such institutions within this community as family, religion, and education. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 232 African-American History since 1865 (4)**

A survey of the major topics and issues in African-American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course will also explore some of the historiographical themes that have catalyzed current scholarship and will analyze diverse theories about the black experience in America. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 234 British Reformations (4)**

This course examines why and how Protestantisms of differing type replaced Roman Catholicism as the official church in England, Scotland, and Ireland; how people throughout each society sought to encourage or oppose these changes; and how religious developments in these three nations from 1500 to 1750 diverged so sharply, yet remained so closely intertwined. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 235 Introduction to Public History (4)**

This course introduces the history, theory, and practice of public history, examining the ideas and questions that shape and are shaped by public engagements with the past. It engages and evaluates historical works aimed primarily at public audiences in order to determine why and how public investments in the historical past develop and change.

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 267 Early Modern Germany: Reformation to Revolutions (4)**

An introduction to the history of German-speaking Europe, c. 1450 to 1850. The course examines the complex history of the Holy Roman Empire, a vast, economically and culturally rich, multi-ethnic state. It also focuses on imperial politics in theory and practice, territorial expansion and diplomacy, the relative autonomy of many German cities, the Protestant Reformation and its aftermath, peasant revolts, the Thirty Years War, the German Enlightenment, and the Vormärz period that culminated in the 1848 Revolutions. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 268 German History Since 1850 (4)**

The development of Germany in the light of major themes in western civilization from the Reformation to the present. The second semester begins in the mid-nineteenth century and focuses on the German nation's political problems. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 270 European Women in War, Revolution, and Terrorism (4)**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework, it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 271 The French Revolutionary Era, 1789-1814 (4)**

This course explores the social, political, and cultural history of the French Revolution from its origins in the eighteenth century to the fall of Napoleon's Empire. It highlights revolutionary debates over how to constitutionally and practically realize the Enlightenment principles of human rights, individual liberty, and social equality in the context of France and the French Empire. Topics include radical republicanism, popular violence and the Terror, the Haitian Revolution, women's revolutionary roles, gender and the reconfigured family, counterrevolution and the Church, the citizens' army, and the Napoleonic Empire. Not open for credit to students who have received credit for HIST 308. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 272 France Since 1815 (4)**

Although modern France is a product of the same tumultuous nineteenth- and twentieth-century developments experienced by the rest of Europe, the French reacted to the processes of industrialization, urbanization, and the democratization of politics, and the two world wars in their own fashion. This course considers in detail how France became "modern" and what the effects of this process were on different groups of individuals in French society. Readings center on primary documents. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 273 The Haitian Revolution (4)**

In 1791, enslaved Africans in the French Caribbean colony of Saint-Domingue rose up in a coordinated attack against their colonial masters. In so doing, they directly challenged the plantation regime and the system of racial hierarchy that prevailed throughout the Atlantic world. By 1804, the Haitians declared their independence from France and constructed the first "Black Republic" in world history. Exploring primary sources ranging from the Code Noir to slave narratives, accounts by revolutionary black leaders, and worldwide reactions to the insurrection, the course examines some of the major themes and debates surrounding the Haitian Revolution and its immediate aftermath.

**HIST 283 Environmental History (4)**

An introduction to the field of environmental history, which asks how the natural world has shaped the course of human civilization, and how humans, in turn, have shaped the natural world, over time. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 289 The Digital Past: Concepts, Methods, and Tools (4)**

Digital environments such as digital archives, blogs, social media, and mobile applications are changing how historians present history to the public. This course introduces students to the theoretical and practical impacts of the digital age on the historian's craft with a particular emphasis on how digital history serves public historians. Students will explore digital tools and examine the core concepts underlying the technology. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 292 Jews in the Greco-Roman World (4)**

A political, social, and cultural history of Jews in the Greco-Roman world, this course spans the conquest of Jerusalem by Alexander the Great in 322 BCE to Jerusalem's re-founding as the pagan city Aelia Capitolina by the Roman emperor Hadrian in 135 CE. Topics include: the rise of apocalypticism, the Maccabean Revolt, Jewish sectarianism, Messianism, the Dead Sea Scrolls, religious martyrdom, the destruction of the Jewish Temple, and Jews in the Mediterranean Diaspora. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 293 Greeks, Romans, and Barbarians (4)**

A political and cultural history of ancient Greece and Rome. Topics include the formation and culture of the Greek polis (city state), the Persian and Peloponnesian Wars in Greek history, Alexander the Great and the Hellenistic world, the Roman Republic, Augustus and later Roman emperors, the development and decline of Rome as a "world power," and the place of religion in defining political and cultural identities. Special attention is given to the ways in which the histories of the Greek and Roman worlds were shaped by their interactions with one another and with the "barbarians" beyond their frontiers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 296 History of the Middle East I (4)**

This first offering in a two-course sequence introduces students to the history of the Middle East. Surveying the region's history prior to the eighteenth century, it considers the emergence of the world's earliest civilizations; the rise of Judaism, Christianity, and Islam, and the spread of Arab, Turkish, and Persian Empires. Emphasis is placed on the Middle East's place in global trade networks and imperial conflicts. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 297 History of the Middle East II (4)**

This second offering in a two-course sequence addresses the modern Middle East, and emphasizes the region's place in global politics and the world economy. Among the topics considered are European imperialism and local responses, nineteenth-century reform movements, the rise of the nation-state, the impact of Arab nationalism, the Arab-Israeli conflict, Islamic political movements, gender relations in the region, the importance of oil, the Iraq conflict, terrorism and the peace process. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 298 History of Islam (4)**

Should we speak of Islam as a single tradition? What is Islam's relation to other religious faiths? How has Islam shaped -- and been shaped by -- local traditions? What is the relation between Islam and politics? This class looks at Islam and Muslim societies from the emergence of the prophetic faith until the present day. Students are introduced to the diversity of interpretations of the Prophet Muhammad's message and to Islamic practice in a variety of geographical and historical contexts, to understand how Islam has influenced and continues to influence world history. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 302 Ancient Rome (4)**

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 303 Medieval Europe I (4)**

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 304 Medieval Europe II (4)**

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 305 Medieval Women -- In Their Own Words (4)**

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 307 Revolutions and Revolutionaries in the Middle East (4)**

The "Arab Spring," the Green Movement in Iran, and the Gezi revolt in Turkey have focused attention on revolution and "people power" in contemporary analyses of the Middle East. But revolution is not a new phenomenon in the region. Analyzing anti-colonial, constitutional, nationalist, socialist, and Islamic revolutions from the late nineteenth century until today, this class investigates how revolutionary uprisings have shaped the Middle East. Pushing beyond the notion that revolutions are primarily ideological conflicts, the class considers how people take to the streets for economic and social justice, greater political representation, and in defense of nationalist, sectarian, and local interests. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 310 From Barbary to Iraq: Britain and America in the Middle East (4)**

Through an in-depth look at the history of British and American empire in the Middle East from the 19th century until the present day, this seminar explores how British and American hegemony has impacted the Middle East and how that hegemony has shaped the political and military cultures of both countries. Participants will study a wide variety of actors (missionaries, travelers, consular agents, imperial officials, and anti-colonial nationalists) and a broad range of sources (government documents, missionary correspondence, travel accounts, novels, and films). *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 313 Youth and Social Networks in the Early Modern World (4)**

This research seminar explores the social and cultural history of early modern European communities (c. 1400 to 1750) by using gender, age and emotion as tools of historical analysis. Key topics include: Renaissance debates about the education of girls and boys, families, fathers and feeling in the Protestant and Catholic Reformations, popular and learned stereotypes of the female witch, youth gangs and child-circulation. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 314 Crisis and Catastrophe in Early Modernity (4)**

From sudden events such as the Lisbon earthquake of 1755, to those that unfolded over many years, crises and catastrophes were omnipresent in early modernity. While contemporaries often agreed that crises were imminent or unfolding, like today they did not always agree on how to respond. This course considers specific public health crises of the period, such as the global spread of smallpox and plague, positioning these within key readings in the history of science, medicine, capitalism and empire. Students also will study the disruptive dimensions of the period's political and ecological crises and links between experiencing crisis and activism. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 315 Out of the Shadows: Women of the Civil Rights Movement (4)**

A seminar focusing on the women of the long Civil Rights Movement who galvanized their communities to resist oppression and demand justice. These women, long overshadowed by men, labored tirelessly even after the Movement gained national attention but few are known and fewer still acknowledged. In this course, we will study the history of the long Civil Rights Movement from the points of view of these women and their known and unknown predecessors who paved the way. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 316 The African-American Church in Slavery and Freedom (4)**

This seminar course examines the presence of the African-American church in the lives of African Americans and in the history of the United States. From its creation as an "invisible institution" during slavery to its dynamic existence during the era of black emancipation to its crucial presence during the Civil Rights Movement and beyond, the black church has been a vital force in framing the contours of African-American culture and shaping religious life in America. This course explores how the church has functioned as a formative social and political institution within a racially fractured but continually changing civic landscape. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 317 African-American Intellectual History (4)**

This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnutt, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcom X, Martin Luther King, Jr., Toni Morrison, and Cornel West. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 318 Black Power to Black Lives Matter (4)**

This American History course covers the Black Power Movement's history from its origins in the late 1960s and early 1970s through the current Black Lives Matter era. Together we review how the Black Power Movement empowered individuals and groups to protest police brutality, advance criminal justice reform, advocate for self-defense, promote Black collective interests, advance Black values, create Black institutions, and secure Black autonomy. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 319 The Arab-Israeli Conflict (4)**

The Arab-Israeli conflict has long dominated the politics of the Middle East and been seen as central to U.S. foreign policy in the region. This seminar considers the history of this conflict and the politicized historiographical debates that accompany it. Topics addressed include Zionism, Palestinian and Arab nationalism, the birth of the Arab refugee crisis, the effects of the 1967 and 1973 wars on the region, the use of terrorism, the two *intifadas*, and the Oslo peace process. Primary texts, secondary sources, and scholarly articles from a variety of perspectives will be used to investigate how people within and outside the region debate and fight over these issues. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 320 Victorian and Edwardian Britain (4)**

This seminar will study British history from the passing of the Great Reform Bill to World War I, with special attention to cultural and political developments. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 321 English Identities (4)**

Addressing questions arising from contemporary debates over issues such as national character and historical memory, this seminar examines the lives of some English men and women; how individuals, identities have been shaped by wider social, cultural, religious, and political circumstance; and also how these same identities have been partly self-constructed. Course readings include biographies, autobiographies, and diaries from the medieval period to the late 20th century. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 322 Southern Lives (4)**

An exploration of Southern history through the lenses of biography, autobiography, and fiction. This seminar examines the careers of significant figures in the history and literature of the South from the antebellum era to the present. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 323 The Many Faces of Sewanee (4)**

This seminar uses the Sewanee area as a case study to introduce students to the conceptual processes of history. Students employ historical methods within a variety of interdisciplinary contexts, drawing on insights from archeology, biology, and geology, as well as various approaches to history, to comprehend both what has happened here and how it is variously understood. Classroom sessions are complemented by regular field work and archival research. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 324 Colonial and Imperial Warfare in North America and Southern Africa (4)**

This seminar compares the warfare that accompanied colonial encounters in North America and southern Africa, from the first European contact through the early twentieth century. It focuses on wars fought in response to resistance by native peoples and on the use of native allies in warfare between imperial foes as windows into the processes of acculturation, resistance, dispossession, and representation that characterized the colonial encounter as a whole. Texts range from traditional military history to religious, cultural, environmental, and comparative approaches to the topic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 325 Revolutionary America (4)**

A study of the development and challenges of early American nationalism. Students will consider the growth of republican institutions and ideas during the colonial era, the causes and conduct of the American Revolution, and the initial tests of the young republic. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 326 New York and Its Peoples, Past and Present (4)**

This course explores New York City by studying the migrants and immigrants who have settled there since its founding. It explores how migrants and immigrants change New York, how the city changes them, and the significance of ethnic diversity in the city's politics and culture. We will read scholarly writings, examine films and music as primary sources, take field trips to immigrant neighborhoods, and visit museums devoted to migration and immigration. At every opportunity, we will venture outside our classroom to learn about the city through direct observation.

**HIST 327 The Old South (4)**

An exploration of the Southern past from the earliest English settlements to the establishment of the Confederate States of America. This course charts the development of distinctive Southern political, economic, and social structures, examines the role of chattel slavery in shaping the region, and analyzes the causes of the war for Southern independence. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 328 Slavery, Race, and the University (4)**

An exploration of the importance of slavery to the development of higher education in the United States through a close study of the history of the University of the South, its antebellum roots in the slaveholding South, and the continuing impact of the legacies of slavery and racial injustice on its development. The course also examines campus monuments and memorials that shape collective memories and identities at Sewanee and considers the ethical questions of how universities may seek justice and reconciliation in light of their historic and long-unaddressed connections to slavery. *Not open to new first-year students. Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 330 History of Southern Appalachia (4)**

An examination of the events, people, movements, and themes of the region's past, from earliest known human habitation to the present. The course explores contrasting ways of life expressed by native and European peoples; implications of incorporating the area into the United States; the agricultural, industrial, and transportation revolutions of the nineteenth century; popular culture within and about Appalachia; contemporary issues of regional development and preservation; and ways the unique environment of these mountains has shaped and frustrated notions of regional identity. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 333 Topics in American History (4)**

A seminar dealing with important political, social, and intellectual movements in American history. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 334 History of Mass Culture in the United States (4)**

This course examines the history of mass culture in the United States from the mid-1800s to the present. It asks how mass cultural products, from minstrel shows to moving pictures to hip hop, developed as industries and went on to shape Americans' ideas about gender, race, and class. Students will consider the role of "subcultures" and how Americans of many different identities and social groups have used mass culture to contest and reshape dominant or "mainstream" U.S. culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 335 Monsters, Marvels, and Museums (4)**

This course introduces students to the history of a particular kind of early modern museum: the curiosity cabinet or Wunderkammer. These striking collections of curious objects, marvels, and "monsters" had become key research and educational venues in many European cities by 1500. They generated discussion about the relation between local and global knowledge, between the natural and artificial, the extent and causes of biodiversity, and much more. The course explores the history and politics of these collections while recognizing their role as nodes in global circuits of information transfer and exchange. Also considered is the Wunderkammer's impact on the development of museums of art, science and technology, natural history, and anthropology. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 336 Hours of Crisis in U.S. History (4)**

This course examines several key moments of crisis in American political, military, and cultural history from the Second Continental Congress's decision to declare independence in 1776 to the wars with Iraq in 1991 and 2003. The class explores the events that created the context for essential public actions, the historical factors that led to the decisions, and how succeeding generations came to view those decisions and, in some cases, to use them as precedents in thinking about contemporary problems. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 337 Nature, Magic, and Machines in Early Modern Europe (4)**

Currently scholars from across the globe are rewriting the history of what is often called the "Scientific Revolution," with some questioning whether such a revolution ever occurred. Did it? If so, why and how did it take place? This course explores watershed changes in the tools and strategies used to produce and circulate new knowledge in the early modern world. It thereby pursues a global, interdisciplinary approach to study of the scientific revolution. While focusing on the contributions of famous figures such as Galileo and Descartes, the course also takes account of lesser-known personalities and of diverse instruments, practices and social networks that contributed to the rise of modern science. Topics addressed include natural history, botany, taxonomy, medicine, alchemy, experimental philosophy, colonial science, indigenous knowledge, and the transfer of knowledge. Not open for credit to students who have earned credit for HIST 392. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 342 Topics in British History (4)**

Studies of important political, social, and intellectual movements in British History. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 343 Public History of Southern Appalachia (4)**

Public historians work with a variety of people and non-academic institutions, including community heritage groups, historical societies, and museums. In this course, students will explore the practice of conducting historical research in support of projects proposed by these institutions. This course will blend theory and experience by examining the cultural, intellectual, and economic implications of conducting public history research while exploring the practical aspects of conducting public history fieldwork. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 344 Twentieth-Century Britain (4)**

A study of British history in a time of world war and social and political adjustment. Among the topics considered are the impact of two world wars, the evolution of the welfare state, the implications of post-colonial status, and recent debates over economic and constitutional issues, including the country's relationship with Europe. Where possible the course will draw on first-person accounts and responses to these developments. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 346 History of Socialism (4)**

A study of the development of socialism as an ideology in the nineteenth and twentieth centuries. Among the major topics discussed will be: utopian socialism, Marxism, anarchism, German social democracy, Russian Marxism, and Chinese Marxism. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 347 The American Civil Rights Movement (4)**

This seminar will survey the major topics and issues of the twentieth-century Civil Rights Movement in America. In addition to exploring the lives and roles of popular figures like Martin Luther King, Jr., Rosa Parks, Malcolm X, and Jesse Jackson, we shall also examine the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 351 History of Modern India through Cinema and Literature (4)**

This course surveys the historical transformations provoked by the advent of modernity in twentieth-century India, including the rise of Gandhian nationalism, alternative and more extremist forms anti-colonialism, independence, and the partition of India in 1947. Through cinema and literature, the course examines how key events served as fulcrums in creating narratives of national, gendered, religious, and linguistic identities within the broader framework of late colonial and early post-colonial histories of South Asia. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 352 Making History (4)**

A consideration of some of the ways historians have dealt with historiographical issues. The books to be examined are all significant in the way they treat evidence, construct an interpretation of the past, and reflect ideas and values of the historians' own time. The emphasis in the course is on current historical methods and interpretations. *Open only to students pursuing majors in history. Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 357 Latin American Biographies (4)**

Through the reading of biographies, this course will examine major topics in Latin American history. Important issues to be explored will include: the Spanish conquest, the colonial experience, wars of independence, national projects, imperialism, and social revolutions. Among the historical actors whose lives will be discussed and analyzed are: Hernan Cortez, Montezuma, Jose Baquijano y Carrillo, Simon Bolivar, Domingo Faustino Sarmiento, William Grace, Emiliano Zapata, Eva Peron, and Fidel Castro. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 358 Women in Latin America (4)**

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students will examine several theoretical approaches to gender studies together with specific case studies. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 359 United States and Latin America since 1898 (4)**

This seminar deals with the historical interaction of Latin America with the United States from 1898 to the present. Specific topics to be examined include U.S. views of Latin America, imperialism, economic nationalism, the Cuban Revolution, guerrilla warfare, the Chilean and Nicaraguan cases, and the drug problem. The course will discuss the goals, perceptions, and actions of the United States and various Latin American governments during this period. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 360 Latin American Topics (4)**

A seminar designed to analyze a theme, period or topic of significance in the development of Latin America from colonial times to the present. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 366 Medieval England II (4)**

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 367 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 368 Saints and Society in Late Antiquity and the Middle Ages (4)**

This course will explore the place of Christian saints in the society and culture of the late Roman and medieval worlds. It will analyze changing ideals of sanctity and their relationship to broader social, religious and cultural developments. It will also focus on the varied functions of saints' cults as perceived by both the promoters and the followers. Emphasis throughout will be on the close relationship of religious ideals, ecclesiastical and secular politics, and social and cultural change. The course will be a seminar with emphasis on reading, class participation, and papers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 369 Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain (4)**

A study of the rise of al-Adalus and the caliphate of Cordoba. The succeeding Taifa kingdoms, Almohad and Almoravid dynasties, and the Nasrid rule in Granada will be studied as well as the Reconquest by the Christian kingdoms of the north. Special attention to the concepts of *convivencia* and *mudejarismo*. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hacktivists. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 378 Sexuality and the Self in Modern Europe (4)**

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 379 Honor, Shame, and Violence in Modern Europe (4)**

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 380 Crimes and Scandals in the Historical Imagination, 18th–20th Centuries (4)**

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analysis of criminality, memoirs of notorious criminals and detective novels. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 381 Travel Cultures, Global Encounters, 1800–1950 (4)**

In recent centuries overseas explorations and investigations, journeys and migrations, and exotic advertising and tourism have defined the very nature of modernity. This course investigates the cultural frameworks of travel -- the purposes, the interpretation of encounters, the interaction with peoples and landscapes -- from 1800 to 1950. Through reading recent works of scholarship on imperial cultures and research in primary sources for European and American global exploration and travel, students will learn how to analyze the discourses and practices that give meaning to experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 382 Global Segregation, Race, and Popular Culture in the United States and South Africa (4)**

An exploration of the rise and significance of segregation, race, and popular culture as crucial interlinked global phenomena during the era of burgeoning urbanization and nationalism in the late 19th and 20th centuries, with special attention to the histories of South Africa and the United States. Students engage primary sources from the popular culture of a global historical setting. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 387 Slavery and the Slave Trade in Africa (4)**

This seminar investigates intertwined phenomena of great importance to African history, from the pre-colonial era to the early twentieth century. The course examines the various forms of unfree labor in Africa through the lens of comparative slavery studies and then explores Africa's key slave trades: the Saharan, East Indian, and Trans-Atlantic. The course focuses on the internal African dynamics that shaped labor recruitment and participation in the slave trade, stressing African agency in the face of dynamic historical circumstances. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 388 The United States and Vietnam since 1945 (4)**

The focus of this course is the history of Vietnam since World War II, French colonialism, the development of the independence movement, the origins of U.S. involvement, and the escalation of the conflict in the 1960s. Vietnamese goals, American foreign policy, the anti-war movement, and the presidencies of Kennedy, Johnson, and Nixon will be topics of special interest. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 389 Modernity and Modernism in Europe, 1750–1890 (4)**

From 1750 to 1890, European men and women experienced a startling new world of political, socioeconomic, and technological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopic visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of modernization. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 390 Topics in European History (4)**

An examination of the significant social, political, and intellectual movements in the history of Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 393 America's Civil War (4)**

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America. We will consider the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students will employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 395 Science and Medicine in East Asia, 1500 to the Present (4)**

This course examines the political, economic, and social aspects of science and medicine in East Asia from 1500 to the present. It analyzes how ideas about the natural world, the body, and healing were constructed and disseminated across the region, with a focus on selective adaptation, empire, and hybridity. Students will question the universal nature of science and medicine taught in most classrooms as well as consider the importance of indigenous forms of knowledge in modern disciplines. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 397 The Origins and Conduct of World War II (4)**

A study of the causes, events, and results of World War II. Topics discussed include: the legacy of World War I, rise of totalitarianism, diplomacy of the 1930s, battles and strategies of the war, the Holocaust, and origins of the Cold War. *Prerequisite: One course with attribute G4 including AP or IB credit and approval of the World War II program director required.*

**HIST 399 History of Psychiatry and Mental Health (4)**

This course explores the history of psychiatry from the early modern period to the late twentieth century. Students learn how concepts of the mind changed over time and examine the effects these changes had on the medical care of individuals suffering from mental disorders or otherwise deemed deviant in their social behavior. In addition to examining broad trends, the course considers the emergence of specific categories of mental disorder and/or social deviance and how they were experienced by sufferers, family members, and medical professionals. The class also discusses the intersection of the history of mental health with histories of gender, race, and sexuality in North America and Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 401 Contemporary Chile, 1970-2011 (2)**

This course examines the trajectory of Chilean history, politics, and culture over the past half-century. Starting with the presidency of Salvador Allende (1970-1973) and its historical foundations, students analyze the legacies of the Pinochet dictatorship (1973-1990) and the problems of Chile's transition to democracy (1990-present). Includes in-depth consideration of the political, social, economic, and cultural issues involved in Chile's present debates, among them the access to free education. Cultural activities and guest lectures by prominent Chilean scholars and activists are combined with field trips to historical sites in and around Santiago. Conducted as a three-week summer course. No Spanish language experience required. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 403 Capitalism in Britain and the United States (4)**

The impulse to combine land, labor, and capital in profitable ways has always existed; this course focuses on how British and American entrepreneurs have attempted this challenge over the past 500 years of history. The differing cultural, institutional, and technological developments faced by entrepreneurs in each country are considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 406 From D-Day to Berlin: World War II Sites in England, France, Germany (4)**

This course focuses on World War II in England, France, and Germany. Lectures and discussions on specific topics are enhanced by visiting sites related to the progression of the war and its impact on soldiers and civilians. Starting in London with the Imperial War Museum and War Cabinet Rooms, the program moves to Portsmouth and then crosses the Channel into Normandy. In northern France the emphasis is on D-Day, followed by a visit to Paris and discussions of the occupation and liberation. The program travels east and finishes in Germany with visits to Nazi party locations in Munich, Dachau Concentration Camp, Nuremberg, and the capital city of Berlin. Conducted as a three-week summer course. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 408 The Body Republic: American Politics, Medicine, and Society Before the Civil War (4)**

This course explores the connections between science, politics and social conventions in the period known as the Early Republic. Topics include the relationship between scientific theories and the temperance movement, gender roles, and scientific racism. Consideration of how the medical was political runs throughout the course as the challenges of microbes, diet, climate, and shifting definitions of 'race' and 'citizen' are explored. Course readings highlight the intersection of science, politics, race, and gender during this foundational period in American History.

**HIST 410 Five Centuries of Atlantic Slavery, 1400-1900 (4)**

An examination of the history of the practices of human slavery in the Atlantic World. Topics include the conduct of the transatlantic trade, the Middle Passage experience, plantation systems in North America, the West Indies, and Brazil, the role of Atlantic slavery in the transition to industrialism, slave resistance and revolt, and the abolitionist movements. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 421 The History of Sustainability and Sustainable Development (4)**

An examination of the historical origins and development of the discourses of sustainability, sustainable development, and the green economy, which have been ubiquitous, influential, and critically and historiographically under-examined in contemporary U.S. and global society. The course draws on contemporary global environmental historiography, while analyzing key primary sources such as Malthus' *An Essay on the Principles of Population*, Marsh's *Man and Nature*, Ehrlich's *Population Bomb*, Club of Rome's *Limits to Growth*, the United Nations' Brundtland Commission's "Our Common Future," the United Nations' Millennium Development Goals, and the University of the South's Sustainability Master Plan. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 430 Political Islam (4)**

Offering a broad view of Islam in contemporary politics, this course investigates the politicization of Islam and the "Islamization" of politics by Islamist groups (such as al-Qaeda and Hamas), governments (such as Saudi Arabia and Pakistan), and non-state actors in the Muslim world. The class aims to demystify the so-called "Islamic turn" by considering how Islamic politics are shaped by wider debates about modern Islam, by Western actions in the regions, and by the emergence of powerful new technologies of propaganda and recruitment. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 440 Honors Seminar (4)**

The seminar has two functions: first, it serves as the classroom setting in which senior history majors are guided as they conduct the independent research for and complete the writing of their senior honors thesis; second, it operates as a workshop that assists honors candidates in the preparation of the thesis by engaging them in the larger scholarly enterprise of reading and reviewing each other's work. Toward these ends, members of the history department and scholars from other colleges and universities may share their work with and seek the critical engagement of the honors students. The class concludes with an oral presentation of each student's research to the history faculty. *Prerequisite: Instructor prerequisite override required.*

**HIST 441 The Home and the World: Gender and Sexuality in Modern India (4)**

Taking a historical approach towards understanding gender and sexuality in South Asia, this course focuses particularly on the history of women in the region. As is suggested in the translated title of one of India's most celebrated writers Rabindranath Tagore's novel, *Home and the World*, this course's themes also pivot around questions of women's belonging in circumscribed spaces. From this center it reaches out to offer an understanding of the great diversity and heterogeneity of women's experiences in India, an analysis of women's movements, forays into women's voices, and colonial policies towards women. Apart from a robust historiographical literature, this course introduces students to poems, fiction, literature, plays, art, and cinema from India.

**HIST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 452 Senior Seminar (4)**

History majors engage in primary and secondary research on a topic of interest, culminating in a significant analytical paper. The semester concludes with an oral presentation of each student's research. *Open only to students pursuing majors in history. Prerequisite: HIST 352.*

**HIST 455 European Empires in Asia (4)**

This course examines the great age of European expansion in the 19th and 20th centuries in Asia and explores the underpinnings of an imperial state. From the age of exploration, to the age of trade, to the age of European decolonization, the relations between the European and the local peoples underwent a significant change in terms of cultural contact, economic exploitation, and political domination. The course analyzes the results of these relations for the Europeans and for the Asians they ruled. It also considers why and how imperial dominations lost their force and new national identities emerged in Asia. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 456 Partition and Its Meanings: India, Ireland, and Palestine (4)**

This seminar explores the theory and practice of partition in the twentieth century by focusing on the political divisions that colonial or occupying powers imposed in Ireland, Palestine and India. It examines how the idea of partition arose, the nature of support and opposition it attracted within and beyond these regions, and how such systems came to prevail against extremely determined opposition. The course further considers how partition affected the development of nationalist movements, the course of world events, and the everyday lives of the peoples inhabiting these regions. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 471 Health, Medicine and Society in Early Modern Europe, 1400-1800 (4)**

An exploration of the intertwined histories of health, medicine, religion, and emotion in Europe, c. 1400 to 1800. Informed by the methods and scholarship of social and cultural historians, the course considers the ways in which status, social roles and obligations, gender, and religious identities and practices affected how early moderns understood the health of their minds, bodies, and souls. Topics include Galenic humoralism and theories of disease, religious and astrological cures, learned medicine and anatomy, dissection and the study of female bodies, hospitals, and asylums. *Prerequisite: One course with attribute G4 including AP or IB credit.*



**HIST 472 Marriage and Imagined Families in the Modern World (4)**

Applying Benedict Anderson's concept of "imagined communities" to historical understandings of family life and marriage, this seminar investigates the multiple ways in which modern Europeans have imagined family relationships, spaces, and rituals of marriage. The course examines the cultural creation and reworking of the nuclear family by a diverse range of historical actors within an increasingly global context. How did individuals invent shared pasts that legitimized non-traditional concepts of marriage and the family? Topics include Victorian, socialist and fascist families, the modification of marriage, and challenges to family structures posed by person of alternate sexual, immigrant, and gendered identities. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 481 The Oxford Movement (4)**

This course charts the history of the Oxford Movement and its impact on British religion and society, as well as the colonies and former colonies of the British Empire. The Oxford Movement did not arise in a vacuum, so the course begins by exploring the 18th century High Church and Evangelical background. Nor did the Movement exist in a vacuum, so its interaction with the U.S. and the late 19th century "crisis of faith" is seen. Finally, the Movement's successors are examined: slum priests in rapidly growing cities, the Liberal Catholics, and the Gothic revival in architecture and worship. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 493 The Civil War and American Historical Memory (4)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest way in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. *Prerequisite: One course with attribute G4 including AP or IB credit.*

## History Courses Focused on an Area Outside Europe and the United States

Code	Title	Semester Hours
HIST 128	Adventures at Sea: The Indian Ocean in World History	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 214	Africa Inside Out	4
HIST 215	Southern African History	4
HIST 216	History of Japan	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 221	History of India and South Asia I	4
HIST 222	History of India and South Asia II	4
HIST 223	Latin American History to 1825	4
HIST 224	Latin American History Since 1826	4
HIST 225	Empire in the New World: Incas and Aztecs	4
HIST 273	The Haitian Revolution	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 310	From Barbary to Iraq: Britain and America in the Middle East	4
HIST 319	The Arab-Israeli Conflict	4
HIST 351	History of Modern India through Cinema and Literature	4
HIST 357	Latin American Biographies	4
HIST 358	Women in Latin America	4
HIST 360	Latin American Topics	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 382	Global Segregation, Race, and Popular Culture in the United States and South Africa	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 388	The United States and Vietnam since 1945	4
HIST 395	Science and Medicine in East Asia, 1500 to the Present	4

HIST 397	The Origins and Conduct of World War II	4
HIST 430	Political Islam	4

## History Courses Focused on the Period after 1700

Code	Title	Semester Hours
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 201	History of the United States I	4
HIST 202	History of the United States II	4
HIST 206	History of Britain and Ireland II	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 212	Modern East Asia	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 224	Latin American History Since 1826	4
HIST 229	The Many Faces of Sewanee	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 272	France Since 1815	4
HIST 297	History of the Middle East II	4
HIST 310	From Barbary to Iraq: Britain and America in the Middle East	4
HIST 316	The African-American Church in Slavery and Freedom	4
HIST 317	African-American Intellectual History	4
HIST 318	Black Power to Black Lives Matter	4
HIST 319	The Arab-Israeli Conflict	4
HIST 320	Victorian and Edwardian Britain	4
HIST 321	English Identities	4
HIST 322	Southern Lives	4
HIST 323	The Many Faces of Sewanee	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 325	Revolutionary America	4
HIST 327	The Old South	4
HIST 334	History of Mass Culture in the United States	4
HIST 336	Hours of Crisis in U.S. History	4
HIST 344	Twentieth-Century Britain	4
HIST 346	History of Socialism	4
HIST 347	The American Civil Rights Movement	4
HIST 357	Latin American Biographies	4
HIST 358	Women in Latin America	4
HIST 359	United States and Latin America since 1898	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 378	Sexuality and the Self in Modern Europe	4
HIST 379	Honor, Shame, and Violence in Modern Europe	4
HIST 380	Crimes and Scandals in the Historical Imagination, 18th-20th Centuries	4
HIST 381	Travel Cultures, Global Encounters, 1800-1950	4
HIST 382	Global Segregation, Race, and Popular Culture in the United States and South Africa	4

HIST 388	The United States and Vietnam since 1945	4
HIST 389	Modernity and Modernism in Europe, 1750-1890	4
HIST 393	America's Civil War	4
HIST 397	The Origins and Conduct of World War II	4
HIST 399	History of Psychiatry and Mental Health	4
HIST 406	From D-Day to Berlin: World War II Sites in England, France, Germany	4
HIST 408	The Body Republic: American Politics, Medicine, and Society Before the Civil War	4
HIST 430	Political Islam	4
HIST 472	Marriage and Imagined Families in the Modern World	4
HIST 493	The Civil War and American Historical Memory	4

## History Courses Focused on the Period before 1700

Code	Title	Semester Hours
HIST 205	History of Britain and Ireland I	4
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 211	China: Inside the Great Wall	4
HIST 216	History of Japan	4
HIST 221	History of India and South Asia I	4
HIST 223	Latin American History to 1825	4
HIST 225	Empire in the New World: Incas and Aztecs	4
HIST 234	British Reformations	4
HIST 292	Jews in the Greco-Roman World	4
HIST 293	Greeks, Romans, and Barbarians	4
HIST 296	History of the Middle East I	4
HIST 298	History of Islam	4
HIST 302	Ancient Rome	4
HIST 303	Medieval Europe I	4
HIST 304	Medieval Europe II	4
HIST 305	Medieval Women -- In Their Own Words	4
HIST 313	Youth and Social Networks in the Early Modern World	4
HIST 366	Medieval England II	4
HIST 368	Saints and Society in Late Antiquity and the Middle Ages	4
HIST 369	Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4

## History Courses with a G4 Attribute

Code	Title	Semester Hours
HIST 100	Topics in Western Civilization	4
HIST 111	Religion and Power in the Pre-Modern West	4
HIST 112	Women Changing the World: Gender and Social Movements	4
HIST 113	Civil Disobedience from Ancient Greece to Modern Africa	4
HIST 116	Revolution and Evolution: Europe since the Eighteenth Century	4
HIST 117	Discovering America, 1400-2000	4
HIST 120	Children and Childhood in History	4
HIST 121	Consumer Culture and Its Discontents, 17th - 20th Centuries	4
HIST 124	World in the Twentieth Century	4

HIST 125	The Age of Discovery: Encounter of Two Worlds	4
HIST 126	Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries	4
HIST 127	Atlantic Britons, 1500-1850	4
HIST 201	History of the United States I	4
HIST 202	History of the United States II	4
HIST 204	Rich and Poor in America from the Colonial Period to the Present	4
HIST 205	History of Britain and Ireland I	4
HIST 206	History of Britain and Ireland II	4
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 217	Renaissance and Reformation	4
HIST 218	The Age of Enlightenment	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 232	African-American History since 1865	4
HIST 234	British Reformations	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 272	France Since 1815	4
HIST 283	Environmental History	4
HIST 293	Greeks, Romans, and Barbarians	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 375	The Outlaw in American Culture	4

## Humanities

Website: Humanities (<https://new.sewanee.edu/programs-of-study/humanities/>)

Sewanee's team-taught, interdisciplinary humanities program introduces students to the cultural products and practices that have informed the development of Western cultures. Along with critical examination of "the West" and consideration of what it has meant — and means today — to be human, students refine their writing and speaking skills and participate actively in humanities seminars. Though students may enroll in individual courses within the program, those who complete the entire complement of humanities courses will be able to conduct interdisciplinary and multidisciplinary critical inquiry, evaluate the implications of historical change over time, and approach the study of cultures — their own and others — in intellectually informed and responsible ways.

### Faculty

Professors: Brennecke, Engel, J. Grammer, Malone, McCarter, McDonough, S. Miller, Moser, O'Rourke, Papillon, Peters, Raulston

Associate Professors: Etensohn, Macdonald, Rung, J. Thompson (Chair), Thurman, Whitmer

Assistant Professor: MacLaren

### Minor

The interdisciplinary humanities minor combines foundational study in several disciplines in the humanities with more advanced courses and independent work. In addition to completing four courses that approach the critical study of the humanities from the ancient to modern worlds, humanities minors also enroll in a 300-level seminar focused on the humanities in the twenty-first century.

### Requirements for the Minor in Humanities

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Five courses in the following distribution</b>		
Two 100-level Humanities courses		8
Two 200-level Humanities courses		8
HUMN 380	Seminar	4
<b>Total Semester Hours</b>		<b>20</b>

### Courses

#### Humanities Courses

##### **HUMN 103 Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World (4)**

This interdisciplinary course explores significant issues in Greco-Roman culture as well as the religious traditions of the Near East. It provides a critical introduction to cultural contexts and ideological tensions that have contributed to the construction of Western identities and civilizations. Through examination of selected textual and intellectual echoes over time, the course considers the changing reception and impact of controversies and debates that have not only shaped ideas of "the West" but continue to challenge and perplex human beings.

##### **HUMN 104 Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World (4)**

As an interdisciplinary study, this course investigates how the medieval world made sense of itself. It explores material from across the Middle Ages, including literature, art, architecture, and theology, and considers how different literacies (or modes of interpretation and understanding), developed during this time period. Focusing on several different areas of the medieval experience will help participants to gain insights into larger questions that stretch out from the medieval period to today.

##### **HUMN 105 Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World (4)**

As a critical introduction to cultural contexts and ideological tensions of the early modern world, this course examines significant focal points of the era from interdisciplinary perspectives that draw together and intersect literature, the arts, philosophy, and politics — and the discourses that have come to be associated with these areas of inquiry. Among the course's central topics are the recovery and dissemination of classical learning, the advent of printing, the roots of religious strife, encounters in and beyond the Americas, the emergence of experimental science, and the development of the secular state.

**HUMN 106 Experience, Expression, and Exchange: Texts and Contexts of the Modern World (4)**

As a critical introduction to cultural contexts and ideological tensions in the modern world, this interdisciplinary course examines the intersections of literature, the arts, philosophy, and politics to investigate what it means to be modern and how the modern era has reshaped and redefined the human experience. The course will compare literary, visual, and aural texts from different global traditions to de-link the concept of the modern from "the West" in its investigation of how societies have negotiated, registered, and expressed the experience of modernity.

**HUMN 203 Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism (4)**

What prompts the composition of manifestos--and what consequences have ensued? What are the underlying purposes of terrorism, and how have acts of terror been defined and even justified? This interdisciplinary course explores intellectual and social movements in cultural context from the early modern period to the present day with attention to the writings (especially manifestos) and outcomes (including terror) they have produced. Using the French Revolution, humanism and technologism, imperialism, and the artistic movements of the early twentieth century as some central focal points, the course examines competing visions of progress and resistance to it.

**HUMN 204 Experience, Expression, and Exchange: Utopias and Dystopias (4)**

This course explores how utopian, dystopian, and post-apocalyptic discourse imaginatively engages--and has engaged--cultural and historical challenges. Using approaches related to history, philosophy, literature, political theory, and the visual arts--especially film--this class seeks to ground utopian and dystopian speculation in the historical and cultural circumstances engendering it. Possible texts include works by Rousseau, More, Plato, Schopenhauer, Nietzsche, Marx, Leibniz, Voltaire, Huxley, Orwell, Zamyatin, McCarthy, Burgess, Atwood, Ishiguro, Lovecraft, Fritz Lang, and Ridley Scott.

**HUMN 205 Reading the Labyrinth (4)**

The labyrinth is both a built environment and a conceptual space. Class lectures and assignments will interrogate the labyrinth as a pervasive structure and narrative device from antiquity to the present through its various manifestations and representations. Adopting a global perspective, this interdisciplinary class will address the labyrinth in different cultures through literature, architecture, the visual arts, film and contemporary media. A main thread for the course will be the work of Argentine writer Jorge Luis Borges, and the connections it proposes between the labyrinth and multiple philosophical and artistic traditions.

**HUMN 207 Experience, Expression, and Exchange: The Great War and the Emergence of Modern Memory (4)**

This course explores how movements in art, music, politics, history, and literature reflect, negotiate, and contribute to a modernist conception of the human experience preceding, during, and immediately after World War I--the "war to end all wars." Using critical approaches related to music, history, philosophy, literature, political theory, and the visual and plastic arts, this course seeks to make sense of the cultural circumstances associated with the expansion of imperialism and its implosion.

**HUMN 210 Modern Intellectual Traditions (4)**

This course offers a focused survey of major figures and topics in the intellectual, political, or ideological trends of the modern period, from the 17th century to the modern day.

**HUMN 214 Experience, Expression, and Exchange: Histories of Science, Vision, and Art: 1500-Present (4)**

This course focuses on the histories of relations between visual art and contemporary scientific method(s). It looks at why and how major socio-economic, cultural, and political changes associated with the history of "the West" (c. 1500 to the present), involved a preoccupation with vision and its effects. The course hones in on artists and "scientific observers", many of whom were directly involved in colonial and commercial projects. Topics of focus include: the uses of instruments (such as the microscope) for mediating sight and producing new knowledge about nature: the ordering, politics, and display of visual objects in collections, and more.

**HUMN 215 Introduction to Digital Humanities through Post-Soviet Identity and America's South (4)**

This course is designed to give students an introduction to digital humanities. It will include content from two cultural-historical periods: organized around American slavery studies and reconciliation, and diaspora and post-Soviet identity, which both touch on memory, identity, and reconciliation with the past, and lend themselves well to being studied through digital archives, digitalized memoir and letters, and digital maps. Within the comparative framework of the course, students will be introduced to digital mapping through skills and assignments connected to the Roberson Project on Slavery, Race, and Reconciliation. Students will draw from digital archives and the study of documentary film and digital display of montaged film from the Black Sea Networks Initiative.

**HUMN 217 Imitation, Quotation, Appropriation, and Genre (4)**

Imitation, quotation and appropriation are fundamental creative strategies--in the visual arts, writing, music, and filmmaking. Imitation is how you learn your craft, quotation how you demonstrate expertise, and appropriation a strategy, often with political and legal implications. Forms of expression generated in one context and culture are translated and appropriated for new audiences and purposes. This course examines a diverse range of key monuments, texts, and practices, including the theorization of art in the Italian Renaissance, twentieth-century feminist retellings of "classic" tales, and the international exchange of plots and the formal language of storytelling between the Hollywood Western and Japanese samurai films. The course considers the pleasures and parameters of genre, the conception of intellectual property, and the politics of appropriation.

**HUMN 225 The Nobel Prize (4)**

The Nobel Prize is widely considered the most highly reputable award in the fields of literature, medicine, physics, chemistry, peace, and economics. This course considers the history of the awards, the Nobel Foundation, and the selection process. Primary emphasis centers on particular awards and the impact they have had in their fields and in the world. Topics vary from offering to offering.

**HUMN 250 Special Topics (4)**

This course focuses on special topics in the humanities not already covered in existing courses in the program. This course may be repeated twice for credit when the topic differs.

**HUMN 380 Seminar (4)**

Students use methodologies gleaned from previous humanities courses--and acquire new ones--to approach topics relevant to contemporary study of the humanities. The course focuses on a set of interrelated themes, such as justice and power, faith and reason, or journey and exploration. *Prerequisite: Two courses in humanities (HUMN).*



# Intergroup Dialogues

## Courses

### **IGDI 101 Intergroup Dialogues: Race and Class (2)**

This course provides an avenue for students of all backgrounds and viewpoints to examine topics of power, privilege and inequality in society. Students consider how social identities condition the lived experience of Americans, and shape views on a range of social, cultural and political issues. The Intergroup dialogue method of communication will be taught and modeled by the instructors. Through the dialogic process, students will develop their public speaking, intentional listening, and logical thinking skills, and achieve a greater level of understanding of differences of opinion and belief around important social issues.

## International and Global Studies

Website: International and Global Studies (<https://new.sewanee.edu/programs-of-study/international-and-global-studies/>)

The major in international and global studies involves the interdisciplinary study of global processes as they play out in various parts of the world. Students learn that cultural borrowing, border crossing, and interdependence are not new, but that these processes operate today at a heightened pace and degree of complexity. The combination of coursework, abroad experience, and language learning fosters students' successful navigation of this complex globalized world.

### Faculty

Professors: Dragojevic, Sanchez-Imizcoz

Associate Professors: Minkin, Roberts (Chair), Rung

Assistant Professors: Asiedu-Acquah, Lee

### Major

#### Planning a Program of Study

The major in international and global studies requires completion of ten full courses, an abroad experience, language training, and a comprehensive exercise to be completed in the senior seminar. All students must take INGS 200 (typically taken in the spring of the sophomore year), and INGS 400 (always taken in the fall of the senior year). The remaining eight courses are electives distributed as described below under "options." No independent study courses will be counted toward the major.

#### Thematic and Geographic Electives

The eight elective courses must be distributed evenly between thematic and geographic subcategories with no fewer than two courses in any single subcategory, and no more than four in any single subcategory. Students may not split both thematic and geographic subcategories. International and Global Studies is intentionally interdisciplinary and therefore no more than four of the eight elective courses may be taken from any one department with the exception of courses with the INGS prefix. The chart below illustrates the range of three elective distribution options available to students:

Options	Thematic Sub-category	Geographic Sub-category
1	4	4
2	4	2/2
3	2/2	4

#### Study Abroad Requirement

The ideal abroad experience is one that allows students to experience a semester-long immersion in a cultural, social, and linguistic milieu different from their own. However, majors also spend summers abroad studying, doing research or an internship, or working. Many have more than one abroad experience, combining a semester of study abroad with summer internships or other kinds of work. Whatever abroad experience is chosen, it must take place in the geographic area of focus in the major and must be completed before the fall of the senior year. The program will accept a total of three elective courses from a semester abroad, and four elective courses from a year abroad, as well as any language courses taken. In the rare case where a student is unable to study abroad, the student must petition the international and global studies program committee by the spring of their junior year to be allowed to fulfill this requirement by taking one extra course in their geographic area at the 300-level or above plus one additional language course in any non-English language, which is in addition to the foreign language requirement below.

#### Foreign Language Requirement

The foreign language requirement for the major in International and Global Studies is distinct from and in addition to Learning Objective 6 of the General Education Program (Comprehending Cross-Culturally: Language and Global Studies). While the same classes may often be used to satisfy both requirements, students majoring in International and Global Studies must fulfill the foreign language requirement described below in addition to completing General Education Learning Objective 6, which is compulsory for an undergraduate degree.

The three options for completing the major's foreign language requirement are follows:

Option 1

One foreign language course with the G6 course attribute (p. 38) PLUS a second foreign language course in the same language numbered 300 or higher that is not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 212).

#### Option 2

One foreign language course with the G6 course attribute (p. 38) PLUS a second foreign language course in a different language at any level that is not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 212).

#### Option 3

One foreign language course numbered 203 PLUS two additional foreign language courses in one or two different languages at any level that are not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 212).

None of the culturally-specific courses (p. 40) approved to satisfy Learning Objective 6 in the General Education Program (Comprehending Cross-Culturally: Language and Global Studies) may be used to meet any part of the foreign language requirement for the International and Global Studies major.

If any of the eight geographic or thematic distributed electives are taken in a foreign language, they may also be used to satisfy the foreign language requirement for the major.

A student who is unable to study abroad must take another foreign language course in addition to those specified in options 1-3 above. The student must also take one additional elective in their geographic sub-category numbered 300 or above.

## Requirements for the Major in International and Global Studies

The major requires successful completion of one of the following options:

### Option 1

Code	Title	Semester Hours
<b>Course Requirements</b>		
INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	Senior Seminar <sup>2</sup>	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 218) <sup>3</sup>		16
Select four courses in a single geographic sub-category (such as Asia) (p. 213) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>4</sup>		
Foreign language		
Study abroad		

### Option 2

Code	Title	Semester Hours
<b>Course Requirements</b>		
INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	Senior Seminar <sup>2</sup>	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 218) <sup>3</sup>		16
Select four courses split between two geographic sub-categories (such as Latin America and the Caribbean, and Europe) (p. 213) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>4</sup>		
Foreign language		
Study abroad		

### Option 3

Code	Title	Semester Hours
<b>Course Requirements</b>		
INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	Senior Seminar <sup>2</sup>	4
Select four courses split between two thematic sub-categories (such as Global Culture and Society and Global Politics) (p. 218)		16
<sup>3</sup>		
Select four courses in a single geographic sub-category (such as Russia and Eurasia) (p. 213) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>4</sup>		
Foreign language		
Study abroad		

<sup>1</sup> INGS 200 should be taken in the sophomore year.

<sup>2</sup> INGS 400 should be taken in the fall of the senior year.

<sup>3</sup> No more than four of the eight elective courses may be taken from any one department.

<sup>4</sup> Each student completes a comprehensive exercise in the first semester of their senior year in INGS 400. The comprehensive consists of a thesis written in INGS 400 that integrates students' thematic and geographic areas of focus, and a public presentation of the thesis.

### Honors

In October of their senior year, students may apply for honors if they have a 3.50 grade point average in the major. To apply, students submit a project proposal to the department chair for a 35-page paper to be written in consultation with and evaluated for honors by two members of the international and global studies faculty. If the proposal is approved, students will register for a full course (INGS 405) taken in the second semester of the senior year. Honors theses must be completed and presented in a public forum in April of the senior year.

### Minor

#### Requirements for the Minor in International and Global Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
INGS 200	Introduction to International and Global Studies	4
Select two courses from a single thematic sub-category (such as Global Politics) (p. 218)		8
Select two courses from a single geographic sub-category (such as Europe) (p. 213)		8
<b>Total Semester Hours</b>		<b>20</b>

## Courses

### International and Global Studies Courses

#### INGS 100 Media and Globalization (4)

This course introduces students to some of the most significant sources contributing to shared cultural patterns in our globalizing world. It uses a variety of contemporary media, including documentary and narrative film, digital media, hip hop music, and other cultural expressions to examine and explore local/global dynamics, cross-border flows, and changing identities and values. Students learn to analyze the relationship between media forms and cultural contexts in many different parts of the world. The preparation of multi-media projects enables students to understand the construction of such cultural expressions.

#### INGS 101 Geopolitics of Everyday Life (4)

In this course, students examine ways that their day-to-day lives, including their activities, their relationships, and the spaces around them, are informed by international politics and territorial conflict. A variety of case studies supplement the course readings and help students analyze experiences of war, citizenship, migration, nationalism, security, and globalization in local contexts around the world, including their own.

#### INGS 102 ... and the World was Round: Sixteenth-Century Roots of Globalization (4)

This course examines the first circumnavigation of the globe during the 16th century and considers how the two maritime empires of the time, Spain and Portugal, spawned not only the opening of new routes of commerce and the development of cartography but also the very idea of globalization.

#### INGS 103 The Global Detective (4)

This course examines the globalization of terrorism, environmental problems, and immigration through fiction. Readings include Olivier Truc's *Forty Days without Shadow*, Maj Sjöwall's and Per Wahlöö's *The Terrorists*, and Eva Dolan's *Long Way Home*.

#### INGS 104 Oil: The Fuel of Globalization (4)

Using the tangible implications of globalization around the world as a uniting theme, this class will serve as an introductory course for the INGS major, and, as such, explores oil as a primary player in global politics, global capitalism, and global culture and society. It will also serve as an introductory course to GIS mapping techniques, allowing students to unite scientific and humanistic forms of knowledge production.

#### INGS 105 Globalization and Culture in the Americas (4)

The course introduces students to the concepts of "culture" and "globalization" with an emphasis on exploring how cultural practices are shaped by border-crossing and other forms of cross-cultural exchange. Specifically, the context of the Americas allows the examination of shared characteristics of early globalization through colonization. The majority of the course then explores the cultural hybridity that results from this process and continues to inform cultural practice in the contemporary period. The size of the "Americas" as a geographic region provides insight into the complexity of "globalization" outcomes that depend upon the diverse economic, social, cultural, and historical contexts in which cross-cultural exchange occurs.

#### INGS 106 Globalization and Migration in Asia (4)

This course focuses on migration as a primary means of expansion and intensification of worldwide connections or globalization. Throughout its extended history, Asia has been a vibrant site of international and interregional movement. The proliferation of human, technological, and cultural exports throughout Asia represents the prominence of this trend into the present. Given these ongoing developments, how might we understand globalizing Asia in the early twenty-first century? Drawing on case studies throughout Asia, students will explore this question and learn more about related themes like capitalism, labor migration, citizenship, and nationalism from a global perspective.

#### INGS 107 Sports in Global Perspective (4)

From the Olympic games, to American Crossfitters preparing for the "zombie apocalypse," to female bodybuilders in Iraq, this course examines athletic and symbolic possibilities of the human body in global perspective. The course offers an interdisciplinary approach to analyzing identities, rituals, and power. Case studies from around the world demonstrate how sports intersect with many facets of human experience such as gender, politics, and religion. Theories of power illuminate how the sporting body can be a site of critical resistance to ongoing violence within patriarchy, capitalism, and colonialism.

#### INGS 200 Introduction to International and Global Studies (4)

A course concerned with analyzing how international and global integration shape local development. After reflecting on this integration during the nineteenth and early twentieth centuries and its impact on nation-state formation and economic development, students analyze the construction of the post-World War II international system around the Bretton-Woods institutions. Attention is also given to how international norms pertaining to human rights and democracy apply to diverse countries during the current period of globalization, and to how transnational linkages shape economic and cultural transformations. The course concludes with discussion of living abroad including topics such as language acquisition and personal transformation. Required core course for IGS majors. *Open only to sophomores.*

**INGS 201 Youth Cultures in Urban Africa (4)**

This course focuses on how African urban youth have confronted the challenges of life and the forces of globalization, through examination of local and global socio-political, cultural and linguistic patterns in major African cities. It interrogates the social practices that characterize African urban youth culture, questioning how these practices and youth identities contrast with those socially-ascribed within local cultural frameworks. The course draws reading material from contemporary literature on youth culture, globalization, and social change in Africa. It also uses African films to showcase the opportunities and challenges brought about by the globalization of youth culture in Africa.

**INGS 203 Sociolinguistics of Africa (4)**

This course introduces learners to key concepts and topics in sociolinguistics with a regional focus of Africa. The concept of globalization is at the core of this course, specifically looking at how African languages and cultures have been impacted by socio-political and economic forces of globalization such as colonialism, urbanization, mass and social media, formal education and market-economy. The course also focuses on the role of language in the formation of nation-states in Africa, the structural effects that African languages have on "foreign" languages like English and French, and what speakers of African languages think of their utility in the context of globalization. Reading materials focus on language communities living in Africa, in the diaspora and in the technology-mediated "virtual" world. No prior knowledge of sociolinguistics is required in order to enroll in this course, but some knowledge about African languages and cultures is an added advantage.

**INGS 204 Representing Egypt (4)**

This course studies the role of representation in the negotiation of identity and power by mapping efforts across a variety of media to express and evaluate the dramatic developments in Egypt leading up to, and since, the "revolution" of 2011. The course introduces students to some of the most salient symbols, language, and narratives of the Arab Spring and their relationship to broader global discourses. Through the development of technical skills in photographic, video and audio acquisition, editing, and presentation, students deepen their understanding of how the structuring of content can shift the impact of a given piece.

**INGS 207 Globalization, Popular Culture, and Politics in West Africa (4)**

This course explores the relationship between popular culture and politics in the context of globalization in West African societies. It focuses on how popular sport, music, dance, film and other forms of popular culture and recreation inform and shape political action and participation. Long a meeting point of global and local currents, West Africa allows for examining how the creative mixing of local and foreign ideas and practices facilitates nationalism and democratic citizenship, enables hitherto marginal political players such as youth, and offers the possibility of transformation in the social politics of gender and generational relations.

**INGS 208 West and Central Africa in the Atlantic World (4)**

This course examines the implications of West and Central Africa's relations with and influences on the wider Atlantic world from the late 15th century, focusing on political formation, trade and socioeconomic change, and cultural interactions in Atlantic Africa. The course also considers topics such as diaspora, colonialism, decolonization, transnational social movements, democratization, development, migration, popular culture, tourism, and the global ramifications of West and Central Africa's integration into the Atlantic world.

**INGS 210 Cultures of the Middle East (4)**

This course is an anthropological introduction to the Middle East North Africa (MENA) region, which is often labeled as the "Arab" or "Muslim World." Course content is attentive to diverse experiences of everyday life and to the perspectives of minorities living in the MENA region and in diaspora. Course topics include religion and secularism, collective identities, gender, and political life examined in a variety of contexts, primarily through the experiences of youth as documented in ethnography.

**INGS 301 The Global Financial Crisis: Causes and Effects (4)**

This course introduces students to some prominent ways of theorizing the contemporary global financial architecture. It foregrounds global financial crisis in order to chart the historical role of finance, or investment capital, in shaping the economic forces of globalization. Exploring the theoretical and practical role that financial investment plays in capitalism and economic growth, the course investigates whether this role has changed with the greater economic integration and capital mobility associated with "neoliberal globalization." This course has a strong theoretical and political economy orientation, while remaining in conversation with approaches represented in cultural studies, human geography, gender and postcolonial studies. Students can thus understand "capital investment" not merely as a financial bet on the future, but as an emotional and psychological one as well.

**INGS 302 Global Cities (4)**

This course reviews recent literature regarding the emergence of "global cities" as central nodes in the global network economy. Whether conceptualized as hubs for information technology circuits or as points of financial and cultural exchange and mediation, cities are being increasingly understood and analyzed in their own right, in a framework that foregrounds "the urban" as the primary unit of analysis (as opposed to the "national" or "international."). The city, as a central site of socio-spatial transformation, is thus envisioned to be a central feature of globalization. This course considers the literature on "global cities" as well as writings that use "the urban" as a lens for analyzing global processes.

