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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>).

Catalog publication date: August 10, 2022

Effective dates: This catalog is in effect for the 2022-2023 academic year (August 10, 2022 through August 9, 2023).

## 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, *Vice-Chancellor and President pro tempore*

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*

James Kevin Reynolds, *Associate Provost and Chief Information Officer*

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

John A. Shackelford, *Director of Athletics*

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

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

Lisa A. Stephenson, *Vice-Provost for Student Success*

Brent A. Tate, *Assistant Vice-President and Director, 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*

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

Scott H. Wilson, *Senior Vice-President and Provost pro tempore*

# 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 20-23, 2022	Orientation for New Students
August 24, 2022	First Day of Classes
September 16, 2022	Foundation Day Convocation
September 16-18, 2022	Family Weekend
October 15-18, 2022	Fall Break
November 4-6, 2022	Homecoming
November 23-28, 2022	Thanksgiving Break
December 3-4, 2022	Services of Lessons and Carols
December 7, 2022	Last Day of Classes
December 8, 2022	Reading Day
December 9-15, 2022	Final Examinations

### Easter Semester

Date	Event
January 17, 2023	First Day of Classes
January 20, 2023	Winter Convocation
March 9-19, 2023	Spring Break
May 3, 2023	Last Day of Classes
May 4, 2023	Reading Day
May 5-11, 2023	Final Examinations
May 13, 2023	Baccalaureate
May 14, 2023	Commencement

### Summer Term

Date	Event
June 5, 2023	First Day of Classes in the College Summer School
July 12, 2023	Last Day of Classes in the College Summer School
July 13, 2023	Reading Day
July 14-15, 2023	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  
 Associate 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

### **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

### **Anke Ursula Arnaud (2022)**

Bachelor of Arts, University of Central Florida; Master of Business Administration, University of Central Florida; Doctor of Philosophy, University of Central Florida  
 Visiting Professor of Marketing

### **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

**Stephen A Berquist (2022)**

Bachelor of Arts, University of Chicago; Master of Arts, Columbia University in the City of New York; Master of Arts, Columbia University in the City of New York; Doctor of Philosophy, University of Toronto  
Visiting Assistant Professor of International & Global Studies

**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)**

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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  
Associate 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 Earth & Environmental Science

**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)**

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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

**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

**Joseph A. Coll (2022)**

Bachelor of Arts, Buena Vista University; Master of Arts, University of Iowa; Doctor of Philosophy, University of Iowa  
Visiting Assistant Professor of Politics

**Adriana Colom Cruz (2018)**

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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

**James Stockton Crawford (2016)**

Bachelor of Arts, Brown University; Master of Fine Arts, University of California, San Diego  
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)**

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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, Emerita

**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)**

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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

**Dr. Isabel Duarte-Gray (2022)**

Bachelor of Arts, Amherst College; Doctor of Philosophy, Harvard University  
Visiting Assistant Professor of English

**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

**Myles Fletcher Elledge (2021)**

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Director, Babson Center for Global Commerce

**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

**Christopher G. Eppolito (2022)**

Bachelor of Arts, ; Master of Science, State University of New York at Binghamton; Doctor of Philosophy, State University of New York at Binghamton

Visiting Assistant Professor of Mathematics

**Derek Michael Ettensohn (2015)**

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

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Professor of Biology

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Visiting Assistant Professor of Psychology

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Teaching Professor of Psychology

**John Francis Flynn (1966)**

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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

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Visiting Assistant Professor of English

**Dalton Seth Gannon (2022)**

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**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

Associate Professor of Spanish

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

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William R. Kenan Jr. Professor of English, Emeritus

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Assistant Professor of Music

**Aymeric Charles Glacet (2003)**

Doctor of Philosophy, Emory University  
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Director of Community Development and Instructor

**Harold J. Goldberg (1974)**

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David E. Underdown Chair of Modern European History, Emeritus

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Professor of Economics, Emeritus

**John Miller Grammer (1992)**

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Professor of English

**Elizabeth Elkin Grammer (1994)**

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Laboratory Coordinator and Visiting Instructor of Chemistry

**Sherry Lynne Hamby (2008)**

Bachelor of Science, The College of William and Mary; Master of Arts, The College of William and Mary; Doctor of Philosophy, The University of North Carolina at Chapel Hill  
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**Sarah L. Hamilton (2022)**

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Visiting Assistant Professor of Theatre & Dance

**Nicolette Bernadette Campbell Hamilton (2017)**

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Associate Director of Civic Engagement and Instructor

**Stephen Stewart Hancock (2021)**

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Visiting Instructor of Physics

**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  
William R. Kenan Jr. 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

**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

**Dr. Shuler G. Hopkins (2022)**

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

Visiting Assistant Professor of Mathematics

**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

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Visiting Assistant Professor of English

**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

**Juyoun Jang (2022)**

Doctor of Philosophy, University of Mississippi  
Visiting Assistant Professor of English

**Ian K. Jensen (2022)**

Bachelor of Arts, University of Washington; Master of Arts, University of Montana; Master of Arts, University of California, Irvine;  
Doctor of Philosophy, University of California, Irvine  
Visiting Assistant Professor of English

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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  
Associate Professor of Chemistry

**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

**Matthew Ryan Keogh (2011)**

Bachelor of Science, Rhodes College; Doctor of Philosophy, North Carolina State University  
Visiting Assistant Professor of Biology

**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, Emerita

**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

**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

**Trent Clark Leipert (2022)**

Bachelor of Arts, University of British Columbia; Master of Arts, University of British Columbia; Doctor of Philosophy, University of  
Chicago  
Visiting Assistant Professor of Music

**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, Emerita

**Shelley Jean MacLaren (2012)**

Bachelor of Arts, University of Alberta; Doctor of Philosophy, Emory University  
Director & Curator of Academic Engagement, University Art Gallery

**Pradip K. Malde (1990)**

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

**Stormy C Malone (2022)**

Bachelor of Arts, ; Master of Arts, University of North Dakota; Master of Arts, Wichita State University; Doctor of Philosophy, Wichita  
State University  
Visiting Assistant Professor of Psychology

**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

**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

**N H Manzur E Maula (2022)**

Visiting Assistant Professor of Economics

**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

**Lindi Masur (2022)**

Visiting Assistant Professor of Anthropology

**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

**Linda Carol Mayes (2013)**

Bachelor of Arts, The University of the South  
Visiting Professor of Psychology

**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, Emeritus

**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

**Luis O. Mendez Perez (2022)**

Visiting Instructor of Psychology

**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  
Associate 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

**Kathryn Y. Morgan (2022)**

Assistant Professor of Psychology

**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; Doctor of Philosophy, The University of Connecticut  
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)**

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Professor of American Studies and Director of the Center for Speaking and Listening

**John Raymond Palisano (1993)**

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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

**Ved R. Patel (2022)**

Visiting Assistant Professor of Religious Studies

**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)**

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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 Peysner, 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)**

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Robert M. Ayres Jr. Distinguished University Professor and Professor of Geology, Emeritus

**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

**Eugene Wyatt Prunty (1989)**

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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

**Misha Rai (2022)**

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Professor of Biology, Emeritus

**Laurie Anne Ramsey (1992)**

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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)**



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Francis S. Houghteling Professor of American History

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Jesse Spalding Professor of English Literature, Emeritus

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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

**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  
Professor of History

**Josue Rosario-Caliz (2022)**

Associate in Science, ; Bachelor of Science, State University of New York at Buffalo; Master of Science, State University of New York at Buffalo; Doctor of Education, Fairleigh Dickinson University  
Assistant Professor of Spanish

**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

**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

**Heidi Elizabeth Siegrist (2022)**

Visiting Assistant Professor of English

**Christopher Silver (2022)**

Visiting Assistant Professor of Psychology

**Sidney H. Simpson (2021)**

Bachelor of Arts, University of Houston; Master of Arts, University of Notre Dame; Doctor of Philosophy, University of Notre Dame  
Assistant Professor of Politics

**Everett Clinton Smith (2016)**

Bachelor of Science, University of Central Arkansas; Doctor of Philosophy, University of Kentucky  
Associate 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, Université de Sherbrooke; Master of Arts, Université 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  
Brown Foundation Fellow & 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

**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

**Mario Alejandro Torres (2022)**

Visiting Assistant Professor of Music & SSO Conductor

**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  
Professor of English

**Chiedozie M. Uhuegbu (2022)**

Visiting Assistant Professor of German

**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)**

Bachelor of Science, Tennessee Technological University; Master of Science, Murray State University; Doctor of Philosophy, Tennessee Technological University  
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

**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

**Mahdi Yousefi Atashgah (2022)**

Visiting Assistant Professor of Physics

**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

The College of Arts and Sciences offers two undergraduate degrees: the Bachelor of Arts and the Bachelor of Science. To earn either, 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 a major program of study (see below);
- 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.

## Degree-Specific Major Requirements

A candidate for the Bachelor of Arts degree must, in addition to satisfying all requirements for an undergraduate degree listed above, complete the requirements for one of the following major programs of study: American Studies, Anthropology, Art, Art History, Asian Studies, Classical Languages, Creative Writing, Economics, English, Environment and Sustainability, Environmental Arts and Humanities, Finance, French and French Studies, German and German Studies, Greek, History, International and Global Studies, Latin, Medieval Studies, Music, Philosophy, Politics, Religious Studies, Russian, Spanish, Special (Student-Initiated), Theatre, or Women's and Gender Studies.

A candidate for the Bachelor of Science degree must, in addition to satisfying all requirements for an undergraduate degree listed above, complete the requirements for one of the following major programs of study: Biochemistry, Biology, Chemistry, Computer Science, Forestry, Geology, Mathematics, Natural Resources and the Environment, Neuroscience, Physics, or Psychology.

Only one degree will be conferred upon a student who completes two or more major programs of study. When a student has, at the time of graduation, completed the requirements for two or more major programs of study, and when the completed programs of study satisfy both the requirements for the Bachelor of Arts degree and the Bachelor of Science degree, they may choose which of the two degrees they prefer. A student upon whom the University has already conferred the Bachelor of Arts or Bachelor of Science degree who subsequently satisfies the requirements for an additional major will not receive a second bachelor's degree and a different degree will not be substituted for the one previously conferred.

<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.

## 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 with the G1 attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g1/>).

### **Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation.** *One course with the G2 attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g2/>).

### **Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry.** *One course with the G3 attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g3/>).

### **Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures.** *Two courses with the G4 attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g4/>).

### **Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View.** *One course with the G5E attribute; a second course with the G5Q attribute; and a third course with the the G5, G5E, or G5Q attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g5/>).

Approved courses for the Quantitative, Algorithmic, or Abstract Logical Reasoning component of Learning Objective 5 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g5q/>).

Approved courses for the Experiential or Experimental component of Learning Objective 5 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g5e/>).

### **Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies.** *One course with the G6 attribute OR one third-semester foreign language course numbered 203 together with one course in the related culture with a G6XX attribute.*

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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g6/>).

Approved culturally-specific courses for Learning Objective 6 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g6cultures/>).

### **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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g7/>).

### **Writing-Intensive Course.** *One course with the GFWI attribute completed 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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/gfwi/>).

### **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 (GI-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. 152).

## **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 Bachelor of Arts or Bachelor of Science degree may satisfy the requirements for 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 semesters hours must be earned even if fewer are required to satisfy the requirements of the program of study. A student upon whom the University has already conferred the Bachelor of Arts or Bachelor of Science degree who subsequently satisfies the requirements for an additional major will not receive a second bachelor's degree and a different degree will not be substituted for the one previously conferred.

## Degrees with Honors, Valedictorian, and Salutatorian

### Degrees Conferred with Honors

Undergraduate degrees conferred at the conclusion of the Easter semester will be conferred with honors when the student's cumulative grade point average (GPA) places them in the top 25 percent of the graduating class with the specific honor corresponding to the following ranges:

Code	Title	Semester Hours
<b>Honor</b>	<b>Percentage Range</b>	
summa cum laude	within the top five percent of the graduating class	
magna cum laude	next ten percent of the graduating class (i.e., within the top 15 percent but not within the top five percent)	
cum laude	next ten percent of the graduating class (i.e., within the top 25 percent but not within the top 15 percent)	

Undergraduate degrees conferred at other points in the academic year will be conferred with honors when the student's grade point average (GPA) falls within the ranges of the grade point averages of students whose degrees were conferred with honors at the conclusion of the previous Easter semester.

### Valedictorian and Salutatorian

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 semester 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.

African and African American Studies (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/african-and-african-american-studies/>)

American Studies (p. 35)

Anthropology (p. 38)

Art, Art History, and Visual Studies (p. 39)

Asian Studies (p. 44)

Biochemistry (p. 46)

Biology (p. 48)

Business (p. 52)

Chemistry (p. 54)

Chinese (p. 57)

Civic and Global Leadership (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/civic-global-leadership/#text>)

Classics (p. 57)

Earth and Environmental Systems (p. 60)

Economics (p. 71)

Education (p. 72)  
 English (p. 72)  
 Environmental Studies (p. 74)  
 First-Year Program (p. 79)  
 French and French Studies (p. 79)  
 German and German Studies (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/german-german-studies/#text>)  
 History (p. 81)  
 Humanities (p. 88)  
 Intergroup Dialogues (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/intergroup-dialogues/>)  
  
 International and Global Studies (p. 89)  
 Library Resources (p. 100)  
 Linguistics (p. 100)  
 Mathematics and Computer Science (p. 100)  
 Medical Humanities (p. 104)  
 Medieval Studies (p. 104)  
 Music (p. 106)  
 Neuroscience (p. 107)  
 Non-Degree Internship (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/non-degree-internship/>)  
 Philosophy (p. 111)  
 Physical Education and Athletics (p. 112)  
 Physics and Astronomy (p. 113)  
 Politics (p. 115)  
 Pre-professional Programs (p. 121)  
 Psychology (p. 124)  
 Religious Studies (p. 126)  
 Rhetoric (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/rhetoric/>)  
 Russian (p. 128)  
 Shakespeare Studies (p. 129)  
 Southern Appalachian Studies (p. 131)  
 Spanish and Italian (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/spanish-italian/>)  
 Theatre and Dance (p. 132)  
 Women's and Gender Studies (p. 134)

## 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, politics, religion, rhetoric, 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 (Chair), Ray, Register, Willis

### 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, Beginnings to 1855 <sup>2</sup>	4
ENGL 378	American Literature from 1850-1900 <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 electives with the AMST attribute (p. 36) <sup>3</sup>		20
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
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.

## 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.

Code	Title	Semester Hours
<b>American Studies (attribute AMST)</b>		
AFST 150	Introduction to African and African American Studies	4
AFST 160	Introduction to Black Women's Studies	4
AFST 210	Blackness in American Popular Culture	4
AMST 251	Black Masculinity in the United States	4
AMST 255	Imagining Africa	4
AMST 340	African American Women's Short Stories	4
AMST 351	Toni Morrison	4
AMST 444	Independent Study	2,4
ANTH 301	American Culture	4
ANTH 302	Southern Cultures	4
ARTH 212	American Animation, 1910-1960	4
ARTH 340	American Art	4
EDUC 279	History of American Education	4
ENGL 224	Slavery and Race in the American Literary Imagination	4
ENGL 330	The Life and Literature of Tennessee Williams	4
ENGL 338	Border Fictions: Literature of the U.S.-Mexico Border	4
ENGL 377	American Literature, Beginnings to 1855	4
ENGL 378	American Literature from 1850-1900	4

ENGL 379	Origins and Development of the American Novel: 1790 to 1920	4
ENGL 380	Emily Dickinson	4
ENGL 391	Modern American Poetry	4
ENGL 392	Modern American Fiction	4
ENGL 393	Faulkner	4
ENGL 394	Literature of the American South	4
ENGL 395	African-American Literature	4
ENGL 396	American Environmental Literature	4
ENGL 397	Contemporary American Fiction	4
ENGL 398	American Poetry Since World War II	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 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 235	Introduction to Public History	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 316	The African-American Church in Slavery and Freedom	4
HIST 317	African-American Intellectual History	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 328	Slavery, Race, and the University	4
HIST 330	History of Southern Appalachia	4
HIST 336	Hours of Crisis in U.S. History	4
HIST 347	The American Civil Rights Movement	4
HIST 375	The Outlaw in American Culture	4
HIST 393	America's Civil War	4
HIST 493	The Civil War and American Historical Memory	4
ITAL 309	Italian Americans in Cinema and Literature	4
POLS 107	The Political Agenda	4
POLS 203	The Presidency	4
POLS 204	Legislative Process	4
POLS 222	United States Foreign Policy	4
POLS 223	Public Policy	4
POLS 313	Environmental Politics and Policy	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 338	Constitutional Law: Civil Rights	4
POLS 343	Visions of Constitutional Order	4
POLS 344	Myth America	4
POLS 373	African-American Political Thought	4
RELG 119	Religion in American History	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 348	Business of Religion	4
RHET 311	U.S. Public Address I: 1620-1865	4
RHET 312	U.S. Public Address II: 1865-Present	4
RHET 411	Rhetoric in the Age of Protest, 1948-1973	4

SAST 220	Place, Memory, and Identity	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
WMST 100	Introduction to Women's and Gender Studies	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

## 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, Sherwood (Chair)

Assistant Professor: Berquist

Instructor: Masur

### Major

#### Requirements for the Major in Anthropology

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements <sup>1</sup></b>		
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106 or ANTH 109	Introductory Physical Anthropology and Archaeology World Prehistory	4
ANTH 403	Anthropological Theory <sup>2</sup>	4
Select one of the following options in anthropological field methods (attribute ANFM): <sup>3</sup>		4
ANTH 357	Field School in Archaeology	
ANTH 401	Anthropological Field Methods	
A pre-approved field school or field-based course		
Select one of the following skills courses (attribute ANSK): <sup>4</sup>		4
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 248	Video off the Wall: Topics in Video Installation Art	
ART 263	Intermediate Documentary Projects in Photography	
ART 363	Advanced Documentary Projects in Photography	
BIOL 203	Comparative Vertebrate Anatomy (Lab)	
CHEM 112	Chemistry of Art and Artifacts	
ENST 217	Fundamentals of GIS	
ENST 263	Photography for Environmental and Social Impact	

ENST 317	Advanced Applications of GIS	
FORS 303	Soils (Lab)	
GEOL 225	Sedimentology and Stratigraphy (Lab)	
GEOL 303	Soils (Lab)	
GEOL 318	Geomorphology	
HIST 289	The Digital Past: Concepts, Methods, and Tools	
STAT 204	Elementary Statistics	
STAT 214	Statistical Modeling	
Select four additional courses in anthropology (ANTH) <sup>5</sup>		16
<b>Total Semester Hours</b>		<b>36</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>6</sup>

- <sup>1</sup> Majors are encouraged to study abroad during their junior year.
- <sup>2</sup> This course satisfies the major writing intensive requirement.
- <sup>3</sup> Students may satisfy the field methods requirement in any subfield of anthropology.
- <sup>4</sup> No more than one Independent Study course (444) may count towards the four required electives.
- <sup>5</sup> Students are encouraged to complete this requirement early in the course of their major as some of these courses are not regularly offered and carry prerequisites.
- <sup>6</sup> Students complete a Senior Thesis (a research paper) with an oral component as the comprehensive exam. The paper should draw on multiple Anthropology courses and can engage study abroad or local research if approved by the chair.

### Honors

To be eligible for departmental honors, students must distinguish themselves through the Senior Thesis and have achieved at least a 3.3 grade point average in the major by the semester preceding that in which they undertake the Senior Thesis.

### 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
<b>Course Requirements</b>		
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106 or ANTH 109	Introductory Physical Anthropology and Archaeology World Prehistory	4
Select three additional courses in anthropology (ANTH) <sup>1</sup>		12
<b>Total Semester Hours</b>		<b>20</b>

- <sup>1</sup> No more than one Independent Study (444) may count towards the required three electives.

### 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: A. Miller, J. Thompson, Wohl (Chair)

Assistant Professors: MacLaren, Todd

## Majors

### Majors

- Art (p. 43)
- Art History (p. 41)

## Minors

### Minors

- Art (p. 43)
- Art History (p. 43)
- Film Studies (p. 40)

## Film 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 I	
FILM 109	History of Film II	
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 I	
FILM 109	History of Film II	
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	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	
<b>Film Production (FP)</b>		
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 I	
SPAN 385	Spanish-American Short Fiction and Film	

**Total Semester Hours** **24**

<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.

## Art History

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>		
Select two of the following survey courses: <sup>2</sup>		8
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
ARTH 104	Art of Europe and the Americas: 1300 to the Present	
ARTH 105	Asian Art: Prehistory to Contemporary	
ARTH III	Latin American Art, Ancient to Modern	
Select one of the following courses in pre-modern or early modern art history (attribute AHPE):		4
ARTH 305	Sacred Arts of Japan	
ARTH 309	Sacred Arts of China	
ARTH 323	Imagining the Medieval Italian City	
ARTH 325	Italian Renaissance Art and Architecture	
ARTH 327	To Delight and to Move: The Global Baroque, 1600-1800	
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	
ARTH 352	Images, Politics, Change, and the Enlightenment in the Early Modern Hispanic World	
ARTH 353	Early Modern Art of Latin America	
Select one of the following courses in modern or contemporary art history (attribute AHPM):		4
ARTH 202	History of Photography	
ARTH 306	Art and Disaster in Modern and Contemporary Japan	
ARTH 310	Contemporary Chinese Art	
ARTH 311	Japanese Print Culture	
ARTH 333	French Art	
ARTH 335	Nineteenth-Century Art	

ARTH 336	Earth Art and Eco-Action	
ARTH 338	British Art	
ARTH 340	American Art	
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	
Select one course from each of two of the following continental or cultural areas:		8
<b>Asia (attribute AHAA)</b>		
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	
ARTH 311	Japanese Print Culture	
<b>Latin America (attribute AHAL)</b>		
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	
ARTH 352	Images, Politics, Change, and the Enlightenment in the Early Modern Hispanic World	
ARTH 353	Early Modern Art of Latin America	
<b>Europe and North America (attribute AHAE)</b>		
ARTH 323	Imagining the Medieval Italian City	
ARTH 325	Italian Renaissance Art and Architecture	
ARTH 333	French Art	
ARTH 335	Nineteenth-Century Art	
ARTH 338	British Art	
ARTH 340	American Art	
ARTH 345	Modern Art in Europe and the Americas	
ARTH 360	Pop Art: Identity and Politics in the Visual Culture of the 1960s	
ARTH 370	Art in Germany: 1919-1933	
<b>Global (attribute AHAG)</b>		
ARTH 202	History of Photography	
ARTH 327	To Delight and to Move: The Global Baroque, 1600-1800	
ARTH 336	Earth Art and Eco-Action	
ARTH 346	Contemporary Art and the Global Marketplace	
ARTH 365	Modern and Postmodern Architecture	
Select three additional full courses in art history (ARTH) <sup>4</sup>		12
ARTH 402	Senior Seminar	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> Students interested in advanced placement into upper-division Art History courses should consult the department.
- <sup>2</sup> Majors should complete both of their chosen survey courses by the conclusion of the first semester of the junior year.
- <sup>3</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 the Senior Seminar (ARTH 402) 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 History

### Requirements for the Minor in Art History

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
Select two of the following survey courses:		8
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
ARTH 104	Art of Europe and the Americas: 1300 to the Present	
ARTH 105	Asian Art: Prehistory to Contemporary	
ARTH 111	Latin American Art, Ancient to Modern	
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 semester hours) in art history from other institutions. Exceptions to this limit are decided by the chair.

## Art

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</b> <sup>1</sup>		
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

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
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#### Additional Requirements

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.

## 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.

### Faculty

Professors: S. Brown, Peterman, S. Wilson

Assistant Professor: Tan

### Major

#### Requirements for the Major in Asian Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select twelve semester hours in integrative or comparative electives with no more than two courses in a single discipline (attribute ASIC) (p. 46)		12
Select 20 semester hours cultures electives (attribute ASCU) (p. 45)		20
CHIN 301	Advanced Chinese <sup>1</sup>	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>2</sup>

A study abroad program approved by the chair of the program

<sup>1</sup> At present, CHIN 301 fulfills the major requirement for one course in an Asian language at an advanced level (through the fourth semester of language study). With the approval of the Program Chair, students may substitute an advanced course in another Asian language taken on an approved study abroad program.

<sup>2</sup> The comprehensive examination consists of two parts: a) a revision of the senior thesis paper, to be graded by two appropriate departmental readers and b) an oral presentation of the senior thesis paper at Scholarship Sewanee.

### 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
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#### Course Requirements

Select one approved integrative or comparative elective in Asian Studies with the ASIC attribute (p. 46)	4
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Select two electives in Asian cultures (p. 45)	8
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Select two eight semester hours in Chinese (CHIN) <sup>1</sup>	8
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<b>Total Semester Hours</b>	<b>20</b>
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<sup>1</sup> At present, only courses in Chinese (CHIN) satisfy the minor requirement for eight semester hours in an Asian language. With the approval of the Program Chair, students may substitute courses in another Asian language taken on an approved study abroad program.

### Asian Studies - Asian Cultures Electives

Code	Title	Semester Hours
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#### Asian Cultures (attribute ASCU)

ARTH 305	Sacred Arts of Japan	4
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ARTH 306	Art and Disaster in Modern and Contemporary Japan	4
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ARTH 308	Gender in Japanese Art	4
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ARTH 309	Sacred Arts of China	4
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ARTH 310	Contemporary Chinese Art	4
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ARTH 311	Japanese Print Culture	4
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ASIA 205	Modern China through Fiction and Film	4
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ASIA 208	Modern Chinese Literature in Translation	4
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ASIA 209	Japanese Literature and Culture	4
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ASIA 217	Modern Japanese Literature	4
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ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
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ECON 347	Microfinance Institutions in South Asia	4
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HIST 211	China: Inside the Great Wall	4
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HIST 212	Modern East Asia	4
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HIST 216	History of Japan	4
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HIST 221	History of India and South Asia I	4
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HIST 222	History of India and South Asia II	4
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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 Studies - Integrative or Comparative Electives

Code	Title	Semester Hours
<b>Integrative and Comparative (attribute ASIC)</b>		
ANTH 341	The Culture and History of Southeast Asia	4
ARTH 105	Asian Art: Prehistory to Contemporary	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, R. Summers

: C. Smith (Chair)

### 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 307	Mechanistic Biochemistry (Lab)	4
or CHEM 307	Mechanistic Biochemistry (Lab)	
Select one of the following:		4
BIOL 236	Biochemistry	
BIOL 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
BIOL 317	Biochemistry of Metabolism and Molecular Biology	
CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	
CHEM 201	Organic Chemistry I (Lab)	4
CHEM 202	Organic Chemistry II (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	Genetics (Lab)	
or BIOL 224	Genetics	
BIOL 280	Molecular Genetics (Lab)	
BIOL 318	Molecular Revolutions in Medicine	
BIOL 319	Cancer Cell Biology (Lab)	
or BIOL 320	Cancer Cell Biology	
BIOL 325	Biology of Aging	
BIOL 331	Immunology	
BIOL 340	Microbiology (Lab)	
or BIOL 339	Microbiology	
BIOL 351	Environmental Physiology and Biochemistry of Animals	
BIOL 360	Virology	
BIOL 388	Epigenetics	
or BIOL 389	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
<b>Additional Requirements</b>		
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 takes place during the second exam period of the Easter semester of a student's senior year. The exam consists of both written and oral portions covering core 200- and 300-level courses.

## 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 an approved departmental research course, 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.

## 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: Keogh, Neely, Shelley, Wells

: C. Smith

## Major

### Biology Major Tracks

- Molecular Biology and Genetics (p. 50)
- Ecology and Biodiversity (p. 49)
- Integrative (p. 51)

## Minor

### Requirements for the Minor in Biology

The minor requires successful completion of one of the following two options:

#### Option A

Code	Title	Semester Hours
<b>Course Requirements</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>

#### Option B

Code	Title	Semester Hours
<b>Course Requirements</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

**Total Semester Hours** 20

<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.

## Ecology and Biodiversity Track

### 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	
Select four courses from the following two themed categories with at least one from the Human Dimensions category: <sup>4</sup>		16
<b>Human Dimensions (attribute BIOH):</b>		
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	
<b>Ecology and Biodiversity (attribute BIOE):</b>		
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	Experimental Design and Data Analysis in Biology (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.

## Molecular Biology and Genetics Track

### 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)	4
Select four of the following courses in molecular biology and genetics (attribute BIOM): <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**

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.

## Integrative Track

### Requirements for the Major in Biology - Integrative 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 424	Senior Seminar	4
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	4
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.

## 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

Professor: Arnaud

Associate Professor: Theyson

Instructor: Elledge

## 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. Given that the Finance track covers all topics on the Chartered Financial Analysts (C.F.A.) exam, the track 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>		
ECON 120	Principles of Economics	4
BUSI 215	Fundamentals of Financial Accounting	4
PHIL 205 or PHIL 232	Freedom, Justice, and Commerce Business Ethics	4
FINC 201	Corporate Finance	4
Select eight semester hours in the Environment and Sustainability track, the Finance track, the International track, or the Managerial track. <sup>1, 2</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.

<sup>2</sup> The Finance track is not open to students pursuing a major in Finance.

Code	Title	Semester Hours
<b>Managerial Track (attribute BMGT)</b>		
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 315	Intermediate Financial Accounting	4
BUSI 320	Tax Theory and the Federal Income Tax	4
BUSI 325	Business Entities 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 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

Code	Title	Semester Hours
<b>International Track (attribute BINT)</b>		
BUSI 217	Introduction to Marketing	4
BUSI 320	Tax Theory and the Federal Income Tax	4

BUSI 351	Dynamics of International Business II	2
ECON 310	Economic Development	4
ECON 343	International Trade	4
ECON 344	International Finance	4
POLS 366	International Political Economy	4
POLS 402	Topics in Political Economy	4

Code	Title	Semester Hours
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#### Finance Track (attribute BFIN) <sup>2</sup>

FINC 301	Investments	4
FINC 302	Derivatives and Fixed Income Securities	4
FINC 305	Financial Modeling	4
FINC 310	Real Estate Finance	4

Code	Title	Semester Hours
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#### Environment and Sustainability Track (attribute BENV)

ECON 335	Environmental Economics	4
ECON 336	Energy Economics	4
ENST 211	Sustainability and Global Environmental Change Seminar	2
ENST 212	Sustainability and Global Environmental Change Field Studies	2
ENST 306	Ecosystem Services	4
ENST 334	Environmental Policy and Law	4
FORS 270	Water Resource Policy and Law	4
FORS 319	Natural Resource Management and Decisions	4
PHIL 230	Environmental Ethics	4
POLS 313	Environmental Politics and Policy	4
POLS 366	International Political Economy	4

## 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 (Chair), Durig, Miles, Pongdee

Associate Professors: Joslin, Seballos, R. Summers

Instructor: Griswold

### 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
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### Course Requirements <sup>1</sup>

CHEM 120 or CHEM 150	General Chemistry (Lab) Advanced General Chemistry (Lab)	4
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CHEM 201 and CHEM 202	Organic Chemistry I (Lab) and Organic Chemistry II (Lab)	8
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 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	8

Code	Title	Semester Hours
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#### Additional Requirements

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>



## 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

## 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, Papillon

Associate Professor: Holmes (Chair)

## Majors

### Majors

- Classical Languages (p. 58)
- Greek (p. 59)
- Latin (p. 60)

### Minors

#### Minors

- Classical Languages (p. 58)
- Greek (p. 59)
- Latin (p. 60)

## Classical Languages

### 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 drawn from Greek (GREK), Latin (LATN), Classical Studies (CLST), or the following:		8
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
HIST 302	Ancient Rome	
PHIL 203	Ancient Philosophy from Homer to Augustine	
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	
<b>Total Semester Hours</b>		<b>24</b>

## Classical Languages

### 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 the following: <sup>1</sup>		16
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
HIST 302	Ancient Rome	
PHIL 203	Ancient Philosophy from Homer to Augustine	
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	
<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.

## 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.

## Greek

### 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>

## Greek

### 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 in Greek (GREK), Latin (LATN), Classical Studies (CLST), or the following: <sup>1, 2</sup>		12
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
HIST 302	Ancient Rome	
PHIL 203	Ancient Philosophy from Homer to Augustine	
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	
<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.

## 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.

## Latin

### 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 the following: <sup>1, 2</sup>		12
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	
HIST 302	Ancient Rome	
PHIL 203	Ancient Philosophy from Homer to Augustine	
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	
<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.

## 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.

## Latin

### 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. Catherines 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), Sherwood, K. Smith, Torreano

Assistant Professors: Dahlquist, Keen, Neely, L. Thompson, Watson

## Majors

### Majors

- Environment and Sustainability (p. 68)
- Forestry (p. 66)
- Geology (p. 63)
- Natural Resources and the Environment (p. 69)

### Minors

### Minors

- Environmental Studies (p. 64)
- Forestry (p. 64)
- Geology (p. 64)

### 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.

## Geology

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>		
GEOL 121	Physical Geology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
GEOL 230	Paleoecology	4
GEOL 325	Field and Structural Geology (Lab)	4
GEOL 332	Oral Presentations	2
Select five additional courses in Geology (GEOL) numbered 200 or above <sup>1, 2</sup>		20
Select three of the following courses: <sup>3</sup>		12
BIOL 203	Comparative Vertebrate Anatomy (Lab)	
BIOL 206	Plant Ecology (Lab)	
BIOL 210	Ecology (Lab)	
BIOL 213	Evolutionary Biology	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
CHEM 201	Organic Chemistry I (Lab)	
CHEM 210	Solution and Solid State Chemistry (Lab)	
CSCI 157	Introduction to Modeling and Programming	
ENST 217	Fundamentals of GIS	
ENST 317	Advanced Applications of GIS	
MATH 101	Calculus I	
MATH 102	Calculus II	
MATH 207	Multidimensional Calculus	
MATH 210	Linear Algebra	
MATH 212	Differential Equations	
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 202	Thermodynamics	
PHYS 250	Solar System Astronomy (Lab)	
STAT 204	Elementary Statistics	
<b>Total Semester Hours</b>		<b>50</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination

A designated writing-intensive course in the major

Department capstone requirement, which may be satisfied by:

- a. Completing independent study project that culminates in a technical paper or a presentation at Scholarship Sewanee which as been approved by the department chair as fulfilling this requirement; or,
- b. Completing a summer research experience, such as an NSF REU or Sewanee SURF which as been approved by the department chair as fulfilling this requirement; or,
- c. Completing ESCI 450 during the spring semester of their senior year.

<sup>1</sup> Must include at least one writing intensive geology course.

<sup>2</sup> A field camp or research experience that has been pre-approved by your major advisor may substitute for up to four credits.

<sup>3</sup> Students interested in attending graduate school are encouraged to take additional foundational math and sciences courses.

## Geology

### Requirements for the Minor in Geology

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1,2</sup>		
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.

## Forestry

### 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.

## 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 five courses from the following two categories with at least two courses from each:		20
<b>Humanities and Social Sciences (attribute ESHS)</b>		
ANTH 218	Archaeology of North America	
ANTH 285	Anthropology and Environmental Justice	
ANTH 298	Ecological Anthropology	
ANTH 312	Place, Ritual, and Belief	
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 330	Environmental Archaeology	
ANTH 332	Archaeological Resource Management and Policy	
ANTH 357	Field School in Archaeology	
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	
<b>Natural Sciences (attribute ESSC):</b>		
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)

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**Total Semester Hours**

**24**

## Forestry

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 FORS 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
<b>Additional Requirements</b>		
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.		

## 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 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

**Environment and Sustainability****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
ENST 421	Environment and Sustainability Capstone	4
ECON 335	Environmental Economics	4
Select eight credits from the following:		8
ANTH 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

**Total Semester Hours** 44

Code	Title	Semester Hours
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### Additional Requirements

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.

## Natural Resources and the Environment

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
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#### Course Requirements

FORS 121	Introduction to Forestry (Lab)	4
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GEOL 121	Physical Geology (Lab)	4
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FORS 332	Oral Presentations	2
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or GEOL 332	Oral Presentations	
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Select one of the following:		4
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Any laboratory course in Biology (BIOL)		
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BIOL 130	Field Investigations in Biology	
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BIOL 200	Entomology	
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CHEM 100	Foundations of Chemistry	
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CHEM 120	General Chemistry (Lab)	
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PHYS 106	Foundations of Global Warming	
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Select four core courses in natural resources from the following:		16
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FORS 211	Dendrology (Lab)	
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FORS 262	Forest and Watershed Restoration (Lab)	
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FORS/GEOL 303	Soils (Lab)	
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FORS 305	Forest Ecology (Lab)	
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FORS 312	Silviculture	
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FORS 319	Natural Resource Management and Decisions	
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GEOL 221	Mineralogy (Lab)	
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GEOL 222	Historical Geology (Lab)	
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GEOL 225	Sedimentology and Stratigraphy (Lab)	
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GEOL 305	Economic Geological Resources (Lab)	
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GEOL 314	Hydrology (Lab)	
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GEOL 325	Field and Structural Geology (Lab)	
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Select three additional approved electives from the following: <sup>1</sup>		12
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Any course in Biology (BIOL) numbered 130 or higher		
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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 218	Archaeology of North America
ANTH 316	Archaeology of the Cumberland Plateau
ANTH 330	Environmental Archaeology
ANTH 332	Archaeological Resource Management and Policy
ANTH 357	Field School in Archaeology
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.

### Writing-Intensive Course in the Major Requirement

Students majoring in Forestry 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: Ford, Williams

Associate Professors: Ahmad, Elrod, St-Pierre, Sturgill, Theyson (Chair)

Assistant Professors: Misra, Sherpa, Song

Instructor: Manzur E Maula

### Majors

#### Majors

- Economics (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/economics/economics-major/>)
- Finance (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/economics/finance-major/>)

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 120	Principles of Economics	4
Select one of the following: <sup>1</sup>		4
ECON 133	Principles of Econometrics	
STAT 204	Elementary Statistics	

Select three additional courses in Economics (ECON) numbered 200 or above	12
<b>Total Semester Hours</b>	<b>20</b>

<sup>1</sup> This requirement should be completed during the sophomore year.

## 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

### Minor

*The minor in Education is currently undergoing a review. Until further notice, new minors are not being accepted into the program.*

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 in education (EDUC) <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.

## 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), K. Malone, Michael, Prunty, Tucker

Associate Professors: Bruce, Ettensohn, Macdonald, K. Wilson

Assistant Professors: Duarte-Gray, Foy, Jafri, Jang, Jensen, Rai, Siegrist, Wilder

## Majors

### Majors

- English (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/english/english-major/>)
- Creative Writing - Fiction Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/english/creative-writing-major-fiction-track/>)
- Creative Writing - Playwriting Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/english/creative-writing-major-playwriting-track/>)
- Creative Writing - Poetry Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/english/creative-writing-major-poetry-track/>)

## 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 (attribute CWLT): <sup>1</sup>		4
ENGL 381	Making Nothing Happen: Modern and Contemporary British and Irish Poetry	
ENGL 382	British Fiction From "On or about December 1910"	
ENGL 383	British Fiction Right Now	
ENGL 386	Joyce	
ENGL 390	Power Plays: Modern and Contemporary 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.

## 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, S. Brown, Durig, Evans, Haskell, Knoll (Chair), 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. 76) (offered through the Environmental Studies Program)
- Environment and Sustainability (p. 68) (offered through the Department of Earth and Environmental Systems)
- Natural Resources and the Environment (p. 69) (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. 64) (offered through the Department of Earth and Environmental Systems)
- Religion and Environment (p. 78) (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 (<http://e-catalog.sewanee.edu/archives/2022-2023/search/?P=ESCI%20430>); 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.

## Environmental Arts and Humanities

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
Select five courses from the following three themed categories with at least one course from the Culture and History category, at least one course from the Religion and Values category, and no more than three courses from any single category:		20
<b>Culture and History (attribute ESCH)</b>		
ANTH 218	Archaeology of North America	
ANTH 285	Anthropology and Environmental Justice	
ANTH 298	Ecological Anthropology	
ANTH 330	Environmental Archaeology	
ANTH 371	The Anthropology of Water	
ARTH 105	Asian Art: Prehistory to Contemporary	
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 396	American Environmental Literature	
ENST 100	Walking the Land	
ENST 150	Introduction to "Nature" Writing	
ENST 205	Environmental Writing in Digital Media	
ENST 250	Environmental and Biological Non-Fiction	
ENST 350	"Nature" Writing	
ENST 351	Field Studies in "Nature" Writing	
HIST 283	Environmental History	
HIST 323	The Many Faces of Sewanee	
HIST 330	History of Southern Appalachia	
HIST 421	The History of Sustainability and Sustainable Development	
RELG 395	Appalachian Religion	
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	
<b>Religion and Values (attribute ESRV)</b>		
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	
<b>Arts, Landscape, and Design (attribute ESAL)</b>		
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 263	Intermediate Documentary Projects in Photography	
ART 282	Sustainable Structures	
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 (attribute ESPO):		4
ANTH 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 334	Environmental Policy and Law	
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 or physical sciences from the following (attribute ESLP):		4
BIOL 115	Conservation Biology	
BIOL 130	Field Investigations in Biology	
BIOL 220	Reading the Landscape (Lab)	
BIOL 222	Advanced Conservation Biology (Lab)	
BIOL 232	Human Health and the Environment (Lab)	
CHEM 100	Foundations of Chemistry	
CHEM 112	Chemistry of Art and Artifacts	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
ENST 209	Ecosystems of the Ocean	
FORS 121	Introduction to Forestry (Lab)	
GEOL 121	Physical Geology (Lab)	
GEOL 235	Earth Systems and Climate Change	
PHYS 106	Foundations of Global Warming	

**Total Semester Hours** 40

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> A second physical or life science course is strongly recommended as an elective outside the major.

## Religion and the Environment

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
ANTH 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 ENST 212 together satisfy this requirement)	
ENST 212	Sustainability and Global Environmental Change Field Studies (ENST 211 and ENST 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	

## 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

Assistant Professor: Huber

## 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>1</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>

## 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, McEvoy, Register, Ridyard, Roberts, Turrell, Willis

Associate Professors: Levine, Mitchell, Whitmer (Chair)

Assistant Professors: Brookfield, Donaldson

## 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</b>		
Select at least one History (HIST) course from each of the following four categories: <sup>1</sup>		
	Exploring Past and Present (attribute G4) (p. 85) <sup>2</sup>	

Focus on the period before 1700 (attribute HIPR) (p. 85)		
Focus on the period after 1700 (attribute HIPO) (p. 84)		
Focus on an area outside Europe and the United States (attribute HINW) (p. 83)		
Eight full courses in History (HIST) at or above the 200 level		32
HIST 352	Making History	4
HIST 452	Senior Seminar <sup>3,4</sup>	4
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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### Additional Requirements

A comprehensive examination <sup>4</sup>

A grade point average (GPA) of 2.00 in all History (HIST) courses is required

- <sup>1</sup> Designated 100-level History (HIST) courses may be used to satisfy these category requirements, but only courses at the 200-level or above apply to the semester hours requirement within the major. Because no more than 52 semester hours in history (HIST) may be applied to an undergraduate degree, students are strongly encouraged to limit the number of 100-level History (HIST) courses they take to no more than two.
- <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 <sup>1</sup></b>		
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.

### History Courses Focused on an Area Outside Europe and the United States

Code	Title	Semester Hours
<b>Focus on an area outside Europe and the United States (attribute HINW)</b>		
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 230	Ghana and West Africa's Pasts in the Black Atlantic	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
<b>Focus on the period after 1700 (attribute HIPO)</b>		
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 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 384	Sex and the City	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
<b>Focus on the period before 1700 (attribute HIPR)</b>		
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 230	Ghana and West Africa's Pasts in the Black Atlantic	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

## Courses with a G4 Attribute

Only History (HIST) courses from the following list of all courses with the G4 attribute may be used to satisfy the requirement in the History major or minor.

Code	Title	Semester Hours
<b>Exploring Past and Present (attribute G4)</b>		
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 218	Archaeology of North America	4
ANTH 222	Iron Age Europe: 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 102	Introduction to Macroeconomics	4
ECON 113	Economics of Social Issues	4
ECON 120	Principles of Economics	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
FYRP 129	First-Year Seminar: Locating Slavery's Legacies at Sewanee	4
FYRP 131	First-Year Seminar: Taking (from) Place(s): Collections Local Knowledge in the History of Science	4
FYRP 132	First-Year Seminar: Displacement and Belonging in Narratives of Historically Excluded Communities	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
INGS 325	Globalization and the Challenges of Development in Ghana	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

## 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, K. Malone, McCarter, McDonough, S. Miller, Moser, O'Rourke, Papillon, Peters, Raulston

Associate Professors: Etensohn (Chair), Macdonald, Rung, J. Thompson, 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>Course Requirements</b>		
Two 100-level Humanities (HUMN) courses		8
Two 200-level Humanities (HUMN) courses		8
HUMN 380	Seminar	4
<b>Total Semester Hours</b>		<b>20</b>

## 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, Roberts (Chair), Sanchez-Imizcoz

Associate Professors: Asiedu-Acquah, Minkin, Rung

Assistant Professor: Berquist

### 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 (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g6/>) 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 ([http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign\\_language\\_courses\\_taught\\_in\\_english/](http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign_language_courses_taught_in_english/)).

#### Option 2

One foreign language course with the G6 course attribute (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g6/>) 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 ([http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign\\_language\\_courses\\_taught\\_in\\_english/](http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign_language_courses_taught_in_english/)).

#### 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 ([http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign\\_language\\_courses\\_taught\\_in\\_english/](http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/international-global-studies/foreign_language_courses_taught_in_english/)).