**INGS 304 Politics and Society in Modern India (4)**

This course introduces and contextualizes some major issues pertinent to understanding how politics and society function in contemporary India. Beginning with the historical encounter between the British and various groups on the Indian subcontinent, the course explores the development of anti-colonial nationalism and subsequent independence. Most attention, however, is focused on the postcolonial period, and particularly on problems of economic development, caste and religious identities, democratic politics in a pluralist society, secularism, rural and urban society, the advent of economic liberalization over the past quarter century, and the impact on India of globalization.

**INGS 305 Narrating Place/Space in Contemporary World Film (4)**

This course examines some of the most acclaimed international feature films of the past decade, with focus on how geographical places and spaces are constructed, narrated, and visualized in cinema. Class films represent many cultures and languages from around the world, thus inviting students to ponder broader issues of multiculturalism, globalization, and otherness. Among topics discussed are the possibilities and limits of cinematic representation of places/spaces, cultures, nations, historical events, memory, gender, ethnicity, race, and private/public realms. Students also learn about basic film theory terms, chief critical approaches to film criticism, and ways of writing about film.

**INGS 306 Spain in the European Union (4)**

A study of contemporary Spain and its participation in the European Community. Topics include sovereignty, national identity, and supranational governance; international organization theory; EU political organization, the role of the Parliament, Council, and commission; parties and elections; political economy, regional economic blocs, and the EU currency union with special attention given to the ongoing debt crisis; and immigration, and immigration policy. Attention is also given to Spain's role as bridge between the European Union and Latin America.

**INGS 307 Polish Film (4)**

An introduction to the history of Polish cinema, in historical and cultural context, from the 1950s to present day. In addition to discussing major schools such as the Cinema of Moral Anxiety, as well as influential directors such as Wajda, Polanski, and Kieslowski, the course focuses on important issues of Polish culture: its location at the crossroads of East and West; its complex narratives of history, memory, and trauma; and its transformations in the aftermath of Communism's fall in 1989. Polish cinema also serves as starting point for a broader discussion of the possibilities and limits of artistic representation of nations, cultures, historical events, and gender/class/ethnic relation. Finally, the course reviews basic film theory terms, main critical approaches to film criticism, and ways of writing about film.

**INGS 308 Body Film: Representing the Body in Contemporary World Cinema (4)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course's theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway.

**INGS 309 Society and Culture in Zambia (4)**

The course examines the major cultural traditions and historical trajectory of Zambia, a southern African country. Through lectures by Zambian professors and joint class sessions with Zambian students, the course covers Zambian history, cultural norms and gender relations. It also explores how ethnicity, class, and religion shape society and development. Students interact directly with social and cultural institutions through homestays with Zambian families, community engagement in rural and urban settings, and attendance at religious services. Visits to historical sites, cultural events, museums, and festivals in Zambia's Central, Copperbelt, and Southern regions are included.

**INGS 311 Islam and Ecology (4)**

Based on a study of classical and contemporary Islamic texts, this course considers how narrative and language contribute to shaping distinct ecological world views. The course raises questions of how sacred narratives and concepts shape the way that Muslims experience the natural world and value different elements of their environment. The course also considers the efforts of contemporary Muslim environmental activists to change the relationship of humanity to natural resources and surroundings with reference to the Islamic faith.

**INGS 312 Africa and the West Since 1800 (4)**

This course surveys the historical relationship between Africa and the West from the age of Abolition in the early 19th century through the colonial and post-colonial periods. Several broad questions are addressed including: What were the political, economic, social, cultural, and intellectual implications of this relationship? To what extent and in what ways is this historical relationship implicated in Africa's postcolonial, but some would argue, neocolonial present? Has Africa played any role in the evolution of the cultural and geo-political phenomenon called the West? This course emphasizes the agency of Africans in their interactions with the West even as it delves into how Africans have been shaped by this relationship.



**INGS 313 "Foreigners" of the Middle East (4)**

With a focus on the Arab Middle East, Turkey, and Iran during the late Ottoman and colonial eras, this course asks questions about belonging. In particular, it looks at the relationships between national, ethnic, religious, racial, gender and/or socio-economic affiliations in creating and concretizing "foreignness" and minorities. This course considers what categorized a community or persons as "foreign", when and how these categories changed, and how "foreign" communities and individuals influenced the changing political, economic, and cultural landscape of the Middle East.

**INGS 314 The History of Current Events in the Middle East (4)**

This course uses current events in the Middle East as a framework through which to think about global history and its impact on the present day. This course focuses on the news through both an international and an American lens alongside historical questions and scholarship that illuminate present-day events. Course goals include a mastery of key global issues in the Middle East as well as the tools to interact with newsmakers and policy makers through interrogation and discussion of the interconnected world around us.

**INGS 316 Global Migration and Border Crises (4)**

An examination of the ways in which global migrations are represented as crises and of the spatial significance of borders. Focusing on three representative spaces—the United States–Mexico border, the Mediterranean–European Union border, and the Balkans–European Union border—the course considers theories of and journalistic discourse on migration as well as aesthetic representations of migration in literature, art, and film.

**INGS 317 The Body and the Body Politic in the Middle East (4)**

This course explores various meanings and roles of the human body in the Middle East North Africa region, as well as the connections between individual experiences of the body and the collective political "body" of the nation, society, and state. Course themes include health and medicine, sports, environment, war, gender and sexuality, religion, and politics. Drawing upon contemporary ethnographies from the region, students will examine the body's embeddedness in structures of power, such as kinship networks, political and religious movements, and government and non-government organizations. Students will apply anthropological thinking to understand how embodied experiences in these structures shapes people's sense of who they are and how they are in the world.

**INGS 318 Middle Eastern Diasporas (4)**

This course uses the diasporic communities of the Middle East as a starting point to study how people, knowledge, and memory shift when crossing geographic borders. Students will learn key historical events and present day trends in study of the Middle East as well as how to put these into a global story of migration, power, and social, political, and economic change and possibilities.

**INGS 323 Race and Asia (4)**

Through and beyond "local" understandings of social difference (i.e., primarily ethnicity or nationality), this course examines race and racism across borders. The class asks the central question: how are racial identities produced, perceived, and experienced against the backdrop of colonialism, nationalism, and globalization in modern Asia? In addition, the course analyzes how race interacts with related social identities like gender, sexuality, class, and religion.

**INGS 324 Africa and International Summitry (4)**

This course explores the significance of international summitry for Africa, from the Berlin Conference of 1884/85 to more recent regular summits involving African countries and global and regional powers such as the United States, China, Russia, and India among others. The course brings into conversation different traditions and moments in this long history of summitry. The course examines the origins, activities, key actors, and afterlives of these summits. The summits will also be focal points for examining how their attendant international movements and themes have shaped the evolution of international society and global politics.

**INGS 400 Senior Seminar (4)**

An interdisciplinary seminar required of all seniors in international and global studies. Shared readings on key topics and concepts in globalization are discussed in relation to students' geographic concentration and abroad experiences. Additionally, each student produces and presents a major research paper related to the student's course work as well as abroad experience and language study. This seminar is normally offered in the fall, in part to reintegrate majors who were abroad in the spring or summer as well as to draw best on the abroad experience while still fresh. This course also serves as the writing intensive credit within the major. *Open only to seniors pursuing majors in international and global studies.*

**INGS 405 Honors Thesis (4)**

An independently-configured course that students undertake for the purpose of writing an Honors Thesis with direction from an honors advisor and further advice from a second reader. Requires also a public presentation of the thesis. *Prerequisite: Instructor prerequisite override required.*

**INGS 444 Independent Study (2 or 4)**

An independent study offered in the international and global studies program may not be counted toward the major. This course may be repeated for credit when the topic differs. *Open only to students pursuing majors in international and global studies. Prerequisite: Approval of INGS chair and instructor prerequisite override required.*

## Foreign Language Courses Taught in English

These courses offered by foreign language departments and programs are taught in English and **may not** be used to satisfy the foreign language requirement for the International and Global Studies major.

Code	Title	Semester Hours
FREN 301	Discovering Paris	4
GRMN 351	Masterpieces of German Literature in Translation	4
GRMN 353	German Film	4
GRMN 354	From the Beetle to Berlin	4
GRMN 355	Once Upon a Time: The Literature and Culture of Fairy Tales	4
GRMN 356	The Nazi Period	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
GRMN 404	The Age of Goethe	4
ITAL 304	Petrarch's Many Tongues	4
ITAL 309	Italian Americans in Cinema and Literature	4
ITAL 310	Being Good in Medieval and Renaissance Italy	4
ITAL 315	Italian Cinema	4
ITAL 350	Special Topics	4
RUSN 309	Russian Culture: Study Abroad	4
RUSN 310	Russian Civilization	4
RUSN 350	The Classic Russian Novel	4
RUSN 351	19th-Century Russian Literature in English Translation	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 355	Russian and Soviet Film	4
RUSN 356	Nabokov	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	4
SPAN 290	Cults of Personality: Individuals who Shape the Cultural Identity of Latin America	4
SPAN 291	Spanish Culture and Civilization through the Visual Arts	4
SPAN 381	History of Latin American Cinema	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4

## Geographic Sub-categories

Courses in this category deal with the culture, history, and society of specific geographic contexts, as well as the ways these contexts are integrated into broader global interactions.

### Africa

Courses in this sub-category enable students both to comprehend and to move beyond established geographic, political, and popular understandings of Africa and Africans. Emphasis is placed on unsettling Africa, focusing on its location within academic, literary, and popular discourses and within regional systems (e.g.: East Africa and the Indian Ocean World, West Africa and the Atlantic World, and North Africa and the Mediterranean and European World). These courses also examine how Africans have throughout history and to this day challenged the diplomatic, political, economic, cultural, and environmental constraints to living their lives, and their efforts to construct and re-imagine their local and regional relationships.

Code	Title	Semester Hours
ANTH 304	Peoples and Cultures of Africa	4
HIST 214	Africa Inside Out	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4

INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 312	Africa and the West Since 1800	4
INGS 324	Africa and International Summitry	4
POLS 227	Africa in World Politics	4
POLS 242	Politics in South Africa	4
POLS 329	Comparative African Politics	4

## Asia

Courses in this sub-category contribute to students' understanding of Asia as a region that was shaped by a number of cultural traditions such as Buddhism, Islam, and Confucianism that traveled across countries, as well as a set of countries that developed distinct responses to capitalist integration and interactions with western powers. With new economic and political ideas transforming countries in this part of the world, Asia is today a vibrant example of globalization. At the same time, the cultures of Asia have global reach and influence through their arts and manufacturing, and as models for poverty alleviation and industrialization. Asia is an area of remarkable diversity, growth, and dynamism that both influences and is influenced by the cultures outside of Asia.

Code	Title	Semester Hours
ANTH 341	The Culture and History of Southeast Asia	4
ARTH 305	Sacred Arts of Japan	4
ARTH 306	Art and Disaster in Modern and Contemporary Japan	4
ARTH 308	Gender in Japanese Art	4
ARTH 309	Sacred Arts of China	4
ARTH 310	Contemporary Chinese Art	4
ARTH 311	Japanese Print Culture	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
ASIA 241	The Comic and Sublime: An Introduction to Chinese Theater	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 216	History of Japan	4
HIST 351	History of Modern India through Cinema and Literature	4
HIST 388	The United States and Vietnam since 1945	4
HIST 455	European Empires in Asia	4
INGS 106	Globalization and Migration in Asia	4
INGS 323	Race and Asia	4
PHIL 215	Chinese Philosophy	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
RELG 262	Buddhist Traditions	4
RELG 353	Greening Buddhism	4

## Europe

European identities and culture have been shaped by global movements in religion and philosophy, politics, science and the arts over the course of the last two thousand years. The successful integration of most of its countries into a stable economic and political union established Europe as one of the biggest players in the global economy. But Europe is also facing difficult challenges. Colonialism and capitalism have shaped contemporary European realities, giving rise to growing immigration, cultural and political struggles related to religion and gender, as well as growing concerns about social inequity. Courses in this sub-category enable students to comprehend Europe's unique heritage as well as its role and place in today's world.

Code	Title	Semester Hours
ANTH 222	Celtic Culture and Archaeology	4
ANTH 303	The Anthropology of Europe	4
ARTH 325	Italian Renaissance Art and Architecture	4

ARTH 352	Images, Politics, Change, and the Enlightenment in the Early Modern Hispanic World	4
ARTH 496	Islamic Spain and Spanish Art	4
ARTH 497	Europe: A Community in the Arts	4
FREN 301	Discovering Paris	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 321	Studies in Culture and Literature Abroad	4
FREN 322	Langue, Littérature, Culture in Nantes	4
FREN 324	Contemporary France	4
FREN 403	The Seventeenth Century	4
FREN 407	Coupling and Creativity in the 19th Century	4
FREN 415	The History of French Cinema	4
GRMN 300	Advanced German	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 312	Cultural Inquiry: Pop Culture and Society	4
GRMN 353	German Film	4
GRMN 354	From the Beetle to Berlin	4
GRMN 356	The Nazi Period	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 205	History of Britain and Ireland I	4
HIST 206	History of Britain and Ireland II	4
HIST 209	Early Modern Europe	4
HIST 217	Renaissance and Reformation	4
HIST 234	British Reformations	4
HIST 267	Early Modern Germany: Reformation to Revolutions	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 272	France Since 1815	4
HIST 313	Youth and Social Networks in the Early Modern World	4
HIST 335	Monsters, Marvels, and Museums	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HIST 369	Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain	4
HIST 378	Sexuality and the Self in Modern Europe	4
HIST 379	Honor, Shame, and Violence in Modern Europe	4
HIST 380	Crimes and Scandals in the Historical Imagination, 18th-20th Centuries	4
HIST 389	Modernity and Modernism in Europe, 1750-1890	4
HIST 397	The Origins and Conduct of World War II	4
HIST 406	From D-Day to Berlin: World War II Sites in England, France, Germany	4
HIST 455	European Empires in Asia	4
HIST 471	Health, Medicine and Society in Early Modern Europe, 1400-1800	4
HIST 472	Marriage and Imagined Families in the Modern World	4
ITAL 305	Italian Culture and Society	4
ITAL 350	Special Topics	4
POLS 351	Modern European Politics	4
POLS 431	Ethnicity and Political Violence	4
RELG 220	Holocaust, Religion, Morality	4
SPAN 301	Cultural Survey of Spain I	4
SPAN 302	Cultural Survey of Spain II	4
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	4
SPAN 323	Contemporary Spanish Culture and Civilization	4
SPAN 334	The Culture of Chivalry	4
SPAN 361	Modern Spanish Literature II	4

SPAN 364	Spanish Women Writers	4
SPAN 365	Modern Spanish Drama	4
SPAN 367	Spain through its Film	4
SPAN 391	Contemporary Spanish and Latin American Cinema	4
SPAN 393	Spanish and Hispanic American Women Filmmakers	4
SPAN 404	Spanish Civil War and its Legacy	4
SPAN 405	Spanish Detective Novel 1975-present	4
SPAN 495	Senior Seminar	4

## Latin America and the Caribbean

Courses in this sub-category contribute to students' overall understanding that this geographic region has been shaped in complex ways by globalizing processes such as colonization, capitalist production and exchange, imperialism, the migration of people and the exchange of ideas. This is not a static or isolated geographic area, as both Latin America and the Caribbean are also characterized by a great deal of cultural diversity and resulting concerns about national and ethnic identity, social inequality and unrest, political struggle and democratization. Dynamism is a profound source of creativity as these countries are also home to some of the most vibrant social movements, artistic productions, and scholarship of our time.

Code	Title	Semester Hours
ANTH 305	Cultures of Latin America	4
ANTH 311	Gender and Class in Latin America	4
ANTH 314	Gender, Colonialism, and Culture in Greater Mexico	4
ARTH 352	Images, Politics, Change, and the Enlightenment in the Early Modern Hispanic World	4
HIST 223	Latin American History to 1825	4
HIST 224	Latin American History Since 1826	4
HIST 225	Empire in the New World: Incas and Aztecs	4
HIST 273	The Haitian Revolution	4
HIST 357	Latin American Biographies	4
HIST 358	Women in Latin America	4
HIST 359	United States and Latin America since 1898	4
HIST 360	Latin American Topics	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 401	Contemporary Chile, 1970-2011	2
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 318	Comparative Politics: South America and Mexico	4
SPAN 303	Cultural Survey of Latin America I	4
SPAN 304	Cultural Survey of Latin America II	4
SPAN 380	20th- and 21st-Century Latin American Poetry	4
SPAN 381	History of Latin American Cinema	4
SPAN 383	Spanish-American Novel	4
SPAN 384	Contemporary Hispanic Caribbean Literature and Culture	4
SPAN 385	Spanish-American Short Fiction and Film	4
SPAN 386	Contemporary Central American Literature and Film	4
SPAN 387	Latin American Women Authors	4
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 390	Latin American Literature and the Environment	4
SPAN 391	Contemporary Spanish and Latin American Cinema	4
SPAN 392	Audiovisual Cultures in Latin America	4
SPAN 393	Spanish and Hispanic American Women Filmmakers	4

SPAN 409	Marvel and Margin in Latin American Culture	4
SPAN 426	Indigeneity and Race in Latin American Cultures	4

## Middle East

Courses in this sub-category analyze the region's place in world history, international politics, and the global economic system. Challenging stereotypes of the region as monolithic, timeless, and isolated from world events, classes on the Middle East and North Africa emphasize the diversity and dynamism of a region that has frequently influenced the course of world events. Particular emphasis is placed on understanding the region's encounters with outside powers and global forces including Western imperialism, capitalism, and transnational religious forces, in order to understand how the Middle East shapes and is in turn shaped by our modern globalized world.

Code	Title	Semester Hours
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 310	From Barbary to Iraq: Britain and America in the Middle East	4
HIST 319	The Arab-Israeli Conflict	4
HIST 430	Political Islam	4
INGS 210	Cultures of the Middle East	4
INGS 313	"Foreigners" of the Middle East	4
INGS 314	The History of Current Events in the Middle East	4
INGS 317	The Body and the Body Politic in the Middle East	4
INGS 318	Middle Eastern Diasporas	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 320	Gender and Politics in the Middle East and North Africa	4

## Russia and Eurasia

Courses in this sub-category consider the region from the perspectives of history, politics, literature, and culture. They examine the Russian Revolution, world wars and other conflicts; authoritarian regimes; experiments in socialism and communism; and more recent democratization efforts. Other important themes include nationalism, migration and shifting borders, and attempts at defining identity in relation to East and West via a narrative of exceptionalism. The cultural richness of the region, including ethnic and religious diversity as well as innovations in literature, film, art, and music, is a central area of focus. These courses study the complex history of the region with emphasis on how past events continue to shape its current geopolitical, economic and environmental realities.

Code	Title	Semester Hours
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 346	History of Socialism	4
HIST 397	The Origins and Conduct of World War II	4
POLS 351	Modern European Politics	4
POLS 431	Ethnicity and Political Violence	4
RUSN 304	Contemporary Russian in Cultural Context	4
RUSN 310	Russian Civilization	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 355	Russian and Soviet Film	4
RUSN 356	Nabokov	4
RUSN 358	Gender Revolutions and Countercultures in Film and Literature after Stalin	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	4
RUSN 402	The 20th Century	4

## Thematic Sub-categories

Courses in the following sub-categories deal with transnational forms of political, economic, and cultural organization and practice in both the past and the present.

### Global Capitalism

Courses in this sub-category deal with issues related to the rise and spread of capitalism as well as the growing economic integration of the world's economies. Themes covered include the history of capitalism, socialism, and other forms of economic activity, social and economic development, trade networks and practices, the experiences of work and social life as these are transformed through economic integration, and strategies for addressing economic inequality and poverty.

Code	Title	Semester Hours
ECON 310	Economic Development	4
ECON 312	Health Economics	4
ECON 335	Environmental Economics	4
ECON 336	Energy Economics	4
ECON 339	Economics of Immigration	4
ECON 343	International Trade	4
ECON 344	International Finance	4
FREN 416	From the Household to the Department Store: Reimagining Economy	4
HIST 346	History of Socialism	4
HIST 403	Capitalism in Britain and the United States	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
HIST 421	The History of Sustainability and Sustainable Development	4
INGS 104	Oil: The Fuel of Globalization	4
POLS 280	The Politics of Development and Foreign Aid	4
POLS 366	International Political Economy	4
POLS 402	Topics in Political Economy	4

### Global Culture and Society

Courses in this sub-category are focused on the transnational circulation of people, ideas, and culture, especially shared symbolic media and knowledge transfers, but also the histories of interaction such as missionization, colonialism, and migration that help to produce them. Issues addressed include global cultural aspirations, the creation of hybrid cultural forms, and the specter of a homogenized global culture.

Code	Title	Semester Hours
ANTH 290	Women in Cross-Cultural Perspective	4
ANTH 311	Gender and Class in Latin America	4
ANTH 314	Gender, Colonialism, and Culture in Greater Mexico	4
ANTH 319	Medical Anthropology	4
ARTH 327	To Delight and to Move: The Global Baroque, 1600-1800	4
ARTH 496	Islamic Spain and Spanish Art	4
ENGL 316	The Novel in the Global Age	4
ENGL 399	World Literature in English	4
FILM 105	Introduction to World Cinema	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 321	Studies in Culture and Literature Abroad	4
FREN 405	The Eighteenth Century	4
FREN 416	From the Household to the Department Store: Reimagining Economy	4
GRMN 356	The Nazi Period	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4



HIST 210	Early Modern Cities	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 271	The French Revolutionary Era, 1789-1814	4
HIST 298	History of Islam	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 335	Monsters, Marvels, and Museums	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HIST 346	History of Socialism	4
HIST 382	Global Segregation, Race, and Popular Culture in the United States and South Africa	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 430	Political Islam	4
HIST 472	Marriage and Imagined Families in the Modern World	4
INGS 100	Media and Globalization	4
INGS 102	... and the World was Round: Sixteenth-Century Roots of Globalization	4
INGS 103	The Global Detective	4
INGS 105	Globalization and Culture in the Americas	4
INGS 107	Sports in Global Perspective	4
INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 210	Cultures of the Middle East	4
INGS 302	Global Cities	4
INGS 313	"Foreigners" of the Middle East	4
INGS 314	The History of Current Events in the Middle East	4
INGS 316	Global Migration and Border Crises	4
INGS 317	The Body and the Body Politic in the Middle East	4
INGS 318	Middle Eastern Diasporas	4
INGS 323	Race and Asia	4
POLS 433	Human Rights	4
RELG 220	Holocaust, Religion, Morality	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4
RELG 262	Buddhist Traditions	4
RUSN 365	Multicultural Russia: Race, Ethnicity, and Narrative in Russian Literature and Culture	4
SPAN 330	Middle Ages in Spanish Culture and Literature	4
SPAN 334	The Culture of Chivalry	4
SPAN 364	Spanish Women Writers	4
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 404	Spanish Civil War and its Legacy	4
SPAN 409	Marvel and Margin in Latin American Culture	4
SPAN 426	Indigeneity and Race in Latin American Cultures	4

## Global Politics

Courses in this sub-category illuminate transnational political processes in both the past and present. Training provides key conceptual frameworks related to the study of global power relations as they are made manifest in political, economic, and cultural realms, and the operation of the global political system through the medium of inter-governmental and non-governmental organizations. These conceptual frameworks provide the essential context for students' understanding of global problems such as international conflict and cooperation, development, security, social inequality, and human rights.

Code	Title	Semester Hours
ANTH 314	Gender, Colonialism, and Culture in Greater Mexico	4
ENGL 368	Fictions of Empire	4

HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 273	The Haitian Revolution	4
HIST 283	Environmental History	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 319	The Arab-Israeli Conflict	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 359	United States and Latin America since 1898	4
HIST 382	Global Segregation, Race, and Popular Culture in the United States and South Africa	4
HIST 421	The History of Sustainability and Sustainable Development	4
HIST 430	Political Islam	4
HIST 455	European Empires in Asia	4
INGS 101	Geopolitics of Everyday Life	4
INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 312	Africa and the West Since 1800	4
INGS 314	The History of Current Events in the Middle East	4
INGS 316	Global Migration and Border Crises	4
INGS 324	Africa and International Summitry	4
POLS 209	Immigration, Politics, and Identity	4
POLS 220	International Conflict	4
POLS 227	Africa in World Politics	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 270	Introduction to International Security	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 314	Civil Wars	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 319	Global Gender Issues	4
POLS 320	Gender and Politics in the Middle East and North Africa	4
POLS 321	Global Health Governance	4
POLS 327	The Politics of Transitional and Post-Conflict Justice	4
POLS 329	Comparative African Politics	4
POLS 346	Contemporary Social Movements	4
POLS 351	Modern European Politics	4
POLS 363	Comparative Democratization	4
POLS 365	Global Institutions and Policies	4
POLS 366	International Political Economy	4
POLS 370	International Law in International Relations	4
POLS 402	Topics in Political Economy	4
POLS 411	The Politics of Aids	4
POLS 412	Terrorism and Global Security	4
POLS 431	Ethnicity and Political Violence	4
POLS 433	Human Rights	4
POLS 441	Gender, Violence, and Power	4
RELG 344	Sacralized Violence	4

## Library Resources

Library resources courses introduce students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the social sciences.

### Faculty

Lecturer: Syler

### Courses

#### Library Resources Courses

##### **LIBR 101 Academic Research and Critical Thinking (2)**

This course introduces students to formulating a research topic, thinking critically about the ideas surrounding it, conducting research with academic library resources, and writing papers that marshal support from primary and secondary sources. Students read, analyze, and interpret information sources, developing research papers on topics in their academic disciplines.

# Linguistics

## Courses

### Linguistics Courses

#### LING 340 Linguistics (4)

A survey of various models of linguistic description with emphasis on the generative-transformational approach to syntax. Special attention is given to linguistics and literary style, and to the relationship of linguistics to psychology and philosophy.

#### LING 401 Grammatical Diversity in U.S. English (4)

Study of differences among varieties of English spoken in North America, focusing in particular on morphosyntactic variation: double modals ("I might could go to the store"), negative inversion ("Don't nobody want to ride the bus"), aspect marking ("Bruce be running," "I done pushed it"), "drama SO" ("I am SO not going to study tonight"), personal datives ("I need me a new printer"), positive "anymore" ("Gas is expensive anymore"). Emphasis on the grammatical richness and complexity of each variety. Debunking of the prejudice against examples of a natural grammatical diversity. Through a collaborative arrangement with Yale University, this course is available to Sewanee students who attend and participate in Yale class sessions in real-time via videoconferencing technology. *Prerequisite: NOND 340 or LING 340.*

#### LING 440 Independent Research (2 or 4)

An opportunity to conduct field research or write a research paper on an advanced topic in linguistics. Research findings and work are presented in written form and also orally in a suitable academic venue. *Prerequisite: LING 340, professor consent, and prerequisite override required.*

## Mathematics and Computer Science

Websites: Mathematics (<https://new.sewanee.edu/programs-of-study/mathematics/>), Computer Science (<https://new.sewanee.edu/programs-of-study/computer-science/>)

### Mathematics

The study of mathematics at Sewanee is part of the formation of informed and discerning citizens, capable of critically analyzing information, weighing alternatives, and presenting reasoned arguments in order to navigate a rapidly changing world. While crucial for students who pursue concentrated study in mathematics or computer science, the exposure to abstraction and concise reasoning is also invaluable to students in fields as far-ranging as law, science, economics, and theology.

### Computer Science

The world has come to depend on a rapid rate of technological evolution, and computer science majors are in great demand. This program instills a deep understanding of the science, mathematics, art, and social forces behind computer science, with electives as diverse as Principles of Interactive Computer Graphics (CSCI 360), Artificial Intelligence (CSCI 356), Functional Programming (CSCI 326), and Programming Languages (CSCI 376).

### Faculty

Professors: Dale, Puckette

Associate Professors: Carl, Cavagnaro, Drinen, Rudd (Chair)

Assistant Professors: Duffee, Geller, Tu

### Majors

#### Majors

- Mathematics (p. 228)
- Computer Science (p. 226)

### Minors

#### Minors

- Mathematics (p. 229)
- Computer Science (p. 228)

### Courses

#### Computer Science Courses

##### CSCI 101 Introduction to Computer Science (4)

An introductory survey of computer science designed for liberal arts students, including such topics as machine architecture, language translation, artificial intelligence, and noncomputability.

##### CSCI 157 Introduction to Modeling and Programming (4)

An introduction to creative modeling of both natural and virtual worlds, in which students gain understanding of human interaction with computing devices as well as the expertise needed for further course work in computer science. Lab experiences using the explicit notation of a programming language reinforce the application of abstractions while affording practice in algorithmic problem solving and relevant theory.

##### CSCI 257 Data Structures (4)

Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. *Prerequisite: CSCI 157.*

##### CSCI 270 Computer Systems and Organization (4)

This course explores levels of abstraction in computer systems, processors and related hardware components, instruction sets, program execution, and process management. *Prerequisite: CSCI 157.*

##### CSCI 276 Multimedia Programming and Design (4)

An introduction to object-oriented programming techniques that underlie the creation, manipulation, and transmission of digital media, including digital photography, audio, and video. Topics include scaling and transforming pictures, sound waveform visualization and manipulation, MIDI, chromakey, frame-based animation, and compression, encoding, and transmission of digital media over the Internet. *Prerequisite: CSCI 157.*

**CSCI 277 Modeling Physical Systems (4)**

This course introduces the tools and techniques used to model natural systems in software. Techniques studied are important not only in scientific programs, but also in graphics, game engines, and animation; these include vectors, particle systems, fractals, and autonomous agents. Students will apply these to abstractions of physical systems such as predator-prey models, flocking, cellular automata, genetic algorithms, and artificial neural networks. *Prerequisite: CSCI 157.*

**CSCI 284 Database Design with Web Applications (4)**

This course provides students with a working knowledge of the power and potential of modern networked databases as well as of common uses and abuses. Students receive hands-on experience with open source development tools, which are widely used for building and placing databases on the web. Database development is explored, from conceptual elaboration through design and implementation, and interview techniques for effective database design are considered. Programming techniques are introduced for building, maintaining, accessing, interacting, and protecting the information in large data depositories. Discussions include consideration of concerns driving policy decisions for amassing and managing sensitive, and sometimes dangerous, information collections. *Prerequisite: CSCI 157.*

**CSCI 286 Computer Mapping and Geolocation (4)**

An introduction to computer location algorithms and networks with an emphasis on fundamental principles, this course provides basic understanding of location services and underlying technologies, including comparisons of popular mapping and geolocation programming technologies appropriate for web and mobile platforms. *Prerequisite: CSCI 257.*

**CSCI 290 Data Mining (4)**

Data mining is the automated analysis of large quantities of data to extract previously unknown patterns such as clusters, anomalies, relationships, and dependencies. As large columns of data accumulate, techniques are needed to make sense of the stored information and predict future trends. Data mining applications have become important in fields such as finance, healthcare, manufacturing, and marketing. This course introduces students to the principal ideas in statistical learning, including areas such as classification, clustering, and data extraction. Along the way, students develop problem-solving skills and an understanding of programming techniques and data structures. *Prerequisite: CSCI 257 or CSCI 284.*

**CSCI 320 Analysis of Algorithms (4)**

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 326 Functional Programming (4)**

Data abstraction and data-driven recursion, higher-order functions, and the management of state. An exploration of the functional paradigm in the context of concurrent and distributed computing. *Prerequisite: CSCI 257.*

**CSCI 356 Artificial Intelligence (4)**

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 360 Principles of Interactive Computer Graphics (4)**

Introduction to interactive computer graphics including 2D and 3D viewing, clipping, hidden line/surface removal, shading, interaction handling, geometrical transformations, projections, and hierarchical data structures. Brief introductions to related and dependent fields of physically-based modeling and scientific visualization will be included. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 370 Computer Architecture (4)**

Advanced processor design including pipelining, speculative execution, hyperthreading and their effects on program execution. The memory hierarchy and virtual memory design. *Prerequisite: CSCI 257 and CSCI 270.*

**CSCI 376 Programming Languages (4)**

Imperative, object-oriented, declarative, and functional programming language paradigms. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 415 Special Topics (2 or 4)**

This course explores emerging concepts, methodologies, and applications to other disciplines in the field of computer science. This course may be repeated for credit when the topic differs. *Prerequisite: CSCI 257.*

**CSCI 428 Operating Systems (4)**

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. *Prerequisite: (CSCI 270 or CSCI 370) and MATH 215.*

**CSCI 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. *Prerequisite: Instructor prerequisite override required.*

**Mathematics Courses****MATH 100 Topics in Mathematics (4)**

Intended for prospective majors outside of mathematics, computer science, and the physical sciences, this course focuses on one or more important areas of mathematics with emphasis on the creativity and power of abstract representation, mathematical inquiry, and logical reasoning. Specific past topics have included calculus, probability, number theory, group theory, and encryption. Current topics vary by instructor.

**MATH 101 Calculus I (4)**

An elementary course introducing the student to the basic concepts of calculus: functions, transcendental functions, limits, derivatives, and integrals. Emphasis on problem solving. *Prerequisite: Placement.*

**MATH 102 Calculus II (4)**

A continuation of Calculus I. Topics include further theory and applications of integration, techniques of integration, and introduction to series. Some work with a computer is included. *Prerequisite: MATH 101 or placement.*

**MATH 207 Multidimensional Calculus (4)**

Calculus of several variables. Vectors, partial and directional derivatives, space curves, gradients, maxima and minima, linear and differentiable transformations, vector fields, line integrals, multidimensional Riemann integrals, and applications in physics and geometry are considered. *Prerequisite: MATH 102 or placement.*

**MATH 210 Linear Algebra (4)**

A course designed to provide some important mathematical tools useful in a variety of fields. Systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, inner and cross products, and eigen values and canonical forms are considered. *Prerequisite: MATH 102 or placement.*

**MATH 212 Differential Equations (4)**

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. *Prerequisite: MATH 102 or placement.*

**MATH 215 Discrete Mathematical Structures (4)**

This course is required for most courses in mathematics or computer science numbered 300 or above. Topics normally include the following: logic, sets, functions, relations, graphs and trees, mathematical induction, combinatorics, recursion, and algebraic structures. The subject matter is to be of current interest to both mathematics and computer science students. *Prerequisite: MATH 101 or higher or placement.*

**MATH 303 Analysis I (4)**

A rigorous treatment of continuity, differentiation, and integration for functions of a real variable. The course also includes convergence of series and sequences of functions as well as topology of the real line. *Prerequisite: MATH 207 and MATH 215.*

**MATH 305 Abstract Algebra I (4)**

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. *Prerequisite: MATH 215.*

**MATH 306 Abstract Algebra II (4)**

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. *Prerequisite: MATH 305.*

**MATH 311 Functions of a Complex Variable (4)**

An introduction to analytic functions. Rational, exponential, logarithmic, and trigonometric functions in the complex plane, Cauchy's integral formula, Taylor series, Laurent series, residues, poles, and conformal mapping are considered along with applications to physical problems and other areas of mathematics. *Prerequisite: MATH 207 and MATH 215.*

**MATH 313 Algebraic Number Theory (4)**

Largely an algebraic study of the standard number-theoretic functions, congruences, primes, quadratic residues, and other topics selected according to the interests of the students and instructor. *Prerequisite: MATH 215.*

**MATH 314 Topology (4)**

An introduction to point-set topology with emphasis on Euclidean spaces and applications to analysis. Topics include connectedness, compactness, countability conditions, separation properties, metric spaces, continuity, homeomorphisms, and product spaces. *Prerequisite: MATH 215.*

**MATH 321 Probability and Statistics I (4)**

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. *Prerequisite: MATH 207 and MATH 215.*

**MATH 322 Probability and Statistics II (4)**

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. *Prerequisite: MATH 321.*

**MATH 330 History of Mathematics (4)**

A survey of classical mathematics from ancient times to the development of calculus, together with selected topics from the history of modern mathematics. *Prerequisite: MATH 102.*

**MATH 332 Mathematical Modeling (4)**

An introduction to the creation of mathematical models, both deterministic and probabilistic, for the description of problems drawn from physical, biological, social, and environmental sources. *Prerequisite: MATH 215 and CSCI 157.*



**MATH 334 Partial Differential Equations and Modeling (4)**

This course addresses the techniques and theory of partial differential equations. Many physical and biological applications and models are explored, including the heat equation, the wave equation, and Laplace's equation. Significant attention is given to both theory and applications. *Prerequisite: MATH 207 and MATH 212.*

**MATH 401 Analysis II (4)**

A concentrated study of the theory of functions of a real variable. Abstract methods are emphasized. Students are active participants in the presentation. *Prerequisite: MATH 303.*

**MATH 402 Special Topics (4)**

Study of a variable topic in mathematics. This course may be repeated for credit when the topic differs. *Prerequisite: MATH 215.*

**MATH 416 Algebraic Topology (4)**

An introduction to algebraic and combinatorial topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. *Prerequisite: MATH 314.*

**MATH 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. *Prerequisite: Instructor prerequisite override required.*

**Statistics Courses****STAT 204 Elementary Statistics (4)**

An introduction to statistics covering these topics: probability, binomial and normal distributions, mean, median, variance, standard deviation, the distinction between sample and population, t-distribution, hypothesis testing, confidence intervals, and linear regression.

**STAT 214 Statistical Modeling (4)**

This course focuses on choosing, fitting, assessing, and using statistical models. Topics include simple and multiple linear regression, logistic regression, and multifactor analysis of variance. Intended for students in the physical, natural or social sciences. *Prerequisite: STAT 204 and CSCI 157.*

**STAT 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. *Prerequisite: Instructor prerequisite override required.*

**Mathematics and Computer Science****Requirements for the Major in Computer Science**

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures <sup>2</sup>	4
CSCI 270	Computer Systems and Organization	4
CSCI 284	Database Design with Web Applications	4
CSCI 320	Analysis of Algorithms	4
MATH 101	Calculus I (or higher)	4
MATH 215	Discrete Mathematical Structures	4
Select four additional courses in computer science (CSCI) numbered above 270. <sup>3</sup>		16
Select one additional breadth course in an application area: <sup>3</sup>		4
ART 287	Electronic Sculpture	
ECON 341	Game Theory	
ENST 217	Fundamentals of GIS	
MATH 332	Mathematical Modeling	
NEUR 254	Behavioral Neuroscience	
PHYS 203	Intermediate Electricity and Magnetism I	
STAT 204	Elementary Statistics	
or another course approved by the student's advisor		
<b>Total Semester Hours</b>		<b>48</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>4</sup>

- <sup>1</sup> A student majoring in computer science must present nineteen full course credits (seventy-six hours) from outside the major field.
- <sup>2</sup> With the permission of the department, students who are well prepared may begin their computer science sequence with CSCI 257.
- <sup>3</sup> Electives are to be selected in consultation with the departmental advisor.
- <sup>4</sup> A student with a double major in the department must take a comprehensive exam in each major, and must take twelve full course credits (forty-eight hours) outside the major field.

### Honors

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: a) an average of at least 3.50 in computer science courses numbered above 270; b) a superior performance on both the written and oral comprehensive examination; c) an original project, usually as part of an Independent Study (CSCI 444) elective course, and oral defense or presentation of the work; and d) additional course work in computer science beyond the minimum requirement.

### Pre-engineering Program

A major in computer science is available to students in the pre-professional engineering program. The major is slightly abbreviated to accommodate a student's shortened time at Sewanee and is completed during the subsequent two years of study at the relevant engineering institution. Scheduling of courses during the three years at Sewanee is often complex; students should consult departmental advisors within their major of interest in their first year to avoid scheduling conflicts.

A student must complete all core curriculum requirements of the College.

Code	Title	Semester Hours
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### Course Requirements

CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures	4
CSCI 270	Computer Systems and Organization	4
CSCI 284	Database Design with Web Applications	4
CSCI 320	Analysis of Algorithms	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
MATH 215	Discrete Mathematical Structures	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4
Select one additional course in computer science (CSCI) numbered above 270.		4
Select three advanced courses in computer science or computer engineering at the designated engineering school		12
<b>Total Semester Hours</b>		<b>68</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive exam <sup>1</sup>

- <sup>1</sup> The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

## Mathematics and Computer Science

### Requirements for the Minor in Computer Science

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures	4
Select three additional courses in computer science (CSCI) numbered 270 or above.		12
<b>Total Semester Hours</b>		<b>20</b>

## Mathematics and Computer Science

### Requirements for the Major in Mathematics

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
MATH 101	Calculus I <sup>2</sup>	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 210	Linear Algebra	4
MATH 215	Discrete Mathematical Structures	4
CSCI 157	Introduction to Modeling and Programming	4
Select one two-course sequence from the following: abstract algebra, analysis, or topology, probability and statistics		8
Select four additional advanced mathematics or differential equations courses numbered 212 or 300 and above <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>48</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>5</sup>		

<sup>1</sup> A mathematics major must present nineteen full course credits (seventy-six hours) from outside the major field.

<sup>2</sup> The standard entry-level course is MATH 101. Students entering Sewanee with a strong background in mathematics may be invited to enroll in MATH 102, MATH 207, or a more advanced mathematics course.

<sup>3</sup> Courses must include one course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology. MATH 444 may only be used in fulfillment of the mathematics major requirements with the advance approval of the instructor.

<sup>4</sup> The comprehensive exam in mathematics has three parts: A written exam covering MATH 101, MATH 102, MATH 207, MATH 210, and MATH 215 which students are expected to take at the beginning of their junior year, the senior talk, and an oral exam taken during the senior year. A student with a double major in the department must take a comprehensive exam in each major, and must take twelve full course credits (forty-eight hours) outside the major field.

### Honors

A mathematics major with an average of at least 3.50 in mathematics courses numbered 200 and higher may elect to apply for departmental honors. Those who complete an independent study project and a paper approved by the faculty, present the paper in public, and earn an honors grade (B+ or higher) on the comprehensive examination receive departmental honors at graduation.

### Pre-engineering Program

A major in mathematics is available to students in the pre-professional engineering program. The major is slightly abbreviated to accommodate a student's shortened time at Sewanee and is completed during the subsequent two years of study at the relevant

engineering institution. Scheduling of courses during the three years at Sewanee is often complex; students should consult departmental advisors within their major of interest in their first year to avoid scheduling conflicts.

A student must complete all core curriculum requirements of the college.

Code	Title	Semester Hours
<b>Course Requirements</b>		
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
CSCI 157	Introduction to Modeling and Programming	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 210	Linear Algebra	4
MATH 212	Differential Equations	4
MATH 215	Discrete Mathematical Structures	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4
Select five advanced courses satisfying the following conditions:		20
At least two courses must be taken at Sewanee		
At least two courses must form a two-course sequence in one of the following topics: abstract algebra, analysis (real analysis I, real analysis II, complex analysis), topology (point set topology, algebraic topology), probability and statistics		
<b>Total Semester Hours</b>		<b>60</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive exam <sup>1</sup>		

<sup>1</sup> The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

## Mathematics and Computer Science

### Requirements for the Minor in Mathematics

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
Select four additional courses in mathematics (MATH) numbered above 207		16
<b>Total Semester Hours</b>		<b>28</b>

## Medical Humanities

### Courses

#### Medical Humanities Courses

##### **MHUM 103 Biological and Cultural Aspects of Diabetes (2)**

An examination of the biological and socio-cultural bases of diabetes and the economic and environmental factors that contribute to its prevalence in Appalachia. *Prerequisite: One course with attribute G5 or G5E including AP or IB credit.*

##### **MHUM 108 Introduction to Medical Humanities: The Human Condition (4)**

This course examines disease and healing through readings and discussion concerning the pragmatic and moral challenges faced by individuals and societies. Material is drawn from the *Journal of Medical Humanities* and books authored by those in the medical and public health fields. Focus extends to how we think about suffering, chronic disease, mental illness, and their impact on medical practice and policy.

##### **MHUM 110 Introduction to Sociology and Human Health (4)**

A survey of major theoretical and empirical approaches to the impact of social structures, culture, and group identities on individual and group attitudes and behavior. Emphasis is placed on physical and mental health issues, medical science and health care provisions, and patient/care provider dynamics. Topics include the social construction and behavioral implications of sex and gender, race and ethnicity, and social class, as well as behavioral, social, and ethical implications of differential access to legal, educational, and health care systems. *Prerequisite: BIOL 133 and CHEM 120.*

##### **MHUM 150 Hippocrates Seminar (2)**

A seminar on topics related to leadership and medical humanities for Hippocrates Fellows. May be repeated once for credit. *Prerequisite: Only open to Hippocrates Fellows.*

##### **MHUM 208 Narrative Medicine (4)**

This course explores the human experience in medicine through the lens of individual stories from both patient and caregiver's perspectives. Through the use of novels, short stories, poems, graphic novels, plays, and film students will examine the practice of medicine and what it means to the patient, the practitioner, and society. The course culminates with a personal narrative based on the student's own experiences with the healthcare system.

##### **MHUM 218 Hippocrates Shadow: Origins of Western Medicine (4)**

This course is offered in connection to a medical abroad trip in Greece and specifically focuses on western medical origins through examining Hippocrates and his followers as well as framing discussion concerning healthcare practices and reforms and their impact on patient care both in Greece and in the United States. While in Greece, students will engage in cultural excursions and will work with Sewanee faculty to reflect on their readings and discuss connections to their medical experiences in the 40+ hours of shadowing in Greek Hospitals.

## Medieval Studies

Website: Medieval Studies (<https://new.sewanee.edu/programs-of-study/medieval-studies/>)

Medieval studies is an interdisciplinary major, combining courses in languages, literature, philosophy, history, and art. Students learn about the variety and complexity of the Middle Ages, and complete their senior year by working closely with faculty members on a focused research project.

### Medieval Colloquium

The annual Sewanee Medieval Colloquium (<http://medievalcolloquium.sewanee.edu/>) brings scholars to campus to discuss various issues of the Middle Ages. Attendees spend several days on campus, meet with faculty and student groups, and speak to classes.

Recent themes of the colloquium have included law, religion, and the role of women in medieval society. Guest lecturers have come from prominent national and international institutions of higher learning.

The colloquium is sponsored by the University and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the college faculty. On occasion, student papers are included in the series.

### The Centre for Medieval and Renaissance Studies (CMRS)

This centre/program was founded in 1975 in Oxford as a permanent institute for the interdisciplinary study of the medieval, Renaissance and early modern periods. The institute provides academic training for overseas students who wish to complete part of their education in Oxford in these areas of study. Because Sewanee is a CMRS consortium member, Sewanee students who qualify have access to this program.

### Faculty

Professors: Conn, Engel, Glacet, Irvin, McDonough, Peters, Raulston, Ridyard (Chair)

Associate Professor: Bruce

### Major

The medieval studies program provides the structure within departmental course offerings for a comprehensive major in a particular area of concentration in the medieval period — such as literature, history, or philosophy — chosen by the student and approved by the committee at the time the major is declared.

Travel and study abroad are highly desirable for students electing this major. They are encouraged to participate in British Studies at Oxford, European Studies, the semester at the Centre for Medieval and Renaissance Studies at Oxford, or other established programs.

### Requirements for the Major in Medieval Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
ARTH 320	Medieval Art and Architecture	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 302	Medieval Philosophy	4
Select one of the following: <sup>2</sup>		4-8
ENGL 301 and LATN 104	Old English Language and Literature and Elementary Latin II	
FREN 401 and LATN 104	Early French Literature and Elementary Latin II	
Another medieval language course in addition to completion of LATN 104		
An independent study in another medieval language (with permission from the chair of medieval studies) combined with LATN 104 or above		
Select two of the following:		8
ENGL 350	Medieval Drama and its Legacy	
ENGL 351	Medieval English Literature	

ENGL 352	Chaucer	
Select two of the following:		8
HIST 303	Medieval Europe I	
HIST 304	Medieval Europe II	
HIST 305	Medieval Women -- In Their Own Words	
HIST 366	Medieval England II	
HIST 368	Saints and Society in Late Antiquity and the Middle Ages	
MDST 444	Independent Study (research project and paper) <sup>3</sup>	4
<b>Total Semester Hours</b>		<b>36-40</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>4</sup>

- <sup>1</sup> Elective courses are recommended by the committee in accordance with the student's approved area of concentration from among upper-level course offerings in various disciplines.
- <sup>2</sup> Majors are encouraged to satisfy the College language requirement with Latin as early as possible and to complete the program requirement in Latin at their first opportunity; LATN 104 or above will satisfy this requirement. Familiarity with a vernacular language other than English is desirable.
- <sup>3</sup> Majors are required to carry through a research project culminating in a paper of interdisciplinary character in the chosen area of concentration, whose subject is approved by the committee at the beginning of the senior year. The project is directed by a member of the committee but evaluated by an interdisciplinary panel.
- <sup>4</sup> Majors must pass a written comprehensive examination of interdisciplinary character devised and judged by an interdisciplinary panel.

## Honors

A citation of honors on the research paper and on the written comprehensive examination by a majority of the members of the examining panel qualify the major for honors.

## Minor

### Requirements for the Minor in Medieval Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
MDST 400	Medieval Colloquium Seminar <sup>1</sup>	4
Select five of the following courses with at least one course from three of the four areas of art history, history, literature, and philosophy. <sup>2</sup>		20
<b>Art History</b>		
ARTH 320	Medieval Art and Architecture	
<b>History</b>		
HIST 303	Medieval Europe I	
HIST 304	Medieval Europe II	
HIST 366	Medieval England II	
HIST 368	Saints and Society in Late Antiquity and the Middle Ages	
<b>Literature</b>		
ENGL 301	Old English Language and Literature	
ENGL 350	Medieval Drama and its Legacy	
ENGL 351	Medieval English Literature	
ENGL 352	Chaucer	
FREN 401	Early French Literature	
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	
SPAN 330	Middle Ages in Spanish Culture and Literature	



SPAN 334	The Culture of Chivalry
<b>Philosophy</b>	
PHIL 302	Medieval Philosophy
<b>Total Semester Hours</b>	<b>24</b>

- <sup>1</sup> Students are required to complete the course associated with the Sewanee Medieval Colloquium's seminar, during which the student must produce a significant research paper. Students must also take part in the events associated with the Colloquium, including attending and participating in the Colloquium's seminar and in the meeting with the seminar's director. Students must present their research publicly, at Scholarship Sewanee or a similar event. The paper or project submitted for the MDST 400 – Medieval Colloquium Seminar will also be evaluated independently by the Medieval Studies faculty to determine whether it qualifies the student for the minor in Medieval Studies.
- <sup>2</sup> Other upper-level courses with a medieval focus or courses taken abroad may count with permission of the chair of Medieval Studies. Students are particularly encouraged to attend the Centre for Medieval and Renaissance Studies at Oxford University.

## Courses

### Medieval Studies Courses

#### MDST 400 Medieval Colloquium Seminar (4)

This interdisciplinary course explores medieval topics.

#### MDST 444 Independent Study (2 or 4)

This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Music

Website: Music (<https://new.sewanee.edu/programs-of-study/music/>)

The Department of Music offers a variety of courses in music history and music theory in addition to performance instruction in selected areas. Courses of study are designed to meet the needs of both a) the student who wants to study music as a discipline of the humanities within the context of a general liberal arts education, and b) the student who wants to pursue graduate studies in musicology, music theory, church music, or one of the performance areas in which the department offers instruction.

Prospective majors should consult with the department as early as possible in their undergraduate careers to discuss their goals in music and determine the most profitable course of study.

### Faculty

Professor: S. Miller (Chair)

Associate Professor: K. Wright

Assistant Professors: Dow Ward, Ginger, Lo, K. Miller, Povey, Rosenberg, G. Ward

Instructors: Nelsen, N. Thompson

### Major

#### Majors

- Music - Musicology (Music History and Culture) Track (p. 241)
- Music - Music Theory and Composition Track (p. 240)
- Music - Performance Track (p. 239)

### Minor

#### Requirements for the Minor in Music

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
MUSC III or MUSC 211	Music of Western Civilization Song, Symphony, Stage: Music in Western Civilization	4
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
Select one course in ensemble participation and/or applied study of an instrument or voice <sup>2</sup>		4
Select three additional courses in music (MUSC)		12
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> Minors must have earned the equivalent of six course credits in music.

<sup>2</sup> Membership in the University's choir, orchestra, and other performance ensembles is open to all qualified students. Ensemble participation earns one half-course credit for two consecutive semesters of participation. Applied instruction is presently offered in piano, organ, voice, violin, viola, cello, guitar, and the orchestral woodwinds.

### Courses

#### Music Courses

##### MUSC 101 Listen Up—Your Musical Ear in the Twenty-First Century (4)

Today's music—pop, EDM, hip-hop, K-Pop, movie music, etc.—shares many characteristics of older styles, including blues, jazz, rock, RB, country, piano, and orchestral scores. In this class the student learns to listen perceptively to older idioms and to apply those skills to more recent music. The ear comes to recognize musical concepts such as meter, mode (major, minor), musical form ("what's a bridge?"), texture, and more recent recording techniques such as looping, sampling, and Auto-Tune.

**MUSC 102 Piano Skills and Music Fundamentals I (2)**

A general introduction to the language of music, using the piano as toolkit. This is the first course in a two-course sequence. Students with little or no experience in piano acquire the ability to read music, play simple piano pieces, and improvise. Along with piano skills, students learn fundamental theoretical concepts, such as melodic and rhythmic notation, major scales and key signatures, expressive markings, and simple meters.

**MUSC 103 Piano Skills and Musical Fundamentals II (2)**

A general introduction to the language of music, using the piano as toolkit. This is the second course in a two-part sequence. Students with little or no experience in piano acquire the ability to read music, play simple piano pieces, and improvise. Along with piano skills, students learn fundamental theoretical concepts, such as tuplets, minor scales and key signatures, structural elements, and compound meters. *Prerequisite: MUSC 102.*

**MUSC 104 Piano Skills and Musical Fundamentals I II (4)**

A general introduction to the language of music, using the piano as toolkit. Students with little or no experience in piano acquire the ability to read music, play simple piano pieces, and improvise. They learn the essentials of chord progressions and how to accompany melodies with harmony. Students also engage fundamental theoretical concepts (melodic and rhythmic notation, intervals, major and minor key signatures, major and minor scales, and simple and compound meters). The fourth hour will be devoted to ear training and practical musicianship. This course covers the combined material of MUSC 102 and MUSC 103 and is not open for credit to students who have received credit for either.

**MUSC 111 Music of Western Civilization (4)**

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Musical masterworks from all style periods are studied. May not be taken for credit by students who have taken MUSC 211.

**MUSC 143 Move on up a Little Higher: The History of Gospel Music (4)**

African American Gospel music represents a unique and powerful tradition of American music and culture. This course begins with the foundations of Gospel music as represented in African American spirituals and blues along with its religious roots in the Great Awakenings and the later Pentecostal movement. Subsequent topics include the post-Civil War Jubilee choral style, Gospel's "golden age" of 1945-55, the advent of black-run radio programs, record companies, and a performance circuit for Gospel singers. Gospel music from 1960 to the present is examined bio-chronologically, discussing important songwriters, singers, and the music's significant stylistic changes. As a useful overture to study students may pursue in upper-level music courses, this course also introduces terminology required for musical analysis, including mode, meter, and form.

**MUSC 160 Theory and Musicianship for the Twenty-First Century – Foundations (4)**

The introductory course in the three-semester music theory and musicianship sequence built upon the pillars of integration, diversity, technology, and creativity. Informed by recent music cognition research and utilizing modern technological tools, the sequence fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. Musicality is developed through an integration of skill sets, including theory and analysis, aural skills, historical contextualization, performance, and composition. This first semester introduces and heavily workshops the foundations of musical expression. The fourth hour addresses ear training and practical musicianship. The course assumes the ability to read music notation. *Prerequisite: MUSC 103 or MUSC 104.*

**MUSC 211 Song, Symphony, Stage: Music in Western Civilization (4)**

An accelerated version of MUSC 101 intended for performing musicians or other students with fair experience as listeners. After a quick review of the history of Western music, the course proceeds to consider topics such as the many manifestations of songs through the centuries, music and dance, music and politics, and musical exoticism/globalization. In addition to songs, other genres under consideration include symphonies, concertos, sonatas, operas, and musicals. Students take an active role in selecting music for discussion. May not be taken for credit by students who have taken MUSC 101.

**MUSC 214 Electronic Music: Synthesis Digital Recording (4)**

This course covers the fundamentals of electronic music and studio recording. Using Reason software, students learn about MIDI, sound synthesis, sampling, drum machines, loop players and sound processing. The second half of the semester focuses on Pro Tools, a digital recording program. Students learn recording techniques, sound editing, use of plug-in MIDI instruments, and how to produce recordings of their own music. *Prerequisite: MUSC 103 or MUSC 104 or MUSC 260.*

**MUSC 224 Musics of Latin America (4)**

This class explores different musical traditions of Latin America such as *salsa, merengue, cumbia, porro, bolero, danzon*, and *samba* as manifestations of cross-cultural interaction and/or religious syncretism. Through a theoretical and practical approach, students also consider elements related to construction of Latino cultural identities (e.g., music, language, social dancing) vis-à-vis migration and diaspora. The course also interrogates stereotypes and other misrepresentations of Latino culture in the U.S. *Prerequisite: MUSC 101 or MUSC 151.*

**MUSC 227 Music and Gender (4)**

This course explores the intersection of Western music with sex, gender, and sexuality. Students apply concepts from the field of women's and gender studies to analyze the construction of gender in music and musical discourse, as well as the roles sex and gender play in the careers, output, and reception of classical and popular musicians. Set at an intermediate level, this course assumes students have previous familiarity with basic musical concepts, including melody, harmony, major/minor tonality, and meter.

**MUSC 231 Music in the Anglican Church (4)**

A survey of music in the English church from the Reformation to the present day. The evolving role of music in the Anglican liturgy will be considered against the backdrop of the history of the English church and the evolution of European musical style. Works by Byrd, Gibbons, Purcell, Handel, Vaughan Williams and others will be closely examined. *Prerequisite: MUSC 101 or MUSC 151.*

**MUSC 233 Toward the Great War: Impressionism and Modernism (4)**

The turn of the twentieth century was a turbulent time for music, literature, and the visual arts, with challenges to the artistic status quo emanating especially from Paris and Vienna. Impressionism and Modernism both reflect attempts to come to terms with a changing world, and the Great War forever altered the cultural and artistic landscape. Works by Debussy, Mahler, Strauss, Schoenberg, and Stravinsky are examined from analytical, cultural, and historical perspectives, with parallel developments in the literary and visual arts also taken into consideration. *Prerequisite: MUSC 101 or MUSC 151.*

**MUSC 235 The Liturgical Music of Johann Sebastian Bach (4)**

This course explores the musical, poetic, and theological contexts of the works Johann Sebastian Bach composed for the Lutheran liturgy from his early career (the cantata *Gottes Zeit ist die allerbeste Zeit*, BWV 106) through his final years (*Mass in B Minor*, BWV 232). Consideration is given not only to the texts Bach sets but also, and more importantly, to the ways in which the music itself comments on and interprets those texts. A working knowledge of basic music notation is helpful for class discussion.