None of the culturally-specific courses (<http://e-catalog.sewanee.edu/arts-sciences/degrees/general-education-program/g6cultures/>) 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. 96) <sup>3</sup>		16
Select four courses in a single geographic sub-category (such as Asia) (p. 92) <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. 96) <sup>3</sup>		16
Select four courses split between two geographic sub-categories (such as Latin America and the Caribbean, and Europe) (p. 92) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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**Additional Requirements**A comprehensive examination <sup>4</sup>

Foreign language

Study abroad

**Option 3**

Code	Title	Semester Hours
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**Course Requirements**

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. 96) <sup>3</sup>		16
Select four courses in a single geographic sub-category (such as Russia and Eurasia) (p. 92) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

Code	Title	Semester Hours
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**Additional Requirements**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
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**Course Requirements**

INGS 200	Introduction to International and Global Studies	4
Select two courses from a single thematic sub-category (such as Global Politics) (p. 96)		8

Select two courses from a single geographic sub-category (such as Europe) (p. 92)	8
<b>Total Semester Hours</b>	<b>20</b>

## 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
<b>Africa (attribute IGAF)</b>		
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 211	Special Topics in Ghana: Intercultural Communication and Competency	4
INGS 312	Africa and the West Since 1800	4
INGS 324	Africa and International Summitry	4
INGS 325	Globalization and the Challenges of Development in Ghana	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
<b>Asia (attribute IGAS)</b>		
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
BUSI 351	Dynamics of International Business II	2
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
<b>Europe (attribute IGEU)</b>		
ANTH 222	Iron Age Europe: 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	Spanish Literature and Culture through 1700	4
SPAN 302	Spanish Literature and Culture, 1700 to the present	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	Contemporary Spanish Literature	4
SPAN 364	Spanish Women Writers	4
SPAN 365	Contemporary Spanish Drama	4
SPAN 367	Spain through its Film	4
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	4
SPAN 393	Women Filmmakers in the Hispanic World	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
<b>Latin America and the Caribbean (attribute IGLC)</b>		
ANTH 305	Cultures of Latin America	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	Latin American Literature and Culture, Pre-Colonial to Independence	4
SPAN 304	Latin American Literature and Culture, Independence to the Present	4
SPAN 380	20th- and 21st-Century Latin American Poetry	4
SPAN 381	History of Latin American Cinema	4
SPAN 383	Latin 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	Women's Voices in Latin America	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	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	4
SPAN 392	Critical Audiovisual Cultures in Latin America	4
SPAN 393	Women Filmmakers in the Hispanic World	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
<b>Middle East (attribute IGME)</b>		
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
<b>Russia and Eurasia (attribute IGR)</b>		
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

## International and Global Studies - 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
<b>Global Capitalism (attribute ITGC)</b>		
BUSI 351	Dynamics of International Business II	2
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
INGS 325	Globalization and the Challenges of Development in Ghana	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
<b>Global Culture and Society (attribute ITGS)</b>		
ANTH 290	Women in Cross-Cultural Perspective	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 211	Special Topics in Ghana: Intercultural Communication and Competency	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 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
<b>Global Politics (attribute ITGP)</b>		
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

## Global Environment

Courses in this sub-category focus on the global environment, positioning students to think about the effect of the environment on economic, political, cultural, and social systems, as well as the environment's role in past, present, and future change to global networks, connections, and hierarchies.

Code	Title	Semester Hours
<b>Global Environment (attribute ITGE)</b>		
ECON 335	Environmental Economics	4
ECON 336	Energy Economics	4
ENST 201	Foundations of Food and Agriculture	4
ENST 209	Ecosystems of the Ocean	4
ENST 211	Sustainability and Global Environmental Change Seminar	2
ENST 212	Sustainability and Global Environmental Change Field Studies	2
ENST 235	Freshwater Conservation	4
ENST 305	Ecological Integrity in Agriculture	4
ENST 306	Ecosystem Services	4
ENST 334	Environmental Policy and Law	4
HIST 283	Environmental History	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HIST 421	The History of Sustainability and Sustainable Development	4
INGS 104	Oil: The Fuel of Globalization	4
PHIL 230	Environmental Ethics	4
PHIL 337	Philosophy of Science	4
POLS 248	China's Environmental Crisis	4
POLS 260	Political Theory of the Environment	4

POLS 313	Environmental Politics and Policy	4
POLS 382	International Environmental Policy	4
RELG 307	Religious Environmentalism	4
RELG 341	Religion and Ecology	4
RELG 353	Greening Buddhism	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
SPAN 390	Latin American Literature and the Environment	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

## Linguistics (LING)

## 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

Professor: Puckette

Associate Professors: Carl, Cavagnaro (Chair), Drinen, Rudd

Assistant Professors: Duffee, Eppolito, Gannon, Hopkins, Tu

## Majors

### Majors

- Mathematics (p. 103)
- Computer Science (p. 101)

## Minors

### Minors

- Mathematics (p. 101)
- Computer Science (p. 102)

## Mathematics

### 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>

## 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
<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
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 103 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	8
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
<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.

## 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

### 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
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#### Additional Requirements

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 103 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	8
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.

## Medical Humanities

### 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 <sup>1</sup></b>		
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
<b>Course Requirements</b>		
MDST 400	Medieval Colloquium Seminar <sup>1</sup>	4
Select five courses from the following four categories with no more than two courses from any single category: <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.

## 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 Professors: K. Miller, K. Wright

Assistant Professors: Dow Ward, Ginger, Leipert, Lo, Rosenberg, Torres, G. Ward

Instructors: Nelsen, N. Thompson

## Major

### Majors

- Music - Musicology (Music History and Culture) Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/music/music-major-musicology-track/>)
- Music - Music Theory and Composition Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/music/music-major-theory-and-composition-track/>)
- Music - Performance Track (<http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/music/music-major-performance-track/>)

### Minor

#### Requirements for the Minor in Music

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
MUSC 111 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 four semester hours in applied music and performance or in ensembles (attributes MUAP and MUEN) ( <a href="http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/music/music-courses-by-attribute/">http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/music/music-courses-by-attribute/</a> ) <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.

## 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, Cammack, Kikis, Seballos, A. Summers

Assistant Professors: Reppert, 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
<b>Course Requirements <sup>1</sup></b>		
BIOL 133	Introductory Molecular Biology and Genetics	4
Select one of the following:		4
CHEM 119	Principles of Chemistry	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
NEUR 101	Introduction to Neuroscience	4
NEUR 208	Neurobiology	4
NEUR 225	Cognitive Neuroscience	4
NEUR 254	Behavioral Neuroscience	4
Select one of the following statistics / methods courses:		4
BIOL 243	Molecular Methods (Lab)	
PSYC 251	Research Methods and Data Analysis	
Select one of the following laboratory courses:		4
NEUR 351	Experimental Neurobiology (Lab)	
NEUR 355	Advanced Cognitive Neuroscience (Lab)	
NEUR 359	Advanced Behavioral Neuroscience (Lab)	
PSYC 350	Drugs and Behavior (Lab)	
Select one of the following seminar courses:		4
BIOL 325	Biology of Aging	
NEUR 415	Ion Channels and Disease	
PSYC 419	Addiction	
PSYC 421	Sex, Brain, and Behavior	
Select one course from two of the following five groups: <sup>2, 3</sup>		8
<b>Group A (attribute NGPA)</b>		
BIOL 233	Molecular Cell Biology	
BIOL 243	Molecular Methods (Lab)	
BIOL 270	Human Anatomy (Lab)	
BIOL 280	Molecular Genetics (Lab)	
BIOL 322	Genes and Behavior	
BIOL 325	Biology of Aging	
BIOL 388	Epigenetics	
BIOL 389	Epigenetics (Lab)	
CHEM 201	Organic Chemistry I (Lab)	
CHEM 417	Advanced Biochemistry	
<b>Group B (attribute NGPB)</b>		
CSCI 101	Introduction to Computer Science	
CSCI 157	Introduction to Modeling and Programming	
PHYS 101	General Physics I (Lab)	
PHYS 103	Modern Mechanics (Lab)	
PHYS 203	Intermediate Electricity and Magnetism I	
STAT 204	Elementary Statistics	
<b>Group C (attribute NGPC)</b>		
PSYC 202	Clinical Psychology	
PSYC 208	Cognitive Psychology	
PSYC 221	Adolescence	
PSYC 222	Adult Development and Aging	

PSYC 357	Child Development (Lab)
PSYC 358	Cognitive Psychology (Lab)
PSYC 420	Consciousness and Unconsciousness
<b>Group D (attribute NGPD)</b>	
PHIL 190	Informal Logic and Critical Thinking
PHIL 220	The Self
PHIL 235	Bioethics
PHIL 312	Modern Logic
<b>Group E (attribute NGPE)</b>	
NEUR 351	Experimental Neurobiology (Lab)
NEUR 355	Advanced Cognitive Neuroscience (Lab)
NEUR 359	Advanced Behavioral Neuroscience (Lab)
NEUR 415	Ion Channels and Disease
PSYC 349	Drugs and Behavior
PSYC 350	Drugs and Behavior (Lab)
PSYC 419	Addiction
PSYC 421	Sex, Brain, and Behavior

**Total Semester Hours** **44**

Code	Title	Semester Hours
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#### Additional Requirements

A comprehensive examination <sup>4</sup>

- <sup>1</sup> In addition to the required statistics/methods and neuroscience laboratory courses, one additional laboratory science course is required. This course may be selected from the laboratory science courses designated above in Groups A-E or in the introductory Chemistry requirement.
- <sup>2</sup> 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.
- <sup>3</sup> Students participating in the Sewanee-at-Yale semester program should contact the neuroscience chair to discuss relevant course offerings.
- <sup>4</sup> The comprehensive examination allows 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, and 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 <sup>1</sup></b>		
NEUR 101	Introduction to Neuroscience	4

Select four of the following:

16

BIOL 325	Biology of Aging
NEUR 208	Neurobiology
NEUR 225	Cognitive Neuroscience
NEUR 254	Behavioral Neuroscience
NEUR 351	Experimental Neurobiology (Lab)
NEUR 359	Advanced Behavioral Neuroscience (Lab)
NEUR 360	Affective Neuroscience
NEUR 415	Ion Channels and Disease
PSYC 349 or PSYC 350	Drugs and Behavior Drugs and Behavior (Lab)
PSYC 419	Addiction
PSYC 421	Sex, Brain, and Behavior

**Select one course from any of the following five groups: <sup>2, 3</sup>****4**

## Group A (attribute NGPA)

BIOL 233	Molecular Cell Biology
BIOL 243	Molecular Methods (Lab)
BIOL 270	Human Anatomy (Lab)
BIOL 280	Molecular Genetics (Lab)
BIOL 322	Genes and Behavior
BIOL 325	Biology of Aging
BIOL 388	Epigenetics
BIOL 389	Epigenetics (Lab)
CHEM 201	Organic Chemistry I (Lab)
CHEM 417	Advanced Biochemistry

## Group B (attribute NGPB)

CSCI 101	Introduction to Computer Science
CSCI 157	Introduction to Modeling and Programming
PHYS 101	General Physics I (Lab)
PHYS 103	Modern Mechanics (Lab)
PHYS 203	Intermediate Electricity and Magnetism I
STAT 204	Elementary Statistics

## Group C (attribute NGPC)

PSYC 202	Clinical Psychology
PSYC 208	Cognitive Psychology
PSYC 221	Adolescence
PSYC 222	Adult Development and Aging
PSYC 357	Child Development (Lab)
PSYC 358	Cognitive Psychology (Lab)
PSYC 420	Consciousness and Unconsciousness

## Group D (attribute NGPD)

PHIL 190	Informal Logic and Critical Thinking
PHIL 220	The Self
PHIL 235	Bioethics
PHIL 312	Modern Logic

## Group E (attribute NGPE)

NEUR 351	Experimental Neurobiology (Lab)
NEUR 355	Advanced Cognitive Neuroscience (Lab)
NEUR 359	Advanced Behavioral Neuroscience (Lab)
NEUR 415	Ion Channels and Disease
PSYC 349	Drugs and Behavior
PSYC 350	Drugs and Behavior (Lab)

PSYC 419	Addiction	
PSYC 421	Sex, Brain, and Behavior	
<b>Total Semester Hours</b>		<b>24</b>

- <sup>1</sup> In addition to the required statistics/methods and neuroscience laboratory courses, one additional laboratory science course is required. This course may be selected from the laboratory science courses designated above in Groups A-E or in the introductory Chemistry requirement.
- <sup>2</sup> 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.
- <sup>3</sup> Students participating in the Sewanee-at-Yale semester program should contact the Neuroscience Chair to discuss relevant course offerings.

## 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, Moser, Peterman, Peters

Associate Professor: Hopwood (Chair)

### 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	Modern Philosophy: Moral, Political, and Economic Philosophy	4
or PHIL 304	Modern Philosophy: Metaphysics and Epistemology	
PHIL 190	Informal Logic and Critical Thinking	4
or PHIL 312	Modern Logic	
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>

## 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/>).

## 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

Assistant Professor: Yousefi Atashgah

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.

## 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: Coll, Gauding, Schneider, Simpson

## 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 eight elective courses in several of the following thematic categories:	32
	Citizenship and Political Action (attribute POCT) (p. 118)	
	Conflict and Peace (attribute POCP) (p. 118)	
	Development and Political Economy (attribute PODV) (p. 119)	
	Global Institutions and Policies (attribute POGI) (p. 119)	
	Identity and Diversity (attribute POID) (p. 119)	
	Law and Justice (attribute POLJ) (p. 120)	
	National Institutions and Policies (attribute PONI) (p. 121)	
	Select one 400-level seminar (excluding POLS 444, POLS 445, 446, and POLS 450)	4
<b>Total Semester Hours</b>		<b>44</b>

Code	Title	Semester Hours
<b>Additional Requirements</b>		
	A comprehensive examination <sup>2</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, POLS 300, 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> The Politics comprehensive assessment consists of a final paper completed in the 400-level seminar that shows excellent research skills and knowledge of the relevant theories and concepts from the course. The final paper should also integrate material from at least one other Politics course with the research completed for the specific 400-level seminar. The paper will be assessed by faculty based on the criteria of theoretical knowledge, application of concepts and theories, evidentiary content, integration, and organization, with the student requiring a pass in three of those five areas. Students who do not successfully complete the paper assessment will be required to complete a written comprehensive exam in the spring of the senior year.

## Honors

Honors is awarded to a major who completes the Honors Tutorial (POLS 450) with a grade of A- (A-minus) or above and an oral presentation of the honors paper to an audience of faculty and students.

An invitation to complete an honors paper in Politics offers outstanding students an opportunity to work with faculty mentors to explore a political research question of the students' choosing. It would be misleading to suggest a specific minimum length for the paper, for the proper length is necessarily determined by the nature of the project itself. However, this project should be more substantial in both research effort and writing than a typical course paper. The purpose of the honors project is not to display prolixity but, rather, to

develop and demonstrate a high level of competence in elucidating an important and interesting problem in the field of politics. The problem may be one that the student encountered in a previous course, perhaps the focus of a term paper or the 400-level seminar, or it may be a problem unrelated to any course but one that the student has a particular interest in studying. The student will work with a faculty member to develop a research question in order to assure the student's preparation to address the question, as well as the faculty member's expertise for guiding the project.

Students who anticipate their eligibility to pursue honors should, if possible, take Topics in Social Science Research (POLS 300) in either the fall or spring semester of their junior year to acquaint themselves with methods useful for political science research. After mid-semester of the spring term, the departmental chair will notify eligible juniors (those who have a 3.6 GPA in at least six politics courses) that they may write an honors thesis in their senior year. (This eligibility, of course, is contingent on maintaining the GPA through the end of the semester.)

The student in honors should strive to complete a 300-level course with a research component or the 400-level seminar prior or during the fall of the senior year, as the student is working to conceptualize and conduct research on the honors thesis.

The student who wishes to complete honors should enroll in a two-credit Independent Study (POLS 444) during the Advent semester of the senior year. Before enrolling in POLS 444, the student should identify a faculty member with whom they will work on the honors thesis, and they should discuss with said faculty the proposed research topic, question, or both. The faculty member should have expertise in the student's area of interest, and will serve as the instructor for POLS 444.

By the end of the second week of classes in the Advent semester, the student should submit to the thesis advisor for approval a proposal developed in consultation with a faculty advisor around the research question. The proposal will present the student's research question; a brief review of the appropriate literature; a research design (including data and methodology) for answering the research question; and a preliminary bibliography. After the advisor approves the proposal, the department will be given the proposal for approval at its next meeting. (This will occur by mid- to late-September). If the project is approved to continue, the chair will ask another member of the faculty with expertise related to the topic to serve as a second reader. If the proposal is not approved, the student can either continue with the Independent Study (POLS 444) with the faculty member or drop the two-credit course.

During the Advent semester, the student will work closely with the thesis advisor on the project that the department has approved. The candidate and the advisor will together set up a schedule for project deadlines and meetings to be held throughout the semester. (See supplementary forms and guidelines. The department expects the student to accomplish significant research during the Advent semester, including development of the literature review and research design and collection of data as appropriate. (Please note that if the student anticipates any research with human subjects, for example through interviews, there is need to get IRB approval before such research occurs.)

If sufficient progress is made on the project, the student will then complete the thesis in spring of the senior year, enrolling in the Honors Tutorial (POLS 450) for two semester hours during the Easter semester. If insufficient progress is made during the Advent semester, the candidate will not be approved to register for POLS 450 and should maintain a full course load or, pending an advisor's willingness to support this, continue with the research via an Independent Study (POLS 444) during the Easter semester of the senior year.

The honors paper will be presented in final form to the advisor and second reader no later than three weeks before the end of the Easter semester. In a week's time, the paper will be returned to the candidate, either with a final grade or, more likely, with suggestions for revision. If the paper is to be revised, *the revised version* must be submitted to the advisor and second reader by the last day of classes in the semester. At the advisor's request, additional members of the Faculty may be asked to read and comment on the paper. A minimum grade of A- (A-minus) on the thesis, and an oral presentation of the honors paper to an audience of faculty and students, will enable the student to attain departmental honors. The presentation typically coincides with Pi Sigma Alpha induction ceremony, Scholarship Sewanee, or both.

## 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>

## Politics - Citizenship and Political Action Category

Code	Title	Semester Hours
<b>Politics - Citizenship and Political Action (attribute POCT)</b>		
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

## Politics - Conflict and Peace Category

Code	Title	Semester Hours
<b>Politics - Conflict and Peace (attribute POCP)</b>		
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

## Politics - Development and Political Economy Category

Code	Title	Semester Hours
<b>Politics - Development and Political Economy (attribute PODV)</b>		
INGS 325	Globalization and the Challenges of Development in Ghana	4
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

## Politics - Global Institutions and Policies Category

Code	Title	Semester Hours
<b>Politics - Global Institutions and Policies (attribute POGI)</b>		
INGS 325	Globalization and the Challenges of Development in Ghana	4
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

## Politics - Identity and Diversity Category

Code	Title	Semester Hours
<b>Politics - Identity and Diversity (POID)</b>		
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

## Politics - Law and Justice Category

Code	Title	Semester Hours
<b>Politics - Law and Justice (attribute POLJ)</b>		
POLS 161	Multiculturalism and Equality	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 217	Criminal Justice Policy	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

## Politics - National Institutions and Policies Category

Code	Title	Semester Hours
<b>Politics - National Institutions and Policies (attribute PONI)</b>		
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 217	Criminal Justice Policy	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 b (p. 52)usiness minor (p. 52).

### 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. 72) 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 103, PHYS 104, 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. 54), computer science (p. 101), mathematics (p. 103), or physics (p. 113).

## 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)	
<b>Third Year</b>		
	Completion of the chemistry, physics, and biology requirements <sup>1</sup>	
	Introductory sociology	
	Major courses	
	College requirements	
<b>Fourth Year</b>		
	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, Mayes, Yu (Chair)

Associate Professors: Bardi, Bateman, Cammack, Hamby, West

Assistant Professors: Colom Cruz, Falikman, Morgan, Noffsinger-Frazier, Reppert, Silver

Instructors: S. Malone, Mendez Perez

### 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 (attribute PYCR): <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	Clinical Psychology	
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 (attribute PYAL): <sup>1</sup>	4
NEUR 355	Advanced Cognitive 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 (attribute PYSM): <sup>1</sup>	8
PSYC 402	Community Psychology
PSYC 408	Seminar in Clinical Psychology
PSYC 411	Judgment and Decision-Making
PSYC 412	Psychology of Gender
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>
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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
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### Course Requirements

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)	

## 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: S. Brown, Holloway, Parker

Associate Professor: Thurman (Chair)

Assistant Professors: Curts, Patel

## Major

### Requirements for the Major in Religious Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b> <sup>1</sup>		
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
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### Additional Requirements

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.

## 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</b> <sup>1</sup>		
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

**Total Semester Hours 32**

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
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#### Course Requirements

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

**Total Semester Hours 20**

## 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

Professor: K. 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 (attribute SHAK):		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 the English Literary Tradition	
ENGL 215	Studies in Drama	
ENGL 350	Medieval Drama and its Legacy	
ENGL 353	English Drama to 1642	
ENGL 359	Renaissance Literature I	
GREK 315	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	Global Theatre I: Antiquity to Early Modern Theatre and Performance	
THTR 227	Classic Plays on the Modern London Stage	
THTR 235	Voice and Interpretation	
<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 16 additional semester hours from the following electives in Southern Appalachian Studies (attribute SAST): <sup>1</sup>		16
ANTH 213	Cultural Resource Practicum	
ANTH 302	Southern Cultures	
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 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.

## 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

Associate Professor: World

Assistant Professor: S. Hamilton

Instructor: Marshall

: Crawford (Chair)

### 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	Fundamentals of Theatre Production	4
THTR 114	Elements of Design	4
THTR 131	Fundamentals of Acting	4
Select two of the following:		8
THTR 221	Global Theatre I: Antiquity to Early Modern Theatre and Performance	
THTR 223	Global Theatre II: Modern and Contemporary Theatre	
THTR 229	American Theatre	
Select one of the following:		4
THTR 342	Scene Design	
THTR 344	Lighting Design	
THTR 361	Costume Design	
Select twenty additional semester hours from courses in theatre (THTR), dance (DANC), or playwriting (WRIT 207 only) in any combination.		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. 133)
- Theatre (p. 133)

## 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	Fundamentals of Theatre Production	
THTR 114	Elements of Design	
THTR 131	Fundamentals of Acting	
Select eight additional semester hours in dance (DANC)		8
<b>Total Semester Hours</b>		<b>20</b>

## 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 one of the following:		4
THTR 111	Fundamentals of Theatre Production	
THTR 114	Elements of Design	
THTR 131	Fundamentals of Acting	
Select one of the following:		4
THTR 221	Global Theatre I: Antiquity to Early Modern Theatre and Performance	
THTR 223	Global Theatre II: Modern and Contemporary Theatre	
THTR 229	American Theatre	

Select twelve additional hours in theatre (THTR) or playwriting (WRIT 207 only)	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, Parker, Sandlin, Tucker

Associate Professors: Thurman (Chair), Whitmer

Assistant Professors: Brookfield, Lehn

### Major

#### Requirements for the Major in Women's and Gender Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
Select one of the following: <sup>1</sup>		4
WMST 100	Introduction to Women's and Gender Studies	
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
WMST 160	Introduction to Black Women's Studies	
WMST 360	Feminist Theory, Methods, Praxis <sup>2</sup>	4
WMST 400	Senior Seminar <sup>3</sup>	4
Select one course from the Race and Ethnicity in the U.S. thematic category (attribute WMRE) ( <a href="http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/race_ethnicity_in_us_courses/">http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/race_ethnicity_in_us_courses/</a> ) <sup>4</sup>		4
Select one course from the Postcolonial and Transnational Studies thematic category (attribute WMPT) ( <a href="http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/postcolonial_transnational_studies_courses/">http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/postcolonial_transnational_studies_courses/</a> ) <sup>4</sup>		4
Select five additional electives in women's and gender studies, three of which must be numbered 200 or above (attribute WMST) (p. 135) <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>

<sup>1</sup> Generally, majors should complete WMST 100, WMST 111, or WMST 160 by the end of the sophomore year.

<sup>2</sup> Majors should complete WMST 360 by the end of the junior year.

- <sup>3</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>4</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>5</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 grade point average of at least 3.50 in the major and a grade of at least an A (93%) on the senior seminar research paper.

## 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>		
Select one of the following: <sup>1</sup>		4
WMST 100	Introduction to Women's and Gender Studies	
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
WMST 160	Introduction to Black Women's Studies	
WMST 360	Feminist Theory, Methods, Praxis	4
Select one course listed in the Race and Ethnicity in the U.S. thematic category ( <a href="http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/race_ethnicity_in_us_courses/">http://e-catalog.sewanee.edu/arts-sciences/departments-interdisciplinary-programs/womens-gender-studies/race_ethnicity_in_us_courses/</a> )		4
Select three additional approved electives in Women's and Gender Studies (p. 135) <sup>2</sup>		12
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> WMST 100 (or WMST 111 or WMST 160) 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.

## Approved Electives in Women's and Gender Studies

Code	Title	Semester Hours
<b>Women's and Gender Studies (attribute WMST)</b>		
AFST 160	Introduction to Black Women's Studies	4
AFST 210	Blackness in American Popular Culture	4
AFST 320	Black Autobiography in the United States	4
AMST 251	Black Masculinity in the United States	4
AMST 340	African American Women's Short Stories	4
AMST 351	Toni Morrison	4
ANTH 290	Women in Cross-Cultural Perspective	4
ARTH 308	Gender in Japanese Art	4

ASIA 205	Modern China through Fiction and Film	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
ECON 309	Women in the Economy	4
ENGL 207	Women in Literature	4
ENGL 316	The Novel in the Global Age	4
ENGL 330	The Life and Literature of Tennessee Williams	4
ENGL 352	Chaucer	4
ENGL 353	English Drama to 1642	4
ENGL 354	Early Women's Voices	4
ENGL 357	Shakespeare I	4
ENGL 358	Shakespeare II	4
ENGL 359	Renaissance Literature I	4
ENGL 360	Renaissance Literature II	4
ENGL 369	Authorship and Authority in 18th Century Britain	4
ENGL 380	Emily Dickinson	4
ENGL 383	British Fiction Right Now	4
ENGL 386	Joyce	4
ENGL 390	Power Plays: Modern and Contemporary Drama	4
ENGL 399	World Literature in English	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 112	Women Changing the World: Gender and Social Movements	4
HIST 120	Children and Childhood in History	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 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 305	Medieval Women -- In Their Own Words	4
HIST 313	Youth and Social Networks in the Early Modern World	4
HIST 315	Out of the Shadows: Women of the Civil Rights Movement	4
HIST 334	History of Mass Culture in the United States	4
HIST 358	Women in Latin America	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 375	The Outlaw in American Culture	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 384	Sex and the City	4
HIST 399	History of Psychiatry and Mental Health	4
HIST 408	The Body Republic: American Politics, Medicine, and Society Before the Civil War	4
HIST 441	The Home and the World: Gender and Sexuality in Modern India	4
HIST 471	Health, Medicine and Society in Early Modern Europe, 1400-1800	4
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	4
ITAL 325	Women Writers in Early Modern Italy	4
MUSC 227	Music and Gender	4
POLS 161	Multiculturalism and Equality	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 307	Women in American Politics	4



POLS 308	Feminist Political Theory	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 338	Constitutional Law: Civil Rights	4
POLS 344	Myth America	4
POLS 346	Contemporary Social Movements	4
POLS 358	Gender and Human Rights Seminar	2
POLS 359	Gender and Human Rights: Field Study in Uganda	2
POLS 441	Gender, Violence, and Power	4
PSYC 213	Comparative Sexual Behavior	4
PSYC 214	The Psychology of Eating Disorders and Obesity	4
PSYC 218	Psychology of Violence	4
PSYC 360	Psychology of Gender (Lab)	4
PSYC 412	Psychology of Gender	4
PSYC 421	Sex, Brain, and Behavior	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 222	Gender and Sex in the New Testament	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RHET 331	Voices of American Women	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 358	Gender Revolutions and Countercultures in Film and Literature after Stalin	4
SPAN 364	Spanish Women Writers	4
SPAN 387	Women's Voices in Latin America	4
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	4
SPAN 393	Women Filmmakers in the Hispanic World	4
THTR 222	Queer America on Stage and Screen	4
WMST 251	Black Masculinity in the United States	4
WMST 340	African American Women's Short Stories	4
WMST 351	Toni Morrison	4

## Admission, Expenses, and Financial Aid

- Admission (p. 137)
- Tuition and Fees (p. 140)
- Financial Aid (p. 141)

## 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.

- 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).
- 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

### 2022-2023 Fees for Full-Time Undergraduate Students

Tuition	\$ 50,874
Activities Fee	\$ 272
Tuition Insurance*	\$ 388
Room and Board	\$ 14,608
Total (Comprehensive Fee)	\$ 66,142

\*Student may opt out of tuition insurance

Students entering in the 2022-2023 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 initially 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 \$1,590 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 \$385 per semester hour.

### Additional Fees

Some courses carry additional fees, which are published in the schedule of classes.

### Payment

Specific information about submitting payments is available at the Student Accounts Office's website (<https://new.sewanee.edu/offices/university-offices/treasurer/student-accounts/make-a-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 options.

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

- Academic Advising (p. 143)
- Academic Calendar and Unit of Credit (p. 143)
- Assistance for Students with Disabilities (<http://e-catalog.sewanee.edu/arts-sciences/academic-policies-procedures/assistance-for-students-with-disabilities/>)
- Class Attendance (p. 144)
- Enrollment (p. 144)
- Grading (p. 147)
- Dean's List (p. 148)
- Honor and Recognition Societies (<http://e-catalog.sewanee.edu/arts-sciences/academic-policies-procedures/honor-recognition-societies/>)
- Enrollment Status, Academic Progress, and Student Classification (p. 148)
- Withdrawals, Leaves of Absence, and Reinstatement (p. 150)
- Transfer Credit (p. 152)
- Release of Student Information (p. 153)
- Other University Policies and Procedures (p. 154)

## 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.

## 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 of the Dean of the College, the Associate Dean for Undergraduate Academic Affairs, the Dean of Students, the Student Success Center, the University Registrar, and the University Wellness Center.

## 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.

## Credit Load

### Advent and Easter Semesters

The normal course load for full-time undergraduate students in the College of Arts and Sciences is four full courses or the equivalent (16 semester hours) in each of eight semesters. The minimum full-time course load is three full course credits or the equivalent (twelve semester hours) not including audited classes. Students who fall below this minimum are classified as part-time students. Prior to the beginning of the semester, students are limited to enrollment in a maximum of 19 semester hours.

Enrollment in more than 19 semester hours, including audited classes, after the beginning of the semester is a credit overload and requires special permission. Students seeking to overload should complete an overload request form and submit it to the Office of the University Registrar no later than the end of the first week of the semester. Approval for credit overloads is dependent upon a thorough review of the applicants collegiate academic record and is not guaranteed. Credit overloads will be approved when the student a) has a cumulative grade point average (GPA) of 3.17 or above, b) earned no fewer than 16 semester hours in the previous semester, c) received no grade below B-minus in the previous semester, and d) had a semester grade point average (GPA) of 3.17 or above in the previous semester.

First-year students in their first semester of enrollment are ineligible for a credit overload, i.e., the maximum credit load is 19 semester hours. In their second semester of enrollment, first-year students approved for an overload may enroll in a maximum of 20 semester hours. New transfer students in their first semester of enrollment who were previously enrolled at another college or university as full-time students for fewer than two semesters are ineligible for a credit overload, i.e., the maximum credit load is 19 semester hours. New transfer students in their first semester of enrollment who were previously enrolled at another college or university as full-time students for two or more semesters and who are approved for an overload may enroll in a maximum of 20 semester hours. All other students approved for a credit overload may enroll in a maximum of 22 semester hours. No student will be permitted to register for more than 22 semester hours.

Approval for a credit overload does not constitute registration in and does not guarantee availability of any particular course or section.

### Summer School (Regular Six-Week Term)

The maximum course load for undergraduate students in the College of Arts and Sciences Summer School is two full courses or the equivalent (8 semester hours). With approval from the Office of the University Registrar, an undergraduate student may enroll in an additional four semester hours (i.e., a maximum of twelve semester hours) when the additional class does not overlap the meeting dates of the College Summer School.

## 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 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 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 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 pass grades are used in calculating the student's transcript GPA, which will be used in determining eligibility to enroll, receive financial aid, and graduate; the course grades originally issued by the instructor will be used to determine class rank; the Dean's List; Order of the Gown; Phi Beta Kappa; graduation, departmental, and athletic honors; membership in academic honor societies; awards and prizes; eligibility for credit overloads; and in most other instances where grade point average (GPA) is among the criteria considered.
- The decision to convert a course to the pass 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 for the pass grading option 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 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.

## 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.

## Transcripts

The official record of all grades earned and all courses attempted or completed is the permanent record from which transcripts are made. Upon written request of the student, the registrar will send “official” transcripts to institutional addresses, providing the student’s account is paid in full. In addition, the registrar’s office has agreed to provide for an upper class student, upon request, an additional sheet indicating basic information about a student along with a cumulative grade point average and rank and percentile within the class.

## 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 (<http://e-catalog.sewanee.edu/arts-sciences/student-life/student-engagement-programs-opportunities/>)
- Student Expectations and Policies (<http://e-catalog.sewanee.edu/arts-sciences/student-life/student-expectations-policies/>)
- Student Governance (p. 155)
- Student Resources (<http://e-catalog.sewanee.edu/arts-sciences/student-life/student-resources/>)

## 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 Student Government Association is the governing assembly of the student body. Its Constitution is available for download here (<https://sewanee.campuslabs.com/engage/organization/sewanee-student-government-association/documents/view/2097832/>).

# Courses in the College of Arts and Sciences

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## American Studies (AMST)

### 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.*

## Anthropology (ANTH)

### ANTH 104 Introductory Cultural Anthropology (4)

Introducing perspectives of Socio-Cultural Anthropology, the class explores how culture (the way of life shared by a group of people) creates varied realities and life experiences worldwide in relation to socially-generated understandings of gender, religion, ethnicity, class, race, and kinship. Focused on patterns of difference and similarity across cultures around the globe, this course teaches students the value of cross-cultural comparison and how to analyze their own cultural backgrounds through the anthropological lens.



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

An introduction to the processes of human and cultural evolution. Physical anthropology will focus on human evolution and the human fossil record, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology will trace cultural evolution from the first hominins to the beginnings of complex societies. The pertinent methods and theories are presented throughout.

**ANTH 109 World Prehistory (4)**

This course introduces human prehistory. Referencing the influence of regional environments and technological innovations on early human societies' attempts to resolve panhuman challenges, the class examines the earliest evidence for ritual, architecture and art in the Paleolithic and Mesolithic. Next, considering the irrevocable changes in human life caused by the development of agriculture, the course surveys early complex societies in Mesopotamia, Egypt, the Indus Valley, and China. Course topics also explore transitions from tribal societies to chiefdoms and proto-states in Asia, pre-Roman Europe and Mesoamerica to identify patterns in human social organization and perceptions of the supernatural.

**ANTH 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.

**ANTH 218 Archaeology of North America (4)**

This course reviews Pre-Columbian and Historic Era histories and social landscapes of North America. The course begins with a critical overview of anthropological archaeology as a lens through which to study the past. We focus on issues such as the timing and process of the initial peopling of the continent, then moving forward by region we address issues including cultural responses to climate change, foodways, regional systems of exchange, shifts in technology, and development of social hierarchies.

**ANTH 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.

**ANTH 222 Iron Age Europe: Celtic Culture and Archaeology (4)**

This course explores ancient Celtic societies through archaeology, ethnohistory, linguistics, and medieval documentation of indigenous myths. Beginning with Early Iron Age material culture in Austria (the Hallstatt period from 800 BC) and the continental Late Iron Age (the La Tene period from 450 BC to the Roman conquest), the class then considers the perceived endurance of Celtic tradition through the Middle Ages in areas least impacted by Roman rule (Ireland, Scotland, and 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.

**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 309 The Celts (4)**

This course explores ancient Celtic societies through archaeology, ethnohistory, linguistics, and medieval documentation of indigenous myths. Beginning with Early Iron Age material culture in Austria (the Hallstatt period from 800 BC) and the continental Late Iron Age (the La Tene period from 450 BC to the Roman conquest), the class then considers the perceived endurance of Celtic tradition through the Middle Ages in areas least impacted by Roman rule (Ireland, Scotland, and Wales).

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

A place-based introduction to the Anthropology of Religion, the seminar engages students in thoughtful examination of the relationship between religious beliefs and practices and their environmental contexts. While including the major religious traditions, the course particularly considers indigenous, historic and prehistoric sacred sites around the globe. Examining religious syncretism due to historical conquest or latter 20th century globalization, the class focuses on sacred landscapes and waterscapes.

**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 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 322 Artifact Analysis (4)**

This course examines the process of analyzing artifacts from archaeological sites. Through a combination of lecture, discussion, and hands-on experience we explore all phases including distinguishing materials, selecting attributes, coding data, typology and interpretation of both prehistoric and historic artifacts and ecofacts (bone, shell). The course will also serve to expand student experience with computer spreadsheet and database development, and basic statistical manipulation. *Prerequisite: ANTH 106 or ANTH 109 or one course with attribute G5, G5E, or G5Q.*

**ANTH 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.*

**ANTH 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.



**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 (4 to 8)**

An intensive, field immersion course in archaeological field techniques. This course offers intensive training and experience in the process of conducting archaeological field research on significant cultural resources. While fieldwork is the primary component—including excavation, survey, and various forms of documentation—guest lectures, field trips, and other related activities may also be provided for a holistic experience in archaeological practice. This course varies in location and is dependent on current active field projects. This course may be repeated for credit when the topic, site, or both differ up to a maximum of 10 credit hours. *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 398 Special Topics (4)**

A seminar on a topic related to anthropology. This course may be repeated for credit when the topic differs.

**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.

**ANTH 403 Anthropological Theory (4)**

The historical development of anthropological theory 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. The course concludes with a survey of post-modernism and collaborative approaches.

**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 pilgrimage trails between sites sacred in both the pagan and Christian eras.

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

Independent research, reading and discussion. *Prerequisite: Instructor prerequisite override required.*

**Art (ART)****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.*

## Art History (ARTH)

**ARTH 103 Art of Europe and the Americas: Prehistory to 1300 (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 Art of Europe and the Americas: 1300 to the Present (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 Asian Art: Prehistory to Contemporary (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 III 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.

**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.

**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.

**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.

**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 371 Post-World War II European Visual Culture (4)**

This course will consider issues of identity, migration, and politics in European art after World War II. Students will examine ways in which visual culture has intersected with these issues by traveling to different sites in Berlin to study the work of individual artists, local galleries, and established national institutions. The global art market will also be a topic of study. Students will be prompted to ask questions about the culture industry and its development since WWII. How do art institutions engage with political and social debate? How do changing notions of identity play a role in new categories for visual culture? This course is only available through the European Studies Program. *Prerequisite: Only open to students admitted to the European Studies program.*

**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.

## Asian Studies (ASIA)

**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.*

**Biology (BIOL)****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 195 Introductory Mentored Research (2 or 4)**

Students will gain hands-on experience with the practice of field or laboratory research in the context of a faculty member's research program. Students will be introduced to research methods and hypothesis-driven research. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: Instructor prerequisite override required.*

**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 Experimental Design and Data Analysis in Biology (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 programs in biochemistry, biology, or neuroscience.*

**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 295 Mentored Research (2 or 4)**

Supervised field or laboratory investigation in biology. Students will work with a faculty member on a research project. Faculty members may pose scientific questions and design experiments, but students will conduct experiments and collect data. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: BIOL 195 and instructor prerequisite override required.*

**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 395 Advanced Mentored Research (2 or 4)**

This course is designed for students who have a strong background in biology research and are ready for independent work, ideally leading to the completion of an honors thesis. Students will work with a faculty research mentor to design and conduct experiments aimed to address a novel scientific question. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: BIOL 295 and instructor prerequisite override required.*

**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 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 450 Honors Thesis (1)**

This course is for students who are conducting research in biology and are working toward an honors thesis. Biology faculty members will lead discussions on topics such as presenting scientific data, reading the scientific literature, and analyzing data. *Prerequisite: BIOL 395 (or concurrent enrollment in BIOL 395) and 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 495 Topics in Biology (2 or 4)**

Selected topics in biology. Content will vary from semester to semester. This course may be repeated for credit when the topic differs. This course is only available through the Sewanee-at-Yale Directed Research Program. *Prerequisite: Only open to students admitted to the Sewanee-at-Yale program.*

**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.

## Business (BUSI)

**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 315 Intermediate Financial Accounting (4)**

An examination of the challenges and limitations of financial reporting and a dissection of the complex issues surrounding assets, liabilities, and equities. The primary objective of this course is to provide students with the tools necessary to prepare, understand, and critically analyze financial statements. The course is designed to prepare students for advanced study and various professional business examinations. *Prerequisite: BUSI 215.*

**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 325 Business Entities and the Federal Income Tax (4)**

A complementary course to BUSI 320 with a focus on the similarities and differences between the federal income taxation of different business entities, including disregarded entities/sole proprietorships, partnerships, C corporations, S corporations, and limited liability companies. This course focuses on the income tax consequences to business entities and their owners associated with the formation, operation, and dissolution of business entities. The course also examines the tax considerations that influence business owners’ choice of entity.

**BUSI 350 Dynamics of International Business I (2)**

This course examines business trends and business structures in emerging markets located in the region of focus. 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 emerging market countries to be visited. 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 companies from the region of study. The course will examine the policies and case examples of new start-up business development and entrepreneurship, and how economies in the region are adapting structures to shape an innovation economy. The course will also explore business practices in the countries of study, 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 II (2)**

This course examines business trends and business structures in emerging markets located in the region of focus through field applications of cross-cultural travel and business interviews. 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 companies from the region of study. The course will examine the policies and case examples of new start-up business development and entrepreneurship, and how economies in the region are adapting structures to shape an innovation economy. The faculty-led travel /study-away course will also explore business practices in the countries of study, 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 or ECON 120.*

**BUSI 353 Proseminar II (4)**

A continuation of proseminar I. Open only to Carey Fellows. *Prerequisite: 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: BUSI 215, FINC 201, 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 (CHEM)****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 (CHIN)****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 302 C-Pop: Learning Chinese through Song Lyrics (4)**

Using lyrics of popular songs from the Sinophone world as primary materials, this course explores the musicality and intricacy of the Chinese language. This course also examines songs as vivid representations of the ethos of their respective eras, offering students a glimpse into the modern history of China and other Chinese-speaking communities. Taught in Chinese; not a singing course. *Prerequisite: CHIN 301 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.*

**Classical Studies (CLST)****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-England 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.*

## Computer Science (CSCI)

**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.*

**Creative Writing (WRIT)****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.*

**Dance (DANC)****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 or 4)**

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 or 4)**

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.*

## Economics (ECON)

### **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 120 Principles of Economics (4)**

This course explores a variety of topics spanning both microeconomics and macroeconomics and introduces analytical tools to study the questions arising from them. Microeconomic topics include consumer theory, producer theory, behavior of firms, externalities, and the role of the government in the economy. Macroeconomic topics include determination of output, unemployment, interest rates, inflation, monetary and fiscal policies, and economic growth.

### **ECON 133 Principles of Econometrics (4)**

This course is an introduction to econometrics, a field of economics that facilitates the understanding of economic literature and pursuit of empirical research in economics. It covers the use of basic statistical methods, probability theory, sampling theory, estimation, hypothesis testing, and linear regression. Students practice the application of these techniques working with real-world economic data and powerful statistical software. *Prerequisite: ECON 120.*

### **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 or ECON 120) and (MATH 101, MATH 102, or MATH 207).*

### **ECON 202 Macroeconomic Theory (4)**

The theory of economic growth, employment, and the price level. *Prerequisite: (ECON 102 or ECON120) and (MATH 101, MATH 102, or MATH 207).*

### **ECON 233 Applied 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 use econometric software and real-world data to study economic questions. Open only to students pursuing majors in Economics or Finance. *Open only to students pursuing majors in economics or finance. Prerequisite: ECON 133.*

### **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 or ECON 120.*

### **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 ECON102) or ECON 120.*

### **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 or ECON 120.*

### **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 or ECON 120.*

**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 ECON102) or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120.*

**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: ECON120 and ECON 133.*

**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 explores long run economic growth, as opposed to short run fluctuations in economic growth arising from business cycles. Motivated by stylized facts from both cross-country and time series data, the course considers the following types of questions: Why are some countries so rich while others are so poor? What explains the heterogeneity in the growth experience across countries, with some growing at a moderate pace over long periods, others growing rapidly over shorter periods, and yet others stagnating investigation of such questions is guided by the neoclassical growth model and modern theories of endogenous growth including variety expansion and quality ladder models. As the models are fleshed out, topics covered may include, but are not limited to: investment, technological progress and its relationship to research and development; education, health and population; the role of government and institutions; and the role of natural resources. *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 or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120.*

**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 or ECON 120) and (MATH 101, MATH 102, or MATH 207).*

**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 or ECON 120.*

**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 or ECON 120.*

**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 120 and been admitted to the Summer in South Asia program.*

**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 or ECON 120.*

**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 ECON102) or ECON 120.*

**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 ECON102) or ECON 120.*

**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 233.*

**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 120, professor consent, and prerequisite override required..*



**ECON 450 Honors Thesis (4)**

A continuation of ECON 410 for students writing an honors thesis in Economics. *Open only to seniors pursuing majors in economics. Prerequisite: Instructor prerequisite override required.*

**Education (EDUC)****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 (ENGL)****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 the English Literary Tradition (4)**

An examination of several key texts of the classical and late-classical periods that provide critical reference-points for the English literary tradition. Texts will be read with an eye to how they shape writerly efforts in the subsequent centuries, and the class will ask students to think carefully about the status of the classical world as an element of literary value, both past and present. Texts (in translation) might include the dramatic tradition of Sophocles and Aeschylus, the poetry of Ovid, Lucretius, Statius, the writing of Boethius, Apuleius, Boccaccio, Augustine, and more. Some sections are writing-intensive.

**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 (4)**

Study of a broad range of imaginative writings, from ancient to modern, concerned with the human search for God, transcendence, and ultimate meaning. The specific focus of this course and the readings will vary from year to year. *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, systemic racism, have been subjects for American writers, for more than two centuries. Revealing a yawning gap between American ideals and practices, they continue to tell us something vital about our country. This course examines representations of slavery and racism in major texts such as *Uncle Tom’s Cabin* by Harriet Beecher Stowe, *Absalom, Absalom!* by William Faulkner, *Invisible Man* by Ralph Ellison, *Underground Railroad* by Colson Whitehead, *Citizen* by Claudia Rankine, and *I Can’t Think About the Trees Without the Blood* by Tiana Clark. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 227 Studies in Speculative Fiction (4)**

Speculative fiction is a genre that asks “what if,” allowing us to imagine alternative social arrangements while holding up a mirror to our own assumptions about culture and human identity. The nationality and time period of speculative fiction examined in this course may vary based on the instructor. In different semesters, this class may focus on such topics as the origin and development of science fiction, featuring such writers as Mary Shelley and H.G. Wells; climate speculative fiction (Richard Powers), feminist speculative fiction (Margaret Atwood, Ursula K. Le Guin), or Afrofuturism (Octavia Butler, N.K. Jemisin). *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 GFWI.

**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 GFWI.

**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 GFWI.

**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 and his World (4)**

A course centered upon one of the most ambitious and challenging novels ever composed in English, *Moby-Dick; or, The Whale* (1851) by Herman Melville. But readings range well beyond that text, attempting to place it in several of its contexts: that of Melville’s prior and subsequent career (possible titles include *Typee*, *Clarel*, and *Billy Budd*), his intellectual milieu (works by contemporaries such as Ralph Waldo Emerson, Edgar Allan Poe, and Nathaniel Hawthorne), and the nautical and scientific literature available to Melville as he wrote. Much more than a fish story, *Moby-Dick* makes claims about literary history, politics, philosophy, religion, and—to use a term available to us though not to Melville—ecology. This course tries to engage as many of those claims as possible. *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 Inventing the British Novel (4)**

The British eighteenth-century novel was at heart experimental, riffing on but also departing from established literary and popular forms. This reading- and writing-intensive survey includes such authors as Daniel Defoe, Henry Fielding, Samuel Richardson, Lawrence Sterne, Horace Walpole, Ann Radcliffe, and Jane Austen, inviting us to explore the early British novel in all its multifarious inventiveness. *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 Authorship and Authority in 18th Century Britain (4)**

This course explores some of the radical shifts that occurred in English literature during the late eighteenth century. These developments involved not only changes in style, subject matter, and poetic theory, but also changes in the role of the author and the social purpose of writing. Both “major” and “minor” authors, male and female, are read as part of a complex revolution in cultural taste and literary practice. *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 Poetry and Prose (4)**

A survey of British poetry and non-fiction prose of the Victorian era (1837 to 1901). Texts include poetry by Tennyson, Elizabeth Barrett Browning, Robert Browning, Arnold, Swinburne, D.G. Rossetti, Christina Rossetti, Hopkins, and Hardy, as well as prose by Carlyle, Darwin, Arnold, Ruskin, Morris, and Wilde. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 374 The Victorian Novel (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, Beginnings to 1855 (4)**

Many people know one sentence from early American literature: Puritan leader John Winthrop’s 1630 claim that “we shall be as a City on a Hill.” Often misinterpreted as a promise of inevitable national success, these words were actually a warning that America’s redemptive promises carried the risk of disastrous and conspicuous failure. This course traces the efforts of English-language writers to respond to both the promises and the failures of the tiny colonial settlements that became the United States. Authors studied include Anne Bradstreet, Mary Rowlandson, Phillis Wheatley, Frederick Douglass, Edgar Allan Poe, Henry David Thoreau, Nathaniel Hawthorne and Walt Whitman. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 378 American Literature from 1850-1900 (4)**

Like Abraham Lincoln’s announcement of “a new birth of freedom” in the Gettysburg Address, the American literature covered in English 378 struggles to articulate, then problematize, American freedom in the era surrounding the Civil War and emancipation. What is freedom? To whom does it extend? What are its blessings and its costs? Nobody has ever thought more profoundly about these issues than the American writers who emerged before, during, and after the war America fought with itself: Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Emily Dickinson, Mark Twain, Henry James, Charles Chesnut, Charlotte Perkins Gilman, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 379 Origins and Development of the American Novel: 1790 to 1920 (4)**

“In the four quarters of the globe,” sneered the English critic Sidney Smith in 1820, “who reads an American book?” This course introduces the U.S. writers who answered Smith’s challenge, such as Hannah Webster Foster, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Henry James, Charles W. Chesnut, Willa Cather, and Theodore Dreiser. They invented a distinctively American novel and in the process produced masterpieces that are still recognized in all four quarters of the globe. *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 Making Nothing Happen: Modern and Contemporary British and Irish Poetry (4)**

Including poets from Thomas Hardy and W.B. Yeats to Carol Ann Duffy and Bernardine Evaristo, this course is a romp through the variety of forms, styles, and questions that shaped the modern lyric in England and Ireland. Arising amid and out of global wars, cosmopolitan cultural movements, changing political and national imaginaries, these texts are unpredictable, innovative, stubborn, wry, and complex. W.H. Auden claimed in a poem that “poetry makes nothing happen,” but reading these poets will give you plenty to think about. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 382 British Fiction From “On or about December 1910” (4)**

“On or about December 1910” human character changed,” Virginia Woolf wrote, and we will consider what truth might have been in her cheeky claim. Starting about twenty-five years before this supposed inflection point (Conrad, Wilde) and continuing about twenty-five years after it (Bowen, Anand), this course focuses on the British aspect of the complex global movement known as literary modernism: its ambivalences, false starts, poses, challenges, habits, and experiments. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 383 British Fiction Right Now (4)**

A consideration of British fiction from the last half-century, this course will put you into the most current currents of literary expression. There is no canon yet in this course; instead, you will be invited to make and test bold claims about canonicity and how literary value is accorded and revised. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 384 Fantasy Island: Visions of England in Modern and Contemporary Brit Lit (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 Revivals, Riots, Roots: Modern and Contemporary Irish Literature (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 Power Plays: Modern and Contemporary 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 fiction by James, Hemingway, Cather, Wright, Faulkner, Ellison, Petry and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 393 Faulkner (4)**

The most innovative American novelist of the twentieth century is also the writer we need to make sense of the twenty-first. "The past is never dead," Faulkner said. "It isn't even past." But why isn't it? Why can't we, as so many Americans ask, "just move on"? Faulkner's novels keep asking this plaintive question, his characters yearning for the freedom of the fresh start but caught by a tragic past that doesn't want to let go. This class focuses on the major novels Faulkner wrote, in blindingly quick succession, between 1929 and 1942, what he later called his "matchless time." *Prerequisite: One course in English with attribute GFWI.*

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

A paradox of American literary history is that the South—the poorest and least educated American region, the one beset by the most glaring injustices, the one that seemed to resist modernity most fiercely—produced the most innovative and important American writers of the twentieth century, writers like William Faulkner, Zora Neale Hurston, Eudora Welty, Flannery O'Connor, and Ernest Gaines. This course focuses most intently on their era, "the Southern renaissance," but examines its origins in the nineteenth century and its echoes in the remarkable Southern writing of contemporaries like Jesmyn Ward, Natasha Trethewey, Janice Ray, and others. *Prerequisite: One course in English with attribute GFWI.*

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

A study of African-American writers from the nineteenth century to the present, including some of the following: Frederick Douglass, Harriet Jacobs, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Gwendolyn Brooks, Ernest Gaines, James Baldwin, Toni Morrison, Natasha Trethewey, Frank X. Walker, Jesmyn Ward, Claudia Rankine, Honorée Jeffers, Colson Whitehead, Jericho Brown, and Tiana Clark. *Prerequisite: One course in English with attribute GFWI.*

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

A study of the American environmental imagination. Readings include both literary fiction and nonfiction. *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 451 Honors Seminar (4)**

This course supports students in conceiving and writing an honors thesis. Students explore the research and writing methods required by a thesis, such as creating a project bibliography, reading scholarship critically, identifying a compelling research question, drafting sections, and bringing multiple pieces of writing together into an extended work of scholarship. The writing for this course will culminate in a polished draft of the thesis. *Open only to seniors pursuing majors in English. 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.*

## Environmental Sciences (ESCI)

**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 (ENST)

### 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, ECON 120, ENST 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.*

## Film Studies (FILM)

### 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 I (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 II (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.

## First-Year Program (FYRP)

### 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.*

**FYRP 129 First-Year Seminar: Locating Slavery's Legacies at Sewanee (4)**

An exploration of how slavery and its legacies of discrimination and injustice marked the landscape and people of Sewanee, from its pre-Civil War roots in the slave-holding South through the university’s integration in the 1950s and 1960s. The course also considers how African Americans living in Sewanee challenged second-class citizenship and contributed importantly to the life of the university. 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 130 First-Year Seminar: The Artist as Collector (4)**

The impulse to collect and accumulate is human, and most everyone collects something whether they know it or not. This course will consider why people collect and what truths can be revealed through the study of collections from the historical and place-based to the personal and seemingly meaningless. Visits to the University Archives, regional museums, flea markets, homes and local collections of oddities will give insight to why people collect and what collections reveal about their owners and the places they reside. In this studio-based course, students will generate their own collections that may include drawing and sketching, taking pictures, writing, object-making, gathering and more. *Open only to new first-year students.*

**FYRP 131 First-Year Seminar: Taking (from) Place(s): Collections Local Knowledge in the History of Science (4)**

Collecting, naming, and organizing local knowledge(s) were important activities to practitioners of the sciences in the past. This course takes a close look at natural history collecting and its entanglements with colonizing projects, the history of capitalism and the displacement of indigenous peoples since c. 1500. Using special collections materials and engagement with regional natural history collections, it considers the legacies of historical links between collecting and appropriation, while also introducing students to ongoing efforts to respond to these legacies by contemporary curators and scholars. *Open only to new first-year students.*

**FYRP 132 First-Year Seminar: Displacement and Belonging in Narratives of Historically Excluded Communities (4)**

This course examines the experience of (un)belonging reflected in diverse forms of cultural expression—literature, visual art, music—by historically underrepresented communities in the US. Students reflect on these cultural products as vehicles to channel the experiences of displacement and social exclusion, claim social justice, and celebrate traditions. Working primarily on Latinx and Afro-Latinx production and the local community, students will also explore other voices connected to the experience of exclusion. Field trips to community-building and human rights organizations will foster a deeper experiential understanding. *Open only to new first-year students.*

## Forestry (FORS)

**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: BIOL 130, ECON 120, or FORS 121.*

**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.*

**French (FREN)****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.*

## Geology (GEOL)

**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 and Stratigraphy (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.*

## German (GRMN)

### 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.*

## Greek (GREK)

**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 315 Greek Tragedy I (4)**

Selected plays of Aeschylus, Sophocles, and Euripides are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 318 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.*



## History (HIST)

### 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 230 Ghana and West Africa's Pasts in the Black Atlantic (4)**

The course provides an introduction to slavery in Ghana and West Africa and the Atlantic slave trade out of West Africa. The course combines lectures, class discussions, documentaries, and field trips to sites of enslavement, slave markets and resistance to slavery as well as student analysis of contemporary sources. The course is required for all students attending the Ghana on the World Stage program. *Prerequisite: Open only to students admitted to the Ghana on the World Stage program..*

**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 384 Sex and the City (4)**

Cities have long offered possibilities for resisting gender and sexual norms, constructing new gender and sexual identities, forming sexual subcultures, and fighting for gender and sexual freedom. But cities have also been sites of repression and violent conflict around gender and sexuality. This seminar asks how urban life has shaped—and been shaped by—gender and sexuality, examining topics such as the anxieties about nineteenth-century “streetwalkers,” “race riots” fueled by rumors of interracial sex, and the gay liberation movement. Course materials draw primarily from histories of American cities but will also consider works of urban history focused on other geographic regions. *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.

**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: Instructor prerequisite override required.*

**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.*

**Humanities (HUMN)****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).*

**International and Global Studies (INGS)****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 211 Special Topics in Ghana: Intercultural Communication and Competency (4)**

This course examines how global perspectives influence the way we communicate and collaborate across cultures. Applying a community-based framework, students observe another culture from the inside, exploring how to become an effective communicator across cultures and analyzing how global competency promotes a more diverse and inclusive community. The course is required for every student enrolled in the Ghana on the World Stage program. *Prerequisite: Open only to students admitted to the Ghana on the World Stage program.*

**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 321 Peace and Conflict/Memory Studies (4)**

A comparative study of the origins and patterns of political violence and nonviolent resistance in contemporary Europe. When and how do cultural traits, such as ethnicity, religion, or language, become politicized? Under what conditions is violence more likely to take place in some regions and during particular historical periods? Why are civilians targeted on the basis of their cultural identities? When is political violence gendered? How are peace and war officially and unofficially commemorated across the European states? How do states achieve both peace and justice in the aftermath of wars? These questions are addressed by critically assessing existing theories and explanations in political violence literature across social science and humanities disciplines. In addition to analyzing conditions conducive to political violence, students also examine processes and practices of violence prevention and conflict management. This course is only available through the European Studies Program. This course is only available through the European Studies Program.  
*Prerequisite: Only open to students admitted to the European Studies program.*

**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 325 Globalization and the Challenges of Development in Ghana (4)**

Globalization and the Challenges of Development in Ghana explores the multifaceted ways in which globalization manifests itself around the world and examines globalization's complex impacts on Ghanaian citizens and on society as a whole. *Prerequisite: Open only to students admitted to the Ghana on the World Stage program.*



**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.*

**Italian (ITAL)****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 326 Environmental Crises in Italy (4)**

This course explores modern and contemporary environmental crises through the lens of Italy and its experts: ecocritics, writers, and filmmakers. We will track the meaning of key terms such as “environment,” “ecology,” “nature,” analyzing how the history of environmental crises and discourse on current crises are integrated into the critical analyses of key Italian literary and cinematic texts. We will take the lessons learned from Italian texts to interrogate the underlying causes behind the environmental issues that humanity currently faces and to propose approaches that could potentially resolve them. *Prerequisite: ITAL 203.*

**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.*

**Latin (LATN)****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.*

## Library Resources (LIBR)

**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

**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 (MATH)****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.*

## Medical Humanities (MHUM)

**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 (MDST)****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 (MUSC)****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 160 or MUSC 260.*

**MUSC 223 The Emergence of "Highlife:" Ghanaian Popular Music (4)**

Highlife music has emerged as one of the most popular world music genres from West Africa in the last century due to the influence of indigenous Ghanaian music heritage juxtaposed with ideas borrowed from the West. This course analyzes the musical varieties within the highlife genre and explores the numerous factors rooted in ethnicity, gender, identity, Pan-Africanism, and generational class relations that have contributed to contemporary understandings of Ghanaian popular music. *Prerequisite: Open only to students admitted to the Ghana on the World Stage program.*

**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 111 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 as 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 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. Musicality 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.*

## Philosophy (PHIL)

**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?.

**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 Twentieth-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 (PHED)****PHED 102 Racquetball (0)****PHED 103 Weight Exercise (0)****PHED 104 Beginning Ballet (0)****PHED 105 Beginning Tennis (0)****PHED 106 Beginning Fencing (0)****PHED 108 Beginning Handball (0)****PHED 110 Aerobics (0)****PHED 111 Zumba (0)****PHED 113 Beginning Jazz (0)****PHED 115 Beginning Riding (0)****PHED 116 Introduction to Horse Management (0)**

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 Seminar (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 Club Canoe Team (o)****PHED 326 Club Lacrosse Team (o)****PHED 328 Club Rugby Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Club Rugby Teams. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 330 Club Crew Team (o)**

*Prerequisite: Open only to members of the Club Crew Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 331 Club Squash Team (o)**

*Prerequisite: Open only to members of the Club Squash Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 332 Club Tennis Team (o)**

Involves twice-weekly practice sessions and some participation in outside events with other club tennis teams. *Prerequisite: Open only to members of the Club Tennis Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 334 Club Ice Hockey Team (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 Team (o)**

*Prerequisite: Open only to members of the Varsity Cheerleading Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 450 Varsity Swimming and Diving Team (o)**

*Prerequisite: Open only to members of the Varsity Swimming/Diving Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 451 Varsity Tennis Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Varsity Tennis Teams. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 452 Varsity Baseball Team (o)**

*Prerequisite: Open only to members of the Varsity Baseball Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 453 Varsity Basketball Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Varsity Basketball Teams. Membership will be verified with team officials, and eligible students (i.e., non-members) will be dropped from this course..*

**PHED 454 Varsity Golf Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Varsity Golf Teams. Membership will be verified with team officials, and eligible students (i.e., non-members) will be dropped from this course..*

**PHED 455 Varsity Soccer Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Varsity Soccer Teams. Membership will be verified with team officials, and eligible students (i.e., non-members) will be dropped from this course..*

**PHED 456 Varsity Track and Field Team (o)**

*Prerequisite: Open only to members of the Varsity Track and Field Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 457 Varsity Lacrosse Team (o)**

*Prerequisite: Open only to members of the Men's or Women's Varsity Lacrosse Teams. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 458 Varsity Football Team (o)**

*Prerequisite: Open only to members of the Varsity Football Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 459 Varsity Field Hockey Team (o)**

*Prerequisite: Open only to members of the Varsity Field Hockey Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 460 Varsity Cross Country Team (o)**

*Prerequisite: Open only to members of the Varsity Cross Country Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 461 Varsity Volleyball Team (o)**

*Prerequisite: Open only to members of the Varsity Volleyball Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 462 Varsity Softball Team (o)**

*Prerequisite: Open only to members of the Varsity Softball Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**PHED 463 Varsity Equestrian Team (o)**

*Prerequisite: Open only to members of the Varsity Equestrian Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..*

**Physics (PHYS)****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 (POLS)****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 217 Criminal Justice Policy (4)**

This course examines the politics and policy of the criminal justice system, with a focus on the United States. Course goals include understanding the origins and purposes of criminal justice, the system's current implementation, the role of mass incarceration and punitiveness, the role of federalism, and the process and debate around criminal justice reform.

**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.*

## Psychology (PSYC)

**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 Clinical Psychology (4)**

A study of 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 mental illness 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. *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 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. This course cannot be taken for credit if the student has already received credit for PSYC 350. *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 PSYC 349. *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.*

**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 408 Seminar in Clinical Psychology (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 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 additional courses in psychology.*

**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 and three additional courses in psychology.*

**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 495 Topics in Psychology (2 or 4)**

Selected topics in psychology. Content will vary from semester to semester. This course may be repeated for credit when the topic differs. This course is only available through the Sewanee-at-Yale Directed Research Program. *Prerequisite: Only open to students admitted to the Sewanee-at-Yale program.*

**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 (RELG)****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. Niebuhr, 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 (RHET)****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 34I 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 40I 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 41I 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 49I 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 (RUSN)

**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 15I 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 30I, 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 205 The Russian Short Story (4)**

The Russian Short Story, from ancient legends, tales, and fables, through diverse literary movements of the 19th, 20th, and 21st centuries, has been a stable tool for Russian writers to explore ethical, aesthetic, and social questions. Students will grapple with these big ideas expressed in miniature format. Students also will study the craft of writing and cultivate skills of perception, observation, critical thinking, and clear communication. Readings will include: Karamzin, Pushkin, Lermontov, Leskov, Ostrovsky, Turgenev, Dostoevsky, Tolstoy, Zamyatin, Bulgakov, Teffi, Babel, Kharmis, Nabokov, Bunin, Olesha, Platonov, Zoshenko, Gorky, Tolstaya, Shukshin, Sorokin, Dovlatov, and Pelevin.

**RUSN 30I 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 30I 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 Petrushevskaya. *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.*

## Southern Appalachian Studies (SAST)

### 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 (SPAN)

### 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, SPAN 113, or placement.*

### SPAN 204 Topics in Spanish-Speaking Cultures (4)

This course advances Spanish speaking, writing, and listening skills at the advanced-intermediate level while introducing students to topics in Spanish-speaking cultures. *Prerequisite: SPAN 203 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 293 Spirituality in Afro-Latinx Cultural Representation (4)

This course examines spirituality within Latin, Afro-Caribbean communities in Puerto Rico, Cuba, the Dominican Republic, and the United States as portrayed in music, film and other media, and literature. Topics include Santeria, syncretism with Catholicism, Evangelical movements, gender roles, Blackness, and Latinidad.

### SPAN 295 Special Topics in Literature and Culture in English Translation (4)

Study of literature and culture of the Spanish-speaking world in English translation. Specific topic varies. Taught in English.



**SPAN 299 Gateways to Latin American, Spanish, and Latinx Studies (4)**

An introduction to the study of literature and culture of the Spanish-speaking world, taught at the advanced-intermediate language level. Students improve reading, writing, listening, and speaking skills through textual and audiovisual analysis. The course prepares students for advanced courses in the Spanish major and minor. *Prerequisite: SPAN 203 or placement.*

**SPAN 301 Spanish Literature and Culture through 1700 (4)**

An introduction to the culture of Spain emphasizing literature, the arts, and history 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: SPAN 299 or placement.*

**SPAN 302 Spanish Literature and Culture, 1700 to the present (4)**

An introduction to the culture of Spain emphasizing literature, the arts, and history 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: SPAN 299 or placement.*

**SPAN 303 Latin American Literature and Culture, Pre-Colonial to Independence (4)**

An introduction to the study of Latin America emphasizing literature, history, and the arts from Pre-Columbian 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: SPAN 299 or placement.*

**SPAN 304 Latin American Literature and Culture, Independence to the Present (4)**

An introduction to the study 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: SPAN 299 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: Open only 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 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: Open only to students who have completed SPAN 299 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 299 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 course in Spanish numbered 299 or higher or placement.*



**SPAN 331 Medieval and Early Modern Spanish Prose Fiction (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 299 or higher.*

**SPAN 333 Early Modern Spanish Poetry and Drama (4)**

An integrated study of these two genres read in unabridged texts from the Renaissance and Golden Age. *Prerequisite: One course in Spanish numbered 299 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 299 or higher.*

**SPAN 361 Contemporary Spanish Literature (4)**

An advanced survey of the twentieth century to the present. *Prerequisite: One course in Spanish numbered 299 or higher.*

**SPAN 362 Modern Spanish Prose Fiction (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 299 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 299 or higher.*

**SPAN 365 Contemporary Spanish Drama (4)**

A study of the evolution of Spanish Drama from the twentieth century through the present. 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 299 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 299 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 299 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 299 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 299 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 299 or higher.*

**SPAN 383 Latin American Novel (4)**

A study of the evolution of narrative form with focus on the contemporary period. Included are discussions of the indigenous forms and colonial prose forerunners of Romantic and realist novels. *Prerequisite: one course in Spanish numbered 301 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 299 or higher.*

**SPAN 385 Spanish-American Short Fiction and Film (4)**

A study of the development of short fiction from Echeverría "El Matadero" to contemporary works by Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Senel Paz, among others. The course examines several films and gives special attention to their relationship to literary works. *Prerequisite: One course in Spanish numbered 299 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 299 or higher.*

**SPAN 387 Women's Voices in Latin America (4)**

A study of literature, film, and other cultural expressions of Latin American and Latinx women. Examines the portrayal of gender, sexuality, race/ethnicity, social class, and other issues in their work. *Prerequisite: One course in Spanish numbered 299 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 299 or higher.*

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

An introduction to the cultural production of Latinos and Latinas 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 and the struggle for environmental justice. 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 299 or higher.*

**SPAN 391 Decolonizing Filmmaking in 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 299 or higher.*

**SPAN 392 Critical Audiovisual Cultures in Latin America (4)**

Based on decolonizing theoretical approaches and following a chronological order, this course examines and analyzes a series of visual and auditory artistic manifestations developed by artists in Latin America. Topics include 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 Women Filmmakers in the Hispanic World (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 women's 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 299 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 299 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 299 or higher.*

**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 299 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.*

**Statistics (STAT)****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 GSCI 157.*

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

An opportunity for advanced students to pursue topics of special interest. *Prerequisite: Instructor prerequisite override required.*

**Theatre Arts (THTR)****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 Fundamentals of Theatre 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 Global Theatre I: Antiquity to Early Modern Theatre and Performance (4)**

An exploration of global theatre and performance, from Classical Antiquity through the Early Modern era, with particular emphasis on the development and evolution of theatrical literature, theory, and presentation within various cultural, social, and historical contexts. *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 223 Global Theatre II: Modern and Contemporary Theatre (4)**

An exploration of global theatre and performance, from the advent of Realism and Modernism up to the present day, with particular emphasis on the development and evolution of theatrical literature, theory, and presentation within various cultural, social, and historical contexts. *Open only to sophomores, juniors, and seniors.*

**THTR 225 Intermediate Acting (4)**

Designed to help students further develop their vocal and physical strength and flexibility, as well as their analysis of text and character, this scene study course builds on the principles of Fundamentals of Acting (THTR 131). Students will work on challenging scenes from plays of classic realism, and from contemporary playwrights whose work is less realistic. *Prerequisite: THTR 131.*

**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. *Prerequisite: Only open to students admitted to the Sewanee Summer-in-England program.*

**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 over 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 229 American Theatre (4)**

An exploration of American theatre and performance, from its beginnings to the present day, with particular emphasis on the development and evolution of theatrical literature, theory, and presentation within various cultural, social, and historical contexts. Texts for the course include well-known classics of the American canon as well as lesser-known but equally critical works representing the evolution of American theatre, such as works from the Black Arts Movement, the Chicano Farmworkers Movement, the Feminist theatre movement, works by LGBTQI practitioners, Asian American practitioners, and more. *Open only to sophomores, juniors, and seniors.*

**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 Directing (4)**

Introduction to the theoretical and technical aspects of directing through reading, discussion, and a series of staged experiments and short scenes. *Prerequisite: THTR 131.*

**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.*

**THTR 451 Advanced Directing (4)**

A continuation of THTR 351. Further application of directorial technique, culminating in the staging of works of theatre and performance of more substantial length and scope. *Prerequisite: THTR 351.*



## Women's and Gender Studies (WMST)

### 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.*

# School of Letters

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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>).

Catalog publication date: August 10, 2022

Effective dates: This catalog is in effect for the 2022-2023 academic year (August 10, 2022 through August 9, 2023).

## About the School of Letters

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## General Information

### Sewanee School of Letters

Visit us at: [letters.sewanee.edu](http://letters.sewanee.edu) (<http://letters.sewanee.edu>)

The Sewanee School of Letters is a graduate summer program of the College of Arts and Sciences. Students normally enroll in two courses per summer term for four years and then complete a thesis project. Students who wish to satisfy program requirements more quickly may enroll in online School of Letters courses when they are offered in the Advent or Easter semesters.

Administrative oversight of the program is provided by the Dean of the College of Arts and Sciences, under whose authority the program operates. The Dean appoints the program's director and faculty and is assisted in overseeing the program by a standing School of Letters Committee, chaired by the Director of the School of Letters and consisting of the Chair of the Department of English, Director of the Teacher Education program, an Associate Dean of the College, and two faculty members elected by the College Faculty.

## Academic Calendar

Date	Event
June 4, 2023	Opening day of session
June 5, 2023	First day of classes
July 13, 2023	Last day of classes

## Administration

April Alvarez  
*Associate Director of the School of Letters*

Justin David Taylor  
*Director of the School of Letters*

## School of Letters Committee

Matthew William Irvin  
*Chair of the Department of English and Professor of English*

Roger Saul Levine  
*Associate Professor of History*

James Ross Macdonald  
*Associate Professor of English*

Betsy Sandlin  
*Associate Dean of the College for Faculty Development and Inclusion and Professor of Spanish*

Justin David Taylor  
*Director of the School of Letters*

## Faculty

The composition of the faculty varies each summer as a way of providing, within the scope of a small program, something of the breadth and depth of a large one. Over the course of their studies, students will get to know many distinguished teachers and hear many voices.

A listing of current faculty can be found here (<http://letters.sewanee.edu/faculty/>).

**Lorraine Nickole Brown (2017)**  
Bachelor of Arts, University of Louisville; Master of Fine Arts, Vermont College of Fine Arts  
Teaching Professor

**John J. Gatta, Jr. (2005)**  
Bachelor of Arts, University of Notre Dame; Master of Arts, Cornell University; Doctor of Philosophy, Cornell University  
William R. Kenan Jr. Professor of English, 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

**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, Emerita

**Jamie J. Quatro (2017)**  
Bachelor of Arts, Pepperdine University; Master of Arts, The College of William and Mary; Master of Fine Arts, Bennington College  
Teaching Professor

**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  
Professor of English

## Degree

### Requirements for the Master of Fine Arts Degree

Code	Title	Semester Hours
Complete twelve semester hours in one or more of the following writing workshops: <sup>1</sup>		12
ENGL 509	Workshop in Poetry Writing	
ENGL 510	Workshop in Fiction Writing	
ENGL 512	Workshop in Creative Non-Fiction	
ENGL 514	Workshop in Playwriting/Screenwriting	
Complete twelve semester hours in genre craft or literature courses covering multiple traditions and literary periods <sup>1</sup>		12
ENGL 599	Thesis <sup>1, 2</sup>	6
<b>Total Semester Hours</b>		<b>30</b>

<sup>1</sup> No course with a grade lower than B- may be applied toward a degree.

<sup>2</sup> Master of Fine Arts candidates must complete a thesis, work on which may begin at any time after the other eight required courses have been completed. Working closely with an advisor, students complete a manuscript of fiction, nonfiction, poetry, or dramatic writing. This is a substantial creative manuscript: a novel or sustained nonfiction narrative, a collection of short stories or essays, or a collection of poems. The length of the thesis may be anywhere from 80 to 200 pages of prose or 40 to 50 pages of poetry.

#### Learning Expectations for Master of Fine Arts Program

The School of Letters expects graduates of its Master of Fine Arts program to have developed the following skills and areas of expertise:

1. A rich and articulate understanding of the formal elements of the genre in which they write.
2. Sufficient knowledge of the history and traditions of that genre to be able to place their own work in relation to these.
3. Skilled employment of techniques of intensive revision.
4. Production of polished literary work of publishable quality.
5. Verbal articulation of the purposes of their work, accounting for their artistic choices and explaining the work's place both within its genre and within their own developing craft.

## Course Descriptions

Ordinarily classes in the School of Letters meet for 2,100 minutes over the course of a six-week session. Many literature classes will meet five days a week for 75 minutes per class session. Creative writing workshops, and some literature seminars, usually meet only two days a week, for two to three hours per session. These courses carry three hours credit each. Some classes may meet for fewer hours and carry less credit, if approved by the Director and the School of Letters Committee.

### Introduction to Graduate Studies Course

Students in the School of Letters may participate in this Introduction to Graduate Studies mini-seminar to introduce them to graduate-level work. It is designed to help students efficiently organize a process of learning applicable to their literature classes; it will meet for approximately one hour on each of the first three Wednesday afternoons of the program (when no other classes are scheduled). A fourth, optional meeting may be announced. Prior to the first meeting, there will be a library orientation at duPont Library.

The course is required; however, returning Master of Arts students, and new and returning Master of Fine Arts students, may enroll in the course on a space-available basis. There is no credit and online registration is not required. Incoming students will be notified via email regarding procedures for signing up for the class.

### Courses

#### ENGL 500 Dante (3)

Close study of the three books of *The Divine Comedy*, with attention as well to Dante's literary ancestors including Virgil.

**ENGL 502 Bible as Literature (3)**

Introduction to both the Hebrew Bible and the New Testament, treating the texts, as much as possible, as literary documents open to multiple interpretations. Emphasis is on close reading of important episodes, in several translations. Supplemental readings will include representations of the Bible by major authors and artists.

**ENGL 503 Literary Criticism (3)**

This course considers some of the great questions about the nature and value of literature addressed by literary theorists from Plato to the present, engaging such critical approaches as the New Criticism, reader response theory, Marxist criticism, feminist criticism, psychoanalytic criticism, structuralism, deconstruction, new historicism, and cultural studies.

**ENGL 504 Film Studies: Film as a Narrative Art (3)**

While closely examining several classic films, the course introduces students to the major components of film style, essential techniques of film analysis and the critical vocabulary required for it, and some film theory.

**ENGL 505 Classics of Latin American Literature (3)**

Study of the literature of Spanish America, with special emphasis on major prose writers of the twentieth century, including Borges, Vargas Llosa, and Garcia-Marquez.

**ENGL 506 Studies in Literature in Translation (3)**

Though its content varies from semester to semester, this class always focuses on a special topic in a non-English literature, studied through texts in English translation. Examples might include authors 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.

**ENGL 507 The Craft of Poetry (3)**

Through close analysis of the poems of various modern and contemporary masters, we will consider the implications of verse as an imitation of voice, and consider how the poet's voice is shaped by choices made in terms of imagery, themes, form and technique.

**ENGL 509 Workshop in Poetry Writing (3)**

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**ENGL 510 Workshop in Fiction Writing (3)**

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**ENGL 512 Workshop in Creative Non-Fiction (3)**

Discussions center on students' prose. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**ENGL 513 Writing Pedagogy (3)**

Focuses on imaginative and innovative ways to teach writing. It offers a variety of creative writing techniques and exercises which participants can incorporate into their own English courses as well as into other courses across the curriculum. The course will be useful to participants' own creative ventures as well as their teaching.

**ENGL 514 Workshop in Playwriting/Screenwriting (3)**

Discussions center on students' plays or screenplays. Selected readings are assigned to focus on technical problems of craftsmanship and style.

**ENGL 518 Forms of Nonfiction (3)**

Through the close study of nonfiction writing including essays, researched work, and memoir, this course examines the way nonfiction writing works with a special emphasis on form and technique.

**ENGL 530 Tennessee Williams (3)**

A close study of Tennessee Williams's major dramatic works, as well as his poetry and fiction and the films based on the major plays. The course also looks at the biographical genesis of Williams's plays and will focus on the development of and interplay between his concepts of gender, sexuality, and religion. An examination of the critical responses to the plays and films is used to gauge shifts in the American social and cultural landscape.

**ENGL 544 Independent Study (4)**

An individualized course designed to meet the curricular needs and interests of a particular student. May be taken only by special arrangement with the proposed instructor, and with permission of the School of Letters Director. This course may be repeated for credit when the topic differs.

**ENGL 553 The Romance of Arthur (3)**

A study of the literature surrounding the figure of King Arthur and the knights of the Round Table, from its origins in the early Middle Ages to the present. Readings include *The Knight of the Cart* by Chrétien de Troyes, the Middle English verse romance *Sir Gawain and the Green Knight*, Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and Bernard Malamud's baseball novel, *The Natural*. We will also consider offshoots of Arthurian legend in the visual arts, opera, and such films as *Excalibur*, *The Fisher King*, and *Monty Python and the Holy Grail*. The final assignment for the course may be either a term paper or a creative project.

**ENGL 557 Shakespeare (3)**

Advanced study of major plays and lyric poems of William Shakespeare, and of major critical traditions regarding Shakespeare's work.



**ENGL 562 Milton (3)**

A study of Milton's poetry and prose considered in relation to the political, ecclesiastical, intellectual and literary life of seventeenth-century England. Primary attention is to *Paradise Lost*.

**ENGL 563 Hebraism and Hellenism (3)**

This course examines the Greek and Biblical traditions inherited by English culture and follows the transformations, adaptations, subversions, and consumptions of these texts and influence. Reading includes passages from the Old and New Testaments, the Homeric epics, and selections from such English writers as Milton, Pope, Fielding, and Byron.

**ENGL 566 Dr. Johnson and the Poets (3)**

Close study of several major English poets (Shakespeare, Donne, Cowley, Milton, Dryden, Pope, Swift, Gray) through the lens provided by the great critic Samuel Johnson, who wrote about them all. The course also looks ahead to such modern writers as Robert Lowell and Samuel Beckett, who read Johnson as a model and inspiration.

**ENGL 570 British Romanticism (3)**

Study of major literary works and theories of the Romantic period in Britain, including poetry by Blake, Wordsworth, Coleridge, Shelley, and Keats.

**ENGL 572 Special Topics in British Literature (3)**

Though its content varies from semester to semester, this class always focuses on a special topic in British 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.

**ENGL 577 Nineteenth Century American Literature (3)**

Studies in the fiction, nonfiction, and poetry written in the United States from the age of Washington Irving to that of Henry James, including major authors of the American Renaissance, the rise of Realism and Naturalism, and the beginnings of Modernism.

**ENGL 581 Modern British Poetry (3)**

Examination of the modern period in British poetry, including close study of Hardy, Hopkins, Yeats, Lawrence, Auden and others.

**ENGL 585 Literary Humor (3)**

Despite E.B. White's warning that analyzing humor is like dissecting a frog ("it tends to kill the frog"), this course examines the serious ends of funny fiction by modern British and American writers, working toward an understanding how humor functions in literature and culture. Reading will include novels by Stella Gibbons, Evelyn Waugh, Kingsley Amis, Richard Russo, Zadie Smith, and others.

**ENGL 589 Modern American Fiction (3)**

Between 1900-1950, literary authors avidly experimented with new forms and philosophies as they depicted rapid changes in sexual, racial, social, and political identity in the US. After defining the relevance of movements such as regionalism, realism, and modernism, this course addresses the historical and social effects of two world wars, immigration, and urbanization. Authors include Henry James, Edith Wharton, Willa Cather, Sherwood Anderson, William Faulkner, Richard Wright, and Patricia Highsmith. Short readings may be added by Gertrude Stein, Eudora Welty, John Dos Passos, James Baldwin, and F. Scott Fitzgerald.

**ENGL 592 The Contemporary Short Story (3)**

Among the considerations of this discussion-oriented class will be strengths and weaknesses of stories, collections, and authors of the recent past. Along with speculating about what contemporary fiction can tell us about contemporary culture, we will address specific curriculum issues as they apply to the contemporary short story and the general topic of literary evaluation. Authors discussed include George Saunders, Edward P. Jones, Jamie Quatro, and Rebecca Lee.

**ENGL 593 Faulkner (3)**

Study of the celebrated novels of Faulkner's major phase--including *Sanctuary*, *The Sound and the Fury*, *Absalom, Absalom!*--as well as the author's significant but often overlooked work in poetry and short fiction.

**ENGL 594 Literature of the American South (3)**

Advanced study of the literary tradition of the U.S. South, with emphasis on such major writers as Mark Twain, Charles Chesnut, William Faulkner, Eudora Welty, Robert Penn Warren and others of the Agrarian circle, Zora Neale Hurston, and Flannery O'Connor. Attention also to antebellum and contemporary southern writing, and to writers associated with Sewanee.

**ENGL 595 African-American Literature (3)**

Advanced study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove.

**ENGL 596 American Environmental Literature and Ecocriticism (3)**

Exploration of the "green theme" and the emerging cross-disciplinary character of "ecocriticism" as reflected in writings selected from the full span of American cultural history. Readings from diverse genre include both traditional literary texts and seminal nonfiction by figures such as William Bartram, John Muir, Aldo Leopold, Rachel Carson, Annie Dillard, Barry Lopez, and Wendell Berry.

**ENGL 598 Forms of Fiction (3)**

How does fiction "work"? This course attempts to answer that question with close study of stories, novellas, and novels with a special emphasis on issues of form and technique.

**ENGL 599 Thesis (3 or 6)**

## Admission, Expenses, and Financial Aid

### Admission

To apply to the Master of Fine Arts in Creative Writing program, students may access the online application (<https://connect.letters.sewanee.edu/apply/>).

Students admitted to the Sewanee School of Letters must have completed a bachelor's degree at an accredited institution. That degree need not have been in English or Creative Writing, but admitted students must be able to demonstrate, with academic transcripts, writing samples, and letters of recommendation, adequate preparation in English and American literature, the conventions of literary criticism, and proficiency at writing fiction, poetry, nonfiction, playwriting or screenwriting. Additionally students must demonstrate, through a statement of purpose and letters of recommendation, the seriousness required for graduate-level study.

### Basic Requirements

- A completed application form.
- A writing sample that includes eight to ten pages of poems, 15 to 25 pages of fiction or literary nonfiction, or 25 to 30 pages of a play or screenplay.
- An application statement.
- Two letters of recommendation from former professors or other persons able to evaluate potential for graduate study.
- Official transcripts (electronic or paper) from all colleges and graduate schools previously attended should be sent from those institutions directly to:

Sewanee School of Letters  
The University of the South  
735 University Avenue  
Sewanee, TN 37383  
sletters@sewanee.edu

Applications for the summer session are accepted beginning December 1, and will be read beginning January 31 until the entering class is full or until April 30.

### Tuition and Fees

Tuition and fees for the summer session are generally announced by February 15. For the Summer 2022 session, the Advent 2022 semester, and the Easter 2023 semester, tuition is \$1000 per semester hour and fees are \$200 per term.

A student must satisfy all financial obligations to the University. The University will neither confer a degree upon nor provide academic transcripts to a current or former student who has unsatisfied financial obligations to the University.

### Refund Policy

If a student, after registration, is dismissed or withdraws for any cause except illness, they are not entitled to any refund of the sum paid to the University or to the cancellation of any sum due to the University. Refunds for a withdrawal because of illness are calculated by prorating fees for the period from the date of withdrawal to the end of the session. The amounts to be prorated are one-half of tuition and room charges and three-fourths of the board charge. No refund is made for the activity fee or any other fee. Notice of withdrawal and requests for refund must be made in writing addressed to the Director of the School of Letters and must be accompanied by a written notice from the health care provider stating that the illness-withdrawal is recommended.

### Financial Aid

Admission decisions are made without regard to financial need. More information regarding financial aid may be obtained by contacting the Financial Aid representative to the School of Letters at (931) 598-1312 or [finaid@sewanee.edu](mailto:finaid@sewanee.edu), or at the financial aid website (<https://new.sewanee.edu/admission-aid/cost-financial-aid/>).

The code of conduct (<https://new.sewanee.edu/admission-aid/cost-financial-aid/need-based-aid/helpful-resources/code-of-conduct/>) and student rights and responsibilities (<https://new.sewanee.edu/admission-aid/cost-financial-aid/need-based-aid/helpful-resources/student-rights-and-responsibilities/>) pages provide important information on need-based aid for admitted students.

### The William Peterfield Trent Scholarships

Applicants to the Master of Arts program can also apply for the William Peterfield Trent scholarship, named for the distinguished Sewanee English professor (1888-1900) and founding editor of the Sewanee Review. These merit-based scholarships will cover 20% of

tuition and are renewable for each year the recipient continues to make satisfactory progress toward the degree. Students should indicate their interest in this scholarship on their application.

## Academic Policies and Procedures

- Advising (p. 287)
- Grading (p. 287)
- Honor Code (p. 287)
- Grounds for Suspension or Dismissal (p. 288)
- Transfer Credit (p. 288)
- Complaints (p. 288)
- Release of Student Information (p. 288)
- Assistance for Students with Disabilities (<http://e-catalog.sewanee.edu/letters/academic-policies-procedures/assistance-for-students-with-disabilities/>)
- Immunization and Health Insurance (<http://e-catalog.sewanee.edu/letters/academic-policies-procedures/immunizations-health-insurance/>)
- Other University Policies and Procedures (p. 289)

## Advising

Every student, upon enrollment, is assigned an academic advisor. Usually this is the Director of the School of Letters. The advisor will confer personally with each student during their first summer in the program, and as needed thereafter. The advisor will review each student's progress in the program and course selections for the coming summer each spring, and will communicate with the student as needed.

## Grading

Student work is evaluated with a standard A, B, C, D and F scale. Grades of I, for Incomplete, and W, for Withdrawn, may also be awarded. Only courses in which a grade of B- or higher is earned may be counted toward a degree. Grade averages are calculated on the following scale:

A+	4.33
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

Students must maintain at least a 2.50 grade point average to continue in the program. The grade of incomplete may be given at the discretion of the professor, who will assign a deadline for submission of unfinished course work. The incomplete must be replaced with a grade no later than the following April 15.

## Honor Code

Course work and thesis work in the School of Letters require independent thinking and writing. Students are expected to understand what others have said about literary works under study, to contribute original understandings of their own, and to contribute their own publishable, original work.

Sewanee places major emphasis upon honor. Its students are expected to conduct themselves with integrity, discipline, a sense of individual responsibility, and regard for other people. In exchange for this conduct the University grants its students freedom and

privacy. The Honor Code is a time-honored tradition at Sewanee, and students' matriculation at the University acknowledges their willingness to live within the bounds of academic, personal, and community relationships the Honor Code upholds.

## Grounds for Suspension or Dismissal

In consultation with the faculty, the Director may suspend or dismiss a student for inappropriate behavior that the Director and a majority of the faculty determine to be disruptive or destructive of the learning process and/or community life.

If such inappropriate behavior appears to have occurred, the student whose behavior is in question will be notified of the problem by the Director and asked to explain the circumstances. If the explanation is judged adequate, the matter will be considered closed. If the Director concludes that the student has behaved in a way that disrupts or destroys the learning process and/or community life, the student may be warned, suspended, or dismissed.

The decision of which sanctions to apply rests with the Director in consultation with the faculty. Dismissal normally precludes readmission. In the case of suspension, the determination of the term and circumstances of suspension and conditions for readmission rests with the Director in consultation with the faculty. If the Director judges that action must be taken before there is adequate time to consult the faculty, the Director may do so.

Dismissal automatically terminates any contract between the school and the student. For information concerning refunds of tuition, see the refund policy (p. 286).

## Transfer Credit

A maximum of two graduate courses or six semester hours may be transferred from other accredited institutions to apply to a degree in the School of Letters. Each course must be approved for transfer by the Director, preferably before the work is done. Transfer course credits cannot have been counted towards any other degree, whether taken at the University of the South or another institution, and must have been awarded a grade of B or better. Graduate credits, whether they are earned at the University of the South or transferred from another institution, are not applicable toward a degree after ten years have elapsed.

## Complaints

A student who wishes to make a written complaint about any aspect of the program, or report a concern about a person, or report an incident in the School of Letters, should do so by submitting the School of Letters reporting form ([https://docs.google.com/forms/d/e/1FAIpQLScTYn50bHYFHFgiD\\_6QN\\_Ud02YojfFA7RH8HyO7UafQV6Wmww/viewform/?pli=1](https://docs.google.com/forms/d/e/1FAIpQLScTYn50bHYFHFgiD_6QN_Ud02YojfFA7RH8HyO7UafQV6Wmww/viewform/?pli=1)). Reports about the School of Letters will be investigated by the Director who will determine, with the advice of the faculty and the School of Letters Committee if needed, what measures, if any, should be taken to address it. A complaint about the Director will be handled by the Dean of the College.

Complaints about hateful or biased conduct, sexual misconduct or Title IX reports, and general complaints will be handled by the appropriate University authorities as explained in the discrimination and misconduct policies and procedures (<http://e-catalog.sewanee.edu/letters/discrimination-misconduct-policies-procedures/>).