**MUSC 241 "Ramblin' Blues": The Back Roads of Southern Music (4)**

The "roots" music of the Southeastern United States has been one of the region's chief exports. Musicians wander back roads, crowd front porches and church pews, and sometimes make their way to music centers like Nashville, New Orleans, and Memphis. This course focuses on musicians in the Southern tradition and addresses diverse idioms, especially the blues (folk, country, electric) and Sacred Harp singing. Students become knowledgeable in interpreting lyrics and in deploying terminology for music analysis, including mode, meter, harmony, and form (e.g., 12-bar blues).

**MUSC 243 If It Ain't Got That Swing: The History of Jazz (4)**

Jazz has been called "America's Classical Music" and the United States' greatest musical export. Jazz is at once an improvisatory yet timeless art. This course presents a chronological survey of its major styles and artists, from African acculturation in the New World to the present. Topics include the roots of jazz, the New Orleans masters, jazz in the 20's, Big Band, Bebop, Post-Bop styles, Avant-garde, Fusion, recent developments, and jazz vocalists. Through listening assignments and attendance at live performances, students learn to identify jazz styles and instrumentation. *Prerequisite: MUSC 101 or MUSC 141 or MUSC 143 or MUSC 151 or MUSC 257.*

**MUSC 245 Music of the Birds and Bees: Music and Nature (4)**

A survey of three related topics within the general area of music and nature: a) various theories on the origin of music, many of which recognize the sounds of nature as important mimetic sources for music, b) the connections with love and sex that nature imagery in music often suggests, and c) the study of specific pieces inspired by nature. Composers and pieces to be considered include the Western classical tradition (e.g., Vivaldi's *Four Seasons*, Beethoven's *Pastoral Symphony*) and other traditions, such as Anglo-American folk and popular songs and non-Western musics (e.g., native American songs, Chinese koto music). Discussion of these works helps to develop a vocabulary of music style terms and focuses attention on how the music-nature conjunction has changed through history. *Prerequisite: or MUSC 241 taken after Easter 2020 or (MUSC 101 (MUSC 105 or MUSC 111 or MUSC 143 or MUSC 211 or MUSC 105 or MUSC 141 or MUSC 143 or MUSC 151 taken before Summer 2020).*

**MUSC 246 The Beatles (4)**

This course will examine the music of the Beatles in three ways: as emblematic of the changing social, cultural, and political climate of the 1960s; as a model of musical transformation by detailing the musical and technological trajectories within the group's lifetime; and as a source of great songs which can be examined for their intrinsic values. Though this course has no prerequisites, it is set at an intermediate level and thus assumes students have previous familiarity with basic musical concepts, including major/minor, melody/harmony, and meter.

**MUSC 251 University Choir (1)**

The University Choir plays an important role in the musical life of the University and All Saints' Chapel. At All Saints', the choir's activities include singing at all Sunday Eucharist services during the semester as well a monthly Choral Evensong. In addition to its liturgical duties, the choir offers several concert performances throughout the year, often with orchestral accompaniment. Membership in the choir is open to any undergraduate student.

**MUSC 253 University Orchestra (1)**

The University Orchestra presents the full range of the symphonic repertory and collaborates frequently with other organizations to present choral-orchestral and musico-theatrical works. Participation in the University Orchestra is open to all qualified undergraduate students as well as students from the School of Theology, faculty, and members of the Sewanee community.

**MUSC 254 Class Fasola: Singing the Sacred Harp (1)**

Singing from the Sacred Harp hymnal represents an old but still rewarding Southern musical practice, suitable for all amateurs willing to sing loudly. In twice-a-week practices, we cover the fundamentals of shape-note singing and learn to sing in parts. Approximately once a month we travel to Alabama to participate in one of the traditional Sacred Harp singings.

**MUSC 255 Workshop for the Singing Actor (4)**

Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course will cover a variety of musical styles with emphasis on Broadway and opera scenes.

**MUSC 256 Live Music Sound Nation: Music and Multimedia Performance (1)**

An exploration of contemporary instrumental multimedia performance, focusing on the creation, production, performance, and commercial aspects of modern rock and film score shows. Using a highly collaborative approach, students rehearse music and prepare visual displays for an arena-style rock and movie concert, working with scores by Hans Zimmer and other film-score composers. Open to most instrumentalists, including orchestra, keyboard, guitar, drum kit, and percussion, as well as to students with experience in sound/lighting design, videography, and film editing.

**MUSC 257 University Jazz Ensemble (1)**

Jazz Ensemble provides experiences in performance of all types of jazz literature from early swing (Duke Ellington, Count Basie) and Latin forms (Antonio Carlos Jobim) to contemporary fusion (Pat Metheny, Brecker Brothers, Yellow jackets). The group focuses on the developing jazz student, providing an opportunity for a challenging ensemble experience while encouraging the performer to explore improvisation. In addition, members have the opportunity to compose and arrange music for the ensemble. Membership is open to all students regardless of major. The group consists of saxophones, trumpets, trombones, guitar, bass, drum set and keyboard. In addition, the group involves male and female vocalists as well as string players with an interest in learning to sing or play jazz. The jazz ensemble offers one or more performances each semester.

**MUSC 258 University Gospel Choir (1)**

The University gospel choir, which performs under the name "Sewanee Praise," offers a campus performance medium for gospel music. The group's repertory includes spirituals, traditional and contemporary gospel, praise and worship, and contemporary Christian. This course may be repeated more than once for credit.

**MUSC 259 Chamber Ensemble (1)**

Chamber ensemble is designed to provide students with a performance opportunity in small ensemble repertoire. Ensembles will be formed using the available personnel of woodwind, brass, string, and piano students. These ensembles may include: woodwind quintet, clarinet quartet, flute quartet, brass quintets, string quartets, and other various ensembles based on the repertoire and available players. Pianists may participate based upon the availability of other instrumentalists to form piano-based ensembles.

**MUSC 260 Theory and Musicianship for the Twenty-First Century – Intermediate (4)**

The second course in the three-semester music theory and musicianship sequence built upon the pillars of integration, diversity, technology, and creativity. Informed by recent music cognition research and utilizing modern technological tools, the sequence fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. Musicianship is developed through an integration of skill sets, including theory and analysis, aural skills, historical contextualization, performance, and composition. The topics covered in this course include counterpoint, melodic and harmonic development, form, and part-writing. The fourth hour addresses ear training and practical musicianship. *Prerequisite: MUSC 160 or a score of four or five on the AP Music Theory Examination.*

**MUSC 267 Applied Guitar (Group) (1)**

Applied instruction in guitar in a group setting.

**MUSC 268 Applied Guitar (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 271 Applied Piano (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite: MUSC 104.*

**MUSC 273 Applied Organ (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 274 Applied Class Voice (1)**

An introductory singing course that provides group lessons with daily practice expected. This course may be repeated more than once for credit.

**MUSC 275 Applied Voice (1)**

An intermediate singing course that provides individual lessons on a weekly basis with daily practice expected. This course may be repeated more than once for credit. *Prerequisite: MUSC 274.*

**MUSC 276 Applied Voice: Contemporary Vocal Styles (1)**

Focusing on musical theater and commercial vocal styles, this intermediate singing course provides individual lessons on a weekly basis with daily practice expected. This course may be repeated more than once for credit. *Prerequisite: MUSC 274.*

**MUSC 277 Applied Strings (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 278 Applied Fiddle (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 279 Applied Winds (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 281 Applied Carillon (1)**

This course is designed for the non-major with some prior keyboard experience. Weekly lessons with the instructor and daily practice are expected. *Prerequisite: MUSC 104.*

**MUSC 285 Applied Percussion (1)**

This course is designed for the non-major. Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit.

**MUSC 287 Applied Harp (1)****MUSC 289 Applied Jazz Piano (1)**

*Prerequisite: MUSC 104. Prerequisite or Corequisite: MUSC 257.*

**MUSC 301 Topics in Early Music (4)**

An introduction to musicology that considers music of the medieval, Renaissance, and baroque periods. While the course surveys the music of these periods and its historical contexts, the primary focus is on the theoretical and critical approaches of recent scholarship. The course assumes substantial previous contact with music history on the part of the student. *Prerequisite: (MUSC 101 or MUSC 151) and MUSC 260.*

**MUSC 312 Cultural Transformations in Music, 1730-1914 (4)**

An examination of representative canonic works composed between the mid-eighteenth century and the beginning of World War I. During this period music traces the socio-political changes seen more broadly in the West, from aristocracy to democracy, with musicians pursuing ever greater freedom of individual expression. Large-scale and chamber works by composers such as Mozart, Beethoven, Brahms, and Stravinsky are addressed from an analytical, historical, and critical perspective. *Prerequisite: (MUSC 111 or MUSC 211 taken after Easter 2020) and (MUSC 103 or MUSC 104).*

**MUSC 313 From Ragtime to Radiohead: Music in the Era of Recordings (4)**

Recording technologies, which date back to the late nineteenth century, have affected music more profoundly than any other musical change since the adoption of music notation. This course traces the development of those technologies, with particular attention to the performers, composers, and repertoires that have exploited them. Many important figures and movements in twentieth and twenty-first century music are addressed: ragtime, blues, jazz, and rock; Copland, Varèse, Reich; the Beatles, Pink Floyd, Radiohead. Different recording formats - from piano rolls to mp3s - receive particular attention. *Prerequisite: (MUSC 105, MUSC 111, MUSC 241, or MUSC 211 taken after Easter 2020) or (MUSC 105, MUSC 101, MUSC 141, or MUSC 151 taken before Summer 2020).*

**MUSC 323 Music after the Fall: Concert Music since 1989 (2)**

This course surveys contemporary Western art music within the transformed political, cultural, and technological environment of the post-Cold War era. Musical composition is considered against this changed backdrop, placing it in the context of globalization, digitization, and new media. The course employs a new approach to the study of contemporary music that relies less on taxonomies of style and technique and more on the comparison of different responses to common themes of permission, fluidity, excess, and loss. Students glimpse the rich, broad picture of the new music ecosystem, both inside and beyond the concert hall. *Prerequisite: MUSC 260.*

**MUSC 335 Music for the Soul: The Requiem Mass in History and Culture (4)**

The history of the Requiem Mass intertwines with the history of European music and forms an important part of the choral repertory. Music for some 2000-2500 Requiem masses survives, and these masses date back to the earliest medieval times. Requiem masses serve literally as a rite of passage, and music plays a crucial role. The course explores in detail Requiem settings from the Renaissance (including Ockeghem, Victoria and Palestrina), the Classical era (Mozart), the Romantic (Verdi and Berlioz), and on towards our own day with the Anglican settings of Britten and Rutter. *Prerequisite: (MUSC 111 or MUSC 211) and (MUSC 104 or MUSC 160 or MUSC 251).*

**MUSC 360 Theory and Musicianship for the Twenty-First Century – Advanced (4)**

The third course in the three-semester music theory and musicianship sequence built upon the pillars of integration, diversity, technology, and creativity. Informed by recent music cognition research and utilizing modern technological tools, the sequence fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. Musicianship is developed through an integration of skillsets, including theory and analysis, aural skills, historical contextualization, performance, and composition. The topics covered in this course include modulation, chromaticism, tonal extensions, modality, and post-tonality. The fourth hour addresses ear training and practical musicianship. *Prerequisite: MUSC 260.*

**MUSC 368 Applied Guitar (2)**

Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 370 Recital (1)**

The student musician works with a faculty instructor to make a significant musical contribution of at least 15 minutes to a recital, concert, or other performance. The work(s) may be solo, but chamber performance is also permissible if the musician plays a prominent role within the accompanying ensemble. Concurrent enrollment in a one hour applied music lesson required. *Open only to students pursuing majors in music.*



**MUSC 371 Applied Piano (2)**

Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 373 Applied Organ (2)**

Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 375 Applied Voice (2)**

An advanced singing course that provides individual lessons on a weekly basis with daily practice expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 376 Applied Voice: Contemporary Vocal Styles (2)**

Focusing on musical theater and commercial vocal styles, this advanced singing course provides individual lessons on a weekly basis with daily practice expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 377 Applied Strings (2)**

Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 379 Applied Winds (2)**

Weekly lessons with the instructor and daily practice are expected. This course may be repeated more than once for credit. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 383 Applied Conducting (2)**

This performance course may only be taken by students who are enrolled in--or have already completed--MUSC 260, MUSC 261, and MUSC 360. Consent of the instructor is required. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given. This course may be repeated more than once for credit.

**MUSC 385 Applied Percussion (2)**

Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given. This course may be repeated more than once for credit. *Prerequisite: MUSC 260.*

**MUSC 387 Applied Harp (2)**

Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given. This course may be repeated more than once for credit. *Prerequisite: MUSC 260.*

**MUSC 389 Applied Jazz Piano (2)**

*Prerequisite: MUSC 260. Prerequisite or Corequisite: MUSC 257.*

**MUSC 411 Topics in Early Music (4)**

An introduction to musicology that considers music of the medieval, Renaissance, and baroque periods. While the course surveys the music of these periods and its historical contexts, the primary focus is on the theoretical and critical approaches of recent scholarship. The course assumes substantial previous contact with music history on the part of the student. *Prerequisite: (MUSC 101 or MUSC 151, or MUSC 111 or MUSC 211 taken after Easter 2020) and MUSC 260..*

**MUSC 414 Scoring for the Screen (4)**

*Prerequisite: MUSC 214 and MUSC 260.*

**MUSC 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. This course may be repeated more than once for credit. *Prerequisite: Instructor prerequisite override required.*

**MUSC 460 Composition and Orchestration (4)**

In this course students develop their musical imagination beyond the material of MUSC 260–360. The goal is to acquire the necessary skills--including orchestration, development of material, part writing, and controlling textural density--to communicate musical thoughts and ideas. Students collaborate throughout the semester with a chamber ensemble of the Sewanee Symphony Orchestra, culminating in a public concert of original musical works. *Prerequisite: MUSC 360.*

**MUSC 470 Recital (2)**

*Open only to students pursuing majors in music. Prerequisite: MUSC 370.*

## Music

### Requirements for the Major in Music - Performance Track

The major requires successful completion of the following:



Code	Title	Semester Hours
<b>Course Requirements</b>		
MUSC 111 or MUSC 211	Music of Western Civilization Song, Symphony, Stage: Music in Western Civilization	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
MUSC 301	Topics in Early Music	4
MUSC 312 or MUSC 313	Cultural Transformations in Music, 1730-1914 From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 370	Recital	1
Select one additional music course in composition, culture, history, or theory		4
Select ten semester hours of applied music, eight of which must be in the same performance area		10
Select seven semester hours of large ensembles, chamber ensembles, or both. A minimum of four semester hours must be in the same ensemble.		7
<b>Total Semester Hours</b>		<b>42</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
Demonstrated keyboard proficiency <sup>1</sup>		
A comprehensive exercise is required <sup>2</sup>		

<sup>1</sup> Students majoring in Music must demonstrate proficiency at the keyboard. Most will satisfy this requirement with the successful completion of MUSC 103 or MUSC 104, each of which is a prerequisite to MUSC 160. The requirement may also be satisfied through successful completion of MUSC 271, MUSC 273, MUSC 281, MUSC 289, MUSC 371, MUSC 373, or MUSC 385.

<sup>2</sup> All majors must pass a comprehensive examination on the history and theory of music.

## Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

## Music

### Requirements for the Major in Music - Music Theory and Composition Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
MUSC 111 or MUSC 211	Music of Western Civilization Song, Symphony, Stage: Music in Western Civilization	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
MUSC 301	Topics in Early Music	4
MUSC 312	Cultural Transformations in Music, 1730-1914	4
MUSC 313	From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	4
Select two additional music courses in composition or theory		8
Select two semester hours of applied music		2
Select four semester hours of large ensembles, chamber ensembles, or both		4
<b>Total Semester Hours</b>		<b>42</b>

Code	Title	Semester Hours
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### Additional Requirements

Demonstrated keyboard proficiency <sup>1</sup>  
 A comprehensive exercise is required <sup>2</sup>

<sup>1</sup> Students majoring in Music must demonstrate proficiency at the keyboard. Most will satisfy this requirement with the successful completion of MUSC 103 or MUSC 104, each of which is a prerequisite to MUSC 160. The requirement may also be satisfied through successful completion of MUSC 271, MUSC 273, MUSC 281, MUSC 289, MUSC 371, MUSC 373, or MUSC 385.

<sup>2</sup> All majors must pass a comprehensive examination on the history and theory of music.

### Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

## Music

### Requirements for the Major in Music - Musicology (Music History and Culture) Track

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
MUSC 111 or MUSC 211	Music of Western Civilization Song, Symphony, Stage: Music in Western Civilization	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
MUSC 301	Topics in Early Music	4
MUSC 312	Cultural Transformations in Music, 1730-1914	4
MUSC 313	From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	4
Select two additional courses in music history and culture		8
Select two semester hours of applied music		10
Select four semester hours of large ensembles, chamber ensembles, or both		7
<b>Total Semester Hours</b>		<b>53</b>

Code	Title	Semester Hours
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### Additional Requirements

Demonstrated keyboard proficiency <sup>1</sup>  
 A comprehensive exercise is required <sup>2</sup>

<sup>1</sup> Students majoring in Music must demonstrate proficiency at the keyboard. Most will satisfy this requirement with the successful completion of MUSC 103 or MUSC 104, each of which is a prerequisite to MUSC 160. The requirement may also be satisfied through successful completion of MUSC 271, MUSC 273, MUSC 281, MUSC 289, MUSC 371, MUSC 373, or MUSC 385.

<sup>2</sup> All majors must pass a comprehensive examination on the history and theory of music.

### Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

## Neuroscience

### Overview

Website: Neuroscience (<https://new.sewanee.edu/programs-of-study/neuroscience/>)

Multiple models of Neuroscience programs exist. While some focus on animal behavior, others operate in conjunction with the cognitive sciences or prioritize clinical behaviors. The Neuroscience program at Sewanee provides students with the depth of core Neuroscience knowledge, but also breadth of training outside of Neuroscience in the natural sciences, psychology, mathematics, and philosophy resulting in multidisciplinary discourse.

### Faculty

Professors: Bachman, Berner, Miles, Peterman, Pongdee, Yu (Chair), Zigler

Associate Professors: Bateman, Kikis, Seballos, A. Summers

Assistant Professors: Cammack, Shelley

### Major

The curriculum for the Neuroscience major includes courses at the introductory level, intermediate level, and the advanced level (advanced laboratory courses and seminars) and elective courses. Introductory courses provide students with basic terminology and knowledge and familiarize them with various modes of inquiry in neuroscience and related fields. Intermediate courses offer a deeper involvement in the content of neuroscience, while advanced courses provide laboratory experience, familiarization with primary literature, and courses more focused on narrow topics within the field of neuroscience.

### Requirements for the Major in Neuroscience

The major requires successful completion of the following:

Code	Title	Semester Hours
Three introductory courses: <sup>1</sup>		
NEUR 101	Introduction to Neuroscience	4
BIOL 133	Introductory Molecular Biology and Genetics	4
CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
Three intermediate courses:		
NEUR 208	Neurobiology	4
NEUR 225	Cognitive Neuroscience	4
NEUR 254	Behavioral Neuroscience	4
Select one statistics/methods course from the following:		
BIOL 243	Molecular Methods (Lab)	4
PSYC 251	Research Methods and Data Analysis	4
Select one lab course from the following:		
NEUR 351	Experimental Neurobiology (Lab)	4
NEUR 355	Affective Neuroscience (Lab)	4
NEUR 359	Advanced Behavioral Neuroscience (Lab)	4
PSYC 350	Drugs and Behavior (Lab)	4
Select one seminar course from the following:		
NEUR 414	The Social Brain	4
NEUR 415	Ion Channels and Disease	4
NEUR 417	History of Neuroscience: Brain and Society	4
PSYC 419	Addiction	4
PSYC 421	Sex, Brain, and Behavior	4
Select three elective courses from at least two of the lists that follow:		
<b>List A</b>		
BIOL 233	Molecular Cell Biology	12

BIOL 270	Human Anatomy (Lab)
BIOL 275	Histology and Microanatomy
BIOL/CHEM 307	Mechanistic Biochemistry (Lab)
BIOL 312	General and Human Physiology
or BIOL 314	General and Human Physiology (Lab)
BIOL/CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)
or BIOL 317	Biochemistry of Metabolism and Molecular Biology
BIOL 318	Molecular Revolutions in Medicine
BIOL 325	Biology of Aging
BIOL 331	Immunology
BIOL 333	Developmental Biology (Lab)
or BIOL 334	Developmental Biology
BIOL 388	Epigenetics
or BIOL 389	Epigenetics (Lab)
CHEM 201	Organic Chemistry I (Lab)
CHEM 202	Organic Chemistry II (Lab)
CHEM 417	Advanced Biochemistry
<b>List B</b>	
CSCI 101	Introduction to Computer Science
CSCI 157	Introduction to Modeling and Programming
CSCI 257	Data Structures
CSCI 290	Data Mining
PHIL 235	Bioethics
PHIL 306	Epistemology
PHIL 308	Metaphysics
STAT 204	Elementary Statistics
STAT 214	Statistical Modeling
<b>List C</b>	
ECON 320	Behavioral Economics
PSYC 208	Cognitive Psychology
or PSYC 358	Cognitive Psychology (Lab)
PSYC 221	Adolescence
PSYC 348	Motivation and Cognitive Control
PSYC 349	Drugs and Behavior
PSYC 357	Child Development (Lab)
<b>List D</b>	
PHYS 101	General Physics I (Lab)
PHYS 102	General Physics II (Lab)
PHYS 103	Modern Mechanics (Lab)
PHYS 104	Electric and Magnetic Interactions (Lab)
PHYS 203	Intermediate Electricity and Magnetism I
PHYS 305	Advanced Laboratory
<b>List E</b>	
NEUR 351	Experimental Neurobiology (Lab)
NEUR 355	Affective Neuroscience (Lab)
NEUR 359	Advanced Behavioral Neuroscience (Lab)
NEUR 360	Affective Neuroscience
NEUR 414	The Social Brain
NEUR 415	Ion Channels and Disease
NEUR 417	History of Neuroscience: Brain and Society
PSYC 350	Drugs and Behavior (Lab)
PSYC 419	Addiction

**Total Semester Hours****48**

<sup>1</sup> Students participating in the Sewanee-at-Yale semester program should contact the neuroscience chair to discuss relevant course offerings.

In developing the major, the Neuroscience Steering Committee has created cross-disciplinary and field-expanding opportunities and has included courses expected to offer a fruitful integration with Neuroscience. The elective lists include courses with subject matter that is implicitly related to the study of behavior or cognition, or tangential to Neuroscience as a discipline but with theoretical relevance. Such courses must be completed by students wishing to pursue graduate work in neuroscience (or biology or psychology) or students interested in the health professions, as they are typically required before admission to those programs.

**Additional Requirements**

A **comprehensive examination** that will allow the Neuroscience Steering Committee to assess students' ability to:

- Identify important questions related to their field of interest
- Exhibit knowledge of experimental design
- Think critically about experimental methodology and analysis
- Integrate and synthesize information from other courses and sub-disciplines

**Minor**

A minor in neuroscience allows students to consider how brain-function relates to behavior, and to explore one of the most compelling scientific frontiers in understanding ourselves and our actions. The minor examines the nervous system and its contribution to our experiences through a truly interdisciplinary approach. Students are required to take courses in both psychology and biology, and are highly encouraged to explore related courses within chemistry, computer science, and philosophy.

The goal of the neuroscience minor is to encourage students to critically evaluate how the brain functions from the molecular and cellular level, and how these processes affect behavior. The neuroscience minor is ideal for students with an interest in any neuroscience-related field. The minor prepares students for graduate study in neuroscience or related fields, and is also a good preparation for those planning to pursue a career in medicine and related disciplines.

**Requirements for the Minor in Neuroscience**

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
NEUR 101	Introduction to Neuroscience	4
Select five of the following:		20
NEUR 208	Neurobiology	
NEUR 225	Cognitive Neuroscience	
NEUR 254	Behavioral Neuroscience	
NEUR 351	Experimental Neurobiology (Lab)	
NEUR 355	Affective Neuroscience (Lab)	
or NEUR 360	Affective Neuroscience	
NEUR 359	Advanced Behavioral Neuroscience (Lab)	
NEUR 414	The Social Brain	
NEUR 415	Ion Channels and Disease	
NEUR 417	History of Neuroscience: Brain and Society	
PSYC 348	Motivation and Cognitive Control	
PSYC 349	Drugs and Behavior	
or PSYC 350	Drugs and Behavior (Lab)	
PSYC 419	Addiction	
PSYC 421	Sex, Brain, and Behavior	

**Total Semester Hours****24**

## Courses

### **NEUR 101 Introduction to Neuroscience (4)**

This course provides an introduction to the mammalian nervous system. Content focuses on the structure and function of the brain, and explores methods used by neuroscientists. Sensory systems, control of movement, learning and memory, and diseases of the brain may be discussed.

### **NEUR 208 Neurobiology (4)**

A comprehensive study of the vertebrate nervous system covering its overall organization and development, function, control of homeostatic systems, and mechanisms of sensory perception. Non-laboratory course. *Prerequisite: (CHEM 120 or CHEM 150) and (NEUR 101 or BIOL 133).*

### **NEUR 225 Cognitive Neuroscience (4)**

An introductory course on the neural bases of higher cognitive processes including perception, action, attention, memory, language, socio-emotional functions, executive functions and consciousness. Also discussed are the mind-body problem and other current theories and conceptual approaches. *Prerequisite: NEUR 101.*

### **NEUR 254 Behavioral Neuroscience (4)**

An introduction to the field of behavioral neuroscience. The course begins with an overview of the basics of brain anatomy, brain organization, and neuronal signaling. The remainder of the course focuses on specific topics that are commonly studied by neuroscientists. Such topics include the brain basis of memory, emotion, aging, and sleep. *Prerequisite: NEUR 101.*

### **NEUR 351 Experimental Neurobiology (Lab) (4)**

This lecture and laboratory course utilizes electrical recordings from a variety of invertebrates and vertebrates to build upon topics discussed in NEUR 208, illustrating the principles of nervous system communication in sensory and motor systems. The course will also include the roles of hypothesis testing, models, data analysis, and the scientific method in understanding how experimental data can lead to knowledge of nervous system function. *Prerequisite: NEUR 208.*

### **NEUR 355 Affective Neuroscience (Lab) (4)**

This course covers the systems-level neural and behavioral bases of human and animal emotion. Students discuss readings paramount to understanding how we perceive motivationally significant information and stimuli and experience, express, and regulate our emotions. The course explores basic theories of emotion, automatic processes, emotion regulation, rewards, social relationships, decision-making, learning and memory, stress, and psychopathology (e.g., depression, anxiety, and personality disorders). Students design and conduct experiments using cognitive neuroscience methodology related to affective processing or emotion regulation, analyze the data, and write detailed laboratory reports. *Prerequisite: PSYC 251 and (NEUR 225 or NEUR 254 or NEUR 208 or PSYC 225 or PSYC 254).*

### **NEUR 359 Advanced Behavioral Neuroscience (Lab) (4)**

An examination of how brain function affects behavior. The course is an extension of NEUR 254 and includes an advanced examination of brain organization, neuronal signaling, and specific topics that are studied by neuroscientists. Such topics include the brain bases of fear, pain, eating, sexuality, and stress. This class also examines methods used to study behavioral neuroscience in humans and animals. The course includes a laboratory with a brain dissection and focus on designing and conducting studies to answer empirical questions about behavioral neuroscience. *Prerequisite: PSYC 251 and (NEUR 254 or PSYC 254 or PSYC 225 or NEUR 208 or NEUR 225).*

### **NEUR 360 Affective Neuroscience (4)**

This course covers the systems-level neural and behavioral bases of human and animal emotion. Students discuss readings paramount to understanding how we perceive motivationally significant information and stimuli and experience, express, and regulate our emotions. The course explores basic theories of emotion, automatic processes, emotion regulation, rewards, social relationships, decision-making, learning and memory, stress, and psychopathology (e.g., depression, anxiety, and personality disorders). This course cannot be taken for credit if the student has already received credit for NEUR 355. *Prerequisite: PSYC 251 and (NEUR 225 or NEUR 254 or PSYC 225 or PSYC 254 or NEUR 208).*

### **NEUR 414 The Social Brain (4)**

A seminar focusing on the interdisciplinary field of social neuroscience. Course content examines social and emotional behavior through a variety of levels and contexts, and identifies the neural systems that support these behaviors. The course explores a number of core social psychological domains (e.g., culture, motivation, emotion, person perception, empathy, decision making, interpersonal relationships, morality, and self-identity). *Prerequisite: (PSYC 251 or BIOL 243) and (NEUR 225 or NEUR 254 or PSYC 225 or NEUR 208 or PSYC 254).*

### **NEUR 415 Ion Channels and Disease (4)**

This upper level course examines the structure and function of ion channels at the molecular level, including the biophysics of ion permeability, voltage-sensing, and activation by neurotransmitters. Approximately half of the course is student-led discussions on research papers that detail ion channel dysfunction that lead to disease. *Prerequisite: (NEUR 208 or NEUR 225 or NEUR 254 or PSYC 225 or PSYC 254) and (BIOL 243 or BIOL 233 or PSYC 251).*

### **NEUR 417 History of Neuroscience: Brain and Society (4)**

A historical survey of neuroscience, from the end of the 18th century to the present. Students discuss the theoretical and technological advances related to our current understanding of the brain. *Prerequisite: (PSYC 251 or BIOL 243) and (NEUR 208 or NEUR 225 or NEUR 254 or PSYC 225 or PSYC 254).*

**NEUR 444 Independent Study (2 or 4)**

Students in this course will design and execute an experimental research project terminating in a written report or will complete readings in an area of neuroscience. Must be approved by the program chair. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*



## Non-Degree Internship

### **ITRN 100 Non-Degree Summer Internship (1)**

Students in this course undertake a significant off-campus experiential learning opportunity, typically with a business, non-profit, governmental, or community-based organization. The internship links students' interests with the acquisition of knowledge in an applied work setting. Through direct observation, participation, and reflection, students explore and assess career skills and strengths; critically examine the values, structure, and leadership of the internship organization; and identify and practice professional behaviors in the workplace. The course is graded on a credit/no credit basis and is administered by the Office of Career and Leadership Development, which establishes guidelines for summer internships and reviews and approves enrollment in this course. Credit earned in this course may not be applied to undergraduate degrees at the University of the South. Students may earn no more than one such credit during a summer term and the course may be repeated no more than two times (three credits maximum, none of which may apply to an undergraduate degree). *Prerequisite: Only open to students approved by the Office of Career and Leadership Development.*

## Philosophy

Website: Philosophy (<https://new.sewanee.edu/programs-of-study/philosophy/>)

The Department of philosophy offers students an approach to philosophical thinking that is both historical and critical and that allows students to become acquainted with the fundamental ideas and arguments of philosophers that have importantly shaped and challenged Western and non-Western civilizations. Studying philosophy at Sewanee introduces students to the ways that the intellectual movements and changes in the history of philosophy arise out of perceived dilemmas and crises within the established social, scientific, and religious traditions and presupposes that various reflective traditions have important things to say about the basic concerns of all human beings. At the same time, courses are designed to help students think critically for themselves, to defend their own beliefs, to appreciate the value of alternative beliefs, and to acquaint our students with diverse points of view.

### Faculty

Professors: Conn (Chair), Moser, Peterman, Peters

Associate Professor: Hopwood

### Major

Requirements for the Major in Philosophy

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 303 or PHIL 304	Modern Philosophy: Moral, Political, and Economic Philosophy Modern Philosophy: Metaphysics and Epistemology	4
PHIL 190 or PHIL 312	Informal Logic and Critical Thinking Modern Logic	4
Select at least three seminars from the following: <sup>1</sup>		12
PHIL 306	Epistemology	
PHIL 307	Political Philosophy	
PHIL 308	Metaphysics	
PHIL 309	Ethics	
Select four additional courses in philosophy (PHIL)		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>2</sup>		

<sup>1</sup> Complete during junior and senior years; any two of these seminars satisfy the writing-intensive requirement in the major. Although they remain open to non-majors, the seminars are designed for majors, and the prerequisite for these courses is at least one 200-level course in philosophy (PHIL).

<sup>2</sup> Students must complete a comprehensive examination with written and oral components.

### Honors

The normal minimum requirements for honors in philosophy are: a) either an A- average in all work in the department or a pass with distinction on the comprehensive examination; or, b) an A- on the senior research paper.

### Minor

#### Requirements for the Minor in Philosophy

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
	Select four courses in philosophy (PHIL)	16
	Select one additional course in philosophy (PHIL) numbered 300 or above	4
<b>Total Semester Hours</b>		<b>20</b>

## Courses

### Philosophy Courses

#### PHIL 101 Topics in Philosophy (4)

Topics and themes in philosophy related to central questions of philosophy: Is there a meaning to human life? What can we know? What is the nature of reality? And how should we live? These questions are addressed through a rigorous examination of philosophical texts, works of literature, films, and contemporary issues.

#### PHIL 190 Informal Logic and Critical Thinking (4)

An introductory study of classical logic, symbolic logic, and informal reasoning.

#### PHIL 203 Ancient Philosophy from Homer to Augustine (4)

An examination of ancient thought from Homer to Augustine, involving the study of major works of ancient philosophy in the context of their historical, cultural and religious setting. Special attention is given to how ancient thinkers understood human happiness, the place of human life in the order of the universe, the nature of reality, and the limits of human knowledge and reason. Primary emphasis is on the evaluation of these thinkers' views.

#### PHIL 205 Freedom, Justice, and Commerce (4)

An examination, through classical and contemporary texts, of the ways in which our economic actions and interests are shaped by our political values and institutions, and also by more general considerations of justice and fairness. Special attention is given to the following questions: Do the political values cherished most highly presuppose a market economy? Or would they be better served by a socialist economy? Can a market economy flourish in the absence of these values? Which sort of economic structure is most conducive to the common good? Can a just society tolerate economic inequality?. *Open only to new first-year students.*

#### PHIL 210 Philosophical Issues in Christianity (4)

An examination of recent philosophical work on a number of doctrines that are central to traditional Christian theology. Topics include, among others, the Trinity, the Incarnation, the Atonement, and the Resurrection, as well as the nature of God's goodness and its compatibility with the traditional doctrine of Hell, and the ethics of love.

#### PHIL 215 Chinese Philosophy (4)

An examination of philosophical texts of classical Confucianism and Taoism. Emphasis will be given to the cultural context of these texts and to the evaluation of the worldview they articulate.

#### PHIL 216 Indian Philosophy (4)

A survey of Indian philosophy from the Vedic period to the present day. Special focus is given to the dialogic relationship between Indian and European philosophy, and to the way in which colonialism in India shaped both traditions. Students are challenged to reflect critically on Western perspectives of philosophy and to consider how Indian thinkers can enrich our understanding of the discipline.

#### PHIL 220 The Self (4)

An analysis of the major turning points in the development of the concept of the self in Western philosophical thought. The point of the analysis is to elucidate our contemporary conception and the problems with it in order to point to a solution to these problems. In so doing, possible answers to the questions of the nature of rationality, knowledge, faith, and the meaning of life will be proposed.

#### PHIL 223 Philosophy of Art (4)

An investigation of artistic judgment, creation, and the work of art itself. Based on readings of works by such authors as Kant, Nietzsche, Heidegger, and Derrida, students consider art in its various manifestations, including painting, sculpture, architecture, music, dance, literature, and film.

#### PHIL 224 Philosophy of Film (4)

An examination of film as a philosophical mode of expression. While sometimes treated as merely a popular medium, film requires the same attentive "close reading" as that devoted to written texts. This course examines how film "works" -- that is, how its technological specificity affects how we understand and interpret its meaning philosophically. To address this issue, the course examines a combination of films, theoretical texts, and critical articles concerned with technique, genre, or individual films. Thematically, the course explores questions that bear on ethics, identity, and community.

#### PHIL 226 Philosophical Issues in Daoism (4)

An introduction to the classical texts of philosophical Daoism, *Zhuangzi*, and *Daodejing*, and to the classical and contemporary philosophical debates and controversies these texts have generated.

**PHIL 230 Environmental Ethics (4)**

Examines a wide range of controversial issues concerning the moral responsibilities of human beings toward the natural environment with special attention to competing philosophical theories on the moral status of non-human species and natural ecosystems.

**PHIL 232 Business Ethics (4)**

An examination of the moral dimensions of business activity, especially within the context of a democratic society. Topics may include social and economic justice, the nature of corporations, corporate accountability, social responsibility, the morality of hiring and firing, employee rights and duties, advertising, product safety, obligations to the environment, and international business.

**PHIL 235 Bioethics (4)**

This course explores ethical questions arising in health care and the biological sciences, focusing on the moral dimensions of decision-making within these domains. Topics may include allocation of healthcare resources, responsibilities of doctors to patients, the distinction between killing and allowing to die, medically-assisted suicide, abortion, and the use of technologies for genetic screening and manipulation.

**PHIL 251 Philosophy of Religion (4)**

An examination of philosophical problems and issues which commonly attend western religious belief and practice. Major topics of inquiry include the theistic conception of God, classical and contemporary arguments for and against the existence of God, the epistemic significance of religious experience, the relationship between faith and reason, and the extent to which religious belief is undermined by the findings of modern science.

**PHIL 302 Medieval Philosophy (4)**

An examination of some of the major philosophical texts of the medieval period from Augustine to Aquinas, including representative works from the medieval Christian, Jewish, and Islamic traditions. This course ends with a reading of Alasdair MacIntyre's work, *Three Rival Versions of Moral Inquiry*, to raise the question of the validity of these medieval philosophical traditions in the pluralistic, post-modern world. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 303 Modern Philosophy: Moral, Political, and Economic Philosophy (4)**

A philosophical examination of the moral, political, and economic developments which attended the birth of modernity. Special attention is given to the following topics: the nature and source of our moral obligations; the necessity and scope of political authority; the nature and extent of our individual rights and liberties; the moral and social implications of the market economy. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 304 Modern Philosophy: Metaphysics and Epistemology (4)**

An examination of the philosophical revolution that accompanied the rise of modern science and its distinctive set of philosophical problems. The following problems will be emphasized: the nature of knowledge and perception, the existence and nature of God, the existence of the material world, the nature of linguistic meaning, the mind-body relationship, and the nature of personal identity. Not open for credit to students who have already received credit for PHIL 204. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 305 Public Philosophy (4)**

From philosophical discussion groups in maximum security prisons to "Ask a Philosopher" booths at subway stations, contemporary public philosophers aim to take philosophical inquiry outside of the traditional classroom setting. Students in this course consider fundamental questions about the value of philosophy and its role in public life whilst gaining hands-on experience of public philosophy projects here in our local community. *Prerequisite: One course in philosophy at the 200-level or above.*

**PHIL 306 Epistemology (4)**

An analysis of the philosophical problem of the nature of knowledge with specific emphasis on the problem of skepticism and solutions to that problem. *Open only to students pursuing majors in philosophy. Prerequisite: One course in philosophy numbered 200 or above.*

**PHIL 307 Political Philosophy (4)**

A consideration of the nature and justification of political institutions through an examination of historically classic as well as contemporary sources. Special attention is given to debates concerning the proper expression of distributive justice, and to the nature and scope of political rights and liberties. *Prerequisite: One course in philosophy numbered 200 or above.*

**PHIL 308 Metaphysics (4)**

This historically oriented program of reading and discussion focuses on the basic issues and fundamental problems of metaphysics. Particular attention is paid to the place of metaphysics in traditional philosophical thought and to its contemporary status and significance. *Open only to students pursuing majors in philosophy. Prerequisite: One course in philosophy numbered 200 or above.*

**PHIL 309 Ethics (4)**

This course focuses on such approaches as Virtue Theory, Deontology, and Consequentialism, their source in classical texts, their treatment of such issues as the nature of value, the justification of action, and the psychology of moral choice, as well as on critiques of these approaches. Not open for credit to students who have previously taken PHIL 202. *Prerequisite: One course in philosophy numbered 200 or above.*

**PHIL 310 Faith in Philosophy and Literature (4)**

A critical reading of selected philosophical and literary works which explore the nature and significance of religious faith. This course will consider how literary narrative and philosophical analysis function distinctively in the dialogue of faith and reason. Major figures will include Pascal, Hume, Kierkegaard, Walker Percy, Flannery O'Connor, and C.S. Lewis. The class will be conducted as a seminar with in-class presentations and a semester-long project.

**PHIL 312 Modern Logic (4)**

The aim of this course is to provide students with a working knowledge of modern logic through an examination of three increasingly powerful methods of representing the logical structure of ordinary language arguments. Emphasis on developing strategies for proving validity and invalidity.

**PHIL 315 Reason, Desire, and the Good (4)**

This course investigates the nature of moral reasoning through work of some of the central figures in contemporary moral philosophy. Special attention is given to the relation between reason and moral obligation, the problem of moral skepticism, and the ethical significance of love. Readings are focused on debates between contemporary philosophers including Bernard Williams, Phillipa Foot, Christina Korsgaard, and Iris Murdoch, with attention to the historical origins of these debates in the works of Plato, Aristotle, Hume, and Kant. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 321 Philosophy of Law (4)**

An examination of philosophical issues surrounding the nature of law and legal reasoning. Topics to include the following: the conditions of legal validity and the viability of natural law theory; the nature of legal normativity and its relation to other public manifestations of normativity (such as morality, religion, and etiquette); the limits and conditions of human liberty; the Constitutional status of rights to privacy; and the moral and legal justification of punishment. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 322 20th Century Continental Philosophy (4)**

A survey of some of the main figures and texts in twentieth-century European thought. The class is based on questions concerning the relationship between self and other, and includes readings by such figures as Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Primo Levi, Emmanuel Levinas, Simone Weil, and Jacques Derrida. Novels and plays are read alongside philosophical texts, with attention given to the way in which similar themes are articulated in these different styles of writing. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 323 Contemporary Problems in Philosophical Theology (4)**

A critical examination of selected writings of contemporary philosophers on key issues in philosophical theology. Special emphasis will be given to current philosophical discussion of doctrines and problems of traditional Christian thought. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 325 Plato (4)**

A study of selected Platonic dialogue—especially the early and middle dialogues—together with the ethics of Socrates and the theories of knowledge, reality, and value developed by Plato. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 333 Philosophy of Disability (4)**

By examining philosophical questions related to the nature of physical and cognitive disability and the challenge disability presents to many conventional views in philosophy, this course assesses: different medical, social, and philosophical models of disability; epistemological questions as related to the testimony of people with disabilities; ethical questions concerning causing and preventing disability and the relation between disability and moral standing; and metaphysical questions about the relation of cognitive disability to concepts of agency. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 337 Philosophy of Science (4)**

A philosophical examination of the goals and methods of the natural sciences. Special attention is given to contemporary debates surrounding the following questions: How do we distinguish between science and non-science? What is the nature of scientific inference? How are scientific theories related to observational data? Are all natural sciences reducible to physics? What is the ontological status of unobservable, theoretical entities? How should we understand the relation between science and religion?. *Prerequisite: One course in philosophy numbered 200 or above.*

**PHIL 338 Philosophy of Language (4)**

An examination of central issues in the philosophy of language, such as the nature of meaning and truth, and their bearing on broader philosophical controversies. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 340 Kierkegaard (4)**

An examination of the philosophy of Soren Kierkegaard through a close reading of such primary texts as *Either/Or*, *The Sickness Unto Death*, *Philosophical Fragments*, *Concluding Unscientific PostScript*, and *The Concept of Anxiety*. Prominent themes may include, among other things, Kierkegaard's conception of the self and the various types of despair that constitute a misrelation of the self; his conception of the differing aesthetic, ethical and religious spheres of existence; his critiques of modern philosophy and the modern church; and his understanding of the significance of various philosophical and religious beliefs and activities for living well. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 411 Wittgenstein (4)**

An examination and evaluation of Wittgenstein's philosophical views through a close reading of various writings from *Tractatus Logico-Philosophicus* to *Philosophical Investigations*. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 415 Nietzsche (4)**

Examines selected writings from *The Birth of Tragedy* to *The Will to Power*. Emphasis is given to close reading of texts and critical evaluation of their main ideas. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 426 Topics in Contemporary Philosophy (4)**

An examination of contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. *Prerequisite: One course in philosophy at the 100- or 200-level.*

**PHIL 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. *Prerequisite: Instructor prerequisite override required.*

## Physical Education and Athletics

Website: Sewanee Tigers (<https://sewaneetigers.com/landing/index/>)

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education and Athletics. Students must have earned one PE credit before the end of the first year, and a second PE credit before the end of the sophomore year. Exceptions may be made by petition to the College Standards Committee. Student completion or non-completion of required physical education courses is recorded on the transcript on a Pass/Fail basis. Each class generally consists of two scheduled periods each week of one hour in length. These courses do not count toward the thirty-two academic courses required for graduation.

The department offers instruction in various activities throughout the year governed by student-expressed interest.

### Objectives

Among the objectives of this program are to:

1. Develop an enthusiasm for playing a game or sport well enough that it may be enjoyed both in college and later life;
2. Develop agility and coordination of mind, eye, and body;
3. Grow in understanding of, and develop skills in, maintaining physical fitness and overall wellness for daily living.

### Intramural and Varsity Sports

Participation in a year-long program of varsity (or club) athletics in one sport yields two physical education credits.

The intramural program for men offers competition in touch football, volleyball, basketball, racquetball, golf, ping pong, pool, floor hockey, team handball, equestrian, and Ultimate Frisbee®. Women's intramural athletics include volleyball, basketball, softball, football, soccer, cross country, racquetball, and tennis.

Schedules are maintained in the following men's varsity sports: football, soccer, basketball, swimming and diving, baseball, tennis, golf, lacrosse, and track & field. Athletic activities for women students include the following varsity sports: basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming and diving, tennis, track & field, lacrosse, and volleyball.

### Faculty

Director Webb

Assistant Director of Athletics (Facilities) McCarthy

Coach Braden, Chair

A current list of athletic coaches by sport and athletic administration and staff may be found here (<http://sewaneetigers.com/information/directory/index/>).

### Courses

#### Physical Education and Athletics Courses

PHED 102 Racquetball (o)

PHED 103 Weight Exercise (o)

PHED 104 Beginning Ballet (o)

PHED 105 Beginning Tennis (o)

PHED 106 Beginning Fencing (o)

PHED 108 Beginning Handball (o)

PHED 110 Aerobics (o)

PHED 111 Zumba (o)

PHED 113 Beginning Jazz (o)

PHED 115 Beginning Riding (o)

PHED 116 Introduction to Horse Management (o)

This course introduces the basics of handling and caring for horses, including groundwork, grooming, nutrition, veterinary care, and farrier requirements. Though unmounted, this course requires strenuous physical activity managing horses.



- PHED 119 **Weight Training (o)**
- PHED 123 **Beginning Tap Dance (o)**
- PHED 124 **Basketball (o)**
- PHED 125 **Lifetime of Fitness: Running (o)**
- PHED 126 **Lifetime of Fitness: Swimming (o)**
- PHED 127 **Lifetime of Fitness: Biking (o)**
- PHED 128 **Lifetime of Fitness: Mountain Biking (o)**
- PHED 129 **Lifetime of Fitness: Beginning Golf (o)**
- PHED 130 **Lifetime of Fitness: Beginning Soccer (o)**
- PHED 131 **Lifetime of Fitness: Squash (o)**
- PHED 132 **Lifetime of Fitness: Badminton (o)**
- PHED 133 **Lifetime of Fitness: European Handball (o)**
- PHED 134 **Lifetime of Fitness: Bocce (o)**
- PHED 135 **Lifetime of Fitness: Frisbee Golf (o)**
- PHED 136 **Lifetime of Fitness: Speed and Agility (o)**
- PHED 137 **Lifetime of Fitness: Ultimate Frisbee (o)**
- PHED 138 **Lifetime of Fitness: Change-Bell Ringing (o)**

English Change Ringing is a non-competitive and non-contact team activity performed on the ring of eight bells in Breslin Tower. The "exercise," as it is commonly known, is highly stimulating intellectually and mildly demanding physically. It develops mental and physical skills in the context of a communal effort. A successful student will acquire the bells handling skills necessary to begin ringing the changes.

**PHED 139 Advanced English Change Ringing (o)**

Skill development to ring common English change ringing methods such as hunting, Plain Bob, Grandsire, Steadman, etc. *Prerequisite: PHED 138.*

**PHED 152 Fly Fishing (o)**

**PHED 153 Introduction to Fishing (o)**

Introduction to fishing includes instruction on the use of various equipment, baiting and setting the hook, and reeling in fish. Instructor will also share information on different types of fishing and how fishing affects the environment.

**PHED 154 Beginning Modern Dance (o)**

**PHED 155 Advanced Beginning Riding (o)**

**PHED 165 Beginning Jumping (o)**

**PHED 166 Introduction to Hunter Seat Equitation (o)**

**PHED 167 Schooling the Hunter (o)**

**PHED 168 Foundations of Flourishing and Well-Being (o)**

Foundations of Well-Being prepares students for academic, personal, and social success by exploring the science and practice of positive psychology to better understand the roots of a happy and meaningful life. The course is experiential and interactive, and students are required to participate in wellness activities both inside and outside of the classroom. Students will gain a clear understanding of the factors and practices that contribute to their own well-being, will be motivated to consistently apply those practices in their daily lives, and experience a sense of belonging and commitment to community well-being.

**PHED 170 Stretch and Relax (o)**

**PHED 171 Introduction to Hatha Yoga (o)**

**PHED 172 Pilates (o)**

The pilates exercise program creates length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement while encouraging the control of muscles.

**PHED 173 Intermediate Pilates (o)**

The intermediate Pilates exercise program encourages length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement and muscle control. *Prerequisite: PHED 172.*

**PHED 174 Introduction to Team Sports (o)**

Introduction to a variety of team sports such as: volleyball, football, basketball and soccer. Students will learn the rules and practice each sport. Head coaches will serve as guest speakers to share specific experiences and answer questions.

**PHED 175 Novice Riding (o)****PHED 180 Sport Aviation (o)**

This course teaches the ground school requirements for the private pilot's license and provides instruction of basic flying skills.

**PHED 190 Beginning Bouldering (o)**

Bouldering is a type of low-to-the-ground rock climbing that does not utilize ropes or most other technical climbing equipment. Sewanee, with its sandstone crags and bouldering wall is ideally suited to this popular sport. Taught by the Sewanee Outing Program, the course covers the basics of the sport, with special emphasis on safety and fun.

**PHED 200 Martial Arts (o)****PHED 204 Intermediate Ballet (o)****PHED 205 Intermediate Tennis (o)****PHED 213 Intermediate Jazz (o)****PHED 214 Pilgrimage to Santiago (o)**

*Prerequisite: Only open to students admitted to the Sewanee Summer in Spain program.*

**PHED 215 Intermediate Riding (o)****PHED 216 Advanced Horse Management (o)**

This course continues the study of handling and caring for courses, including equine physiology and anatomy, equine behavior and body language, herd behavior, and groundwork. Though unmounted, this course requires strenuous physical activity managing horses.

*Prerequisite: PHED 116 or one course in equestrian physical education.*

**PHED 223 Intermediate Tap Dance (o)**

*Prerequisite: PHED 123 or THTR 123.*

**PHED 225 Lifetime of Wellness: Golf (o)****PHED 226 Lifetime of Wellness: Tennis (o)****PHED 227 Lifetime of Wellness: Weight Training (o)****PHED 228 Lifetime of Wellness: Beginner to Intermediate Road Biking (o)****PHED 229 Lifetime of Wellness: Recreational Sports (o)****PHED 230 Lifetime of Wellness: Table Tennis (o)****PHED 231 Lifetime of Wellness: Reducing Stress through Meditation and Movement (o)**

Through methods of systematic cultivation of awareness of body and mind such as stretching, yoga, body-scan, attention to breathing, sitting and walking meditation, and loving-kindness meditation, this course encourages greater health and well-being. The promotion of greater awareness reduces anxiety, anger, and depression while enhancing psychological resilience, the ability to act effectively under increased short and long-term stress, and energy and enthusiasm for life. Taught in a compressed seven-week format, this course requires daily practice outside of class and student participation in one four-hour weekend class meeting.

**PHED 232 Lifetime of Fitness: Les Mills Body Combat (o)**

Students participate in a 55-minute high intensity martial arts-inspired group fitness class, produced and choreographed by Les Mills (average number of calories burned is 737).

**PHED 233 Lifetime of Wellness: Mindful Self-Compassion (o)**

Through meditation, lecture, group exercises, discussion, and informal daily practice, this course provides tools for encouraging self-compassion. Students learn to motivate themselves with kindness and recognize and meet difficult emotions with greater ease. Empirical studies have demonstrated that this class increases compassion to self and others, mindfulness, and life satisfaction while reducing anxiety, depression, stress, and emotional avoidance. Taught in a compressed seven-week format, this course requires daily practice outside of class and student participation in one four-hour weekend class meeting.

**PHED 234 Group Blast (o)**

Group Blast is cardio training that uses The STEP in highly elective, athletic ways. It will get your heart pounding and sweat pouring as you improve your fitness, agility, coordination, and strength with exciting music and group energy.

**PHED 240 Hiking on the Western Geology Trip (o)**

*Prerequisite: Only open to students admitted to the Geology of the Western U.S. Field Trip program.*

**PHED 251 Scuba (o)****PHED 252 Advanced Scuba (o)**

*Prerequisite: PHED 251.*

**PHED 253 Rescue Scuba (o)**

*Prerequisite: PHED 252.*

**PHED 261 Road Cycling (o)**

A two-day, 150-mile event in middle Tennessee conducted in fall with the Sewanee Outdoor Program. Twenty-five mile training rides, taken three times per week, are led by the SOP and are required to condition for this event.

**PHED 262 Alpine Mountaineering Traverse in Colorado (o)**

A ten-day Sewanee Outdoor Program winter alpine expedition in Colorado, for which three days are devoted to acclimating hikes in the San Juan mountains; seven days are spent snowshoeing, backpacking, and camping on a thirty-five mile traverse on the continental divide. Requires pre-trip preparation, special instruction, weekly training runs and hikes, and additional fee. *Prerequisite: Only open to students admitted to this Outing Program.*

**PHED 263 Marathon and Half-Marathon Runs (o)**

The Sewanee Outing Program gives instruction and facilitates twelve weeks of required training runs in preparation for either Sewanee's *Rocks Roots* trail run (22 or 13.1 miles) or Nashville's *Music City Marathon* (26.2 or 13.1 miles).

**PHED 264 Canoeing the Rio Grande (o)**

This seven-day Sewanee Outdoor Program expedition, in preparation for which weekly training and paddling sessions are required, involves canoeing and camping through eighty-three miles of Lower Canyons in a true wilderness setting along the Mexico-Texas border. *Prerequisite: Only open to students admitted to this Outing Program.*

**PHED 270 T'ai Chi (o)****PHED 272 Fitness and Wellness Instructor Training (o)**

This course covers the design and instruction of safe and effective group fitness classes. Students learn how to lead cardio and strength training formats and practice how to safely and effectively use music, equipment, and basic fitness principles. This class is not a certification, but is excellent preparation for a national certification such as ACE or AFAA.

**PHED 273 Advanced: Fitness and Wellness Instructor Teaching Seminars (o)**

This course is for students who complete PHED 272 and would like to teach fitness classes at the University Wellness Commons. Students learn additional fitness formats, teach fitness classes, and meet as a group to discuss teaching strategies, set-backs, and best practices. *Prerequisite: PHED 272.*

**PHED 303 Water Polo (o)**

This course emphasizes fundamental water polo skills (egg-beater, passing, catching, and shooting), as well as the development of game awareness through an exploration of offensive and defensive strategies for set play, counterattack, and man-up/man-down situations.

**PHED 304 Advanced Ballet Technique (o)****PHED 306 Advanced Fencing (o)**

*Prerequisite: PHED 106.*

**PHED 308 Advanced Handball (o)****PHED 315 Advanced Riding (o)****PHED 325 Canoe Team (o)****PHED 326 Lacrosse (o)****PHED 328 Rugby (o)****PHED 330 Crew Team (o)****PHED 331 Squash Team (o)****PHED 332 Club Tennis (o)**

Involves twice-weekly practice sessions and some participation in outside events with other club tennis teams.

**PHED 334 Club Ice Hockey (o)**

This course emphasizes ice hockey fundamentals such as stick handling, passing, receiving, and shooting as well as team strategy for both offensive and defensive sets. Intermediate to advanced ice skating skills are required as is participation in weekly practice sessions and events with other ice hockey club teams.

**PHED 335 Three-Day Eventing (o)**

Learn the fundamentals of Dressage, Show Jumping, and Cross Country. Students must provide a horse or lease a horse from the University to compete on the Sewanee Eventing Team. *Prerequisite: PHED 215 or PHED 315 or PHED 463.*

**PHED 350 Skill Training for Emergency Medical Technicians (o)**

Emphasis of this course, geared toward the training of Sewanee EMT students, is on practical skills such as bandaging and splinting, proper lifting and moving of patients, and extricating people from car accidents. The course trains students to perform rescue techniques including chest compressions, rescue breathing, and the manual stabilization of fractured limbs. By the end, students are expected to demonstrate competency on all skills required for EMT qualification.

**PHED 351 American Red Cross Lifeguard (o)**

**PHED 352 American Red Cross Lifeguard Instructor (o)**

**PHED 366 Hunter Seat Equitation (o)**

This course is for riders at the advanced level who are interested in furthering their equitation knowledge and skills. *Prerequisite: PHED 215 or PHED 315.*

**PHED 368 Schooling the Jumper (o)**

This course is for riders at the intermediate or advanced level who are interested in furthering their knowledge about jumpers. *Prerequisite: PHED 215 or PHED 315.*

**PHED 401 Water Safety Instruction (o)**

**PHED 403 Advanced Weight Training (o)**

**PHED 444 Independent Study (o)**

To be taken only with explicit permission from the liaison between physical education and the academic program. *Prerequisite: Instructor prerequisite override required.*

**PHED 449 Varsity Cheerleading (o)**

**PHED 450 Varsity Swimming/Diving (o)**

**PHED 451 Varsity Tennis (o)**

**PHED 452 Varsity Baseball (o)**

**PHED 453 Varsity Basketball (o)**

**PHED 454 Varsity Golf (o)**

**PHED 455 Varsity Soccer (o)**

**PHED 456 Varsity Track and Field (o)**

**PHED 457 Varsity Lacrosse (o)**

**PHED 458 Varsity Football (o)**

**PHED 459 Varsity Field Hockey (o)**

**PHED 460 Varsity Cross Country (o)**

**PHED 461 Varsity Volleyball (o)**

**PHED 462 Varsity Softball (o)**

**PHED 463 Varsity Equestrian (o)**

## Physics and Astronomy

Website: Physics (<https://new.sewanee.edu/programs-of-study/physics-astronomy/>)

The Department of Physics and Astronomy provides a variety of stimulating opportunities to learn about the world around us: from everyday phenomena and modern-day technologies, through the vastness of outer space and minuteness of the nano-realm, to the bizarre quantum-relativistic fabric of physical reality.