## 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/>).

## Courses in the School of Letters

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### ENGL 500 Dante (3)

Close study of the three books of *The Divine Comedy*, with attention as well to Dante's literary ancestors including Virgil.

### ENGL 502 Bible as Literature (3)

Introduction to both the Hebrew Bible and the New Testament, treating the texts, as much as possible, as literary documents open to multiple interpretations. Emphasis is on close reading of important episodes, in several translations. Supplemental readings will include representations of the Bible by major authors and artists.

### ENGL 503 Literary Criticism (3)

This course considers some of the great questions about the nature and value of literature addressed by literary theorists from Plato to the present, engaging such critical approaches as the New Criticism, reader response theory, Marxist criticism, feminist criticism, psychoanalytic criticism, structuralism, deconstruction, new historicism, and cultural studies.

### ENGL 504 Film Studies: Film as a Narrative Art (3)

While closely examining several classic films, the course introduces students to the major components of film style, essential techniques of film analysis and the critical vocabulary required for it, and some film theory.

### ENGL 505 Classics of Latin American Literature (3)

Study of the literature of Spanish America, with special emphasis on major prose writers of the twentieth century, including Borges, Vargas Llosa, and Garcia-Marquez.

### ENGL 506 Studies in Literature in Translation (3)

Though its content varies from semester to semester, this class always focuses on a special topic in a non-English literature, studied through texts in English translation. Examples might include authors 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.

### ENGL 507 The Craft of Poetry (3)

Through close analysis of the poems of various modern and contemporary masters, we will consider the implications of verse as an imitation of voice, and consider how the poet's voice is shaped by choices made in terms of imagery, themes, form and technique.

### ENGL 509 Workshop in Poetry Writing (3)

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style.

### ENGL 510 Workshop in Fiction Writing (3)

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style.

### ENGL 512 Workshop in Creative Non-Fiction (3)

Discussions center on students' prose. Selected readings are assigned to focus on technical problems of craftsmanship and style.

### ENGL 513 Writing Pedagogy (3)

Focuses on imaginative and innovative ways to teach writing. It offers a variety of creative writing techniques and exercises which participants can incorporate into their own English courses as well as into other courses across the curriculum. The course will be useful to participants' own creative ventures as well as their teaching.

### ENGL 514 Workshop in Playwriting/Screenwriting (3)

Discussions center on students' plays or screenplays. Selected readings are assigned to focus on technical problems of craftsmanship and style.

### ENGL 518 Forms of Nonfiction (3)

Through the close study of nonfiction writing including essays, researched work, and memoir, this course examines the way nonfiction writing works with a special emphasis on form and technique.

### ENGL 530 Tennessee Williams (3)

A close study of Tennessee Williams's major dramatic works, as well as his poetry and fiction and the films based on the major plays. The course also looks at the biographical genesis of Williams's plays and will focus on the development of and interplay between his concepts of gender, sexuality, and religion. An examination of the critical responses to the plays and films is used to gauge shifts in the American social and cultural landscape.

### ENGL 544 Independent Study (4)

An individualized course designed to meet the curricular needs and interests of a particular student. May be taken only by special arrangement with the proposed instructor, and with permission of the School of Letters Director. This course may be repeated for credit when the topic differs.



**ENGL 553 The Romance of Arthur (3)**

A study of the literature surrounding the figure of King Arthur and the knights of the Round Table, from its origins in the early Middle Ages to the present. Readings include *The Knight of the Cart* by Chrétien de Troyes, the Middle English verse romance *Sir Gawain and the Green Knight*, Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and Bernard Malamud's baseball novel, *The Natural*. We will also consider offshoots of Arthurian legend in the visual arts, opera, and such films as *Excalibur*, *The Fisher King*, and *Monty Python and the Holy Grail*. The final assignment for the course may be either a term paper or a creative project.

**ENGL 557 Shakespeare (3)**

Advanced study of major plays and lyric poems of William Shakespeare, and of major critical traditions regarding Shakespeare's work.

**ENGL 562 Milton (3)**

A study of Milton's poetry and prose considered in relation to the political, ecclesiastical, intellectual and literary life of seventeenth-century England. Primary attention is to *Paradise Lost*.

**ENGL 563 Hebraism and Hellenism (3)**

This course examines the Greek and Biblical traditions inherited by English culture and follows the transformations, adaptations, subversions, and consumptions of these texts and influence. Reading includes passages from the Old and New Testaments, the Homeric epics, and selections from such English writers as Milton, Pope, Fielding, and Byron.

**ENGL 566 Dr. Johnson and the Poets (3)**

Close study of several major English poets (Shakespeare, Donne, Cowley, Milton, Dryden, Pope, Swift, Gray) through the lens provided by the great critic Samuel Johnson, who wrote about them all. The course also looks ahead to such modern writers as Robert Lowell and Samuel Beckett, who read Johnson as a model and inspiration.

**ENGL 570 British Romanticism (3)**

Study of major literary works and theories of the Romantic period in Britain, including poetry by Blake, Wordsworth, Coleridge, Shelley, and Keats.

**ENGL 572 Special Topics in British Literature (3)**

Though its content varies from semester to semester, this class always focuses on a special topic in British 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.

**ENGL 577 Nineteenth Century American Literature (3)**

Studies in the fiction, nonfiction, and poetry written in the United States from the age of Washington Irving to that of Henry James, including major authors of the American Renaissance, the rise of Realism and Naturalism, and the beginnings of Modernism.

**ENGL 581 Modern British Poetry (3)**

Examination of the modern period in British poetry, including close study of Hardy, Hopkins, Yeats, Lawrence, Auden and others.

**ENGL 585 Literary Humor (3)**

Despite E.B. White's warning that analyzing humor is like dissecting a frog ("it tends to kill the frog"), this course examines the serious ends of funny fiction by modern British and American writers, working toward an understanding how humor functions in literature and culture. Reading will include novels by Stella Gibbons, Evelyn Waugh, Kingsley Amis, Richard Russo, Zadie Smith, and others.

**ENGL 589 Modern American Fiction (3)**

Between 1900-1950, literary authors avidly experimented with new forms and philosophies as they depicted rapid changes in sexual, racial, social, and political identity in the US. After defining the relevance of movements such as regionalism, realism, and modernism, this course addresses the historical and social effects of two world wars, immigration, and urbanization. Authors include Henry James, Edith Wharton, Willa Cather, Sherwood Anderson, William Faulkner, Richard Wright, and Patricia Highsmith. Short readings may be added by Gertrude Stein, Eudora Welty, John Dos Passos, James Baldwin, and F. Scott Fitzgerald.

**ENGL 592 The Contemporary Short Story (3)**

Among the considerations of this discussion-oriented class will be strengths and weaknesses of stories, collections, and authors of the recent past. Along with speculating about what contemporary fiction can tell us about contemporary culture, we will address specific curriculum issues as they apply to the contemporary short story and the general topic of literary evaluation. Authors discussed include George Saunders, Edward P. Jones, Jamie Quatro, and Rebecca Lee.

**ENGL 593 Faulkner (3)**

Study of the celebrated novels of Faulkner's major phase--including *Sanctuary*, *The Sound and the Fury*, *Absalom, Absalom!*--as well as the author's significant but often overlooked work in poetry and short fiction.

**ENGL 594 Literature of the American South (3)**

Advanced study of the literary tradition of the U.S. South, with emphasis on such major writers as Mark Twain, Charles Chesnut, William Faulkner, Eudora Welty, Robert Penn Warren and others of the Agrarian circle, Zora Neale Hurston, and Flannery O'Connor. Attention also to antebellum and contemporary southern writing, and to writers associated with Sewanee.

**ENGL 595 African-American Literature (3)**

Advanced study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove.

**ENGL 596 American Environmental Literature and Ecocriticism (3)**

Exploration of the "green theme" and the emerging cross-disciplinary character of "ecocriticism" as reflected in writings selected from the full span of American cultural history. Readings from diverse genre include both traditional literary texts and seminal nonfiction by figures such as William Bartram, John Muir, Aldo Leopold, Rachel Carson, Annie Dillard, Barry Lopez, and Wendell Berry.

**ENGL 598 Forms of Fiction (3)**

How does fiction "work"? This course attempts to answer that question with close study of stories, novellas, and novels with a special emphasis on issues of form and technique.

**ENGL 599 Thesis (3 or 6)**

# School of Theology

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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>).

Catalog publication date: August 10, 2022

Effective dates: This catalog is in effect for the 2022-2023 academic year (August 10, 2022 through August 9, 2023).

## About the School of Theology

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- Academic Calendar (p. 293)
- Administration (p. 294)
- Faculty (p. 294)

## General Information

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.

Sewanee is a "thin" place, a place charged with God's presence, a place where the corporal and the spiritual meet. At the School of Theology, men and women discover a brilliant, passionate faculty devoting their minds to the Church's mission; a discipline of prayer that seeks the Holy Spirit's shaping energy; a community united by Christ while differing in perspective and background; informed, imaginative training in pastoral leadership; an unshaken confidence in the gifts the Anglican tradition brings to the Christian movement and the world; a humane, welcoming, vibrant community amid astonishing natural beauty: that is what Sewanee offers, in God's name.

## Academic Calendar

Go to [registrar.sewanee.edu/calendars/](http://registrar.sewanee.edu/calendars/) (<http://registrar.sewanee.edu/calendars/>) to view all of the University calendars.

## Advent Semester

Date	Event
August 12-21, 2022	Orientation
August 22, 2022	Quiet Day
August 23, 2022	First Day of Classes
September 16, 2022	Foundation Day Convocation
September 27-29, 2022	Alumni Lectures and Homecoming
October 15-18, 2022	Reading Period
November 23-28, 2022	Thanksgiving Break
December 2, 2022	Last Day of Classes
December 3-4, 2022	Services of Lessons and Carols
December 5-December 9, 2022	Final Examinations

## Easter Semester

Date	Event
January 16, 2023	First Day of Classes
January 20, 2023	Winter Convocation
March 9-19, 2023	Reading Day
April 28, 2023	Last Day of Classes
May 1-5, 2023	Final Examinations
May 12, 2023	Commencement

## Summer Term

Date	Event
June 12, 2023	First Day of Classes for Advanced Degrees Program
June 30, 2023	Last Day of Classes for Advanced Degrees Program

## Administration

H. Walker Adams  
*Director of Admission and Recruitment*

The Reverend Deborah M. Jackson  
*Associate Dean for Community Life*

The Reverend Benjamin J. King  
*Associate Dean for Academic Affairs and Director of the Advanced Degrees Program*

Andrew R. H. Thompson  
*Director of the Center for Religion and the Environment*

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

## Faculty

### The Right Reverend J. Neil Alexander (2012)

Bachelor of Arts, Moravian College; Master of Divinity, Lutheran Theological Southern Seminary; Master of Music, University of South Carolina-Columbia; Doctor of Theology, The General Theological Seminary  
Vice-President and Dean and Professor of Liturgy and Charles Todd Quintard Professor of Theology

### Hilary M. Bogert-Winkler (2021)

Bachelor of Arts, Western Kentucky University; Master of Arts, Yale University; , Harvard University; Doctor of Philosophy, The University of Connecticut  
Assistant Professor of Liturgics & Church Music

### The Reverend William F. Brosend II (2006)

Bachelor of Arts, Denison University; Master of Divinity, Vanderbilt University; Doctor of Philosophy, University of Chicago  
Professor of New Testament and Preaching

**The Reverend Michael J. Christopher Bryan (1983)**

Doctor of Philosophy, University of Exeter  
C.K. Benedict Professor of New Testament, Emeritus

**Richard Leonard Cogill (2021)**

Bachelor of Arts, Gustavus Adolphus College; Master of Divinity, Luther Seminary; Master of Sacred Theology, The General Theological Seminary; Diploma in Anglican Studies, The General Theological Seminary  
Instructor of Christian Education and Forma

**Cynthia S. W. Crysdale (2007)**

Bachelor of Arts, York University; Master of Arts, University of Toronto; Doctor of Philosophy, University of Toronto  
Professor of Christian Ethics and Moral Theology

**The Reverend Julia M. Gatta (2004)**

Bachelor of Arts, Saint Mary's College; Master of Arts, Cornell University; Master of Divinity, Episcopal Divinity School; Doctor of Philosophy, Cornell University  
Bishop Frank A. Juhan Professor of Pastoral Theology

**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

**The Reverend Robert Davis Hughes III (1977)**

Doctor of Philosophy, University of Toronto  
Professor of Systematic Theology and the Norma and Olan Mills Professor of Divinity, Emeritus

**Florence M. Jowers (2022)**

Bachelor of Music, Stetson University; Master of Music, Yale University  
Visiting Instructor of Church Music

**The Reverend Benjamin John King (2009)**

Bachelor of Arts, University of Cambridge; Bachelor of Arts, University of Cambridge; Master of Arts, University of Cambridge; Master of Theology, Harvard University; Doctor of Philosophy, Durham University  
Professor of Christian History

**The Reverend Robert Carroll MacSwain (2009)**

Bachelor of Arts, Liberty University; Master of Divinity, Princeton Theological Seminary; Master of Theology, The University of Edinburgh; Doctor of Philosophy, University of Saint Andrews  
Associate Professor of Theology

**Kenneth Miller (2016)**

Bachelor of Arts, Lenoir-Rhyne College; Master of Music, Yale University; Doctor of Musical Arts, Yale University  
Associate Professor of Church Music and Organist and Director of Music at Chapel of the Apostles

**Leigh Preston (2017)**

Bachelor of Arts, The University of Georgia; Bachelor of Science, The University of Georgia; Master of Divinity, Yale University  
Instructor in Latino/Hispanic Ministry and Pastoral Spanish

**David M. Stark (2018)**

Bachelor of Arts, Anderson University; Master of Arts, Boston College; Master of Divinity, Duke University; Doctor of Theology, Duke University  
Assistant Professor of Homiletics

**Romulus Daniel Stefanut (2016)**

Master of Arts, University of Chicago; Doctor of Philosophy, University of Chicago  
Director of the School of Theology Library and Assistant Professor of Theological Bibliography

**The Right Reverend James Tengatenga (2014)**

Master of Divinity, Seminary of the Southwest; Doctor of Philosophy, University of Malawi  
Distinguished Visiting Professor of Global Anglicanism

**Andrew R.H. Thompson (2014)**

Bachelor of Arts, Duquesne University; Master of Arts, Yale University; Master of Philosophy, Yale University; Doctor of Philosophy, Yale University  
Assistant Professor of Theological Ethics & Director of the Center for Religion & the Environment

**James Fielding Turrell (2002)**

Bachelor of Arts, Yale University; Master of Arts, Vanderbilt University; Master of Divinity, Yale University; Doctor of Philosophy, Vanderbilt University  
Norma and Olan Mills Professor of Divinity and Professor of Liturgics

**Paul D. Weber (2022)**

Doctor of Philosophy, University of Iowa  
Visiting Professor of Church Music

**The Reverend Rebecca Abts Wright (1990)**

Bachelor of Arts, American University; Master of Arts, Yale University; Master of Divinity, Wesley Theological Seminary; Doctor of Philosophy, Yale University  
C.K. Benedict Professor of Old Testament

**Erin Leigh Zoutendam (2022)**

Bachelor of Arts, Hillsdale College; , Calvin College; Master of Theology, ; Doctor of Philosophy, Duke University  
Visiting Instructor in Church History

## Programs of Study

The School of Theology offers a number of programs to meet the needs of a variety of people. As an Episcopal seminary, our main focus is the formation and education of clergy. We also provide options for those who want in-depth study of theology and advanced study for both clergy and scholars. The School offers the following programs:

- The Master of Divinity (p. 296) curriculum is designed to provide students with the spiritual formation, knowledge, and skills required to become committed, effective ordained clergy. To this end, the curriculum includes study of Scripture, the Christian tradition, ministerial skills, and modern cultural contexts, with a view to the reasoned practice of the ministry of Word and Sacrament in both its historical context and its contemporary setting.
- The Master of Arts (p. 299) program is designed as a general academic degree for people who wish to begin advanced study of theological disciplines in a church-related setting. It involves a two-year course of study, following either a general program or pursuing a concentration in a particular discipline.
- The Diploma of Anglican Studies (p. 306) is a special program that examines Anglican theology, history, spirituality, liturgy, preaching, and polity. This program is designed primarily for those who already have a divinity degree and have transferred from the ministry of other communions to ministry in the Episcopal Church. Students are introduced to the Anglican ethos through the study of the common heritage and present identity of churches comprising the Anglican Communion as well as the study of the development of Anglicanism.
- The Certificate of Theological Studies (p. 307) is designed for students who wish to pursue graduate theological education without earning a degree. The program is shaped in consultation with the student's advisor to meet the needs of the individual.
- The Master of Sacred Theology (p. 307) degree provides the opportunity to gain further mastery in a chosen area of theological study. This program is intended for those who may wish to prepare for graduate study at the doctoral level or for various forms of teaching, to enhance their scholarly understanding of ministerial practice, or to engage in disciplined reflection in an area of ministry.
- The Doctor of Ministry (p. 310) program provides persons actively engaged in professional ministry the opportunity to develop further the attitudes, skills, and knowledge essential to their ministry. The program stresses the relationship between the practice of ministry and Biblical, historical, and theological knowledge.

## Master of Divinity

The Master of Divinity curriculum of the School of Theology is designed to provide students with the spiritual formation, knowledge, and skills required to become committed, effective ordained clergy. To this end, the curriculum includes study of Scripture, the Christian tradition, ministerial skills, and modern cultural contexts, with a view to the reasoned practice of the ministry of Word and Sacrament in both its historical context and its contemporary setting.

## Spiritual Formation

Christian ministry requires leaders who are sensitive to the presence of God in their own lives and in the lives of those with whom they are called to serve. Through daily worship, prayer, study, spiritual direction, and quiet days, the School of Theology seeks to develop in its students such an awareness and pattern of life.



## Worship Life

The community is grounded in worship. Morning Prayer, the Holy Eucharist, and Evening Prayer are celebrated in the Chapel of the Apostles. Students and faculty take part in at least one of those offices daily, including a weekly community Eucharist. Attendance at the School's Triduum liturgies (Maundy Thursday, Good Friday, and Easter Vigil) is expected of seminary students. Those in field placements are released from obligations to their fieldwork parishes in order to participate fully in the Triduum at the School. Through participation in the church's liturgical life, students deepen their awareness of the meaning of worship and are provided opportunities to develop their skills in the ordering and conducting of a variety of Prayer Book rites. Students and faculty participate in planning liturgy, leading worship, and preaching.

The Dean has responsibility for the spiritual and community life of the School of Theology. The Dean is the Ordinary of the Chapel of the Apostles.

## Curriculum

The master of divinity program is designed to educate a critically informed clergy for ministry in a changing world. The School of Theology is committed to the task of integrating the various areas of theological study within a basic core curriculum.

Electives allow students to focus their attention and advance their learning in selected areas of academic and practical interest. Lectures, seminars, and small group discussions all contribute to the ongoing task of critical and practical integration of the traditions of theological learning with life in the contemporary world.

## Requirements for the Degree

The curriculum for the Master of Divinity degree requires 75 semester hours. To retain the status of regular (full-time) student, at least twelve semester hours must be taken for credit each semester.

Core courses are listed indicating when each is normally taken. Circumstances, such as sabbaticals, may dictate changes in when a course is offered. Students, such as those participating in an exchange program or those transferring credits from another school, may find that their sequence must differ from the paradigm below. In such cases, the student should be mindful of course prerequisites and should consult with their advisor (and, when appropriate, the Associate Dean for Academic Affairs).

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Divinity student who has successfully completed all prescribed work, has fulfilled the clinical pastoral education and field education requirements, has completed all non-credit degree requirements, has submitted a complete portfolio, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Divinity degree. Work toward this degree is to be concluded within six consecutive years from the date of matriculation.

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.

Code	Title	Semester Hours
<b>JUNIOR CURRICULUM</b>		
<b>Advent Semester</b>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 511	New Testament I: The Gospels in Context	3
CHHT 511	Church Histories I: Asia and Africa	3
THEO 503	Foundations of Christian Spirituality	3
<b>Easter Semester</b>		
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 512	New Testament II: The Bible after Jesus	3
CHHT 512	Church Histories II: Europe and North America	3
HOML 530	Introduction to Preaching	3
<b>Summer Term</b>		
Clinical Pastoral Education (CPE) is ordinarily taken in the summer after the junior year, if it was not taken before matriculation.		
<b>MIDDLER CURRICULUM</b>		
<b>Advent Semester</b>		
LTCM 507	Church Music	3

MNST 511	Pastoral Theology: Theology and Practice of Pastoral Care	3
MNST 515	Congregational Studies	3
THEO 511	Introduction to Christian Theology	3
<b>Easter Semester</b>		
CEMT 511	Introduction to Moral Theology	3
LTCM 511	History of Christian Worship	3
MNST 516	Parish Leadership	3
Elective <sup>1</sup>		3
<b>SENIOR CURRICULUM</b>		
<b>Advent Semester</b>		
LTCM 521	Pastoral Liturgics: The Prayer Book of the Episcopal Church	3
MNST 525	Introduction to Christian Education and Formation	1
MNST 564	Community and Organizational Leadership	3
WREL 501	World Religions	2
Electives <sup>1</sup>		3
<b>Easter Semester</b>		
WREL 502	World Christianities and Missiology	2
Electives <sup>1</sup>		13
<b>Total Semester Hours</b>		<b>75</b>

<sup>1</sup> Students are required to take one three-semester hour elective in each of the following subjects: ethics, homiletics, and theology. Courses approved to satisfy these requirements are designated in the course approval process and are listed here (<http://e-catalog.sewanee.edu/theology/programs-of-study/master-divinity/approved-electives/>).

### Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Chapel Participation, as scheduled	
	Clinical Pastoral Education	
	Constitution and Canons (Title IV) Workshop	
	Cross-Cultural Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Mental Health First Aid Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

### Portfolio

Each Master of Divinity student will maintain a portfolio, filed with the Coordinator of Academic Affairs in the School of Theology. A completed portfolio is a degree requirement. Portfolios are used for program assessment. A complete portfolio includes:<sup>1</sup>

Code	Title	Semester Hours
Select one of the following:		
	A short paper from THEO 511	
	A paper from CEMT 511	
Select one of the following:		
	The Prophets paper from BIBL 502	
	A paper or final exam from BIBL 511 or BIBL 512	
Select one of the following:		

WREL 502 assignment  
 The Prophets paper from BIBL 502  
 The issues paper from BIBL 502  
 One mid-term exam or paper from either CHHT 511 or CHHT 512  
 The final exam from LTCM 521  
 The final exam from WREL 501  
 The middler evaluation  
 One exam from MNST 511  
 Theology of Preaching reflection paper from HOML 530  
 Field education final evaluation

<sup>1</sup> Exams and papers are to be scanned and submitted electronically to preserve faculty grades and comments. Each item should be labeled by the student, so that it may be easily identified according to the contents list above.

## Master of Arts

The Master of Arts program of the School of Theology is designed as a general academic degree for people who wish to begin advanced study of theological disciplines in a church-related setting. It involves a two-year course of study, following either a general program or pursuing a concentration in a particular discipline. Advanced standing may be granted to those who come with previous work in the theological disciplines. It also may be the appropriate degree for some ordained American and international students with previous theological study. On its own, this degree does not satisfy the canonical requirements for ordination. Students in this program take part in the worship life of the seminary by attending at least one chapel service on each weekday, including the principal Eucharist on Wednesday.

Specific requirements for the general track and the concentrations are as follows:

General Track (p. 299)

Concentration in Bible (p. 300)

Concentration in Church History (p. 301)

Concentration in Theology (p. 305)

Concentration in Religion and the Environment (p. 302)

## Master of Arts General Track

The General Track is intended for those who seek a broad grounding in the theological disciplines. Students on the General Track complete the core and distribution courses and take elective courses to further their knowledge.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Arts student who has successfully completed all prescribed work, has completed all non-credit degree requirements, has submitted a complete portfolio if applicable, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Arts degree. Work toward this degree is to be concluded within four consecutive years from the date of matriculation.

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.

## Requirements

Code	Title	Semester Hours
<b>Core Courses</b>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 511	New Testament I: The Gospels in Context	3
BIBL 512	New Testament II: The Bible after Jesus	3
CHHT 511	Church Histories I: Asia and Africa	3

CHHT 512	Church Histories II: Europe and North America	3
CEMT 511	Introduction to Moral Theology	3
THEO 511	Introduction to Christian Theology	3
<b>Elective Courses</b>		
Additional hours of approved electives		24
<b>Total Semester Hours</b>		<b>48</b>

### Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

### Portfolio

A complete portfolio includes the following:<sup>1</sup>

Code	Title	Semester Hours
Select one of the following:		
	A short paper from THEO 511	
	A paper from CEMT 511	
Select one of the following:		
	The Prophets paper from BIBL 502	
	A paper from BIBL 511 or BIBL 512	
One mid-term exam or paper from either CHHT 511 or CHHT 512		
M.A. portfolio integrative essay and conference <sup>2</sup>		

<sup>1</sup> Exams and papers are to be scanned and submitted electronically to preserve faculty grades and comments.

<sup>2</sup> The integrative essay is a 4-5 page essay in which the student describes in specific and thematic terms the work completed in fulfillment of the master of arts degree. The essay is primarily retrospective, articulating insights gained in specific courses. At the same time the essay is to be integrative, showing how these insights contribute to a broadly coherent theological program and, if applicable, to future ministry. The essay will include: (1) introduction, (2) motivation for pursuing a master of arts in theology, (3) concepts and themes in portfolio documents, (4) insights gained in the course of Master of Arts curriculum, (5) synthesis or comparison of concepts/themes/insights, (6) conclusion (may include contribution to future ministry, broadly understood). This essay is to be submitted to the student's advisor or other faculty member to serve as evaluator, along with the student's portfolio, no later than April 15. The student should schedule a conference with the evaluator within two weeks of the submission. The conference is an opportunity to reflect with a faculty member on the portfolio and on the learning gained from the degree program. At the end of the conference, the faculty member evaluates the portfolio and the conference and submits the results to the Office of Academic Affairs.

## Master of Arts with Concentration in Bible

The concentration is designed for those students who intend to pursue further graduate education in theology or its cognate disciplines or those who seek additional depth of knowledge in a particular field of study. It may be appropriate in some cases for those who do not plan to pursue doctoral study but who expect to teach in a specific discipline in institutions overseas.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Arts student who has successfully completed all prescribed work, has completed all non-credit degree requirements, has submitted a complete portfolio if applicable, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Arts degree. Work toward the degree is to be concluded within four consecutive years from the date of matriculation.

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.

## Requirements

Students pursuing a concentration in Bible complete a core curriculum, do additional coursework in the area of concentration, and complete a research paper in the area of concentration. They must also complete certain non-credit degree requirements. Courses taken in the core curriculum may be counted towards the hours required for a concentration.

Code	Title	Semester Hours
<b>Core Courses</b>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 511	New Testament I: The Gospels in Context	3
BIBL 512	New Testament II: The Bible after Jesus	3
CHHT 511	Church Histories I: Asia and Africa	3
CHHT 512	Church Histories II: Europe and North America	3
CEMT 511	Introduction to Moral Theology	3
THEO 511	Introduction to Christian Theology	3
<b>Concentration</b>		
Select six hours in a Biblical language		6
Select three additional hours in Biblical studies (BIBL)		3
Select twelve semester hours of electives (to include three hours in ethics)		12
THEO 598	Research Project <sup>1</sup>	3
<b>Total Semester Hours</b>		<b>48</b>

<sup>1</sup> A research paper is required of those Master of Arts students pursuing a concentration. The student must obtain the approval of a faculty member in the area of concentration, who will serve as supervisor of the paper. The student then registers for three credit hours of research (THEO 598). The student meets regularly with the supervisor for guidance in research and writing. The research paper is to be a contribution to scholarly discussion. It is to be 5,500 to 7,500 words in length, and is to be submitted to the supervisor once it is completed. Once the supervisor approves the paper, they submit a grade for the paper to the Coordinator of Academic Affairs.

## Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Cultural Diversity Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	
	Education for Ministry (EfM) Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Master of Arts with Concentration in Church History

The concentration is designed for those students who intend to pursue further graduate education in theology or its cognate disciplines or those who seek additional depth of knowledge in a particular field of study. It may be appropriate in some cases for those who do not plan to pursue doctoral study but who expect to teach in a specific discipline in institutions overseas.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Arts student who has successfully completed all prescribed work, has completed all non-credit degree requirements, has submitted a complete portfolio if applicable, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Arts degree. Work toward the degree is to be concluded within four consecutive years from the date of matriculation.

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.

## Requirements

Students pursuing a concentration in Church History complete a core curriculum, do additional coursework in the area of concentration, and complete a research paper in the area of concentration. They must also complete certain non-credit degree requirements. Courses taken in the core curriculum may be counted towards the hours required for a concentration.

Code	Title	Semester Hours
<b>Core Courses</b>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 511	New Testament I: The Gospels in Context	3
BIBL 512	New Testament II: The Bible after Jesus	3
CHHT 511	Church Histories I: Asia and Africa	3
CHHT 512	Church Histories II: Europe and North America	3
CEMT 511	Introduction to Moral Theology	3
THEO 511	Introduction to Christian Theology	3
<b>Concentration</b>		
Select twelve additional semester hours in Church History (CHHT)		12
Select nine additional semester hours of electives (to include three hours in ethics)		9
THEO 598	Research Project <sup>1</sup>	3
<b>Total Semester Hours</b>		<b>48</b>

<sup>1</sup> A research paper is required of those Master of Arts students pursuing a concentration. The student must obtain the approval of a faculty member in the area of concentration, who will serve as supervisor of the paper. The student then registers for three credit hours of research (THEO 598). The student meets regularly with the supervisor for guidance in research and writing. The research paper is to be a contribution to scholarly discussion. It is to be 5,500 to 7,500 words in length, and is to be submitted to the supervisor once it is completed. Once the supervisor approves the paper, they submit a grade for the paper to the coordinator of academic affairs.

## Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Master of Arts with Concentration in Religion and the Environment

The concentration is designed for those students who intend to pursue further graduate education in theology or its cognate disciplines or those who seek additional depth of knowledge in a particular field of study. It may be appropriate in some cases for those who do not plan to pursue doctoral study but who expect to teach in a specific discipline in institutions overseas.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.



A Master of Arts student who has successfully completed all prescribed work, has completed all non-credit degree requirements, has submitted a complete portfolio if applicable, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Arts degree. Work toward the degree is to be concluded within four consecutive years from the date of matriculation.

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.

## Requirements

Drawing on the distinctive strengths of the School of Theology and the Environmental Studies Program and affiliated departments of the College of Arts and Sciences, the Master of Arts with a concentration in Religion and the Environment is a flexible program that utilizes Sewanee's unique ability to contribute to an internationally recognized and vibrant field of interdisciplinary inquiry. After a basic grounding in the tools of Biblical studies, theology, and ethics, distribution requirements guide students so they are exposed to a variety of perspectives on environmental issues, ranging from the "hard sciences" to policy studies. Further elective work within the concentration allows the student to pursue specific interests, and a research project serves as the capstone in the concentration.

Code	Title	Semester Hours
<b>Core Courses</b> <sup>1</sup>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 511	New Testament I: The Gospels in Context	3
BIBL 512	New Testament II: The Bible after Jesus	3
CEMT 511	Introduction to Moral Theology	3
THEO 511	Introduction to Christian Theology	3
<b>Concentration</b> <sup>2, 3</sup>		<b>18</b>
Select one of the following courses in environmental theology or ethics:		
CEMT 553	Many Sides of Sustainability	
CEMT 560	Environmental Ethics	
CEMT 561	Climate Ethics	
PHIL 230	Environmental Ethics	
THEO 552	God and Nature	
THEO 559	Readings in Contemporary Eco-Theology	
THEO 560	Creation, Evolution, and God	
THEO 561	Readings in Teilhard de Chardin	
Select one of the following courses in environmental policy:		
ECON 335	Environmental Economics	
ENST 334	Environmental Policy and Law	
FORS 270	Water Resource Policy and Law	
POLS 382	International Environmental Policy	
Select one of the following environmentally-themed courses in Religious Studies (RELG): Religion (at least three hours from the following):		
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Greening Buddhism	
Select one of the following courses in environmental science:		
BIOL 130	Field Investigations in Biology	
BIOL 209	Advanced Conservation Biology	
BIOL 210	Ecology (Lab)	
BIOL 211	Biodiversity: Pattern and Process (Lab)	
FORS 121	Introduction to Forestry (Lab)	
GEOL 121	Physical Geology (Lab)	
Select two additional courses from those listed above or from the list of approved electives within the concentration (p. 304) <sup>4</sup>		
Select three additional elective courses. Recommended options include the following:		9
CEMT 522	Contemporary Moral Issues	
MNST 564	Community and Organizational Leadership	

THEO 598	Research Project <sup>5</sup>	3
<b>Total Semester Hours</b>		<b>48</b>

- <sup>1</sup> Course substitutions may be made with the approval of the advisor. To substitute a course within the respective areas of Biblical Studies (BIBL), Christian Ethics and Moral Theology (CEMT), or Systematic Theology (THEO), the students must seek the advisor's permission; the advisor, in turn, notifies the Coordinator of Academic Affairs, who registers the student for the substituted course(s).
- <sup>2</sup> In addition to the courses listed below for each area, substitutions may be approved by the advisor. To substitute a different course within the areas below, the student must seek the advisor's permission; the advisor, in turn, notifies the Coordinator of Academic Affairs, who registers the student for the approved substitute course(s).
- <sup>3</sup> Six courses are required for the concentration. Depending on the courses selected, the number of semester hours required for the concentration may range from a minimum of 18 to a maximum of 24.
- <sup>4</sup> These courses will be chosen in consultation with the student's advisor to create a focus on policy, arts, humanities, or science, preparatory to the work of the research project. Certain courses require specific academic background, while others are open without prerequisite. Students should consult with their advisor and with the instructor of courses of interest to determine appropriate placement.
- <sup>5</sup> The student will undertake a research project in the last year of enrollment. In the Advent semester, the student secures the agreement of a faculty member from the School of Theology and a faculty member from the College to supervise the project. The student develops a project proposal in consultation with the supervisors, and no later than November 15 submits the proposal to the advisor and the Office of Academic Affairs. The research project is to be a contribution to scholarly discussion. It is to be 5,500-7,500 words or equivalent exclusive of documentation and is to be submitted to the project supervisors once it is completed, no later than April 15 for graduation in May.

### Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	
THEO 566	Religion and Environment Colloquium <sup>2</sup>	0

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

<sup>2</sup> Students are required to enroll in THEO 566 each semester.

### Approved Electives for Concentration in Religion and the Environment

Code	Title	Semester Hours
ANTH 298	Ecological Anthropology	4
ANTH 312	Place, Ritual, and Belief	4
BIOL 200	Entomology	4
BIOL 201	Ornithology (Lab)	4
BIOL 221	Environmental Physiology of Plants (Lab)	4
BIOL 232	Human Health and the Environment (Lab)	4
BIOL 310	Plant Evolution and Systematics (Lab)	4
BIOL 340	Microbiology (Lab)	4
ENGL 320	Poetry, Nature, and Contemplation	4
ENGL 370	British Romanticism: the Early 19th Century	4
ENGL 396	American Environmental Literature	4
ENST 101	Introduction to Environmental Studies	4
ENST 201	Foundations of Food and Agriculture	4
FORS 204	Forest Wildlife Management	4
FORS 211	Dendrology (Lab)	4

FORS 212	Tropical Forest Ecology and Management	4
FORS 230	Urban Forest Management	4
FORS/GEOL 303	Soils (Lab)	4
FORS 305	Forest Ecology (Lab)	4
FORS 312	Silviculture	4
FORS 314	Hydrology (Lab)	4
FORS 319	Natural Resource Management and Decisions	4
GEOL 121	Physical Geology (Lab)	4
GEOL 222	Historical Geology (Lab)	4
GEOL 230	Paleoecology	4
GEOL 235	Earth Systems and Climate Change	4
GEOL 305	Economic Geological Resources (Lab)	4
GEOL 323	Geology of the Western United States Field Trip	2
HIST 100	Topics in Western Civilization	4
HIST 283	Environmental History	4
MUSC 245	Music of the Birds and Bees: Music and Nature	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4

## Master of Arts with Concentration in Theology

The concentration is designed for those students who intend to pursue further graduate education in theology or its cognate disciplines or those who seek additional depth of knowledge in a particular field of study. It may be appropriate in some cases for those who do not plan to pursue doctoral study but who expect to teach in a specific discipline in institutions overseas.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Arts student who has successfully completed all prescribed work, has completed all non-credit degree requirements, has submitted a complete portfolio if applicable, and has a cumulative grade point average (GPA) of at least 2.33 is eligible to be awarded the Master of Arts degree. Work toward the degree is to be concluded within four consecutive years from the date of matriculation.

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.

### Requirements

Students pursuing a concentration in Theology complete a core curriculum, do additional coursework in the area of concentration, and complete a research paper in the area of concentration. They must also complete certain non-credit degree requirements. Courses taken in the core curriculum may be counted towards the hours required for a concentration.

Code	Title	Semester Hours
<b>Core Courses</b>		
BIBL 501	Old Testament I: From Prehistory to the Promised Land	3
BIBL 502	Old Testament II: Prophets, Exile, and Aftermath	3
BIBL 511	New Testament I: The Gospels in Context	3
BIBL 512	New Testament II: The Bible after Jesus	3
CHHT 511	Church Histories I: Asia and Africa	3
CHHT 512	Church Histories II: Europe and North America	3
CEMT 511	Introduction to Moral Theology	3
THEO 511	Introduction to Christian Theology	3
<b>Concentration</b>		
Select twelve additional semester hours in theology (THEO)		12
Select nine semester hours of electives (to include three hours in ethics)		9
THEO 598	Research Project <sup>1</sup>	3
<b>Total Semester Hours</b>		<b>48</b>

<sup>1</sup> A research paper is required of those Master of Arts students pursuing a concentration. The student must obtain the approval of a faculty member in the area of concentration, who will serve as supervisor of the paper. The student then registers for three credit hours of research (THEO 598). The student meets regularly with the supervisor for guidance in research and writing. The research paper is to be a contribution to scholarly discussion. It is to be 5,500 to 7,500 words in length, and is to be submitted to the supervisor once it is completed. Once the supervisor approves the paper, they submit a grade for the paper to the Coordinator of Academic Affairs.

### Non-credit Degree Requirements <sup>1</sup>

Code	Title	Semester Hours
	Bibliography, Research, and Writing Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Diploma of Anglican Studies

The Diploma of Anglican Studies is a special program that examines Anglican theology, history, spirituality, liturgy, preaching, and polity. This program is designed primarily for those who already have a divinity degree and have transferred from the ministry of other communions to ministry in The Episcopal Church. Students are introduced to the Anglican ethos through study of the common heritage and present identity of churches comprising the Anglican Communion as well as study of the development of Anglicanism.

Normally, the applicant for the Diploma of Anglican Studies has a Master of Divinity degree from an accredited seminary. Most such applicants pursue the Diploma of Anglican Studies, which normally requires one academic year's residence, appropriate course work, and participation in the worship life of the seminary community by attending at least one chapel service on each weekday, including the principal Eucharist on Wednesday.

Qualified applicants may instead pursue the degree of Master of Sacred Theology (Anglican Studies Track), which normally entails one summer of study in the Advanced Degrees program, study-in-residence during the academic year, and the writing of a thesis. See the Master of Sacred Theology (p. 307) section for more information.

### Requirements for the Diploma of Anglican Studies

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the Diploma of Anglican Studies by the Faculty of the School of Theology.

A Diploma of Anglican Studies student who has successfully completed all prescribed work, has completed all non-credit program requirements, and has a cumulative grade point average (GPA) of at least 2.33 is eligible for the award of the Diploma of Anglican Studies. Work toward the Diploma of Anglican Studies is to be concluded within two consecutive years from the date of matriculation.

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.

Students whose prior Master of Divinity coursework duplicates part of the curriculum should consult the Associate Dean for Academic Affairs about advanced standing.

Code	Title	Semester Hours
CHHT 551	Global Anglicanism	3
HOML 530	Introduction to Preaching	3
LTCM 507	Church Music	3
LTCM 511	History of Christian Worship	3
LTCM 521	Pastoral Liturgics: The Prayer Book of the Episcopal Church	3
MNST 511	Pastoral Theology: Theology and Practice of Pastoral Care	3
THEO 503	Foundations of Christian Spirituality	3

Theology Elective	3
<b>Total Semester Hours</b>	<b>24</b>

\* Students are encouraged to consult their diocese and the Director of Contextual Education in regard to taking a semester of contextual education, which includes field education.

### Non-credit Graduation Requirements <sup>1</sup>

Code	Title	Semester Hours
	Chapel Participation, as scheduled	
	Constitution and Canons (Title IV) Workshop	
	Cultural Diversity Workshop	
	Education for Ministry (EfM) Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Certificate of Theological Studies

The Certificate of Theological Studies is designed for students who wish to pursue graduate theological education without earning a degree. The Certificate of Theological Studies program is shaped in consultation with the student's advisor to meet the needs of the individual. It requires full-time study in residence over one or two semesters. Students in this program take part in the worship life of the seminary by attending at least one chapel service on each weekday, including the principal Eucharist on Wednesday.

A Certificate of Theological Studies student who has successfully completed all prescribed work for the one or two semesters of enrollment, has completed all non-credit program requirements, and has achieved a cumulative grade point average (GPA) of 2.33 or above is eligible for the award of the Certificate of Theological Studies.

### Non-credit Graduation Requirements <sup>1</sup>

Code	Title	Semester Hours
	Safeguarding God's People Workshop	
	Safeguarding God's Children Workshop	
	Cultural Diversity Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Master of Sacred Theology

The Master of Sacred Theology degree provides the opportunity to gain further mastery in a chosen area of theological study. Students will attain and apply the skills needed for scholarly research in a theological discipline at an advanced level. The Master of Sacred Theology program is intended for those who may wish to prepare for graduate study at the doctoral level or for various forms of teaching, to enhance their scholarly understanding of ministerial practice, or to engage in disciplined reflection in an area of ministry. Applicants for admission should have a Master of Divinity degree or a first graduate theological degree providing equivalent theological background.

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Master of Sacred Theology student, who has successfully completed all prescribed work, has completed all non-credit degree requirements when applicable, and has a cumulative grade point average (GPA) of at least 3.00 is eligible for the award of the degree of Master of Sacred Theology.

### Master of Sacred Theology (General Track)

The Master of Sacred Theology (General Track) is offered primarily during the summer months. Work for the degree may be completed in one year (summer session and two consecutive academic year terms); the degree must be completed within six years from

matriculation. A student who experiences extenuating circumstances which prevent them from finishing in six years may petition the Advanced Degrees Program Committee to allow one or two additional years for completion. A continuance fee may be required.

All coursework done during the academic year to be counted towards the Master of Sacred Theology degree must be done at an advanced level. Students must arrange with their professors to undertake extra work, and the work is to be assessed at a level beyond that of an Master of Divinity student. The extra work undertaken in the course is to be documented with the School of Theology's Office of Academic Affairs.

### Requirements for the Degree

Students must complete a minimum of thirty semester hours of academic credit with a grade point average of 3.00 or higher. Six of the hours must be in the form of a thesis. The student, working in consultation with a thesis supervisor from the faculty of the School of Theology, will develop a proposal and write a thesis demonstrating scholarly competence, and pass an examination covering the area of the thesis and major specialization.

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.

### Thesis and Candidacy

The student will be required to complete a thesis demonstrating scholarly competence.

After the completion of twelve credit hours, the student will submit a written statement requesting candidacy and the thesis proposal. In preparation for the thesis proposal and candidacy request, the student will consult with the Director of Advanced Degrees about the general subject of the thesis. The Director will work with the student to choose a supervisor for the preparation of the proposal. The supervisor will be a member of the teaching faculty of the School of Theology, and will serve as the first reader. Guidelines are provided for writing the thesis proposal and for the thesis itself.

To be granted candidacy, the student must have at least a 3.00 grade point average in their degree work already completed, must have their thesis proposal approved, and must show progress made toward meeting their goal as stated in the application. The student will develop the thesis proposal with the guidance of their chosen supervisor, and following the supervisor's approval will present the proposal to the advanced degrees program. The Advanced Degrees Committee will review each student's candidacy request and thesis proposal and either approve candidacy, ask the student to address concerns and resubmit a revised proposal, or reject candidacy.

Upon approval of a thesis proposal, the Committee will select, or approve the student's request of, the second reader. The Committee will consider the thesis subject and the potential reader's expertise, workload, and availability. Readers are ordinarily faculty of the University. On occasion, an outside scholar with particular expertise in the thesis subject may be contracted as a reader. The student is responsible for obtaining this person's verbal agreement, but no formal invitation may be extended except by the Director.

The normal paradigm is two classes in each of four summers and registration for thesis hours after the fourth summer. A student may not register for thesis hours until the thesis proposal has been approved. A student may choose to finish sooner by registering for the thesis hours in January after the fourth summer in order to graduate in May of that year.

### Examination

An oral defense covering the area of the thesis and major specialization is also required. This may be accomplished in person, by conference call, or video conference as circumstances may demand.

A final, library copy of the thesis is submitted to the Coordinator of Academic Affairs for binding. Final submission must take place by April 1 for graduation the following May. Formatting requirements are available from the Coordinator.

### Non-credit Graduation Requirements <sup>1</sup>

Code	Title	Semester Hours
	Cultural Diversity Workshop	
	Safeguarding God's Children Workshop	
	Safeguarding God's People Workshop	

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section. These workshops are not required of S.T.M. students in residence in summer only.



## Master of Sacred Theology (Anglican Studies Track)

The Master of Sacred Theology (Anglican Studies Track) provides the opportunity to acquire fuller mastery in that field and is suitable for those previously ordained in another denomination who plan to be ordained in the Episcopal Church. Applicants for admission should have a Master of Divinity degree prior to enrollment.

A Master of Sacred Theology (Anglican Studies Track) student requires one year of full-time study. This is done during one summer and one academic year. The thirty semester hours are achieved with six hours in a summer session, twenty-four hours in the academic year, and include a thesis for six hours of credit.

All coursework done during the academic year to be counted towards the Master of Sacred Theology degree must be done at an advanced level. Students must arrange with their professors to undertake extra work, and the work is to be assessed at a level beyond that of a Master of Divinity. The extra work undertaken in the course is to be documented with the School of Theology's Office of Academic Affairs.

### Requirements for the Degree

Once accepted, the Director of Advanced Degrees will advise students on their course of study, which will include some or all of the core requirements for the Diploma of Anglican Studies.

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.

Typically, students take the following courses during the academic year:

Code	Title	Semester Hours
<b>Academic Year</b>		
CHHT 551	Global Anglicanism	3
HOML 530	Introduction to Preaching	3
LTCM 507	Church Music	3
LTCM 511	History of Christian Worship	3
LTCM 521	Pastoral Liturgics: The Prayer Book of the Episcopal Church	3
MNST 511	Pastoral Theology: Theology and Practice of Pastoral Care	3
THEO 503	Foundations of Christian Spirituality	3
Theology Elective (Easter Semester)		3
<b>Summer Term</b>		
THEO 595	Master of Sacred Theology Thesis	6
<b>Total Semester Hours</b>		<b>30</b>

### Thesis and Candidacy

The student will be required to complete a six-hour thesis demonstrating scholarly competence in the area of Anglican Studies.

The process is described above, under the description of the Master of Sacred Theology (General Track). The thesis generally cannot be completed while doing the course work for the degree, so the time from matriculation to graduation can take two years. The school can provide certification of requirements completed to diocesan officials prior to the granting of the degree.

### Examination

An oral defense covering the area of the thesis and major specialization is also required. This may be accomplished in person, by conference call, or video conference as circumstances may demand.

A final, library copy of the thesis is submitted to the Coordinator of Academic Affairs for binding; final submission must take place by April 1 for graduation the following May. Formatting requirements are available from the Coordinator.

### Non-credit Graduation Requirements <sup>1</sup>

Code	Title	Semester Hours
	Chapel Participation, as scheduled	
	Constitution and Canons (Title IV) Workshop	
	Cultural Diversity Workshop	

Education for Ministry (EfM) Workshop

Safeguarding God's Children Workshop

Safeguarding God's People Workshop

<sup>1</sup> For details on these workshops, see the Non-credit Degree Requirements for Graduation ([http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit\\_degree\\_requirements\\_for\\_graduation/](http://e-catalog.sewanee.edu/theology/programs-of-study/noncredit_degree_requirements_for_graduation/)) section.

## Doctor of Ministry

The Doctor of Ministry program is designed to enable participants to attain excellence in the practice of ministry. The program provides persons actively engaged in professional ministry the opportunity to develop further the attitudes, skills, and knowledge essential to their ministry. The program stresses the relationship between the practice of ministry and Biblical, historical, and theological knowledge. The level of class work in the Doctor of Ministry program assumes that the applicant has the general knowledge acquired in a Master of Divinity program. The Doctor of Ministry program is not intended to prepare persons for college or university teaching. Applicants for admission should have the Master of Divinity degree or its equivalent, as well as three years of ministerial experience subsequent to the first theological degree.

The degree should be completed within six years of matriculation. Students who experience extenuating circumstances that prevent them from finishing in six years may petition the Advance Degrees Program Committee to allow one or two additional years for completion. A continuance fee may be required.

Details of the summer courses and lecturers may be found at the Doctor of Ministry page (<https://theology.sewanee.edu/doctor-of-ministry/academics/this-summer-courses/>).

Graduation from the School of Theology follows the successful completion of all requirements for the specified program of study and the approval of the degree by the Senate of the University upon nomination by the Faculty of the School of Theology.

A Doctor of Ministry student who has successfully completed all prescribed work and has a cumulative grade point average (GPA) of at least 3.00 is eligible to be awarded a Doctor of Ministry degree. Work toward the degree is to be concluded within six consecutive years from the date of matriculation, unless the Advanced Degrees Committee has allowed a seventh or eighth year.

### Requirements for the Degree

Students admitted to the program must complete a minimum of thirty semester hours with a grade point average of 3.00 or higher. Six of the hours must be achieved in the form of a project, which will be defended orally.

The student, working with the Director of the Advanced Degrees Program, will develop a program of study designed to accomplish their educational objectives. It is imperative that the program has integrity and coherence and not be simply the accumulation of credit hours.

Courses are designed to develop professional skills and to relate Biblical, historical, and theological materials to the practice of ministry.

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.

### Project

The student will be required to complete a substantial project for six credit hours. The project should have a ministerial focus and opportunities for reflection on professional development for the integration of academic learning experiences and one's own professional situation and for moving forward in one's understanding and practice of ministry. Some possible methodological approaches are:

- Action/reflection model—a presentation of the results growing out of some direct engagement within a context of ministry.
- Program model—a description of a program (educational, liturgical, homiletical, pastoral, etc.) designed by the student for their work, with assessment of results.
- Thesis or essay—a study of some topic related to the integration of one's academic work and professional focus.

The ministry project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results. The project should reflect the candidate's depth of theological insight in relation to ministry.

### Project and Candidacy

After the completion of twelve credit hours, the student will submit a written request for candidacy and the project proposal. In preparation for the project proposal and candidacy request, the student will discuss the general subject of the project with the Director. The Director will work with the student to choose a supervisor for the project prior to the preparation of the proposal. The supervisor

will be a member of the teaching faculty of the School of Theology, and will serve as first reader. Guidelines are provided for writing the project proposal and the project itself.

To be granted candidacy, the student must have at least a 3.00 grade point average in their degree work already completed, must have their project proposal approved, and must show progress made toward meeting their goal as stated in the application. The student will develop the project proposal with the guidance of their chosen supervisor, and following the supervisor's approval will present the proposal to the Advanced Degrees Committee. The Committee will review each student's candidacy request and project proposal and either approve them, ask the student to address concerns and resubmit, or reject candidacy. A student may not register for project hours until the project proposal has been approved.

Upon approval of a project, the Committee will select, or approve the student's request of, the second reader. The Committee will consider the project's subject and the potential reader's expertise, workload, and availability when selecting readers. The Director will ask the faculty member(s) if they are willing to serve and notify the student upon agreement. Readers are normally faculty of the University. On occasion, an outside person with particular expertise in the project's subject may be contracted as a second reader. The student is responsible for obtaining this person's verbal agreement, but no formal agreement may be extended except by the Director.

An oral defense covering the area of the project and major specialization is also required. This may be accomplished in person, by conference call, or video conference as circumstances may demand.

A final, library copy of the project (together with any supporting materials) is submitted to the Coordinator for Academic Affairs for binding; final submission must take place by April 1 for graduation the following May. Formatting requirements are available from the Coordinator.

## Concentrations

### Preaching

The Preaching concentration is offered in response to a growing need for post-Master of Divinity study, instruction, and critical practice in preaching. No more than eight students will be accepted into the Preaching concentration each year in order to assure adequate support for their courses of study and theses/projects. While fulfilling requirements for the Doctor of Ministry degree, students in the Preaching concentration will be required to:

- Complete a minimum of four Homiletics (HOML) courses in Sewanee's Advanced Degree Program; a course with a strong preaching component may be substituted with permission of the Director.
- Write a thesis or complete a project in homiletics. The process to be followed is identical to that of the Doctor of Ministry (General Track).

A minimum of two courses in Biblical Studies (BIBL) is recommended.

### Liturgy

The Liturgy concentration builds on Sewanee's unique strengths in liturgical studies and is offered in response to a growing need for post-Master of Divinity study, instruction, and critical practice in liturgy. No more than ten students will be accepted into the Liturgy concentration each year in order to assure adequate support for their courses of study and theses/projects. While fulfilling requirements for the Doctor of Ministry degree, students in the Liturgy concentration will be required to:

- Complete a minimum of five Liturgics and Church Music (LTCM) courses in Sewanee's Advanced Degree Program, plus a sixth course in Liturgy or a related field (eligible courses are designated in their course description; in certain cases, a relevant course in another discipline, without the designation, may be substituted with permission of the Director of the Advanced Degrees Program).
- Write a thesis or complete a project in liturgy. The process to be followed is identical to that of the Doctor of Ministry (General Track).

## Course Descriptions

- Anglican Studies (p. 312)
- Biblical Studies (p. 313)
- Christian Ethics and Moral Theology (p. 318)
- Church History and Historical Theology (p. 320)
- Homiletics (p. 322)
- Liturgics and Church Music (p. 325)
- Missiology (p. 328)
- Theology (p. 328)
- Theory and Practice of Ministry (p. 331)

- Research and Writing (p. 335)
- World Religions (p. 335)
- Directed Reading Courses (p. 335)
- Courses Open to Undergraduates (<http://e-catalog.sewanee.edu/theology/course-descriptions/open-to-undergraduates/>)

## Anglican Studies

Anglican studies offerings provide the opportunity to explore the tradition, heritage, and current experience of Christianity expressed in the Anglican and Episcopal churches.

### Courses

#### ANGL 537 C.S. Lewis: Author, Apologist, and Anglican (3)

This course will examine selected writings of C. S. Lewis (1898-1963) with special attention to the historical development and Anglican character of his work. It will consider how Lewis treated certain key themes through more than one genre, focusing particularly on his apologetics, science fiction, and fantasy. Themes and texts considered will include suffering and eschatology (*The Problem of Pain / The Great Divorce*), natural law and posthumanism (*The Abolition of Man / That Hideous Strength*), theism and naturalism (*Miracles / The Lion, the Witch, and the Wardrobe*), and human and divine love (*The Four Loves / Till We Have Faces*).

#### ANGL 539 The Anglican Tradition of Reason: Butler, Newman, and Farrer (3)

This course will examine the theological and philosophical aspects of an important tradition spanning three centuries of English Anglicanism. Focusing on the writings of three definitive figures who drew upon and shaped this tradition, we will examine Joseph Butler in the eighteenth century, John Henry Newman in the nineteenth century, and Austin Farrer in the twentieth century. All three were noted preachers and scholars, as well as original thinkers and devout churchmen; the works we read will represent these different modes and concerns of their writing. We will also examine the historical context in both church and society during their respective periods, and consider the significance and implications of this "tradition of reason" for Anglican theology today. This course also has the attributes of CHHT and THEO.

#### ANGL 540 The Shape of the Communion (3)

This is a course on the Instruments of Communion and how they have shaped Global Anglicanism. It aims at introducing the students to the Anglican Communion structure and how it functions. It will begin with a cursory outline of the spread of Anglicanism from England through the formation of provinces. Along the way we will look at the concepts of Conciliarity, Subsidiarity and Reception in Anglican polity. We will have in depth discussions of the Instruments of Communion as well as the Anglican Congresses through the Virginia Report, the Windsor Report, the Lambeth Conference reports, the Anglican Consultative Council reports, the Anglican Congresses reports.

#### ANGL 541 Healing and Wholeness in Africa (3)

HIV and AIDS is one of (if not) the biggest epidemics of our age. Its spread and the effects thereof are a story that is not fully appreciated in the West. The major cause of this status quo in the West is access to antiretroviral treatment that masks the effect. The challenge of access to care and healing, and the consequent effect on culture, education, labor, and economy, and the response of both the state and the church to the pandemic is going to be the focus of this class. Both church and state responses are fraught with challenges as they interface with local worldviews. It is expected that the student will have a greater appreciation of the extent of the pandemic and its effect and the role that the church has and is playing in mitigation, the not so adequate response of the international community and the shortcomings of government responses.

#### ANGL 542 Church and Politics in Africa (3)

The Church in Africa operates in a context of religious pluralism while it claims the majority of the population. In many places in Africa it is the most trusted of all institutions in society. More often than not the state is very wary of the church's influence. Providing education, health and being the voice of the voiceless is the normal if not taken for granted role of the church. How does the church understand this role? What is the theology behind this or expressed through this? At times things have gone awry with the Church right in the middle. The course thus provides an opportunity to explore and understand this role of the church. This course seeks to lead to an appreciation of the public role of the Church in African societies and African countries and thus prepare and equip people for global understanding and engagement. It has an Anglican bias by design as it is intended to further understanding of Global Anglicanism. There will be survey discussions based on the bibliography.

#### ANGL 543 Contemporary Anglican Theologians (3)

Long overshadowed by the disciplines of Biblical, historical, and liturgical studies, in the late 1980s and early 1990s doctrinal, constructive, and systematic theology in the Anglican tradition experienced an impressive renaissance that continues to this day. While many theologians around the Communion contributed to this development, most of the seminal figures were from the United Kingdom. Rather than a comprehensive survey, this seminar offers a close look at significant texts by David Brown, Sarah Coakley, John Milbank and Rowan Williams (among others) that represent various aspects of contemporary Anglican theology. This course also has the attribute of THEO.

**ANGL 544 Anglican Conciliarity (3)**

This course traces the development of such Anglican Communion gatherings as the Lambeth Conference, Pan Anglican Congresses, the Anglican Consultative Council, and the Primates Meeting and explores the synergy or lack thereof as they give expression to the Anglican ecclesiological value of autonomy in communion. The concepts of conciliarity, synodality, subsidiarity, and reception are explored to see how they inform or challenge the now common phrase, "synodically governed and episcopally led."

**ANGL 559 Debating Same-Sex Relationships in the Anglican Communion (3)**

Same-sex relationships replaced the ordination of women as the most divisive issue in the Anglican Communion at Lambeth 1998 and then became the instigating crisis of *The Windsor Report* (2004). While this issue raises multiple disciplinary questions (biblical interpretation; doctrinal, liturgical, and sacramental theology; law; science; medicine; psychology; etc.), it is often perceived primarily as an ethical matter. Given that the worldwide Anglican Communion is debating the issue, despite our shared tradition it thus also raises questions of moral disagreement across vast and potentially irreconcilable cultural differences. This course will look at this issue primarily through an ethical and theological lens, paying particular attention to its context in various provinces of the Anglican Communion, especially in the Church of England and the Episcopal Church. This course also has the attribute of CEMT.

**ANGL 594 Directed Readings (1 to 4)**

An Anglican studies topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**ANGL 625 Types of Anglican Theology (3)**

This course presents an overview of Anglican theology by addressing official Anglican formularies, liturgies and statements as these relate to different aspects of ecclesiology and theology and across different periods. Rather than a straightforwardly chronological approach, we will discuss the theology and theological implications of 'official' and semi-official documents and liturgies of the Church of England, The Episcopal Church, The Anglican Communion, as well as other national and regional churches. We begin with doctrinal statements of the English Reformation and briefly look at how these have been understood in non-English Churches, before moving to liturgy, ecclesiology and current issues in Anglicanism. The historical context of each set of texts will be explored by supplementary reading and classroom notes.

**ANGL 643 Contemporary Anglican Theologians (3)**

What is the contribution of Anglicanism to theology today? This course examines the writings of selected Anglican theologians to find out both what is distinctive in the work of David Brown, Sarah Coakley, David F. Ford, John Milbank, Mark McIntosh, Kathryn Tanner, Rowan Williams, and others, and at the same time show what these theologians have in common. That commonality is central to Anglicanism, and we hope to show that there are reasons why a tradition with its roots in Great Britain still offers virtues to be practiced across the Communion, and likewise provides help in dealing with persistent theological problems. These theologians all begin their theology with (more or less critical) readings of Scripture and ecclesial practice. But each demonstrates that, from there, contemporary Anglican theology makes many "border crossings:" into the theology of other Christian traditions, into philosophy and sociology, into the arts and natural sciences, even into divine life.

## Biblical Studies

There are two questions that we must address to the Holy Scriptures: "What do they mean now?" and "What did they mean then?" No serious study of the Bible can avoid either. Not to ask "What do they mean now?" is to refuse to deal with the fundamental intention of the texts, which were certainly written to inform, inspire, challenge, and convict. Not to ask "What did they mean then?" is to run the risk that the answer to the former question will be fantasy. The Scripture courses at the School of Theology are a serious attempt to address both questions, in a setting where commitment to Christ and commitment to academic integrity are seen as ultimately inseparable.

### Courses

**BIBL 501 Old Testament I: From Prehistory to the Promised Land (3)**

This course consists of an eclectic approach, introducing students both to the traditional historical-critical methods and to more recent linguistic and literary studies. Major expressions of Israel's relationship with God, including covenant, law, the prophetic office, monarchy, temple worship, and apocalyptic thought, are covered. Some attention is given to the history of interpretation. The first semester is an introduction to the Old Testament within its ancient Near Eastern setting, to the tools of critical biblical study, and to the content of the Torah/Pentateuch and prophets/historical books.

**BIBL 502 Old Testament II: Prophets, Exile, and Aftermath (3)**

This is a continuation of the first semester Foundations course. Students practice the methods of exegesis while studying the Prophets and Writings.

**BIBL 511 New Testament I: The Gospels in Context (3)**

New Testament Foundations I and II offer a literary and historical introduction to the New Testament, using the tools of critical study that were introduced in study of the Old Testament. Students look at the chief witnesses to God's work in Jesus Christ, taking note of their setting in the interlocking worlds of first-century Judaism and Hellenism. Foundations I is an introduction to the Gospels and Acts.

**BIBL 512 New Testament II: The Bible after Jesus (3)**

New Testament Foundations II is an introduction to the Pauline literature, Hebrews, and the Book of Revelation.

**BIBL 520 Bible and Sustainability (3)**

The Bible mandates care for the earth, but it has also been interpreted as offering humanity destructive mastery over the environment. Building on the work of Ellen Davis, Wendell Berry, and other agrarian readings of the Bible, this course will explore what the Old Testament says about creation, farming, food justice, climate change, and the local economy. The class will explore this idea in academic as well as practical ways.

**BIBL 531 Beginning Biblical Hebrew I (3)**

An introduction to the Hebrew language of the Old Testament. Our textbook favors an inductive approach; students begin translating biblical phrases already in Lesson I, and learn vocabulary according to their frequency.

**BIBL 532 Beginning Biblical Hebrew II (3)**

A continuation of Beginning Hebrew I.

**BIBL 533 Intermediate Biblical Hebrew I (3)**

In this seminar students improve their general reading knowledge of Biblical Hebrew. This entails a more detailed study of Hebrew grammar, the further development of basic Hebrew vocabulary, and the introduction to the syntax of Hebrew prose. Course also introduces students to a number of textual matters pertaining to the critical study of the Hebrew Bible.

**BIBL 534 Intermediate Biblical Hebrew II (3)**

Course continues the instructional pattern of Intermediate Biblical Hebrew I, though the focus shifts from the analysis of prose to poetry. This upper-level undertaking calls attention to the "archaic features" in, for example, Jacob's blessing (Gen. 49), and the songs of Moses (Exod. 15) and Deborah (Judges 5).

**BIBL 535 Advanced Biblical Hebrew I (3)**

Course critically examines an array of texts in the Hebrew Bible, placing particular emphasis on the "late features" and syntax of the books of Esther, Chronicles, and Ecclesiastes. Students combine diachronic analysis (historical linguistics) with synchronic (sociolinguistics). Predicated on student interest, we may also look briefly at Dead Sea Scroll Hebrew texts and the original Hebrew text of Sirach.

**BIBL 536 Readings in Biblical Hebrew (1 to 3)**

This course will delve more deeply into matters of syntax and linguistic pragmatics with particular attention to how they affect matters of exegesis. The focus will be on prose texts.

**BIBL 538 The Historical Jesus (3)**

Thoughtful Christians and intellectuals in general have long been aware that the Bible offers various theological interpretations of Jesus, which in turn raises the question of how Jesus might be viewed when interpreted through the lens of historical reasoning. This course will attempt to answer this question and through it the related question of how the earliest interpretations of Jesus themselves were constructed.

**BIBL 541 Beginning New Testament Greek I (3)**

This course is designed to give students a working knowledge of New Testament Greek that will assist in studies in the New Testament, and also assist in understanding the Greek terms used throughout seminary studies. Students will begin to read New Testament passages, gaining insights into better understanding of the New Testament.

**BIBL 542 Beginning New Testament Greek II (3)**

This course is a continuation of Beginning New Testament Greek I. Students continue the study of the language by translating from the New Testament in each class session. Passages chosen for each week are from pericopes for the coming weeks so that students are challenged to look more deeply into the language and meanings of the New Testament.

**BIBL 543 Intermediate New Testament Greek (3)**

This third course in the Greek language sequence offers New Testament readings including Luke, Acts, and Paul's letters. Students perform text criticism and consider the role of ancient literacy genres in shaping the NT text. Overall, the course emphasizes the fundamentals of reading comprehension including vocabulary and morphology while also introducing several principles and methods of scholarship.

**BIBL 545 Advanced New Testament Greek I (3)**

This course involves rapid reading of selected New Testament, Septuagint, and/or other early Christian texts with particular attention to syntax and vocabulary.

**BIBL 546 Old Testament: The Book of Psalms (3)**

This course explores the Book of Psalms as a literary work and a spiritual resource. The course considers the literary shaping of the whole Psalter: its deliberate introduction (Pss 1-2), its internal divisions, the royal psalms at its seams, and its overall arc from lament to praise. The course also considers the psalms as acts of persuasion; addresses difficult psalms of imprecation (like Psalm 137); and pursues close readings of significant, individual psalms. In concert with the lectionary readings from the Psalms for Morning Prayer, it engages classic works on the use of Psalms in the Christian spiritual life (Athanasius, C.S. Lewis, Bonhoeffer). Its overall goal is to deepen students' familiarity and facility with the Psalms: as prayers with their own theological idiom and integrity as well as scripts to be re-prayed in the practice of spiritual life.



**BIBL 550 Old Testament: The Book of Genesis (3)**

Some attention will be given to historical-critical issues of scholarship, but the primary focus will be on issues of Genesis for the church. Sessions will be divided weekly into two interrelated segments: translation issues and interpretation issues. Although English is the only required language, we will use as many languages as are available among the class members. Evaluation will be based on one project/paper on a topic chosen by the student in consultation with the instructor and on weekly preparation and participation.

**BIBL 551 Old Testament: The Book of Exodus (3)**

In addition to exegetical study of this foundational text, students spend some time considering ways certain of its elements have echoed through the Bible to our day. A Hebrew reading section is available for those who have had at least one year of the Hebrew language.

**BIBL 553 Old Testament: The Prophets in the Lectionary (3)**

We begin with two realities: 1) most people in the pews know only what Bible they hear read and expounded on Sunday mornings; 2) most prophetic readings in the Episcopal Eucharistic Lectionary and the Revised Common Lectionary are fragmentary. Given these realities, how may competent and responsible exegetical and homiletical work be done with prophetic lections? We will focus on those passages included in the two lectionaries with the view to understanding them in as much depth as possible and then work on ways to transmit their core messages to parishioners. Formal student evaluation will be on the basis of preparation for each week's session, a short paper, and on in-class presentation. Students with previous Hebrew study may participate in a Hebrew reading session in lieu of some other work.

**BIBL 559 Old Testament: The Book of Isaiah (3)**

The Book of Isaiah figures centrally in the beliefs of both Jews and Christians. Seminar explores themes such as Isaianic authorship, messianic prophecy, the relationship of the corpus propheticum to the rest of the Hebrew Bible, and the reception of Isaiah in later Jewish literature, including the New Testament. Students probe the socioeconomic and theological crises resulting from the Israelites' deportation from their promised land. Students with previous Hebrew study may participate in a Hebrew reading session in lieu of some other work.

**BIBL 561 Exegesis from the Margins (3)**

The aims of this course will be twofold: 1) to understand sound exegetical methods in both theory and practice, and 2) to do so through examination of biblical hermeneutics through the eyes of various minorities and marginalized communities. We will engage in African American, Native American, Latino/a, Asian American, Feminist, Womanist, Queer, Postcolonial, and Socioeconomic criticisms of the Bible. Attention will be paid to both the key players and formative works that introduced each method into the world of biblical scholarship as well as the "doing" of each method—what it looks like and variation present within each method. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 562 Food and Food Sustainability in the Bible (3)**

Food is paramount to the survival of the Israelite people as well as indicative of their relationship with Yahweh. Similarly, food is central to our identity as Christians, as the Bible invites us to "taste and see that the LORD is good" (Psalm 34:8), and we gather around the Table to keep the Feast. But how should we read the Bible in our current ecological climate, when the very food we consume is often connected to the exploitation of the earth? This course will explore the biblical understanding(s) of food as it relates to faith, covenant, purity, ritual, justice, and humans' relationship to the land itself. While particular attention will be paid to the Old Testament texts, we will also examine relevant New Testament texts, particularly notion of Holy Communion (and its Passover roots). The course will be a continuation of Bible and Sustainability, yet that course is not a prerequisite for enrollment, as there will be minimal overlap and increased depth of subject matter. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 563 Human Sexuality in the Bible and Ancient Near East (3)**

Drawing from various approaches, the course will be an exploration of the representations of human sexuality found within the Bible and the cultures surrounding Israel. The course will deal with topics such as gender, marriage, sexual acts, homosexuality, ancient love poetry, sacred/divine marriage, prostitution, sexual taboo, sexual violence, incest, adultery, and variation in cultural norms surrounding each. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 564 Is God (Non)Violent? (3)**

This seminar-style course will investigate several texts held to depict either violence or non-violence as a basic characteristic of God. Several secondary works will be studied, but the biblical text itself will be primary. Students will be responsible for readings each week and for robust participation in the ensuing discussions. A Hebrew-reading section will be available for those with at least one semester of Biblical Hebrew. *Prerequisite: BIBL 501 and BIBL 502.*

**BIBL 565 Death and Resurrection: A Biblical, Theological, and Homiletical Inquiry (3)**

The course examines classical, Old Testament, New Testament and post-biblical understandings of death and resurrection, and considers the implications of these understandings for Christian teaching, preaching and practice. Through close readings of ancient texts, and related secondary literature, students shape their own theologies of death and resurrection, and explore the implications of their theology for their practice of ministry.

**BIBL 566 Poverty in the Bible (3)**

This seminar class examines biblical texts relevant to economic and social matters of poverty, hunger, and social stratification, as well as religious and political reactions. Possible relevance to contemporary pastoral settings are also discussed. *Prerequisite: BIBL 501 and BIBL 502.*

**BIBL 567 Ideological Criticism from African, Asian, Latin American, and Anglican Perspectives (3)**

"Reading from this place" will introduce students to the ideological criticism of biblical texts, with particular emphasis on the role of social location as a key to a rich and varied approach to the critical task. Students will be introduced to post-colonial, African-American, feminist, and Hispanic/Latino/a criticism, especially as practiced in various locations in the Anglican Communion.

**BIBL 568 Luke/Acts (3)**

Luke/Acts will offer a close reading of the texts of the Gospel of Luke and the Acts of the Apostles from a literary, historical and socio-rhetorical perspectives. The seminar will explore the narrative unity of the two works, the places of the speeches in Acts and the canticles and parables in Luke, and develop strategies for teaching and preaching.

**BIBL 569 God's Dissidents: Apocalyptic Then and Now (3)**

This course explores "apocalyptic" as a literary phenomenon of Second Temple Judaism and as a constructive theological resource. The first part of the course evaluates the achievement of apocalypses like 4 Ezra: the biblical traditions they mobilize and integrate, the theological problems they address, the experiences they induce, the praxis they envision. The second part considers works of more recent Christian theology in order to assess the continuing relevance of "apocalyptic" themes, especially as they appear in entries by Black, Womanist, Feminist, and Indigenous thinkers.

**BIBL 570 The Word Became Violent: Difficult Old Testament Texts (3)**

This course considers troubling texts of the Old Testament, particularly ones in which violence jeopardizes women and "Others," and examines how the Bible portrays human and divine responses to this violence. Critical lenses for studying scripture as well as practical theology aid participants as they reflect on the role these texts play in ministry settings. Trauma is used as a framework for understanding scripture and for shaping ministry work.

**BIBL 572 Paul's Earliest Interpreters (3)**

Examines the influence of Paul and his authentic letters in the later writings of the New Testament, including but not limited to Ephesians, Colossians and the Pastoral Letters. Other New Testament writings arguably showing Paul's influence include: Mark, Luke-Acts, 1 and 2 Peter, and Hebrews. New Testament writings written in reaction to Paul include: James, Matthew, and Revelation.

**BIBL 573 Paul's Letters to Macedonia: 1 Thessalonians and Philippians (3)**

A close reading of Paul's two Macedonian letters: 1 Thessalonians, Paul's earliest letter and the oldest surviving Christian document, and Philippians, written near the end of Paul's life in a Roman prison. Attention will be paid to the development of Paul's thought from 1 Thessalonians to Philippians, and to the early interpretation of these letters in Chrysostom's homilies and Theodoret of Cyrhus's *commentarii*.

**BIBL 574 Paul's Letters to Corinth (3)**

This course introduces students to the academic study of Paul's Corinthian correspondence. It begins with an examination of the source critical problem and what can be known of the social history of the Christian assembly at Corinth. It continues with a close reading of significant portions of Paul's letters focusing on their theological and ethical topics. Attention is paid to the place of the Corinthian letters in the larger Corpus Paulinum and in the development of Paul's thought.

**BIBL 576 New Testament: Mark (3)**

The seminar will take into account the historical, social, cultural, and literary setting of Mark's gospel, but will be chiefly concerned with examining its theological claims and implications. Knowledge of Greek is not required, but in addition to the main seminar, a Greek section will be offered for those who wish to study portions of the text in the original language.

**BIBL 577 New Testament: Luke (3)**

The seminar will take into account the historical, social, cultural, and literary setting of Luke's gospel, but will be chiefly concerned with examining its theological claims and implications. Members of the seminar will take it in turns to provide written handouts to their colleagues on selected portions of the text, and to make in-class presentations. Knowledge of Greek is not required, but in addition to the main seminar, a Greek section will be offered for those who wish to study portions of the text in the original language.

**BIBL 578 The Gospel of John: Reading, Preaching, and Teaching the Fourth Gospel (3)**

This seminar will interpret the Gospel of John from a variety of critical perspectives, from the socio-rhetorical to the post-colonial. Students will first engage the text in its historical and literary contexts, before examining a range of responses to the text by scholars Adele Reinhartz, Gail O'Day, Jeannine Brown, Gay Byron, Amy-Jill Levine, Allen Callahan, and others. The seminar will also explore the challenges of teaching and preaching Johannine Literature through the work of the instructor, and also the work of Howard Thurman, Donyelle McCray, and Marianne Thompson. Students will have an option of writing a term paper or three sermons.

**BIBL 579 New Testament: Romans (3)**

A close reading of Paul's *magnum opus*, his letter to the several assemblies of Christ-believers in Rome. Assumes both a critical introduction to the New Testament and a willingness to engage Paul's letter critically. The letter will be read in translation, though students wishing to read the letter in Greek will also be accommodated and evaluated appropriately.

**BIBL 581 The Parables of Jesus (3)**

The course will survey the parables of Jesus found in the Synoptic Gospels from socio-rhetorical, literary, and homiletical perspectives, centering on parables assigned in the Revised Common Lectionary. Second Temple Jewish, Greco-Roman, and modern examples of parable will be studied, and students will write parables of their own. The implications of parable interpretation for contemporary proclamation of the gospel will be explored, discussed, and illustrated as students learn how to exegete and preach the parables, and how their interpretation and proclamation of non-parable texts may be informed by their reading of the parables.

**BIBL 582 The Old Testament in the New Testament (3)**

The Old Testament is foundational to the New Testament. This course will examine various aspects of what that previous sentence means. Our subject will be the relationship between these two segments of the Christian Bible as observable in the gospels, the epistles, and the Book of Revelation.

**BIBL 584 The Letters and Legends of Apostle Paul (3)**

An introduction to the academic study of Paul, including his earliest interpreters as well as the significant shifts in Pauline studies over the past half century. Particular attention is given to the ways in which current understandings of ancient Judaism and emergent Christianity are influencing the study of Paul.

**BIBL 588 Apocalyptic Literature (3)**

Apocalyptic literature centers on a thorough examination of Hebrew and Christian literatures focused on eschatological and apocalyptic themes. Beginning with significant portions of Isaiah, Ezekiel, Zechariah, and Daniel, the course traces the development of the literature through the Apocrypha, the Gospels, the Epistles and the Apocalypse of John. Attention is devoted to apocalyptic as a contemporary cultural phenomenon. Texts include works by Collins, Witherington, Schmidt, and Rossing.

**BIBL 589 Texts of the Resurrection (3)**

Members of the seminar will study and make presentations on I Corinthians 15, Mark 15:37-16:8, Matthew 27:45-28:19, Luke 24:44-52 and Acts 1:1-11, and John 19:25-21:25. Knowledge of Greek is not required, but will be an advantage.

**BIBL 590 Judaism in the Time of Jesus (3)**

Studies the historical development of Judaism in the Hellenistic and early Roman periods (from Alexander the Great to Hadrian), concluding with a brief discussion of the Judaism of Jesus and the Jewish character of emergent Christianity. This course also has the attribute of CHHT.

**BIBL 591 Readings in Early Christian Greek (3)**

This course will consist in a close reading of some portion of the New Testament in Greek. It is not, however, simply a course in advanced Greek. Rather, the text or texts in question will be interpreted in their historical contexts, which includes among other things the rise of early Christian beliefs and practices (i.e., theology and ethics). In its current incarnation this course will focus on a close reading of Paul's letter to the Philippians.

**BIBL 592 New Testament Theology: The Rise of Early Christian Beliefs and Practices (3)**

This course examines the rise of early Christian beliefs and moral practices. The time frame is the first century and early second century, when orthodoxy and orthopraxy were not only hotly debated but when a relatively wide range of viable options was still in play. The course seeks to appreciate the work of the earliest Christian communities in theological and moral problem solving. This course also has the attributes of CHHT and THEO.

**BIBL 593 The Synoptic Gospels (3)**

This elective will offer a historical and literary critical examination of the Gospels of Matthew, Mark and Luke, with attention to how the Synoptic Gospels may be taught and preached in the church. Students will study the "triple tradition" in parallel version (Throckmorton or Aland), with a Greek language optional hour. Written work will include a book review, research paper or sermon series. Texts, in addition to gospel parallel, will include Stein's *Studying the Synoptic Gospels* and commentaries chosen by the student with consent of the instructor. This course also has the attribute of HOML.

**BIBL 594 Directed Readings (1 to 4)**

A Biblical Studies topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**BIBL 598 Preaching Paul (3)**

Preaching Paul offers advanced study of the writings of the Apostle Paul with focus on preaching from the Pauline epistles, equipping students to teach and preach his writings effectively. The historical and rhetorical backgrounds and theological emphases of the Apostle Paul will be considered in lecture and discussion, and students will offer critical and homiletical exegeses, and two sermons, on Pauline texts. Readings by Braxton, Betz, Kennedy, Mitchell, Witherington, and others. This course also has the attribute of HOML.

**BIBL 635 The Old Testament Prophets (3)**

The prophets of the Old Testament spoke to Israel of justice and holiness, revealing the will of God in times of crisis and times of plenty. This course will bring students into the historical world of Israel's prophets, making their theological message come alive and inviting it to speak into our present life and the communities we serve. We will give close attention to the major prophets Isaiah, Jeremiah, and Ezekiel, as well as Hosea, Amos, Haggai, Zechariah, and Daniel. We will ask the question, What is a prophet?, and we will trace the shifts and transformations in biblical prophecy from its earliest beginnings to its latest manifestations.

**BIBL 636 Judaism in the Time of Jesus (3)**

Nothing has redrawn the map of early Christian studies more drastically than the recovery of early Judaism, made possible by the discovery of the Dead Sea Scrolls and the publication of other contemporary Jewish writings commonly called the Pseudepigrapha. In this course we will take a first hand look at these exciting materials and ask what relevance they hold for a new and more nuanced understanding of earliest Christianity, including the Judaism of Jesus and Paul.

**BIBL 637 The Historical Jesus (3)**

Thoughtful Christians and intellectuals in general have long been aware that the Bible offers various theological interpretations of Jesus, which in turn raises the question of how Jesus might be viewed when interpreted through the lens of historical reasoning. This course will attempt to answer this question and through it the related question of how the earliest interpretations of Jesus themselves were constructed.

**BIBL 638 Isaiah and its Empires (3)**

This course examines the book of Isaiah in its socio-political contexts, with particular attention to the Neo-Assyrian, Babylonian, and Persian empires. The course evaluates "empire" as category for studying the ancient Near East, traces Israelite prophecy's responses to shifting political circumstances, and considers ways in which prophecy and empire persist in our contemporary context. The book of Isaiah will be analyzed both in its constituent parts (First, Second, and Third Isaiah) and as a canonical whole.

**BIBL 639 New Testament Theology (3)**

This course will look at both the theory and the practice of "New Testament Theology." It will begin with the recent theoretical critique by Heikki Räisänen and then take a closer look at three very different authors writing on the topic: James Dunn, whose *Unity and Diversity in the New Testament* presses the question of whether the New Testament has a theological center; Udo Schnelle, whose *Theology of the New Testament* focuses on the problem of development; and Räisänen himself, whose *Rise of Christian Beliefs* looks at early Christian theologizing in the context of other ancient religious systems.

**BIBL 640 Enough: Limits and the Old Testament (3)**

In this course we will use three biblical "lenses" to look at both other biblical passages and some contemporary issues, especially matters having to do with scarcity and the environment. Genesis 3 tells the story of humans' first disobedience, our refusal to accept a God-given limit. Genesis 4 shows one outcome when brothers are unable to get along. 2 Samuel II is a paradigmatic account of entitlement and some of its entailments.

**BIBL 641 People of the Land: Biblical Visions for Justice and Ecology (3)**

At the root of social, political, and ecological injustices in our society is a vision of people and land fundamentally at odds with the Biblical testimony. This course explores Biblical understandings of the relation of people to land and their implications for social justice and ecological sustainability. Particular attention is given to agrarian and political ecological perspectives.

**BIBL 642 Prophecy in the Body (3)**

Modern scholarship has typically understood "prophecy" as a matter of utterance, speaking words on behalf of a deity, and the role of prophet has largely been understood as that of messenger or spokesperson. While much of biblical prophecy does purport to mediate divine speech, a word-oriented approach to prophecy reduces a rich and varied phenomenon to only one of its components. A turn to the body in humanities and social sciences, renewed attention to religious experience and practice in biblical studies, and approaches to embodied cognition and affect across a wide range of scholarly fields make possible a fresh approach to biblical prophecy. Informed by these developments, this course examines the phenomenon of prophecy as portrayed in a wide range of Old Testament texts through the lens of embodiment.

**BIBL 678 The Gospel of John: Reading, Preaching and Teaching the Fourth Gospel (3)**

This seminar will interpret the Gospel of John from a variety of critical perspectives, from the socio-rhetorical to the post-colonial. Students will first engage the text in its historical and literary contexts, before examining a range of responses to the text by scholars Adele Reinhartz, Gail O'Day, Jeannine Brown, Gay Byron, Amy-Jill Levine, Allen Callahan, and others. The seminar will also explore the challenges of teaching and preaching Johannine Literature through the work of the instructor, and also the work of Howard Thurman, Donyelle McCray, and Marianne Thompson. Students will have an option of writing a term paper or three sermons. If you are taking this class for your homiletics elective, you will have to preach at least one of your sermons.

## Christian Ethics and Moral Theology

The Church is a community of moral discourse, decision, and action. Accordingly, courses in Christian ethics and moral theology are central to a seminary curriculum. The coordinating themes for the courses in Christian ethics and moral theology at the School of Theology are our obligations of love of God and neighbor as they pertain to the formation of individual and social character. Throughout, we explore the distinctiveness of the Episcopal and Anglican traditions in ecumenical conversation with other traditions of Christian faith. In all courses, we engage the Church's contemporary challenges and on-going debates. Our hope is that our vision of God and neighbor will deepen and inspire our moral reflection and action.

## Courses

### **CEMT 500 Creation, Ecology, and Economy (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

### **CEMT 511 Introduction to Moral Theology (3)**

The purpose of this course is to introduce students to questions about what it means to be a moral person in our contemporary world. In particular, we will examine what it means to be a Christian moral person—that is, what Christian faith and tradition contribute to our understanding of a moral universe. We will begin with an examination of moral formation in community. We will then discuss ethical principles as they have emerged throughout the Christian tradition. Through readings on "modernity" and "post-modernity," we will explore how such resources can be used to assist in discerning Christian moral life today.

### **CEMT 522 Contemporary Moral Issues (3)**

In this course we will review the different approaches in Christian ethics to contemporary moral issues in the areas of politics, sexuality, medicine, economics, and ecology. We will begin by reviewing the distinctive forms (virtue theory, natural law, divine command, and liberation) and sources (reliance on Scripture, tradition, and reason) of Christian ethics, as well as those favored by central figures in Anglicanism. We then will consider contributions by important writers on particular issues, such as the just-war tradition, same-sex marriage, genetic manipulation, and globalization. Throughout, the emphasis will be on the ethical implications of the church's apostolic mission. *Prerequisite: CEMT 511.*

### **CEMT 553 Many Sides of Sustainability (3)**

This course has several goals, including helping people steeped in natural sciences and those in theology to begin to develop a common vocabulary. This will include biblical, theological, and practical congregational materials as well as economic and "hard" scientific matters with possible interaction with the University of Georgia's River Basin Center. There will be readings, lectures, seminars and field trips. The major piece will be a small team project. This course also has the attribute of MNST.

### **CEMT 554 Neighborhood Ethics (3)**

This course will consider theological and ethical reflection on the nature of community and strategies for enhancing it. Ideas about place, the distinctive characteristics of urban and rural communities, environmental considerations, and the cultivation of community as a polis will shape the inquiry. A final project in coordination with a Sewanee nonprofit will seek to put learnings into practice in a local context.

### **CEMT 556 Building the Beloved Community (3)**

This course examines the spiritual and theological writings of Desmond Tutu and Martin Luther King, and explores the historical contexts and praxis of their ministries. The rationale and goal is to consider the use of prayer, reflection, theology and action in making the Church a prophetic witness in the Public Square. This will be a three - hour reading seminar on the works of Tutu and King.

### **CEMT 557 Marriage, Family, and Sexuality (3)**

The objective of this course is to understand what the Christian tradition has to offer those seeking to live authentic relational lives in the twenty-first century. We will use texts from several disciplines, including sociology, literature, and economics. Central to our task will be a thorough examination of Biblical and classical theological texts dealing with marriage, family, and sexuality. *Prerequisite: CEMT 511 or permission of the instructor.*

### **CEMT 558 The Theological Ethics of Stanley Hauerwas (3)**

This course will examine the theological ethics of Stanley Hauerwas. Taking both a developmental and thematic approach, topics considered will be such distinctively Hauerwasian issues as vision, virtue, agents and agency, narrative, character, community, tragedy, suffering, pacifism, medical ethics, the mentally handicapped, and the Church. Hauerwas's ambiguous ecclesial status as both Methodist and Episcopalian, with deep indebtedness to the Roman Catholic and Mennonite traditions, will also be considered, as well as his recent attempts to re-focus Christian preaching on theology. This course also has the attribute of THEO.

### **CEMT 559 Feminist Ethics and Theology (3)**

This course is a study of important themes and texts in feminist and womanist ethics and theology. The course is divided into three sections: foundations, Anglican voices, and contemporary intersections. These are meant to build on one another, beginning with women who shaped the field, followed by a study of three important Anglican women, and closing with readings addressing Third Wave, womanist, ecofeminist/womanist, and queer concerns.



**CEMT 560 Environmental Ethics (3)**

The environmental challenges facing the world today are urgent and complex. A variety of approaches have been enacted or proposed to address these problems, ranging from practical efforts to organize for justice to conceptual attempts to shift how we view our world. All of these approaches have particular strengths and weaknesses, and all raise important questions. The purpose of this introductory seminar is to survey ethical to environmental problems and to examine the central moral questions such problems raise. We will cover traditional, "mainstream" environmental ethical responses as well as more recent alternatives to and criticisms of those responses. Discussion will include concrete case studies as well as theoretical foundations, and the final essay will seek to place the theories in the context of concrete environmental problems.

**CEMT 561 Climate Ethics (3)**

This seminar will examine the unprecedented ethical challenges raised by climate change. Readings will incorporate religious and non-religious ethical approaches and a variety of disciplinary lenses, including natural sciences, social sciences, and economic and policy perspectives. Students will engage these arguments through readings, discussions in class and online, and a final synthetic essay, in order to address questions of why and in what ways climate change matters morally, and how moral agents might respond.

**CEMT 562 Christian Social Ethics (3)**

Christian Social Ethics is a tradition of inquiry into how Christians ought to relate to the larger society and respond to social problems. This course will trace the development of this inquiry through the twentieth century, including texts from Walter Rauschenbusch, the Niebuhr brothers, and Roman Catholic Social Thought, and assess contemporary versions, including liberation theologies, feminist/womanist/mujerista ethics, and global ethics. Critics of this tradition, such as Stanley Hauerwas, will also be considered, and the question of a distinctively Anglican social ethic will be raised.

**CEMT 563 Sustainability as an Ethical Problem (3)**

The concept of sustainability necessarily entails the question, "What ought to be sustained?" In other words, sustainability is the site of a debate over the proper relationship of humankind to the nonhuman world. This course will examine sustainability from this perspective. It will begin by surveying the various and sometimes conflicting ways the term is used in political, ethical, environmental, and institutional contexts. Criticisms of and alternatives to dominant views of sustainability will be considered, including agrarian, environmental justice, and political ecological perspectives.

**CEMT 564 Dietrich Bonhoeffer's Theological Ethics (3)**

The ethics of Dietrich Bonhoeffer - political, radical, and deeply theological - have never been more relevant. This course will examine Bonhoeffer's writings throughout his career, with attention to his unique historical and social context. The influences of Kierkegaard, Barth, and Reinhold Niebuhr will be considered, as will Bonhoeffer's legacy for contemporary ethical action.

**CEMT 565 Saints, Holiness, and Altruism (3)**

This course examines saints, holiness, and altruism as seen through the interdisciplinary lenses of Christian church history, comparative religion, philosophy, theology, and biography. Students will gain a greater knowledge of how religious and moral exemplars function in their respective communities of faith as figures of both veneration and imitation, how various theories of altruism both build upon and wrestle with the existence of such exemplars, and how secular sainthood has emerged as a vital concept in contemporary ethics. The implications of saints for belief in divine reality will be considered along with the meaning and challenge of sainthood for today.