At The University of the South, a focused physics education fits naturally within the liberal arts and sciences environment that forms the core of the Sewanee experience. Students who take Physics and Astronomy courses develop a robust understanding of fundamental physical principles—the essence of “how the world works”—as well as valuable reasoning, problem-solving, and experimentation skills. Physics majors also delve into advanced theoretical topics, utilize research-grade instrumentation and data analysis tools, participate in faculty-led and independent research projects, both on campus and at other institutions, presenting their findings at department seminars and national conferences.

### University Observatory

The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the department of physics and astronomy and also for public observations. Programs throughout the year and open hours every Thursday evening from 8 p.m. to 10 p.m. (weather permitting) while classes are in session, encourage both academic and enrichment activities.

Sewanee's largest telescope for public observations is a 10-inch Schmidt-Newtonian reflector. There are also other 10-inch and one 3.5-inch telescopes which are often used, as well as large binoculars. The dome houses a classic 6-inch refracting telescope crafted by Alvan Clark and Sons in 1897. It has been restored to its original quality and historical appearance by Dr. Francis M. Cordell Sr. of the Barnard Astronomical Society.

For research purposes, one 0.35 and five 0.30 meter (14 and 12 inches) telescopes on computer controlled mounts are housed in several small roll-off sheds on the roof of Carnegie Hall. These telescopes have sensitive CCD detectors which are used to monitor newly discovered asteroids, comets, supernovas, gamma ray bursts, and variable stars.

### Faculty

Professors: Durig, Peterson (Chair), Szapiro

Instructors: Hancock, McCoy

### Major

#### Requirements for the Major in Physics

The major requires successful completion of one of the following tracks:

#### Intensive Track

The intensive track is for students who intend to pursue graduate work in the physical sciences. Research participation and laboratory assistantships are encouraged.

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
PHYS 305	Advanced Laboratory (take twice)	2
PHYS 305	Advanced Laboratory (take twice)	2
Select eight lecture courses in physics (PHYS)		32
Select two seminars (PHYS 312 and PHYS 412)		4
Select two laboratory courses in chemistry (CHEM)		8
<b>Total Semester Hours</b>		<b>56</b>

Code	Title	Semester Hours
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**Additional Requirements**A comprehensive examination <sup>2</sup>

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, and PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

<sup>2</sup> The Graduate Record Examination (GRE) is required as part of the comprehensive examination.

**Broad Track**

The broad track is for students who intend to pursue graduate work in medicine, engineering, biophysics, environmental sciences, health physics, or teaching. Research participation and laboratory assistantships are encouraged.

Code	Title	Semester Hours
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**Course Requirements** <sup>1</sup>

PHYS 203	Intermediate Electricity and Magnetism I	4
PHYS 303	Mechanics	4
PHYS 305	Advanced Laboratory (take twice)	2
PHYS 305	Advanced Laboratory (take twice)	2
PHYS 307	Introduction to Modern Physics I	4
Select three lecture courses in physics (PHYS)		12
Select two seminars (PHYS 312 and PHYS 412)		4
Select five additional courses in science or mathematics approved by the physics department		20
<b>Total Semester Hours</b>		<b>52</b>

Code	Title	Semester Hours
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**Additional Requirements**

A comprehensive examination

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, and PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

**Pre-engineering Track**

The pre-engineering track is for students who intend to pursue engineering. Research participation and laboratory assistantships are encouraged.

Code	Title	Semester Hours
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**Course Requirements** <sup>1</sup>

CSCI 157	Introduction to Modeling and Programming	4
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
PHYS 203	Intermediate Electricity and Magnetism I	4
PHYS 303	Mechanics	4
Select four lecture/laboratory courses in physics (PHYS)		16
Select one seminar (PHYS 312 or PHYS 412)		2
Select two laboratory courses in chemistry (CHEM)		4
<b>Total Semester Hours</b>		<b>42</b>

Code	Title	Semester Hours
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**Additional Requirements**A comprehensive examination <sup>2</sup>

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, and PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

<sup>2</sup> The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

## Course Sequencing

For a first-year student planning to major in physics, the following curriculum is recommended. The second-year program should be planned in consultation with the department chair. Students may seek advanced placement in physics, mathematics, and foreign language.

Code	Title	Semester Hours
<b>Course Requirements</b>		
PHYS 103	Modern Mechanics (Lab)	4
PHYS 104	Electric and Magnetic Interactions (Lab)	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
Foreign Language 103, 104		8
Physical Education		

## Minor

### Requirements for the Minor in Physics and Astronomy

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1,2</sup></b>		
PHYS 250	Solar System Astronomy (Lab)	4
PHYS 251	Stellar and Galactic Astronomy (Lab)	4
PHYS 444	Independent Study <sup>3</sup>	2
Select one of the following: <sup>4</sup>		8
PHYS 201 and GEOL 121	Optics and Physical Geology (Lab)	
PHYS 303 and PHYS 304	Mechanics and Theoretical Mechanics	
PHYS 307 and PHYS 308	Introduction to Modern Physics I and Introduction to Modern Physics II	
<b>Total Semester Hours</b>		<b>18</b>

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, and PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

<sup>2</sup> An average grade of at least C is required for completion of the minor.

<sup>3</sup> The comprehensive examination is not required, but each student must present the results of the PHYS 444 project during a seminar.

<sup>4</sup> PHYS 349 may be substituted for one of the advanced physics courses.

## Courses

### Physics and Astronomy Courses

The knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.



**PHYS 101 General Physics I (Lab) (4)**

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra and calculus. Lectures: three hours; laboratory, three hours.

**PHYS 102 General Physics II (Lab) (4)**

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra and calculus. Lectures: three hours; laboratory, three hours. *Prerequisite: PHYS 101.*

**PHYS 103 Modern Mechanics (Lab) (4)**

This course begins with the conservation of momentum and energy. It deals with energy and gravitational interactions, and emphasizes the atomic structure of matter, and the modeling of materials as particles connected by springs. The course is designed for engineering and science students. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science—the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for PHYS 101. *Open only to new first-year students.*

**PHYS 104 Electric and Magnetic Interactions (Lab) (4)**

This course deals with electric and magnetic fields. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science—the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course is designed for engineering and science students. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for PHYS 102. *Open only to new first-year students. Prerequisite: PHYS 103.*

**PHYS 106 Foundations of Global Warming (4)**

A study of the physical principles and mechanisms underlying global warming. Influences of the sun, earth surface, atmosphere, and oceans are considered. Observational records that describe surface temperatures and changes in the gaseous atmosphere are examined. Also discussed are effects of global warming and possible future scenarios.

**PHYS 120 The Science of Music (4)**

An introductory course on musical acoustics which includes the principles of sound production, propagation, and perception through inquiry-based methods. The ways in which different sounds are produced are explored through experimentation with both existing and student-constructed instruments (e.g., string, woodwind, brass, percussion). Modern digital music technologies and concepts are also introduced as well as issues related to room and concert hall acoustics. *RESTRICTION MISMATCHnew first-year students.*

**PHYS 149 Survey of Astronomy (4)**

A one-semester, non-laboratory course intended for non-science majors. The topics covered include history of astronomy, physics of astronomy, and current developments in this dynamic field. There is an out-of-class assignment to visit the Cordell-Lorenz Observatory for a two-hour observing session three times during the semester during clear nights more than five days away from the Full Moon.

**PHYS 201 Optics (4)**

A study of the fundamental principles of geometrical and physical optics with lasers and holography used extensively in the laboratory. Lecture, three hours.

**PHYS 202 Thermodynamics (4)**

Classical thermodynamics theory with applications and an introduction to statistical mechanics. Lecture, three hours.

**PHYS 203 Intermediate Electricity and Magnetism I (4)**

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating and direct-current circuits with passive and active components are tested.

**PHYS 204 Intermediate Electricity and Magnetism II (4)**

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating and direct-current circuits with passive and active components are tested. *Prerequisite: PHYS 203.*

**PHYS 207 Introduction to Modern Physics (2)**

A brief introduction to modern physics. Topics will include photoelectric effect, relativist energy and momentum, Rutherford and Compton scattering, brief introduction to one-dimensional quantum mechanics, models of the atom, radioactivity, and quantum computing or quantum entanglement. *Prerequisite: PHYS 101 or PHYS 103.*

**PHYS 250 Solar System Astronomy (Lab) (4)**

A study of the development of astronomy from ancient to modern times with special emphasis on the solar system—in particular to mathematical and physical models used in describing it. No prerequisites. Open to all students but designed to meet the needs and abilities of a science major. Satisfies the physical science requirement. Cannot be taken for credit if PHYS 149 has been completed. Lecture, three hours; laboratory in the Observatory.

**PHYS 251 Stellar and Galactic Astronomy (Lab) (4)**

Stellar and galactic astronomy. Comparisons and tests of physical models applied to astronomy using photographically obtained data, and the limitations of this tool as a method of analysis will be stressed in the accompanying laboratory. Lecture, three hours; laboratory, three hours.

**PHYS 303 Mechanics (4)**

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Lecture, three hours.

**PHYS 304 Theoretical Mechanics (4)**

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. *Prerequisite: PHYS 303.*

**PHYS 305 Advanced Laboratory (2)**

This course offers an introduction to the theory and practice of experimental physics, with an emphasis on modern experiments and techniques. Experimental topics can include spectroscopy from gamma energies into the infrared, NMR, visible and infrared optics, holography and diffractive optics, scanning electron microscopy, and advanced electronics with computer interfacing. Some experiments are performed offsite to use instruments not available on campus. Programming languages such as LabVIEW, MatLab, and Mathematica are used. Attendance at departmental seminars is required. This course can be repeated once for credit. *Prerequisite or Corequisite: PHYS 203.*

**PHYS 307 Introduction to Modern Physics I (4)**

Surveys important developments in physics during the twentieth century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Lecture, three hours.

**PHYS 308 Introduction to Modern Physics II (4)**

Surveys important developments in physics during the twentieth century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Lecture, three hours. *Prerequisite: PHYS 307.*

**PHYS 312 Junior Seminar (2)**

A series of lectures by faculty, students, and invited speakers. Every student is expected to present at least one talk on a topic of his or her choice in physics. The public is invited.

**PHYS 349 Readings in Cosmology (4)**

A course for those with some background in physics or astronomy who are interested in the origin and structure of our universe. Readings include Stephen Hawking's *A Brief History of Time* and other modern texts, in addition to historical cosmology texts such as Aristotle's *On the Heavens* or Galileo's *Dialogue Concerning the Two Chief World Systems*. Writing assignments include two papers -- one of these on non-western cosmology -- and a class project involving observation of a supernova or gamma ray burst. *Prerequisite: PHYS 101 or PHYS 102 or PHYS 103 or PHYS 104 or PHYS 110 or PHYS 149 or PHYS 250 or PHYS 251.*

**PHYS 401 Quantum Mechanics (4)**

The mathematical formalism of quantum mechanics is developed and applied to potential wells, the harmonic oscillator, and the hydrogen atom. Dirac notation is introduced and used in the description of angular momentum and electron spin.

**PHYS 407 Physics Research I and Modern Physics (2 or 4)**

An introduction to research in physics through theoretical and experimental investigation of an original problem. Reporting research work at seminars and professional meetings is encouraged.

**PHYS 408 Physics Research II (2 or 4)**

An introduction to research in physics through theoretical and experimental investigation of an original problem. Reporting research work at seminars and professional meetings is encouraged.

**PHYS 412 Senior Seminar (2)**

A series of lectures by faculty, students and invited speakers. Every student is expected to present at least one talk on a topic of his or her choice in physics. The public is invited. *Prerequisite: PHYS 312.*

**PHYS 421 Advanced Electromagnetic Theory (4)**

Boundary-value problems in rectangular, spherical, and cylindrical coordinates are discussed. The solutions of the wave equation for conducting and non-conducting media are applied to selected topics in optics and plasma physics. *Prerequisite: MATH 212 and PHYS 204.*

**PHYS 444 Independent Study (2 or 4)**

For selected students. *Prerequisite: Instructor prerequisite override required.*

## Politics

Website: Politics (<https://new.sewanee.edu/programs-of-study/politics/>)

Politics majors critically engage with competing values and interests that guide and orient politics. Students learn about concepts, theories, and principles that deal with the nature, purpose, and characteristics of government and political change, which they apply in the analysis of politics. The major encompasses the theoretical and empirical study of government institutions, leadership, conflict resolution between and within states, political ideas and ideologies, political culture and discourse, political economy, and the politics of gender, race, and class. While introductory courses help to ground students in fundamental theories and concepts used in the study of politics, seminars and many 300-level courses provide students opportunities to develop their research and analytical skills while also introducing students to how to write within the discipline.

### Faculty

Professors: Dragojevic, Hatcher, A. Patterson (Chair), S. Wilson

Associate Professor: Manacsa

Assistant Professors: Schneider, Simpson, Skulley

### Major

#### Requirements for the Major in Politics

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
	Select two introductory (100-level) courses in politics (POLS)	8
	Select three courses each in two of the following concentrations: <sup>2</sup>	24
	Development and Political Economy (p. 273)	
	Law and Justice (p. 274)	
	National Institutions and Policies (p. 275)	
	Global Institutions and Policies (p. 273)	
	Conflict and Peace (p. 272)	
	Identity and Diversity (p. 273)	
	Citizenship and Political Action (p. 272)	
	Select one 400-level seminar (excluding POLS 444, POLS 445, or POLS 450) <sup>3</sup>	
	Select additional politics (POLS) electives as needed.	12
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
	A comprehensive examination <sup>4</sup>	

<sup>1</sup> Students contemplating professional careers in international affairs are encouraged to take several upper-level courses in economics (for example, microeconomics, macroeconomics, and international economics). Students considering graduate work in politics are encouraged to take POLS 407, several economics courses, statistics, and at least one semester of upper-level coursework in political theory. Those students interested in pre-law are strongly urged to take courses in Anglo-American history and constitutional development, political theory, economics, and logic. The Law School Admissions Test (LSAT) is required for all schools and should be taken early in the senior year.

<sup>2</sup> A course may fall into more than one concentration, but students may apply it toward satisfying only one of their chosen concentrations.

<sup>3</sup> A 400-level seminar course may be applied either to one of the politics concentrations or to the electives required to reach the eleven-course minimum requirement.

- <sup>4</sup> For the comprehensive examination, students must respond to one question from a panel of questions for each of their three selected concentrations. Independent studies and honors projects will be placed in appropriate categories by the chair of the department. The public affairs internship course (POLS 445) is excluded from coverage on the comprehensive examination and counts as a course outside the major.

## Honors

Students who have taken a minimum of six politics courses, including POLS 300, with a departmental grade point average of at least 3.40 may request enrollment in POLS 450 during the fall of their senior year. As a condition for enrollment, a preliminary research proposal must first be approved by the department's faculty. Departmental honors are awarded to a student who maintains a grade point average of 3.40 or higher in departmental courses, submits an honors paper of at least B+ quality, and receives distinction on the comprehensive exam. Candidates for honors also make an oral presentation of their honors paper to an audience of departmental faculty and students.

## Minor

### Requirements for the Minor in Politics

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
	Select two courses in politics (POLS), excluding POLS 445.	8
	Select three additional courses in politics (POLS) numbered 200 or above	12
<b>Total Semester Hours</b>		<b>20</b>

## Courses

### Politics Courses

#### POLS 101 American Government and Politics (4)

A study of the United States federal government. *Open only to first-year students and sophomores.*

#### POLS 103 Comparative Politics (4)

An introduction to the comparative study of politics, employing a conceptual or thematic approach. Selected countries' political systems will be examined with a focus on major features, including their governmental institutions, political parties, and political culture. *Open only to first-year students and sophomores.*

#### POLS 105 Introduction to Political Theory (4)

This course will examine the ways in which the political theories that have shaped the modern world have addressed perennial questions of politics—such as the reconciliation of individual and society; the meaning of justice, equality, and power. Theories to be considered include liberalism, socialism, conservatism, fascism, communitarianism. *Open only to first-year students and sophomores.*

#### POLS 107 The Political Agenda (4)

A course devoted to examining a variety of contemporary issues in American Politics. Students engage in written and oral discourse to consider the emergence of problems, their political development, and possible resolution. In so doing, they learn about the institutions and processes of American government. Students may not receive credit for both POLS 101 and POLS 107.

#### POLS 150 World Politics (4)

An introduction to the study of international relations concentrating on perspectives and policies of major countries, principal institutions, international law and international organization, and selected topics—for example, arms races and arms control, economic and political integration, disparities of income, problems of food and population, and human rights. Course requirements may include simulation. *Open only to first-year students and sophomores.*

#### POLS 161 Multiculturalism and Equality (4)

This course introduces key theories and concepts related to managing diversity in democratic states, such as social identities, multiculturalism, liberalism, crosscutting cleavages, and consociationalism. Students critique and analyze different models of states' attempts to recognize and represent various groups while protecting equality and human rights. Among other issues, states' attempts to reconcile contending appeals for cultural group rights and gender equality are analyzed.

#### POLS 203 The Presidency (4)

A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies.

#### POLS 204 Legislative Process (4)

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad.

**POLS 206 State Politics (4)**

An introduction to the political development, institutions, and processes in the American states; how they differ from the national; and the consequences of this subnational variation. Course topics include the political development of the early colonies and states; the differences among legislative, executive, and judicial state institutions; state and local campaigns and elections; and the relationships among states and between states and nation.

**POLS 209 Immigration, Politics, and Identity (4)**

This course examines circumstances that facilitate or hinder the political, social, and economic incorporation of immigrants. In addition to reviewing early twentieth-century sociological theories of immigration, the course analyzes contemporary research on immigration from the standpoint of political science and related disciplines. While focused primarily on explaining patterns by which immigrants are incorporated in the United States and Europe, it also compares cases from Latin America, Eurasia, the Middle East, and other regions in relation to shared or dissimilar immigration policies, levels of economic development, and demographic compositions.

**POLS 210 The Politics of Poverty and Inequality (4)**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime. Not open for credit to students who have earned credit for POLS 310.

**POLS 211 Democracy and Citizenship (4)**

This course explores central themes in democratic theory including civic participation, political representation, liberalism, republicanism, deliberation, immigration, pluralism, power, civic identity, and race and class inequality. Readings draw from Aristotle, Jean-Jacques Rousseau, John Dewey, Walter Lippmann, James Madison, Friedrich Hayek, Jurgen Habermas, Alexis de Tocqueville, Sheldon Wolin, and Judith Shklar.

**POLS 212 Campaigns and Elections (4)**

A study of campaigns and the electoral process in the United States, focused particularly on campaigns for federal offices. Course topics include the structure of the American electoral system; strategies used by candidates, parties, and the media; and the influence of campaigns on voters. Because the course is offered during election years, students can apply class theories and concepts to current campaigns. *Prerequisite: POLS 101 or POLS 107.*

**POLS 214 Democracy, Dissent, and Revolution (4)**

This course considers how democracies and citizenship are invigorated, challenged, and otherwise affected by dissent, revolution, and other forms of political troublemaking. Course goals include gaining conceptual clarity about these terms and their stakes (e.g., how does dissent differ from disagreement, protest, resistance, and revolution?); exploring the normative investments of dissent and revolution (e.g., is dissent an inevitable threat to justice and/or stability?); and analyzing the practices associated with them (e.g., must a revolution be violent?). This course blends theoretical readings with case studies using figures and social movements drawn primarily from American political and social history.

**POLS 215 Reel Politics: Exploring the Politics of Film (4)**

An introduction to the use of film as a medium for expressing political themes. Concepts of world and comparative politics (war, terrorism, human rights, repression, conflict, economic development, migration) are used to analyze feature films from around the world. The course also addresses the relationship between politics and art and the artist. Visiting filmmakers and scholars contribute their perspectives. Not available to students with credit for POLS III.

**POLS 216 Media and Politics (4)**

This course examines how the media affect politics and government, focusing primarily on this relationship in the United States. Topics discussed include the role of media in a democracy; mass media coverage of campaigns, politics, and government; media effects on the behavior of citizens; and entertainment news coverage.

**POLS 220 International Conflict (4)**

This course examines the processes, causes, and consequences of interstate war and internationalized intrastate conflicts—from a theoretical as well as an empirical perspective. It identifies the key variables, causal paths, and conditions under which conflicts begin, intensify, and terminate. The study is organized and conducted at various levels of analysis, ranging from individual and domestic to interstate and global. The course also considers how theoretical explanations and empirical findings can inform the selection of foreign policy instruments to resolve contemporary armed international conflicts.

**POLS 221 Peace and Diplomacy (4)**

This course examines the dynamics of diplomacy, with a focus on various processes and forms of conflict resolution, negotiation, and mediation. Concepts, such as preventive diplomacy, multi-track diplomacy, neutrality and impartiality, as well as peacemaking and peacekeeping are introduced. Theories and concepts are applied to several cases with an aim to understand how to prevent violence, help to transition from violence to diplomacy, negotiate peace agreements, and implement enduring peace.

**POLS 222 United States Foreign Policy (4)**

An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations.

**POLS 223 Public Policy (4)**

Students are introduced to foundational theories of public policy, gaining valuable insight into "who gets what, when, and how" in the political process. Through a series of case studies in environmental, social welfare, criminal justice, and health policy, students are asked to apply and critically evaluate policy problems and solutions, given existing public policy theories.

**POLS 227 Africa in World Politics (4)**

This course attempts to develop an understanding of both Africa's position in world politics and the effect of international factors on African nations, focusing on the period since 1945. Africa's relations with the major powers, as well as interaction with other states of the developing world, are explored. The vehicle of international organization through which much of Africa's diplomacy is conducted is emphasized.

**POLS 228 The Politics of the Modern Middle East and North Africa (4)**

An introduction to the politics of the modern Middle East and North Africa that explores topics such as diversity of political regimes; state-society relations; religious, ethnic, and territorial conflict; political economy; the transition to nation-states; and regional social movements. The course utilizes a theoretical and comparative approach but also considers in detail the specific cases of Iraq, Syria, Turkey, Egypt, Algeria, Israel-Palestine, and Iran. *Prerequisite: POLS 103 or POLS 150.*

**POLS 238 Punishment (4)**

Why punish? How might one justify it? Is punishment, ultimately, good? This course will begin with the thesis that punishment, as a whole, is good: the rehabilitative and restorative traditions, along with relevant readings from thinkers like Kant and Hegel, articulate the moral and social benefits of punishment. A look to more instrumental utilizations of punishment will follow, including utilitarian and deterrent traditions and readings from Bentham and Machiavelli. Finally, critical historical genealogies of punishment in Nietzsche and Foucault will serve as a bridge to the covering violence inherent in mass incarceration and the alternative of prison abolition.

**POLS 242 Politics in South Africa (4)**

The course investigates South African politics using the lenses of race, class, gender, and nationality. It focuses on politics in post-apartheid South Africa (post 1994), although anti-apartheid mobilization is examined. Using perspectives from South African activists, political leaders, and scholars, it examines governance, citizenship, social justice, and community mobilization from feminist, class-based, and racial identity perspectives. Students question their own perspectives in light of these South African voices. A simulation to construct South Africa's postapartheid constitution elucidates how economic, social, and political identities affect institutional outcomes.

**POLS 248 China's Environmental Crisis (4)**

This course analyzes the emergence of China's environmental crisis and its national and global implications. Students explore the historical development of China's current environmental crisis, with special focus on institutions, laws, and regulations that have contributed to environmental degradation during the post-1949 era. The course addresses the efforts, and limited ability, of civil society and China's state to rein in pollution and remediate environmental damage, as well as China's engagement with global environmental norms and policymaking.

**POLS 249 China and the World (4)**

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out "barbarian invaders." Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization.

**POLS 260 Political Theory of the Environment (4)**

An applied course in the theoretical literature that underlies understandings of the natural environment, human interaction with the environment, and the rights both of humans and of elements of the natural order. Readings and discussion emphasize the theoretical underpinning of environmental justice, both domestic and international, as well as the intersection of environmental theory with international political economy.

**POLS 270 Introduction to International Security (4)**

A study of the major concepts, theories, methods, and issues involved in international security. The course considers competing contentions about how security should be understood and the impact of such debate on the evolving subfield of security studies. It covers traditional security topics like conventional weapons proliferation, militarized interstate disputes, nuclear deterrence, and international terrorism as well as emerging issues involving criminal, energy, environmental, and cyberspace security. *Prerequisite: POLS 150 or INGS 200.*

**POLS 271 Law and Politics of International Justice (4)**

A three-week intensive, this course combines study on campus with immersive study abroad in Croatia. The campus portion examines processes, participants, and institutions involved in justice in the international system, introducing students to the international judicial system, the problems produced for international lawmaking and dispute settlement, and the various attempts to resolve them. It also considers substantive areas of international law and the international judicial system. While abroad, students are exposed to a range of transitional justice policies, explore specific cases, meet practitioners active in the field, and attend day trips around Croatia which illustrate mechanisms of transitional justice. *Prerequisite: Only open to students admitted to the Sewanee Law and Politics of International Justice program.*



**POLS 280 The Politics of Development and Foreign Aid (4)**

An introduction to the major political, social, historic, and economic reasons for development and underdevelopment in the Global South. This course explores the theoretical approaches of neoliberalism, dependency, human capabilities, and post-development, as well as topics such as gender, globalization, non-governmental organizations, sustainability, and foreign aid policies. International, national, and local institutions and actors involved with development processes are investigated, as well as questions of power, representation and accountability in both donor and developing states.

**POLS 300 Topics in Social Science Research (4)**

This course introduces students to the fundamentals of the scientific process of social inquiry. Students develop skills enabling them to better digest the social science literature and produce causal theories related to important outcomes, behaviors, or institutions. Additionally, students learn how to assess the validity of social theories by collecting data, testing observable implications and exploring an interesting question about domestic or international political behavior or institutions. *Not open to new first-year students.*

**POLS 301 History of Political Theory (4)**

The development of political thought in the West from the Greeks to the mid-seventeenth century. *Not open to new first-year students.*

**POLS 302 Recent Political Theory (4)**

A continuation of POLS 301 from Locke to the twentieth century. *Not open to new first-year students. Prerequisite: POLS 105.*

**POLS 307 Women in American Politics (4)**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding. *Not open to new first-year students.*

**POLS 308 Feminist Political Theory (4)**

By surveying contemporary feminist political theories that use gender and sexuality as critical lenses, this course re-reads the Western canon in political philosophy and develops new substantive theories of politics. It focuses on feminist theories of democracy, citizenship, and the state, exploring these concerns via a broad range of feminist writings, including feminist legal theory, critical social theory, queer theory, public policy, and political economy. Students will also learn how to construct, analyze, compare, and critique theories, and will use these skills to read and evaluate new scholarly work. *Not open to new first-year students.*

**POLS 311 Politics of Central America and the Caribbean (4)**

An intensive study of political life in selected countries in the region, including both domestic and foreign influences and policies. Substantial attention is given to United States relations with the region. *Not open to new first-year students.*

**POLS 313 Environmental Politics and Policy (4)**

The course explores the ideas that influence environmental thought, examines various environmental problems and suggested solutions, and critically evaluates the role that political institutions play in creating and enforcing environmental policy. Specific topics include environmental justice, environmental federalism, environmental health, and regulatory behavior. *Not open to new first-year students.*

**POLS 314 Civil Wars (4)**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence -- measured by the number of casualties, refugees, and other victims of war -- is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences. *Not open to new first-year students.*

**POLS 315 The Politics of Social Welfare Policy (4)**

Debates about social welfare policy are among the most contentious in American politics. Although American attitudes toward the "welfare state" have softened in recent times, the American ideology that emphasizes personal responsibility and is weary of government intervention continues to challenge government programs that provide assistance to the poor, disabled, and ill. The course evaluates the applicability and effectiveness of social welfare policies such as Medicaid and Medicare, Social Security, food stamps, cash-in-aid, and low-income housing. It also examines the controversies surrounding these policies and considers how ideas like the "American Dream" and government structures like federalism shape our approach to solving social problems. *Not open to new first-year students.*

**POLS 318 Comparative Politics: South America and Mexico (4)**

A general survey of political life in Latin America, as well as specific study of the most important countries—Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies. *Not open to new first-year students.*



**POLS 319 Global Gender Issues (4)**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course will include an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course will also include the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world. *Not open to new first-year students.*

**POLS 320 Gender and Politics in the Middle East and North Africa (4)**

Gender and politics are intricately related and this course examines them through study of the Middle East and North Africa region. It begins with a general overview of gender and politics broadly defined, and then applies these themes in a comparative way to particular issues that are relevant for the discussion of politics and gender in the region. Themes such as state feminism, gender and revolution, war, conflict and terrorism, religion, the history of imperialism and its contemporary consequences, law and social norms, and the regulation of the female body and dress as methods of political control will be examined. *Not open to new first-year students.*

**POLS 321 Global Health Governance (4)**

Trade, migration, and widespread travel have transformed population health from a domestic to an international issue, one in which state cooperation is increasingly necessary. Investigating the role of international organizations, the media, advocacy groups, and individuals, this course questions how international cooperation can facilitate the promotion and protection of health. To do so, it considers a variety of theoretical approaches including the securitization of health and health as a human right. It also examines such issues as smallpox eradication, tobacco control, AIDS treatment, and bioterrorism agreements. *Not open to new first-year students.*

**POLS 327 The Politics of Transitional and Post-Conflict Justice (4)**

This course examines the aftermath of mass human rights violations both in countries that have transitioned to democracy and in post-conflict, non-democratic regimes. Using important historical cases situated within the framework of international and humanitarian law (e.g. the Holocaust, the Rwandan and Cambodian genocides, South African Apartheid, and Southern Cone military dictatorships), the course explores theories that have developed in the transitional justice movement and themes such as gender and transitional justice, counter-terrorism practices and human rights, and the politics of memory. *Not open to new first-year students.*

**POLS 328 Parties and Interest Groups in the United States (4)**

An examination of the activities and influence of political parties and interest groups in the US. Course topics include: the history and development of parties and interest groups, the activities of party organizations, party identification in the electorate, how parties shape elections and the behavior of elected officials, and how much influence interest groups have on campaigns and in government. *Not open to new first-year students.*

**POLS 329 Comparative African Politics (4)**

A comparison of the politics of sub-Saharan Africa. An exploration of state-society relationships in independent Africa and the challenges of warlord politics to the African state system. *Not open to new first-year students.*

**POLS 330 Race and Ethnicity in American Politics (4)**

This course examines the many ways in which race and ethnicity play a role in American politics, including how race and ethnicity affect personal identity, political preferences, political participation, candidates and campaigns, public officeholders, and policymaking. Topics considered include racial identity, descriptive and substantive representation, intersectionality (the interaction of race, gender, class and other social categories), and the effect of race and ethnicity on current public policy debates. *Not open to new first-year students.*

**POLS 331 Constitutional Law: Balancing Powers (4)**

This course examines Supreme Court cases related to separation of powers and checks and balances by situating cases within varying theories of constitutional interpretation and by assessing the socio-political implications of those decisions. Cases studied include controversies about executive privilege, the Commerce Clause, the Tenth Amendment, and federalism. The course emphasizes, above all, the political role of the judiciary. *Not open to new first-year students.*

**POLS 334 Identity and U.S. Public Policy (4)**

This course focuses on American histories of identity-based policies to develop a deeper understanding of the privileges accrued (and adversities inherited) from one's position in this country. This course questions positional terms of "minority" and "majority," examines how debates over rights structure political institutions, and addresses how policy enforces identity stereotypes. With case studies, the course explores how voting, education, workplace, housing, and religious policies affect the lives of Americans based on their identities. *Prerequisite: POLS 101 or POLS 223.*

**POLS 335 The Politics of the American South (4)**

At the Founding, it was clear that regional differences nonetheless divided a legally united nation. The South was distinct by the center of its political culture and its economy—slavery. Differences persisted after the Civil War and the social and partisan realignment in the twentieth century. This course examines the politics of the South in historical and contemporary contexts and addresses concepts of political culture, identity, race, gender, religion, economics, federalism, rural-urban divide, partisanship and ideology, campaigns and elections, voter suppression, equality, civil rights, law enforcement and violence, and criminal justice. *Not open to new first-year students.*

**POLS 336 U.S. Immigration Law and Policy (4)**

This course explores U.S. immigration and immigration policy, with special attention to the period from 1996 to the present. Taking into account the ideological shifts resulting in previous immigration reforms, the course examines causes of migration, current strategies used by the U.S. government to control the flow of immigrants into the United States, the costs and benefits of immigration to the U.S. and sending countries, security concerns, and ethical and human rights implications. The course prepares students to analyze current rhetoric and policy proposals and engage with the question of what immigration reform might look like. *Not open to new first-year students.*

**POLS 337 Constitutional Law: Civil Liberties (4)**

This course examines Supreme Court cases related to the Bill of Rights by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil liberties are protections of individual liberties against governmental intrusion and include First Amendment freedoms of speech, press, religion, and association; Second Amendment liberty of arms; Fourth and Ninth Amendment protections of privacy; and Eighth Amendment protections against "cruel and unusual punishment." The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*

**POLS 339 The Political Economy of Development in Zambia and Botswana (4)**

This course explores the social, political and economic development of Africa using the cases of Zambia and Botswana. It examines how donors, local NGOs, faith-based organizations, and activists affect governance, health, education, entrepreneurship, and environmental protection. Students attend classes taught by Zambian scholars, as well as presentations by NGO officials, political activists, and business leaders. Site visits to health centers, NGO projects, agricultural enterprises, and national parks demonstrate the complexity of development processes. The sites of Copperbelt, Lusaka, and Livingstone (in Zambia) and Chobe National Park (Botswana) illustrate development concepts, as does community engagement with an AIDS support group and a home for orphaned children.

**POLS 343 Visions of Constitutional Order (4)**

This course in American political thought examines the problems of establishing and maintaining free popular government by considering the seventeenth- and eighteenth-century sources and debates that informed the Founders' Constitution. Focus is on the multiplicity of the Founders' views rather than a single vision. Reference is also made to Lincoln's understanding of the Constitution in the Secession Crisis of 1861. *Not open to new first-year students. Prerequisite: POLS 101 or POLS 105.*

**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric -- such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. *Not open to new first-year students.*

**POLS 346 Contemporary Social Movements (4)**

This course examines 1) some of the major social and political ideologies of the 20th century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world. *Not open to new first-year students.*

**POLS 351 Modern European Politics (4)**

A survey of the politics, institutions, and contemporary topics of concern in the European region. After a brief historical overview of the interwar period and of the aftermath of World War II, students examine a range of topics central to European politics. Such topics include the formation of party systems and party cleavages, welfare states, and political culture. The development of the European Union, its institutions, and debates concerning its enlargement are addressed in the latter part of the course. It concludes with an overview of the literature concerning the incorporation of immigrants in Europe. *Not open to new first-year students.*

**POLS 358 Gender and Human Rights Seminar (2)**

An examination of the legal and institutional structures developed to advance women's human rights and capabilities globally, and the barriers to securing these rights. Scholarship and case studies from the U.S. and other countries and regions, especially in Uganda and East Africa, invite students to examine the strengths and weaknesses of a legal approach to addressing issues such as reproductive rights and justice, abuses during incarceration and detention, violence against women and girls, land rights, and bodily integrity and autonomy. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 359 Gender and Human Rights: Field Study in Uganda (2)**

Field study in Uganda provides students with the opportunity to examine gender and human rights from an East African perspective. In this two week study abroad course, students engage with and learn from East African faculty, policy specialists, and experts on human rights issues of greatest concern to women and girls in the region. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 363 Comparative Democratization (4)**

Students analyze the major theoretical issues and substantive developments surrounding the global spread of democracy. The central foci include the following topics: theories and case studies concerning "paths" of democratic transition including roles of specific class and state actors, historical patterns and cycles of democracy, theories and issues of "Democratic Peace," and issues and dilemmas concerning the "quality" of contemporary democracies. Not open for credit to students who have earned credit for POLS 420. *Not open to new first-year students.*

**POLS 365 Global Institutions and Policies (4)**

This course compares international organizations, regimes, and policy processes and discusses the central concepts, principles, and processes that are employed in studying global governance. It also examines the different organizational forms and mechanisms through which international political actors structure their interactions and relationships. Self-contained regimes are studied in several issue areas: nuclear weapons proliferation, human trafficking, product standardization, global commons, and terrorism, among others. *Not open to new first-year students. Prerequisite: POLS 150 or INGS 200.*

**POLS 366 International Political Economy (4)**

This course examines the dynamics of international political and economic relations. Issues of trade, monetary and financial networks, investment, North-South relations, and the international system will be explored. The international context of development will receive particular attention. *Not open to new first-year students.*

**POLS 367 Political Economy of Asia and Latin America (4)**

This course compares economic development models and experiences of some of the major economies in Asia and Latin America including South Korea and China, Mexico and Brazil. Students use case studies to explore the following topics: economic strategies (import substitution industrialization and export-led growth), class formation, international engagement, poverty alleviation, and resource management. Regional integration and organizations such as Mercosur and APEC are also discussed. *Not open to new first-year students.*

**POLS 370 International Law in International Relations (4)**

The sources, subjects, and major principles of international law. The function of law in the international community. *Not open to new first-year students. Prerequisite: POLS 150 or INGS 200.*

**POLS 373 African-American Political Thought (4)**

This course focuses on important African-American writers whose unique perspectives challenge us to think about questions of justice, equality and difference, morality, and rule. Readings begin in the nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. *Not open to new first-year students.*

**POLS 382 International Environmental Policy (4)**

Growing human impact on the natural environment, together with the broadening linkages among states, international organizations, multinational corporations, and border migration, provide the context for this course. Among the central concepts and debates it addresses are the history of international environmental thought, relevant actors, the intersection of environmental policy and international trade, finance and investment, and the creation of international environmental law. Students also discuss issues of sustainable development, global governance, and global environmental justice. *Not open to new first-year students.*

**POLS 402 Topics in Political Economy (4)**

Globalization is a term that social scientists have used to explain everything from trade and investment patterns to changes in popular culture such as the introduction of McDonalds and Mickey Mouse throughout the world. At root, globalization points to a pattern of institutional change wrought by close interaction of economics. Students read works that clarify what is meant by the term globalization and how globalization is affecting the following three areas related to political economy: trade and investment, welfare institutions, and rule of law. *Open only to juniors and seniors.*

**POLS 403 Voting (4)**

This course is a comprehensive and intensive study of voting. We will trace the historical path to suffrage, consider current laws and policies that restrict voting, and engage the debate on vote security versus voter suppression. We will examine studies on electoral psychology, considering being a voter as an identity. We will study research on how individuals make voting decisions as well as trends in overall voter turnout, which varies with both individual and institutional factors. We will evaluate alternative methods of voting, such as ranked choice voting. And, of course, we will consider the "so what" question: does voting matter for democracy?.

**POLS 404 Race, Politics, and Empire (4)**

This course examines eighteenth- and nineteenth-century philosophies of race in the context of the political history of empire as well as twentieth-century post-colonial challenges to those philosophies and practices. *Open only to juniors and seniors.*

**POLS 407 Research Seminar on Political Behavior (4)**

A study of the political opinion and behavior (including voting) of the general public, with special attention given to developing appreciation of, and skill in, empirical analysis. *Open only to juniors and seniors.*

**POLS 409 Religion and American Politics (4)**

An exploration of systematic contemporary research that draws on work in several subfields of political scholarship which interface with religion: First Amendment constitutional law, political parties and interest groups, voting behavior, and congressional and presidential elections. Main themes seek to integrate both behavioral and institutional approaches to the study of politics. *Open only to juniors and seniors.*

**POLS 411 The Politics of Aids (4)**

This course analyzes the global AIDS pandemic, questioning how power inequalities, resource allocations, and representation affect vulnerability to HIV infection and responses to the disease. The course explores how AIDS shapes local governance structures, political development, global norms, and global institutions. It questions how global institutions and national governance use human rights norms, economic calculations, and security interests to frame and develop HIB/AIDS policies. Particular attention is paid to the intersection of disease and political marginalization. The course also explores the roles -- in applying mobilization strategies and influencing AIDS identities -- of activists, scientists, and nongovernmental organizations. *Open only to juniors and seniors.*

**POLS 412 Terrorism and Global Security (4)**

This course involves systematic consideration of the key concepts, theories, and methods that can be applied to the study of terrorism. It analyzes contesting theories -- and the empirical grounds of such theories -- for why actors employ terrorist instruments. Among the theories of terrorism considered are those linked to psychological, ideological, cultural, and structural explanations. Finally, the course discusses and evaluates the effectiveness of various counter-terror methods and operations. *Open only to juniors and seniors. Prerequisite: POLS 150 or POLS 270.*

**POLS 421 Reaching Community Policy Goals (4)**

In this course, students grapple with the challenging nature of reaching community policy goals, by engaging directly with the community organizations that rise to meet that challenge. By learning from local community organizations how they choose and prioritize their goals and by evaluating how political context may shape the ability of organizations to reach those goals, students get hands-on experience in analyzing policy alternatives, evaluating programs, and struggling through the grueling policy process in American politics. As part of these experiences, this course requires outside participation in civic engagement activities with local community organizations. *Open only to juniors and seniors. Prerequisite: POLS 223.*

**POLS 431 Ethnicity and Political Violence (4)**

This course examines the role of ethnicity in political conflict. Students explore theories and definitions of ethnic and collective identities and consider the role that these identities play in the emergence and resolution of political conflict. Case studies include India, Lebanon, Northern Ireland, South Africa, and the former Yugoslavia. Not open for credit to students who have completed POLS 240 or POLS 340. *Open only to juniors and seniors.*

**POLS 433 Human Rights (4)**

The course introduces human rights conditions in today's world. While it covers varying philosophical traditions of human rights, major emphasis is placed on how different actors and institutions are able to influence human rights conditions, both from an international and domestic perspective. *Not open to new first-year students. Prerequisite: POLS 150 or POLS 270.*

**POLS 439 Special Topics in Politics (4)**

Study of a variable topic of special interest pertaining to politics. This course may be repeated for credit when the topic differs.

**POLS 441 Gender, Violence, and Power (4)**

A cross-cultural examination of the social, economic, and political factors that predict gender-based violence, and the response of women's rights activists and organizations to the issue. Topics of inquiry include customary, formal, and international legal frameworks, intimate partner and family violence, sexual assault, traditional harmful practices such as child marriage, and gender-based violence during conflict and in post-conflict environments. *Not open to new first-year students. Prerequisite: One course in politics with a WMST attribute..*

**POLS 444 Independent Study (2 or 4)**

For selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**POLS 445 Public Affairs Internship (2 or 4)**

In order to receive credit for a public affairs internship, a student must complete a substantial writing project in the semester following the internship. That project must be approved by the Political Science Department prior to the commencement of the internship. To secure approval the student must submit a proposal which 1) describes the nature of the internship and the duties it entails, 2) outlines the writing project, 3) contains a substantial bibliography of related materials, and 4) is signed by a member of the department who has agreed to supervise the project. The proposal must be approved prior to the commencement of the internship. Pass/fail is not permitted. *Prerequisite: Instructor prerequisite override required.*

**POLS 446 Political Simulations (2)**

Students learn not only about theories and institutions, but also about how actors behave within them. In the simulation modules, students assume the roles of political participants appropriate to the particular exercise learn to respond pragmatically to changing conditions of political situations. The simulations for a particular module derive from the institutions and events related to American or international politics, and might include the United Nations, U.S. National Security Council, or the U.S. Supreme Court. *Open only to sophomores, juniors, and seniors.*

**POLS 450 Honors Tutorial (2 or 4)**

Permission of the department chair required. *Prerequisite: Instructor prerequisite override required.*

## Citizenship and Political Action Courses

Code	Title	Semester Hours
POLS 206	State Politics	4
POLS 209	Immigration, Politics, and Identity	4
POLS 211	Democracy and Citizenship	4
POLS 212	Campaigns and Elections	4
POLS 214	Democracy, Dissent, and Revolution	4
POLS 223	Public Policy	4
POLS 260	Political Theory of the Environment	4
POLS 308	Feminist Political Theory	4
POLS 313	Environmental Politics and Policy	4
POLS 314	Civil Wars	4
POLS 320	Gender and Politics in the Middle East and North Africa	4
POLS 328	Parties and Interest Groups in the United States	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 335	The Politics of the American South	4
POLS 336	U.S. Immigration Law and Policy	4
POLS 337	Constitutional Law: Civil Liberties	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 346	Contemporary Social Movements	4
POLS 363	Comparative Democratization	4
POLS 403	Voting	4
POLS 407	Research Seminar on Political Behavior	4
POLS 409	Religion and American Politics	4
POLS 411	The Politics of Aids	4
POLS 421	Reaching Community Policy Goals	4
WMST 220	The Politics of Lesbian, Gay, Bisexual, and Transgender Rights	4

## Conflict and Peace Courses

Code	Title	Semester Hours
POLS 220	International Conflict	4
POLS 221	Peace and Diplomacy	4
POLS 222	United States Foreign Policy	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 249	China and the World	4
POLS 270	Introduction to International Security	4
POLS 271	Law and Politics of International Justice	4
POLS 314	Civil Wars	4
POLS 327	The Politics of Transitional and Post-Conflict Justice	4
POLS 365	Global Institutions and Policies	4
POLS 412	Terrorism and Global Security	4
POLS 431	Ethnicity and Political Violence	4
POLS 441	Gender, Violence, and Power	4



## Development and Political Economy Courses

Code	Title	Semester Hours
POLS 227	Africa in World Politics	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 242	Politics in South Africa	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
POLS 280	The Politics of Development and Foreign Aid	4
POLS 301	History of Political Theory	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 321	Global Health Governance	4
POLS 329	Comparative African Politics	4
POLS 339	The Political Economy of Development in Zambia and Botswana	4
POLS 344	Myth America	4
POLS 363	Comparative Democratization	4
POLS 366	International Political Economy	4
POLS 367	Political Economy of Asia and Latin America	4
POLS 382	International Environmental Policy	4
POLS 402	Topics in Political Economy	4
POLS 411	The Politics of Aids	4

## Global Institutions and Policies Courses

Code	Title	Semester Hours
POLS 220	International Conflict	4
POLS 221	Peace and Diplomacy	4
POLS 270	Introduction to International Security	4
POLS 271	Law and Politics of International Justice	4
POLS 280	The Politics of Development and Foreign Aid	4
POLS 321	Global Health Governance	4
POLS 365	Global Institutions and Policies	4
POLS 366	International Political Economy	4
POLS 370	International Law in International Relations	4
POLS 382	International Environmental Policy	4
POLS 402	Topics in Political Economy	4
POLS 411	The Politics of Aids	4
POLS 412	Terrorism and Global Security	4
POLS 433	Human Rights	4

## Identity and Diversity Courses

Code	Title	Semester Hours
POLS 161	Multiculturalism and Equality	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 214	Democracy, Dissent, and Revolution	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 242	Politics in South Africa	4

POLS 260	Political Theory of the Environment	4
POLS 302	Recent Political Theory	4
POLS 307	Women in American Politics	4
POLS 308	Feminist Political Theory	4
POLS 319	Global Gender Issues	4
POLS 320	Gender and Politics in the Middle East and North Africa	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 334	Identity and U.S. Public Policy	4
POLS 335	The Politics of the American South	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 346	Contemporary Social Movements	4
POLS 351	Modern European Politics	4
POLS 373	African-American Political Thought	4
POLS 404	Race, Politics, and Empire	4
POLS 409	Religion and American Politics	4
POLS 431	Ethnicity and Political Violence	4
POLS 441	Gender, Violence, and Power	4
WMST 220	The Politics of Lesbian, Gay, Bisexual, and Transgender Rights	4

## Law and Justice Courses

Code	Title	Semester Hours
POLS 161	Multiculturalism and Equality	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 238	Punishment	4
POLS 260	Political Theory of the Environment	4
POLS 271	Law and Politics of International Justice	4
POLS 307	Women in American Politics	4
POLS 313	Environmental Politics and Policy	4
POLS 315	The Politics of Social Welfare Policy	4
POLS 319	Global Gender Issues	4
POLS 327	The Politics of Transitional and Post-Conflict Justice	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 335	The Politics of the American South	4
POLS 336	U.S. Immigration Law and Policy	4
POLS 337	Constitutional Law: Civil Liberties	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 343	Visions of Constitutional Order	4
POLS 370	International Law in International Relations	4
POLS 373	African-American Political Thought	4
POLS 403	Voting	4
POLS 421	Reaching Community Policy Goals	4
POLS 433	Human Rights	4
POLS 441	Gender, Violence, and Power	4
WMST 220	The Politics of Lesbian, Gay, Bisexual, and Transgender Rights	4



## National Institutions and Policies Courses

Code	Title	Semester Hours
POLS 203	The Presidency	4
POLS 204	Legislative Process	4
POLS 206	State Politics	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 211	Democracy and Citizenship	4
POLS 216	Media and Politics	4
POLS 222	United States Foreign Policy	4
POLS 223	Public Policy	4
POLS 248	China's Environmental Crisis	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 313	Environmental Politics and Policy	4
POLS 315	The Politics of Social Welfare Policy	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 328	Parties and Interest Groups in the United States	4
POLS 329	Comparative African Politics	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 334	Identity and U.S. Public Policy	4
POLS 343	Visions of Constitutional Order	4
POLS 351	Modern European Politics	4
POLS 421	Reaching Community Policy Goals	4

## Pre-professional Programs

Sewanee offers pre-professional programs in five areas of study: business, education, engineering, health professions (including dentistry, medicine, veterinary medicine, and nursing), and law. Students interested in a pre-professional program should meet with an advisor soon after matriculation to plan appropriate courses of study and to learn more about graduate school admission.

### Business

The Wm. Polk Carey pre-professional business program prepares students for careers and leadership positions in business, finance, and entrepreneurship. The program embraces three key components: the business minor, the Babson Center for Global Commerce, and the Carey Fellows program. The business minor offers a program of academic study meant to provide both practical skills and a deeper understanding of the business environment. Business minors can apply during the fall of their sophomore year to become Carey Fellows.

The designation as a “Carey Fellow” signifies that the student has qualified for the honors track in the business minor and brings with it both a mark of distinction (including a certificate of recognition and scholarship assistance to defray costs associated with the off-campus internship) and a more in-depth and rigorous curriculum for the student.

The Babson Center for Global Commerce provides advice and guidance to pre-business students, works with the Office of Career and Leadership Development to facilitate internship opportunities, and manages the transition of graduates to business-related jobs and careers. The Center also hosts campus visits of distinguished business leaders and speakers, and supports various business-related programs and events at the college.

For more information about the Carey Fellows program, please refer to the page for the business minor (p. 101).

### Education

Sewanee offers a minor in education that prepares students for graduate programs in teaching, research, administration and other areas of education. Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement that allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary, special education, and additional fields in as little as three semesters. A trip to Peabody each fall helps familiarize students with opportunities for graduate studies in education.

For more information, please refer to the minor in education (p. 146) program page.

### Engineering

Engineers put the discoveries of science to practical use, often altering our way of life with their work. Because of the narrow scope of many engineering programs, several leading engineering schools cooperate with selected liberal arts colleges to combine the professional training found in the usual four-year engineering curriculum and the breadth of education given in liberal arts colleges. Such a program requires five years — three years in the liberal arts college and two years in the engineering school.

The University of the South offers such programs in association with the following institutions: Columbia University, Rensselaer Polytechnic Institute, Vanderbilt University, and Washington University in St. Louis.

Sewanee has a four-member faculty committee that works closely with these institutions to advise prospective engineering students on their academic programs and help them decide whether engineering is an appropriate professional choice. After successful completion of three years of academic work recommended by the Sewanee Pre-engineering Committee, the student is eligible for admission to one of the above engineering schools, on recommendation by the committee. After two years in engineering school, the student receives baccalaureate degrees from both Sewanee and the engineering school. Alternatively, some students may opt to complete four years of work at Sewanee, and then go to engineering school.

The program is compact, and it is not always easy for a student to arrange a schedule in such a way as to include all necessary pre-professional courses as well as all courses that Sewanee requires for the degree. Entering students who are considering engineering as a profession should consult a member of the engineering committee before registering for their first classes. In general, all first-year students in this program take a foreign language, PHYS 101, PHYS 102, MATH 101, and MATH 102. (Those students who plan to study chemical engineering or some related field may choose to take CHEM 120 or CHEM 150 in their first year.)

A student in the pre-professional engineering program may major in chemistry (p. 105), computer science (p. 226), mathematics (p. 228), or physics (p. 258).

## Health

### Pre-Health Program

Students interested in medicine, dental medicine, or veterinary medicine should register with the chair of the Health Professions Advisory Committee soon after matriculation. Meetings with the chair of this committee benefit students who seek academic advice, summer program recommendations, permission to take courses at other institutions, and other help in preparing for a career in these fields.

Since entrance requirements may vary from one medical/dental/veterinary school to another, the student should become acquainted with the requirements of likely candidate schools for graduate work. The following materials available on reserve in the duPont Library and in the office of the committee chair list requirements for these three types of schools: 1) *Medical School Admission Requirements, United States and Canada*; 2) *ASDA's Guide to Dental Schools: Admission Requirements*; and, 3) *Veterinary Medical School Admission Requirements in the United States and Canada*. Students should also consult the requirements posted on the website or consult the Dean of Admissions at the schools that you plan to attend.

Students who expect to apply to professional programs in the health sciences during their senior year must take the appropriate admissions test before the beginning of their senior year. Preparation for both the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) includes two semesters of biology with a laboratory component (usually BIOL 133 and BIOL 233 and an advanced biology course chosen in consultation with the chair of the Health Professions Advisory Committee), a year of general chemistry (CHEM 120 and an upper level laboratory chemistry course like biochemistry), a year of organic chemistry (CHEM 201 and CHEM 202), and a year of physics (PHYS 101 and PHYS 102). These courses need to be completed prior to the senior year so that the student can take the MCAT before the fall of that year. Although not required, additional courses in biology can provide excellent preparation for the MCAT. The MCAT also requires one semester each of introductory psychology (PSYC 100), introductory sociology (MHUM 110), and statistics (STAT 204). Students who are planning to take the Veterinary Admissions Test (VAT) may postpone physics until the senior year, since physics is not required for the VAT. Pre-veterinary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight listed above, include math (or calculus), two English courses (writing across the curriculum does not meet this requirement), and biochemistry. Courses that veterinary medical schools are most likely to require, in addition to the ones above, are microbiology, biochemistry, and animal science. A student who expects to apply to a school with an animal science requirement needs to consult the chair of the Health Professions Advisory Committee about methods of meeting this requirement. For admission to schools requiring animal science courses, a student may attend summer school at, or take a correspondence course from, a university with a program in this field. The student should receive approval of the veterinary school that he/she is applying to before enrolling in a summer school or correspondence course. In addition to completing these courses, premedical students are expected to complete the general requirements of the college and the requirements of their major.

Students should be aware that medical schools generally expect a letter of evaluation from the Health Professions Advisory Committee in addition to any individual letters that a student may have submitted on their behalf. During the spring semester of the junior year or the fall semester of the senior year, all students applying to professional schools will be interviewed by members of the committee. This process is intended to assist the student in preparing for interviews at professional schools and to help the committee in preparing a letter of evaluation.

Students in the college who plan to register with the Health Professions Advisory Committee for its evaluation and who plan to take at another institution any of the courses required for admission to a professional school must consult the chair of the University Health Professions Advisory Committee and the Sewanee Registrar to obtain their approval.

A suggested sequence of courses for pre-health students:

Code	Title	Semester Hours
<b>First Year</b>		
	General chemistry, or physics, or biology <sup>1</sup>	
	Introductory psychology	
	Language	
	Mathematics	
	Humanities (or other core course requirements)	
	Physical education	
<b>Second Year</b>		
	Two courses from biology, organic chemistry, and physics	
	Language	
	Humanities (or other core course requirements)	

**Third Year**

Completion of the chemistry, physics, and biology requirements <sup>1</sup>

Introductory sociology

Major courses

College requirements

**Fourth Year**

Advanced sciences

Major courses

Electives

<sup>1</sup> At least one year of biology, two years of chemistry, and one year of physics should be completed by the end of the junior year in order to take most admissions tests.

**Pre-Nursing Program**

Under the Vanderbilt Liberal Arts-Nursing 4-2 Program, a student spends the first four years of college at Sewanee and the remaining two calendar years at Vanderbilt studying in one of the nursing specialty areas that Vanderbilt offers. In addition to a bachelor's degree from Sewanee, students successfully completing the program earn a master of science in nursing from Vanderbilt.

**Law**

The Association of American Law Schools (AALS) does not prescribe specific courses or activities for preparation to study law. The undergraduate is best advised to concentrate on areas of study aimed at developing oral and written expression, language comprehension, critical understanding of the human institutions and values closely related to law, and a logical and systematic approach to solving problems.

The choice of a major field of study is far less important than the choice of courses designed to achieve these ends. The pre-law advisor consults with students interested in a career in law about appropriate courses of study and about specific law schools.

## Psychology

Website: Psychology (<https://new.sewanee.edu/programs-of-study/psychology/>)

Psychology is a diverse discipline that borders on the biological and social sciences. It is at once a science and a means of promoting human welfare. Reflecting its historical roots in philosophy, physiology, and clinical practice, it embraces a variety of theoretical perspectives, methodologies, and areas of study. The Department of Psychology at Sewanee provides majors and non-majors with the basic principles of psychology within the context of a liberal arts education through a curriculum that emphasizes scientific thinking and equips majors with multiple perspectives and research methods with which to understand behavior and mental processes.

The major in psychology combines a broad grounding in psychology with opportunities for depth in selected areas. Majors in psychology begin with an introduction to empirical psychology, organized topically, and a course in research methodology that prepares students to design and carry out research. Students also choose survey, seminar, and upper-level laboratory courses in areas such as abnormal, behavior modification, cognitive, developmental, gender, industrial, personality, physiological, and social psychology.