**CEMT 594 Directed Readings (1 to 4)**

A Christian Ethics and Moral Theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**CEMT 600 Creation, Ecology, and Economy (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

**CEMT 660 Environmental Ethics (3)**

The environmental challenges facing the world today are urgent and complex. A variety of approaches have been enacted or proposed to address these problems, ranging from practical efforts to organize for justice to conceptual attempts to shift how we view our world. All of these approaches have particular strengths and weaknesses, and all raise important questions. The purpose of this introductory course is to survey ethical to environmental problems and to examine the central moral questions such problems raise. The course covers traditional, "mainstream" environmental ethical responses as well as more recent alternatives to and criticisms of those responses. It also considers the ethical and theological foundations for environmental ministries on a parish level, and the final essay seeks to integrate these concrete examples with particular ethical approaches.

## Church History and Historical Theology

History is thinking about and studying the meaning of the past, not simply to examine it but to recover a usable past that can help shape the future. The courses offered trace church history and historical theology from the formation of the church to the present. Special emphasis is given to English church history and The Episcopal Church in the United States within a global context.



## Courses

### CHHT 501 Episcopal Church History (3)

This is a study of The Episcopal Church in the United States from 1607 until the present. It will focus on both the theology and history of The Episcopal Church. The course will stress understanding that which is distinctive about The Episcopal Church. This course also has the attribute of ANGL.

### CHHT 511 Church Histories I: Asia and Africa (3)

This course focuses on the patristic and medieval periods. It concentrates on the narrative history of the church with emphasis on doctrinal developments, major theological controversies, heresies, missionary expansion, and the development of distinctive church institutions.

### CHHT 512 Church Histories II: Europe and North America (3)

This course focuses on the Reformation period as well as on developments to the present. It concentrates on the Caroline Divines, the Evangelical Revival, the Tractarians, Christian Socialism, and the expansion of Anglicanism.

### CHHT 528 Varieties of Early Christianity (3)

Scholars have become increasingly aware of the diversity of Christian beliefs and practices in the first three centuries. It is no longer sufficient to describe some groups as heretics, who fell from the orthodoxy that was handed down from the apostles; a much more complex process was involved in the definition of belief and practice in the early period of the church's history. This course will explore what various churches looked like on the ground as early Christians engaged with each other as well as pagans and Jews. We will examine the strengths and weaknesses of the practice of Christianity in the communities for which we have historical evidence.

### CHHT 529 Classics of Anglicanism (3)

Beginning with the English Reformation and following the major writers in the history of Anglicanism, this course will examine Anglicanism's claim to represent a "via media" among churches, upheld by a threefold cord of Scripture, Tradition and Reason. In each class we will discuss a short text representative of the work of Richard Hooker, the Caroline Divines, the Nonjurors, the Evangelical Revival, the Oxford and Broad Church Movements, the Modernist controversy, the Chicago-Lambeth Quadrilateral and the Anglican Covenant. The historical context of each text will help us understand the development of Anglicanism and provide a background to our own ministry whether as Anglicans or non-Anglicans today.

### CHHT 531 American Church History (3)

This course focuses on the important religious movements in the United States, the authoritative figures and writings associated with them, and the major denominations. The purpose of the course is to study the history of Christianity in the United States in order to understand the present American religious context.

### CHHT 543 Christian Origins (3)

This course introduces students the tumultuous first three hundred years of the Christian church, from its origins as a small apocalyptically-minded Jewish reform movement, through its centuries-long struggle to define and assert itself in a pervasively hostile "pagan" environment, to its eventual establishment as an imperial church complete with canon and creed and an increasingly influential cadre of powerful bishops. A theme running throughout the course will be the surprising variety that existed among these early Christ believers, as well as the significant challenges this diversity posed for developing orthodoxy.

### CHHT 545 Reformation to Revolution: Religion and Politics in Early Modern England (3)

This seminar examines political and religious change in England in the tumultuous sixteenth and seventeenth centuries, a period marked by religious schism, two revolutions, and a failed experiment in republican government. Topics include reformation of church and government, patterns of rebellion and political instability, Puritan culture, and the shaping of domestic life. This course also has the attribute of ANGL.

### CHHT 546 The Oxford Movement (3)

This course will chart the history of the Oxford Movement and its impact on the liturgy and the religious and social beliefs of the Church of England. The Oxford Movement did not arise in a vacuum, so the course will begin by exploring the High Church and Evangelical background of 18th century Britain. Nor did the Movement exist in a vacuum, so we will see its interaction with other Anglicans as well as the so-called "crisis of faith" in the mid-19th century. Finally, we will examine the successors of the Oxford Movement into the 20th century: slum priests, the Liberal Catholics, the liturgical renewal and the parish communion movement. This course also has the attribute of ANGL.

### CHHT 547 Augustine and North African Christianity (3)

This course is a seminar that will examine the theology and practice of early North African Christianity, with particular focus on Augustine of Hippo. We will seek to understand Augustine both within his own historical context and especially within the tradition of North African Christianity. Student work will be focused on reading selections of primary sources and developing skills of historical interpretation and analysis, with class sessions driven by discussion of student work. Secondary attention will be given to the significance of our historical work for contemporary ministry.

**CHHT 551 Global Anglicanism (3)**

Beginning with the Reformation, this course traces the origins and the development of Anglicanism. Focusing on the Church of England, it will consider the events and ideas that shaped Anglicanism, especially the Reformers, the Deists, the Evangelical revival, the Oxford Movement and Anglo-Catholicism, the Social Gospel and the Anglican Communion. This course also has the attribute of ANGL.

**CHHT 594 Directed Readings (1 to 4)**

A Church History and Historical Theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**CHHT 629 Classics of Anglicanism (3)**

Beginning with the English Reformation and following the major writers in the history of Anglicanism, this course will examine Anglicanism's claim to represent a "via media" among churches, upheld by a threefold cord of Scripture, Tradition and Reason. In each class we will discuss a short text representative of the work of Richard Hooker, the Caroline Divines, the Nonjurors, the Evangelical Revival, the Oxford and Broad Church Movements, the Modernist controversy, the Chicago-Lambeth Quadrilateral and the Anglican Covenant. The historical context of each text will help us understand the development of Anglicanism and provide a background to our own ministry whether as Anglicans or non-Anglicans today.

**CHHT 630 An Introduction to Ancient Eastern Christianity (3)**

In this course we look closely at early, eastern varieties of Christianity. The history of early Christianity is usually told from the perspective of Greek and Latin-speaking communities, but we will focus our attention instead on the wealth of literature that survives from Christian communities who lived in areas as diverse as Syria, Mesopotamia, Persia, India and China, who largely spoke and wrote in a dialect of Aramaic called 'Syriac,' and who have survived as a minority religion from the earliest centuries until today.

**CHHT 631 Origen, Spiritual Exegesis, and the Roots of Universal Salvation (3)**

This course will focus on the life and writings of the third-century Christian writer, Origen of Alexandria, widely regarded as one of the greatest and most influential theologians of early Christianity. He pioneered a practice of scriptural interpretation that sought to bring to the surface successive layers of spiritual meaning. This practice, sometimes called "allegorical" interpretation, was both wildly influential and controversial (and it remains so today). Origen is also (in)famous for defending universal salvation, that is, the conviction that all of creation will eventually be saved at the end of time—an event he calls the apokatastasis or "restoration of all things." He thought of our salvation as a pedagogical process, in which our embodied sojourn on earth serves to rehabilitate our fallen minds. Our reading of Origen will be with an eye to retrieving his theology for contemporary use, both his practice of spiritual exegesis (for preaching and bible study) and his controversial conviction in universal salvation.

**CHHT 647 Philosophy in the Desert: An Introduction to Early Christian Monasticism (3)**

This course will inquire into the rise of Christian "monasticism" in the fourth-century, in which men and women withdrew from society, renounced sexuality and other pleasures (and burdens) of the flesh, and devoted themselves to spiritual exercises such as prayer, study, contemplation, and (crucially) wrestling with demons. This way of life was styled a new "philosophy," and was much informed by the vibrant intellectual scene in Alexandria. Egypt was at the center of this wider counter-cultural movement, and its deserts became the scenes for the pursuit of holiness - hence "philosophy in the desert." This course introduces students to the major figures and texts associated with Egyptian monasticism.

**CHHT 648 Race, The Episcopal Church, and the University of the South: From Slavery to Civil Rights (3)**

The diocese and parishes of the Episcopal Church are currently taking an unflinching look at their historic entanglements with slavery and slavery's legacies. So is the University of the South, the university owned by the Episcopal Church's southern dioceses and that shares their fraught history on matters of race and the institution of bondage that produced the ideology of racial injustice in this hemisphere. This course draws upon the expertise of those who work in the Roberson Project on Slavery, Race, and Reconciliation at the University of the South to examine the period from the civil war to civil rights in order to ponder how a more truthful understanding of its history may foster a more just future inside and outside The Episcopal Church.

## Homiletics

The Apostle Paul explained the challenge with uncharacteristic clarity and brevity—"How are they to believe in one of whom they have never heard? And how are they to hear without someone to proclaim?" (Romans 10:14). Homiletics trains believers to be proclaimers. Building on the foundation of theology, ethics, Church history, and Biblical studies, students learn how to have something to say that is worth hearing, and how to say it well enough to be truly heard. Each course is a mix of lecture and preaching groups, during which students offer sermons of their own for feedback.

## Courses

### **HOML 510 Advanced Preaching: Rhetoric and Creative Proclamation (3)**

This course builds the student's capacity to preach effectively in the context of Anglican worship, refine their voice, and expand their homiletical repertoire. Along with extensive opportunity for practice and critique, the course introduces students to classic and contemporary rhetorical and homiletical theories and models. Particular attention is paid to homiletical form, style, and delivery, and to the various special occasions outside the Sunday Eucharist at which homilies are delivered. This course satisfies the second homiletics course requirement for the Master of Divinity curriculum. *Prerequisite or Corequisite: HOML 530.*

### **HOML 530 Introduction to Preaching (3)**

Fundamentals of Preaching introduces students to the basic theory and practice of homiletics in the Anglican Tradition. The course assists the student in the discovery of her or his preaching voice, and provides the student with significant occasions for exploration of varied expressions of excellent preaching, while also affording multiple opportunities to recite, speak, and preach before fellow students and the professor. Particular attention is given to homiletical exegesis, homiletical form, preaching style, and sermon delivery, with concentration primarily on preaching for the principal Sunday service.

### **HOML 531 History of Anglican Preaching (3)**

The History of Anglican Preaching explores the tradition of preaching in the Church of England, the Episcopal Church, and across the Anglican Communion from the English Reformation to the present day. The course will use basic texts in church history and works on social history and on reception theory, in addition to the sermons of important figures in Anglican history. The student will learn the place and practice of preaching in the Anglican Communion, the changes in the practice of preaching over time, and how those changes reflect and shaped history.

### **HOML 534 Parables and Preaching (3)**

Parables and Preaching explores the parables of Jesus, the rabbis, the desert fathers and mothers, and world literature (Kafka, Borges, Kierkegaard, and others) as texts to be interpreted and texts to be proclaimed. Particular attention is given to preaching the parables of Jesus, and examining the implications of Jesus' parables for preaching in general. Texts include works by Dodd, Scott or Hultgren, Brosend, and Lowry.

### **HOML 535 History of Modern Preaching (Truth through Personality: The Beecher Lectures and American Preaching) (3)**

Beginning with excerpts from the lectures of Henry Ward Beecher and Phillips Brooks, this seminar uses the Beecher Lectures of Yale Divinity School as a basis for examining the history and practice of preaching in the United States, with emphasis on the post-war period, to expose students to the richness and diversity of homiletical theory and equip them to incorporate this wisdom into their practice. The lectures of Fosdick, Craddock, Buechner, Tribble, Brueggemann, Proctor, the Buttricks, and Taylor will be read and discussed, and sermons by most of the lecturers reviewed and examined.

### **HOML 536 Preaching the Old Testament (3)**

Preaching the Old Testament focuses on homiletical exegesis of Old Testament texts, and the faithful proclamation of the Word of God from a foundation of texts from the Torah, the Prophets, and the Writings. The work of Davis, Brueggemann, Harrelson and others will be examined from a theoretical and practical perspective, and students will offer a set of sermons exploring critical themes, characters, and issues from the Old Testament.

### **HOML 537 Rowan Williams, Preacher and Theologian (3)**

This seminar will explore the theological themes, concepts and events in the sermons and occasional writings of Rowan Williams. The course traces a trajectory informed by the liturgical calendar and christology: incarnation, transfiguration, crucifixion, resurrection and the empty tomb, ascension, eucharist, ecclesiology and eschatology. Assigned readings will be a mixture of preaching documents (sermon manuscripts and video recordings) and published theological writings: *On Christian Theology, Resurrection: Interpreting the Easter Gospel, Tokens of Trust, and A Ray of Darkness: Sermons and Reflections.* Careful reading of assigned texts, seminar discussions, leadership of those discussions and written exercises of various lengths will constitute the work of this course.

### **HOML 538 Preaching Against Violence (3)**

The redemption of human violence is at the heart of the Christian belief and practice. This course takes up violence and its transformation through close readings of contemporary homiletic theory and theological discourse. The preparation and delivery of a cycle of sermons on the Triduum (Maundy Thursday, Good Friday, and the Easter Vigil) and a theological reflection on those sermons integrates theological reflection with homiletical practice. This course also has the attribute of THEO. *Prerequisite: HOML 530.*

### **HOML 539 Language for Preaching (3)**

The difficulty of speaking about God generates and limits homiletical speech. Readings are drawn from linguistics, theology and literature in order to gain perspective on the habits and limits of language. The creation, presentation and revision of weekly writing assignments cultivate writing cognizant of these challenges and shaped for preaching. Sermons preached for the feasts of the Ascension, Pentecost and Trinity Sunday integrate the difficulty of speaking about God with the practice of preaching.

**HOML 540 African American Preaching (3)**

This course will examine and reflect upon the historical context, theology, rhetoric, and impact of African American preaching from the antebellum period to the present. Students will: (1) Engage in intensive reading and seminar discussion of African American preachers and homiletics (2) identify an African American preacher whose life and preaching they will study; (3a) write a research paper on that figure; or (3b) preach a sermon (in class) informed by your understanding of African American homiletics and submit a second sermon in writing.

**HOML 541 Preaching and Interpretation: Various Topics (3)**

This course examines the ways interpretation of an extended portion of scripture informs preaching, while also exploring the unique ways that preparing to preach shapes interpretation. The course will analyze and exegete texts in English and in original languages where there is aptitude. It will also engage in regular homiletic practice and reflection. This course may be repeated for credit when the topic differs. *Prerequisite: BIBL 501 and BIBL 502 and BIBL 511 and BIBL 512.*

**HOML 542 Preaching and Justice (3)**

This course explores the reasoning, resources, and best practices for preaching justice. Through exploring contemporary issues, interpreting scriptural texts, analyzing sermons, examining insights of scholars, and practicing preaching, this course seeks to help students develop hermeneutical, homiletical, theological resources for meaningfully engaging justice in the pulpit.

**HOML 543 Preaching Women (3)**

Following the work of Lenora Tubbs Tisdale, this course explores a variety of issues related to women and preaching, giving students encouragement to discover, explore, and enhance their own unique voices in the pulpit. Topics to be addressed include: the history of women as preachers, the variety of styles and voices in which women proclaim the Word, construal of gender as it relates to the authority of the preacher, Biblical and theological interpretation for the preaching task, and the creative process of sermon preparation.

**HOML 544 Memory and Preaching: Engaging Place with Eucharistic Hope (3)**

This course develops preaching and leadership resources for addressing aspects of memory in churches and communities. Among other things, it examines the mimetic/anamnestic impact of Confederate monuments, holocaust memorials, parish memorials, and The Memorial for Peace and Justice in Montgomery, Alabama. The course explores how place and memory affect what can be said, what needs to be said, and how preaching might serve an important role in interpreting space, advocating for change, and fostering beloved community rooted in holy anamnesis. Class resources will draw on historical study, preaching exemplars, and dialogical approaches to leadership. This course fulfills the preaching elective requirement. *Prerequisite: HOML 530.*

**HOML 594 Directed Readings (1 to 4)**

A Homiletics topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**HOML 601 Preaching in the Liturgical Tradition (3)**

This course will explore the distinctive historical, theological, and homiletical features of preaching within Anglican and other liturgical traditions. Special attention will be paid to key figures and moments in the history of preaching, to the development of the student's own theology of preaching in her or his own tradition, and to the contemporary practice of preaching within those traditions. Students will present sermons in class as a part of their graded work.

**HOML 605 Theology of Preaching for the 21st Century (3)**

How is Christian preaching a theological endeavor? This course will focus upon a theology of preaching - how does Christian theology empower, authorize, and sustain Christian proclamation? There will also be consideration of the function of our theologies in preaching. How do our claims about God inform and give substance to our sermons?.

**HOML 606 The Old Testament in Christian Preaching (3)**

The Old Testament in Christian Preaching focuses on homiletical exegesis of Old Testament texts, and the faithful proclamation of the Word of God from a foundation of texts from the Torah, the Prophets, and the Writings. The work of Robert Alter, Ellen Davis, Walter Brueggemann, and others will be closely read from a theoretical and practical perspective, and students will watch and critique sermons by master preachers, before preaching in class sermons exploring critical themes, characters, and issues from the Old Testament.

**HOML 607 Advanced Liturgical Preaching (3)**

Advanced Liturgical Preaching will focus on contemporary preaching in Anglican and other liturgical traditions. Building on the foundation of "Preaching in the Liturgical Tradition" students will: (1) reflect on the place of the sermon in contemporary eucharistic worship; (2) identify a contemporary preacher whose work they will study; (3a) write a research paper on a figure or topic in contemporary liturgical preaching; or (3b) submit a sermon series of at least three sermons that models an effective approach to preaching in the context of the eucharist.

**HOML 608 The Spirituality of Preaching (3)**

This course will focus on three aspects of the spirituality of preaching. Through lectures, discussions and reflective exercises participants will: Identify and explore their own experience of grace in the exercise of the preaching vocation, considering the question "How is the saving action of God shaping my life through the demands of this calling?" Consider the craft of sermon preparation as an exercise of co-creativity with God, exploring ways to identify images, motifs, metaphors and symbols that are replete with transformative power. Practice will be gained in forms of meditation and reflection that could lead to a deeper engagement of the heart in sermon preparation. Explore the transformative intentionality of their preaching enterprise. Participants will be encouraged to frame preaching in terms of spiritual formation, exploring the kinds of transformations they hope to support and incite in their listeners. How do they want their preaching to contribute to the shaping and reshaping of their congregant's hearts and minds as agents of a God who seeks intimacy and union with them?.

**HOML 609 Preaching Feasts: A Theological Approach to Holy Days (3)**

The major feasts of the liturgical year offer the preacher extraordinary opportunities to "do theology" from the pulpit. In this course we will discuss major theological themes, from incarnation to eschatology, and develop a homiletical strategy for exploring these themes while preaching on feast days. Students will share leadership for discussion, and preach sermons that apply and demonstrate their own homiletical strategy for preaching feasts.

**HOML 610 Jesus, Paul, and Preaching (3)**

The homiletical task is to proclaim the good news. That is what Jesus and Paul did. But how did they do so? What was the context in which they did so, and how can we best understand their contexts and proclamation, and apply them to our own contexts? New Testament and Homiletics scholars AJ Levine and Bill Brosend join to explore and share their understandings of how Jesus and Paul proclaimed the good news in their Second Temple contexts, and lead participants in imagining how to proclaim the good news today.

**HOML 611 The Art in Preaching: Using Fiction and Poetry in Sermons (3)**

The playwright John Shea says, "We turn our pain into narrative so we can bear it; we turn our ecstasy into narrative so we can prolong it. We tell our stories to live." As humans, we make meaning through narrative. When Jesus was asked questions, he told stories. The objectives of this course are to deepen students' ability to analyze fiction and poetry from a theological perspective and to improve their capacity to incorporate stories and images into their sermons.

**HOML 612 The Rhetoric of Proclamation (3)**

This course is a workshop in sermon preparation and delivery. Each student prepares and presents a minimum of three sermons for class critique and discussion, with particular focus on sermon structure and form, style, and delivery. Attention is given to the development of illustrative material, storytelling, improvisation, and facility with a variety of preaching styles.

**HOML 613 Preaching the Old Testament (3)**

This course will examine the challenges and opportunities of preaching the Old Testament. We will pay special attention to the ways genre, historical-critical method, theological construals of good news, and liturgical setting(s) impact the proclamation of an Old Testament text—and are, themselves, impacted by power and privilege. Students will engage in seminar discussion of course readings, examine biblical texts, analyze exemplary sermons, and preach their own new sermon from an Old Testament passage.

**HOML 614 Preaching Philippians (3)**

This course examines the intersections of biblical interpretation and homiletical practice as it relates to the book of Philippians. It engages in a close reading of the text within its historical context, considers the impact of *lectio continua* on preaching, reflects on ways Philippians might inform preaching from Pauline epistles, and offers opportunities to study and practice preaching from Philippians.

**HOML 615 Preaching and the Anti-Racist Gospel (3)**

This course aims to empower Doctor of Ministry students with questions and research skills to proclaim the promises of God in the face of the unrelenting evil of racism. The class will explore theodicy—the believability of God's justice and mercy within the reality of human suffering—with one focus in mind: the problem of American racism, including but not limited to the lens of the Black-White binary.

**HOML 616 The History of Preaching in the North Atlantic Church (3)**

This course will study homiletical thought and practice from Augustine through Phillips Brooks. The class will examine significant homiletical developments and debates, analyze the best preaching practices of exemplary figures, and discern how this history of preaching in the North Atlantic Church can guide and deepen homiletical reflection and preaching practice today.

**HOML 694 Directed Readings (1 to 4)**

A Homiletics topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses during the academic year. Not available during summer term.

## Liturgics and Church Music

Liturgy lies at the core of the church's being: in its classical definition, the *ekklesia* or "church" is the worshipping assembly. The study of liturgy is therefore of crucial importance in theological study.

Core courses in liturgics and church music offer a basic education in historical, theoretical, and practical aspects of liturgical studies. Electives enrich this core, allowing students to pursue greater knowledge of various aspects of the liturgy.



Through participation in the chapel ROTA as officiants in the daily office, and as readers and lay assistants, and through participation in liturgy planning meetings in their final year, students gain practical experience in various liturgical ministries. This participation carries no academic credit but is required of all Master of Divinity, Diploma of Anglican Studies, and Master of Sacred Theology students.

## Courses

### LTCM 507 Church Music (3)

Music is a force of immense power in the church's worship. This course lays the foundations for students to participate in and oversee the ministry of music in the parish in collaboration with persons skilled in music. It includes theological engagement with music, the role of music in the liturgy and the congregation, a working knowledge of *The Hymnal 1982*, and vocal techniques for the student's own singing of the liturgy as deacon and priest. Participation in this course is required for functioning as a cantor in the Chapel of the Apostles.

### LTCM 511 History of Christian Worship (3)

This course introduces students to the history of Christian ritual activity. Students acquire a basic knowledge of the history of Christian worship and develop the skills of thinking critically and historically about liturgy. This course also has the attribute of CHHT.

### LTCM 521 Pastoral Liturgics: The Prayer Book of the Episcopal Church (3)

This course introduces students to the history, theology, and pastoral use of *The Book of Common Prayer* (1979 edition). Through a mix of academic work and practical exercises, students demonstrate mastery of the church's basic liturgical texts.

### LTCM 536 Ritual and Worship in the Long English Reformation (3)

This course examines the role of ritual and worship in the religious history of England, ca. 1530 to ca. 1700. It studies the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural contexts in which they occurred. This course also has the attribute of ANGL.

### LTCM 537 Senior Chant Practicum (1)

There are over 200 items contained in the *Altar Book*, its Musical Appendix, and *The Hymnal 1982*, volumes 1 and 2, which may be sung by deacons and/or priests. This course will provide a broad overview of those sung portions and their place in the liturgy. The student will concentrate on vocal technique and the practical skill needed in the successful performance of the most commonly used of these musical settings.

### LTCM 542 Liturgy and Theology of the Eucharist in the Anglican Tradition (3)

In the Anglican tradition, the eucharistic theology enacted in and implied by our rites and how we formulate eucharistic theology (-ies) in formal treatises and historical documents often live in tension and sometimes in direct contradiction to each other. It is important for students to deepen their experience and skills of integrating and differentiating between liturgical and non-liturgical understandings of the Eucharist. This course also has the attribute of CHHT.

### LTCM 543 The Liturgical Music of Johann Sebastian Bach (3)

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.

### LTCM 544 The Hymn since 1982 (1)

The past half-century has seen an explosion of new hymn texts and tunes; the number of good poets and composers writing hymns is perhaps greater now than at any other point in church history. Additionally, American churches are beginning to sing hymns from a wider range of cultures. This class will examine what has happened to congregational singing since the publication of the *Hymnal 1982*.

### LTCM 545 Even at the Grave: Music and the Christian Funeral (3)

Since the early church, the order of burial has almost always involved singing. This class will investigate the history of Christian funeral music, looking especially at a series of pieces by important composers, from the earliest polyphonic setting of the Requiem mass (Ockeghem) to twentieth-century masterworks (Duruflé, Britten, and others). The class will conclude by discussing funeral music in the contemporary parish context.

### LTCM 546 ¡Fiesta!: Liturgical Celebrations in Latino/a Contexts (3)

The 2018 General Convention passed a resolution recognizing the importance of "multicultural liturgies" and adding a number of liturgies from Latin American traditions to the Book of Occasional Services. This course will examine the historical development, theological significance, and common practice of these and other celebrations, including Día de los Muertos, las Posadas, the Feast of Our Lady of Guadalupe, Día de los Tres Reyes, and Semana Santa. It will also consider rites of passage in Latino/a contexts, such as Quinceañeras and the Presentation of a Child. Students will learn the distinctive characteristics of these celebrations and practice designing liturgies for bilingual and multicultural congregations. Knowledge of Spanish is not required.

### LTCM 547 Music in the Reformation (3)

This class will examine theologies of music in sixteenth century Lutheranism, Calvinism, Anglicanism, and Roman Catholicism, and discover how those theologies informed musical practice. *Prerequisite: LTCM 507.*



**LTCM 594 Directed Readings in Liturgics and Church Music (1 to 4)**

A Liturgics and Church Music topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**LTCM 624 The Catechumenate (3)**

The preparation of candidates for baptism has been accomplished in various ways, ranging from benign neglect to intensive training in the Christian faith and life. In this course, we will study the catechumenate, which originated in the ancient church as a means of baptismal preparation. We will focus particularly on its revival in the late twentieth century, reflect on its theory and practice, and look at the dynamics of its implementation in the parish. Students will gain an understanding of the history, structure, and theory of the modern catechumenate, as well as learn practical approaches to deploying it in congregations.

**LTCM 625 Mapping Ritual Structures (3)**

A seminar on the ritual patterns of the Christian Initiation and Holy Eucharist with attention to the evolution and theology of effective pastoral practice for the church today. Readings will emphasize current pastoral practice against the background of grounded liturgical theology.

**LTCM 626 Ordination and Eucharist: the Theological Foundations of the Presider's Role (3)**

The content of this course will be a theological and historical overview of the ministry of eucharistic presidency, with attention to developments in the Church's contextual situation which shaped the theological and pastoral understanding of that ministry.

**LTCM 627 Liturgical Time (3)**

A seminar on the history, theology, and pastoral practice of the church's articulation of sacred time. The rhythms of day and week, season and year, paschal pattern and sanctoral cycle, will be examined from the standpoint of their origins and development, theological content, and best practices for ritual enactment in parish life.

**LTCM 628 Liturgy and Moral Imagination (3)**

We will examine some of the major rites of the BCP and ecumenical sources asking the question: in what ways does liturgy both shape and express life of a congregation in the moral life? Sources such as Rowan Williams, Iris Murdoch, Madeline L'Engle and Stanley Hauerwas will come into play. Considerations will also be given to the role of musical settings of prayer.

**LTCM 629 Ritualizing Relationships (3)**

This course considers ways in which the church ritualizes relationships between persons, looking principally at the marriage liturgies and their cognates, official and unofficial. Students will begin by examining foundational issues in gender and sexuality. Students will examine the historical evolution of the marriage rites and ancillary marriage practices, before examining emerging frontiers in the ritualizing of relationships. The purpose of this inquiry is to enable students to assess critically the marriage rites of the 1979 prayer book, the trial use marriage texts of 2015, and the growing number of blessing rites for other sorts of relationships, as well as to understand the historical development of marriage rites.

**LTCM 630 Eucharistic Theology (3)**

This course examines Eucharistic theology and practice as the sacramental source and summit of Christian life in community and its individual members. Study of historical and contemporary sources encourages the development of a critical appreciation of what liturgy does, a constructive theology of the faith revealed in symbol and ritual, and why this all matters ecclesially, pastorally, and ethically.

**LTCM 631 Major Texts in Liturgical Renewal from Ecumenical Perspective (3)**

This is an advanced seminar in pastoral liturgy designed specifically for those in the liturgy track, but open to others as an elective. The seminar explores a variety of texts from the mid-19th century to the present that have had significant impact on liturgical renewal. Treatises, papal encyclicals, acts of ecumenical bodies, denominational position papers, and similar documents, are examined in order to trace the development of current thinking, the crossovers and interchange between traditions, and the relevance of these documents as we move into the new phase of liturgical revision.

**LTCM 633 Liturgical Renewal Movements in Anglicanism (3)**

This course explores five centuries of Anglican liturgical renewal. The liturgical changes wrought by the English Reformers, Puritans, Laudians, Oxford Movement, and Liturgical Movement are examined through primary sources (prayer books and other texts on liturgical practice from each period). Consideration is given to how each of these five groups interpreted what their predecessors had achieved and failed to achieve enables discussions at an advanced level of both the history and historiography of liturgical development.

**LTCM 634 Rites with the Sick, The Dying, and the Dead (3)**

This class explores Christian liturgical rites surrounding care of the sick, the dying, and funerals from historical, theological, and ritual perspectives. After surveying the historical development of each of the ritual trajectories, we will turn to a comparative ecumenical study of current liturgical traditions as well as specifically Anglican developments. Contemporary issues of inculturation and interplay between the health professions, pastoral care, ethics, and spirituality will also be entertained.

**LTCM 635 Baptism and Confirmation: Patterns and Practices (3)**

Anthropologists tell us that rites of initiation provide a window into the core beliefs and symbols of a culture. This course will examine the history, theology, and present practice of Christian baptism, as well as its derivative, confirmation. By considering the development of these rites, we will point towards ways to renew the practice of baptism and confirmation in the Episcopal Church and other denominations.

**LTCM 636 Liturgy and Ethics (3)**

An exploration of the interrelated roles of sacrament, word, and ethics in the praxis of Christian faith in both church and society. Focused on theological methods and practical implications, the course will attend to history, major theologians, and current constructive proposals in the areas of early Christian sources, fundamental and political theology, and liturgical and sacramental theology.

**LTCM 637 The Prayer Book in its Global Context (3)**

This course examines the history of the relationship between Anglican mission and the Book of Common Prayer, and the ways liturgical inculturation has grown out of and responded to that history. Students will explore the ways the Prayer Book served as an instrument both of mission and empire, and will analyze Anglican liturgies from around the Communion written before the Liturgical Movement. Students will then turn to an examination of liturgical inculturation and its manifestations within the Anglican Communion, with a particular eye towards recent works of liturgical revision and renewal. The implications of inculturation for Anglican identity will also be considered.

**LTCM 638 The Incarnation of Worship: The Church, its Worship and Cultures (3)**

An intensive course exploring the theology of inculturation of the life of the Church in its liturgical dimensions. The course includes the relationship between church and cultures, the nature of liturgy as a ritual event, and ways in which liturgy may be incarnated in a culture so as to support all that is godly in it and confront all that is incompatible with the gospel. We will also examine degrees and methods for the inculturation of the liturgy at the local level.

## Missiology

Missiology is the study of all aspects of the mission of the Church, including theology and history of missions, current mission practice and experience, multicultural studies including that of other world religions, and social and economic issues that affect mission.

### Courses

**WREL 502 World Christianities and Missiology (2)**

This course examines all aspects of the mission of the Church, including theology and history of missions, current mission practice and experience.

## Theology

Theology is sustained through critical reflection on the sources, norms, and contents of Christian belief. This task belongs to both the individual and the community and seeks a faithful and effective expression of the Gospel for our time and place. Core courses and electives develop a student's skill in theological reflection as integral to the church's ministry and mission.

### Courses

**THEO 503 Foundations of Christian Spirituality (3)**

This class explores the theological foundations and practice of Christian spirituality that lie at the heart of all Christian ministry, whether lay or ordained. We begin with what shapes Christian identity most fundamentally: the grace and covenant of Holy Baptism. Since baptism unites us with Christ in his death and resurrection, we will observe throughout the course how the pattern of the Paschal mystery is stamped on every aspect of Christian experience. For instance, we examine what it means to worship and to live eucharistically. We ponder the ways in which the seasons of the church year invite us to fuller participation in Christ. We look at what it means to live in the bonds of charity in community, whether in seminary or in the parish. We discuss some of the disciplines of Christian discipleship such as a rule of life. We learn how to prepare for and use the Sacrament of Reconciliation. And finally, we explore methods of prayer and meditation, developed over centuries in the Christian tradition, as the very life of the Trinity in us.

**THEO 511 Introduction to Christian Theology (3)**

The basic course in Christian doctrine studies the process of doctrinal and dogmatic formulation. It examines the role played by Scripture, the ecumenical councils, and other sources in the history of Christian thought, as well as contemporary theological discussion. The doctrines of God, Creation, Christology, and Soteriology are the principal theological topics covered.

**THEO 519 The Pastor in Literature (3)**

This course explores the complexities of the pastoral vocation as dramatized in a broad span of literary works, primarily fiction. Addressing the imaginative expression of authors from different Christian traditions, it variously considers the pastor's sense of call, exercise of responsibility, family challenges, moral dilemmas, temptations, and moments of sheer grace. These matters are embedded, through literary art, in an array of historical, social, and cultural contexts which, in turn, shape vocation. Besides stimulating reflection on the pastoral calling, the close reading of texts should enhance students' exegetical skill, while fostering eloquence in both written and oral communication.

**THEO 531 Theology of the Holy Spirit and the Spiritual Life (3)**

Theology of the spiritual life is being excitingly re-grounded in a revived interest in the doctrine of the Holy Spirit (Pneumatology), itself part of a revival of Trinitarian theology. This course allows students to explore these interesting developments through consideration of important texts and sharing personal and pastoral experience.

**THEO 533 Readings in Contemporary Anglican Theology (3)**

Readings, lectures, and discussions will focus on the neo-evangelical theology taking root at Oxford, American feminist and liberation theology, African and Asian indigenous theologies, and postmodern radical orthodoxy centered at Cambridge.

**THEO 540 Modern Spiritual Writers (3)**

This course engages spiritual writers from the early twentieth century to the present day whose works enlarge the vision of God, disclose the mystery of Jesus' death and resurrection, and deepen life in the Spirit. It includes authors such as Evelyn Underhill, Pierre Teilhard de Chardin, Thomas Merton, C.S. Lewis, and Rowan Williams, among others. Only primary texts are used, and both reading and written assignments are designed to foster meditative reflection and prayerful appropriation of the spiritual wisdom of these writers. Through close reading, students should grow in their ability to exegete texts. They should also find encouragement and practical help for their spiritual practice as well as a wealth of insight that can sustain prayer, preaching, and pastoral care.

**THEO 541 History of Christian Spirituality I (3)**

This course is a reading seminar considering classic texts from Athanasius's *Life of Anthony* through Luther's *Theologia Germanica*.

**THEO 542 History of Christian Spirituality II (3)**

This course is a reading seminar considering classic texts (one per week) from Teresa of Avila to Martin Luther King Jr. and Simone Weil.

**THEO 551 Major Thinkers in Theology (3)****THEO 552 God and Nature (3)**

The objective of this course is to examine ways in which Christians have understood God in relation to the created order. We will focus specifically on the last five hundred years: how our conception of nature has shifted and, with it, our ways of conceiving of God. We will juxtapose this with modern cosmological "stories" and the challenges they present theologically. A field component will be an aspect of this course: students should be prepared to explore the Domain both in and out of class time.

**THEO 553 *The Glass of Vision: Scripture, Metaphysics, and Poetry* (3)**

This course will examine one of the most significant texts of 20th century Anglican theology: Austin Farrer's Bampton Lectures delivered in Oxford in 1948 and published as *The Glass of Vision*. According to Farrer, the general topic of the lectures is "the form of divine truth in the human mind," explored through engagements with three areas of inquiry: scripture, metaphysics, and poetry. Specific issues considered are the relationship between faith and reason, the nature of biblical inspiration and divine revelation, the character of human imagination, and the literary analysis of New Testament texts. We will also consider Farrer's critics and defenders, such as Helen Gardner, Frank Kermode, David Jasper, and David Brown. This course also has the attribute of ANGL.

**THEO 554 The Creeds (3)**

This seminar course will examine the basic doctrines of the Christian faith through careful readings of two texts on the creed(s): Berard Marthaler's *The Creed* and Rowan Williams' *Tokens of Trust*. The objective of the course is for students to understand and personally appropriate the core doctrines of the church, in terms of their historical roots, their doctrinal significance, and their systematic coherence.

**THEO 555 Word, Spirit, and Incarnation (3)**

This seminar course will examine the interplay of the Word and Spirit in the Christological mysteries from Annunciation to Second Coming. Authors to be considered will include Eugene Rogers, Elizabeth Johnson, Alasdair Heron, Kilian McDonnell, Kathryn Tanner, and John V. Taylor, and Eastern theologians such as Dumitru Staniloae and John Zizioulas. Grade will be based on class participation and a 20-page paper.

**THEO 556 Reading Redemption: Anselm, Aquinas, and Ruether (3)**

In this course we will dig deeply into traditional and contemporary ways of understanding redemption. We will begin with a thorough reading of Anselm's *Cur Deus Homo* and the notion of "satisfaction." We will then explore how Aquinas conveys the work of Christ in returning us to union with God. Finally, we will use Ruether's *Women and Redemption* to investigate modern feminist approaches to redemption in order to construct contemporary perspectives.

**THEO 557 Classics of Medieval Spiritual Writers (3)**

Most classic texts of Christian spirituality are actually works of spiritual guidance. Rooted in a profound experience of God, they move from prayer to pastoral art, seeking to guide others in the ways of grace through the written word. Over the centuries, Christians in a variety of circumstances have continued to draw wisdom and insight from these spiritual mentors of the past. Through a close reading of primary texts by authors such as Benedict of Nursia, Bernard of Clairvaux, Aelred of Rievaulx, Francis of Assisi, the author of *The Cloud of Unknowing*, and Julian of Norwich, the course samples diverse schools of Western Christian spirituality from the sixth through the fourteenth centuries. It examines enduring polarities in spiritual theology such as the affirmative and negative ways, contemplation and service, liberty and discipline. While reading these authors critically and in their own historical context, it also explores how their teaching could inform prayer, theological vision, pastoral oversight, and spiritual counsel.

**THEO 558 'Jesus Died for our Sins': Problems with Atonement (3)**

This course will begin with some recent criticisms, from feminists and pacifists, of Christian theologies of atonement as necessarily violent. It will then examine theological resources of the tradition in light of these concerns. These resources will include the New Testament (with a focus on Paul), Anselm's theory of satisfaction, and Aquinas' more systematic integration of previous views. The course will then return to modern alternatives that address the issue of violence in God's solution to the problem of sin. *Prerequisite or Corequisite: THEO 511.*

**THEO 559 Readings in Contemporary Eco-Theology (3)**

Seminar on contemporary writings in theology concerned with environmental issues. The major focus for 2015 is on David Clough, *On Animals*, and the impact on Christian Systematic Theology from taking seriously ethical claims concerning the humane treatment of animals.

**THEO 560 Creation, Evolution, and God (3)**

Since Charles Darwin visited the Galapagos Islands over 175 years ago there has been much debate over whether the theory of evolution necessarily eliminates a belief in God. Even in theological circles ideas about God and how God creates and maintains the universe have been severely revised. This course will examine the Judeo-Christian understanding of creation, modern views of evolution, and current debates about God and creation, review developments of creation theology through the centuries and then move on to learn about the science of evolution. Theological sources will include the classical theism of Thomas Aquinas and the notion of emergent probability developed by Bernard Lonergan in our contemporary era.

**THEO 561 Readings in Teilhard de Chardin (3)**

This course will consist of reading the major works of Pierre Teilhard de Chardin, S.J (1881-1955). De Chardin was a Roman Catholic priest in the Society of Jesus. As well as being a priest, De Chardin was trained as a geologist and did extensive fieldwork in China over a 23 year period. He wrote extensively on theology and evolution. In this course both his scientific and his theological works will be addressed.

**THEO 562 Writings of the Spiritual Quest (3)**

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.

**THEO 564 The Parish Priest as Public Theologian (3)**

This course deals with the place and role of the public theologian by looking at some of the historical and theological rationale, and practice of theology in the public sphere. Participants will discuss Karl Barth's thinking regarding spheres and the Kingdom of God, in addition to discussing the prophetic tradition, the Civil Rights Movement and liberation theology. Reinhold Niebuhr, Martin Luther, Jr., James Cone, Cornel West, Anne Lamott, Desmond Tutu, David Gitari and Oscar Romero will be the case studies of theologians in the public sphere.

**THEO 565 The Ecumenical Imperative (3)**

This course explores the theology and history of the ecumenical movement and within it locates the Anglican Communion and World Council of Churches. It engages the practice of ecumenism through the bilateral dialogues with Lutherans, Methodists, Roman Catholics, and the Orthodox Church as case studies with particular attention to the Episcopal Church's participation.

**THEO 566 Religion and Environment Colloquium (0)**

This required course for MA students in Religion and Environment allows students to integrate work done in college Environmental Studies courses with their theological coursework. For each college course, each student will present a synthesis of that course's content with content from their theological studies at least once a semester. The gathered cohort and faculty will discuss the work and offer suggestions and their own insights.

**THEO 567 Introduction to Latino Theology and Spirituality (3)**

This course provides an introduction to Latino theology and spirituality. It considers the historical context for the development of Latino theology in the United States, its contemporary sources and theological methods, and its implications for pastoral ministry. Drawing on a variety of ecumenical perspectives, it considers key issues and themes in Latino theology, such as *lo cotidiano* (the everyday lived experience), *mestizaje* (the mixing of cultures), and *acompañamiento* (accompaniment). Readings include texts from liberation theology, *mujerista* theology, and the work of several contemporary Roman Catholic and Protestant theologians. Spanish is helpful but not required.

**THEO 568 The Story of Salvation (3)**

In addition to its basic doctrines of God, Creation, and Christ, the Christian faith offers a story of salvation. It holds that following Creation there was some kind of "Fall" which required divine action to redeem, a redemption that culminates in a new Creation. This course will thus consider the doctrines of Fall, Anthropology, Atonement, Justification, and Sanctification, and explore how they lead naturally into various interpretations of the four "Last Things": Death, Judgment, Heaven, and Hell. *Prerequisite: THEO 511.*

**THEO 570 The Community of Grace (3)**

In addition to its basic doctrines of God, Creation, and Christ, the Christian faith offers its adherents membership in a community of grace. It holds that following Christ's resurrection and ascension the Corpus Christi or "Body of Christ" continues to exist on earth in communal form. Furthermore, this community is created, nourished, and empowered by participating in the sacraments of baptism and Eucharist as well as by the sacramental rites of confirmation, matrimony, ordination, reconciliation, and unction. This course will thus offer a theological examination of classic and contemporary understandings of ecclesiology and sacramentology. *Prerequisite: THEO 511.*

**THEO 594 Directed Readings (1 to 4)**

A systematic theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**THEO 595 Master of Sacred Theology Thesis (3 or 6)**

S.T.M. students register for THEO 595 while writing their thesis.

**THEO 598 Research Project (3)**

M.A. students in the Bible, Church History, Theology, and Religion and Environment concentrations register for THEO 598 while pursuing their research project.

**THEO 599 Thesis (3 or 6)**

M.A. students in the Theology and Literature concentration register for THEO 599 while writing their thesis.

**THEO 625 Opening the Book of Nature (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

**THEO 699 Doctor of Ministry Project (3 or 6)**

D.Min. candidates register for THEO 699 while pursuing their research project.

## Theory and Practice of Ministry

Theory and Practice of Ministry courses encourage students to form an understanding of human nature and a theology of lay and ordained ministry.

### Courses

**MNST 504 Cross Cultural Field Experience (1 to 3)**

Elective cross-cultural experiences, including summer experiences, which must last a minimum of three weeks and be approved by the Director of Contextual Education and Field Education.

**MNST 511 Pastoral Theology: Theology and Practice of Pastoral Care (3)**

This course examines the distinct vocation and ministry of those called to the ordained priesthood. Drawing on Scripture and the ordinal of The Book of Common Prayer, it looks first at priestly identity and authority in relation to the ministry of all the baptized. After considering what it means to lead a community of faith as "pastor, priest, and teacher," we move to the practice and underlying theology of several aspects of parish ministry. Relevant canons and portions of The Book of Common Prayer are studied. Approaching pastoral care as the "cure of souls," the course focuses on pastoral visitation and counsel; preparing people for the sacraments of baptism, reconciliation, and marriage; and ministry to the sick, dying, and bereaved. Throughout the course, attention is given to the way various pastoral situations draw both priest and parish more fully into the mystery of Christ.

**MNST 512 Parish Administration (3)**

This course focuses upon the ministry of oversight that the priest shares with the bishop. It explores the nature and communal context of pastoral leadership as a dimension of servant ministry. The course seeks to develop competence and pastoral wisdom in several aspects of parish administration: working with vestries, overseeing parish finances and property, understanding and teaching stewardship, maintaining parish records, hiring staff, and recruiting and equipping lay ministries. The canons pertinent to these areas of responsibility are also studied. Toward the end of the course, we review the spiritual disciplines and patterns of holy living that are needed to sustain the priestly vocation.

**MNST 515 Congregational Studies (3)**

This course will introduce students to the basics of congregational theory. Among the focus points of the course are the impact of a congregation's size on patterns of decision making and mission, how a congregation's life and work adapts across its life cycle with attention to the effects of decline and approaches to re-energizing mission, and the shape of the parish considers the concentric rings from core commitment to vicarious connection. In addition, recent approaches to mission including Invite\*Welcome\*Connect and Renewal Works will help a student develop the skills to assess current reality and create new possibilities for vital and lively congregational life. The course is normally taken in conjunction with placement in field education and a colloquy group to reflect on both course and practical learning.



**MNST 516 Parish Leadership (3)**

This course will cover a range of topics relating to the work of a priest within a community. Two major concerns will be family systems theory and conflict management theory. The first provides insight into the forces at work within a congregation's emotional and decision making process; the second provides perspective in working towards reconciliation or dealing with entrenched opposition. Planning as a means of prayerful and intentional leadership, effective meeting design, and approaches to a congregation's spiritual health and potential for growth will be covered as well.

**MNST 521 Contextual Education I (3)**

Contextual education provides students the opportunity to integrate and reflect upon their academic work within active ministry environments and to gain better self-knowledge in the role of congregational leader. This required course consists of three components: (1) an on-site assignment to a local congregation (normally during the second semester of the middler year and the first semester of the senior year; (2) a plenary in congregational studies that deals with current theory and methods as well as leadership development, evangelization strategies, leading a transformation process, and conceptual models for understanding congregational culture and context; and (3) a colloquy in which the students present ministry incidents for reflection and integration of academic disciplines.

**MNST 522 Contextual Education II (3)**

This course is a continuation of MNST 521.

**MNST 525 Introduction to Christian Education and Formation (1)**

This course is designed to assist students as they transition from their own, intensive education and formation experiences at the seminary into increased responsibility for facilitating, encouraging, and organizing the education and formation experiences of others. Students will be asked to bring the breadth of their seminary experience into the classroom to evaluate, critique, and imagine new possibilities for Christian education and formation in the Church.

**MNST 528 Introduction to Spiritual Direction (3)**

This course introduces students to spiritual direction, a ministry centrally concerned with discerning the workings of God through focused, spiritual conversation. While the course does not, by itself, qualify one to exercise this ministry, it offers a broad overview of it through reading, lecture, and class discussion. It explores the nature of spiritual direction, the role and preparation of the spiritual director, and occasions for spiritual guidance in parish ministry. The course is not a practicum in spiritual direction, although it will take account of personal experience. Students are encouraged to take this course pass/fail. *Prerequisite: THEO 503.*

**MNST 532 Family Systems Theory (3)**

Family Systems Theory is one of the dominant theories informing pastoral practice, both in the care of individuals and families and in the care of the congregation as an organic whole. This course presents family systems theory through an immersion in primary and secondary texts, through an analysis of the recent Netflix series *Bloodline*, and congregational assessments. In keeping with key tenants of the theory, a substantial part of the course will focus on the self of the pastor (self-regulation and individuation). Students should already have completed CPE and be currently serving a contextual education placement. *Prerequisite: MNST 511.*

**MNST 535 Chaplaincy in Comparative Contexts (3)**

Building on the foundation of inter-religious literacy and competency laid in WREL 501, this course explores a variety of contexts in the US today where Christian chaplains serve alongside chaplains of other traditions in multifaith offerings of emotional and spiritual care as well as the personal, professional, and ethical implications of chaplaincy practice. A multi-day experience visiting at least eight different chaplaincy contexts is a required component of the course. *Prerequisite: WREL 501.*

**MNST 557 Leadership: Theory and Practice for Transformation and Growth (3)**

This seminar examines contemporary theories of leadership taught in education, government, and business seminars, workshops, and classrooms. Focus is first on "adaptive leadership" (Heifetz), "appreciative leadership" (Cooperrider), the "learning organization" (Senge), and "servant leadership" (Greenleaf), looking intentionally beyond the Church for wisdom that will help participants be better leaders for the Church. These insights will then be viewed from the perspective of work on "pastoral excellence" (Jones) and other research from the "Pulpit and Pew" project and comparable studies, as the students develop their own theologies of pastoral leadership and apply them in case studies.

**MNST 560 Gender Roles and Assumptions (3)**

This course is designed to engage students in reflection and discussion on issues arising from gender assumptions and expectations in society as well as the church. Both male and female clergy need to acknowledge that the foundational element of oppression can be understood as power differentials. The misuse of power is a major factor in issues, for example, of poverty, sexism, and racism. The church should be an informed and articulate leader in eradicating the root causes of such issues, but this kind of leadership is possible only when the church itself is willing without exception to "strive for justice and peace among all people, and respect the dignity of every human being." (BCP, p. 305) Only by realizing that the power differential in the way gender expectations are understood in society is a root factor in each of these issues can the church begin to have an authentic voice in modeling justice to the world.

**MNST 562 Transforming Congregations in Community (3)**

This course is designed to be a study of the nature and practice of power found in the Bible and Christian Theology. This course will use the Bible as its primary textbook to understand how power works in the worlds of politics, business, education, social services and religion - both in its legitimate exercise to empower people and in its illegitimate exercise to maintain the dominant establishments at the expense of people. Further, the scriptures will be examined to enable students to organize their congregations to use power relationally in order to bring about political, economic, social and spiritual transformation through their church and community.



**MNST 563 Leadership, Innovation, and Outreach: Parish Ministry in the 2020s (3)**

In an age of declining attendance, reduced giving, closing parishes, and aging members, successful ministry in the coming decade must change and adapt to new realities and opportunities. This course is a mix of leadership studies, sociology, congregational analysis, stewardship, and fund raising, and the exploration of new models for ministry. It will prepare students to interpret and understand the parish and its wider community, and develop and fund programs to respond to community needs and more fully and faithfully serve Christ in the church and in the world.

**MNST 564 Community and Organizational Leadership (3)**

This course runs in conjunction with the third semester of field education and focuses on the congregation's public life and the responsibilities of managing the financial, staffing, and related areas of an organization's life and work. The course will explore how a leader identifies a community's concerns and engages others in addressing issues within and beyond the congregation. In preparation for the process of finding and beginning placement as ordained and/or community leaders, the student will develop a deeper understanding of their particular abilities and commitments. This course normally runs in conjunction with the third semester of field education. The setting may be a parish or community organization and normally will include a particular project or specific responsibility. The course will adapt to the particular placements and responsibilities of field education. In addition, the colloquy will allow for reflection between students and across the various projects and field education sites.

**MNST 570 God and the Other (3)**

The Other/otherness are central notions in contemporary debates about identity and diversity. And they are fundamental for Christian thought and practice: ethics (the love of neighbor), psychology (the experience of "me" and "not-me"), and theology (God's transcendence and revelation in the face of the stranger). This course is a critical analysis of the ways that the notion of the Other functions in cultural, psychological, and theological frameworks, with a focus on implications for pastoral ministry. Attention will be given to issues of race, gender, and other differences. *Prerequisite: (THEO 511 and (MNST 511.*

**MNST 583 Beginning Pastoral Spanish I (3)**

This course introduces the student to basic conversational and liturgical Spanish as well as Latino cultures. It is intended to give a person entering the Church the ability to conduct services in Spanish and to respond to basic pastoral situations. Emphasis is on verbal communication; however we also focus on reading and writing in Spanish. Active participation in the Spanish Evening Prayer (weekly) and the Spanish Eucharist (bi-weekly) services is required. There will also be readings from The Book of Common Prayer, the Bible (Spanish), and from typically Latino services (e.g. *La Quinceañera*). The textbook used is *¿Como se dice...?*, and we also read and discuss *Guadalupe, Mother of the New Creation*. The course also has the attribute of LTCM.

**MNST 584 Beginning Pastoral Spanish II (3)**

This course, a continuation of the first semester course, introduces the student to basic conversational and liturgical Spanish as well as Latino cultures. It is intended to give a person entering the Church the ability to conduct services in Spanish and to respond to basic pastoral situations. Emphasis is on verbal communication; however we also focus on reading and writing in Spanish. Active participation in the Spanish Evening Prayer (weekly) and the Spanish Eucharist (bi-weekly) services is required. There will also be readings from The Book of Common Prayer, the Bible (Spanish), and from typically Latino services (e.g. *La Quinceañera*). The textbook used is *¿Como se dice...?*, and also reading material related to liturgical traditions particular to countries in Latin America. This course also has the attribute of LTCM.

**MNST 585 Intermediate Pastoral Spanish I (3)**

The objective of the course is to continue along a path of linguistic and cultural proficiency combined with active participation in the weekly *Oración Vespertina* and the bi-weekly *Santa Eucaristía* services. Students officiate and read at the weekly *Oración Vespertina* services; and, once language proficiency is demonstrated, students will be expected to preach in Spanish at the *Santa Eucaristía* services. The textbooks include *¡Continuemos!*, *El Libro de Oración Común* (bi-lingual), the Bible in Spanish, *La Violencia del Amor*, and short stories written by Latin American authors. The course also has the attribute of LTCM.

**MNST 586 Intermediate Pastoral Spanish II (3)**

This course, a continuation of the first semester course, continues along a path of linguistic and cultural proficiency combined with active participation in the weekly *Oración Vespertina* and the bi-weekly *Santa Eucaristía* services. Students officiate and read at the weekly *Oración Vespertina* services; and, are expected to preach in Spanish at the *Santa Eucaristía* services. The textbooks include *¡Continuemos!*, *El Libro de Oración Común* (bi-lingual), the Bible in Spanish, *La Violencia del Amor*, and short stories written by Latin American authors. During the second half of the semester we will focus on liturgies in Spanish: *La Santa Eucaristía*, *Bautismo* and *Casamiento*. The course also has the attribute of LTCM.

**MNST 587 Advanced Pastoral Spanish I (3)**

The objective of this course is to be able to confidently and comfortably converse in Spanish. Readings from various Latin American authors will give the students a flavor of the culture of the country of residence of each author and also provide discussion opportunities in Spanish of moral, theological and cultural issues. Students will be expected to prepare homilies in Spanish and deliver them at the assigned *Santa Eucaristía*. The textbooks include *En Breve, A Concise Review of Spanish Grammar* by Seymour Resnick, William Giuliano and Phyllis M. Golding; and *Anthology of Spanish American Poetry: The Twentieth Century* compiled, annotated and edited by Thomas Spaccarelli. The course also has the attribute of LTCM.

**MNST 588 Advanced Pastoral Spanish II (3)**

This course is a continuation of the first semester course, with its objective being to confidently and comfortably converse in Spanish. Readings from various Latin American authors will give the students a flavor of the culture of the country of residence of each author and also provide discussion opportunities in Spanish of moral, theological and cultural issues. Students will be expected to prepare homilies in Spanish and deliver them at the assigned *Santa Eucaristía*. The textbooks include *En Breve, A Concise Review of Spanish Grammar*; an *Anthology of Spanish American Poetry: The Twentieth Century*; and other reading material geared to the Spanish proficiency level and wishes of the students. The course also has the attribute of LTCM.

**MNST 589 Episcopal Latino Ministry Competency Course (3)**

The Episcopal Latino Ministry Competency Course, co-sponsored by the School of Theology and the Episcopal Office of Latino/Hispanic Ministry, provides an overview of the historical, cultural, socio-demographic, and religious aspects of Latinos/Hispanics in the United States. This course addresses the pastoral and liturgical needs of dual-language congregations, and it explores the general characteristics of ministries aimed at immigrant and first-generation Latinos, as well as the more acculturated U.S. born Latinos. Designed for clergy, seminarians, and lay leaders, this course offers the theoretical background and practical tools necessary to discern the type of Latino/Hispanic ministry that best fits the particular setting and context of a congregation.

**MNST 592 Introduction to Liturgical Spanish and Latino Cultures (3)**

This course is geared primarily toward seniors who would like to: Learn the basics of the Spanish language; be able to perform services in Spanish; and, become familiar with the Latino community from a cultural perspective. The course would have three sub-sets/focus areas: Learning basic pronunciation skills and basic vocabulary Basic reading and pronunciation Cultural issues/awareness (About a third of the classes would be dedicated to discussions of cultural issues and the needs of the Latino Community; they would be conducted in English.) This course also has the attribute of LTCM.

**MNST 594 Directed Readings (1 to 4)**

A Theory and Practice of Ministry topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**MNST 595 Field Education Elective (1 to 3)**

Elective field education courses and including summer experiences, which must last a minimum of three weeks and be approved by the Director of Contextual Education and Field Education.

**MNST 599 Field Education Immersion (3 to 6)**

To provide the student with opportunity for integrating theory and practice in ministry according to the particular learning goals discerned for this intensive in a safe and accountable field education site accredited by The School of Theology. To provide the arena for theological reflection on ministry with a field education clergy mentor certified with The School of Theology as the student engages in learning and exercising skills of ordained leadership.

**MNST 628 Introduction to Spiritual Direction (3)**

This course introduces students to the ministry of spiritual direction. By exploring the nature of spiritual direction, the preparation and role of the spiritual director, and the current theory and research in spiritual direction through selected readings and a lecture-discussion-personal experience format, the course attempts to provide students with both a broad overview of this ministry.

**MNST 636 The Pastor and Spiritual Formation (3)**

In this course we will identify the skills and practices that constitute the art of spiritual direction and explore ways in which they can be used to bring focus and depth to a wide range of pastoral conversations. We will also explore the related pastoral skills that can intensify the effectiveness of common spiritual formation tools such as retreats and workshops.

**MNST 637 Caring for Marginalized Populations: Pastoral Care in Context (3)**

This course garners "expert" wisdom from scholars and practitioners with distinct disciplinary perspectives who have variously considered the nature and power of human hope and the potential threats to hope faced by marginalized populations and the caregivers who seek to aid them. Young African American men will serve as a primary lens to investigate the problem of threatened hope, muteness, and invisibility. However, care for other unacknowledged groups including, but not limited to, the imprisoned, the poor, the wealthy, and the elderly will be discussed.

**MNST 638 Family Process in Congregational Life and Leadership (3)**

Since the publication in 1985 of Edwin Friedman's groundbreaking work, *Generation to Generation*, the application of family systems theory to the nature, behavior, and functioning of churches and church leaders has become routine. The influence of Friedman's thinking, and of his mentor, Murray Bowen, has been widespread in seminaries, rabbinical schools, and clergy/lay seminars, just as it has in a variety of secular helping professions. This course is an in-depth review of Friedman's approach to family process, and how its wise employment as a pastoral tool can enhance congregational ministry and mission. In so doing we will also explore significant biblical parallels and theological implications of Friedman's work that neither he nor many of his interpreters have previously discerned and/or articulated.

**MNST 639 Implanting the Word: Skills for Helping People Internalize Scripture's Transformative Symbols (3)**

With metaphors such as "engrafting" or "implanting" the word, (Jas. 1:21) and injunctions such as "may the word of Christ dwell in you richly" (Col. 3:16), Scripture itself supports the distinction between merely pulling ideas from the Bible and an inner appropriation of its dynamic symbols through which they become incorporated as "renewable resources" for our lifelong process of meaning-making. This course focuses on ways in which pastors can facilitate and intensify this deeper engagement with the revelatory images of Scripture through their preaching and work as counselors and spiritual guides. It examines the religious experience of interiorization from various perspectives, looking systematically at the constellations of imagery which provide the Bible's palette, learning from the intellectual discipline of hermeneutics how symbols work in activating insight and motivating change, and tapping the rich resources of perennial wisdom found in classic Christian traditions of scriptural meditation.

**MNST 641 Pandemic Christianity (3)**

What might Christianity in an era of pandemic look like? In this class, we will consider inter alia: the articulation of Scripture with the social context of pandemic; parish practice during pandemic; various doctrinal loci (eg hamartiology, ecclesiology) in the midst of pandemic; preaching during pandemic; articulation of the Church year to pandemic; and the Church in earlier eras of pandemic.

**MNST 643 History and Imagination in Church and Parish (3)**

What does the Church remember, and how do we remember it? In this course, we'll take up the spiritual practice of memory. After an introductory few sessions on the category of memory, we'll explore three practices of ecclesial remembering: calendars (with particular attention to the sanctoral calendar and to the presence of American historical holidays in parish life); the study of local church history and memorializing within the parish (with particular attention to landscape, to patterns of building-naming and to material culture, i.e., a paten inscribed in memory of long-forgotten parishioner X); and Eucharistic history and Eucharist as memory practice.

## Research and Writing

### Courses

**THBR 533 Theological Research and Writing for ESL Students (3)**

This course is designed to help international student writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research paper, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provides intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The instructor will collaborate with the Language Center of the University for additional resources.

## World Religions

### Courses

**WREL 501 World Religions (2)**

Using historical and ethnographic approaches and some of the lenses of cultural history, anthropology, and comparative religions, this course explores a number of religious traditions, situating them in terms of the milieu in which they developed and their key concepts and teachings followed by particular attention to how they take shape in religious life and lives in contemporary US contexts. Texts, films, multimedia, and off-campus site visits are utilized, and critical reflection upon all these comprises the heart of the course. Native American, Yoruba, Jewish, Islamic, Baha'i, Hindu, Buddhist, Confucianist, Daoist, and Chinese popular religious cultures are considered.

**WREL 502 World Christianities and Missiology (2)**

This course examines all aspects of the mission of the Church, including theology and history of missions, current mission practice and experience.

**WREL 503 Missions and Slavery in East Africa (3)**

This course focuses on the role of the Universities' Mission to Central Africa and the Church Missionary Society in East Africa and the Indian Ocean in the abolition of slavery. These nineteenth century mission societies to Central and East Africa emerged in response to David Livingstone's call to introduce Christianity, Commerce, and Civilization to Africa as a means to combat and replace (and mitigate the effects of) the inhumane trade in African human beings with legitimate commerce.

**WREL 594 Directed Readings (1 to 4)**

A world religions topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

## Directed Reading Courses

When a student, in consultation with his/her advisor, determines that an educational goal cannot be met through courses offered, the student may propose to meet this goal through a directed reading. The student must be in good academic standing to pursue a directed reading elective. Directed reading electives are generally not open to summer-term students. See <http://e-catalog.sewanee.edu/theology/academic-policies-procedures/enrollment/> for more information.

## Admission, Expenses, and Financial Aid

- Admission (p. 336)
- Tuition and Fees (p. 337)
- Financial Aid (p. 338)

### Admission

#### General Application Requirements

- Applicants should have a mature Christian faith, a history of active participation in a church community, and have begun a disciplined spiritual life.
- Applicants should have a clear sense of vocation, lay or ordained, and a clear sense of how the degree program will support that vocation.
- A completed application is required. (<https://theology.sewanee.edu/apply/>)
- Applicants to all degrees should hold a baccalaureate degree or its equivalent from an accredited college or university.
- Official transcripts of undergraduate work and all other post-secondary academic work from each institution attended are required.
- Applicants should have the intellectual ability and academic background to engage the curriculum in a satisfactory way and to fulfill successfully the requirements of the degree to which the student is applying. Applicants may be required to submit additional writing samples.
- Applicants for programs with residency in the Advent and/or Easter terms must submit written proof of a background check. Normally ordination track and ordained students should have this sent by their diocese. Non-ordination track students will work with the Office of Admission to fulfill the requirement.
- Applicants should have what the admission committee considers a realistic plan of how they intend to finance their seminary program, including (when appropriate) the needs of the applicant's family and adequate medical insurance for self and family. It is expected that the applicant will not be encumbered with significant consumer debt.
- An applicant whose first language is not English is required to complete the TOEFL or IELTS. Students who are not U.S. citizens or do not have legal permanent residency in the United States are required to have or acquire a valid U.S. visa.

#### Degree-Specific Requirements

##### Master of Divinity

- Applicants for admission to the Master of Divinity program should have an ecclesiastical endorsement (normally, postulancy for Holy Orders in the Episcopal Church or permission of one's bishop, or the equivalent endorsement in another faith tradition) and must submit that endorsement. This requirement may be waived when deemed appropriate by the Dean of the School of Theology.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a professor or college faculty member, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

##### Master of Arts

- Two letters of recommendation from individuals who can attest to the applicant's academic acumen, normally professors or college faculty members.
- An official interview is required of all applicants.

##### Diploma of Anglican Studies

- Applicants for admission to the Diploma in Anglican Studies program should normally have a Master of Divinity degree from an accredited seminary and should have an ecclesiastical endorsement (normally, postulancy for Holy Orders in the Episcopal Church or permission of one's bishop).
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a professor or college faculty member, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

##### Master of Sacred Theology

- Application to the Master of Sacred Theology (General Track) program requires evidence of a first theological degree.
- Applicants for admission to the Master of Sacred Theology (Anglican Studies Track) program must have a Master of Divinity degree from an accredited seminary and have an ecclesiastical endorsement (normally, postulancy for Holy Orders in the Episcopal Church or permission of one's bishop).

- A minimum grade of B in post-graduate work is generally required for admission.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a professor or college faculty member, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

### Certificate of Theological Studies

- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a professor or college faculty member, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

### Doctor of Divinity

- Admission to the Doctor of Ministry program requires evidence of a Master of Divinity degree or its equivalent; evidence of ordination; and a minimum of three years full-time or equivalent experience in ministry, subsequent to the granting of the Master of Divinity degree.
- A minimum grade of B in post-graduate work is generally required for admission.
- Documentation of non-academic continuing education experiences, such as Clinical Pastoral Education (CPE), career development counseling, workshops, and conferences the applicant considers to be relevant to their participation in the program may be included.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a professor or college faculty member, and one from a church official or member of the clergy.

### Special Students

Students seeking to take classes outside of a degree program must submit copies of their transcripts from each college and graduate-level institution attended, along with a letter addressed to the Director of Admissions outlining which class(es) they wish to take and what they intend to do with the knowledge acquired there. Permission from the instructor of the class(es) may also be required.

### Application for Transfer Students to the Diploma of Anglican Studies, Master of Arts, and Master of Divinity Programs

Application for admission of potential transfer students follows the same admission procedures as those listed above. Transcripts and catalog descriptions of all theological studies previously completed are required as part of the application process. The School of Theology accepts credit for transfer and advanced standing after appropriate evaluation described in the catalog section on transfer credits.

## Tuition and Fees

### Academic Year Fees 2022-2023

One-half tuition and fees<sup>1</sup> payable by due date each semester.

<b>Registration deposit:</b>	\$100 (paid when applicant accepts admission; nonrefundable)
<b>Annual Full-Time Tuition:</b>	\$18,000 (all regular full-time students and non-degree-seeking full-time students; \$750 per credit hour; \$250 per hour audit fee)
<b>Activities fee:</b>	\$280
<b>Wednesday lunch fee:</b>	\$300
<b>Vehicle registration fee:</b>	\$110
<b>Medical insurance:</b>	The student must provide a copy of their health insurance card to the Coordinator of Academic Affairs at the beginning of the Advent and Easter semesters. Failure to maintain health insurance coverage may result in a reduction or forfeiture of financial aid eligibility or in academic suspension.
<b>University housing:</b>	Ranges from \$600 to \$2,000 per month based on unit size, age, condition, and amenities
<b>Estimated cost for books:</b>	\$1,500 per year
<b>Part-time students:</b>	Fee per credit hour: \$750 AUDIT fee per credit hour: \$250

<sup>1</sup> A person taking 12 credit hours per semester is considered a full-time student and will be charged full tuition and fees.



## Summer Term (Advanced Degrees Program) Fees

Tuition and fees are payable no later than June 1, 2023

<b>Registration deposit:</b>	\$100 (paid when applicant accepts admission; nonrefundable)
<b>Fees:</b>	2023 fees to be determined (approximately \$82)
<b>University housing:</b>	2023 rate to be determined (approximately \$525 double occupancy, \$710 single occupancy)
<b>Board:</b>	2023 rate to be determined (approximately \$510)
<b>Tuition per credit hour:</b>	2023 to be determined (approximately \$575)
<b>Audit fee per credit hour:</b>	2023 to be determined (approximately \$200)

## Policy on Financial Refunds for Withdrawal

- Refund of costs is made only for reasons of illness; withdrawal because of illness must be recommended by a physician and certified to the Dean.
- Refunds for a withdrawal because of illness are 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, if any, and three-fourths of the board charge, if any. No refund is made for the activity fee or any other fees. Refunds are credited to financial aid accounts, to the extent of any financial aid; any balance is credited to the student's account.
- Refunds for any student who is a federal loan recipient are subject to the provisions of federal regulation (specifically, 34 CFR 668.22).
- Payment of a credit balance occasioned by a refund for withdrawal is made during the month following withdrawal by check payable to the student at the home address.

## Financial Aid

### Academic Year Students

The School of Theology of the University of the South offers generous financial aid to supplement seminary students' own resources and the financial support of the parishes and dioceses that send them. Financial aid is meant to serve the Church's mission by opening the way to excellent theological education to those who otherwise could not afford it and to minimize the burden of additional educational debt carried into parish ministry. Thanks to the gifts of many generations, Sewanee has substantial resources for these purposes, and is glad to be able to meet as much as possible of students' demonstrated financial need.

To ensure that grant aid goes where it is needed most, applicants for financial aid are required to demonstrate financial need. Awards are calculated on the basis of income from all sources in relation to allowable expenses, up to a maximum grant level set annually.

More information and financial aid forms may be found on the School of Theology Financial Aid Policy and Forms page (<https://theology.sewanee.edu/current-students/>).

School of Theology students should return financial aid materials to the following address: The School of Theology, Office of Financial Aid, 335 Tennessee Avenue, Sewanee, Tennessee, 37383-0001. Questions regarding the financial aid application should be directed to Walker Adams, (931) 598-3438, or email [hwadams@sewanee.edu](mailto:hwadams@sewanee.edu).

If you anticipate the need for a federal loan, submit your FAFSA to the University Office of Financial Aid, 735 University Avenue, Sewanee, Tennessee, 37383-1000, and questions regarding federal loans and federal loan eligibility should be directed to that office at (931) 598-1312, or by email [finaid@sewanee.edu](mailto:finaid@sewanee.edu).

### Guidelines for Financial Aid

The School of Theology annually awards a small number of Chancellor's Scholarships to some students of exceptional promise preparing for distinctive ministries in The Episcopal Church, showing exceptional academic merit, enhancing diversity among the student body, and occasionally (as determined by the Dean) to meet certain goals related to strategic initiatives that serve the School's mission. These grants are not based on an applicant's demonstrated financial need. Applicants who wish to be considered for a Chancellor's Scholarship should include a letter with their financial aid application, describing their strengths and qualifications in the areas listed above. Recipients are selected prior to entering seminary, and they must provide the financial documentation described above even if they are not applying for need-based financial aid. Chancellor's Scholarship recipients will continue to receive their award for the normal period of the degree program if their performance is deemed adequate by the faculty.

Financial aid is available to full-time students for the normal period to complete a degree or program (three years for the Master of Divinity, two years for the Master of Arts, and one year for the Diploma of Anglican Studies). Part-time, degree-seeking students may apply for financial aid in the same manner as full-time students. If aid for a part-time student is approved, it will be on a prorated basis, according to the number of credit hours the student is taking in the semester in question. The maximum financial aid granted during the



student's program cannot exceed the total of what would have been awarded if completed on a full-time basis. Part-time students who are not in a degree program are not eligible for financial aid. Financial need is calculated for a twelve-month period except for the final year when it is calculated for a ten-month period.

Financial aid may not be used for study at other institutions. Students may apply for grants for cross-cultural study from other sources and from special funds at the School of Theology.

### **Termination of Financial Aid**

A student whose performance is evaluated by the Faculty of the School of Theology as "inadequate" is not eligible to receive financial aid for the following year. Reinstatement of aid is dependent upon reacceptance into the graduate program of the School of Theology and a letter from the student to the Dean requesting reinstatement of financial aid. Failure to maintain health insurance coverage may result in a reduction or forfeiture of financial aid eligibility or in academic suspension.

### **Summer Term (Advanced Degrees Program) Students**

Some scholarship monies are available for tuition to Doctor of Ministry and Master of Sacred Theology students enrolled in the Advanced Degrees Program. More information and financial aid forms may be found here (<https://theology.sewanee.edu/files/resources/2020-2021-residential-aid-policy-v3.pdf>). Scholarship money is available only for tuition assistance. The student is responsible for all other costs, such as travel, housing, board, etc. Financial aid is not available to special students.

## **Academic Policies and Procedures**

- Academic Advising (p. 339)
- Academic Dishonesty (p. 339)
- Weekly Schedule and Class Attendance (p. 341)
- Enrollment (p. 341)
- Grading (p. 343)
- Honors (p. 344)
- Student Classification, Progress, and Status (p. 345)
- Withdrawal from School (p. 346)
- Transfer Credit (p. 346)
- Transcripts (p. 347)
- Evaluation and Disclosure of Personal Qualifications (p. 347)
- Inclusive Language (p. 348)
- Assistance for Students with Disabilities (p. 348)
- Immunization and Health Insurance (p. 348)
- Release of Student Information (p. 349)
- Other University Policies and Procedures (p. 350)

## **Academic Advising**

Although each student has the ultimate responsibility for becoming familiar with and meeting graduation requirements, the School of Theology believes that conscientious and well-informed advising on an individual basis is an important part of its academic program. Each student is assigned an advisor from the faculty whose responsibility it is to help plan and supervise the student's academic program and to be available for consultation 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.

The advisor will be the normal channel of communication between the faculty, when acting as a body, and the student.

## **Academic Dishonesty**

The School of Theology expects and requires the highest standards of integrity in academic work as well as in personal and community relationships. Academic dishonesty undermines the very foundation of the enterprise in which we are engaged and threatens to deceive those who will eventually depend on the knowledge and integrity of the students who receive their preparation for ministry here. It therefore constitutes unacceptable behavior and conduct.

Academic dishonesty includes, but is not limited to:

- Cheating—the breach of (pre-established) ground rules for completion of assignments, including examinations, by use of resources other than those which have been indicated as permissible. It is assumed that examinations which are designed to test recall of a body of information and the assimilation of that information by a student (“closed book examinations”) do not permit the assistance of written material or assistance from other persons.
- Plagiarism—the use of materials without proper acknowledgment of sources and the submission as one’s own ideas, words, and writings of another.
- Fabrication—the submission of material that has, in fact, been produced by others or is the result of substantial assistance received from others but not noted as the product of such assistance, or making up false sources.
- Duplication—the submission, without prior permission, of portions of the same academic work in fulfillment of requirements for more than one course.
- Facilitating academic dishonesty—participation in support of the above-named behaviors.

Standards for open book examinations are the same as for papers. On closed book examinations, one reconstructs references as fully as possible.

Academic honesty is foundational to the learning enterprise. Sometimes, academic dishonesty is deliberate, as in the case of cheating on a test, but sometimes it is unintentional, such as the paraphrase of source material without attribution or the direct quotation of cited material without quotation marks. Nonetheless, use of another’s work without attribution, *regardless of intent*, constitutes a violation of academic honesty. Lack of intent does not constitute a defense. Decisions about when to cite sources should always err on the side of citation. Particularly lucid guidance about the citation of sources has been developed by Vassar College, available here (<http://deanofthecollege.vassar.edu/documents/sources/>). Dartmouth College has also developed useful guidance, available here (<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth/>).

The standard guide for the writing of papers, especially citation formatting, in the School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., University of Chicago Press, 2018, which reflects the citation of *The Chicago Manual of Style*, 17th ed. *The Chicago Manual of Style*, 17th edition, and *The Chicago Manual of Style Online* (<http://www.chicagomanualofstyle.org/home.html>) (<http://www.chicagomanualofstyle.org/home.html>) are also acceptable guides.

## Discipline

Persons who are found to have engaged in any form of academic dishonesty will be subject to disciplinary action. If plagiarism, cheating, fabrication or duplication occurs, the student will automatically fail the course in which the incident occurred, and may be dismissed from the School of Theology or be subject to other sanctions. Facilitating the academic dishonesty of others will result in the same or similar consequences.

## Procedures

1. In order to preserve the integrity of the educational enterprise and to support the vast majority of students who maintain personal integrity in such matters, the faculty will report to the Associate Dean for Academic Affairs when dishonesty has occurred.<sup>1</sup>
2. Because the health of any community is determined not only by the degree to which standards of integrity are maintained by those who hold positions of authority in that community, but also by the degree that all members of the community participate in the maintenance of its standards, it is the expectation that students and faculty who observe or know of an instance of academic dishonesty will report it to the Associate Dean for Academic Affairs, outlining its specific nature. Such responsibility should, of course, be exercised with due care and should avoid action based on hearsay or rumor.
3. When the Associate Dean for Academic Affairs has been presented with such a report, the Associate Dean shall make a judgment as to whether it gives sufficient cause to believe that a breach of academic honesty has occurred. If they so judge, the Associate Dean for Academic Affairs will notify the student that such an allegation has been made and apprise the student of its nature. The student will be given opportunity to present the student’s own interpretation of events related to the allegation and any evidence and/or witnesses to support that interpretation.
4. If, on the basis of such a presentation, it is the judgment of the Associate Dean for Academic Affairs there is a likelihood that the allegation is unfounded, the matter will be considered closed with no permanent record in the student’s file. (Administrative records may be kept as necessary.)
  - a. If the Associate Dean for Academic Affairs judges that academic dishonesty has occurred, and the student does not wish to contest the allegation, the student will receive a failing grade for the course. The Associate Dean for Academic Affairs will inform the faculty of the incident of academic dishonesty and the resultant failing grade. Any further disciplinary action will be made by the faculty with counsel from the Associate Dean for Academic Affairs.
  - b. During the academic year, if the student does wish to contest the allegation, the Associate Dean for Academic Affairs will convene a board consisting of two members of the faculty and two students named by the Dean of the School of Theology. This board will review the nature of the allegation and its basis. It will also afford the student opportunity to present their understanding of the events related to the allegation. If on the basis of that review, it is the opinion of the board that there is a likelihood that the allegation is unfounded, the matter will be considered closed with no permanent record kept in the student’s file. (Administrative records may be kept as necessary.) If on the contrary, the board judges that there is sufficient warrant to believe that an instance of

academic dishonesty has occurred, the student will receive a failing grade for the course. The Associate Dean for Academic Affairs will inform the faculty of this decision and bring any recommendation for further disciplinary action before the faculty.

- c. During the summer session, if the student does wish to contest the allegation, the Associate Dean for Academic Affairs will convene the Advanced Degrees Program Committee. The committee will review the nature of the allegation and its basis. It will also afford the student opportunity to present their understanding of the events related to the allegation. If on the basis of that review, it is the opinion of the Committee that there is a likelihood that the allegation is unfounded, the matter will be considered closed with no permanent record kept in the student's file. (Administrative records may be kept as necessary.) If on the contrary, the Committee judges that there is sufficient warrant to believe that an instance of academic dishonesty has occurred, the student will receive a failing grade for the course. The Associate Dean for Academic Affairs will inform the faculty of this decision and bring any recommendation for further disciplinary action before the faculty.
5. The student may appeal the judgment to the Dean of the School of Theology within ten days of the decision. The Dean will report this decision to the faculty and the appellant.
6. The student may, in the last resort, appeal the Dean's judgment to the Vice-Chancellor and President within ten days of the Dean's decision.

<sup>1</sup> In the event that the Associate Dean of Academic Affairs is the instructor bringing the report, the Dean will appoint a senior faculty member to serve in the role designated for the Associate Dean in procedures outlined in steps 3 through 4.

## Weekly Schedule and Class Attendance

Most courses receive three credit hours. Core courses generally follow a lecture format, sometimes with discussion sections. Electives and summer courses have a limited enrollment and are generally offered as seminars, requiring more student interaction.

Students are expected to attend every scheduled meeting of a class. Instructors have the prerogative to set attendance policies for their individual classes and will state their policies in their syllabi. Absences may result in a reduction of the student's grade up to and including a failing grade for the course.

## Enrollment

### Registration

The Office of Academic Affairs produces a schedule of classes and establishes dates and times for registration each semester. Students are expected to give thoughtful consideration to the selection of courses before consulting their faculty advisor. Individual students assume full responsibility for compliance with all academic requirements. A student is considered registered only after their name appears properly on class lists, as indicated in Banner.

Returning students register for classes in the semester preceding the one for which they are registering. Information regarding registration will be sent by email. The Coordinator of Academic Affairs will contact any students who begin their course of study in the Easter semester to arrange for registration.

### Registration for Doctor of Ministry Courses

The Advanced Degrees Program web page (<https://theology.sewanee.edu/doctor-of-ministry/academics/this-summer-courses/>) is updated in early October to show the coming summer's course offerings. Information regarding registration, housing, and financial aid will be posted in February each year. Information on when registration forms are due will be provided on the website and by email each spring. A student may take no more than two courses (six semester hours) for credit in a given summer session, and no more than one course (three semester hours) in each of the Advent and Easter semesters.

### Student Load

It is assumed that the average student will need to spend at least two hours of study in order to be adequately prepared for each class hour. The student's time management is a matter of personal responsibility, but it is a responsibility for which they are held accountable.

Student load should not normally exceed 17 credit hours per semester. Registration for more than 17 credit hours requires written permission from the Associate Dean for Academic Affairs. The student should email the Associate Dean to request permission, setting forth the courses to be taken and the rationale for taking the extraordinary load. The Associate Dean will notify the student and the Coordinator of Academic Affairs of the outcome. If the overload is approved, the Coordinator of Academic Affairs will add the additional course.

### Courses in the College of Arts and Sciences

Every year, courses are offered in the College of Arts and Sciences that are relevant and open to students of the School of Theology. Students interested in these courses should consult the College catalog. With the approval of the Associate Dean for Academic Affairs,

students may take as electives upper-level (numbered 300 and above) courses taught in the College of Arts and Sciences at the University of the South, provided:

- The course can be demonstrated to meet an educational need of the student;
- The instructor requires additional work in the course, sufficient to allow graduate credit. The additional work required is to be documented with the Coordinator of Academic Affairs of the School of Theology.

## Directed Readings

When a student, in consultation with their advisor, determines that an educational goal cannot be met through courses offered, the student may propose to meet this goal through a directed reading. The student must be in good academic standing to pursue a directed reading elective. Directed reading electives are not open to summer term students.

The student must identify a faculty member willing and qualified to direct the work. Only regular members of the School of Theology faculty may supervise directed reading courses or outside projects. Working with the faculty member, the student develops a written proposal to submit to the faculty. The proposal must conform to the ROSE model and include a substantial bibliography. See details below.

The proposal is submitted by the student, through the proposed instructor, to the Coordinator of Academic Affairs for consideration by the faculty. It must be submitted not later than one week before the last regularly scheduled faculty meeting of the semester prior to the one in which the student intends to pursue the directed reading.

The Associate Dean for Academic Affairs will communicate the results of the faculty's consideration to the Coordinator of Academic Affairs, who will register the student for the course or will communicate the faculty's rejection of the proposal to the student.

## The ROSE Model

The ROSE model is a planning design for educational events aimed at describing and facilitating the clearest and most efficient planning and execution of courses and learning events. The term ROSE is an acronym for Rationale, Objectives, Strategies, and Evaluation, the four steps in preparing a "ROSE."

The ROSE gives the student a guide by which they may know what is intended to be taught, what strategies may be used, and what evaluation will take place. This measurement, or evaluation, customarily results in a grade given for the course of study to report the extent to which the objectives of the course have been accomplished by the student.

A carefully designed ROSE model assures the student that the instructor has planned a course with specific direction in mind and with the contents of the course fully disclosed from the beginning. A carefully designed ROSE model assures the instructor that the student is aware of the requirements of the course. The evaluation to be accomplished is determined in advance so that there are no justifiable complaints of surprise by the student at the completion of the study.

The ROSE model for any given course of study should be stated as briefly as possible in clear and precise language.

The RATIONALE indicates why the topic, course, title, or lesson is important to the curriculum and the situation of the student at the moment. It may indicate why the learning event comes at the point at which it does in the total learning process of the curriculum.

The OBJECTIVE indicates the specific learning expectation for the student. It indicates the skills, knowledge, or expertise to be gained.

The STRATEGY is the manner in which the objective or objectives will be accomplished. Strategies may include lectures and seminars, library research, and classroom presentation by the students, for example.

The EVALUATION is the set of instruments used to measure the extent to which the student has accomplished the objectives, such as papers or presentations. The evaluation may include classroom participation in discussions. Whatever evaluation is chosen to be accomplished should let the instructor know to what extent the objectives of the course have been achieved by the student.

## Course Drop/Add

A student may drop or add a course during the first two weeks of a semester. The student should consult with their advisor and the instructor(s) before doing so. During the first week, the student may make the change via Banner self-service or by contacting the School of Theology Coordinator of Academic Affairs. During the second week, the student must provide the Coordinator of Academic Affairs an email documenting the permission of both the advisor and the course instructor(s) for the change.

Changes during the summer session should be made through the School of Theology Coordinator of Academic Affairs by the second day of classes.

## Course Withdrawal

A student may withdraw from a class before the end of the sixth week of classes and receive a grade of W (Withdrawal) or WF (Withdrawal, Failing), based on their performance to date in the class, on their transcript. Withdrawal from a course should be done in consultation with the advisor and the instructor. The instructor should notify the Coordinator of Academic Affairs of the grade to be entered (W or WF).

Withdrawal during the summer session is rare and handled on a case-by-case basis by the Director of the Advanced Degrees Program and the Coordinator of Academic Affairs.

## Grading

### Grading Guidelines

Syllabi for all graded courses at the School of Theology shall state the percentage of the final course grade contributed by each assignment.

All required courses in the core curriculum are given a letter grade, except when pass/fail grading is requested by the instructor and authorized for a particular course by action of the faculty.

All electives are given a letter grade, unless the instructor designates the course as pass/fail at the start of the term.

Individual students may request, at the beginning of a particular course, that a letter-graded elective be graded pass/fail. An instructor is free to deny the request. If written permission is given, the Coordinator of Academic Affairs will change the grading type from letter to pass/fail. A pass/fail grade is not included in the grade point average (GPA) nor is it used to qualify for honors.

If pass/fail grading is selected by an instructor for a course as a whole, students may not request to be given a letter grade.

Summer courses are given a letter grade. The Doctor of Ministry project is graded on a pass/fail basis, while the Master of Sacred Theology thesis is given a letter grade.

### Grading Scale

4.0	A	100–93 (exceptional work)
3.7	A-	92–90
3.3	B+	89–87 (more than adequate work)
3.0	B	86–83
2.7	B-	82–80
2.3	C+	79–77 (adequate work)
2.0	C	76–73 (less than adequate work)
1.7	C-	72–70
1.3	D+	69–67 (deficient work)
1.0	D	66–63
0.7	D-	62–60
0	F	59–00 (failure to accomplish task)

### Grade Appeals

A student who believes that they have been assigned a course grade that is unfair or inappropriate, and who has been unable to resolve the matter with the instructor directly, may appeal to the Associate Dean for Academic Affairs. Appeals must be initiated in writing no later than the semester following the one in which the grade in question was given. To act on an appeal, the Associate Dean must find that the complaint has a reasonable basis. The Associate Dean informs the faculty member involved of the appeal and requires this faculty member to respond to the student's claim.

The concept of academic freedom as practiced at the University prohibits any administrative officer from forcing a faculty member to change a grade. Therefore, an appeal serves as a form of peer review that cannot compel a change in grade. The Associate Dean may suggest a solution to the dispute, may request that both the faculty member and the student justify their positions, and may recommend policies and procedures to the faculty member.

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.

## Late Work

Unless a student has made prior arrangements with the instructor, a student who is late with work due during a course is dropped one grade fraction immediately (i.e. A to A-), and then a full letter grade for each week (five working days) that the work is late. Instructors have the prerogative to set different policies regarding the penalties for their individual classes and will state their policies in their syllabi. If the work is not turned in by the last day of classes of the term, the instructor is to assign a grade of "F" ("zero" if using a 100-point scale for grade calculations) for the missing work and then calculate the final grade for the course.

## Incompletes in the Academic Year

The grade of "I" ("Incomplete") is given when a student fails to complete the work of a course for good reason (the instructor being the judge of what constitutes "good reason"). The instructor must record the grounds for assigning a grade of "I," specifying a deadline for the work's completion, and give a copy to the student and to the Coordinator of Academic Affairs. If a student believes that they will be unable to meet the stated deadline due to grave, extenuating circumstances, the student may request an additional extension from the instructor. In no case can the deadline for completion be later than the end of the midterm break of the following semester, without authorization by the faculty.

If a student fails to submit the work by the deadline, the instructor is to assign a grade of "F" ("zero" if using a 100-point scale for grade calculations) for the missing work and then calculate the final grade for the course.

## Incompletes in the Summer Session

Work is to be turned in by September 1 each year unless otherwise specified in the syllabus. A grade of "I" ("Incomplete") is given when a student fails to meet the September 1 deadline. A professor may grant an extension if the student requests it in writing and the professor deems there is good reason for the extension. The professor must document the grounds for granting the extension, specifying a deadline for the work's completion and any grade penalty to be assessed, and distributing copies of the statement to the Coordinator of Academic Affairs and to the student. A grade of "I" will be entered with the extension deadline. If the work is not turned in by the new deadline, the "I" will be changed to "F." The extension date may not be later than December 31 of the calendar year, without authorization by the Advanced Degrees Program Committee. The professor's policy concerning grade penalties for work submitted late is to be stated in the course syllabus if different from the program policy below.

Unless a student has been given an extension by the professor, work turned in after September 1 is dropped one grade fraction immediately (e.g. A to A-). Work received on or after:

- October 1 is then dropped an additional full letter grade (e.g. A- to B-);
- November 1 is then dropped another full letter grade;
- December 1 is then dropped another full letter grade;
- January 1 receives an F.

## Master of Sacred Theology Thesis/Doctor of Ministry Project Hours and Incompletes

Candidates for the Master of Sacred Theology or Doctor of Ministry degrees who are writing a thesis or project register for the appropriate credit hours once their proposal has been approved. The thesis or project must be submitted in time for the candidate to graduate before the time limit to degree has elapsed; however, the work need not be submitted in the same term for which the candidate registered for the thesis/project credit hours. If the thesis or project is not submitted by the end of that term, the placeholder of "IP" is entered. This is later removed and replaced by the grade the work earns. If the thesis/project is not submitted by the deadline for the student to graduate before the time limit to degree, the "IP" is converted to an "F."

## Course Assignments in Summer

Most courses in the summer session require reading to be done prior to the start of class. Each professor has the prerogative to exclude a student from class for failure to complete preparatory assignments. Additional reading may be assigned during the course.