Advanced students may study independently or conduct research under faculty supervision, work as laboratory assistants, or aid faculty members with research. Summer internships are available through the Tonya Public Affairs Internship Program (<http://careers.sewanee.edu/internships/endowed-internship-funds/>) for those who are interested in gaining experience in business or public service. For those students planning to do graduate work in psychology, STAT 204 is highly recommended.

### Faculty

Professors: Fisher, Yu

Associate Professors: Bardi (Chair), Bateman, J. Coffey, K. Coffey, West

Assistant Professors: Cammack, Colom Cruz, Noffsinger-Frazier

### Major

#### Requirements for the Major in Psychology

The major (both B.A. and B.S.) requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1,2,3</sup>		
PSYC 101 or PSYC 100	Principles of Psychology Introduction to Psychology (Lab)	4
PSYC 251	Research Methods and Data Analysis	4
Select three of the following core courses: <sup>1</sup>		12
NEUR 101	Introduction to Neuroscience	
NEUR 225	Cognitive Neuroscience	
NEUR 254	Behavioral Neuroscience	
NEUR 360	Affective Neuroscience	
PSYC 201	Psychology of Personality	
PSYC 202	Abnormal Behavior	
PSYC 203	Social Psychology	
PSYC 206	Industrial-Organizational Psychology	
PSYC 208	Cognitive Psychology	
PSYC 221	Adolescence	
PSYC 222	Adult Development and Aging	
PSYC 223	Positive Psychology	
PSYC 227	Health Psychology	
PSYC 280	Psychology of Human Diversity	
PSYC 356	Research in Social Psychology (Lab)	
PSYC 357	Child Development (Lab)	
PSYC 358	Cognitive Psychology (Lab)	
Select one of the following advanced laboratory courses: <sup>1</sup>		4

NEUR 355	Affective Neuroscience (Lab)	
NEUR 359	Advanced Behavioral Neuroscience (Lab)	
PSYC 350	Drugs and Behavior (Lab)	
PSYC 354	Positive Psychology (Lab)	
PSYC 356	Research in Social Psychology (Lab)	
PSYC 357	Child Development (Lab)	
PSYC 358	Cognitive Psychology (Lab)	
PSYC 360	Psychology of Gender (Lab)	
Select two of the following seminar courses: <sup>1</sup>		8
PSYC 402	Community Psychology	
PSYC 406	Psychobiography	
PSYC 408	Seminar in Abnormal Behavior	
PSYC 411	Judgment and Decision-Making	
PSYC 412	Psychology of Gender	
PSYC 413	The Self-Concept and Self-Esteem	
PSYC 415	Relationships and Health	
PSYC 416	Attachment Theory: Development, Well-being, and Risk for Psychopathology	
PSYC 417	Seminar in Developmental Psychology: Human Development in Context	
PSYC 418	Psychology of Happiness and Meaning in Life	
PSYC 419	Addiction	
PSYC 420	Consciousness and Unconsciousness	
PSYC 421	Sex, Brain, and Behavior	
PSYC 422	Controversies in Human Sexuality Research	
PSYC 450	Special Topics Seminar	
Select two additional courses in psychology (PSYC) <sup>1</sup>		8
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>4</sup>

- <sup>1</sup> Majors in psychology must complete a minimum of ten courses in psychology (PSYC), not including courses in neuroscience (NEUR).
- <sup>2</sup> Students who have taken PSYC 203 may not receive credit for PSYC 356.
- <sup>3</sup> Students who have taken PSYC 208 may not receive credit for PSYC 358.
- <sup>4</sup> The comprehensive examination consists of a paper that integrates material from three areas in psychology. Ordinarily several possible questions are distributed in January with a mandatory outline submitted in February. The paper is due during the second comprehensive examination period for Easter (spring) semester.

## Honors

Departmental honors are awarded based on distinguished work in psychology during the undergraduate career. Individuals with a cumulative psychology GPA below 3.60 are considered only under extraordinary circumstances. Unlike the College-wide honors (cum laude, magna cum laude, summa cum laude), the decision involves consideration of other factors besides GPA, particularly the quality of any additional intellectual accomplishments in psychology such as independent research, conference presentations, and internships.

## Minor

### Requirements for the Minor in Psychology

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
PSYC 100	Introduction to Psychology (Lab)	4

or PSYC 101	Principles of Psychology	
Select one additional course in Psychology (PSYC) numbered 300 or above <sup>1</sup>		4
Select four additional courses in Psychology (PSYC) <sup>1</sup>		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> PSYC 444 may count as one of the four courses, but it does not satisfy the requirement of one course numbered 300 or above.

## Off-Campus Study

### Sewanee-at-Yale Directed Research Program

For more than ten years, undergraduates from Sewanee have spent six to eight weeks working in a research laboratory during summer internships at the Yale Child Study Center in New Haven, Connecticut. Through this experience, students have been exposed to research in a clinical setting and to the day-to-day workings of a behavioral neuroscience research laboratory. They have worked with school-aged children participating in developmental studies, administered developmental and cognitive assessments, and learned about database management. Over the summer months, only a small number of students have had sufficient time to complete a small project from the steps of gathering data to completing the analysis and writing a research manuscript. The Sewanee-At-Yale Directed Research Program is intended to provide directed research experience for Sewanee students who wish to be exposed to an active developmental and behavioral neuroscience research laboratory in a medical school setting and to have the experience of carrying through a directed research project in greater depth over a somewhat longer time frame. Although participation in the program is not restricted by year or major, we expect it will be particularly appealing to students majoring in biology or psychology and to pre-medical students with other majors; participation during the junior or senior year is generally recommended.

During their time at Yale, students will typically work on one or more research projects, participate in weekly research meetings, and participate in a research methods seminar and at least one upper-level seminar offered by the Child Study Center. Each student will be sponsored by a Sewanee faculty member, who will serve as advisor, set the requirements, and assist the student in developing a written plan of study. The student should work collaboratively with their Sewanee faculty advisor, the directors of the program at Sewanee and at the Yale Child Study Center, and any other designated Yale faculty mentors to insure that the written plan of study can feasibly be completed at the Child Study Center. Normally, the minimum final requirement for the program will be a written report of the completed research; individual faculty advisors may set alternative equivalent requirements.

For any given student, the typical program duration will be one semester plus a summer, in either order. During their time New Haven, students are expected to be involved in data gathering and data analysis. The written report of the work could be completed in New Haven, or after leaving New Haven while maintaining active contact with the program director and other faculty mentors at the Child Study Center. More information about the program is available at: [sewanee.edu/academics/psychology/programs/sewanee-at-yale-directed-research-program.php](http://sewanee.edu/academics/psychology/programs/sewanee-at-yale-directed-research-program.php) (<http://sewanee.edu/academics/psychology/programs/sewanee-at-yale-directed-research-program.php>).

To be accepted into the program, students typically complete the following:

Code	Title	Semester Hours
<b>Psychology Majors</b>		
NEUR 254 or PSYC 357	Behavioral Neuroscience Child Development (Lab)	
PSYC 251	Research Methods and Data Analysis	
<b>Biology Majors</b>		
BIOL 130	Field Investigations in Biology	
BIOL 133	Introductory Molecular Biology and Genetics	
<b>Other Majors</b>		
Select two of the following:		
BIOL 130	Field Investigations in Biology	
BIOL 133	Introductory Molecular Biology and Genetics	
NEUR 254	Behavioral Neuroscience	
PSYC 251	Research Methods and Data Analysis	
PSYC 357	Child Development (Lab)	



## Courses

### Psychology Courses

#### **PSYC 100 Introduction to Psychology (Lab) (4)**

An introduction to empirical psychology, organized topically. Key areas, approaches, and theories in psychology are illustrated. Depending on their interests, instructors choose several topics such as the psychology of sex and gender, conformity and obedience, and aggression and violence. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. Not open for credit to students who have received credit for PSYC 101 or for a 100-level psychology course taken at another university.

#### **PSYC 101 Principles of Psychology (4)**

An intensive examination of key areas, approaches, theories, and research methodology in empirical psychology. Designed, in conjunction with PSYC 251, to provide a strong introduction to the field for students intending to major in psychology. Not open to students who have received credit for PSYC 100 or for a 100-level psychology course taken at another university. Non-laboratory course.

#### **PSYC 201 Psychology of Personality (4)**

A survey of classical and contemporary psychological approaches to the study of personality, including trait, psychodynamic, neuropsychological, behavior genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students apply theoretical concepts and examine research associated with these approaches, considering multiple sources of data (e.g., self-report, behavioral observation) and a variety of empirical methods (e.g., psychometric assessment, content analysis). *Prerequisite: PSYC 100 or PSYC 101.*

#### **PSYC 202 Abnormal Behavior (4)**

A study of abnormal and clinical psychology from a scientist-practitioner perspective, including DSM diagnostic criteria, assessment measures and strategies, treatment modalities, case studies, and ethical issues. Major theoretical paradigms and research on etiology, diagnosis, and treatment of psychopathology are presented and discussed. *Prerequisite: PSYC 100 or PSYC 101.*

#### **PSYC 203 Social Psychology (4)**

An examination of the impact that social influences have on individual behavior. The course examines major theories and empirical evidence in a variety of areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Students examine empirical methods used in social psychology and gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Not open for credit to students who have received credit for PSYC 356. *Prerequisite: PSYC 100 or PSYC 101.*

#### **PSYC 206 Industrial-Organizational Psychology (4)**

As an introduction to the field of industrial-organizational psychology, this course examines the application of psychological theories and research to workplace issues facing individuals, teams, and organizations. Both industrial and organizational psychology will be explored to reveal the value that psychological principles and methods bring to individuals, businesses, and society. Major topics include performance appraisal, employee selection, training, motivation, stress, and leadership. *Prerequisite: PSYC 100 or 101 or junior standing.*

#### **PSYC 208 Cognitive Psychology (4)**

An introduction to the study of cognitive processes such as attention, memory, language, and reasoning. Students consider empirical findings from a variety of methodologies as well as the methodologies themselves. Broader issues such as unconscious processes and cultural differences in cognition are also examined in this context. Students are encouraged to discover applications of findings in cognitive psychology to other areas of psychology, other disciplines, and their everyday lives. Not open for credit to students who have completed PSYC 358. *Prerequisite: PSYC 100 or PSYC 101.*

#### **PSYC 213 Comparative Sexual Behavior (4)**

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

#### **PSYC 214 The Psychology of Eating Disorders and Obesity (4)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating—including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories—are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 218 Psychology of Violence (4)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 221 Adolescence (4)**

An examination of physiological, social, and emotional factors affecting all stages of individual development during adolescence. Major theories and research on the subject are introduced. Among the topics addressed are biological changes, identity, autonomy, peer influences, substance abuse, and intimate relationships. Students are expected to present results from research studies they conduct on issues of adolescence. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 222 Adult Development and Aging (4)**

An examination of physiological cognitive, social, and emotional factors affecting all stages of individual development during adulthood. Major theories of development and research on the subject are introduced. Among the topics addressed are physiological aging, cognitive functioning, work, intimate relationships, parenthood, retirement, loss, death, and bereavement. Students are expected to participate in field research projects and service-learning opportunities. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 223 Positive Psychology (4)**

Psychology has traditionally been concerned with people's responses and reactions to difficulties, deficits, and disorders. Taking the opposing viewpoint, positive psychology is a course that aims to understand and implement behaviors and mental processes that foster optimal functioning and the pursuit of the good life. Both individual level and interpersonal level functioning are examined. Students in this primarily discussion-based course must be prepared to speak in class multiple times per class period. The course also involves a significant major project. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 224 Developmental Psychopathology (4)**

This course examines how studies of normal development and abnormal development in children inform one another; how and why deviations from normal development occur; the bidirectional relationship between biological underpinnings and contexts (family, school) as they relate to development of psychopathology; and proximal and distal concerns for children that develop mental disorders. *Prerequisite: PSYC 202.*

**PSYC 226 Psychology of Creativity (4)**

An examination of creativity in both the arts and sciences from the perspective of psychology. Topics include what makes something creative, the type of person who is most creative, the process of creativity, and aspects of the environment that foster creativity. Insights drawn primarily from developmental, personality, cognitive, and social psychology. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 227 Health Psychology (4)**

This course examines psychological issues surrounding physical health and medical care. Theories from personality and social psychology are applied to topics such as stress-related diseases, exercise adherence, coping with illness, interpersonal relationships and health, doctor-patient interactions, dying, and the hospital environment. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 230 Child, Family, and Community Development in Rural Appalachia (4)**

This interdisciplinary course addresses issues relevant to child, family, and community development in rural southern Appalachia, including (1) social and political history of the region; (2) social psychology and developmental neuroscience of stress and adaptation to stress (e.g., resilience); (3) structure and health of rural Appalachian communities; (4) community infrastructure (e.g., churches, businesses, and other local organizations); (5) design and implementation of intervention and prevention programs to foster neural, cognitive, and social development and mental health in children and families in rural communities. Sewanee faculty and visiting faculty from Yale University teach the course collaboratively. Not open for credit to students who have earned credit for PSYC 430. *Not open to first-year students.*

**PSYC 251 Research Methods and Data Analysis (4)**

An introduction to basic research approaches in psychology, including observational studies, correlational studies, true experiments, and quasi-experiments. Ethics, sampling, measurement, and data analysis are considered. Intended for psychology majors or for students planning to major in psychology. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience in the application of class principles. *Prerequisite: PSYC 100 or PSYC 101 or NEUR 101.*

**PSYC 280 Psychology of Human Diversity (4)**

A psychological investigation of human diversity, focused primarily on minority groups in the U.S. Among the psychological topics examined in a cultural context are those pertaining to gender, age, sexual orientation, ethnicity, disability, social class, personality, intelligence, health, intergroup relations, and intercultural interaction. Methods of cross-cultural research are also considered. Students are encouraged to develop a psychological appreciation of how diversity figures in various contexts, including research, service provision, work relationships, and personal life.

**PSYC 348 Motivation and Cognitive Control (4)**

This course examines the neural basis of motivation-cognition interactions and processes that regulate thought, action, and goal-directed behavior. Students explore a number of cognitive processes that are enhanced by the presence of motivational incentives (e.g., memory, attention, inhibition, rewards, emotion, decision making). *Prerequisite: (PSYC 100 or PSYC 101) and (NEUR 225 or NEUR 254 or PSYC 225 or PSYC 254).*

**PSYC 349 Drugs and Behavior (4)**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. *Prerequisite: PSYC 251.*

**PSYC 350 Drugs and Behavior (Lab) (4)**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. Laboratory course. This course cannot be taken for credit if the student has already received credit for PSYC349. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 354 Positive Psychology (Lab) (4)**

An experimental examination of behaviors and mental processes that foster optimal functioning and the pursuit of the good life. This discussion based lab course will examine mechanisms or interventions for living the good life. Students must be prepared to speak in class multiple times per class period. Students will conduct research for a lab project. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 223 and PSYC 251.*

**PSYC 356 Research in Social Psychology (Lab) (4)**

An in-depth examination of the social circumstances which structure individuals' mental processing and behavior. Students will read original peer-reviewed research on social dynamics (e.g., dyads, groups, cultural norms) and be required to implement existing theoretical models, empirical findings, and methodological approaches in their discussions, assignments, and research projects. In the laboratory, students will independently design, propose, and conduct a scientifically rigorous psychological study (including advanced statistical data analysis using computer software) to answer a novel empirical question in social psychology. Not open for credit to students who have received credit for PSYC 203. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 357 Child Development (Lab) (4)**

An examination of the physical, cognitive, social, and emotional development of infants and children, with a primary emphasis on theoretical issues and scientific methodology. Development is presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through middle childhood periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Not open for credit to students who have received credit for PSYC 219. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: (PSYC 100 or PSYC 101) and PSYC 251.*

**PSYC 358 Cognitive Psychology (Lab) (4)**

An in-depth examination of one to several selected topics within the realm of cognitive psychology. The particular topic(s) may vary across semesters, and may range from more traditionally studied aspects of cognition such as attention, perception, language, memory, problem-solving, reasoning, and decision-making to more contemporary topics and applications that integrate across these areas such as the cognitive psychology of beliefs, moral reasoning, and/or social change. Consideration is given to theoretical and methodological issues, empirical approaches and evidence, and practical applications. Includes a laboratory that engages students in designing and conducting studies to answer empirical questions concerning the focal topic(s) of the course. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 360 Psychology of Gender (Lab) (4)**

This course will be an examination of gender differences and similarities in behavior, major theories of gender, and the role that gender plays in interacting with others. Students will design, implement, analyze, and present original research in the area of gender. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 363 Advanced Research Topics (2 or 4)**

This seminar is devoted to the advanced study of a selected topic within psychology, with primary emphasis on the scientific process. Content focus varies by semester, at discretion of the instructor. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. This course may be repeated once for credit when the topic differs. *Prerequisite: PSYC 251.*

**PSYC 380 Latinx Psychology (4)**

An exploration of Latinx Psychology with a specific focus on the United States. Themes and issues relevant to and impacting upon Latinx Psychology including cultural strengths, identity, immigration, acculturation, colonialism, prejudice/stereotype, intersectionality, and mental health will be studied through first-person accounts, media, and scientific literature. *Prerequisite: PSYC 100 or PSYC 101 and Junior Standing.*

**PSYC 381 Theoretical Foundations of Counseling and Coaching Psychology (4)**

An introduction to counseling and coaching psychology. The course will provide an overview of the theoretical orientations to psychotherapy and coaching psychology, and will focus on psychodynamic, humanistic, interpersonal, behavioral, and cognitive perspectives. Readiness to change, motivational interviewing, and appreciative inquiry approaches rooted in positive psychology and applicable to coaching psychology will also be explored. Theories will be considered in relation to specific presenting concerns and associated treatment effectiveness. Current issues in the practice of psychotherapy and coaching will be explored, such as evidenced-based treatments, evaluation and assessment of psychotherapy and coaching effectiveness, and ethical dilemmas. *Prerequisite: PSYC 202 or PSYC 203 or PSYC 221 or PSYC 223.*

**PSYC 402 Community Psychology (4)**

A seminar focused on examining and applying the concepts, theory, principles, research methods, and goals of community psychology. This course aims to increase understanding of the interactions among individual, group, organizational, community, and societal factors as they affect psychological well-being, human development, and human relationships. It also examines research design, program implementation, and evaluation methods applicable to community psychology. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 406 Psychobiography (4)**

A seminar on the psychological study of individual lives, with a focus on psychobiographical studies. Psychobiography draws on psychological theories and research to understand the work of an historically significant figure from the vantage point of the person's life history. The seminar introduces theories, methods, and standards used to conduct and evaluate psychobiographical research and interpretations. Readings include studies that trace meaningful connections between the lives and work of several well-known figures—artists, musicians, writers, scientists, and politicians—and students prepare a psychobiographical study on a person of their choice. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 408 Seminar in Abnormal Behavior (4)**

A study of the major conceptual approaches that are adopted as clinicians assess, define, and conduct clinical interventions. Topics addressed include the nature of the client-therapist relationship, results from empirical investigation of therapeutic outcomes, ethical dilemmas faced in clinical practice and research, and problems peculiar to subspecialties such as forensic psychology and community psychology. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 202 and three other courses in psychology.*

**PSYC 411 Judgment and Decision-Making (4)**

This seminar examines selected topics and issues in human judgment and decision-making. Drawing largely from primary sources, the course considers various approaches to the study of decision-making, as well as descriptions and theories of human decision-making derived from those approaches. Students are led to reflect on the relevance and application of such issues to real-world choices in arenas such as economics, politics, business and marketing, health and medicine, and at individual, organizational, and broadly social levels. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 412 Psychology of Gender (4)**

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender will also be discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology and/or women's and gender studies.*

**PSYC 413 The Self-Concept and Self-Esteem (4)**

A seminar on the psychological examination and understanding of theories, principles, and applications of the self-concept and self-esteem. Students develop a rich and nuanced understanding of psychological concepts of selfhood (e.g., self-knowledge, the self in the relational context); they are also challenged to apply this understanding to their personal sense of self. Class material draw primarily from research in social psychology, but views from clinical, developmental, and cultural psychology are also included. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 203 or PSYC 356 and three additional courses in psychology.*

**PSYC 415 Relationships and Health (4)**

A seminar on the ways in which close relationships and health are interconnected. The course examines the state of relationships and health literature and considers avenues for future research. It explores a number of psychological factors (e.g., social support, emotions, coping, health behaviors) to explain this robust association in the context of specific relationships (e.g., parent-child, friendship, romantic). *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 100 or PSYC 101, PSYC 251, and two PSYC courses.*

**PSYC 416 Attachment Theory: Development, Well-being, and Risk for Psychopathology (4)**

This course explores the rich theory and research within the field of attachment and explores how attachment has become increasingly relevant in understanding both well-being and risk for psychopathology at different ages. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 100 or PSYC 101, PSYC 251, and two PSYC courses.*

**PSYC 417 Seminar in Developmental Psychology: Human Development in Context (4)**

This seminar provides readings and discussion of special topics in human development. The course draws on primary sources of classic and contemporary theory and research and focuses on examining human development in context. The role that family, workplace, schools, peers, community, and the larger culture have in human development is examined. *Prerequisite: four courses in psychology. Open only to seniors pursuing programs in neuroscience or psychology.*



**PSYC 418 Psychology of Happiness and Meaning in Life (4)**

Through extensive reading and discussion of the classic and current literature, students in this seminar become familiar with the current state of research in the areas of happiness and meaning in life and develop proposals for how the research might advance. Topics may include strategies to increase happiness and meaning, virtues, family, relationships, and health. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two additional PSYC courses.*

**PSYC 419 Addiction (4)**

This seminar focuses on special topics related to addictive diseases. The course explores theoretical and empirical approaches to studying drug addiction, though behavioral addictions and compulsive disorders may also be considered. Readings include primary research related to the psychological, neurobiological, and sociocultural factors contributing to addiction. Current approaches to treatment are also discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two PSYC courses.*

**PSYC 420 Consciousness and Unconsciousness (4)**

An examination of current scientific study of consciousness and unconsciousness, including neural correlates of conscious and willful actions, manipulations of conscious will experience, the possible role of consciousness in evolution, and related topics. The course emphasizes how scientific results inform understanding of issues such as Chalmers hard problem of consciousness, the tenability of competing models of consciousness, the perceived unity of self, and perceptual experience of free will. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 421 Sex, Brain, and Behavior (4)**

This seminar explores special topics related to reproductive behavior. Topics may include sexual differentiation, partner preference, mate selection, sexual behavior, and parental care in human and non-human animals. Readings include primary journal articles and text excerpts reflecting psychological, neurobiological, and sociocultural perspectives. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two PSYC courses.*

**PSYC 422 Controversies in Human Sexuality Research (4)**

This seminar course will review questions and controversies in current theory and research on human sexual behavior. The focus of class discussion will be the scientific literature within the field. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 444 Independent Study (2 or 4)**

The student will design and execute an experimental research project terminating in a written report or will complete readings in an area of psychology. This course may be repeated more than once for credit. *Prerequisite: Instructor prerequisite override required.*

**PSYC 450 Special Topics Seminar (4)**

Selected topics in modern psychology, from areas such as developmental, cognitive, social, abnormal, personality, and diversity. The course surveys relevant primary literature. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251, three additional courses in psychology, and Junior standing.*

**PSYC 480 Language, Literacy, and Play (4)**

The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 481 Introduction to Cognitive Science (4)**

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. No single individual may receive credit for both this course and either cognitive course at Sewanee (PSYC 208 and PSYC 358). Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 482 Emotional Intelligence (4)**

The ability to integrate emotional information with cognitive processes is essential for management of personal and social life. The emotion-related skills comprising emotional intelligence (the perception, use, understanding, and management of emotion) defined, measured, and developed. How these skills relate to effective social functioning, mental health, and quality of life at home, school, and work. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 483 Cognitive Neuroscience (4)**

An overview of cognitive neuroscience at an introductory graduate level. Covers principles, methods, and key research findings in multiple topic domains (e.g., language, memory, vision, attention, working memory/executive control, movement control, emotion and reward, social processes). The course emphasizes behavioral and neural processes, with some discussion of computational approaches. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or NEUR 254 or PSYC 358.*

**PSYC 484 Autism and Related Disorders (4)**

Topics in the etiology, diagnosis, treatment, and natural history of childhood autism and other severe disorders of early onset. Retardation, behavioral disorders, and childhood psychosis. Supervised experience. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 485 Cellular and Molecular Mechanisms of Neurological Disease (4)**

The course focuses on those diseases (Alzheimer's, Parkinson's, ALS, and other neurodegenerative diseases, triplet repeat induced diseases, multiple sclerosis, epilepsy, etc.) in which modern neuroscience has advanced mechanistic explanations for clinical conditions. It highlights recent molecular, electrophysiological, and imaging experiments in parsing disease mechanisms. The application of pathophysiologic understanding to therapeutics is considered. This course is taught at Yale and is available only through the Sewanee-At-Yale Directed Research Program. *Prerequisite: Only open to students admitted to the Sewanee-at-Yale program.*

**PSYC 490 Principles of Neuroscience (4)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 491 Neurobiology of Emotion (4)**

A study of the brain circuitries involved in emotion and emotional learning and memory. Consideration of emotion research in a historical context; discussion of progress that has been made in understanding the neurobiology of emotion in both laboratory animals and humans. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 492 History of Modern Neuroscience (4)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 493 Research Topics in Emotion and Cognitive Control (4)**

This course covers (1) research in emotion and cognitive control, and (2) science communication skills. For research, the emphasis is on the design, conduct, and analysis of behavioral and fMRI studies, emphasizing individual differences. Once a month, we have a session on science communication skills, with topics chosen by students to meet their interests and needs (spoken research presentations, persuasive communication, graph design, Web design, and so on). Students may enroll in the course and attend only the science communication skills component. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or NEUR 254 or PSYC 358.*

**PSYC 498 Research Methods Seminar (4)**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 498. *Prerequisite: An introductory psychology or introductory biology course and approval of the Sewanee-at-Yale program director.*

**PSYC 499 Directed Research (4 or 8)**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 499. *Prerequisite: An introductory psychology or introductory biology course and approval of the Sewanee-at-Yale program director.*

## Religious Studies

Website: Religious Studies (<https://new.sewanee.edu/programs-of-study/religious-studies/>)

The study of religion is central to a liberal arts education and thus to the mission of the University of the South: to be liberally educated. Sewanee students ought to have a direct, critical encounter with religion and the most basic questions of meaning and purpose that religion addresses. Religious studies courses are designed to raise and reflect upon the central and abiding questions that challenge us all: What is the nature of religion? How does religion live in so many different and interesting ways in human culture? How do human beings throughout history express their deepest beliefs, concerns and faiths? Where do we find and how do we make sense of the Holy? What are our moral commitments and obligations? As citizens of the new millennium, how then shall we live in light of computers and in the shadow of concentration camps? From antiquity to postmodernity, China to Chattanooga, religion is encountered as shaping human experience. At Sewanee, the Department of Religious Studies, students and faculty together, through formal classes, independent study, and co-curricular activities, investigate the role of religion and the many faces it presents.

Religion is not one field of study but many; by nature the study of religion is a multi-disciplinary effort that requires investigation of history, culture, values, sacred texts, theology, and philosophical thought. Such study requires familiarity with methods of historical analysis, literary criticism, phenomenological description, and cross-cultural, comparative study. For this reason the study of religion complements well other majors, the women's and gender studies minor, and curricular interests.

### Faculty

Professors: Brown, Holloway, Parker

Associate Professor: Thurman (Chair)

Assistant Professor: Curts

### Major

#### Requirements for the Major in Religious Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
RELG 301	Methodologies in Religious Studies	4
Select at least three courses in religious studies (RELG) united in theme <sup>2</sup>		12
Select six additional courses in religious studies (RELG)		24
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination		

<sup>1</sup> A course outside the department also recommended for religious studies majors is HIST 298.

<sup>2</sup> Students are required to create a theme in conversation with their advisor. Some examples include religion and social power, religion and the environment, textual study in religion, and philosophical approaches to religion.

### Honors

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: a) an average of at least B+ with no grade below a B- in religious studies courses; b) a superior performance on the comprehensive examination; c) a substantial essay or original project, usually as part of an Independent Study (444) course, and oral defense or presentation of the work; d) additional course work in religious studies beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student's work in religious studies; e) ability to use a language other than English in the study of religion.



## Minor

### Requirements for the Minor in Religious Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select at least six courses in religious studies (RELG) <sup>1</sup>		24
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> A grade average of C (2.00) or higher is required in these courses.

## Courses

### Religious Studies Courses

#### RELG 103 Studying Islam (in the West) (4)

An introduction to the central methods and controversies involved in the academic study of Islam. The course focuses on the most frequently studied themes in Islamic intellectual and social histories, including major events, sectarian divides, intellectual traditions, and efforts to envision the place of Islam in the modern world. Attention is given to the methodological tensions caused by post-colonial critiques of the Western discipline of Islamic studies. Students engage in critical reflection on the place of Islam specifically and religion in general in contemporary social and political spheres.

#### RELG 104 The Many Faces of the *Qur'an* (4)

The *Qur'an* is the sacred text of Islam and one of the most influential books in human history. But to speak of the *Qur'an* as a "text" does not begin to address the numerous ways in which it is and has been perceived and experienced for many centuries. While the *Qur'an* is indeed contained in a physical book, it is also regarded as the eternal word of God, an oral tradition, an historical event, a body of words to be recited for worship, a moral message, a major cultural component of Islamic civilization, and a linguistic accomplishment. This course offers a survey of those different aspects of the *Qur'an*.

#### RELG 108 Special Topics (2 or 4)

This course addresses topics related to the field of religious studies not addressed in other courses and is offered depending on interest. Prerequisites vary with topic. This course may be repeated for credit when the topic differs.

#### RELG 109 Front Pages: Religion in the News (4)

This course relies upon online news and other sources to explore religion in global context. Class discussions are anchored in current religion news stories and in supporting documents related to those stories. *Open only to new first-year students and first-year students.*

#### RELG 111 Introduction to Religion (4)

An examination of the nature of religion as an aspect of universal human experience.

#### RELG 113 Disbelieving Religion (4)

What does it mean to "be religious"? What are the implications of deciding whether or not someone is religious based on whether she or he "believes in God"? What roles do rituals play in religious life? This course introduces basic categories of religious studies such as story, ritual, and experience by addressing these and other questions.

#### RELG 114 Religion Goes Pop (4)

An introduction to the critical study of religion through an examination of the relationship between religion and popular culture. Particular attention paid to the role of religion in popular culture and popular culture in religious life as well as examples of popular culture as a form of religious belief and practice. Emphasis placed on the variety of methodological approaches to the study of both religion and popular culture, including Marxist, feminist, and cultural studies, among others. Course aims to develop an informed and critical approach to both religion and popular culture as ways of making meaning in everyday life.

#### RELG 119 Religion in American History (4)

A survey of American religious history and an introduction to the critical interrogation of each of the course's orienting terms-- American, religion, and history. This course considers key concepts, central questions, and select archival material in the historical study of American religion through the examination of specific figures, signal moments, and significant movements from colonial encounter to the present, and it explores how the study of religion in American history intersects with other categories of human distinction and difference-making, including race, space, gender, sex, and class.

#### RELG 121 The Responsible Self (4)

Examination of the role of religion, reason and desire in the shaping of the form and content of ethical decision-making and action. Focus is upon major currents of Western ethical theory and Jewish, Christian and atheistic analyses of the self. Issues include moral authority and judgment and responsibility to self, other and community. Works include Hebrew Bible, Kant, Aristotle, H.R. Niehbuhr, Walter Wurzburger, James Cone and Laurie Zoloth-Dorfman.

**RELG 122 Religion and Technology (4)**

A history of western technology focusing on the religious relations and adjudications of specific technological innovations and mediating machinery. Case studies include clocks and calendars, movable type and paper, railroads, photography, phonographs and radio, automobiles, television and film, and the internet. In addition to examining particular technological forms and their impact on the world, the course considers the ways in which technology mediates how religion is manufactured and reproduced and, therefore, interrogates how and why the "religious" might be understood as connected to and descriptive of the relationship between humans and technologies.

**RELG 135 Ethics and the Anthropocene (4)**

The issue of anthropogenic alterations to the climate and biosphere raises ethical dilemmas that are related to climate breakdown, mass human migrations, species loss, and the quandaries posed by end-stage global capitalism. This course examines such dilemmas.

**RELG 141 Introduction to the Bible (4)**

An examination of the origins, nature, and content of representative literature from the Old and New Testaments.

**RELG 143 Introduction to the Bible I: Old Testament (4)**

An examination of the origins, nature, and content of representative literature from the Hebrew Bible, the Christian Old Testament, and cognate literature. Attention is paid to issues of critical reading and theological interpretation of Jewish scriptures. Not open for credit to students who have completed RELG 141.

**RELG 144 Introduction to the Bible II: New Testament (4)**

An examination of the origins, nature, and content of representative literature from the New Testament and Hellenistic literature. Attention is paid to issues of critical reading and theological interpretation of Christian scripture. Not open for credit to students who have completed RELG 141.

**RELG 151 Philosophy of Religion (4)**

A philosophical examination of responses to questions about the ultimate nature and meaning of existence, such as the reality of God, the rational legitimacy of faith, the problem of evil. Not open to students who have taken RELG 251.

**RELG 162 Introduction to Asian Religions (4)**

An introduction to the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, Daoism, and Shintoism and their views of reality and humanity. Not open for credit to students who have received credit for RELG 164.

**RELG 164 Studying Asian Religions (in the West) (4)**

An introduction to the central methods and controversies involved in the academic study of Asian religions. The course also focuses on the most frequently studied themes in Hindu, Buddhist, and Chinese religious intellectual and social histories, including major events, sectarian divides, people, intellectual traditions, and the practicing of Asian religions in the modern world. Attention will be paid to the methodological tensions caused by post-colonial critiques of Western representations of these religions. Not open for credit to students who have received credit for RELG 162.

**RELG 165 A Buddhist Life (4)**

More and more people in the USA know something about Buddhism, but what is it? What does it encourage people to do? How? This course is organized around the Eightfold Noble Path, exploring Buddhist ethics and ritual, psychology, and cultivation practices such as meditation. Students will learn about the people, teachings, and institutions of Buddhism. The class will focus on Theravada Buddhism, exploring it historically, philosophically, and anthropologically. Special focus will be placed on matters of gender and race. Some sessions will be dedicated to exploring different Buddhist meditative approaches.

**RELG 167 Thinking with Buddhists (4)**

This course explores Buddhist contributions to global conversations on poverty, environment, racism, capitalism, and gender. The central questions examined will be: what should the world look like and how do Buddhists engage to make that vision a reality?.

**RELG 201 The Spirit and Forms of Anglicanism (4)**

A survey of the history, spirituality, cultures, and practices of church bodies within the international Anglican Communion, including the U.S. Episcopal Church. This course underscores the intellectual heritage of Anglicanism and its distinctive ecumenical role as via media between Protestant and Catholic traditions. Historical topics include the nineteenth-century Oxford Movement, Anglicanism's problematic relation to colonialism, its influence in developing nations, and its involvement in contemporary controversies. Special attention is also given to this tradition's cultural expressions in music, architecture, literature, and education. Not open for credit to students who have completed NOND 201.

**RELG 209 Shari'a: Threat or Utopia? (4)**

Widely contested, the shari'a (Islamic law) is a frequently misunderstood concept. Both academic and non-academic discourses often focus on specific rules, a reductive approach emphasizing practices that are foreign—even threatening—to modern audiences. Conversely, this course considers shari'a as a broad system, highlighting its intellectual and moral underpinnings and exploring the origins of particular rules and practices within the social history of the pre-modern Muslim world.

**RELG 210 How Muslims Think: Contemporary Muslim Philosophy (4)**

Philosophy produced within the lands of Islam generally draws the attention of contemporary scholars to the extent that it fits into the general picture of medieval Western intellectual history. This course, by contrast, focuses on themes, trends, and tensions within the rarely studied philosophical traditions of the contemporary Muslim world. Among the topics addressed are considerations and crises that drive philosophical thought in the contemporary Muslim world, the intersection and tensions between secular and religious trends of thought, and the differences among philosophical traditions in major geographical parts of the Muslim world.

**RELG 211 Sensational Religion (4)**

How does religion make sense? How do we make sense of religion? Drawing on the rich array of meanings evoked by the word "sense," this course introduces and examines these "sensational" dilemmas. Drawing on a variety of case studies in the sensory cultures of religion, it explores how religious images, artifacts, practices, and spaces are historically connected to and help reproduce a dynamic human sensorium, and it investigates religion as a sensual practice, as a sensationalized contention, and as a category through which humans endeavor to make sense--of themselves and of the world.

**RELG 220 Holocaust, Religion, Morality (4)**

An examination of the Holocaust from theological, historical and social psychological perspectives. Exploration of diverse religious and moral worldviews with particular attention to the ethical and unethical responses of victims, perpetrators and witnesses. What are the implications of the Holocaust for transformation of moral thought and behavior? Topics include cruelty, social conformity, altruism, forgiveness, survival and the function of conscience during and in the aftermath of atrocity. Authors include Emil Fackenheim, Elie Wiesel, Raul Hilberg, Christopher Browning, Primo Levi, Marion Kapland, Philip Hallie, and Lawrence Langer.

**RELG 222 Gender and Sex in the New Testament (4)**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 225 Introduction to Judaism (4)**

Survey of Judaism and its emergence from Israelite Religion as evidenced in the Tanakh (Jewish Bible) into the Rabbinic culture of interpretation and Halakah (Jewish law). Approach is both historical and thematic. Focus is upon key periods of Judaism's development and the major ideas, movements, and practices central to ancient and modern Jewish life and thought. Attention is paid to the role of sacred Jewish texts and interpretation, community, covenant, and halakhic observance. Not open for credit to students who have completed RELG 120.

**RELG 229 Death, Dying, and Grief (4)**

This class examines how death, dying, and grief are ritualized and understood in different cultures. Exploration will also be made of current challenges, personal and societal, related to death such as advance directives (living wills), grief, hospice care, mortuary services, and bodily disposal. Attention will be paid to eco-death and issues of social justice related to death, too. Students will engage in a semester-long community-based project.

**RELG 232 God and Empire: Biblical Texts and Colonial Contexts (4)**

Examines the complex relation between The Bible and colonialism in the ancient and modern world. Exploring select texts from Old and New Testaments, this course incorporates the insights of postcolonial theory, transnational feminism, liberationist hermeneutics, and empire-critical biblical studies. Focus is on the changing contexts in which biblical texts were written and read, and on how texts both promoted and contested colonialism—with particular attention given to tensions between these two strands of biblical tradition throughout history. The course also considers early Jews and Christians as subaltern communities; the theological justification for European colonialism; and the appropriation of the Bible by indigenous peoples. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 235 Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions (4)**

Introduces and explores new religious movements, sectarian spin-offs, and alternative communities in the U.S. that have tested the parameters of acceptable "religion" at different moments in history. Particular attention is given to intersectional dynamics. The class questions the politics and practices of labeling, especially the language of "cults," and centers on specific historical case studies in order to illustrate and analyze major theoretical and methodological challenges in and for the study of religion(s). It considers what draws people to create and join new religious movements, the distinctive worlds such groups endeavor to build, and the controversies that have historically attended them.

**RELG 243 Gospels (4)**

An examination of early Christian gospels, canonical and extracanonical, with attention to their historical background, literary features, religious significance, and cultural reception. Special attention given to the adaptation and appropriation of the gospels in art, film, literature, philosophy, politics, and popular culture.

**RELG 244 Paul and His Interpreters (4)**

An examination of the letters of the Apostle Paul in their cultural and social-historical contexts. Attention is paid to Paul's religious thought and the reception of his writings in emergent Christianity.

**RELG 262 Buddhist Traditions (4)**

This course examines key Buddhist philosophical concepts and explores a diversity of traditions along with their historical contexts. Investigations of the ways these traditions are lived are elucidated by short biographies. Buddhist modernism is also considered using themes such as globalization, gender roles, science, commodification, and popular culture.

**RELG 301 Methodologies in Religious Studies (4)**

This seminar examines the history and methodological development of the discipline of religious studies. After surveying the discipline's inception in textual studies in the late Enlightenment period, the course examines its connections to earlier theological traditions, and the branching out into sociological, hermeneutical, and phenomenological approaches in the late nineteenth and twentieth centuries. The seminar aims to acquaint junior majors with the complexities involved in studying religious phenomena, as well as with the categories and frameworks that constitute the contemporary multi-disciplinary field of religious studies. *Open only to juniors pursuing programs in religious studies.*

**RELG 304 The Ethics of Dialogue (4)**

Examination of the religious and philosophical tradition of dialogical ethics. Focus will be on the classical, modern and contemporary understanding of the living speech within Jewish and Christian thought. In particular, attention given to existentialist, feminist and Levinasian ethical theory and their efforts to explain reciprocity, Divine-human and interhuman relationship, justice and duty. Authors include Plato, Martin Buber, H.R. Niehbuhr, Gabriel Marcel, Emmanuel Levinas and Seyla Benhabib.

**RELG 305 Religion and Animals (4)**

In this course students examine human relationships with non-human animals through the lenses of Buddhism, Christianity, theories and methods in religious studies, and through reflection on their own lives. What roles have non-human animals played and do they play now in these religious traditions, in other aspects of culture, and in the lives of students themselves? How does having a body, an attribute that human and non-human animals share, relate to religion, its study, and human-animal relations? Students volunteer in animal-related groups (veterinarian offices, animal shelters, and farms, for example) as they find their own voices in this emerging interdisciplinary field.

**RELG 307 Religious Environmentalism (4)**

An exploration of the religious aspects of contemporary environmentalism and religious critiques of the emphasis by Americans on the values of consumerism and convenience. A service-learning component requires students to participate in a local environmental project and to reflect on both their own ethical commitments and those of the University.

**RELG 308 Special Topics (2 or 4)**

This course addresses topics related to the field of religious studies not addressed in other courses and is offered depending on interest. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic.*

**RELG 312 Matter and Spirit (4)**

What do religious concepts such as flesh, nature, creation and spirit suggest for our understanding of body, mind, and matter? Conversely, what do new theories of mind, matter, and emotion suggest regarding these religious discourses and practices? How are agency, gender, politics, and the environment construed and lived in light of various paradigms of matter? Primary religious texts such as Augustine's *Confessions* and Spinoza's *Ethics* are examined in light of these questions.

**RELG 335 Reading Race and the Bible (4)**

*Prerequisite: One course in religious studies.*

**RELG 341 Religion and Ecology (4)**

Considers the relationship between the natural and the sacred in selected traditions such as Amerindian religions, Hinduism, Buddhism, Daoism, Judaeo-Christian tradition, and contemporary eco-religion. Emphasizes analysis of latent ecological/environmental resources or conflicts in each tradition studied.

**RELG 344 Sacralized Violence (4)**

The course examines the dynamics of violence as it is engendered and enacted in human collectivities, be they religious, ethnic, or political. The course covers theoretical analyses of social violence and historical instantiations of the social processes by which victims are targeted and attacked. We focus on violent movements in religious traditions and the manner in which religious warrants, discourse, texts, and practices are marshaled in the sacralization of a campaign of atrocity against an enemy perceived as a profane threat to the perpetrating society. Attention is also given to practical means of impeding and interfering in the dynamics of sacralized violence.

**RELG 346 Religion and Modernity (4)**

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options.

**RELG 348 Business of Religion (4)**

This course explores the discursive connections between business and religion by examining their shared histories. Structured around a series of case studies from American religious historiography (e.g. Quaker Oats, Ivory Soap, Wal-Mart, Oprah), it considers how religious and business discourses can be understood as historically entangled and interpretatively contested ways to name and navigate the vexed relations of human exchange and culture-making, ritual purchase and systems of value, modes of production, and forms of authority. The course considers how religious institutions have engaged corporate concerns and how businesses might be and have been understood as religious subjects themselves in American history. *Prerequisite: One course in religious studies or one course with attribute G4 including AP or IB credit.*

**RELG 350 Field Methods in Religious Studies (4)**

A field-based seminar to examine the effects of religious belief and doctrine upon landscape and material culture in the upland South, including Appalachia. Core topics for different years vary and include Shaping the Land, Cemeteries, Log and Stone, Churches, and Village and Town. Field seminar. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 353 Greening Buddhism (4)**

Through examination of Buddhist writings and practices and using the Buddhist framework of the four truths, this class explores the interrelationships of humanity and environmental sufferings, their causes, their ends, and the ways to their ends. Readings will be supplemented by class experiments that invite students to reflect deeply on their own experiences of and relationships with the world and its environmental challenges.

**RELG 395 Appalachian Religion (4)**

An examination of typical forms of religion in Appalachia with respect to the origin, development, diffusion, and transformation of these religious forms from the era of the Great Awakening to the twentieth century. Comparative consideration of the distinctive denominational forms of religion along with the trans-denominational cultural forms -- including hymnody, sermon, folk music, and ritual practice -- distributed across the core Appalachian area. Some consideration given to the "Appalachian Diaspora" and the transport of Appalachian religious practices beyond the core area. A fieldwork component considers the expression of Appalachian Religion in material culture.

**RELG 444 Independent Study (2 or 4)**

For selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Rhetoric

Website: Rhetoric (<https://new.sewanee.edu/programs-of-study/rhetoric/>)

Rhetoric courses introduce students to the art of discourse and the application to many different disciplines of speech that informs, motivates, or persuades.

### Faculty

Professors: Gaines, O'Rourke (Chair)

Assistant Professor: Lehn

### Minor

#### Requirements for the Minor in Rhetoric

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
RHET 101	Public Speaking	4
RHET 201	Introduction to Rhetoric	4
Select two courses in Rhetoric at the 300-level or above		8
Select one additional course in Rhetoric		4
<b>Total Semester Hours</b>		<b>20</b>

### Courses

#### Rhetoric Courses

##### RHET 101 Public Speaking (4)

Study of the principles, precepts, and strategies of informative, persuasive, and ceremonial speaking. Emphasis is placed on assessing the rhetorical situation and researching, composing, practicing, and delivering a speech. Ethical, political, and social questions raised by speaking in public are considered. Students deliver speeches, practice effective listening, and serve as speech critics and interlocutors. *Open only to first-year students and sophomores.*

##### RHET 110 Argumentation and Debate (4)

Study of the precepts, theories, strategies, and ethics of argument. Students critically analyze arguments found in speeches, public debates, and controversies, newspaper articles and editorials, television news programs, and scholarly texts. Students write argumentative essays, present argumentative speeches, and engage in class debate.

##### RHET 201 Introduction to Rhetoric (4)

Topical survey of the major questions and controversies in rhetorical theory, criticism, and practice, including rhetorical situations, classical canons of rhetoric, the role of rhetoric in civic life, and the relationship of rhetoric to power, politics, law, education, and ethics. Students consider the rights and responsibilities of speakers and critics. Accordingly, readings include selections from a wide array of rhetorical theorists and critics as well as a diverse and open canon of orators and speakers.

##### RHET 220 Teaching Speaking and Listening (1)

In this survey of the expectations for successful speaking across several disciplines, students will explore the techniques, strategies, and precepts peer and professional tutors may employ to help student speakers and listeners attain their goals. Participants will examine samples of student speaking and listening, discuss possible responses, and develop model interactions between and among tutors and students. *Prerequisite: Only open to Speaking and Listening tutors.*

##### RHET 311 U.S. Public Address I: 1620-1865 (4)

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the colonial period through the end of the Civil War, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

##### RHET 312 U.S. Public Address II: 1865-Present (4)

History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the Civil War to the present, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.



**RHET 321 Rhetoric in the Ancient World (4)**

History of rhetorical theory and practice from Homer to Augustine. Primary focus on the relationship of rhetoric to politics, law, religion, philosophy, liberal education and culture in ancient Greece and Rome, along with an examination of the influence of ancient rhetoric on medieval rhetoric. Readings include selections from the Iliad, the sophists, Isocrates, Plato, Aristotle, Philodemus, Cicero, Quintilian, Tacitus, Augustine, and others. Texts are read in English translation.

**RHET 331 Voices of American Women (4)**

An examination of the history and criticism of American women's oratory and the history of women's public discourse in the United States from the colonial period through the present. Considers the historical, social, and cultural significance of women's rhetorical participation in civic life, as well as issues of authority, reception, and the nature of argument both within and about women's public address.

**RHET 341 Rhetoric of Mass and Social Media (4)**

This course surveys the key topics, questions, issues, and controversies surrounding the rhetoric of mass and social media. Students explore not only how this rhetoric helps us inform, persuade, and move others to action, but also how—and whether—they are informed, persuaded, and moved to act themselves. Topics surveyed may include rhetorical framing, message bias, propaganda, the rhetorical propagation and circulation of misinformation, freedom of expression, protest, and visual rhetoric.

**RHET 401 Speakers' Rights and Responsibilities (4)**

Interrogation of the legal, constitutional, and ethical questions raised by the practice of speaking and listening. Primary focus on the sources of ethical standards, methods of ethical criticism, and perspectives on the ethics of persuasion, as well as the communication rights and duties of citizens in a constitutional democracy.

**RHET 411 Rhetoric in the Age of Protest, 1948-1973 (4)**

Study of the discursive and non-discursive aspects of protest in the period 1948-1973. Focus on the forms and functions of rhetorics and counter-rhetorics in U.S. controversies over communism, civil rights, free speech, war, students' rights, women's rights, farm workers' rights, Native American rights, gay rights, the environment, and poverty. *Prerequisite: One course in rhetoric.*

**RHET 440 Directed Research and Writing (2 or 4)**

Directed research and writing in collaboration with and/or under the direction of a member of the rhetoric faculty. To meet the needs and particular interests of selected students who are prepared to conduct archival, oral history, digital humanities, and/or other types of research in rhetoric. *Prerequisite: Instructor prerequisite override required.*

**RHET 444 Independent Study (2 or 4)**

Independent study in consultation with and under the direction of a member of the rhetoric faculty. To meet the needs and particular interests of selected students who propose an acceptable course of study. *Prerequisite: Instructor prerequisite override required.*

**RHET 491 Topics (4)**

Concentrated study in a single area, topic, controversy, movement, or figure in rhetoric. This course may be repeated for credit when the topic differs. Prerequisites will vary by topic.



## Russian

Website: Russian (<https://new.sewanee.edu/programs-of-study/russian/>)

Russia retains its significance as the meeting point of East and West. Designated as a critical language by the United States Department of State, Russian is a powerful tool in a swiftly changing world. As the fifth most widely spoken language in the world (with over 277 million speakers), one of the six languages of the United Nations, and the *lingua franca* for much of Central Europe and Central Asia, Russian is a language of undeniable importance.

Whether you decide to study Russian because of its rich history, Nobel Prize winners, current sociopolitical configuration and G-8 membership, development of democratic institutions, growing role in business and the energy sector, or efforts to combat global terrorism; because of its immense influence on dance, drama, film, literature, mathematics, music, physics, and many other disciplines; because of family heritage; or because of curiosity about Russia's language, people and culture, you can expect a thorough and engaging education offered in Russian at Sewanee.

### Russian House

Students may consider residing in the Russian house in order to maximize opportunities for conversation with a native speaker of Russian. All students are encouraged to attend co-curricular and extracurricular events such as the weekly Russian table, Russian tea, Russian film screenings, and other cultural activities.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

### Faculty

Associate Professor: Preslar (Chair)

### Major

#### Requirements for the Major in Russian

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
RUSN 301	Advanced Russian	4
RUSN 309 or RUSN 310	Russian Culture: Study Abroad Russian Civilization	4
Select at least three of the following:		12
RUSN 302	Readings in Russian Literature	
RUSN 303	Introduction to Russian Verse	
RUSN 304	Contemporary Russian in Cultural Context	
RUSN 305	Representations of the Caucasus in Russian Literature and Film	
RUSN 311	Composition and Conversation	
RUSN 312	Advanced Russian Language through Late-Soviet and Contemporary Film	
RUSN 401	The 19th Century	
RUSN 402	The 20th Century	
Select at least two of the following:		8
RUSN 351	19th-Century Russian Literature in English Translation	

RUSN 352	20th-Century Russian Literature in English Translation	
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	
RUSN 355	Russian and Soviet Film	
RUSN 356	Nabokov	
RUSN 361	Tolstoy in English Translation	
RUSN 362	Dostoevsky in English Translation	
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	
Select one additional course from the previous two lists		4
<b>Total Semester Hours</b>		<b>32</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

<sup>1</sup> Majors are strongly encouraged to participate in a semester or summer study abroad program in Russia or Eurasia.

## Honors

The requirements for honors in Russian are: a) a minimum of a B+ average in courses offered for the major, b) demonstrated excellence on the comprehensive examination, and c) presentation of an outstanding honors thesis during the senior year.

## Minor

### Requirements for the Minor in Russian

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
RUSN 309	Russian Culture: Study Abroad	4
or RUSN 310	Russian Civilization	
Select at least two courses from the following:		8
RUSN 302	Readings in Russian Literature	
RUSN 303	Introduction to Russian Verse	
RUSN 304	Contemporary Russian in Cultural Context	
RUSN 305	Representations of the Caucasus in Russian Literature and Film	
RUSN 311	Composition and Conversation	
RUSN 312	Advanced Russian Language through Late-Soviet and Contemporary Film	
RUSN 401	The 19th Century	
RUSN 402	The 20th Century	
Select two additional courses in Russian (RUSN) numbered 300 or above		8
<b>Total Semester Hours</b>		<b>20</b>

## Courses

### Russian Courses

#### RUSN 103 Elementary Russian I (4)

An introduction to the fundamentals of the language and culture with emphasis on communicative proficiency, clarity of pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week, plus an additional conversation meeting with a native speaker.

#### RUSN 104 Elementary Russian II (4)

An introduction to the fundamentals of the language and culture with emphasis on communicative proficiency, clarity of pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week, plus an additional conversation meeting with a native speaker. *Prerequisite: RUSN 103 or placement.*

**RUSN 151 Russian Language Abroad (4)**

Intensive language study completed as an essential part of the Sewanee Summer in Russia program. Emphasis in the course is on speaking and writing. With departmental approval, a student who completes this course may be eligible for higher level placement in Russian language, or, in the case of a student who has already completed RUSN 301, may count the course toward the Russian major or minor. *Prerequisite: Only open to students admitted to the Summer in Russia program.*

**RUSN 203 Intermediate Russian (4)**

Continued study of grammar and review of basic grammatical structures; readings in Russian with emphasis on acquisition of vocabulary and continued development of conversational and writing skills. Four hours of class each week, plus an additional conversation meeting with a native speaker. *Prerequisite: RUSN 104 or placement.*

**RUSN 301 Advanced Russian (4)**

Completion of grammar; intensive readings from authentic materials in Russian with emphasis on continued development of conversational and writing skills. Required weekly conversation meeting with a native speaker. *Prerequisite: RUSN 203 or placement.*

**RUSN 302 Readings in Russian Literature (4)**

Short literary and cultural readings from various authors, periods, and genres. Relevant grammatical structures and stylistics are studied along with the readings. *Prerequisite: RUSN 301 or placement.*

**RUSN 303 Introduction to Russian Verse (4)**

An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts will be augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention will also be given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. *Prerequisite: RUSN 301 or placement.*

**RUSN 304 Contemporary Russian in Cultural Context (4)**

Students engage in advanced study of contemporary standard Russian by examining issues relevant to current Russian society. Special attention is devoted to post-Soviet Russian culture through analysis of newspapers and television news, selections of recent prose fiction, and cinema. The course emphasizes problems of syntax and idiomatic Russian. *Prerequisite: RUSN 301 or placement.*

**RUSN 305 Representations of the Caucasus in Russian Literature and Film (4)**

Students engage in advanced Russian language study by examining the most emblematic representations of the Caucasus in Russian cultural productions of the 19th, 20th, and 21st centuries. Works by Pushkin, Lermontov, Tolstoy, Pristavkin, Pelevin, and Politkovskaya, alongside several relevant films, feature as the center of the course. Students examine how Russian writers and filmmakers have used the image of the Caucasian 'Other' to address the issue of Russia's self-representation and to what degree contemporary Russian artists have transformed the image of the Caucasians. *Prerequisite: RUSN 301.*

**RUSN 309 Russian Culture: Study Abroad (4)**

Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre and dance. The course is taught in English and does not satisfy the foreign language requirement. The course is taught in English. *Prerequisite: Only open to students admitted to the Summer in Russia program.*

**RUSN 310 Russian Civilization (4)**

An historical, cultural, and linguistic survey of Russian civilization and culture from its ancient proto-Slavic beginnings to the present. The course is taught in English.

**RUSN 311 Composition and Conversation (4)**

Emphasis on communicative ability in contemporary written and spoken Russian. Intensive practice in conversation to develop language skills appropriate to various spheres of academic, business, and social life. Audio-visual materials will be used extensively. *Prerequisite: RUSN 301.*

**RUSN 312 Advanced Russian Language through Late-Soviet and Contemporary Film (4)**

Students engage in advanced Russian language study by viewing, discussing, and writing about films and about Russian and Soviet culture. Emphasis is on increased linguistic and cultural proficiency, including refinement of oral and written Russian with focused study of selected grammatical and stylistic topics. *Prerequisite: RUSN 301 or placement.*

**RUSN 340 Reading Russian (1)**

With a goal of improving reading proficiency in Russian, this course focuses on strategies for efficiently deciphering sophisticated texts, reviews grammar, and explores the art of translation from Russian into English. This course can be repeated twice for credit. *Open only to students pursuing programs in Russian. Prerequisite: RUSN 203.*

**RUSN 350 The Classic Russian Novel (4)**

A study of the Russian novel's development from early nineteenth to mid-twentieth century, with special attention to cultural studies and critique. Novels by Pushkin, Lermontov, Dostoevsky, Tolstoy, Turgenev, and Pasternak are the primary course texts. Topics of particular interest include the superfluous man and Russian Byronic hero, Russian Romanticism, representations of St. Petersburg, Russian intellectual history, and problems of literary translation. The course is taught in English.

**RUSN 351 19th-Century Russian Literature in English Translation (4)**

A study of the emergence and development of the Russian literary tradition in the nineteenth century, with special attention to the intersection of Russian history and literature. Novels, novellas and short stories by Pushkin, Karamzin, Lermontov, Dostoevsky, Durova, Leskov, Tolstoy, Turgenev, Chekhov and others feature as the center of the course. The course is taught in English.

**RUSN 352 20th-Century Russian Literature in English Translation (4)**

During the twentieth century, Russian literature transformed itself many times, evolving through prescriptive literary norms, a renewed interest in "truth-telling", and experimentation with form and subject matter. Students analyze examples of the avant-garde, Socialist Realism, experimental prose, the literature of emigration, youth prose, urban prose, Gulag literature, and dystopian literature. The course is taught in English.

**RUSN 354 Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture (4)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. The course is taught in English.

**RUSN 355 Russian and Soviet Film (4)**

A survey of Russian cinema from the 1920's to the present day. The course approaches the analysis of film from the perspective of technique and methods, form, content, and cultural context. Students acquire a cinematic vocabulary while studying the genesis of Russian cinema, montage, propaganda films and socialist realism, nationalism, Stalinism, thaw and stagnation, glasnost, the post-Soviet period, and the enormous Russian and Soviet impact on world cinema. Films by Vertov, Eisenstein, Tarkovsky, Mikhalkov, Muratova, and others are studied. The course is taught in English.

**RUSN 356 Nabokov (4)**

A study of the major novels and selected short prose fiction, poetry, and literary criticism of Vladimir Nabokov. As a means to developing understanding of Nabokov's aesthetics and to situating him in the context of world literature, students investigate the author's approaches to such themes as "reality," the construction of the author within the text, literary translation, emigration and transformation, identity, totalitarianism, and American popular culture. This course is taught in English.

**RUSN 358 Gender Revolutions and Countercultures in Film and Literature after Stalin (4)**

The primary focus of this course is to introduce students to signature literary and cultural texts from the post-Stalin era to the present. The quintessential trends of Russian literature and culture of the past several decades include the collapse of Soviet identity, and with it searches for national identity, contesting ideas of gender, and attempts to capture Post-Soviet transition through documentary film and the documentary in literature. These topics connect to social critique, dissidence, counterculture, and their literary and cinematic products.

**RUSN 361 Tolstoy in English Translation (4)**

The course surveys Tolstoy's two masterworks, *Anna Karenina* and *War and Peace*; shorter novellas such as *The Death of Ivan Ilyich*, *The Kreutzer Sonata*, and *Master and Man*; and provides an introduction to the author's writings on topics such as education and art. Students move toward an understanding of Tolstoy as a novelist and thinker and situate him within broader literary, social and intellectual traditions. The course is taught in English.

**RUSN 362 Dostoevsky in English Translation (4)**

The course surveys the major novels of Fyodor Dostoevsky, including *Crime and Punishment*, *Notes from Underground*, *The Brothers Karamazov*, and others. In examining Dostoevsky's reputation and legacy as a psychological novelist, the course explores the author's treatment of politics, religion, philosophy, and ethics. This course is taught in English.

**RUSN 363 Environmental Literature and the History of Science and Ecocide in the USSR (4)**

A study of representations of the natural world in selected Russian and Soviet texts and images. Students examine the development of nineteenth-century pastoralism and nature writing, emergent environmentalism, Stalinist industrialization, and the threat of environmental decimation (exemplified by the Chernobyl disaster) in the twentieth century and beyond. Topics explored include the political appropriation of natural motifs; ecology, nationalism, and national identity; totalitarian culture and the environment; health, food, and ethics; "hero projects" glorifying technological achievement and the mastery of nature; and demographic crisis. This course is taught in English.

**RUSN 364 Post-Soviet Literature, Theatre, and Performance Art (4)**

This course examines the relationship between individuals and the state in Putin's Russia. Students analyze a variety of texts -- fiction, cinema, journalism, and popular culture -- dealing with the chaos of the "wild 1990s," Putin's subsequent solidification of power, and the rise of a prominent protest culture. A special area of focus is the EuroMaidan revolution and the ongoing "hybrid war" in the Donbas, Ukraine. This course is taught in English.

**RUSN 365 Multicultural Russia: Race, Ethnicity, and Narrative in Russian Literature and Culture (4)**

This course explores the major works by authors representing many ethnic minorities in the territory of modern Russia, as well as works by writers from former Russian and Soviet colonies. Organized around four major regions—Ukraine, the Caucasus, Central Asia, and the Far East—the primary texts are examined through several angles. Texts are analyzed for their rhetorical and poetic effects, the historical and political contexts in which literary discourses surrounding questions of ethnicity, culture, and race develop, and the conditions under which they are marketed to, or suppressed from, different groups of readers. This course is taught in English.

**RUSN 401 The 19th Century (4)**

A study of short prose in Russian from the 19th century. Authors studied may include (but are not limited to) Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Chekhov. *Prerequisite: One course in Russian numbered 300 or higher.*

**RUSN 402 The 20th Century (4)**

A study of short prose in Russian from the 20th century. Authors studied may include (but are not limited to) Babel, Zamyatin, Olesha, Zoshchenko, Nabokov, Solzhenitsyn, and Petrushevskaia. *Prerequisite: One course in Russian numbered 300 or higher.*

**RUSN 440 Advanced Readings (2 or 4)**

Variable topics for students who need to complete reading in a particular area. This course may be repeated for credit when the topic differs. *Open only to students pursuing majors in Russian. Prerequisite: Instructor prerequisite override required.*

**RUSN 444 Independent Study (2 or 4)**

For selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Shakespeare Studies

Website: Shakespeare Studies (<https://new.sewanee.edu/programs-of-study/shakespeare-studies/>)

The minor in Shakespeare studies is an interdisciplinary approach to Shakespeare in performance. It is based on these convictions: a) Shakespeare, as an exemplary literary and historical figure, merits intensive study; b) the literary, historical, and philosophical study of Shakespeare's text informs and enriches the production of his plays; c) the discipline and experience of performing his plays illuminates the academic study of his work.

### Faculty

Professors: Macfie, Malone

### Minor

#### Requirements for the Minor in Shakespeare Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ENGL 357	Shakespeare I <sup>1</sup>	4
ENGL 358	Shakespeare II <sup>1</sup>	4
THTR 232	Shakespeare and the Actor	4
Select three of the following:		12
CLST 101	Classical Mythology	
CLST 124	Explorations in Ancient Ethics, Religion, and Belief	
CLST 200	Classical Drama	
CLST 349	Sex and Sexuality in Classical Antiquity	
CLST 350	Women and Gender in Classical Antiquity	
CLST 355	Special Topics	
ENGL 203	Roots of Western Literature	
ENGL 215	Studies in Drama	
ENGL 350	Medieval Drama and its Legacy	
ENGL 353	English Drama to 1642	
ENGL 359	Renaissance Literature I	
GREK 401	Greek Tragedy I	
HIST 127	Atlantic Britons, 1500-1850	
HIST 205	History of Britain and Ireland I	
HIST 209	Early Modern Europe	
HIST 210	Early Modern Cities	
HIST 217	Renaissance and Reformation	
HIST 234	British Reformations	
HIST 302	Ancient Rome	
HIST 304	Medieval Europe II	
HIST 305	Medieval Women -- In Their Own Words	
HIST 313	Youth and Social Networks in the Early Modern World	
HIST 335	Monsters, Marvels, and Museums	
HIST 337	Nature, Magic, and Machines in Early Modern Europe	
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	
LATN 307	Ovid	
LATN 401	Roman Comedy	
LATN 407	Vergil	
PHIL 203	Ancient Philosophy from Homer to Augustine	

RELG 143	Introduction to the Bible I: Old Testament
RELG 144	Introduction to the Bible II: New Testament
RHET 201	Introduction to Rhetoric
THTR 131	Fundamentals of Acting
THTR 221	Theatre History
THTR 227	Classic Plays on the Modern London Stage
THTR 235	Voice and Interpretation
<hr/>	
<b>Total Semester Hours</b>	<b>24</b>



## Southern Appalachian Studies

### Overview

Website: Southern Appalachian Studies (<https://new.sewanee.edu/programs-of-study/southern-appalachian-studies/>)

The University of the South is situated on an Appalachian plateau that includes vibrant communities outside the gates. The minor in Southern Appalachian studies brings together the efforts of faculty, staff, students, and community partners toward building a transformative education in the region's past, present, and future. It is fundamentally grounded in the Southern highlands and devoted to exploring the factors that have shaped life and imagination here, the trends that continue to mark the area, and prospects that will influence Appalachian identity and development in the years to come.

In this minor, you'll be able to focus on a specific issue in Appalachia or explore a variety of general trends in the region. And you'll gain insights from individuals committed to helping you better understand the region, its people, their challenges, and the rich heritage of the highlands.

### Faculty

Professor: Willis (Chair)

### Minor

#### Requirements for the Minor in Southern Appalachian Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
PSYC 230	Child, Family, and Community Development in Rural Appalachia	4
Select four additional courses with the SAST (southern Appalachian and place-based studies) attribute, including: <sup>1</sup>		16
ANTH 302	Southern Cultures	
ARCH 213	Cultural Resource Practicum	
BIOL 232	Human Health and the Environment (Lab)	
ENGL 394	Literature of the American South	
ENST 100	Walking the Land	
ENST 201	Foundations of Food and Agriculture	
ENST 304	Community Development and Place in Rural Appalachia	
ENST 336	Environmental Land-Use Policy	
HIST 229	The Many Faces of Sewanee	
HIST 235	Introduction to Public History	
HIST 323	The Many Faces of Sewanee	
HIST 330	History of Southern Appalachia	
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	
PHIL 235	Bioethics	
POLS 210	The Politics of Poverty and Inequality	
POLS 335	The Politics of the American South	
PSYC 230	Child, Family, and Community Development in Rural Appalachia	
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> No more than two of these courses may be at the 100 level.

### Courses

#### Southern Appalachian Studies Courses

##### SAST 220 Place, Memory, and Identity (4)

This course explores critical intersections of memory, identity, and place from a multidisciplinary perspective. Students engage a series of concepts and skills regarding place--abstractly and concretely--as they relate to efforts by individuals, communities, and societies to gain meaning from the past for the present.

**SAST 325 Food, Agriculture, and Social Justice in Southern Appalachia and Beyond (4)**

This course explores how producing, preparing, and consuming meals become expressions of individuality, social unity, and cultural identity that create intimate relationships not only among people but also between people and the natural world. Historical foundations and current systems of food production are examined with specific consideration given to the ways in which differential production and access to food have created disparities in health and nutrition as well as how the Food Justice movement seeks to address these inequities through restructuring and transforming the current systems of production.

**SAST 399 Special Topics (4)**

This course focuses on a topic in Southern Appalachian Studies that is not fully covered in existing courses. Content will vary from semester to semester. This course may be repeated for credit when the topic differs.

**SAST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. This course may be repeated for credit when the topic differs but, may only count once toward the Minor in Southern Appalachian Studies. *Prerequisite: Instructor prerequisite override required.*

## Spanish and Italian

Websites: Spanish (<https://new.sewanee.edu/programs-of-study/spanish/>), Italian (<https://new.sewanee.edu/programs-of-study/italian-studies/>)

The Department of Spanish and Italian offers a comprehensive program ranging from beginning to advanced courses in language, literature, and culture. Members of its faculty hail from the United States, Spain, and Latin America, speak with a variety of accents and dialectal variants, and conduct research in a broad range of geographical areas and time periods. The Department works closely with and contributes to other departments and interdisciplinary programs, such as International and Global Studies, Humanities, and Women's and Gender Studies.

Students will find opportunities to hear and speak Spanish and Italian outside the classroom: at the theme houses (see below), weekly Spanish table, monthly *tertulia* gatherings, and occasional events such as lectures and film screenings.

In the Italian program, language and culture are taught in a full-immersion, communicative classroom, where students can work toward gaining proficiency in reading, writing, speaking, and listening over as many as four semesters of study. The fourth semester, ITAL 301, combines an advanced grammar review with a focused introduction to Italian literature. Italian studies are excellent preparation for students wishing to study in Italy, as well as for students pursuing studies in literature, music, or art history. It is possible to satisfy the college's general education requirement in a second language, or in the learning objective tagged as "comprehending cross-culturally" with ITAL 301.

Spanish Placement

### Spanish Placement

Students wishing to take Spanish to fulfill the College's general education requirement must take the departmental placement examination. Those students who have never taken Spanish should consult with the department chair in order to register for SPAN 103. Students who have taken at least two years of Spanish in high school will be placed no lower than SPAN 113. Students may not enroll at a course level beneath that indicated by the placement examination without the permission of the department chair.

Theme Houses

### Theme Houses

The residents of *Casa de España y las Américas* theme house live in a communal setting overseen by a graduate native speaker. The house sponsors various cultural and social activities. The Paschall House serves as the *Casa Italiana*, or the Italian House. Its mission is to promote the awareness and education of the Italian language and culture to students.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open Monday through Thursday from 8 a.m. to 10 p.m., Fridays 8 a.m. to 4 p.m. and Sundays 4 p.m. to 10 p.m.

### Faculty

Professors: Raulston, Sanchez-Imizcoz, Sandlin

Associate Professors: Colbert-Goicoa (Chair), Marquez-Gomez

Assistant Professors: Burner, Garcia-Santana, Lawson, Mazza, Mylonas-Leegstra

Instructor: Jordan

### Major

In all classes, students will hone skills in reading, writing, and speaking Spanish, engage with the culture of the Spanish-speaking world, and practice critical thinking.

## Requirements for the Major in Spanish

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1,2</sup>		
SPAN 301	Cultural Survey of Spain I <sup>3</sup>	4
SPAN 302	Cultural Survey of Spain II <sup>3</sup>	4
SPAN 303	Cultural Survey of Latin America I <sup>3</sup>	4
SPAN 304	Cultural Survey of Latin America II <sup>3</sup>	4
SPAN 495	Senior Seminar <sup>4</sup>	4
Select four additional courses in Spanish (SPAN) <sup>5</sup>		16
Select one additional course in Spanish (SPAN) numbered 400 or above <sup>5</sup>		4
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>4</sup>		
Study abroad <sup>6</sup>		

<sup>1</sup> All majors are encouraged to take a year or more of another foreign language.

<sup>2</sup> Students who have taken a course numbered above SPAN 300 may not take SPAN 300 for credit.

<sup>3</sup> Prerequisite for all courses numbered 400 or above is a semester at the 300 level, departmental permission, or placement. A Spanish major is strongly encouraged to complete SPAN 301, SPAN 302, SPAN 303, and SPAN 304 before taking more advanced courses.

<sup>4</sup> The written and oral comprehensive examinations in Spanish form part of the Senior Seminar. The oral comprehensive examination consists of the presentation of the senior thesis.

<sup>5</sup> As the major requires a mastery of Spanish language, Spanish and Latin American literature, and Spanish and Latin American culture, the student is expected to select courses from all of these areas.

<sup>6</sup> Majors are required to spend one semester or the equivalent studying in a Spanish-speaking country. Justifiable exceptions will be considered by written petition.

## Honors

Toward the end of the penultimate semester of study, Spanish majors with a minimum of 3.50 in Spanish courses may apply for permission to present themselves for departmental honors. Students who demonstrate excellence in their honors paper, in the written comprehensive examination, and in the oral presentation of their work, upon the approval of the department, earn departmental honors.

## Minors

### Minors

- Spanish (p. 313)
- Italian (p. 313)

## Off-Campus Study

The Department of Spanish offers two study abroad programs. These include Summer in Spain, in which students hike the Camino de Santiago pilgrimage route across the north of the country, and Semester in Spain, which focuses on Spain and the European Union with travel to Latin America and, in recent years, Cuba and Brazil.

## Sewanee Semester in Spain

The Sewanee Semester in Spain Program focuses on contemporary Spain and its relationship to and membership in the European Union. It is interdisciplinary in nature, with each course looking at a variety of issues from multiple perspectives. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. Three trips form part of the program: a weekend-long trip to

Santiago de Compostela, a five-day trip to Morocco, and a week-long visit to the European Union headquarters. The program consists of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ARTH 497	Europe: A Community in the Arts	4
INGS 306	Spain in the European Union	4
SPAN 321	Advanced Spanish Language	4
SPAN 323	Contemporary Spanish Culture and Civilization	4
<b>Total Semester Hours</b>		<b>16</b>

### Sewanee Summer in Spain

The Sewanee Summer in Spain program is an interdisciplinary approach to the study of medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program consists of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
ARTH 495	Spanish Art, Western Art, and the Road to Santiago	4
PHED 214	Pilgrimage to Santiago	0
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	4
<b>Total Semester Hours</b>		<b>8</b>

## Courses

### Spanish Courses

#### SPAN 103 Elementary Spanish I (4)

Part I of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: Placement.*

#### SPAN 104 Elementary Spanish II (4)

Part II of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: SPAN 103 or placement.*

#### SPAN 113 Elementary Spanish: Accelerated Review Course (4)

An accelerated Spanish review course for those students with at least two years of high school Spanish. The course emphasizes the fundamentals of grammar (written and spoken) and practice in listening comprehension and reading. Four class hours per week. This course is not open for credit to students who have received credit for SPAN 104. *Prerequisite: Placement.*

#### SPAN 203 Intermediate Spanish (4)

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Four class hours per week. *Prerequisite: SPAN 104 or SPAN 113 or placement.*

#### SPAN 290 Cults of Personality: Individuals who Shape the Cultural Identity of Latin America (4)

This course, which is taught in English, examines the cultural impact that certain personalities have had on notions of Latin American identity through literature, film, and music. The course considers the evolution of an icon and how life and possibly death affect the way in which the world sees them. Possible personalities to be considered include Cesar Chavez, Frida Kahlo, Diego Rivera, Jose Marti, Simon Bolivar, Pablo Escobar, Diego Maradona, Victor Jara, and Che Guevara. Taught in English.

#### SPAN 291 Spanish Culture and Civilization through the Visual Arts (4)

A survey of Spanish civilization from pre-history to the present day, with an emphasis on the visual arts as cultural expression. Taught in English.

#### SPAN 292 Hispanic Communities in the United States (4)

A broad survey of the experience of Hispanic communities in the United States, both past and present. Topics may include migration, bilingualism, multiculturalism, identity politics, and nativism, among others. *Prerequisite: SPAN 203.*

#### SPAN 300 Introduction to Hispanic Literature (4)

Readings from a number of authors and periods introduce the student to the variety of genres, themes, and styles that predominate in the Hispanic literatures. *Prerequisite: SPAN 203 or placement.*

**SPAN 301 Cultural Survey of Spain I (4)**

A cultural survey of Spain emphasizing literature, history, and the arts from the Middle Ages to 1700. This course, along with SPAN 302, SPAN 303, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 302 Cultural Survey of Spain II (4)**

A cultural survey of Spain emphasizing literature, history, and the arts from 1700 to the present. This course, along with SPAN 301, SPAN 303, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 303 Cultural Survey of Latin America I (4)**

A cultural survey of Latin America emphasizing literature, history, and the arts from Pre-Colombian cultures to the nineteenth-century wars of independence. This course, along with SPAN 301, SPAN 302, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 304 Cultural Survey of Latin America II (4)**

A cultural survey of Latin America emphasizing literature, history, and the arts from the independence period to the present. This course, along with SPAN 301, SPAN 302, and SPAN 303, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 311 Spanish Phonetics (4)**

A comparative study of the sound systems of Spanish and English. The course includes instruction in the use of the International Phonetic alphabet, as well as in phonetic and linguistic terminology, with considerable emphasis placed on pronunciation and laboratory practice. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 312 Advanced Grammar and Composition (4)**

An intensive and detailed review of Spanish grammar with a focus on literary and practical stylistics. Analysis of literary texts and stress on improvement in writing. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 321 Advanced Spanish Language (4)**

Grammar review and drill on colloquial speech and idioms. Expository writing will be emphasized. Tutorial visits to cultural sites form part of the work of this class, as does the language component of film study. This course is part of the Sewanee Semester in Spain.

**SPAN 322 Introduction to Medieval Spain and the Road to Santiago (4)**

An introduction to the history, literature, and culture of medieval Spain. Selected texts from the Spanish medieval canon, monastic culture, and the complex relationships among Christians, Muslims, and Jews. Emphasis on the phenomenon of the pilgrimage road that crosses northern Spain. This course is part of the Sewanee Summer in Spain program. *Prerequisite: Only open to students who have completed one course in Spanish numbered 203 or higher or placement and been admitted to the Sewanee Summer in Spain program.*

**SPAN 323 Contemporary Spanish Culture and Civilization (4)**

An in-depth study of contemporary Spain using the city of Madrid as laboratory and extended field trip. Topics include cinema, art, family structure, education, current politics, religion, daily social patterns, unique urban structures, etc. This course is part of the Sewanee Semester in Spain.

**SPAN 324 In the "Other's" House: A Study-Trip to Cuba (2)**

An intensive, two-week course on contemporary Cuba with pre-trip meetings and a post-trip final paper. Emphasis given to the Revolution, including its achievements and consequences. Special attention to the global impact of Cuban culture. Topics include history, economics, public policy, US-Cuban relations, Afro-Cuban identity, and fine arts. Visits on-site in Cuba to museums, cultural institutions, and historic places, including interviews with key cultural and public figures. Readings and writing in Spanish expected for Spanish majors and minors, but course is also open to others.

**SPAN 325 Cultural Development in the Gaucho Heartland (4)**

Intensive study of Argentinian and Uruguayan history with special attention to the questions of cultural development and the evolution of the figure and national icon of the gaucho. Classwork and travel in Argentina and Uruguay. Attention to the divergent development of the two countries. Topics include basic geography of the region, history, politics, literature, film, music, and art.

**SPAN 326 Spanish Conversation and Cultural Immersion (4)**

Focusing on building students' ability to engage in everyday interactions with native speakers in different sociocultural contexts, this course's work includes conversation emphasizing pronunciation, fluency, and vocabulary. Students improve their listening and speaking skills and develop conversational strategies in Spanish while visiting the city of Cartagena, Colombia as an extension of the classroom. Students will take guided visits to appropriate places of interest (theaters, neighborhoods, markets, churches, etc.) where they will practice the language with the city's residents and become immersed in the culture. *Prerequisite: Only open to students who have completed SPAN 300 or higher and been admitted to the Sewanee Summer in Colombia program.*

**SPAN 327 Spanish Immersion in Healthcare Settings (4)**

Offered in conjunction with a trip abroad to Spain, this course is aimed at students with intermediate and advanced Spanish language skills who are interested in healthcare. Through various readings, audiovisual materials, and discussions, the initial on-campus portion focuses both on the acquisition of vocabulary pertinent to healthcare and on the practice of oral and listening skills in professional settings. While abroad, students explore the cultural dimensions of health and wellness by shadowing doctors and observing doctor-patient interactions. Students also engage in cultural excursions and reflect on their intercultural experience. *Prerequisite: One course in Spanish numbered 300 or higher or placement. Only open to students admitted to the Spanish Immersion in Health program.*

**SPAN 330 Middle Ages in Spanish Culture and Literature (4)**

A consideration of different aspects of music, art and literature from the fall of the Roman Empire to the government of the Catholic Monarchs. Special attention is given to compositions and oral presentations. *Prerequisite: One 300 level course in Spanish or placement.*

**SPAN 331 Spanish Prose Fiction I (4)**

A study of the evolution of prose fiction from medieval times through the seventeenth century through the reading of unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 333 Spanish Poetry and Drama I (4)**

An integrated study of these two genres read in unabridged texts from the Renaissance and Golden Age. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 334 The Culture of Chivalry (4)**

An exploration of various issues surrounding the figure of the mounted warrior in history and literature in the Spanish Middle Ages. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 361 Modern Spanish Literature II (4)**

An advanced survey of the twentieth century to the present. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 362 Spanish Prose Fiction II (4)**

A study of the evolution of prose fiction from the eighteenth century to the present through the reading of unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 363 Spanish Poetry and Drama II (4)**

An integrated study of these two genres read in unabridged texts. First semester: Medieval, Renaissance, and Golden Age; second semester: 1700 to present. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 364 Spanish Women Writers (4)**

Selected readings from Spanish women authors who represent various genres and time periods. In relation to each period, the course examines how selected writers portray gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and/or the period under consideration. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 365 Modern Spanish Drama (4)**

A study of the evolution of Spanish Drama during the twentieth century. Special attention is given to the influence of historical events and literary movements that affected the development of drama. All plays are read in full unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 366 On the Margins of Spain (4)**

This course exposes students to the often-overlooked reality of Spain as a pluricultural, plurilingual nation and to the complex interactions between the political-cultural center and its peripheral "historical nationalities": the Basque Country, Catalonia, and Galicia. Students examine what is different about literature written in minority languages and the relationship between literature and the construction or expression of identity. The course is taught in Spanish, using translations of texts and other cultural products written in Spain's minority languages, focusing especially on the contemporary period. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 367 Spain through its Film (4)**

This course introduces students to Spanish cinema, from Luis Buñuel's first films of the 1920s and 30s to the present. Studying both masterpieces and lesser-known works, the course focuses on the representation of national, ethnic, gender, and class identities. It provides students an overview of Peninsular cinema and the critical tools to analyze filmic language. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 370 U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production (4)**

This course examines U.S. Afro-Latinx culture alongside works by Afro-Latin American authors from the Caribbean. Students will study black cultural production from Cuba, Colombia, Venezuela, Dominican Republic, Puerto Rico, and the US. Students will also reflect on concepts such as race, colonialism, gender, religion, and kinship to understand contemporary dynamics of displacement and social exclusion. Taught in Spanish. Materials in both Spanish and English. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 380 20th- and 21st-Century Latin American Poetry (4)**

A study of the major figures and movements beginning with Ruben Dario and modernismo. Special emphasis on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegria. *Prerequisite: One course in Spanish numbered 300 or higher.*



**SPAN 381 History of Latin American Cinema (4)**

This course examines the development of Latin American cinema within a chronological framework. Students become familiar with major cinematic themes, movements, and works from Latin America. The course fosters an analysis of cinema through film language and theory, and in conjunction with Latin America's cultural and historical context. Taught in English.

**SPAN 382 Post-Revolutionary Mexican Literature (4)**

This course examines the literature and culture that shaped Mexico's history after the Revolution of 1910. The historical frame takes into account the period of institutionalization (1920-1940), the birth of popular and civil organization (1950-1970), and the establishment of Neoliberalism (1928-2000). Among the genres and cultural trends to be studied: historical novel, urban chronicle, testimonial narrative, detective fiction, *muralismo*, and contemporary Mexican film. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 383 Spanish-American Novel (4)**

A general survey with focus on the contemporary period and the evolution of narrative form. Included are discussions of the indigenous forms and colonial prose forerunners of romantic and realistic novels. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 384 Contemporary Hispanic Caribbean Literature and Culture (4)**

This course focuses on the cultural production of Cuba, Puerto Rico, and the Dominican Republic. After establishing the social and historical context of the region, the course centers around the literature and film from the Cuban Revolution to today. The experience of Caribbean immigrants to the U.S. is also considered. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 385 Spanish-American Short Fiction and Film (4)**

A study of the development of short fiction from Echeverría's "El Matadero" to contemporary works by Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Senel Paz, etc. The course examines several films and gives special attention to their relationship to literary works. This course occasionally has a second section in English. Students may not use the English language section for the major or minor in Spanish. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 386 Contemporary Central American Literature and Film (4)**

This course examines political, social and cultural processes in contemporary Central America through the lens of literature and films from or about the region. Topics include Central American revolutionary movements (1960-1996), state violence, indigenous rights, migration and Diaspora, urban marginality, gangs, the drug-trade, and U.S. involvement in the region. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 387 Latin American Women Authors (4)**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race/ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 388 Women Authors of the Hispanic Caribbean and Diaspora (4)**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico, on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and film with an emphasis on the twentieth and twenty-first centuries. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 390 Latin American Literature and the Environment (4)**

A study of diverse ways in which Latin American literature and culture have portrayed the relationship between humans and the natural environment. Students study texts, films, and other materials from selected geographic regions to foster understanding of the cultural, political, and ecological history of environmental issues in Latin America. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 391 Contemporary Spanish and Latin American Cinema (4)**

This course explores and analyzes a selection of contemporary Spanish and Latin American films directed by men and women. The course provides a panoramic view of current trends in cinema along with basic analytical and theoretical tools to better understand the film text. The course is organized thematically around topics of politics of memory, gender and sexuality, and social and global issues. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 392 Audiovisual Cultures in Latin America (4)**

Based on theoretical approaches and following a chronological order, this course examines and analyzes a series of visual and auditive artistic manifestations developed by Latin American cultures. Topics include the painting, sculpture, architecture, and music of the Indian Baroque; the *Casta* Paintings; Mexican *Muralism*; the rise of the *Bolero*; photojournalism; the Third Cinema and the documentary tradition; the dictatorship aesthetic; the identity politics of telenovelas (soap operas); and pop music. *Prerequisite: SPAN 301 or SPAN 302 or SPAN 303 or SPAN 304 or SPAN 391.*

**SPAN 393 Spanish and Hispanic American Women Filmmakers (4)**

This course explores and analyzes a selection of films directed by women in the Spanish and Hispanic American context. The course reviews theoretical approaches to cinema and considers the transnational nature of film production. The course is organized chronologically and deals with topics of gender and sexuality, politics of representation and memory, and other social and global issues. *Prerequisite: SPAN 301 or SPAN 302 or SPAN 303 or SPAN 304.*

**SPAN 402 Cervantes and Don Quijote (4)**

This course is a close reading of Cervantes's masterpiece, together with a cultural overview of life in Spain during the 16th-17th Century as portrayed by Cervantes in his novel. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 404 Spanish Civil War and its Legacy (4)**

A study of the Republic, the Civil War, the dictatorship of Franco, and the transition to democracy. Students examine texts, films, and other materials from both sides of the conflict and give special attention to issues and controversies in contemporary Spain related to the war. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 405 Spanish Detective Novel 1975-present (4)**

This course covers the evolution of the detective novel from after the death of Franco to the present day. It studies the changes in Spanish society through the Transición to the new democratic government. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 407 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 409 Marvel and Margin in Latin American Culture (4)**

This course examines the recurrence of marginality and the marvelous as motifs in Latin American culture from the conquest to the present. These motifs are studied in relation to three thematic binaries: Civilization/Barbarism, Beauty/Monstrosity, and Realism/Fantasy. Students engage with relevant texts, films, and art from Latin American while paying close attention to current theoretical perspectives on the region. *Prerequisite: SPAN 303 and SPAN 304.*

**SPAN 413 The Middle Ages after the Middle Ages (4)**

This course explores the reinterpretation and use of medieval works and of the Spanish Middle Ages itself in various post-medieval contexts from the Renaissance to the 21st century. Taught in Spanish. *Prerequisite: SPAN 301 or SPAN 322 or SPAN 330 or SPAN 334.*

**SPAN 420 Experiences of Displacement: Migration and Exile in the Hispanic World (4)**

A civic engagement course that examines displacement in the Hispanic world in its theoretical and experiential dimensions. The course analyzes literary and cultural products from the Hispanic world, while participating in community engagement with the Latinx community on the Cumberland Plateau. The aim of the course is to develop an understanding of the individual and collective aspects of migration and exile beyond the text; to reflect on the ethnic and sociocultural diversity of the area, and to develop civic awareness. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 426 Indigeneity and Race in Latin American Cultures (4)**

A comparative study of the ways in which racial and indigenous identities have been expressed in the literature, film, and other cultural products of selected Latin American regions, such as the Andes and the Southern Cone. Topics include the influence of imperialism, *mestizaje*, migration, and social movements, as well as the intersection of race and indigeneity with gender, sexuality, and social class. *Prerequisite: SPAN 303 or SPAN 304.*

**SPAN 440 Directed Readings (2 or 4)**

Announced topics for selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**SPAN 444 Independent Study (2 or 4)**

For selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**SPAN 450 Special Topics (4)**

Study of a variable topic of special interest bearing on either Spanish or Latin American Literature. This course may be repeated for credit when the topic differs. *Prerequisite: one course in Spanish numbered 301 or higher.*

**SPAN 495 Senior Seminar (4)**

Shared readings on key topics and concepts related to the Hispanic world. Each student also engages in research on a topic of interest, culminating in a critical research paper and an oral presentation. This seminar serves to fulfill the writing-intensive requirement within the major. *Open only to seniors pursuing majors in Spanish.*

**Italian Courses****ITAL 103 Elementary Italian I (4)**

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week.

**ITAL 104 Elementary Italian II (4)**

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: ITAL 103 or placement.*

**ITAL 203 Intermediate Italian (4)**

An intensive grammar review. Emphasis is on correct expression, vocabulary, and reading facility. Students completing this class may register for ITAL 301. *Prerequisite: ITAL 104 or placement.*

**ITAL 301 Introduction to Italian Literature (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read Italian poetry from the thirteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

**ITAL 302 Introduction to Drama (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read Italian plays from the sixteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

**ITAL 303 Introduction to Prose (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read texts in a variety of major genres (letters, short stories, travelogues, treatises, novels) from the fourteenth century to the present. Students also continue to develop language skills by observing complex grammatical structures while acquiring the tools needed to conduct literary analysis and criticism. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

**ITAL 304 Petrarch's Many Tongues (4)**

Petrarch has many claims to fame: master of the love sonnet, obsessive curator of the lyric self, father of humanism, stylistic exemplar to the Renaissance. Students will delve deeply into Petrarch's *Canzoniere* -- his major collection of poetry -- and his pithy works in prose, gaining a nuanced understanding of the 14th-century Italian author's contribution to the Western literary canon. All texts will be read and discussed in English; students with knowledge of Italian or Latin are encouraged to read in the original language.

**ITAL 305 Italian Culture and Society (4)**

This course examines themes of Italian culture and society (such as art, architecture, music, food, folklore, migration) through texts from various media. Taught in Italian. *Prerequisite: ITAL 203.*

**ITAL 309 Italian Americans in Cinema and Literature (4)**

This course analyzes the experience of migration and assimilation of Italian Americans in films and novels. Coursework explores the representation of Italian American identities with regards to race and ethnicity, family and gender roles, labor and political activism, and the glamorization of crime. This course is taught in English.

**ITAL 310 Being Good in Medieval and Renaissance Italy (4)**

This course involves the examination of medieval and Early Modern Italian texts that aim to define morals, ethics, or manners. What does it mean to be a good person? What makes for a good community? How should one order one's responsibilities to the self, community, and God? What is justice, and where might it be found? If people desire good things, why do they often find vice more interesting than virtue? Such questions are addressed through analysis of selected writings by Dante, Boccaccio, Petrarch, Machiavelli, Baldassare Castiglione, and Giovanni Della Casa. Taught in English, but students with the equivalent of four semesters of Italian language may elect to do some reading or other coursework in Italian.

**ITAL 315 Italian Cinema (4)**

This course focuses on Italian cinema from Neorealism to the present day. Through films, the course examines the social, cultural, and political history of Italy from the 1940s to today. Taught in English.

**ITAL 325 Women Writers in Early Modern Italy (4)**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth-seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation.

**ITAL 350 Special Topics (4)**

Study of a variable topic of special interest pertaining to Italian literature, culture, or cinema. Taught in English. This course may be repeated for credit when the topic differs.

**ITAL 355 Special Topics (4)**

An introduction to a literary genre or other special topic of interest in Italian literary or cultural studies. Taught in Italian. This course may be repeated for credit when the topic differs. *Prerequisite: ITAL 203.*

**ITAL 440 Directed Reading (2 or 4)**

A study of Italian literature from the twelfth century to the present. Texts selected will vary each spring. Taught in Italian. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

## Spanish and Italian

The minor in Italian Studies is an interdisciplinary program of study in Italian language, literature, art, history, and culture. A semester of study at an approved program in Italy is highly recommended, but not required. To earn the minor, students must demonstrate Italian linguistic competence and complete five approved courses at the 300-level or above.

The minor offers some flexibility and can be tailored to complement major studies in anthropology, art history, history, medieval studies, music, and international and global studies.

As a rule, the department will offer two 300-level courses each year: one in the Advent semester, which will be taught in English and another in the Easter semester, which will be taught in Italian.

### Requirements for the Minor in Italian Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select eight credits from the following:		8
ITAL 301	Introduction to Italian Literature	
ITAL 302	Introduction to Drama	
ITAL 303	Introduction to Prose	
ITAL 305	Italian Culture and Society	
ITAL 355	Special Topics	
ITAL 440	Directed Reading	
Select four credits from the following:		4
ITAL 304	Petrarch's Many Tongues	
ITAL 309	Italian Americans in Cinema and Literature	
ITAL 310	Being Good in Medieval and Renaissance Italy	
ITAL 325	Women Writers in Early Modern Italy	
ITAL 350	Special Topics	
Select eight credits from the following:		8
ARTH 323	Imagining the Medieval Italian City	
ARTH 325	Italian Renaissance Art and Architecture	
CLST 353	Latin Literature in Translation	
ENGL 200	Representative Masterpieces	
Courses in Latin (LATN) literature course numbered 300 or above		
Additional courses in Italian (ITAL) numbered 300 or above		
An approved study abroad content course taught in Italian <sup>1</sup>		
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> Students may apply up to two courses from an approved study abroad program to the minor. Each course is subject to departmental approval. Beginning and intermediate language/grammar courses will not count toward the minor. Generally, content courses that focus on some aspect of Italy (e.g. a history course on the Fascist period, an anthropology course on Italian food culture) will be approved, as will courses on any subject taught in Italian (e.g., a biology course taught at the Università di Ferrara).

## Spanish and Italian

### Requirements for the Minor in Spanish

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
Select two of the following:		8

SPAN 301	Cultural Survey of Spain I	
SPAN 302	Cultural Survey of Spain II	
SPAN 303	Cultural Survey of Latin America I	
SPAN 304	Cultural Survey of Latin America II	
Select four additional courses in Spanish (SPAN) numbered 301 or above <sup>1</sup>		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> With the approval of the Department chair, a maximum of two courses taken as part of a study-abroad program may be applied to the minor.

## Theatre and Dance

Websites: Theatre (<https://new.sewanee.edu/programs-of-study/theatre-arts/>), Dance (<https://new.sewanee.edu/programs-of-study/dance/>)

All students are invited to participate in the curriculum and production program of the Department of Theatre and Dance.

The major in theatre is designed to offer the student a strong foundation in all areas of the theatre: acting, directing, design, dance, playwriting, history, literature, and performance theory. The department expects its majors to augment their knowledge and experience in these disciplines by active participation in the full production program of Theatre Sewanee, the University theatre. The department also encourages its majors to supplement their work in theatre with courses offered by other departments—particularly in language, literature, music, art, and art history.

A few students each year decide to combine their theatre major with another major, such as English, psychology, religious studies, or politics.

The department also offers minors in dance and theatre for those students who choose to major in another discipline.

### Faculty

Professors: Backlund, Matthews (Chair)

Associate Professors: Crawford, World

Assistant Professor: Harrison

Instructor: Marshall

### Major

#### Requirements for the Major in Theatre

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
THTR 111	Elements of Production	4
THTR 112	Elements of Performance	4
THTR 114	Elements of Design	4
THTR 131	Fundamentals of Acting	4
THTR 221	Theatre History	4
Select one of the following:		4
THTR 342	Scene Design	
THTR 344	Lighting Design	
THTR 361	Costume Design	
Select twenty additional hours in theatre (THTR), dance (DANC), or both from studio offerings in major interest areas: performance, design/production, or performance studies		20
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
A comprehensive examination <sup>1</sup>		

<sup>1</sup> In addition to a written examination covering all aspects of theatre, the comprehensive exam includes a senior project that demonstrates a particular competence in acting, dance, directing, design, history, playwriting, literature or theory.

### Honors

The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate: a) completes with distinction eleven (forty-four semester hours) courses in theatre and all other related courses; b) passes

the comprehensive examination with distinction; and, c) demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

## Minors

### Minors

- Dance (p. 320)
- Theatre (p. 320)

## Courses

### Dance Courses

#### DANC 104 Ballet I (2)

An introduction to the vocabulary and techniques of classical ballet as a foundation of skills within the dance form.

#### DANC 105 Experiencing Dance History and Culture (4)

Dance literacy and appreciation are established through a combination of theory and practice. Dance history is examined through alternating political, social, and economic lenses, guided by the premise that movement expresses culture.

#### DANC 113 Jazz I (2)

An introduction to the vocabulary and techniques of classical ballet as a foundation of skills within the dance form.

#### DANC 116 Beginning Dance Techniques (2)

An introduction to the basic techniques of Western concert dance as applied to ballet, modern, and jazz dance that provides a foundation for students without formal dance training and prepares them for continued study in any of those three forms.

#### DANC 118 Dance Improvisation (2)

The study of the spontaneous creation of movement for the purpose of discovering, investigating and enhancing sensation, awareness, and creativity. Theories of movement and improvisational structures, strategies, and techniques are examined and practiced in solo, duet, and group explorations, including contact improvisation. This course includes physical touch.

#### DANC 123 Tap I (2)

An introduction to the vocabulary and technique of tap dance that builds a basic foundation of skills within the dance form through improvisation and choreography.

#### DANC 154 Contemporary Dance I (2)

An introduction to the vocabulary and techniques of contemporary dance that draws upon modern and post-modern traditions to build a basic foundation of skills for the dance form.

#### DANC 204 Ballet II (2)

Continued study of classical ballet technique that extends the vocabulary and develops technical skills. *Prerequisite: DANC 104, DANC 116, or placement.*

#### DANC 213 Jazz II (2)

Continued study of jazz dance technique that extends the vocabulary and develops technical skills. *Prerequisite: DANC 113, DANC 116, or placement.*

#### DANC 223 Tap II (2)

Continued study of tap dance technique that extends the vocabulary and develops technical skills. *Prerequisite: DANC 123 or placement.*

#### DANC 224 Dance Composition (4)

An exploration of the creative process of choreography and the craft of dance composition. Dance studies are created as a means of investigating and developing a unique artistic voice and utilizing compositional skills to effectively express and communicate ideas. Dance experience or previous knowledge of composition in visual arts, music, or creative writing is recommended.

#### DANC 250 Dance Ensemble (2)

Participation in the creative process of choreography as a dancer and the study of dance performance techniques culminating in the performance of an original dance in the annual departmental production of DanceWise. May be repeated once for credit. Concurrent enrollment in a 200 or 300 level dance technique course required.

#### DANC 254 Contemporary Dance II (2)

Continued study of contemporary dance techniques that draws upon modern and post-modern traditions to extend the vocabulary and develop technical skills. *Prerequisite: DANC 116, DANC 154, or placement.*

#### DANC 301 Special Topics in Dance (2 or 4)

A study of specialized topics in dance history, theory, and/or technique. *Prerequisite: Prerequisites vary by topic.*



**DANC 304 Ballet III (2)**

A study of advanced techniques of classical ballet that offers an in-depth investigation of movement principles through the development and integration of technical skills and personal artistry. *Prerequisite: DANC 204.*

**DANC 313 Jazz III (2)**

A study of advanced techniques of jazz dance that offers an in-depth investigation of movement principles through the development and integration of technical skills and personal artistry. *Prerequisite: DANC 213.*

**DANC 315 Dance Science and Somatics (4)**

An exploration of fundamental principles of movement to ensure safety, development, and growth as a performing artist through studies of somatic techniques, anatomy, kinesiology, injury prevention, and nutrition. This course is equal parts lecture and embodied movement practice. *Prerequisite: DANC 105 or DANC 116 or DANC 123 or DANC 204 or DANC 213 or DANC 215 or DANC 223 or DANC 224.*

**DANC 354 Contemporary Dance III (2)**

A study of advanced techniques of contemporary dance that offers in-depth investigation of movement principles through the development and integration of technical skills in the form with personal artistry. *Prerequisite: DANC 254. Prerequisite: DANC 254.*

**DANC 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**Theatre Courses****THTR 101 Introduction to Theatre (4)**

An introduction to aesthetics and the art of the theatre through an analysis of stage development and production technique.

**THTR 111 Elements of Production (4)**

An examination of the collaborative contributions costumes, scenery, lighting, and property technicians make to the art of theatre. An introduction to the materials, technologies, equipment, structures, and best practices used in contemporary theatre production. *Open only to first-year students and sophomores.*

**THTR 112 Elements of Performance (4)**

An analysis of theatre as a collaborative art form with an introduction to the materials, forms, and functions of theatrical art. A discussion of genre, dramatic structure, and theory of performance. The course is designed for majors and minors in theatre arts. *Open only to first-year students and sophomores.*

**THTR 114 Elements of Design (4)**

An analysis of theatrical design as a collaborative art form with an introduction to the materials, forms, and functions of design. An introduction to the research, analysis, graphics, materials, and techniques used in contemporary theatre design. *Open only to first-year students and sophomores.*

**THTR 131 Fundamentals of Acting (4)**

An introduction to the actor's art. Understanding the demands of performance. The execution of dramatic action. Students are expected to perform frequently in exercises and scenes. *Open only to first-year students, sophomores, and juniors.*

**THTR 201 Masks and Millinery (2)**

An introduction to the methods used in the design and creation of masks and hats for stage costumes. *Prerequisite: THTR 111.*

**THTR 202 Stage Make-up for Performance (2)**

An exploration of the stage make-up techniques used by actors and designers in the creation of characters.

**THTR 221 Theatre History (4)**

A survey of the history of the theatre with particular emphasis on the development of theatrical presentation and stage space. *Open only to sophomores, juniors, and seniors.*

**THTR 222 Queer America on Stage and Screen (4)**

This course examines the evolution of LGBTQ+ characters in American plays and films of the last one hundred years. Students will examine the recurring stereotypes, coded language and images used to identify characters in the early decades of the twentieth century, and how their portrayal changes when Queer playwrights and film makers tell their own stories. Topics will include shifting perspectives on drag, camp, intersectionality and gender identity, and the impact of feminism, the civil rights movement, and the AIDS crisis.

**THTR 227 Classic Plays on the Modern London Stage (4)**

An exploration of how changing cultural values and aesthetics of the late 20th and early 21st centuries have shaped approaches to the staging of classic British plays. Topics will include changing styles of acting, design, theatre architecture, stage speech, and non-traditional casting. The work of several groundbreaking contemporary theatre directors will be studied and the dramatic literature will be chosen to match productions that students can see on stage in London.

**THTR 228 New York Theater (4)**

The class will highlight the personal, cultural, and professional value of theater through attending eight live performances at a variety of venues: including Broadway, the center of the global commercial theater world, New York's Public Theater, the non-profit home where many great artists and new plays have been developed and nurtured, as well as others. The class will also have weekly discussions highlighting the history/mission of each institution and discussing different professional disciplines within the field. The lectures will be supported by reading of current articles written on key issues within the industry, and post show discussions with artists involved in the various productions.

**THTR 232 Shakespeare and the Actor (4)**

Intensive rehearsal of selected monologues and scenes. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. *Prerequisite: THTR 131 or ENGL 357 or ENGL 358.*

**THTR 235 Voice and Interpretation (4)**

Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. *Prerequisite: THTR 103 or THTR 131.*

**THTR 236 Acting with an Accent (4)**

An advanced scene study course in which students master the International Phonetic Alphabet and apply it to scenes written in a variety of dialects. Particular attention is given to regional American dialects and to the dramatic literature of English, Irish, and South African playwrights. *Prerequisite: THTR 131.*

**THTR 240 Costume Technology (4)**

An in-depth study of the techniques used in the creation of stage costumes. Students will explore historical and modern methods of drafting, draping, and fabric modification, including advanced construction skills. *Prerequisite: THTR 111.*

**THTR 242 Stagecraft (4)**

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes and sound for the theatre. *Prerequisite: THTR 111.*

**THTR 245 The Audition Process (2)**

Selection and preparation of audition monologues from the modern and classical repertoires. This course provides information on the business of acting, various audition situations, and will include information sessions with an agent, a casting director and professional actors. *Open only to juniors and seniors. Prerequisite: THTR 131.*

**THTR 246 Design and Décor Period Styles (4)**

A survey of architecture, decor, and clothing from ancient to modern with special emphasis on the stylistic trends of each era. Emphasis in this class is on research and analysis of period styles. By looking at the common decorative elements of a certain era, the stage designer and director are able to understand the period style to create a more believable and unified stage picture.

**THTR 261 Grassroots Theatre: Theatre as Civic Engagement (4)**

Beginning with the study of community engaged theatre and case studies of devised, community playmaking, students will work with local community stakeholders and members to create theatre performances based on subjects important to the community partners. Through interviews, story circles, and improvisational theatrical techniques, students will create short works of documentary theatre for public performance in the community for which works are created. Although a theatre class, all students interested in community dialogue are invited to join this highly collaborative course.

**THTR 301 Special Topics in Theatre Design and Technology (2 or 4)**

This course offers an opportunity for students to explore in depth a variety of specialized topics in theatrical design or technology. Advanced, new, or experimental techniques for creating exciting visual elements for the stage are emphasized. This course may be repeated once for credit when the topic differs.

**THTR 302 Special Topics in Theatre Performance (2 or 4)**

This course offers an opportunity for students to explore in depth a variety of specialized topics in theatre performance theory and techniques. Advanced, new, or experimental techniques in performance will be emphasized in this course.

**THTR 323 Aspects of Contemporary Theatre (4)**

A seminar in the development of post-modern performance theory. Theatricalization of contemporary thought and concepts of performance are studied in the work of Antonin Artaud and Bertold Brecht, in The Theatre of the Absurd, environmental theatre, impossible theatre, theatre of images, and others. *Open only to juniors and seniors.*

**THTR 325 Representative Stages: Diversity and Inclusion in the American Theatre (4)**

In this course, students explore how African-American, Indigenous, Latinx, trans and disabled communities have been represented – and misrepresented – in American Theatre and the efforts being made to offer more equitable representation. By first establishing historical and political context, students learn about how the stories of marginalized communities have been romanticized in American storytelling before exploring how current theatre artists are rewriting that narrative by taking ownership of their stories, and how the theatre community is working to ensure that the stories being told on the American stage are reflective of America's collective identity. *Prerequisite: WRIT 207, WRIT 307, WRIT 407, one course with attribute AFS2 (African & African-American Studies – African American Track), or one course in Theatre (THTR).*

**THTR 337 Writing for Solo Performance (4)**

An introduction to the art of solo performance. Exercises in dramatic style, storytelling, and in writing and performing such solo genres as the autobiographical and character monologue. Consideration of selected examples of solo work from Homer, Sappho, the Medieval jongleurs, the West African griots, and such modern performance artists as Ruth Draper, Whoopi Goldberg, Danny Hoch, and Spalding Gray. Each student writes and rehearses an original performance project for public presentation at the end of the semester.

**THTR 340 Acting: Classic American Plays (4)**

This scene study course focuses on the plays of the 1930s-1950s, the era when American theatre first established itself internationally. Particular attention is given to the work of Eugene O'Neill, Clifford Odets, Lillian Hellman, Tennessee Williams, Arthur Miller, William Inge, and Lorraine Hansberry as well as the approaches of prominent acting teachers during the period when the term "method acting" was coined. *Prerequisite: THTR 131.*

**THTR 342 Scene Design (4)**

Deals with script analysis, scenic research techniques, periods and styles of production, exercises in scale, proportion, volume, and color. The student is expected to complete a series of projects culminating in the completed design of a classic or contemporary play. *Prerequisite: THTR 114.*

**THTR 344 Lighting Design (4)**

Exercises in script analysis, research options, styles of production, lighting theory, techniques and equipment. Through journals and projects, students interpret and communicate with light. *Prerequisite: THTR 114.*

**THTR 345 Devising Lab: Theatremaking for the Twenty-first Century (4)**

This introductory course explores the fundamentals of creating and performing new work as an ensemble. Students will experiment with different modes of devising for theatre and performance, including creating and working with both original and existing texts, as well as creating work that deviates from and subverts text-based performance. Working within different frames and methods for devising, especially in collaboration and negotiation with others, students will learn the basic skills necessary for devising and performing a new work for an audience. The course welcomes performers, writers, directors, designers, visual artists, and video and film artists who want to work together to create something new. *Prerequisite: One course in Dance (DANC), Film Studies (FILM), Music (MUSC), Studio Art (ART), or Theatre (THTR).*

**THTR 347 Scene Painting (4)**

A study of basic techniques, tools and procedures employed by the scenic artist. Projects include exercises in color theory and mixing; problem solving; and common finishes on hard, soft, and three-dimensional scenic units.

**THTR 351 Fundamentals of Stage Direction (4)**

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire. *Prerequisite: THTR 131.*

**THTR 352 Advanced Stage Directing (4)**

A continuation of THTR 351. Further application of directorial technique to staging problems in classical and modern plays. *Prerequisite: THTR 351.*

**THTR 360 Computer Aided Design for Performance (4)**

An opportunity for advanced students to explore drafting, drawing, rendering, and modeling software used for scenery, lighting, and costume design. Designers will work together on various advanced projects and have the opportunity to experiment in each area of design using the related software.

**THTR 361 Costume Design (4)**

Fundamentals of costume design and construction taught through principles of design, concept development, play analysis, character study, and visual metaphor. The laboratory includes basic methods of pattern making and costume construction.

**THTR 362 Advanced Costume Design (4)**

A continuation of the study in the design of costumes for theatre and dance. Advanced research in the history and development of costume rendering, construction methods, and design practices. Culminates in actual design projects for theatre and dance. *Prerequisite: THTR 361.*

**THTR 370 Design Studio: Model Making for the Theatre (2)**

This project-based course prepares the advanced scenic designer to conceive, craft and present actual 3-D scenic models to the production team. Models are explored as part of the process of exploration and discovery, initial sharing of ideas, and final presentation. Basic and advanced model-making techniques are learned and executed on a series of projects, culminating with a fully realized scenic model as the final project. *Prerequisite: THTR 342.*

**THTR 372 Design Studio: Perspective and Rendering for the Theatre (2)**

This project-based course prepares the advanced scenic designer to conceive, craft, and present fully rendered perspective scenic sketches to the production team. Perspective sketches are explored as part of the exploration and discovery process, initial idea sharing, and final presentation process. Basic and advanced perspective and rendering techniques are learned and executed on a series of projects, culminating with a fully realized series of scenic perspectives as the final project. *Prerequisite: THTR 342.*

**THTR 431 Projects in Performance (2 or 4)**

An opportunity for advanced students to work on particular acting, directing, design, or technical problems—either in production situations or in special workshops. This course can be repeated twice for credit. *Open only to juniors and seniors. Prerequisite: Instructor prerequisite override required.*

**THTR 444 Independent Study (2 or 4)**

Advanced work for selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**THTR 447 Advanced Scene Painting (4)**

Further study in scenic art, emphasizing the advanced techniques, tools, and procedures employed by the scenic artist. Advanced exercises in color theory, color mixing, color manipulation, problem solving, and painting techniques used for hard, soft, and three dimensional scenery will be explored. Major projects include stencil, spray, texture, and representative painting techniques used in the modern theatre. *Prerequisite: THTR 347.*

## Dance

Students who minor in dance engage in coursework that provides fundamental body knowledge, historical and cultural perspectives, critical discourse, creative inquiry, and technical and artistic development within the discipline.

### Requirements for the Minor in Dance

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select two of the following:		8
DANC 105	Experiencing Dance History and Culture	
DANC 224	Dance Composition	
DANC 315	Dance Science and Somatics	
Select one of the following:		4
THTR 111 or THTR 114	Elements of Production Elements of Design	
Select three of the following technique courses: <sup>1</sup>		6
DANC 104	Ballet I	
DANC 113	Jazz I	
DANC 116	Beginning Dance Techniques	
DANC 123	Tap I	
DANC 154	Contemporary Dance I	
DANC 204	Ballet II	
DANC 213	Jazz II	
DANC 223	Tap II	
DANC 254	Contemporary Dance II	
DANC 304	Ballet III	
DANC 313	Jazz III	
DANC 354	Contemporary Dance III	
Select one additional DANC course		2-4
<b>Total Semester Hours</b>		<b>20-22</b>

<sup>1</sup> Two of these courses must be at the 200- or 300-level.

## Theatre

Students who minor in theatre may do so as early as the fourth semester, but not later than the end of the seventh semester. The student must have maintained at least a “C” (2.00) average in departmental courses already taken.

## Requirements for the Minor in Theatre

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select two out of the following:		8
THTR 111	Elements of Production	
THTR 112 or THTR 131	Elements of Performance Fundamentals of Acting	
THTR 114	Elements of Design	
Select twelve additional hours in theatre (THTR)		12
<b>Total Semester Hours</b>		<b>20</b>

## Women's and Gender Studies

Website: Women's and Gender Studies (<https://new.sewanee.edu/programs-of-study/women-s-and-gender-studies/>)

The Department of Women's and Gender Studies invites students to use gender as a fundamental category of analysis to understand the operations of power between men, women, and transgender individuals in past and present societies and to recognize how gender has informed and interacted with diverse axes of identification including sexuality, race, ethnicity, class, age, nationality, and religion. Majors will study the methods and theoretical paradigms of feminist and queer research, focusing on how theorists and scholars in the interdisciplinary field of women's and gender studies have critically engaged, challenged, and revised categories of philosophical and political thought, including liberalism, socialism, psychoanalysis, post-structuralism, and post-colonialism. They will learn how feminist methodologies have reshaped the ways we approach knowledge in the traditional disciplines and how they form the basis of gender, sexuality, queer, and masculinity studies. Students are encouraged to investigate historical and contemporary contributions of women as well as the significance of gender as a cultural construction in the social and natural sciences, in the arts and literature, and in religion. They will also analyze the multiple ways in which gender influences our individual and collective assumptions in local and global contexts and informs diverse political and social debates.

### Faculty

Professors: Mansker (Chair), Parker, Sandlin

Associate Professors: C. Thompson, Thurman, Tucker, Whitmer

Assistant Professors: Brookfield, Craighill, Lehn

### Major

#### Requirements for the Major in Women's and Gender Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
WMST 100 or WMST 111 or WMST 160	Introduction to Women's and Gender Studies <sup>1</sup> Introduction to Lesbian, Gay, Bisexual, and Transgender Studies Introduction to Black Women's Studies	4
WMST 400	Senior Seminar <sup>2</sup>	4
WMST 448	Women's and Gender Studies Seminar <sup>3</sup>	4
Select at least one course in feminist methods and theory: <sup>4,5</sup>		4
AMST 340	African American Women's Short Stories	
ANTH 290	Women in Cross-Cultural Perspective	
ANTH 311	Gender and Class in Latin America	
ENGL 390	Modern Drama	
GRMN 357	German Queer Cinema	
HIST 237	Women in U.S. History, 1600-1870	
HIST 238	Women in U.S. History, 1870 to the Present	
HIST 270	European Women in War, Revolution, and Terrorism	
HIST 313	Youth and Social Networks in the Early Modern World	
HIST 378	Sexuality and the Self in Modern Europe	
HIST 472	Marriage and Imagined Families in the Modern World	
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	
POLS 308	Feminist Political Theory	
POLS 319	Global Gender Issues	
POLS 441	Gender, Violence, and Power	
RELG 222	Gender and Sex in the New Testament	
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
WMST 340	African American Women's Short Stories	

Select three additional approved electives in women's and gender studies (p. 333) <sup>5</sup>

Select three additional approved electives numbered 200 or above in women's and gender studies or from the wide array of courses offered in the College (p. 333) <sup>5</sup> 12

**Total Semester Hours** 40

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>6</sup>

- <sup>1</sup> Generally, majors should complete WMST 100, WMST III, or WMST 160 by the end of the sophomore year .
- <sup>2</sup> Majors are required to enroll in WMST 400 in the fall of their senior year. In the course, students write an interdisciplinary research paper of 20-25 pages that is informed by feminist methods and theory. This project will be developed in close consultation with both a Women's and Gender Studies-affiliated faculty member of the student's choice and the Women's and Gender Studies program chair, who will serve as either the primary or secondary reader of the paper. Students are required to meet with the women's and gender studies program chair and their thesis advisor before entering their senior year and will be asked to submit a short project proposal to these two faculty members for their approval in April of their junior year. Grades will be determined by the two faculty readers.
- <sup>3</sup> Majors are required to enroll in WMST 448 in the spring of the senior year.
- <sup>4</sup> Majors should complete the feminist methods and theory course by the end of the junior year. This course introduces students to feminist methods and theoretical frameworks as they have been employed in specific time periods and in local, national, and/or transnational contexts. Students will interrogate the ways in which feminist theorists in the past and present have challenged and subverted knowledge in the traditional disciplines as well as how they have critically engaged and shaped a variety of political, social, and analytical categories of thought. The courses in this category focus on how theory emerges from and informs practice.
- <sup>5</sup> No more than four courses may be taken in any single department/program outside of women's and gender studies. Students may take no more than three courses for the major at the 100 level.
- <sup>6</sup> Majors take a comprehensive examination in the second semester of their senior year. This exam consists of both the student's research paper completed in WMST 400 and an oral presentation and defense of this paper to the faculty of the Women's and Gender Studies Steering Committee. In order to advance to the oral component of the comprehensive exam, a student must have achieved a grade of C or higher on the senior research paper. Students may achieve grades of pass, fail, or distinction on the oral presentation and defense portion of the comprehensive exam. These grades will be determined by the Women's and Gender Studies Steering Committee.

### Honors

Students who meet the following conditions receive honors in the major: a) a grade of at least B+ on the senior seminar research paper; b) distinction on the comprehensive examination; and, c) a grade point average of at least 3.50 in the major.

### Minor

#### Requirements for the Minor in Women's and Gender Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
WMST 100 or WMST III or WMST 160	Introduction to Women's and Gender Studies <sup>1</sup> Introduction to Lesbian, Gay, Bisexual, and Transgender Studies Introduction to Black Women's Studies	4
WMST 448	Women's and Gender Studies Seminar <sup>1</sup>	4
Select four approved electives in Women's and Gender Studies (p. 333) <sup>2</sup>		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> WMST 100 (or WMST III or WMST 160) and WMST 448 must be taken at Sewanee.

<sup>2</sup> For a course not on the approved list to be counted in fulfillment of the minor, the course must be approved in advance (i.e., before the student registers for it) by the Women's and Gender Studies Committee. Approval is given after consultation with the instructor and agreement that in the context of the course the student completes either a major project or major paper on a topic relevant to women's and gender studies. Departmental independent studies may be included.



## Courses

### Women's and Gender Studies Courses

#### **WMST 100 Introduction to Women's and Gender Studies (4)**

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. We will explore commonalities and differences among women, both in the United States and in other nations. In so doing, we will engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also will examine varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. *Open only to first-year students, sophomores, and juniors.*

#### **WMST 111 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (4)**

A survey of the history, politics, culture, psychology, biology, and literature of lesbians, gay men, bisexuals, and transgendered people. Readings and lectures focusing on works by and about LGBT people.

#### **WMST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

#### **WMST 220 The Politics of Lesbian, Gay, Bisexual, and Transgender Rights (4)**

This interdisciplinary course approaches the study of lesbian, gay, bisexual, and transgender rights from a humanistic social science perspective. Topics include U.S. cultural politics and LGBT social movements; visual culture, social action, and social change; the politics of queer identity; law and public policy of concern to diverse LGBT communities; and LGBT rights from international and global perspectives.

#### **WMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

#### **WMST 330 Black Women Activists Writing Change (4)**

This course is designed to enrich students' knowledge of Black women's activism during the twentieth century. Relying upon the perspectives expressed by Black women in their writings as a primary lens, students will have the opportunity to investigate some of the primary struggles for social justice waged by African and African-American women activists. In conjunction with a sustained emphasis upon Black women's perspectives as articulated in their writings, we will consider some of the different dimensions of Black women's resistance along with relevant scholarship.

#### **WMST 340 African American Women's Short Stories (4)**

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

#### **WMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

#### **WMST 360 Feminist Theory, Methods, Praxis (4)**

In this course, students will study the epistemological and theoretical roots of Women's and Gender Studies and explore the interdisciplinary methodologies developed by feminist researchers. The course will emphasize debates within WGS and challenges to mainstream feminist thought, with particular consideration to issues of race, class, sexuality, ability, gender identity, nationality, globalization, and other vectors of identity and oppression. Students will come away with an understanding of how feminist inquiry and methodologies have transformed disciplines in the sciences, social sciences, arts, and humanities. *Prerequisite: WMST 100 or WMST 111 or WMST 160.*

**WMST 400 Senior Seminar (4)**

An interdisciplinary research seminar required of all seniors majoring in women's and gender studies. Students engage in research on a topic of interest, culminating in a substantial thesis. The thesis must advance a lucid research question and interrogate a range of sources that bridge disciplinary boundaries and reflect feminist theory and/or methodology. Students take this course in the fall of the senior year. The course serves as the writing intensive credit within the major as well as providing the basis for an oral presentation and defense in the spring of the senior year. *Open only to students pursuing majors in women's and gender studies.*

**WMST 444 Independent Study (2 or 4)**

Advanced work for women's studies. This course may be repeated once for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

**WMST 448 Women's and Gender Studies Seminar (4)**

An interdisciplinary seminar for students completing the major or the minor in women's and gender studies and for other interested students with the permission of the instructor. Topics will vary. *Open only to seniors pursuing programs in women's and gender studies.*

**Related Courses Attributed to Women's and Gender Studies****AFST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**AFST 210 Blackness in American Popular Culture (4)**

This course interrogates representations of blackness in American popular culture. Using an interdisciplinary lens that considers the social, political, cultural, and historical realities that inform popular culture, students investigate how blackness is constructed and its implications.

**AFST 320 Black Autobiography in the United States (4)**

Examining the life writings of African Americans from the nineteenth through the twenty-first centuries, this course considers the Black experience from the vantage point of men and women who struggled to negotiate their racialized and gendered identities in a society that often denigrated both. This course illuminates what Henry Louis Gates describes in *The Signifying Monkey: A Theory of African-American Literary Criticism* as the struggle of Blacks historically to write themselves into being, that is, to accord legitimacy to their racialized selves. Students investigate the nuanced ways in which the autobiographical writings of Black men and women not only facilitated freedom of expression but served as a form of resistance by challenging the status quo.

**AMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

**AMST 340 African American Women's Short Stories (4)**

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

**AMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

**ANTH 290 Women in Cross-Cultural Perspective (4)**

This course enables students to challenge common misconceptions about gender and sexuality in the global south. Students learn to deconstruct the analytic categories of "woman," "man," and "sex" so that the culturally diverse construction of these categories can be recognized. Key lessons from this course are that people in the global south are agents involved in the reproduction and transformation of their own societies. *Prerequisite: ANTH 104 or WMST 100 or INGS 200.*

**ANTH 311 Gender and Class in Latin America (4)**

This course examines the social construction of gender and social class, along with race/ethnicity and sexuality in various Latin American contexts. We pay special attention to the historical dimensions of intersecting identities, hegemonic discourses related to identity, and human experiences and negotiations of these identities. *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ANTH 314 Gender, Colonialism, and Culture in Greater Mexico (4)**

Starting from the premise that the region encompassing northern Mexico and the southwestern United States can be viewed as a single cultural region, this course examines how colonizing processes mobilized gendered and racialized identities to consolidate new social hierarchies in this part of the world. We learn about the historic interactions between Indigenous, European, and African peoples thrown together by the acts of exploration, conquest, and enslavement, and the hybridized cultural social forms which resulted. With these historical legacies in mind, we move to see how contemporary racialized and gendered identities are constructed and contested in the context of "Greater Mexico." *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ARTH 308 Gender in Japanese Art (4)**

Using gender as a lens for examining works of art in the Japanese tradition from the thirteenth through twentieth centuries, this course examines a wide variety of formats and mediums, including corpse paintings, cross-dressing performers, and prints of the modern girl. Participants will identify and analyze varying interpretations of gender through time and across culture and address issues associated with applying contemporary gender theory to pre-modern works. Topics to be covered include: Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, and the role of gender in contemporary art.

**ASIA 205 Modern China through Fiction and Film (4)**

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English.

**ASIA 237 Gender and Sexuality in Modern Chinese Literature and Culture (4)**

This course examines Chinese literary and cultural practices related to gender and sexuality from the turn of the twentieth century to the present. Using primary texts in translation, theoretical works, films, and visual materials, students explore the personal and collective politics involved in constructions of gender, sexuality, desire, and identity. Taught in English.

**CLST 349 Sex and Sexuality in Classical Antiquity (4)**

This course examines sexual practices and the construction of sexuality in Greco-Roman antiquity. Drawing on both literary and artistic evidence, the course explores a wide range of topics, including sexual stereotypes, marriage, prostitution, pederasty, rape, adultery, and homoeroticism. Considerable attention is paid to the intersections of sex with gender, power, and social status.

**CLST 350 Women and Gender in Classical Antiquity (4)**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality.

**ECON 309 Women in the Economy (4)**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. *Prerequisite: ECON 101.*

**ENGL 207 Women in Literature (4)**

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth and twentieth century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 352 Chaucer (4)**

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 353 English Drama to 1642 (4)**

A study of the drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 354 Early Women's Voices (4)**

A study of women's literature before 1800, this course examines how feminine voices were presented and heard in their historical contexts. Readings for the class are drawn from the Middle Ages through the seventeenth century, and ask students to think through the conditions of feminine authorship and identity in the pre-modern period. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 357 Shakespeare I (4)**

A study of several plays written before 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 358 Shakespeare II (4)**

A study of several plays after 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 359 Renaissance Literature I (4)**

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 360 Renaissance Literature II (4)**

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Emily Dickinson (4)**

A study of one of the most important American poets, whose tight, elliptical lyrics inspired American poets for the next hundred years. This course examines in detail Dickinson's career, sometimes in relation to her poetic contemporaries, and many of the nearly 1800 poems she is known to have written. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 383 Contemporary British Fiction (4)**

A consideration of British fiction from the 1930s to the present. The course will begin with the ending of high modernism and will consider the new kinds of fiction that emerge from the radical innovations of Joyce, Woolf and others as well as changing cultural conditions, including Britain's decline as a political and economic power. Authors may include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 390 Modern Drama (4)**

An exploration of the development of Modern Drama from Ibsen's ground-breaking naturalism to contemporary drama's new variations. The course will emphasize the relationship between the theater and society and issues of performance, as well as close study of the plays themselves. Authors covered are both British and American and may include Wilde, Shaw, Beckett, Williams, Stoppard, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 399 World Literature in English (4)**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, Arundhati Roy, V. S. Naipaul, and Derek Walcott. *Prerequisite: One course in English with attribute GFWI.*

**GRMN 357 German Queer Cinema (4)**

This course traces German queer cinema from the earliest representations of gay and lesbian sexual orientations in 1920s Weimar to topics such as sexual indeterminacy and the queering of nationality and migrant culture in contemporary films. The course examines how films both represent and produce non-normative sexual desires and identities. It also considers sexual and gender identity in relation to particular historical and cultural moments as well as to other constituting experiences (race, class, gender, nationality). These topics are studied in the context of particular movements, directors, and genres in German cinema. This course is taught in English.

**GRMN 358 Borders, Margins, and Identities in German Culture (4)**

From the recruitment of Turkish "guest workers" to the ongoing refugee crisis, Germany has emerged a "multicultural" nation of shifting and contested borders and identities. This course investigates how national, ethnic, racial, and religious identities are perceived and constructed in film, literature, and news media and how those identities intersect with, and are complicated by, class, gender, and sexual identities. Students engage critically with concepts such as migration, assimilation, hybridity, citizenship, diaspora, "majority" culture, and authenticity. This course is taught in English.

**HIST 112 Women Changing the World: Gender and Social Movements (4)**

This course examines women's participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women's involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men's involvement in social movements. *Open only to first-year students and sophomores.*

**HIST 120 Children and Childhood in History (4)**

This course focuses on the lived experiences of children and traces the emergence of a new "ideology of childhood" in the early modern world (c. 1300 to 1800). The course examines the major social, political and economic changes that unfolded throughout this period, including related programs of religious, scientific, and educational reform, and studies how these changes affected children's roles or status within families and communities-in-transition. It also asks whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial, and industrial world order. *Open only to first-year students and sophomores.*

**HIST 132 Witches, Witch-hunting and Fear in Early Modern Europe, 1450-1700 (4)**

A deep and violent fear of witches took hold of various European communities in the years between 1450 and 1700. This course examines a number of different witch panics across Europe - with a final stop in Salem, Massachusetts - and investigates the necessary conditions for such intra-community terror. It will address a number of different factors which contributed to this fear of one's neighbors: environmental change, gendered anxiety, economic downturns, and religious tension. *Open only to first-year students and sophomores.*



**HIST 133 Before #MeToo: Sex, Power, and Work in the Modern U.S. (4)**

This course examines how ideas about sex, gender, and work have intertwined and changed across U.S. history. It considers both how women have negotiated sex and sexuality in their work—including wanted and unwanted sexual advances in the workplace—and how activism around issues of sex, sexual assault, and rape has itself been work. This course will pay special attention to women's experiences of sexual harassment both in and outside the workplace. Students will consider how the history of unwanted sexual attention informs present-day debates and activism around these issues, up to and including the #MeToo movement. *Open only to first-year students and sophomores.*

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 270 European Women in War, Revolution, and Terrorism (4)**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework, it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 305 Medieval Women -- In Their Own Words (4)**

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 313 Youth and Social Networks in the Early Modern World (4)**

This research seminar explores the social and cultural history of early modern European communities (c. 1400 to 1750) by using gender, age and emotion as tools of historical analysis. Key topics include: Renaissance debates about the education of girls and boys, families, fathers and feeling in the Protestant and Catholic Reformations, popular and learned stereotypes of the female witch, youth gangs and child-circulation. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 315 Out of the Shadows: Women of the Civil Rights Movement (4)**

A seminar focusing on the women of the long Civil Rights Movement who galvanized their communities to resist oppression and demand justice. These women, long overshadowed by men, labored tirelessly even after the Movement gained national attention but few are known and fewer still acknowledged. In this course, we will study the history of the long Civil Rights Movement from the points of view of these women and their known and unknown predecessors who paved the way. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 334 History of Mass Culture in the United States (4)**

This course examines the history of mass culture in the United States from the mid-1800s to the present. It asks how mass cultural products, from minstrel shows to moving pictures to hip hop, developed as industries and went on to shape Americans' ideas about gender, race, and class. Students will consider the role of "subcultures" and how Americans of many different identities and social groups have used mass culture to contest and reshape dominant or "mainstream" U.S. culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 358 Women in Latin America (4)**

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students will examine several theoretical approaches to gender studies together with specific case studies. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 367 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hacktivists. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 378 Sexuality and the Self in Modern Europe (4)**

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 379 Honor, Shame, and Violence in Modern Europe (4)**

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 380 Crimes and Scandals in the Historical Imagination, 18th–20th Centuries (4)**

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analysis of criminality, memoirs of notorious criminals and detective novels. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 399 History of Psychiatry and Mental Health (4)**

This course explores the history of psychiatry from the early modern period to the late twentieth century. Students learn how concepts of the mind changed over time and examine the effects these changes had on the medical care of individuals suffering from mental disorders or otherwise deemed deviant in their social behavior. In addition to examining broad trends, the course considers the emergence of specific categories of mental disorder and/or social deviance and how they were experienced by sufferers, family members, and medical professionals. The class also discusses the intersection of the history of mental health with histories of gender, race, and sexuality in North America and Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 408 The Body Republic: American Politics, Medicine, and Society Before the Civil War (4)**

This course explores the connections between science, politics and social conventions in the period known as the Early Republic. Topics include the relationship between scientific theories and the temperance movement, gender roles, and scientific racism. Consideration of how the medical was political runs throughout the course as the challenges of microbes, diet, climate, and shifting definitions of 'race' and 'citizen' are explored. Course readings highlight the intersection of science, politics, race, and gender during this foundational period in American History.

**HIST 441 The Home and the World: Gender and Sexuality in Modern India (4)**

Taking a historical approach towards understanding gender and sexuality in South Asia, this course focuses particularly on the history of women in the region. As is suggested in the translated title of one of India's most celebrated writers Rabindranath Tagore's novel, *Home and the World*, this course's themes also pivot around questions of women's belonging in circumscribed spaces. From this center it reaches out to offer an understanding of the great diversity and heterogeneity of women's experiences in India, an analysis of women's movements, forays into women's voices, and colonial policies towards women. Apart from a robust historiographical literature, this course introduces students to poems, fiction, literature, plays, art, and cinema from India.

**HIST 471 Health, Medicine and Society in Early Modern Europe, 1400-1800 (4)**

An exploration of the intertwined histories of health, medicine, religion, and emotion in Europe, c. 1400 to 1800. Informed by the methods and scholarship of social and cultural historians, the course considers the ways in which status, social roles and obligations, gender, and religious identities and practices affected how early moderns understood the health of their minds, bodies, and souls. Topics include Galenic humoralism and theories of disease, religious and astrological cures, learned medicine and anatomy, dissection and the study of female bodies, hospitals, and asylums. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**INGS 308 Body Film: Representing the Body in Contemporary World Cinema (4)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course's theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway.

**ITAL 325 Women Writers in Early Modern Italy (4)**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth–seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation.

**MUSC 227 Music and Gender (4)**

This course explores the intersection of Western music with sex, gender, and sexuality. Students apply concepts from the field of women's and gender studies to analyze the construction of gender in music and musical discourse, as well as the roles sex and gender play in the careers, output, and reception of classical and popular musicians. Set at an intermediate level, this course assumes students have previous familiarity with basic musical concepts, including melody, harmony, major/minor tonality, and meter.

**POLS 161 Multiculturalism and Equality (4)**

This course introduces key theories and concepts related to managing diversity in democratic states, such as social identities, multiculturalism, liberalism, crosscutting cleavages, and consociationalism. Students critique and analyze different models of states' attempts to recognize and represent various groups while protecting equality and human rights. Among other issues, states' attempts to reconcile contending appeals for cultural group rights and gender equality are analyzed.

**POLS 210 The Politics of Poverty and Inequality (4)**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime. Not open for credit to students who have earned credit for POLS 310.

**POLS 307 Women in American Politics (4)**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding. *Not open to new first-year students.*

**POLS 308 Feminist Political Theory (4)**

By surveying contemporary feminist political theories that use gender and sexuality as critical lenses, this course re-reads the Western canon in political philosophy and develops new substantive theories of politics. It focuses on feminist theories of democracy, citizenship, and the state, exploring these concerns via a broad range of feminist writings, including feminist legal theory, critical social theory, queer theory, public policy, and political economy. Students will also learn how to construct, analyze, compare, and critique theories, and will use these skills to read and evaluate new scholarly work. *Not open to new first-year students.*

**POLS 314 Civil Wars (4)**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence -- measured by the number of casualties, refugees, and other victims of war -- is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences. *Not open to new first-year students.*

**POLS 318 Comparative Politics: South America and Mexico (4)**

A general survey of political life in Latin America, as well as specific study of the most important countries--Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies. *Not open to new first-year students.*

**POLS 319 Global Gender Issues (4)**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course will include an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course will also include the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world. *Not open to new first-year students.*

**POLS 320 Gender and Politics in the Middle East and North Africa (4)**

Gender and politics are intricately related and this course examines them through study of the Middle East and North Africa region. It begins with a general overview of gender and politics broadly defined, and then applies these themes in a comparative way to particular issues that are relevant for the discussion of politics and gender in the region. Themes such as state feminism, gender and revolution, war, conflict and terrorism, religion, the history of imperialism and its contemporary consequences, law and social norms, and the regulation of the female body and dress as methods of political control will be examined. *Not open to new first-year students.*

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*



**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric -- such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. *Not open to new first-year students.*

**POLS 346 Contemporary Social Movements (4)**

This course examines 1) some of the major social and political ideologies of the 20th century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world. *Not open to new first-year students.*

**POLS 358 Gender and Human Rights Seminar (2)**

An examination of the legal and institutional structures developed to advance women's human rights and capabilities globally, and the barriers to securing these rights. Scholarship and case studies from the U.S. and other countries and regions, especially in Uganda and East Africa, invite students to examine the strengths and weaknesses of a legal approach to addressing issues such as reproductive rights and justice, abuses during incarceration and detention, violence against women and girls, land rights, and bodily integrity and autonomy. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 359 Gender and Human Rights: Field Study in Uganda (2)**

Field study in Uganda provides students with the opportunity to examine gender and human rights from an East African perspective. In this two week study abroad course, students engage with and learn from East African faculty, policy specialists, and experts on human rights issues of greatest concern to women and girls in the region. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 441 Gender, Violence, and Power (4)**

A cross-cultural examination of the social, economic, and political factors that predict gender-based violence, and the response of women's rights activists and organizations to the issue. Topics of inquiry include customary, formal, and international legal frameworks, intimate partner and family violence, sexual assault, traditional harmful practices such as child marriage, and gender-based violence during conflict and in post-conflict environments. *Not open to new first-year students. Prerequisite: One course in politics with a WMST attribute..*

**PSYC 213 Comparative Sexual Behavior (4)**

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

**PSYC 214 The Psychology of Eating Disorders and Obesity (4)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating—including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories--are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 218 Psychology of Violence (4)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 360 Psychology of Gender (Lab) (4)**

This course will be an examination of gender differences and similarities in behavior, major theories of gender, and the role that gender plays in interacting with others. Students will design, implement, analyze, and present original research in the area of gender. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 412 Psychology of Gender (4)**

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender will also be discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology and/or women's and gender studies.*

**PSYC 421 Sex, Brain, and Behavior (4)**

This seminar explores special topics related to reproductive behavior. Topics may include sexual differentiation, partner preference, mate selection, sexual behavior, and parental care in human and non-human animals. Readings include primary journal articles and text excerpts reflecting psychological, neurobiological, and sociocultural perspectives. *Open only to seniors pursuing programs in neuroscience or psychology.*  
*Prerequisite: PSYC 251 and two PSYC courses.*

**RELG 143 Introduction to the Bible I: Old Testament (4)**

An examination of the origins, nature, and content of representative literature from the Hebrew Bible, the Christian Old Testament, and cognate literature. Attention is paid to issues of critical reading and theological interpretation of Jewish scriptures. Not open for credit to students who have completed RELG 141.

**RELG 144 Introduction to the Bible II: New Testament (4)**

An examination of the origins, nature, and content of representative literature from the New Testament and Hellenistic literature. Attention is paid to issues of critical reading and theological interpretation of Christian scripture. Not open for credit to students who have completed RELG 141.

**RELG 222 Gender and Sex in the New Testament (4)**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 235 Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions (4)**

Introduces and explores new religious movements, sectarian spin-offs, and alternative communities in the U.S. that have tested the parameters of acceptable "religion" at different moments in history. Particular attention is given to intersectional dynamics. The class questions the politics and practices of labeling, especially the language of "cults," and centers on specific historical case studies in order to illustrate and analyze major theoretical and methodological challenges in and for the study of religion(s). It considers what draws people to create and join new religious movements, the distinctive worlds such groups endeavor to build, and the controversies that have historically attended them.

**RHET 331 Voices of American Women (4)**

An examination of the history and criticism of American women's oratory and the history of women's public discourse in the United States from the colonial period through the present. Considers the historical, social, and cultural significance of women's rhetorical participation in civic life, as well as issues of authority, reception, and the nature of argument both within and about women's public address.

**RUSN 354 Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture (4)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. The course is taught in English.

**RUSN 358 Gender Revolutions and Countercultures in Film and Literature after Stalin (4)**

The primary focus of this course is to introduce students to signature literary and cultural texts from the post-Stalin era to the present. The quintessential trends of Russian literature and culture of the past several decades include the collapse of Soviet identity, and with it searches for national identity, contesting ideas of gender, and attempts to capture Post-Soviet transition through documentary film and the documentary in literature. These topics connect to social critique, dissidence, counterculture, and their literary and cinematic products.

**SPAN 364 Spanish Women Writers (4)**

Selected readings from Spanish women authors who represent various genres and time periods. In relation to each period, the course examines how selected writers portray gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and/or the period under consideration. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 387 Latin American Women Authors (4)**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race/ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 388 Women Authors of the Hispanic Caribbean and Diaspora (4)**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico, on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and film with an emphasis on the twentieth and twenty-first centuries. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 391 Contemporary Spanish and Latin American Cinema (4)**

This course explores and analyzes a selection of contemporary Spanish and Latin American films directed by men and women. The course provides a panoramic view of current trends in cinema along with basic analytical and theoretical tools to better understand the film text. The course is organized thematically around topics of politics of memory, gender and sexuality, and social and global issues. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 393 Spanish and Hispanic American Women Filmmakers (4)**

This course explores and analyzes a selection of films directed by women in the Spanish and Hispanic American context. The course reviews theoretical approaches to cinema and considers the transnational nature of film production. The course is organized chronologically and deals with topics of gender and sexuality, politics of representation and memory, and other social and global issues. *Prerequisite: SPAN 301 or SPAN 302 or SPAN 303 or SPAN 304.*

**SPAN 407 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course in Spanish numbered 300 or higher.*

**THTR 222 Queer America on Stage and Screen (4)**

This course examines the evolution of LGBTQ+ characters in American plays and films of the last one hundred years. Students will examine the recurring stereotypes, coded language and images used to identify characters in the early decades of the twentieth century, and how their portrayal changes when Queer playwrights and film makers tell their own stories. Topics will include shifting perspectives on drag, camp, intersectionality and gender identity, and the impact of feminism, the civil rights movement, and the AIDS crisis.

## Approved Electives in Women's and Gender Studies

**AFST 160 Introduction to Black Women's Studies (4)**

This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

**AFST 210 Blackness in American Popular Culture (4)**

This course interrogates representations of blackness in American popular culture. Using an interdisciplinary lens that considers the social, political, cultural, and historical realities that inform popular culture, students investigate how blackness is constructed and its implications.

**AFST 320 Black Autobiography in the United States (4)**

Examining the life writings of African Americans from the nineteenth through the twenty-first centuries, this course considers the Black experience from the vantage point of men and women who struggled to negotiate their racialized and gendered identities in a society that often denigrated both. This course illuminates what Henry Louis Gates describes in *The Signifying Monkey: A Theory of African-American Literary Criticism* as the struggle of Blacks historically to write themselves into being, that is, to accord legitimacy to their racialized selves. Students investigate the nuanced ways in which the autobiographical writings of Black men and women not only facilitated freedom of expression but served as a form of resistance by challenging the status quo.

**AMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

**AMST 340 African American Women's Short Stories (4)**

Focusing on the literary contributions of 20th century African American women fiction writers, this course specifically examines the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their short stories. This genre is an essential part of the Black women's literary tradition that is often left unexplored. Collectively, these texts contribute to a radical literary tradition that implores readers to consider the way(s) in which race, gender, class, and/or sexuality inform the fictional lives of Black women and the lives of the writers. In addition to analyzing representations of Black female identity within the works of several prominent writers, the course traces specific themes such as power, privilege, and perspective.

**AMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

**ANTH 290 Women in Cross-Cultural Perspective (4)**

This course enables students to challenge common misconceptions about gender and sexuality in the global south. Students learn to deconstruct the analytic categories of "woman," "man," and "sex" so that the culturally diverse construction of these categories can be recognized. Key lessons from this course are that people in the global south are agents involved in the reproduction and transformation of their own societies. *Prerequisite: ANTH 104 or WMST 100 or INGS 200.*

**ANTH 311 Gender and Class in Latin America (4)**

This course examines the social construction of gender and social class, along with race/ethnicity and sexuality in various Latin American contexts. We pay special attention to the historical dimensions of intersecting identities, hegemonic discourses related to identity, and human experiences and negotiations of these identities. *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ANTH 314 Gender, Colonialism, and Culture in Greater Mexico (4)**

Starting from the premise that the region encompassing northern Mexico and the southwestern United States can be viewed as a single cultural region, this course examines how colonizing processes mobilized gendered and racialized identities to consolidate new social hierarchies in this part of the world. We learn about the historic interactions between Indigenous, European, and African peoples thrown together by the acts of exploration, conquest, and enslavement, and the hybridized cultural social forms which resulted. With these historical legacies in mind, we move to see how contemporary racialized and gendered identities are constructed and contested in the context of "Greater Mexico." *Prerequisite: ANTH 104 or INGS 200 or WMST 100.*

**ARTH 308 Gender in Japanese Art (4)**

Using gender as a lens for examining works of art in the Japanese tradition from the thirteenth through twentieth centuries, this course examines a wide variety of formats and mediums, including corpse paintings, cross-dressing performers, and prints of the modern girl. Participants will identify and analyze varying interpretations of gender through time and across culture and address issues associated with applying contemporary gender theory to pre-modern works. Topics to be covered include: Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, and the role of gender in contemporary art.

**ASIA 205 Modern China through Fiction and Film (4)**

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English.

**ASIA 237 Gender and Sexuality in Modern Chinese Literature and Culture (4)**

This course examines Chinese literary and cultural practices related to gender and sexuality from the turn of the twentieth century to the present. Using primary texts in translation, theoretical works, films, and visual materials, students explore the personal and collective politics involved in constructions of gender, sexuality, desire, and identity. Taught in English.

**CLST 349 Sex and Sexuality in Classical Antiquity (4)**

This course examines sexual practices and the construction of sexuality in Greco-Roman antiquity. Drawing on both literary and artistic evidence, the course explores a wide range of topics, including sexual stereotypes, marriage, prostitution, pederasty, rape, adultery, and homoeroticism. Considerable attention is paid to the intersections of sex with gender, power, and social status.

**CLST 350 Women and Gender in Classical Antiquity (4)**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality.

**ECON 309 Women in the Economy (4)**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. *Prerequisite: ECON 101.*

**ENGL 207 Women in Literature (4)**

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth and twentieth century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction. *Prerequisite: One course with attribute G1 including AP or IB credit.*

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 352 Chaucer (4)**

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 353 English Drama to 1642 (4)**

A study of the drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 354 Early Women's Voices (4)**

A study of women's literature before 1800, this course examines how feminine voices were presented and heard in their historical contexts. Readings for the class are drawn from the Middle Ages through the seventeenth century, and ask students to think through the conditions of feminine authorship and identity in the pre-modern period. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 357 Shakespeare I (4)**

A study of several plays written before 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 358 Shakespeare II (4)**

A study of several plays after 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 359 Renaissance Literature I (4)**

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 360 Renaissance Literature II (4)**

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Emily Dickinson (4)**

A study of one of the most important American poets, whose tight, elliptical lyrics inspired American poets for the next hundred years. This course examines in detail Dickinson's career, sometimes in relation to her poetic contemporaries, and many of the nearly 1800 poems she is known to have written. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 383 Contemporary British Fiction (4)**

A consideration of British fiction from the 1930s to the present. The course will begin with the ending of high modernism and will consider the new kinds of fiction that emerge from the radical innovations of Joyce, Woolf and others as well as changing cultural conditions, including Britain's decline as a political and economic power. Authors may include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 390 Modern Drama (4)**

An exploration of the development of Modern Drama from Ibsen's ground-breaking naturalism to contemporary drama's new variations. The course will emphasize the relationship between the theater and society and issues of performance, as well as close study of the plays themselves. Authors covered are both British and American and may include Wilde, Shaw, Beckett, Williams, Stoppard, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 399 World Literature in English (4)**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, Arundhati Roy, V. S. Naipaul, and Derek Walcott. *Prerequisite: One course in English with attribute GFWI.*

**GRMN 357 German Queer Cinema (4)**

This course traces German queer cinema from the earliest representations of gay and lesbian sexual orientations in 1920s Weimar to topics such as sexual indeterminacy and the queering of nationality and migrant culture in contemporary films. The course examines how films both represent and produce non-normative sexual desires and identities. It also considers sexual and gender identity in relation to particular historical and cultural moments as well as to other constituting experiences (race, class, gender, nationality). These topics are studied in the context of particular movements, directors, and genres in German cinema. This course is taught in English.

**GRMN 358 Borders, Margins, and Identities in German Culture (4)**

From the recruitment of Turkish "guest workers" to the ongoing refugee crisis, Germany has emerged a "multicultural" nation of shifting and contested borders and identities. This course investigates how national, ethnic, racial, and religious identities are perceived and constructed in film, literature, and news media and how those identities intersect with, and are complicated by, class, gender, and sexual identities. Students engage critically with concepts such as migration, assimilation, hybridity, citizenship, diaspora, "majority" culture, and authenticity. This course is taught in English.



**HIST 112 Women Changing the World: Gender and Social Movements (4)**

This course examines women's participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women's involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men's involvement in social movements. *Open only to first-year students and sophomores.*

**HIST 120 Children and Childhood in History (4)**

This course focuses on the lived experiences of children and traces the emergence of a new "ideology of childhood" in the early modern world (c. 1300 to 1800). The course examines the major social, political and economic changes that unfolded throughout this period, including related programs of religious, scientific, and educational reform, and studies how these changes affected children's roles or status within families and communities-in-transition. It also asks whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial, and industrial world order. *Open only to first-year students and sophomores.*

**HIST 132 Witches, Witch-hunting and Fear in Early Modern Europe, 1450-1700 (4)**

A deep and violent fear of witches took hold of various European communities in the years between 1450 and 1700. This course examines a number of different witch panics across Europe - with a final stop in Salem, Massachusetts - and investigates the necessary conditions for such intra-community terror. It will address a number of different factors which contributed to this fear of one's neighbors: environmental change, gendered anxiety, economic downturns, and religious tension. *Open only to first-year students and sophomores.*

**HIST 133 Before #MeToo: Sex, Power, and Work in the Modern U.S. (4)**

This course examines how ideas about sex, gender, and work have intertwined and changed across U.S. history. It considers both how women have negotiated sex and sexuality in their work—including wanted and unwanted sexual advances in the workplace—and how activism around issues of sex, sexual assault, and rape has itself been work. This course will pay special attention to women's experiences of sexual harassment both in and outside the workplace. Students will consider how the history of unwanted sexual attention informs present-day debates and activism around these issues, up to and including the #MeToo movement. *Open only to first-year students and sophomores.*

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 270 European Women in War, Revolution, and Terrorism (4)**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework, it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 305 Medieval Women -- In Their Own Words (4)**

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 313 Youth and Social Networks in the Early Modern World (4)**

This research seminar explores the social and cultural history of early modern European communities (c. 1400 to 1750) by using gender, age and emotion as tools of historical analysis. Key topics include: Renaissance debates about the education of girls and boys, families, fathers and feeling in the Protestant and Catholic Reformations, popular and learned stereotypes of the female witch, youth gangs and child-circulation. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 315 Out of the Shadows: Women of the Civil Rights Movement (4)**

A seminar focusing on the women of the long Civil Rights Movement who galvanized their communities to resist oppression and demand justice. These women, long overshadowed by men, labored tirelessly even after the Movement gained national attention but few are known and fewer still acknowledged. In this course, we will study the history of the long Civil Rights Movement from the points of view of these women and their known and unknown predecessors who paved the way. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 334 History of Mass Culture in the United States (4)**

This course examines the history of mass culture in the United States from the mid-1800s to the present. It asks how mass cultural products, from minstrel shows to moving pictures to hip hop, developed as industries and went on to shape Americans' ideas about gender, race, and class. Students will consider the role of "subcultures" and how Americans of many different identities and social groups have used mass culture to contest and reshape dominant or "mainstream" U.S. culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 358 Women in Latin America (4)**

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students will examine several theoretical approaches to gender studies together with specific case studies. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 367 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hackers. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 378 Sexuality and the Self in Modern Europe (4)**

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 379 Honor, Shame, and Violence in Modern Europe (4)**

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 380 Crimes and Scandals in the Historical Imagination, 18th–20th Centuries (4)**

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analysis of criminality, memoirs of notorious criminals and detective novels. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 399 History of Psychiatry and Mental Health (4)**

This course explores the history of psychiatry from the early modern period to the late twentieth century. Students learn how concepts of the mind changed over time and examine the effects these changes had on the medical care of individuals suffering from mental disorders or otherwise deemed deviant in their social behavior. In addition to examining broad trends, the course considers the emergence of specific categories of mental disorder and/or social deviance and how they were experienced by sufferers, family members, and medical professionals. The class also discusses the intersection of the history of mental health with histories of gender, race, and sexuality in North America and Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**HIST 408 The Body Republic: American Politics, Medicine, and Society Before the Civil War (4)**

This course explores the connections between science, politics and social conventions in the period known as the Early Republic. Topics include the relationship between scientific theories and the temperance movement, gender roles, and scientific racism. Consideration of how the medical was political runs throughout the course as the challenges of microbes, diet, climate, and shifting definitions of 'race' and 'citizen' are explored. Course readings highlight the intersection of science, politics, race, and gender during this foundational period in American History.



**HIST 441 The Home and the World: Gender and Sexuality in Modern India (4)**

Taking a historical approach towards understanding gender and sexuality in South Asia, this course focuses particularly on the history of women in the region. As is suggested in the translated title of one of India's most celebrated writers Rabindranath Tagore's novel, *Home and the World*, this course's themes also pivot around questions of women's belonging in circumscribed spaces. From this center it reaches out to offer an understanding of the great diversity and heterogeneity of women's experiences in India, an analysis of women's movements, forays into women's voices, and colonial policies towards women. Apart from a robust historiographical literature, this course introduces students to poems, fiction, literature, plays, art, and cinema from India.

**HIST 471 Health, Medicine and Society in Early Modern Europe, 1400-1800 (4)**

An exploration of the intertwined histories of health, medicine, religion, and emotion in Europe, c. 1400 to 1800. Informed by the methods and scholarship of social and cultural historians, the course considers the ways in which status, social roles and obligations, gender, and religious identities and practices affected how early moderns understood the health of their minds, bodies, and souls. Topics include Galenic humoralism and theories of disease, religious and astrological cures, learned medicine and anatomy, dissection and the study of female bodies, hospitals, and asylums. *Prerequisite: One course with attribute G4 including AP or IB credit.*

**INGS 308 Body Film: Representing the Body in Contemporary World Cinema (4)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course's theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway.

**ITAL 325 Women Writers in Early Modern Italy (4)**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth-seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation.

**MUSC 227 Music and Gender (4)**

This course explores the intersection of Western music with sex, gender, and sexuality. Students apply concepts from the field of women's and gender studies to analyze the construction of gender in music and musical discourse, as well as the roles sex and gender play in the careers, output, and reception of classical and popular musicians. Set at an intermediate level, this course assumes students have previous familiarity with basic musical concepts, including melody, harmony, major/minor tonality, and meter.

**POLS 161 Multiculturalism and Equality (4)**

This course introduces key theories and concepts related to managing diversity in democratic states, such as social identities, multiculturalism, liberalism, crosscutting cleavages, and consociationalism. Students critique and analyze different models of states' attempts to recognize and represent various groups while protecting equality and human rights. Among other issues, states' attempts to reconcile contending appeals for cultural group rights and gender equality are analyzed.

**POLS 210 The Politics of Poverty and Inequality (4)**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime. Not open for credit to students who have earned credit for POLS 310.

**POLS 307 Women in American Politics (4)**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding. *Not open to new first-year students.*

**POLS 308 Feminist Political Theory (4)**

By surveying contemporary feminist political theories that use gender and sexuality as critical lenses, this course re-reads the Western canon in political philosophy and develops new substantive theories of politics. It focuses on feminist theories of democracy, citizenship, and the state, exploring these concerns via a broad range of feminist writings, including feminist legal theory, critical social theory, queer theory, public policy, and political economy. Students will also learn how to construct, analyze, compare, and critique theories, and will use these skills to read and evaluate new scholarly work. *Not open to new first-year students.*

**POLS 314 Civil Wars (4)**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence -- measured by the number of casualties, refugees, and other victims of war -- is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences. *Not open to new first-year students.*

**POLS 318 Comparative Politics: South America and Mexico (4)**

A general survey of political life in Latin America, as well as specific study of the most important countries--Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies. *Not open to new first-year students.*

**POLS 319 Global Gender Issues (4)**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course will include an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course will also include the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world. *Not open to new first-year students.*

**POLS 320 Gender and Politics in the Middle East and North Africa (4)**

Gender and politics are intricately related and this course examines them through study of the Middle East and North Africa region. It begins with a general overview of gender and politics broadly defined, and then applies these themes in a comparative way to particular issues that are relevant for the discussion of politics and gender in the region. Themes such as state feminism, gender and revolution, war, conflict and terrorism, religion, the history of imperialism and its contemporary consequences, law and social norms, and the regulation of the female body and dress as methods of political control will be examined. *Not open to new first-year students.*

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332. *Not open to new first-year students.*

**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric -- such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. *Not open to new first-year students.*

**POLS 346 Contemporary Social Movements (4)**

This course examines 1) some of the major social and political ideologies of the 20th century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world. *Not open to new first-year students.*

**POLS 358 Gender and Human Rights Seminar (2)**

An examination of the legal and institutional structures developed to advance women's human rights and capabilities globally, and the barriers to securing these rights. Scholarship and case studies from the U.S. and other countries and regions, especially in Uganda and East Africa, invite students to examine the strengths and weaknesses of a legal approach to addressing issues such as reproductive rights and justice, abuses during incarceration and detention, violence against women and girls, land rights, and bodily integrity and autonomy. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 359 Gender and Human Rights: Field Study in Uganda (2)**

Field study in Uganda provides students with the opportunity to examine gender and human rights from an East African perspective. In this two week study abroad course, students engage with and learn from East African faculty, policy specialists, and experts on human rights issues of greatest concern to women and girls in the region. *Prerequisite: Only open to students admitted to the Uganda summer field study program.*

**POLS 441 Gender, Violence, and Power (4)**

A cross-cultural examination of the social, economic, and political factors that predict gender-based violence, and the response of women's rights activists and organizations to the issue. Topics of inquiry include customary, formal, and international legal frameworks, intimate partner and family violence, sexual assault, traditional harmful practices such as child marriage, and gender-based violence during conflict and in post-conflict environments. *Not open to new first-year students. Prerequisite: One course in politics with a WMST attribute..*

**PSYC 213 Comparative Sexual Behavior (4)**

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

**PSYC 214 The Psychology of Eating Disorders and Obesity (4)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating—including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories—are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 218 Psychology of Violence (4)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 360 Psychology of Gender (Lab) (4)**

This course will be an examination of gender differences and similarities in behavior, major theories of gender, and the role that gender plays in interacting with others. Students will design, implement, analyze, and present original research in the area of gender. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 412 Psychology of Gender (4)**

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender will also be discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology and/or women's and gender studies.*

**PSYC 421 Sex, Brain, and Behavior (4)**

This seminar explores special topics related to reproductive behavior. Topics may include sexual differentiation, partner preference, mate selection, sexual behavior, and parental care in human and non-human animals. Readings include primary journal articles and text excerpts reflecting psychological, neurobiological, and sociocultural perspectives. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two PSYC courses.*

**RELG 143 Introduction to the Bible I: Old Testament (4)**

An examination of the origins, nature, and content of representative literature from the Hebrew Bible, the Christian Old Testament, and cognate literature. Attention is paid to issues of critical reading and theological interpretation of Jewish scriptures. Not open for credit to students who have completed RELG 141.

**RELG 144 Introduction to the Bible II: New Testament (4)**

An examination of the origins, nature, and content of representative literature from the New Testament and Hellenistic literature. Attention is paid to issues of critical reading and theological interpretation of Christian scripture. Not open for credit to students who have completed RELG 141.

**RELG 222 Gender and Sex in the New Testament (4)**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 235 Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions (4)**

Introduces and explores new religious movements, sectarian spin-offs, and alternative communities in the U.S. that have tested the parameters of acceptable "religion" at different moments in history. Particular attention is given to intersectional dynamics. The class questions the politics and practices of labeling, especially the language of "cults," and centers on specific historical case studies in order to illustrate and analyze major theoretical and methodological challenges in and for the study of religion(s). It considers what draws people to create and join new religious movements, the distinctive worlds such groups endeavor to build, and the controversies that have historically attended them.

**RHET 331 Voices of American Women (4)**

An examination of the history and criticism of American women's oratory and the history of women's public discourse in the United States from the colonial period through the present. Considers the historical, social, and cultural significance of women's rhetorical participation in civic life, as well as issues of authority, reception, and the nature of argument both within and about women's public address.

**RUSN 354 Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture (4)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. The course is taught in English.

**RUSN 358 Gender Revolutions and Countercultures in Film and Literature after Stalin (4)**

The primary focus of this course is to introduce students to signature literary and cultural texts from the post-Stalin era to the present. The quintessential trends of Russian literature and culture of the past several decades include the collapse of Soviet identity, and with it searches for national identity, contesting ideas of gender, and attempts to capture Post-Soviet transition through documentary film and the documentary in literature. These topics connect to social critique, dissidence, counterculture, and their literary and cinematic products.

**SPAN 364 Spanish Women Writers (4)**

Selected readings from Spanish women authors who represent various genres and time periods. In relation to each period, the course examines how selected writers portray gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and/or the period under consideration. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 387 Latin American Women Authors (4)**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race/ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 388 Women Authors of the Hispanic Caribbean and Diaspora (4)**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico, on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and film with an emphasis on the twentieth and twenty-first centuries. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 391 Contemporary Spanish and Latin American Cinema (4)**

This course explores and analyzes a selection of contemporary Spanish and Latin American films directed by men and women. The course provides a panoramic view of current trends in cinema along with basic analytical and theoretical tools to better understand the film text. The course is organized thematically around topics of politics of memory, gender and sexuality, and social and global issues. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 393 Spanish and Hispanic American Women Filmmakers (4)**

This course explores and analyzes a selection of films directed by women in the Spanish and Hispanic American context. The course reviews theoretical approaches to cinema and considers the transnational nature of film production. The course is organized chronologically and deals with topics of gender and sexuality, politics of representation and memory, and other social and global issues. *Prerequisite: SPAN 301 or SPAN 302 or SPAN 303 or SPAN 304.*

**SPAN 407 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course in Spanish numbered 300 or higher.*

**THTR 222 Queer America on Stage and Screen (4)**

This course examines the evolution of LGBTQ+ characters in American plays and films of the last one hundred years. Students will examine the recurring stereotypes, coded language and images used to identify characters in the early decades of the twentieth century, and how their portrayal changes when Queer playwrights and film makers tell their own stories. Topics will include shifting perspectives on drag, camp, intersectionality and gender identity, and the impact of feminism, the civil rights movement, and the AIDS crisis.

## Admission, Expenses, and Financial Aid

- Admission (p. 342)
- Tuition and Fees (p. 344)
- Financial Aid (p. 346)

### Admission

Each applicant undergoes a comprehensive review on the basis of high school academic performance, standardized test scores, activities, letters of recommendation, and the personal essay. Prospective students of the College of Arts and Sciences will begin their application process here (<http://admission.sewanee.edu/apply/>).

### Admission Calendar

#### Application Deadlines

Date	Event
November 15	Early Decision I application deadline
November 15	Spring Semester Transfer application deadline
December 1	Early Action application deadline
January 15	Early Decision II application deadline
February 1	Regular Decision application deadline
April 1	Fall Semester Transfer application deadline
Due in line with application for admission	Need-based Financial Aid deadline (FAFSA and CSS Profile)
	Fellowship in the Arts application

#### Decision Notifications

Date	Event
Mid-December	Early Decision I notification
Mid-February	Early Decision II notification
Mid-February	Early Action notification
Mid-March	Regular Decision notification

#### Enrollment Confirmation Due Dates

Date	Event
30 days post decision release	Early Decision I & II enrollment deposit due
May 1	Early Action and Regular Decision enrollment deposit due

### Secondary School Preparation

Sewanee admits students who are prepared for its challenging academic environment. The following are typical of what we would expect to find in the application file of a competitive candidate:

A challenging high school curriculum which typically includes:

- Four years of English
- Two or more years of a foreign language
- Three or more years of math including algebra I and II and geometry<sup>1</sup>
- Two or more years of lab science (most students have four)
- Two or more years of social science, including history
- Full high school transcript with strong high school GPA showing consistent or increased rigor in class work
- Either SAT or ACT scores OR apply as a test optional applicant
- Extracurricular activities such as clubs, sports, church groups, or work experience
- Clearly written admission essay



- Recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators

<sup>1</sup> Three years of college preparatory mathematics (two years of algebra, one of geometry) are considered the minimum preparation for a student to attempt the required mathematics course at Sewanee; most entering students have taken four years of math.

## College Entrance Examination Options

Applicants must submit either SAT or ACT scores, or apply as a test optional candidate. Information on the SAT and ACT is available from the applicant's secondary school or counselor.

## Test of English as a Foreign Language

To be competitive with other applicants, non-native English speakers should present a minimum internet-based TOEFL score of 90 or a minimum International English Language Testing System (IELTS) score of 7. The University does not offer a conditional admission program for students lacking fluency in English.

## Homeschooled Applicants

Sewanee welcomes applications from homeschooled students. The Coordinator for Homeschool Admission asks that such applicants complete additional steps so that the talents, strengths, and accomplishments of each applicant may be fully understood.

- The Common Application's Homeschool Supplement allows the homeschool supervisor to explain educational philosophy, grading scale, and outside evaluation.
- A letter of recommendation from a teacher, tutor, or professor outside the applicant's immediate family provides insight into the rigor of curriculum.
- SAT and/or ACT results provide the Committee on Admission with a standardized reflection of the applicant's preparation for Sewanee's rigorous curriculum.
- An interview with a member of the admission counseling staff may be conducted in person, by phone, or via teleconference.

## Campus Visits

Campus visits for prospective students are not required for admission but are strongly recommended. The campus visit is one example of student-initiated interest in the University that the Committee on Admissions considers when making admission decisions. A typical visit includes a group information session with an admission counselor and a student-led tour with optional opportunities for attending a class, meeting with a faculty member or coach, or an informational interview with a current student. Other special visit opportunities include residential life tours, specialized facility tours, and lunch with a student host.

Students may schedule a visit by registering at the Office of Admission's website (<https://new.sewanee.edu/admission-aid/>). Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon. On select Saturday mornings during the academic year, a group information session with campus tour is offered at 10:30 a.m. All non-evaluative interviews are conducted by carefully selected and trained seniors in the college, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also about their extracurricular activities and interests.

Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon and select Saturdays during the academic year. All non-evaluative interviews are conducted by carefully selected and trained seniors in the College, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also their extracurricular activities and interests.

The Office of Admission, located in Fulford Hall, is open Monday through Friday from 8 a.m. to 4:30 p.m. (Central Time).

## Early Decision Plan

Early Decision is an option for those students who consider Sewanee their first choice. If admitted under the Early Decision plan, an applicant agrees to withdraw all applications to other colleges and universities and enroll at Sewanee. There are two Early Decision opportunities for which students may apply. Early Decision candidates are eligible to be considered for all potential financial aid awards through both the academic scholarship and/or need-based financial aid processes.

Applicants who are *NOT* admitted under Early Decision are released from their binding agreement and may be deferred to the regular admission cycle. These deferred candidates must submit a completed Mid-Year Grade Report, along with any additional supporting documentation, if applicable, in order to receive full consideration under regular admission.

The student applying for Early Decision should:

1. Indicate “Early Decision I” or “Early Decision II” on the Common Application. Complete and submit the binding Common Application Early Decision Agreement.
2. Submit all required documentation on or before November 15 for Early Decision I, or January 15 for Early Decision II. If all documentation requirements are not met by the respective application deadline, the application will be treated as a regular decision application.
3. A student admitted to the University under either binding Early Decision plan agrees to withdraw any applications to other colleges and to enroll at Sewanee.

## Early Admission After the Junior Year

Students may apply for admission after the junior year of high school. Although Sewanee does not encourage early admission to the college, this plan is sometimes appropriate for select students. The Early Admission candidate should have exhausted most of the academic courses offered by their high school and be ready academically, emotionally, and socially for the college environment.

An Early Admission candidate must complete the same requirements and meet the same deadlines as a regular candidate with the following additions:

1. An interview is required on campus with either a member of the admission staff or a member of the Committee on Admissions.
2. Written recommendation and approval must be received from the candidate’s counselor, principal, or headmaster for Early Admission action, including a statement that the student is prepared emotionally, academically, and socially for success in the college environment.
3. The candidate should present academic credentials as strong as or stronger than the average student who typically enrolls at Sewanee (i.e., an A-/B+ average in academic courses from high school and at least 1860 on the SAT or 28 on the ACT).
4. The candidate must state (in writing to the Committee on Admissions) why they want to forego the senior year in high school and enter college as an Early Admission student.

Although the committee prefers that the candidate meet all requirements for the high school diploma, this is not a requirement for acceptance as an early admission candidate.

## Transfer Applicants

Students seeking to transfer to the college from other accredited colleges must complete the Common Application for transfer students, the College Instructor Evaluation form, and the Registrar’s Report. In addition, transfer applicants must submit a final high school transcript, official transcripts from each college attended, and either official SAT or ACT exam scores.

Quarter hours are converted to semester hours at two-thirds face value. Thus five quarter hours equal three semester hours.

To receive a degree, students transferring from other institutions must meet the college’s graduation requirements. Each such student must spend at least four semesters in residence in Sewanee enrolled on campus as a full-time student. Because each student must earn at least 64 semester hours of credit at Sewanee, transfer credit is limited to 64 semester hours.

The application deadline for transfer candidates is April 1 for the fall semester and November 15 for the spring semester. Decision notification for both deadlines is on a rolling basis.

## Tuition and Fees

### 2020-2021 Fees for Full-Time Undergraduate Students

Tuition	\$ 47,708
Activities Fee	\$ 272
Tuition Insurance*	\$ 376
Room and Board	\$ 13,700
Total (Comprehensive Fee)	\$ 61,680

\*Student may opt out of tuition insurance

Students entering in the 2020-2021 academic year are subject to the Sewanee Pledge. Under this pledge, students who meet Sewanee's academic and social expectations will graduate (with one major) in four consecutive years; those that do not and have met the necessary expectations will be provided up to one additional year of study tuition-free.



The guaranteed comprehensive fee schedule remains in effect for undergraduates matriculating in 2017-2018: \$58,000. In planning for college expenses, families should also take into consideration such items as books, supplies, personal items, and travel; the cost of these expenses is estimated to be anywhere from \$2,200 to \$3,000 per year.

A \$500 reservation deposit is paid by incoming transfer and first year students. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after published refund dates, except for serious illness, loss of financial aid, or academic suspension.

## Fees for Part-Time Undergraduate Students

Tuition for part-time undergraduates initially matriculating in the 2020-2021 academic year is \$1,490 per semester hour. For part-time undergraduates who matriculated in 2017-2018, tuition is \$1,490 per semester hour. Part-time students auditing an undergraduate course are charged tuition of \$372 per semester hour.

## Additional Fees

Some courses carry additional fees, which are published in the schedule of classes.

## Payment

One-half of yearly fees (tuition, activities fee, room, and board) is due by July 31 prior to the Advent semester with the second half due by December 31 prior to the Easter semester. Payment for the semester, less reservation deposit and financial aid actually awarded, is due in its entirety by the dates above. Failure to pay by these dates results in a late penalty which is 1.25% of the past due amount.

Because of the substantial amounts that must be paid in July and December, the University offers the following ways to assist families in making payments:

1. Financial aid and loans are available to students who qualify.
2. Parents may utilize the federal parent loan for undergraduate students in addition to a four- or five-month payment plan.
3. Electronic checks and credit cards are accepted for tuition through the payment plan option at Tuition Management Systems (<https://sewanee.afford.com/>).

Students and parents are strongly advised to seek further information about financial aid and loans from the Office of Financial Aid. Completed applications for financial aid and loans should be submitted in accordance with deadlines established by that office so that funds are available and applied to students accounts by the payment due dates.

Any balance remaining on the student bill, after credit for financial aid or deferred payment plans, must be paid in full by the due date; the University accepts monthly or other deferred payment only by means of the plans mentioned above. Satisfactory handling of a student's account is necessary to register and obtain a transcript of grades.

Tuition bills and monthly statements will be available through students' Sewanee Afford accounts, where payment may be made via electronic check or credit card. Payments may also be mailed to the Cashier's Office.

## Refunds

A student may withdraw from the University only through consultation with the Office of the Dean of Students. Withdrawal is official only upon approval by that office and the withdrawal date indicated by that office is used to determine the nature and extent of any refund. The following policy applies:

### Financial Aid Recipients without Federal Title IV Aid and Non-aid Recipients

Refund of fees is made only for reasons of illness and if the percentage of the term completed is 60% or less. The refund is calculated by prorating fees for the period from the date of withdrawal to the end of the semester. The amounts to be prorated are one-half of the semester's total tuition and room charges, and three-fourths of the board charge. No refund is made for any other fees or if more than 60% of the term has been completed.

### Financial Aid Recipients with Federal Title IV Aid

Refund of fees is made only if the percentage of the term completed is 60% or less. Refunds to Federal Title IV funds are calculated according to the applicable Federal regulation (34 CFR 668.22). A student is not eligible for a refund of personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the University have been cleared. No refund is made if more than 60% of the term has been completed. Examples of refund and repayment calculations are available for review in the Student Accounts Office.

Refund insurance is available through, A.W.G. Dewar, Inc. Additional information and applications are available online at [www.collegerefund.com](http://www.collegerefund.com) (<http://www.collegerefund.com>).

## Other Financial Matters

Students should take precautions to protect personal belongings from theft, fire, water damage, or other loss. University insurance does not cover personal losses; however, family homeowner's insurance may provide coverage for such losses.

A student using a personal automobile for a class field trip or other University business should have a valid and appropriate driver's license and vehicle liability insurance. The University does not cover the vehicle, owner, driver, or passengers if an accident occurs.

A student who participates in athletics must use his or her family insurance to pay for injury that occurs during practice, play, or travel. In such instances, University insurance may cover a portion of medical expenses in excess of family coverage. University insurance does not, however, cover medical expenses for injuries incurred in a student activity or in off-campus programs.

## Financial Aid

The College of Arts and Sciences follows the principle of assisting students based on a combination of financial eligibility and academic qualifications. The University of the South provides more than \$32 million in institutional financial aid each year. Using procedures established by the federal government and the University, eligibility for financial aid is determined by an analysis of each family's financial situation—income, assets, and allowances against those—as well as the student's academic qualifications. In determining eligibility for aid, a student's total budget is considered, including tuition, fees, room and board, books and supplies, personal expenses, and travel.

Sewanee allocates a number of aid funds to provide the maximum number of students with assistance: no student should hesitate to apply for admission for lack of personal and family funds.

### How to Apply for Need-Based Financial Aid

All new and returning students begin the need-based aid application process by completing the Free Application for Federal Student Aid (FAFSA), available at [www.FAFSA.gov](http://www.FAFSA.gov) (<http://www.FAFSA.gov>). The required Title IV code for the University of the South is 003534. Tennessee residents applying for HOPE scholarship funds must file a new FAFSA each year in order to be considered.

*The priority deadline for applying for Financial Aid is December 1 for all college students, current and prospective.* Institutional applications must be postmarked and the FAFSA submitted to the processor no later than January 1 to ensure consideration for aid for the following academic year.

Whenever possible, students should apply for scholarships from local sources or other programs to augment the University's aid. All applicants are required to apply for relevant state grants and for the Pell Grant awarded by the federal government. Failure to apply for aid from outside sources may result in the loss of eligibility for institutional assistance from Sewanee. Receipt of aid from any source or of any type, including loans, must be reported to the Office of Financial Aid.

Financial aid notifications are made to most applicants during February and March. Early decision applicants with complete and actionable financial aid applications receive notification prior to January 1. Financial aid notifications to returning students begin after final grades are posted for the Easter semester.

Details are available through the Office of Financial Aid (<http://admission.sewanee.edu/financial-aid/>) and on the University's website.

## Renewal of Aid

All need-based scholarship and Hope Scholarship recipients must reapply for aid each year. The procedure for reapplying is the same as outlined above. The priority deadline for renewal-of-aid applications is December 1 prior to the academic year for which aid is required.

Continuing students with complete and actionable financial aid applications will receive financial aid notifications by June 1. Financial aid applications are reviewed in sequential order based on the date that all financial aid materials are received.

## Conditions for Renewal and Continuation of Aid

1. The student must enroll and complete a minimum number of hours during each semester for which aid is received. For scholarships, this minimum is twelve semester hours. For all other financial aid programs, this minimum is six semester hours. It should be noted that retention standards of the College are separate and can be found in this catalog under Student Classification, Progress, and Status.
2. The student and family must reapply and establish eligibility for each academic year.
3. The student must make satisfactory academic progress, which is defined as a) maintenance of a minimum GPA of 2.00 average on a 4.00 scale, b) achievement of a passing grade for semester hours attempted, and c) completion of a degree in not more than eight semesters.
4. All fees and charges due the University must be paid prior to the beginning of each semester.

## **Financial Aid Awards**

Need-based financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. The University participates in the following U.S. Department of Education financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, and William D. Ford Federal Direct Student and Parent (PLUS) loans. These programs are fully described on the Office of Financial Aid Website (<http://admission.sewanee.edu/financial-aid/>).

The University awards scholarships from both University appropriations and annual gifts, and, in addition, participates in two tuition exchange programs: the National Tuition Exchange (<http://www.tuitionexchange.org/>) and the Tuition Exchange Program of the Associated Colleges of the South (<https://www.acsouth.edu/acs-tep/>).

## **Special Payment Programs**

### **Payment Plan**

The University participates in an installment payment plan whereby families can pay the semester cost of a Sewanee education over a four- or five-month period. Information on this installment payment plan may be obtained from Tuition Management Systems (<https://sewanee.afford.com/>).

### **Scholarships**

Sewanee scholarships come from over 200 endowed scholarship funds, annual gifts, remissions of tuition, and additional amounts budgeted from the University's operating funds. As previously mentioned, many of these scholarships are awarded on the basis of calculated need-based eligibility, and applicants are automatically considered for these scholarships as part of the normal need-based financial aid award process.

### **Applying for Academic Scholarships**

First-year students who wish to apply for academic scholarships should do so through the Office of Admissions. The deadline for applying is the same as the admission deadline. Selections are made on a competitive basis. A limited number of awards are available to non-first-year students and recipients are selected by the individual academic departments.

### **Applying for Need-Based Scholarships**

All new and returning students begin the need-based aid application by completing the FASFA (Free Application for Federal Student Aid) (<https://fafsa.gov/>). Details are available through the Office of Financial Aid (<http://admission.sewanee.edu/financial-aid/>) and on the University's Website.

## Academic Policies and Procedures

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## Academic Advising

Although each student has ultimate responsibility for becoming familiar with and meeting graduation requirements, the College of Arts and Sciences believes that conscientious and well-informed advising on an individual basis is an important part of the academic program. Each student is assigned an advisor from the faculty or administration whose responsibility it is to help plan and supervise the student's academic program and to be available on other matters. An academic advisor approves the student's schedule of courses at registration and should be consulted with regard to any subsequent changes.

Academic advisors work closely with and frequently refer advisees to a number of offices for advice and assistance. Among these offices are those for Academic Advising, the Dean of the College, the Associate Dean for Undergraduate Academic Affairs, the Dean of Students, the University Wellness Center, and the University Registrar.

## Academic Calendar and Unit of Credit

The academic year is divided into fall and spring semesters, which are officially known, respectively, as Advent Semester and Easter Semester. The academic year begins with the Advent Semester. There is also a Summer Term, the academic credit for which is associated with the preceding two semesters as part of the same academic year.

The University of the South is responsible for determining the appropriate amount of academic credit awarded for coursework in its programs in accordance with definitions and standards promulgated by the United States Department of Education and the Commission on Colleges of the Southern Association of Colleges and Schools.

The semester credit hour is the basic unit of academic credit and provides one measure by which progress toward a degree, certificate, or other formal award is gauged. The semester credit hour measures only a part, albeit a major part, of any composite learning experience based upon formally structured and informal interactions among faculty and students. Recognizing that subject matter, pedagogical methods, and assessment approaches will influence the design of any given course, including the frequency and duration of formally structured faculty#student interactions, the number of semester credit hours assigned to a course is not strictly linked to the number of fifty#minute class hours or meetings per week.

One semester credit hour is granted for a minimum of three hours of student academic work per week, on average, for a semester of approximately fifteen weeks in duration. Academic work includes not only formally structured activities such as lectures, seminars, laboratories, supervised field work, tutorials, and applied and studio instruction but also out#of#class activities such as required conferences with the faculty member, homework, research, writing and revision, reading, independent study, community engaged experiences, practica, recitals, rehearsals, and recitations. Courses offered in terms of shorter duration shall contain substantially the same contact hours, preparation time, content, and requirements as if offered over a full semester.

## Assistance for Students with Disabilities

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Students with documented disabilities that require academic adjustments or accommodations should register with Student Accessibility Services (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>) (SAS). After documenting disabilities with SAS, students are responsible for requesting academic accommodation letters each semester. Students are also responsible for providing copies of academic accommodation letters to their instructors as early as possible each semester. Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Students who have questions about physical accessibility of their classes should inform their instructor(s) and SAS to ensure accessible, safe, and effective educational environments.

Additional information about accommodations and Student Accessibility Services can be found at the SAS website (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>).

## Class Attendance

The College of Arts and Sciences expects all students to engage fully in the educational process and to contribute actively to the intellectual environment. Accordingly, the College considers class attendance an essential component of student engagement: students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings. Any student who fails to attend a class has the obligation of communicating with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class).

Instructors have the prerogative to set attendance policies for their individual classes and to determine what absences are “excused” or “unexcused,” and they can determine at what point tardiness or other inappropriate behavior is better defined as “absence.” Instructors will outline their policies in their syllabi. Still, as a whole, the faculty follow these principles:

1. A student may be excused for University business (authorized extracurricular activities) as long as he or she has contacted their instructors in advance; if not, the instructor will ordinarily consider the absence “unexcused.” For example, athletes should communicate with faculty before traveling to away games, and volunteer firefighters should inform faculty at the beginning of the term that they may be called to duty at unexpected times.
2. According to a policy approved by the Director of Athletics, the University Advisory Committee on Athletics, and the College Faculty: normally, varsity athletes should not miss more than three 50-minute class meetings (or the equivalent) per course per semester to attend varsity sporting events. Absences for up to three 50-minute class meetings (or the equivalent) for varsity athletic competition will be considered excused. Athletes should not miss any classes or labs because of practice.
3. A student may be excused at the discretion of the instructor for illness and/or a family emergency. Any student who misses multiple days for such reasons should also contact the Dean of Students to explain the circumstance (and the instructor should also inform the Dean of Students of the need to intervene). Examples of unexcused absences include oversleeping, forgetting a class, missing a ride, having travel arrangements that preclude attending class, and attending a social event.
4. Students are responsible for all work discussed, including announcements, even when the absence is excused.
5. Should a student be absent from a class during which an examination is to be given or a paper is due, or at the time of a final examination, the student may receive a zero.
6. Students will not be excused from classes in order to prepare for comprehensive examinations.
7. No student shall be required to miss class in order to take a comprehensive examination. A student whose comprehensive examination (in whole or in part) is scheduled in conflict with a scheduled class meeting should approach their department chair about rescheduling the comprehensive examination.

## Final Examination Rescheduling

With the approval of the instructor or instructors involved and the Associate Dean of Undergraduate Academic Affairs, students may arrange their final examination schedules so that they are not compelled to take three final examinations on one calendar day or more than three examinations on any two consecutive calendar days in the final examination period. Every such arrangement must be completed by the last day of the semester. Whenever possible, the morning examination will not be changed. Permission will not be granted to schedule an examination outside the regular final examination period, except in case of illness. If a student has a course under an instructor who teaches more than one section of the course, the student may take the final examination with another section if the instructor gives permission.

## Enrollment

### Registration

In consultation with advisors, students plan their class schedules prior to registering for courses each term. Because demand may exceed the number of available seats in a section, students should identify alternative courses and sections prior to the opening of registration.

Registration dates and times are announced in advance of the opening of registration each term. Students register in the Banner student information system following procedures established by the Office of the University Registrar. The registration system checks for seat availability and ensures that students have satisfied prerequisites and are otherwise eligible to register for each course and section.

After initial registration, students may make adjustments to their class schedules in accordance with deadlines and procedures established by the Office of the University Registrar (see below).

## Student Responsibility

Students are solely responsible for the accuracy of their class schedules and registration. Students may review their class schedules online at any time through their Banner self-service account.

No registration or schedule adjustment transaction is official until it has been properly submitted, approved, and recorded through the Banner student information system. All transactions must be submitted prior to the announced deadlines.

Class attendance, even with the professor's approval or encouragement, does not constitute registration. Non-registered students who attend class will not receive credit. Conversely, students may not drop or withdraw from a course simply by failing to attend. Students who fail to attend a course for which they are registered are likely to fail the course.

## Schedule Adjustment (Adds, Drops, and Withdrawals)

While students may sometimes find it necessary to add or drop a course after a term begins, they should make every effort to finalize their class schedules before the beginning of the term. Students who miss the initial meetings of a course may find themselves behind on assignments, readings, lectures, and discussions. Moreover, students entering and leaving courses after the beginning of the term may disrupt professors' planned instructional schedule as well as the learning experiences of other students. Finally, students who are registered for courses they do not plan to take are effectively denying other students the opportunity to register for those courses.

Deadlines for adding, dropping, and withdrawing from courses are published each term by Office of the University Registrar. The generous registration and schedule adjustment periods allow ample opportunity for students to finalize their class schedules and registration each term. As such, schedule adjustment deadlines are strictly observed and apply not only to regular sections but also to independent studies, honors theses, applied music instruction, physical education, varsity sports, audited classes, and all other coursework. Students must properly and successfully submit all drops, adds, and withdrawals through the Banner student information system prior to the announced deadlines.

### Adding a class

There are two periods in which students may add courses after the beginning of a term: an add period and a late add period.

- Add period - A student who meets all prerequisites and is otherwise eligible to register may add a course 1) if a seat is available and there are no other students on the waitlist or 2) if the student has received an automated waitlist notification for the section that has not expired.
- Late add period - A student who meets all prerequisites and is otherwise eligible to register may add a course only if the professor submits a late entry override and 1) if a seat is available and there are no other students on the waitlist or 2) if the student has received an automated waitlist notification for the section that has not expired. Professors are under no obligation to consent to late entry into their course sections. If a professor records a late entry override, the student must follow through by successfully adding the course through the Banner student information system. Successful registration will depend on seat availability and eligibility to register for the course.

### Dropping and withdrawing from courses

Degree-seeking undergraduate students are required to maintain full-time enrollment status after the beginning of a semester, which means that they may not drop or withdraw from a course if doing so would result in being enrolled in fewer than twelve semester hours. New first-year students may not drop below 16 semester during the first fourteen days of a semester.

There are three timeframes during a term in which students may officially terminate their enrollment in a course: a drop period, a withdrawal period, and a late withdrawal period.

- Drop period - During this initial period, a student may drop a course without record, i.e. the course will not be listed on the student's transcript. Students who withdraw altogether from the College during the drop period are dropped from all courses without record.
- Withdrawal period - During the withdrawal period, a student may withdraw from a course with a grade of "W." No credit is earned for a grade of "W" and this grade has no effect on the grade point average (GPA). Students who withdraw altogether from the College during the withdrawal period are withdrawn from all courses with grades of "W."



- Late withdrawal period - Students who withdraw from a course late in the term receive a grade of "WF." No credit is earned for a grade of "WF," but the grade has the same effect on the GPA as does a grade of "F."

## Schedule Adjustment Periods

Schedule adjustments periods are established and published each term by the Office of the University Registrar. Consult that office's website for the deadlines each term.

### Advent and Easter Semesters

- Add period - First week of the semester (calendar days 1-7)
- Late add period - Second week of the semester (calendar days 8-14)
- Drop period - First four weeks of the semester (calendar days 1-28)
- Withdrawal period - Fifth week of the semester through the beginning of the late withdrawal period (calendar day 29 through the beginning of the last withdrawal period)
- Late withdrawal period - Final 15 class days of the semester, plus intervening breaks and weekends (ending on the last day of classes)

### Summer School (Regular Six-Week Term)

- Add period - First two days of the term (class days 1-2)
- Late add period - Second two days of the term (class days 3-4)
- Drop period - First ten days of the semester (calendar days 1-10)
- Withdrawal period - Eleventh day of the term through the beginning of the late withdrawal period (calendar day 11 through the beginning of the last withdrawal period)
- Late withdrawal period - Final eight class days of the semester, plus intervening breaks and weekends (ending on the last day of classes)

## Auditing Courses

Students may register as auditors on or after the first day of the term 1) if a seat is available and there are no other students on the waitlist or 2) if the student has received an automated waitlist notification that has not expired. The audit registration form is available from the Office of the University Registrar. Audit registration must be completed by the published deadlines to add a course. Students may not switch from another registration status to audit status after the late add period ends. Although students receive no academic credit for audited classes, the hours from such classes are included in determining overload status.

Auditors are expected to attend class regularly. The extent to which an auditor participates in graded exercises (e.g., submits papers, takes tests) and the extent to which a professor evaluates an auditor's work are determined by mutual agreement between the professor and the auditor. The grade of AU is recorded on the transcript for registered auditors.

## Repeating Courses

Students may repeat a course taken previously at the University of the South under certain, limited circumstances. Students should consult with the Office of the University Registrar prior to registration both to determine the advisability of repeating a course and to review the procedures for doing so. The following policies apply:

- A course may be repeated only when the previous grade was lower than C- (i.e., the previous grade was D+, D, D-, F, W, WF).
- A course may be repeated only at the University of the South. Courses may not be repeated at another institution.
- Credit for the repeated course is awarded only once. A student who previously earned a grade of D+, D, or D- and was awarded credit will not earn credit a second time if they repeat the course. A student may not repeat a
- When a course is repeated, the grade from each attempt is shown on the student's transcript.
- When a course is repeated, each grade is calculated into the transcript grade point average (GPA) at the course's full credit.
- In order to achieve the minimum 2.00 GPA required for graduation or to achieve the minimum GPA required to re-enroll (i.e. avoid academic suspension), a separate GPA computation will be made using only the most recent grade, even if it is the lowest grade. This computation is for internal use only and will not be reported externally.
- A student who was previously awarded credit for a course must inform the University Registrar's Office before they will be permitted to register for the course again.

The repeated courses policies and procedures above do not apply to certain courses designated as repeatable (e.g., some special topics courses, independent studies, and ensembles), which may be taken for credit more than once subject to course-specific restrictions or limitations.



## Grading

### Grading System

Student work is evaluated according to the following system: A for excellent, B for good, C for satisfactory, D for passing, F for failing, I for incomplete work (see below), W for withdrawn, and P for passing in a course graded only on a pass/fail basis. Grades are recorded in the Office of the University Registrar, and, with the exception of I, may not be changed except in cases of clerical error. Such changes—i.e., those based on a clerical error—should be made no later than the semester following the one in which the original grade was given.

The grade I (incomplete) is given only when a professor deems that a student has failed to complete the work of a course for legitimate and unavoidable reasons. The incomplete must be replaced with a grade within one week after final examinations. An extension exceeding one week requires that a student supply very clear evidence of extenuating circumstances to the Associate Dean of Undergraduate Academic Affairs of the College. Such extensions can be granted only by that office.

Averages are computed in grade points. Each graded semester hour of academic credit carries with it a corresponding number of grade points as follows:

A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.

### Grade Appeal

A student who believes that they have been assigned a course grade which is unfair or inappropriate, and who has been unable to resolve the matter with the faculty member directly, may appeal to the College Standards Committee. Appeals should be initiated no later than the semester following the one in which the grade in question was given. Such appeals are made by letter to the Committee via the Associate Dean for Undergraduate Academic Affairs and are taken up as regular agenda items at the next scheduled meeting. The Associate Dean for Undergraduate Academic Affairs informs the faculty member involved of the appeal and invites this faculty member to respond to the student's claim.

The concept of academic freedom as practiced at the College prohibits the Committee or any administrative officer from forcing a faculty member to change a grade. Therefore, an appeal serves more as a form of peer review than an appeal per se. The committee may suggest a solution to the dispute, may request that both the faculty member and the student justify their positions, and may require the faculty member to review a grade in light of clearly new and substantial information. The committee may also recommend legislation to the faculty that might prevent conflicts from occurring in the future.

All faculty members should be aware that they may be asked to justify their personal grading procedures and should keep adequate records of class performance. In addition, faculty should not request grade changes later than the semester following the one in which the grade in question was given.

### Pass/Fail Grading Option

A degree-seeking student may elect to have up to eight semester hours (the equivalent of two full courses) graded on a pass/fail basis, with no more than four semester hours so graded in any given term. Courses utilizing only pass/fail grading and courses transferred from other institutions do not count toward the eight-semester-hour maximum.

- A grade of D- or above converts to "P" (Pass), which is not computed in the student's GPA.
- Courses converted to the pass/fail grading option may not be used in fulfillment of requirements for a major, minor, or certificate of curricular study but may be used to satisfy general education and elective degree requirements.

- Some professional and graduate schools insist that certain courses required of applicants be taken on a graded basis.
- Converted grades are used in calculating the student's transcript GPA, which will be used in determining eligibility to enroll, receive financial aid, and graduate; course grades originally issued by the instructor will be used in determining class rank as well as eligibility for the Dean's List; Order of the Gown; Phi Beta Kappa; graduation, departmental, and athletic honors; membership in academic honor societies; awards and prizes; and in most other instances where grade point average is among the criteria considered.
- The decision to convert a course to the pass/fail grading option may not be revoked; once the change has been made, the original grade does not appear on the student's transcript and cannot be sent by the Office of the University Registrar to any third party including graduate and professional schools.
- A course may not be designated as pass/fail if a final grade of F has been assigned by the instructor or as the result of an Honor Code sanction.

Students may designate a pass/fail grading option through the last day to withdraw from a course with a grade of W in the last term of enrollment prior to graduation, whether the course is one still in progress or one in which a grade has already been recorded. Such designation is made through the Office of the University Registrar.

## Dean's List

To qualify for the Dean's List, a student must have a semester average of 3.625 or higher after completing a semester with credit for at least three and one-half academic courses, at least three of which were taken for a grade. This list is published each semester by the Office of the Dean of the College.

## Honor and Recognition Societies

The following honor and recognition societies have active chapters at the University.

- Phi Beta Kappa, founded in 1776 and the nation's oldest honor society, promotes the values of the liberal arts and sciences by inducting into membership the most outstanding arts and sciences students in the nation's leading colleges and universities, and by advocating academic excellence, freedom of inquiry and expression, informed deliberation and understanding, and active engagement with important issues. The University's Phi Beta Kappa Chapter, Beta of Tennessee, was installed in 1926. Students are eligible for election to the Society after six consecutive semesters.
- Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of the Gown who have distinguished themselves in scholarship, athletics, or publications.
- Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. The chapter sponsors occasional lectures and events related to political science during the course of the year.
- Sigma Pi Sigma, the national physics honor society, accepts members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.
- Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.
- Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.
- Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from all the pre-health professions, including premedical, predentistry, prenursing, and preveterinary fields. Members are elected from junior and senior associate members.
- Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.
- Delta Phi Alpha is the national German honor and recognition society. Members are elected based on academic merit and interest in Germanic culture.
- Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to students who have distinguished themselves in scholarship and are majoring or minoring in psychology or a program that is psychological in nature.

## Enrollment Status, Academic Progress, and Student Classification

### Enrollment Status

A full-time student is one who is enrolled in at least three full courses or their equivalent (twelve semester hours). Degree-seeking students are required to be enrolled on a full-time basis during the Advent and Easter semesters, even in cases where fewer than twelve semester hours are required to complete degree requirements.

A part-time student is one who is enrolled in fewer than three full courses or their equivalent (fewer than twelve semester hours). Degree-seeking students are not permitted to enroll on a part-time basis during the Advent and Easter semesters, even in cases where fewer than twelve semester hours are required to complete degree requirements.

Degree-seeking students are also required to engage in full-time residential study and spend the final two semesters in residence (that is, not on a study-away program); for more about the residency requirement and other degree requirements, please see <http://e-catalog.sewanee.edu/arts-sciences/degrees/degree-requirements/>.

## Academic Progress for Degree-Seeking Students

All degree-seeking students are expected to enroll in four full courses or their equivalent (16 semester hours), and those eligible for and seeking to take advantage of the Sewanee Pledge must maintain such a course load to remain eligible. Degree-seeking students must maintain full-time status as defined above.

Academic progress standards are checked at the end of every academic term, including the summer term. A student who fails to meet these standards may be placed on warning, suspended, or dismissed from the University.

Decisions about academic status, including eligibility for academic warning, suspension, or dismissal, are based on objective evidence and may not be appealed.

### *Good standing:*

Degree-seeking students who meet the following standards for satisfactory academic progress are in good standing and are eligible to re-enroll the subsequent academic term (whether the Advent or Easter semester or the summer term):

- Students who have earned up to 35 semester hours in residence in college (that is, not counting examination credit<sup>1</sup>) must have a cumulative GPA of at least 1.85 and a semester GPA of at least 1.0;
- Students who have earned more than 35 semester hours in residence in college (that is, not counting examination credit) must have a cumulative GPA of at least 2.00 and a semester GPA of at least 1.5.

### *Academic warning:*

Students who do not meet standards for satisfactory academic progress yet meet these conditions will be placed on academic warning:

- Students who have earned up to 35 semester hours in residence in college (that is, not counting examination credit<sup>1</sup>) who meet either of these conditions:
  - Cumulative GPA at least 1.85 but semester GPA below 1.0 (but above 0.00; see below); or,
  - Cumulative GPA below 1.85 but semester GPA at least 1.0;
- Students who have earned more than 35 semester hours in residence in college (that is, not counting examination credit<sup>1</sup>) who meet either of these conditions:
  - Cumulative GPA at least 2.0 but semester GPA between 1.0-1.49; or,
  - Cumulative GPA below 2.0 but semester GPA at least 1.5.

Students will be informed of their status by the Dean of the College. While not in good standing, they may re-enroll the following academic term, and upon their return in the next academic term (whether the Advent or Easter semester or the summer term), these students will be required to meet with both their advisor and the Associate Dean for Undergraduate Academic Affairs to develop an academic plan that addresses the deficiencies and outlines specific steps for improvement.

Students will receive only one warning semester before being suspended. Any student on academic warning who does not achieve good standing by the end of the next immediate academic term of enrollment (whether the Advent or Easter semester or the summer term) will be placed on academic suspension immediately. As well, any student who is placed on warning, then performs well enough to return to good standing, but then in a later semester fails to meet progress standards will be suspended immediately.

### *Academic suspension and dismissal:*

Students who meet these conditions will be placed on academic suspension or, if appropriate, dismissed from the University:

- Any student earning a semester GPA of 0.00, regardless of hours earned or cumulative GPA;
- Students who have earned up to 35 semester hours in residence in college (that is, not counting examination credit) who have both a cumulative GPA below 1.85 and a semester GPA below 1.0;
- Students who have earned more than 35 semester hours in residence in college (that is, not counting examination credit) who meet either of these conditions:
  - Cumulative GPA below 2.0 and semester GPA below 1.5; or,
  - Semester GPA below 1.0, no matter the cumulative GPA.

Students who qualify for academic suspension are suspended for one semester on the first occasion. Such students may apply for reinstatement and, if reinstated, will be allowed to return on academic warning and will have one semester to meet stated standards.

Students who qualify for academic suspension a second time will be either suspended for two full semesters or, if the cumulative GPA is below 1.5, dismissed permanently. Students who qualify for academic suspension for a third occasion will be dismissed permanently.

## Student Classification

A first-year student has earned fewer than 32 semester hours (eight full academic courses or their equivalent).

A second-year student, or sophomore, has earned at least 32 semester hours (eight full academic courses or their equivalent), but fewer than 64 semester hours (16 full academic courses or their equivalent).

A third-year student, or junior, has earned at least 64 semester hours (16 full academic courses or their equivalent), but fewer than 96 semester hours (24 full academic courses or their equivalent).

A fourth-year student, or senior, has earned at least 96 semester hours (24 full academic courses or their equivalent).

<sup>1</sup> “Examination credit” includes credit earned through Advanced Placement, International Baccalaureate, and British A-level examinations.

## Withdrawals, Leaves of Absence, and Reinstatement

The University expects that students who have matriculated in the College will remain enrolled as full-time students each semester, either at the University or on an approved study away program, until graduation. However, for a variety of reasons, a student or the University may determine that the student’s enrollment at the University should be interrupted or cease altogether: students may seek a formal leave of absence, or they may withdraw voluntarily, or they may be withdrawn involuntarily as when suspended for academic, disciplinary, or other reasons. The Office of the University Registrar notes leaves of absence and withdrawals on students’ transcripts. By definition, a leave of absence is meant to be temporary. Depending upon circumstances, a withdrawal may be considered temporary, and, after fulfilling any conditions predetermined by the University, the student may apply for reinstatement.

### Leaves of Absence

The College may grant a leave of absence, for up to two semesters, for intellectual or personal development. Students wishing a leave must submit a formal request for leave, stating their specific plans for the period of absence and the planned date of return, via an online form. A dean will review the request and communicate with the student, explaining any conditions of the leave, before formally confirming the leave of absence. A student who meets the conditions may return as planned as a full-time student without applying for reinstatement. Students who have not met the conditions at the conclusion of the leave of absence are withdrawn from the college and must apply for reinstatement as described below.

The deadlines for submission of leave of absence applications for the Advent and Easter semesters are August 1 and January 1, respectively. Students who do not meet these deadlines but spend a semester or more away from Sewanee forfeit any deposit, are considered “withdrawn,” and must apply for reinstatement. A second reservation deposit is necessary to reserve a space in the college for the semester of planned re-entry.

Normally, students returning from an approved leave of absence do not have to apply for reinstatement but instead need only complete a “return to campus” notification by April 1 for the following Advent semester or November 1 for the following Easter semester. Students who do not meet these deadlines will be re-classified as “withdrawn” and must apply for reinstatement.

### Voluntary Withdrawals

Voluntary withdrawals include those for medical or other personal reasons either during a semester or following a semester (i.e., between semesters). All voluntary withdrawals during a semester must be reviewed by the Dean of Students and only become official when the Dean of Students, after consultation with relevant offices, so designates. The Dean of Students will confirm the withdrawal with the student and will communicate any conditions for departure and reinstatement. (Students who indicate they are not returning after the conclusion of a semester are classified as “not returning”; see below.) When a student’s withdrawal takes place during a semester, then the student receives no credit for the semester and the student must leave within twenty-four hours of notification of withdrawal. For any withdrawal, the student may return to the Domain only with written permission from the Office of the Dean of Students. Students seeking information on the University’s refund policy should contact the Office of Student Accounts.

*Medical Withdrawals:* Students who seek to withdraw during a semester to receive treatment for any health-related concern should contact an appropriate medical provider for supporting documentation in order to have the medical withdrawal approved by the Dean of Students. Such students must apply for reinstatement. The Dean of Students will confirm the withdrawal with the student and will communicate any conditions for departure and reinstatement. At the time of application for reinstatement, an appropriate medical professional must

confirm with the University Wellness Center that the student clearly demonstrates readiness to return and safely resume academic work at the University.

*Personal Withdrawals:* Students who choose to leave the University during a semester for non-medical reasons must meet with the Dean of Students for an exit interview and to confirm the voluntary withdrawal in writing (through an online form). The Dean will confirm the student's intentions and status. Such students who want to return must apply for reinstatement.

*"Not returning":* A student in good standing who, having completed a semester, does not return to the University for the subsequent semester will be classified as "not returning" and will have to apply for reinstatement. Students are asked to communicate their intentions to the Dean of the College via the online form rather than simply not show up the next term. Students who are "not returning" will have their status confirmed.

## Involuntary Medical Withdrawal Policy

Student well-being is highly valued at The University of the South. The University of the South is committed to providing equal access to educational programs to all students, as well as reasonable and appropriate accommodations to students with disabilities to allow them equal access to those programs. However, when situations arise where a student is unable or unwilling to carry out substantial self-care obligations, or a student's medical condition or effects of a medical condition pose a significant risk to the health or safety of others, or create significant disruption to and interference with the rights of other students or to the ability of the University to function efficiently, the University will consider whether the student will be administratively withdrawn.

The determination will include an individualized assessment, based on reasonable judgment that relies on current medical knowledge and/or the best available objective evidence, to ascertain both the probability, nature, duration, and severity of the disruption, threat, or impairment as well as whether reasonable modifications of policies, practices, or procedures can mitigate the risks of allowing the student to remain enrolled. When this assessment indicates that a student poses a significant risk to the health or safety of others; or poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities; and the student does not want to take a leave voluntarily, **the vice president for student life and dean of students, with appropriate consultation, has the authority to administratively withdraw the student.**

Students who are withdrawn through this process may apply for reinstatement. At the time of application for reinstatement, the student must provide appropriate medical documentation to demonstrate a readiness to return and safely resume academic work at the University.

## Involuntary Withdrawals (Suspensions)

In certain cases the University may require a student to withdraw. This latter practice is also known as suspension, and the University reserves the right to suspend and in some cases expel a student who is not fulfilling minimal academic standards of performance or who has violated the Honor Code or the Code of Conduct, as per the EQB Guide.

Students who are suspended are required to remain off-campus for the remainder of the semester, if the withdrawal occurs during a semester. Furthermore, students who are suspended for violating the Honor Code or Code of Conduct (or who voluntarily withdraw in the face of allegations of such violations) may be required to remain off-campus for one or more entire semesters and may return to the Domain only with written permission from the Dean of Students.

In some cases a student may be required to meet one or more additional conditions to be considered for reinstatement.

## Reinstatement

Students who withdraw or who are suspended from the College may apply for reinstatement unless specifically indicated at the time of withdrawal. (Students returning from an approved leave of absence should see that section above.) Applications for reinstatement are available through the Sewanee website. Students must return the completed application and any required materials by April 1 for the following Advent semester or November 1 for the following Easter semester. Reinstatement during summer terms is not normally permitted. Students returning from an approved leave of absence must confirm their intent to return by the same deadlines.

*Reinstatement is never guaranteed and is never automatic.* The College Standards Committee meets in the weeks following each deadline and makes its decision after reviewing the application with all supporting materials as well as the student's academic and conduct records at the University. The committee reserves the right to require additional documentation that the student is qualified and ready to return to rigorous academic work and abide by community standards. At its discretion, the Committee may require an on-campus or phone interview. Furthermore, reinstatement decisions are always pending available space, and applicants should know that decisions regarding financial aid are made separately from the reinstatement process.

The Committee looks for evidence that an applicant is ready to return to all aspects of college life and be successful. The Committee will not reinstate students if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interests of the student, the University, or both. The decision of this committee is final; there are no appeals.

## Transfer Credit

### Advanced Placement, International Baccalaureate, and A-level Credit

Graduation credit in fulfillment of general education requirements and for elective courses may be obtained through many of the Advanced Placement (AP), and International Baccalaureate (IB) higher level tests and GCE A-level examinations. Credit will be awarded subject to the following guidelines:

- A student earning scores of 4 or 5 on a given AP examination, or a score of 5, 6, or 7 on IB higher level tests or a grade of B or higher on A-level examinations may be deemed to have met one general education learning objective aligned with that AP examination, as determined by the Curriculum and Academic Policy Committee and the College Faculty.
- A maximum of one elective course credit (four semester hours) may be awarded for a score of 4 or 5 on an AP examination or a score of 5, 6, or 7 on a higher-level IB examination or a grade of B or higher on an A-level examination in most subject areas as identified in the lists below.
- If a student presents satisfactory scores on AP, and IB and A-level examinations in the same subject area, credit is awarded for only one examination except when a student presents satisfactory scores on two distinct examinations in the subject areas of economics, history, or politics where a maximum of two elective course credits (eight semester hours) may be awarded in those areas.

A concordance of examinations and general education designations follow:

AP Examination Satisfies	IB Examination Satisfies	A-Level Examination Satisfies
Art History (G2)	Anthropology (G4)	Biology (G5)
Biology (G5)	Biology (G5)	Chemistry (G5)
Calculus AB (G5Q)	Chemistry (G5)	Classical Studies (G4)
Calculus BC (G5Q)	Chinese (G6)	Computer Science (G5Q)
Chemistry (G5)	Computer Science (G5Q)	Economics (G4)
Chinese Language and Culture (G6)	Dance (G2)	English Literature (G1)
Computer Science A (G5Q)	Economics (G4)	French (G6)
English Language and Composition (None)	English A1 (G1)	German (G6)
English Literature and Composition (G1)	English A2 (None)	History: European (G4)
Environmental Science (G5)	Film (G2)	History: United States (G4)
European History (G4)	French B (G6)	History: International (G4)
French Language and Culture (G6)	Geography (G4)	Mathematics (G5Q)
German Language and Culture (G6)	German (G6)	Music (G2)
Government and Politics: Comparative (G4)	History: Africa (G4)	Physics (G5)
Government and Politics: United States (G4)	History: Americas (G4)	Psychology (G5)
Human Geography (G4)	History: Asia/Oceania (G4)	Spanish (G6)
Italian Language and Culture (G6)	History: Europe/Middle East (G4)	Thinking Skills (G3)
Japanese Language and Culture (G6)	Mathematics (G5Q)	
Latin (G6)	Music (G2)	
Macroeconomics (G4)	Philosophy (G3)	
Microeconomics (G4)	Physics (G5)	
Music Theory (G2)	Psychology (G5)	
Physics I (G5)	Spanish B (G6)	
Physics 2 (G5)	Theatre Arts (G2)	
Physics C: Electricity and Magnetism (G5)	Visual Arts (G2)	
Physics C: Mechanics (G5)		
Psychology (G5)		
Spanish Language and Culture (G6)		
Spanish Literature and Culture (G6)		
Statistics (G5Q)		
Studio Art: Drawing (G2)		
Studio Art: Three-Dimensional Design (G2)		
Studio Art: Two-Dimensional Design (G2)		



United States History (G4)

World History (G4)

## Transfer Credit from Other Colleges and Universities

The College of Arts and Sciences allows some transfer credits for students who have been enrolled as at another college or university prior to enrolling at The University of the South. The Office of the University Registrar assesses transfer work on a course-by-course basis to determine comparability to courses offered by the College and applicability toward a University of the South degree. Academic work with a grade of C or above from other institutions is generally transferred for credit hours only. No credit will be accepted for a grade of C minus or lower. Quarter hours are converted to semester hours at two-thirds their face value (example: five quarter hours equal three semester hours). Work from international institutions using other credit systems will be converted to semester hours using approved protocols. The University of the South does not award transfer credit for course work taken on a non-credit basis or for “life experiences.” Grades for transfer work appear on the transcript, but do not affect grade point averages, final class ranks, academic honors, or eligibility for membership in the Order of the Gown.

## Off-Campus Study

Students planning to take courses during a summer session at another institution must obtain permission from the Office of the University Registrar to attend and approval of specific courses to be taken. Forms are available in the Office of the University Registrar. Students seeking to enroll in a summer study abroad program other than a Sewanee summer abroad program must also have the approval of the Associate Dean for Global Education.

## Maximum Amounts of Transfer Credit

Students who matriculate as first-year students may be granted a maximum of 32 semester hours for work completed from any source prior to high school graduation, including Advanced Placement (AP) examinations, International Baccalaureate (IB) higher level tests, GCE A-level examinations, and dual/concurrent enrollment programs. Transfer credit for the same work will be granted but once even if that work is recognized on multiple credentials. For instance, transfer credit will be granted once for the same work appearing both on an AP score report and a college transcript.

Students who transfer to Sewanee after having been enrolled as a degree-seeking student at another college or university may be awarded a maximum of 64 semester hours in transfer, with no more than 32 semester hours awarded for work completed prior to high school graduation.

As each degree-seeking student must earn at least 64 semester hours of credit at Sewanee, the maximum amount of transfer credit awarded under any circumstance is 64 semester hours.

## Release of Student Information

### Notification of Students’ Rights with Respect to Their Education Records

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records (providing they have not waived this right) within 45 days of the day the University receives a request for access.  
Students should submit to the University Registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate.  
Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University notifies the student of the decision and advises the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.  
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University; a person serving on financial aid committees; a person or company with whom the University has contracted; a person serving on the Board of Trustees or Board of Regents; or a student serving on an official committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.



The University designates the following categories of personally identifiable student information as public or “Directory Information.” The University may disclose or publish such information at its discretion: student’s full name; current enrollment status; local address and telephone number; permanent address and telephone number; temporary address and telephone number; electronic mail addresses; parents’ names, addresses, and telephone numbers; date and place of birth; dates of attendance; class standing (e.g. sophomore); schedule of classes; previous educational institution(s) attended; major and minor field(s) of study; awards and honors (e.g., Dean’s List, membership in the Order of the Gown); degree(s) conferred (including dates of conferral); full-time or part-time status; photographic or videotaped images of the student; past and present participation in officially recognized sports and activities, including fraternities and sororities; and height and weight of student athletes.

Currently enrolled students may withhold disclosure of directory information by submitting written notification on an annual basis (usually prior to the beginning of the Advent semester) to the University Registrar’s Office at: The University of the South, 735 University Avenue, Sewanee, Tennessee 37383-1000. Directory information is then withheld until the student releases the hold on disclosure or until the end of the current academic year, whichever comes first. Students should understand that, by withholding directory information, some information considered important to students may not reach them.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of the South to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

The University of the South’s complete Education Records and FERPA Policy is available here (<http://provost.sewanee.edu/media/provost/FERPA-Policy.pdf>).

## **Other University Policies and Procedures**

Additional policies and procedures pertaining to students, faculty, and staff may be accessed with Sewanee credentials at this page (<http://provost.sewanee.edu/information-for-faculty-and-staff/policies-and-procedures/>).

## Additional Educational Opportunities

### Center for Religion and Environment

Supported by the University's commitment to sustainability and by its extensive course offerings in environmental studies, the Center for Religion and Environment (<https://new.sewanee.edu/cre/>) at Sewanee seeks to transform individuals and society by helping both to integrate their faith with care for the natural environment. All students are invited to participate in Center activities, including its "Earthkeepers" gatherings and "Opening the Book of Nature" program. On occasion, the Earthkeepers group takes observational field trips accompanied by interested faculty members. The group also meets weekly to discuss major themes related to the environment in Christian scripture and theology, as well as how these themes bear on concepts in the natural and social sciences. The character of this university-wide Center for Religion and Environment, associated also with The School of Theology, is virtually unique in American higher education.

### Global Education and Off-Campus Study

The Office of Global Citizenship provides resources for students to study abroad. There are over 400 diverse program offerings available. The global citizenship web pages (<https://new.sewanee.edu/offices/university-offices/office-of-global-citizenship/>) offer information for students, parents, and faculty related to international travel and off-campus programs of study.

### Internships

Summer internships (<https://new.sewanee.edu/careers/internships/>) help students connect their strengths, interests, and skills with a vocation. Students gain significant, practical work experience and valuable contacts with established professionals.

Sewanee's internship programs feature these unique benefits:

- **Paid Internships** — Students can pursue the internships that interest them, even if the internship site does not have funding. Generous grants and gifts from alumni and friends enable the University to fund more than 250 internships per year.
- **Resources and Support** — The University's Career and Leadership Development staff and alumni network can help a student find, arrange, or even create an internship opportunity.
- **Flexibility** — Sewanee's well-established internship program offers a history of positive relationships with internship sponsors and the flexibility to fit student interests.

### Landscape Analysis Lab

The Landscape Analysis Lab (<https://new.sewanee.edu/offices/university-offices/lal/>) provides opportunities for students to participate in interdisciplinary environmental research, education, and outreach. Faculty in the lab come from the Departments of Biology, Economics, Forestry, Philosophy, Politicals, and Religious Studies. The lab offers internships and independent studies in which students work with faculty on research projects, engage in outreach to local schools, and collaborate with government, non-profit institutions, and corporations. These activities center around the lab's state-of-the-art geographic information systems computer network which contains detailed spatial information about land use, biodiversity, and socioeconomic factors for the Cumberland Plateau and the southeastern United States.

### Research Opportunities

A number of opportunities are made available, during the summer as well as in regular academic terms, for students to pursue original research projects in collaboration with professors or with faculty guidance. Scholarship Sewanee, is an annual celebration of student scholarship, research, and creativity. The Office of Undergraduate Research (<https://new.sewanee.edu/academics/undergraduate-research/>) coordinates access to these opportunities.

### Service-Learning and Community Engagement

The Community Engaged Learning (CEL) program (<https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/dean-of-the-college/community-engaged-learning/>) connects the class room to local, national, and international communities and rests on a commitment to the involvement of faculty, students, and community partners in service projects, community-based dialogue, problem-solving, and personal reflection informed by academic study. Pursued in this way, community engagement encourages self-knowledge, a deepened understanding of place, and intellectual development.

Students can pursue a Certificate in Civic and Global Leadership and choose between two tracks, Development and Human Capabilities (CVDV) or Community and Global Health (CVHE). The CVDV and CVHE attributes are used to designate courses that fulfill certificate requirements in the catalog and course schedule.

## Student Life

The College offers a wide range of programs and support for students so that they can engage fully in academic and campus life. In addition, the College provides expectations for all students so that they can live together in a healthy, safe, and dynamic environment.

- Student Engagement (p. 361)
- Student Expectations and Policies (p. 361)
- Student Governance (p. 362)
- Student Resources (p. 364)

## Student Engagement - Programs and Opportunities

Sewanee's culture of excellence leads students to discover their potential, in and out of the classroom. During their four years here, Sewanee students explore multiple directions, wear a variety of hats, and cross disciplinary boundaries to shape identities for themselves; they are vibrant members of our shared community.

The Office of Student Life provides numerous opportunities for students to live out this potential and also provides support to help students as they navigate campus and college life. Information on campus activities and programs of support are available through the student life web pages. (<http://www.sewanee.edu/student-life/>)

### Student Organizations

All students are invited and encouraged to become involved in one or more of the University's student organizations. A wide variety of academic, athletic, political, recreation minded, religious, and wellness focused groups are available.

All of Sewanee's student organizations can be found on the University's student engagement portal (<https://sewanee.campuslabs.com/engage/organizations/>). Here students can find events, programs, and volunteer opportunities. They can search for student organization information, including a calendar of events, and can also fill out event requests, publicity forms, and more. Currently enrolled students use their Banner credentials to access the portal (<https://sewanee.campuslabs.com/engage/>).

### Additional Opportunities

In addition to co-curricular programs for students, Sewanee provides unique academic opportunities such as, internships, service-learning and community engagement, and undergraduate research.

### Honors and Recognition

Sewanee celebrates successful students in a variety of ways, including through the University's honor and recognition societies. The Academic Policies and Procedures page of the catalog offers links to information about the Dean's List and Honor and Recognition Societies and the Student Governance page to learn about the Order of the Gown.

## Student Expectations and Policies

### A Community of Honor

The University's motto—*Ecce Quam Bonum* (or EQB)—summarizes the principle that as members of the Sewanee community, we have a responsibility to live with respect for one another and in healthy relationships. Students are expected to live with honor day and night, in the classroom and in the residence halls, on the athletic field and in social spaces, on campus and off—in short, in every facet of life.

When we commit to living in community with one another, we necessarily agree to accept limitations on our own actions for the benefit of all, with the parallel expectation that we will not be injured, maligned, or otherwise negatively affected by the actions of others. Those who insist upon living outside the expectations of the Sewanee community will understandably be held accountable for their choices by the Honor Council, the Student Conduct Board, or other disciplinary bodies, and may in certain circumstances be removed from the Sewanee community. Matriculation and/or continued enrollment at Sewanee is a privilege, not a right. Additionally, students are expected to comply with federal, state, and local laws in their conduct whether on or off campus.

### Community Commitments

The commitments below provide an outline of what Sewanee students can expect of their community experience with a focus on the implications of living honorably. Any sense of honor requires that each individual living within the community has the responsibility to take action to support the health and well-being of the greater community: we all must hold each other to our shared standards of honor. This responsibility can be made manifest in many ways: for example, students actively preserve their own integrity as well as the reputation of the University's academic programs when they refuse to tolerate academic dishonesty in any form; they actively respect the

dignity of all when they refuse to participate in behavior that demeans others and instead take steps to end such behavior in others; they actively promote an environment of shared trust and support when they alert authorities to threats to the safety of others. We encourage students to support the community values by reporting violations and other concerns.

- Living with personal integrity
- Respecting the dignity of all
- Valuing freedom of thinking and expression
- Demonstrating self-control
- Developing trusting relationships

More information about our expectations, our commitments, and our student conduct policies can be found in the full EQB Guide, which is located at the Dean of Students website (<https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/>).

## Living Together in Community

More than 98 percent of College of Arts and Sciences students live on campus, and the Office of Residential Life provides programs, professional staff, and student staff support in order to provide a welcoming, thriving, and healthy living environment. Policies regarding campus living, including the Residential Guide to Living, can be found at Residential Life (<https://new.sewanee.edu/campus-life/living/residential-life/>).

## Student Organization Expectations

Sewanee believes in empowering its students to make a difference in the lives of those around them. One way students do this is through leadership in student organizations. To help guide students through organization policies and best practices, the University provides a Student Organization Handbook, which may be found at the Student Life Resources webpage (<https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/student-life-resources/>).

## Student Health and Immunization Requirements

All students at Sewanee are required to meet certain public health standards for the protection of the Sewanee campus community; these requirements must be completed before the student arrives on campus. The University Wellness Center gathers the information it requires through the completion of a health form specific to the student's program. This health form verifies that students have received the necessary immunizations and have provided the University with health information required by State and Federal law and is provided to each student upon admission.

New student requirements including information on accommodations, athletes, health forms, immunizations, and insurance coverage can be accessed through the University Wellness Center (<https://new.sewanee.edu/campus-life/flourishing/wellness-commons/university-wellness-center/>).

Questions should be directed to University Health Services at (931) 598-1270 or [healthservice@sewanee.edu](mailto:healthservice@sewanee.edu).

## Student Governance

### Honor System

*The concept of honor — One shall not lie, cheat, or steal.*

For more than a hundred years the Honor System has been one of Sewanee's most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings. One can know honor without defining it.

### The Honor Code

Resolutions which have been adopted by the student body from time to time to further an understanding of the Honor System include the following:

First, that any adequate conception of Honor demands that an honorable person shall not lie or cheat or steal.

Second, that membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.

Third, that, since the integrity of the degrees granted by the University must depend in large degree upon the Honor Code, all students in every class must regard themselves as particularly bound by their honor not to cheat in any form, and as likewise bound in honor not to fail to report any cheating that comes to their knowledge.

Fourth, that plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Fifth, the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.

Sixth, because the preservation of equal access to scholarly materials is essential in any academic community, it is a violation of the Honor Code to fail to check out a book taken from the library, or to remove from the building without proper authorization non-circulating materials such as reference books, periodicals, or reserved books.

## The Pledge

Upon entrance to the University every student agrees to abide by this Honor System and is asked to sign a form signifying acceptance of this Honor Code. Each examination, quiz, or other paper which is to be graded carries the written pledge: "I hereby certify that I have neither given nor received unauthorized aid on this paper. (Signature)." The abbreviation "Pledged" followed by the student's signature has the same meaning and may be acceptable on papers other than final examinations.

## The Honor Council

An important part of Sewanee's Honor System is its maintenance and administration by the students. For this purpose students elect an Honor Council consisting of four seniors, four juniors, three sophomores, and one first-year student. All members are elected by their respective classes. Following the election of new members in the spring, current and newly elected members of the Honor Council shall elect a chair, vice chair, and secretary. The council may invite a student from the School of Theology to participate, without vote, in its proceedings.

The election and organization of this council, its jurisdiction, its rules of procedure, and other relevant matters are subject to oversight by the Order of the Gown and the Student Government Association, which may recommend changes to the council from time to time. Before becoming effective any changes are submitted to a referendum vote by the entire student body and must receive approval of two-thirds of those voting, and of the vice-chancellor. The jurisdiction of the Honor Code is not restricted to matters occurring on the Domain of the University. Cases may arise, however, because of distance or other circumstances, for which a fair hearing is impractical. The council shall release case-related statistics, mindful of the students' right of confidentiality, to be made available to the student body.

Although it is each student's responsibility to know the content of the Code, the chair of the Honor Council undertakes each year to familiarize new students with its meaning and significance and to remind the faculty and staff of their responsibility to support the Code.

## Rules of Conduct for Hearings Before the Honor Council, Appeals, and Penalties

The Honor Council Rules of Procedure (<http://www.sewanee.edu/academics/about/the-honor-code/rules-of-conduct-for-hearings/>) were adopted and approved on May, 1984, and subsequently amended. There are also rules for the operation of the Honor Council (<http://www.sewanee.edu/academics/about/the-honor-code/rules-for-summer-school/>) during summer school.

## The Order of the Gown

Among Sewanee's many customs, none perhaps is more distinctive than the wearing of the gown by students and faculty. Gowns were originally authorized to be worn by all students in 1871, and the Order of the Gown (OG) was established in 1873 at the instigation of Chaplain William Porcher DuBose. The students who are members of the OG have worn the gown as a badge of academic distinction ever since. The OG was the original and only form of the student government until the 1960s, when the Delegate Assembly was created. Even at that time, all parts of the student government, including the Delegate Assembly, the Honor Council, the Pan-Hellenic Council, the Student Vestry, and the Discipline Committee, were all directly responsible to the Order. In the 1970s and the 1980s, this was changed; however, the Order remains the oldest and premier branch of the student government.

Today, the Order works parallel with the Student Government to voice student opinion. It is also uniquely charged with the maintenance and promotion of the spirit, traditions, and ideals of the University. In addition, the OG runs the Election Committee, which is composed of all Proctors and is chaired by the President of the Order. Undergraduates earn membership in the OG as seniors (students with 96 or more hours) if their academic average for the previous two semesters at Sewanee is 3.00; as juniors (students with 64-95 hours) if their academic average for the previous two semesters is 3.20; as sophomores (students with 32-63 hours) if their academic average for the previous two semesters is 3.40.

In accordance with faculty legislation, students must be inducted into the Order to be considered a member; students who cannot be present for the induction ceremony because they are abroad are inducted *in absentia*. Students who have not earned the GPA to be

a member of the Order, but who have passed their comprehensive examination, are automatically inducted into the Order as *de facto* members once they have passed their comprehensive examinations.

In accordance with the provisions of the Student Government Constitution, the OG serves as a force for channeling student opinion to promote positive change. Besides the OG's substantial legislative authority through its appointment power to student and faculty committees, the OG's Executive Committee and task forces are unique methods for investigating the problems and concerns of the University Community. The degree to which the OG is involved in University life is determined by the President and body itself. The OG adopted its own constitution in 2007, which gives further structure to its organization and responsibilities.

## Student Government

The present Student Government Constitution ([http://e-catalog.sewanee.edu/arts-sciences/student-life/student-governance/Proposed\\_Student\\_Govt\\_Constitution.pdf](http://e-catalog.sewanee.edu/arts-sciences/student-life/student-governance/Proposed_Student_Govt_Constitution.pdf)) was approved by student referendum in the spring of 2010. The Constitution establishes the student government as the sole governing assembly of the student body.

## Student Resources

College students often face a variety of challenges in the normal course of their time at a highly selective, residential college. The University of the South provides resources to help students face such challenges. Visit Student Resources (<http://www.sewanee.edu/student-life/dean-of-students-office/student-resources/>) for a list of resources to help in all areas of College life.

Specifically, the University Wellness Center (<http://www.sewanee.edu/student-life/university-wellness-center/>) offers both health services and confidential counseling and psychological services for all students.

## Assistance for Students with Disabilities

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Students with documented disabilities that require academic adjustments or accommodations should register with Student Accessibility Services (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>) (SAS). After documenting disabilities with SAS, students are responsible for requesting academic accommodation letters each semester. Students are also responsible for providing copies of academic accommodation letters to their instructors as early as possible each semester. Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Students who have questions about physical accessibility of their classes should inform their instructor(s) and SAS to ensure accessible, safe, and effective educational environments.

Additional information about accommodations and Student Accessibility Services can be found at the SAS website (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>).

## Discrimination and Misconduct Policies and Procedures

The University of the South stands firmly for the principle that its employees, students, and participants of university-sponsored programs and activities have a right to be free from discrimination based on race, color, sex, religion, national origin, age, disability, sexual orientation, gender identity, veteran status, pregnancy and childbirth, and genetic information. As required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex or other protected categories in the educational programs or activities which it operates. This requirement of non-discrimination extends to admission to and employment in those programs or activities. The University is committed to sustaining a community in which the dignity of every individual is respected. Key to this value are efforts to nurture an environment of civility and mutual respect and to foster a culture of reporting concerns so that the University can respond promptly and equitably whenever an incident occurs. All employees, students, and participants of university-sponsored programs and activities have the right to be free from harassment and retaliation.

Inquiries regarding the application of Title IX may be addressed to:

- Title IX Coordinator, J. Albert Woods Laboratories Room 138, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: [titleix@sewanee.edu](mailto:titleix@sewanee.edu);
- U.S. Department of Education, Office for Civil Rights, Region IV, 61 Forsyth Street S.W., Suite 19T10, Atlanta, GA 30303-8927. Telephone: (404) 974-9406. Facsimile: (404) 974-9471. Email: [ocr.atlanta@ed.gov](mailto:ocr.atlanta@ed.gov); or

- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (<http://www.sewanee.edu/media/provost/Non-Discrimination-Policy.pdf>).



## Additional Policies

### Assistance for Students with Disabilities

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Students with documented disabilities that require academic adjustments or accommodations should register with Student Accessibility Services (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>) (SAS). After documenting disabilities with SAS, students are responsible for requesting academic accommodation letters each semester. Students are also responsible for providing copies of academic accommodation letters to their instructors as early as possible each semester. Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Students who have questions about physical accessibility of their classes should inform their instructor(s) and SAS to ensure accessible, safe, and effective educational environments.

Additional information about accommodations and Student Accessibility Services can be found at the SAS website (<https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>).

### Discrimination and Misconduct Policies and Procedures

The University of the South stands firmly for the principle that its employees, students, and participants of university-sponsored programs and activities have a right to be free from discrimination based on race, color, sex, religion, national origin, age, disability, sexual orientation, gender identity, veteran status, pregnancy and childbirth, and genetic information. As required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex or other protected categories in the educational programs or activities which it operates. This requirement of non-discrimination extends to admission to and employment in those programs or activities. The University is committed to sustaining a community in which the dignity of every individual is respected. Key to this value are efforts to nurture an environment of civility and mutual respect and to foster a culture of reporting concerns so that the University can respond promptly and equitably whenever an incident occurs. All employees, students, and participants of university-sponsored programs and activities have the right to be free from harassment and retaliation.

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The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (<http://www.sewanee.edu/media/provost/Non-Discrimination-Policy.pdf>).

### Concerns, Complaints, and Grievances

Student grievance policies and procedures are addressed in a number of University policies:

General information about reporting concerns and filing complaints can be found here (<https://new.sewanee.edu/provost/report-a-concern-or-complaint/>).

Reports of discrimination, harassment, and retaliation should be made following the processes outlined in this policy (<https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf>).

Information about filing complaints and reports under Title IX of the Education Amendments of 1972 can be found in this recorded webinar from the U.S. Department of Education's Office for Civil Rights (<https://new.sewanee.edu/titleix/>), in this University Title IX FAQ (<https://new.sewanee.edu/titleix/title-ix-faq/>), and in the University's Sex Discrimination and Title IX Policy (<https://new.sewanee.edu/files/resources/sex-discrimination-policy-2.pdf>).

The College of Arts and Sciences' grade appeal procedure is described here (<http://e-catalog.sewanee.edu/arts-sciences/academic-policies-procedures/grading/#text>) and the School of Theology's here (<http://e-catalog.sewanee.edu/theology/academic-policies->

procedures/grading/#text). Complaints in the School of Letters, including grade appeals, are governed by this policy (<http://e-catalog.sewanee.edu/letters/academic-policies-procedures/complaints/>).

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