## Honors

The faculty of the School of Theology may confer honors on up to ten percent of the graduating class receiving the degree of Master of Divinity, with honors based on final cumulative grade point average (GPA) and the faculty's determination of each student's excellence. All grades for courses taken in the Master of Divinity program at the School of Theology will be used to calculate GPA for conferring of honors. Grades for transfer credits will not be considered. Honors are not conferred in the other degree, diploma, and certificate programs.



## Student Classification, Progress, and Status

### Student Classifications

Regular students (full-time) are those who have been admitted to a degree program and take twelve or more credit hours per semester, or six hours in the summer session.

Regular students (part-time) are those who have been admitted to a degree program and who are taking less than twelve credit hours per semester, or less than six hours in the summer session.

Non-degree-seeking students (full-time) are those who, under the direction of the Dean and the faculty, pursue studies not directed toward a degree, such as the Diploma in Anglican Studies or the Certificate in Theological Studies.

Special students are non-degree-seeking, part-time students who do not go through the regular admission process but submit a special student application.

### Evaluation of Academic Proficiency

#### Master of Divinity, Master of Arts, Master of Sacred Theology, Diploma of Anglican Studies, and Certificate of Theological Studies

Satisfactory academic progress at the School of Theology is defined as eligibility to re-enroll in the specific degree program for the following semester. Letter grades are given on a 4.0 scale ranging from A to F.

A student's cumulative grade point average is computed on a 4.0 scale and is recorded on their transcript. A student seeking the Master of Divinity degree, Master of Arts degree, Diploma of Anglican Studies, Certificate of Theological Studies with less than a 2.33 grade point average (GPA) in courses taken for the current degree/program at the University of the South is evaluated by the faculty as either "provisional" or "inadequate." A Master of Sacred Theology student with less than a 3.0 grade point average in courses taken for the current degree/program at the University of the South is evaluated by the faculty as either "provisional" or "inadequate." A student who receives an F in any semester is rated as "provisional," and more than one F as "inadequate." A student rated as "inadequate" is dismissed; if rated "provisional," the student may remain but must rise to the status of "adequate" (GPA calculated on the basis of courses taken for the current degree at the University of the South) by the end of the following semester in order to remain in school.

#### Master of Sacred Theology and Doctor of Ministry

Letter grades are given on a 4.0 scale ranging from A to F. A student's cumulative grade point average is computed on a 4.0 scale and recorded on their transcript. A student with less than a 3.0 grade point average (GPA) in courses taken for the current degree at the University of the South is evaluated by the Advanced Degrees Committee as either "provisional" or "inadequate." A student who receives an F in any course is rated as "provisional," and a student who receives more than one F is rated as "inadequate." A student rated as "inadequate" is dismissed; if rated "provisional," the student may remain but must rise to the status of "adequate" (GPA calculated on the basis of courses taken for the current degree at the University of the South) by the end of the next term in which they are registered order to remain in school.

### Definition of "Good Standing"

#### Master of Divinity, Master of Arts, Diploma of Anglican Studies, and Certificate of Theological Studies

A student is in good standing if their grade point average in courses taken for the current degree/program at the University of the South is 2.33 or higher, the student has not been rated "provisional" or "inadequate" due to failure of a course or a grade point average below 2.33 in the prior semester, and if no disciplinary action has been taken or is impending. Grades from transfer courses are not included in the calculation of grade point average for determining "good standing."

#### Master of Sacred Theology and Doctor of Ministry

A student is in good standing if their grade point average in courses taken for the current degree at the University of the South is 3.0 or higher, the student has not been rated "provisional" or "inadequate" due to failure of a course or a grade point average below 3.0, and if no disciplinary action has been taken or is impending. Grades from transfer courses are not included in the calculation of grade point average for determining "good standing."

### Suspension or Dismissal

In consultation with the faculty, the Dean may suspend or dismiss a student for any of the following reasons:

- Academic dishonesty—see policy (p. 339).
- Failure of a student to be adequately responsible for academic and/or required co-curricular work.

- If the Dean and a majority of the faculty determine that they cannot reasonably be expected to recommend a student for ordination (Master of Divinity, Master of Sacred Theology (Anglican Studies Track), or Diploma of Anglican Studies).
- Inappropriate behavior that the Dean and a majority of the faculty determine to be disruptive or destructive of the learning process and/or community life.
- Charged with a civil or criminal offense or a breach of morality, if in the judgment of the Dean, this precludes effective membership in the student body, causes disruption of the life of the School of Theology, or creates a reasonable doubt of the student's suitability for ministry in the church.

The decision of which sanctions to apply rests with the Dean in consultation with the faculty. Dismissal normally precludes readmission. In the case of suspension, the determination of the term and circumstances of suspension and conditions for reinstatement rests with the Dean in consultation with the faculty. If the Dean judges that action must be taken before there is adequate time to consult the faculty, the Dean may do so.

Dismissal automatically terminates any contract between the school and the student.

## Withdrawal from School

A student may request to withdraw from the School of Theology by submitting the request in writing to the Dean of the School of Theology. The letter should describe in detail the reasons for the request. If medical conditions cause or contribute to the request, they must be documented by a licensed professional in the field (physician, therapist, etc.). Withdrawal is granted only upon approval by the Dean. The Dean may impose conditions for reinstatement, and reinstatement is not guaranteed.

A student in good standing who timely completes the requirements of an academic term may be granted a leave of absence starting with the next term for a maximum leave of two years. Students who wish to reenroll following a leave of absence may, in the Dean's discretion, be reinstated within two years without repeating the complete process of admission.

A student in good standing may request to withdraw during an academic term by submitting a written request to the Dean describing in detail the reasons for the request. If the withdrawal is granted, normally the grades of W or WF will be assigned for each current course, depending on the student's work in that course up to the time of withdrawal. At the Dean's discretion, the student may be reinstated within two years without completing the full process of admission. A letter to the Dean explaining how the circumstances leading to the withdrawal have been resolved is always required for reinstatement, and the Dean may impose further conditions for reinstatement.

A student not in good standing may be allowed to withdraw during or at the end of a term by submitting a written request to the Dean describing in detail the reasons for the request. If the withdrawal is granted, normally the grades of W or WF will be assigned for each current course, depending on the student's work in that course up to the time of withdrawal. At the Dean's discretion, the student may be permitted to apply for readmission, but the whole process of application must be repeated.

For information concerning refunds of tuition, see the section "Policy on Financial Refunds for Withdrawal."

## Reinstatement

A form for reinstatement may be obtained from the Office of Academic Affairs. The completed form and any supporting documents should be submitted to the School of Theology Coordinator of Academic Affairs. The Associate Dean for Academic Affairs will review the information and add comments as appropriate for the Dean to determine if reinstatement is warranted.

## Change of Program

On occasion, a student may determine a different degree or program of study is more appropriate to their objectives. A change of program form may be obtained from the Office of Academic Affairs, and the School of Theology Coordinator of Academic Affairs can advise the student of any supporting documents that may be required. The Associate Dean for Academic Affairs will review the information in consultation with the Dean to determine if a change in program is appropriate.

## Transfer Credit

### Transfer Credit (Master of Divinity, Master of Arts, and Diploma of Anglican Studies Programs)

The School of Theology may accept credit for transfer and advanced standing after appropriate evaluation. Such evaluations are made by the Associate Dean for Academic Affairs. All transfer work is evaluated on a course-by-course basis using the following criteria:

- Only graduate (post-baccalaureate) credits will be considered for transfer, and only on the basis of an official transcript.
- Credits are accepted only from institutions accredited by agencies recognized by the U.S. Secretary of Education.
- No credits are accepted with a grade less than "B." An exception is made for credits directly comparable to courses in the degree/diploma program's core curriculum that are assessed by the School of Theology only on a Pass/Fail basis. In this circumstance only, credits with a grade of "Pass" may be accepted for transfer.

- Normally credits are not accepted that were earned more than ten years earlier.
- The Associate Dean for Academic Affairs assesses the relevance of the course(s) to the School of Theology curriculum and may interview the student with reference to the courses being transferred as part of the evaluation process.
- Transfer students must earn at least one-third of their degree/diploma program's required credit hours at the School of Theology.
- Credits that have been earned as part of another graduate degree are eligible for transfer. Pursuant to the educational standards of the Association of Theological Schools, not more than half of the credits required for the other degree may be transferred into the program at the School of Theology. Subject to the approval of the Dean and upon the recommendation of the Associate Dean for Academic Affairs, students may be simultaneously enrolled in another master's program under this provision, as long as each degree program has a clear integrity and meets accreditation standards.
- When deemed appropriate, final approval for transfer credit may be deferred until the student has completed further academic work at the School of Theology.
- The School of Theology does not award transfer credit for course work taken on a non-credit basis or for life experiences.

Transfer credits are not included in the calculation of grade point average (GPA) for the purpose of determining honors, good standing, or provisional/inadequate/adequate status.

### **Transfer Credit (Master of Sacred Theology and Doctor of Ministry Programs)**

The School of Theology may accept credit for transfer after appropriate evaluation. Such evaluations are made by the Associate Dean for Academic Affairs. All transfer work is evaluated on a course-by-course basis using the following criteria:

- Only graduate (post-baccalaureate) credits will be considered for transfer, and only on the basis of an official transcript.
- Credits are accepted only from institutions accredited by agencies recognized by the U.S. Secretary of Education.
- No credits are accepted with a grade less than "B."
- Normally credits are not accepted that were earned more than five years earlier.
- The Associate Dean for Academic Affairs assesses the relevance of the course(s) to the Advanced Degrees Program curriculum, and may interview the student as part of that assessment.
- A maximum of twelve semester hours may be transferred.
- When deemed appropriate, final approval for transfer credit may be deferred until the student has completed further academic work at the School of Theology.
- The School of Theology does not award transfer credit for course work taken on a non-credit basis, or for life experiences, or for course work used in earning another degree.

Transfer credits are not included in the calculation of grade point average (GPA) for the purpose of determining honors, good standing, or the evaluation of academic proficiency (provisional/inadequate/adequate status).

### **Advanced Standing**

Advanced standing may be given to exempt a student from a course requirement in the core curriculum. Such advanced standing neither conveys course credit nor reduces the number of semester hours required for a degree. Advanced standing is awarded on the basis of training and/or experience comparable to the content of the course being waived, as well as an interview with the Associate Dean for Academic Affairs, who will make the final determination of whether to award advanced standing.

### **Transcripts**

The official and final repository of the permanent academic records relating to students is maintained in the Office of the University Registrar. Information relating to courses and grades is kept there and is summarized on the students' transcripts. Instructions for ordering transcripts may be found here (<http://registrar.sewanee.edu/students/common-questions/?question=how-do-I-request-a-transcript>).

Ordinands should see the section titled Evaluation and Disclosure of Personal Qualifications (p. 347) for additional information.

### **Evaluation and Disclosure of Personal Qualifications**

As a seminary of The Episcopal Church, the School of Theology is required by canon law to evaluate postulants and candidates for Holy Orders with regard to their academic performance, their professional competence, and their personal qualifications to exercise the ordained ministry of The Episcopal Church.

Evaluation includes the student's participation in the entire curriculum and also in the life of the seminary community. It includes several kinds of reporting: grades, oral statements, and written evaluations. Students sign a release each year giving the School of Theology permission to disclose this information to diocesan officials. The written information consists of, but is not limited to, a final

transcript each May, the middler evaluation in February of the middler year, and the recommendation for ordination during the Advent semester of the senior year.

Some dioceses need information before the times listed above. The Dean, with faculty approval, may write a letter stating whether there are any concerns at that point. Requests for such letters should be made to the School of Theology Coordinator of Academic Affairs.

## Inclusive Language

Written and spoken language used by students and faculty when referring to humanity shall be gender inclusive. It shall avoid perpetuation of derogatory stereotypes such as those based on gender, age, race, ethnicity, ability, religion, sexual orientation, or birth or family status.

Language about God is primarily analogical and metaphorical. Written and spoken language referring to God shall therefore avoid exclusive use of masculine language and imagery. When speaking and writing about God, students and faculty shall draw on the diverse and expansive images used in Scripture, tradition, and the arts.

## 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/>).

The School of Theology provides access to limited-time professional counseling services for students and their family members seeking assistance with various concerns—academic, social, emotional, or interpersonal. Discussions between students or family members and their health or service providers are confidential and information cannot be disclosed except in rare situations as required by law, or at the student's request. This includes not disclosing health information to University officials or dioceses. Inquiries should be directed to the office for community life, located in Hamilton Hall, (931) 598-1655.

## Immunization and Health Insurance

### Immunization

Graduate students are required to provide proof of immunizations prior to enrollment in classes. Following is the list of required immunizations:

- Measles, mumps, rubella (MMR) - two doses, or proof of immunity
- Hepatitis B series - three-dose series, or proof of immunity
- Varicella vaccine - two doses, or proof of immunity
- Tdap (Tetanus, diphtheria, pertussis), in the last 10 years
- Tuberculin Skin Test (within 6 months), or QuantiFERON®-TB Gold test
- SARS COVID-19 - two doses of Pfizer and Moderna vaccines or one dose of the Johnson & Johnson vaccine (boosters may be required subsequently)

**Students living in a University residence hall** who are under the age of 24 and have not had a meningococcal vaccine after the age of 16 years are required to have a booster meningococcal vaccine; students over the age of 24 who intend to live in a residential hall on campus are encouraged to speak with their healthcare provider for recommendations regarding this vaccine.

If you have any questions, please direct them to University Health Services at (931) 598-1270.

Immunization records for graduate students must be received by the following deadlines:

- School of Theology
  - Academic Year programs – July 15
  - Advanced Degrees Program summer session – April 15
- School of Letters programs summer session – June 1

Records may be sent by fax to (931) 598-1746 or by email to [uwc@sewanee.edu](mailto:uwc@sewanee.edu) ([healthservice@sewanee.edu](mailto:healthservice@sewanee.edu)). Copies may be mailed to:

University Health Services  
 University Wellness Center  
 The University of the South  
 Sewanee, TN 37383

The University Health Services can provide travel vaccines to students who may travel out of the country.

## Health Insurance

All students must have health insurance, and must provide a copy of their health insurance card to the Coordinator of Academic Affairs during orientation and at the beginning of each academic semester.

The School of Theology only offers the plans available to seminarians through Church Medical Trust. If the student's insurance is through other channels, at a minimum, the policy must have coverage for (1) physicians services and (2) hospital services. Insurance must cover required services in the State of Tennessee. Regardless of the source of their health insurance, students will be responsible for medical expenses not covered by their plan.

Students will not be allowed to attend classes without proof of insurance. Failure to maintain health insurance coverage may result in a reduction or forfeiture of financial aid or in academic suspension.

For more information on the available options, please contact [insured@sewanee.edu](mailto:insured@sewanee.edu).

## 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/>).



# Courses in the School of Theology

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## Anglican Studies (ANGL)

### ANGL 537 C.S. Lewis: Author, Apologist, and Anglican (3)

This course will examine selected writings of C. S. Lewis (1898-1963) with special attention to the historical development and Anglican character of his work. It will consider how Lewis treated certain key themes through more than one genre, focusing particularly on his apologetics, science fiction, and fantasy. Themes and texts considered will include suffering and eschatology (*The Problem of Pain / The Great Divorce*), natural law and posthumanism (*The Abolition of Man / That Hideous Strength*), theism and naturalism (*Miracles / The Lion, the Witch, and the Wardrobe*), and human and divine love (*The Four Loves / Till We Have Faces*).

### ANGL 539 The Anglican Tradition of Reason: Butler, Newman, and Farrer (3)

This course will examine the theological and philosophical aspects of an important tradition spanning three centuries of English Anglicanism. Focusing on the writings of three definitive figures who drew upon and shaped this tradition, we will examine Joseph Butler in the eighteenth century, John Henry Newman in the nineteenth century, and Austin Farrer in the twentieth century. All three were noted preachers and scholars, as well as original thinkers and devout churchmen; the works we read will represent these different modes and concerns of their writing. We will also examine the historical context in both church and society during their respective periods, and consider the significance and implications of this "tradition of reason" for Anglican theology today. This course also has the attributes of CHHT and THEO.

### ANGL 540 The Shape of the Communion (3)

This is a course on the Instruments of Communion and how they have shaped Global Anglicanism. It aims at introducing the students to the Anglican Communion structure and how it functions. It will begin with a cursory outline of the spread of Anglicanism from England through the formation of provinces. Along the way we will look at the concepts of Conciliarity, Subsidiarity and Reception in Anglican polity. We will have in depth discussions of the Instruments of Communion as well as the Anglican Congresses through the Virginia Report, the Windsor Report, the Lambeth Conference reports, the Anglican Consultative Council reports, the Anglican Congresses reports.

### ANGL 541 Healing and Wholeness in Africa (3)

HIV and AIDS is one of (if not) the biggest epidemics of our age. Its spread and the effects thereof are a story that is not fully appreciated in the West. The major cause of this status quo in the West is access to antiretroviral treatment that masks the effect. The challenge of access to care and healing, and the consequent effect on culture, education, labor, and economy, and the response of both the state and the church to the pandemic is going to be the focus of this class. Both church and state responses are fraught with challenges as they interface with local worldviews. It is expected that the student will have a greater appreciation of the extent of the pandemic and its effect and the role that the church has and is playing in mitigation, the not so adequate response of the international community and the shortcomings of government responses.

### ANGL 542 Church and Politics in Africa (3)

The Church in Africa operates in a context of religious pluralism while it claims the majority of the population. In many places in Africa it is the most trusted of all institutions in society. More often than not the state is very wary of the church's influence. Providing education, health and being the voice of the voiceless is the normal if not taken for granted role of the church. How does the church understand this role? What is the theology behind this or expressed through this? At times things have gone awry with the Church right in the middle. The course thus provides an opportunity to explore and understand this role of the church. This course seeks to lead to an appreciation of the public role of the Church in African societies and African countries and thus prepare and equip people for global understanding and engagement. It has an Anglican bias by design as it is intended to further understanding of Global Anglicanism. There will be survey discussions based on the bibliography.

### ANGL 543 Contemporary Anglican Theologians (3)

Long overshadowed by the disciplines of Biblical, historical, and liturgical studies, in the late 1980s and early 1990s doctrinal, constructive, and systematic theology in the Anglican tradition experienced an impressive renaissance that continues to this day. While many theologians around the Communion contributed to this development, most of the seminal figures were from the United Kingdom. Rather than a comprehensive survey, this seminar offers a close look at significant texts by David Brown, Sarah Coakley, John Milbank and Rowan Williams (among others) that represent various aspects of contemporary Anglican theology. This course also has the attribute of THEO.

### ANGL 544 Anglican Conciliarity (3)

This course traces the development of such Anglican Communion gatherings as the Lambeth Conference, Pan Anglican Congresses, the Anglican Consultative Council, and the Primates Meeting and explores the synergy or lack thereof as they give expression to the Anglican ecclesiological value of autonomy in communion. The concepts of conciliarity, synodality, subsidiarity, and reception are explored to see how they inform or challenge the now common phrase, "synodically governed and episcopally led."

**ANGL 559 Debating Same-Sex Relationships in the Anglican Communion (3)**

Same-sex relationships replaced the ordination of women as the most divisive issue in the Anglican Communion at Lambeth 1998 and then became the instigating crisis of *The Windsor Report* (2004). While this issue raises multiple disciplinary questions (biblical interpretation; doctrinal, liturgical, and sacramental theology; law; science; medicine; psychology; etc.), it is often perceived primarily as an ethical matter. Given that the worldwide Anglican Communion is debating the issue, despite our shared tradition it thus also raises questions of moral disagreement across vast and potentially irreconcilable cultural differences. This course will look at this issue primarily through an ethical and theological lens, paying particular attention to its context in various provinces of the Anglican Communion, especially in the Church of England and the Episcopal Church. This course also has the attribute of CEMT.

**ANGL 594 Directed Readings (1 to 4)**

An Anglican studies topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**ANGL 625 Types of Anglican Theology (3)**

This course presents an overview of Anglican theology by addressing official Anglican formularies, liturgies and statements as these relate to different aspects of ecclesiology and theology and across different periods. Rather than a straightforwardly chronological approach, we will discuss the theology and theological implications of 'official' and semi-official documents and liturgies of the Church of England, The Episcopal Church, The Anglican Communion, as well as other national and regional churches. We begin with doctrinal statements of the English Reformation and briefly look at how these have been understood in non-English Churches, before moving to liturgy, ecclesiology and current issues in Anglicanism. The historical context of each set of texts will be explored by supplementary reading and classroom notes.

**ANGL 643 Contemporary Anglican Theologians (3)**

What is the contribution of Anglicanism to theology today? This course examines the writings of selected Anglican theologians to find out both what is distinctive in the work of David Brown, Sarah Coakley, David F. Ford, John Milbank, Mark McIntosh, Kathryn Tanner, Rowan Williams, and others, and at the same time show what these theologians have in common. That commonality is central to Anglicanism, and we hope to show that there are reasons why a tradition with its roots in Great Britain still offers virtues to be practiced across the Communion, and likewise provides help in dealing with persistent theological problems. These theologians all begin their theology with (more or less critical) readings of Scripture and ecclesial practice. But each demonstrates that, from there, contemporary Anglican theology makes many "border crossings:" into the theology of other Christian traditions, into philosophy and sociology, into the arts and natural sciences, even into divine life.

**Biblical Studies (BIBL)****BIBL 501 Old Testament I: From Prehistory to the Promised Land (3)**

This course consists of an eclectic approach, introducing students both to the traditional historical-critical methods and to more recent linguistic and literary studies. Major expressions of Israel's relationship with God, including covenant, law, the prophetic office, monarchy, temple worship, and apocalyptic thought, are covered. Some attention is given to the history of interpretation. The first semester is an introduction to the Old Testament within its ancient Near Eastern setting, to the tools of critical biblical study, and to the content of the Torah/Pentateuch and prophets/historical books.

**BIBL 502 Old Testament II: Prophets, Exile, and Aftermath (3)**

This is a continuation of the first semester Foundations course. Students practice the methods of exegesis while studying the Prophets and Writings.

**BIBL 511 New Testament I: The Gospels in Context (3)**

New Testament Foundations I and II offer a literary and historical introduction to the New Testament, using the tools of critical study that were introduced in study of the Old Testament. Students look at the chief witnesses to God's work in Jesus Christ, taking note of their setting in the interlocking worlds of first-century Judaism and Hellenism. Foundations I is an introduction to the Gospels and Acts.

**BIBL 512 New Testament II: The Bible after Jesus (3)**

New Testament Foundations II is an introduction to the Pauline literature, Hebrews, and the Book of Revelation.

**BIBL 520 Bible and Sustainability (3)**

The Bible mandates care for the earth, but it has also been interpreted as offering humanity destructive mastery over the environment. Building on the work of Ellen Davis, Wendell Berry, and other agrarian readings of the Bible, this course will explore what the Old Testament says about creation, farming, food justice, climate change, and the local economy. The class will explore this idea in academic as well as practical ways.

**BIBL 531 Beginning Biblical Hebrew I (3)**

An introduction to the Hebrew language of the Old Testament. Our textbook favors an inductive approach; students begin translating biblical phrases already in Lesson I, and learn vocabulary according to their frequency.

**BIBL 532 Beginning Biblical Hebrew II (3)**

A continuation of Beginning Hebrew I.

**BIBL 533 Intermediate Biblical Hebrew I (3)**

In this seminar students improve their general reading knowledge of Biblical Hebrew. This entails a more detailed study of Hebrew grammar, the further development of basic Hebrew vocabulary, and the introduction to the syntax of Hebrew prose. Course also introduces students to a number of textual matters pertaining to the critical study of the Hebrew Bible.

**BIBL 534 Intermediate Biblical Hebrew II (3)**

Course continues the instructional pattern of Intermediate Biblical Hebrew I, though the focus shifts from the analysis of prose to poetry. This upper-level undertaking calls attention to the "archaic features" in, for example, Jacob's blessing (Gen. 49), and the songs of Moses (Exod. 15) and Deborah (Judges 5).

**BIBL 535 Advanced Biblical Hebrew I (3)**

Course critically examines an array of texts in the Hebrew Bible, placing particular emphasis on the "late features" and syntax of the books of Esther, Chronicles, and Ecclesiastes. Students combine diachronic analysis (historical linguistics) with synchronic (sociolinguistics). Predicated on student interest, we may also look briefly at Dead Sea Scroll Hebrew texts and the original Hebrew text of Sirach.

**BIBL 536 Readings in Biblical Hebrew (1 to 3)**

This course will delve more deeply into matters of syntax and linguistic pragmatics with particular attention to how they affect matters of exegesis. The focus will be on prose texts.

**BIBL 538 The Historical Jesus (3)**

Thoughtful Christians and intellectuals in general have long been aware that the Bible offers various theological interpretations of Jesus, which in turn raises the question of how Jesus might be viewed when interpreted through the lens of historical reasoning. This course will attempt to answer this question and through it the related question of how the earliest interpretations of Jesus themselves were constructed.

**BIBL 541 Beginning New Testament Greek I (3)**

This course is designed to give students a working knowledge of New Testament Greek that will assist in studies in the New Testament, and also assist in understanding the Greek terms used throughout seminary studies. Students will begin to read New Testament passages, gaining insights into better understanding of the New Testament.

**BIBL 542 Beginning New Testament Greek II (3)**

This course is a continuation of Beginning New Testament Greek I. Students continue the study of the language by translating from the New Testament in each class session. Passages chosen for each week are from pericopes for the coming weeks so that students are challenged to look more deeply into the language and meanings of the New Testament.

**BIBL 543 Intermediate New Testament Greek (3)**

This third course in the Greek language sequence offers New Testament readings including Luke, Acts, and Paul's letters. Students perform text criticism and consider the role of ancient literacy genres in shaping the NT text. Overall, the course emphasizes the fundamentals of reading comprehension including vocabulary and morphology while also introducing several principles and methods of scholarship.

**BIBL 545 Advanced New Testament Greek I (3)**

This course involves rapid reading of selected New Testament, Septuagint, and/or other early Christian texts with particular attention to syntax and vocabulary.

**BIBL 546 Old Testament: The Book of Psalms (3)**

This course explores the Book of Psalms as a literary work and a spiritual resource. The course considers the literary shaping of the whole Psalter: its deliberate introduction (Pss 1-2), its internal divisions, the royal psalms at its seams, and its overall arc from lament to praise. The course also considers the psalms as acts of persuasion; addresses difficult psalms of imprecation (like Psalm 137); and pursues close readings of significant, individual psalms. In concert with the lectionary readings from the Psalms for Morning Prayer, it engages classic works on the use of Psalms in the Christian spiritual life (Athanasius, C.S. Lewis, Bonhoeffer). Its overall goal is to deepen students' familiarity and facility with the Psalms: as prayers with their own theological idiom and integrity as well as scripts to be re-prayed in the practice of spiritual life.

**BIBL 550 Old Testament: The Book of Genesis (3)**

Some attention will be given to historical-critical issues of scholarship, but the primary focus will be on issues of Genesis for the church. Sessions will be divided weekly into two interrelated segments: translation issues and interpretation issues. Although English is the only required language, we will use as many languages as are available among the class members. Evaluation will be based on one project/paper on a topic chosen by the student in consultation with the instructor and on weekly preparation and participation.

**BIBL 551 Old Testament: The Book of Exodus (3)**

In addition to exegetical study of this foundational text, students spend some time considering ways certain of its elements have echoed through the Bible to our day. A Hebrew reading section is available for those who have had at least one year of the Hebrew language.

**BIBL 553 Old Testament: The Prophets in the Lectionary (3)**

We begin with two realities: 1) most people in the pews know only what Bible they hear read and expounded on Sunday mornings; 2) most prophetic readings in the Episcopal Eucharistic Lectionary and the Revised Common Lectionary are fragmentary. Given these realities, how may competent and responsible exegetical and homiletical work be done with prophetic lections? We will focus on those passages included in the two lectionaries with the view to understanding them in as much depth as possible and then work on ways to transmit their core messages to parishioners. Formal student evaluation will be on the basis of preparation for each week's session, a short paper, and on in-class presentation. Students with previous Hebrew study may participate in a Hebrew reading session in lieu of some other work.

**BIBL 559 Old Testament: The Book of Isaiah (3)**

The Book of Isaiah figures centrally in the beliefs of both Jews and Christians. Seminar explores themes such as Isaianic authorship, messianic prophecy, the relationship of the corpus propheticum to the rest of the Hebrew Bible, and the reception of Isaiah in later Jewish literature, including the New Testament. Students probe the socioeconomic and theological crises resulting from the Israelites' deportation from their promised land. Students with previous Hebrew study may participate in a Hebrew reading session in lieu of some other work.

**BIBL 561 Exegesis from the Margins (3)**

The aims of this course will be twofold: 1) to understand sound exegetical methods in both theory and practice, and 2) to do so through examination of biblical hermeneutics through the eyes of various minorities and marginalized communities. We will engage in African American, Native American, Latino/a, Asian American, Feminist, Womanist, Queer, Postcolonial, and Socioeconomic criticisms of the Bible. Attention will be paid to both the key players and formative works that introduced each method into the world of biblical scholarship as well as the "doing" of each method—what it looks like and variation present within each method. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 562 Food and Food Sustainability in the Bible (3)**

Food is paramount to the survival of the Israelite people as well as indicative of their relationship with Yahweh. Similarly, food is central to our identity as Christians, as the Bible invites us to "taste and see that the LORD is good" (Psalm 34:8), and we gather around the Table to keep the Feast. But how should we read the Bible in our current ecological climate, when the very food we consume is often connected to the exploitation of the earth? This course will explore the biblical understanding(s) of food as it relates to faith, covenant, purity, ritual, justice, and humans' relationship to the land itself. While particular attention will be paid to the Old Testament texts, we will also examine relevant New Testament texts, particularly notion of Holy Communion (and its Passover roots). The course will be a continuation of Bible and Sustainability, yet that course is not a prerequisite for enrollment, as there will be minimal overlap and increased depth of subject matter. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 563 Human Sexuality in the Bible and Ancient Near East (3)**

Drawing from various approaches, the course will be an exploration of the representations of human sexuality found within the Bible and the cultures surrounding Israel. The course will deal with topics such as gender, marriage, sexual acts, homosexuality, ancient love poetry, sacred/divine marriage, prostitution, sexual taboo, sexual violence, incest, adultery, and variation in cultural norms surrounding each. A Hebrew-reading section will be offered for those students who would like to hone Hebrew skills and examine the texts in their original language. *Prerequisite: BIBL 501 or BIBL 502.*

**BIBL 564 Is God (Non)Violent? (3)**

This seminar-style course will investigate several texts held to depict either violence or non-violence as a basic characteristic of God. Several secondary works will be studied, but the biblical text itself will be primary. Students will be responsible for readings each week and for robust participation in the ensuing discussions. A Hebrew-reading section will be available for those with at least one semester of Biblical Hebrew. *Prerequisite: BIBL 501 and BIBL 502.*

**BIBL 565 Death and Resurrection: A Biblical, Theological, and Homiletical Inquiry (3)**

The course examines classical, Old Testament, New Testament and post-biblical understandings of death and resurrection, and considers the implications of these understandings for Christian teaching, preaching and practice. Through close readings of ancient texts, and related secondary literature, students shape their own theologies of death and resurrection, and explore the implications of their theology for their practice of ministry.

**BIBL 566 Poverty in the Bible (3)**

This seminar class examines biblical texts relevant to economic and social matters of poverty, hunger, and social stratification, as well as religious and political reactions. Possible relevance to contemporary pastoral settings are also discussed. *Prerequisite: BIBL 501 and BIBL 502.*

**BIBL 567 Ideological Criticism from African, Asian, Latin American, and Anglican Perspectives (3)**

"Reading from this place" will introduce students to the ideological criticism of biblical texts, with particular emphasis on the role of social location as a key to a rich and varied approach to the critical task. Students will be introduced to post-colonial, African-American, feminist, and Hispanic/Latino/a criticism, especially as practiced in various locations in the Anglican Communion.

**BIBL 568 Luke/Acts (3)**

Luke/Acts will offer a close reading of the texts of the Gospel of Luke and the Acts of the Apostles from a literary, historical and socio-rhetorical perspectives. The seminar will explore the narrative unity of the two works, the places of the speeches in Acts and the canticles and parables in Luke, and develop strategies for teaching and preaching.

**BIBL 569 God's Dissidents: Apocalyptic Then and Now (3)**

This course explores "apocalyptic" as a literary phenomenon of Second Temple Judaism and as a constructive theological resource. The first part of the course evaluates the achievement of apocalypses like 4 Ezra: the biblical traditions they mobilize and integrate, the theological problems they address, the experiences they induce, the praxis they envision. The second part considers works of more recent Christian theology in order to assess the continuing relevance of "apocalyptic" themes, especially as they appear in entries by Black, Womanist, Feminist, and Indigenous thinkers.

**BIBL 570 The Word Became Violent: Difficult Old Testament Texts (3)**

This course considers troubling texts of the Old Testament, particularly ones in which violence jeopardizes women and "Others," and examines how the Bible portrays human and divine responses to this violence. Critical lenses for studying scripture as well as practical theology aid participants as they reflect on the role these texts play in ministry settings. Trauma is used as a framework for understanding scripture and for shaping ministry work.

**BIBL 572 Paul's Earliest Interpreters (3)**

Examines the influence of Paul and his authentic letters in the later writings of the New Testament, including but not limited to Ephesians, Colossians and the Pastoral Letters. Other New Testament writings arguably showing Paul's influence include: Mark, Luke-Acts, 1 and 2 Peter, and Hebrews. New Testament writings written in reaction to Paul include: James, Matthew, and Revelation.

**BIBL 573 Paul's Letters to Macedonia: 1 Thessalonians and Philippians (3)**

A close reading of Paul's two Macedonian letters: 1 Thessalonians, Paul's earliest letter and the oldest surviving Christian document, and Philippians, written near the end of Paul's life in a Roman prison. Attention will be paid to the development of Paul's thought from 1 Thessalonians to Philippians, and to the early interpretation of these letters in Chrysostom's homilies and Theodoret of Cyrillus's *commentarii*.

**BIBL 574 Paul's Letters to Corinth (3)**

This course introduces students to the academic study of Paul's Corinthian correspondence. It begins with an examination of the source critical problem and what can be known of the social history of the Christian assembly at Corinth. It continues with a close reading of significant portions of Paul's letters focusing on their theological and ethical topics. Attention is paid to the place of the Corinthian letters in the larger Corpus Paulinum and in the development of Paul's thought.

**BIBL 576 New Testament: Mark (3)**

The seminar will take into account the historical, social, cultural, and literary setting of Mark's gospel, but will be chiefly concerned with examining its theological claims and implications. Knowledge of Greek is not required, but in addition to the main seminar, a Greek section will be offered for those who wish to study portions of the text in the original language.

**BIBL 577 New Testament: Luke (3)**

The seminar will take into account the historical, social, cultural, and literary setting of Luke's gospel, but will be chiefly concerned with examining its theological claims and implications. Members of the seminar will take it in turns to provide written handouts to their colleagues on selected portions of the text, and to make in-class presentations. Knowledge of Greek is not required, but in addition to the main seminar, a Greek section will be offered for those who wish to study portions of the text in the original language.

**BIBL 578 The Gospel of John: Reading, Preaching, and Teaching the Fourth Gospel (3)**

This seminar will interpret the Gospel of John from a variety of critical perspectives, from the socio-rhetorical to the post-colonial. Students will first engage the text in its historical and literary contexts, before examining a range of responses to the text by scholars Adele Reinhartz, Gail O'Day, Jeannine Brown, Gay Byron, Amy-Jill Levine, Allen Callahan, and others. The seminar will also explore the challenges of teaching and preaching Johannine Literature through the work of the instructor, and also the work of Howard Thurman, Donyelle McCray, and Marianne Thompson. Students will have an option of writing a term paper or three sermons.

**BIBL 579 New Testament: Romans (3)**

A close reading of Paul's *magnum opus*, his letter to the several assemblies of Christ-believers in Rome. Assumes both a critical introduction to the New Testament and a willingness to engage Paul's letter critically. The letter will be read in translation, though students wishing to read the letter in Greek will also be accommodated and evaluated appropriately.

**BIBL 581 The Parables of Jesus (3)**

The course will survey the parables of Jesus found in the Synoptic Gospels from socio-rhetorical, literary, and homiletical perspectives, centering on parables assigned in the Revised Common Lectionary. Second Temple Jewish, Greco-Roman, and modern examples of parable will be studied, and students will write parables of their own. The implications of parable interpretation for contemporary proclamation of the gospel will be explored, discussed, and illustrated as students learn how to exegete and preach the parables, and how their interpretation and proclamation of non-parable texts may be informed by their reading of the parables.



**BIBL 582 The Old Testament in the New Testament (3)**

The Old Testament is foundational to the New Testament. This course will examine various aspects of what that previous sentence means. Our subject will be the relationship between these two segments of the Christian Bible as observable in the gospels, the epistles, and the Book of Revelation.

**BIBL 584 The Letters and Legends of Apostle Paul (3)**

An introduction to the academic study of Paul, including his earliest interpreters as well as the significant shifts in Pauline studies over the past half century. Particular attention is given to the ways in which current understandings of ancient Judaism and emergent Christianity are influencing the study of Paul.

**BIBL 588 Apocalyptic Literature (3)**

Apocalyptic literature centers on a thorough examination of Hebrew and Christian literatures focused on eschatological and apocalyptic themes. Beginning with significant portions of Isaiah, Ezekiel, Zechariah, and Daniel, the course traces the development of the literature through the Apocrypha, the Gospels, the Epistles and the Apocalypse of John. Attention is devoted to apocalyptic as a contemporary cultural phenomenon. Texts include works by Collins, Witherington, Schmidt, and Rossing.

**BIBL 589 Texts of the Resurrection (3)**

Members of the seminar will study and make presentations on I Corinthians 15, Mark 15.37-16.8, Matthew 27.45-28.19, Luke 24.44-52 and Acts 1.1-11, and John 19.25-21.25. Knowledge of Greek is not required, but will be an advantage.

**BIBL 590 Judaism in the Time of Jesus (3)**

Studies the historical development of Judaism in the Hellenistic and early Roman periods (from Alexander the Great to Hadrian), concluding with a brief discussion of the Judaism of Jesus and the Jewish character of emergent Christianity. This course also has the attribute of CHHT.

**BIBL 591 Readings in Early Christian Greek (3)**

This course will consist in a close reading of some portion of the New Testament in Greek. It is not, however, simply a course in advanced Greek. Rather, the text or texts in question will be interpreted in their historical contexts, which includes among other things the rise of early Christian beliefs and practices (i.e., theology and ethics). In its current incarnation this course will focus on a close reading of Paul's letter to the Philippians.

**BIBL 592 New Testament Theology: The Rise of Early Christian Beliefs and Practices (3)**

This course examines the rise of early Christian beliefs and moral practices. The time frame is the first century and early second century, when orthodoxy and orthopraxy were not only hotly debated but when a relatively wide range of viable options was still in play. The course seeks to appreciate the work of the earliest Christian communities in theological and moral problem solving. This course also has the attributes of CHHT and THEO.

**BIBL 593 The Synoptic Gospels (3)**

This elective will offer a historical and literary critical examination of the Gospels of Matthew, Mark and Luke, with attention to how the Synoptic Gospels may be taught and preached in the church. Students will study the "triple tradition" in parallel version (Throckmorton or Aland), with a Greek language optional hour. Written work will include a book review, research paper or sermon series. Texts, in addition to gospel parallel, will include Stein's *Studying the Synoptic Gospels* and commentaries chosen by the student with consent of the instructor. This course also has the attribute of HOML.

**BIBL 594 Directed Readings (1 to 4)**

A Biblical Studies topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**BIBL 598 Preaching Paul (3)**

Preaching Paul offers advanced study of the writings of the Apostle Paul with focus on preaching from the Pauline epistles, equipping students to teach and preach his writings effectively. The historical and rhetorical backgrounds and theological emphases of the Apostle Paul will be considered in lecture and discussion, and students will offer critical and homiletical exegeses, and two sermons, on Pauline texts. Readings by Braxton, Betz, Kennedy, Mitchell, Witherington, and others. This course also has the attribute of HOML.

**BIBL 635 The Old Testament Prophets (3)**

The prophets of the Old Testament spoke to Israel of justice and holiness, revealing the will of God in times of crisis and times of plenty. This course will bring students into the historical world of Israel's prophets, making their theological message come alive and inviting it to speak into our present life and the communities we serve. We will give close attention to the major prophets Isaiah, Jeremiah, and Ezekiel, as well as Hosea, Amos, Haggai, Zechariah, and Daniel. We will ask the question, What is a prophet?, and we will trace the shifts and transformations in biblical prophecy from its earliest beginnings to its latest manifestations.

**BIBL 636 Judaism in the Time of Jesus (3)**

Nothing has redrawn the map of early Christian studies more drastically than the recovery of early Judaism, made possible by the discovery of the Dead Sea Scrolls and the publication of other contemporary Jewish writings commonly called the Pseudepigrapha. In this course we will take a first hand look at these exciting materials and ask what relevance they hold for a new and more nuanced understanding of earliest Christianity, including the Judaism of Jesus and Paul.



**BIBL 637 The Historical Jesus (3)**

Thoughtful Christians and intellectuals in general have long been aware that the Bible offers various theological interpretations of Jesus, which in turn raises the question of how Jesus might be viewed when interpreted through the lens of historical reasoning. This course will attempt to answer this question and through it the related question of how the earliest interpretations of Jesus themselves were constructed.

**BIBL 638 Isaiah and its Empires (3)**

This course examines the book of Isaiah in its socio-political contexts, with particular attention to the Neo-Assyrian, Babylonian, and Persian empires. The course evaluates "empire" as category for studying the ancient Near East, traces Israelite prophecy's responses to shifting political circumstances, and considers ways in which prophecy and empire persist in our contemporary context. The book of Isaiah will be analyzed both in its constituent parts (First, Second, and Third Isaiah) and as a canonical whole.

**BIBL 639 New Testament Theology (3)**

This course will look at both the theory and the practice of "New Testament Theology." It will begin with the recent theoretical critique by Heikki Räisänen and then take a closer look at three very different authors writing on the topic: James Dunn, whose *Unity and Diversity in the New Testament* presses the question of whether the New Testament has a theological center; Udo Schnelle, whose *Theology of the New Testament* focuses on the problem of development; and Räisänen himself, whose *Rise of Christian Beliefs* looks at early Christian theologizing in the context of other ancient religious systems.

**BIBL 640 Enough: Limits and the Old Testament (3)**

In this course we will use three biblical "lenses" to look at both other biblical passages and some contemporary issues, especially matters having to do with scarcity and the environment. Genesis 3 tells the story of humans' first disobedience, our refusal to accept a God-given limit. Genesis 4 shows one outcome when brothers are unable to get along. 2 Samuel II is a paradigmatic account of entitlement and some of its entailments.

**BIBL 641 People of the Land: Biblical Visions for Justice and Ecology (3)**

At the root of social, political, and ecological injustices in our society is a vision of people and land fundamentally at odds with the Biblical testimony. This course explores Biblical understandings of the relation of people to land and their implications for social justice and ecological sustainability. Particular attention is given to agrarian and political ecological perspectives.

**BIBL 642 Prophecy in the Body (3)**

Modern scholarship has typically understood "prophecy" as a matter of utterance, speaking words on behalf of a deity, and the role of prophet has largely been understood as that of messenger or spokesperson. While much of biblical prophecy does purport to mediate divine speech, a word-oriented approach to prophecy reduces a rich and varied phenomenon to only one of its components. A turn to the body in humanities and social sciences, renewed attention to religious experience and practice in biblical studies, and approaches to embodied cognition and affect across a wide range of scholarly fields make possible a fresh approach to biblical prophecy. Informed by these developments, this course examines the phenomenon of prophecy as portrayed in a wide range of Old Testament texts through the lens of embodiment.

**BIBL 678 The Gospel of John: Reading, Preaching and Teaching the Fourth Gospel (3)**

This seminar will interpret the Gospel of John from a variety of critical perspectives, from the socio-rhetorical to the post-colonial. Students will first engage the text in its historical and literary contexts, before examining a range of responses to the text by scholars Adele Reinhartz, Gail O'Day, Jeannine Brown, Gay Byron, Amy-Jill Levine, Allen Callahan, and others. The seminar will also explore the challenges of teaching and preaching Johannine Literature through the work of the instructor, and also the work of Howard Thurman, Donyelle McCray, and Marianne Thompson. Students will have an option of writing a term paper or three sermons. If you are taking this class for your homiletics elective, you will have to preach at least one of your sermons.

## Christian Ethics and Moral Theology (CEMT)

**CEMT 500 Creation, Ecology, and Economy (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

**CEMT 511 Introduction to Moral Theology (3)**

The purpose of this course is to introduce students to questions about what it means to be a moral person in our contemporary world. In particular, we will examine what it means to be a Christian moral person—that is, what Christian faith and tradition contribute to our understanding of a moral universe. We will begin with an examination of moral formation in community. We will then discuss ethical principles as they have emerged throughout the Christian tradition. Through readings on "modernity" and "post-modernity," we will explore how such resources can be used to assist in discerning Christian moral life today.

**CEMT 522 Contemporary Moral Issues (3)**

In this course we will review the different approaches in Christian ethics to contemporary moral issues in the areas of politics, sexuality, medicine, economics, and ecology. We will begin by reviewing the distinctive forms (virtue theory, natural law, divine command, and liberation) and sources (reliance on Scripture, tradition, and reason) of Christian ethics, as well as those favored by central figures in Anglicanism. We then will consider contributions by important writers on particular issues, such as the just-war tradition, same-sex marriage, genetic manipulation, and globalization. Throughout, the emphasis will be on the ethical implications of the church's apostolic mission. *Prerequisite: CEMT 511.*

**CEMT 553 Many Sides of Sustainability (3)**

This course has several goals, including helping people steeped in natural sciences and those in theology to begin to develop a common vocabulary. This will include biblical, theological, and practical congregational materials as well as economic and "hard" scientific matters with possible interaction with the University of Georgia's River Basin Center. There will be readings, lectures, seminars and field trips. The major piece will be a small team project. This course also has the attribute of MNST.

**CEMT 554 Neighborhood Ethics (3)**

This course will consider theological and ethical reflection on the nature of community and strategies for enhancing it. Ideas about place, the distinctive characteristics of urban and rural communities, environmental considerations, and the cultivation of community as a polis will shape the inquiry. A final project in coordination with a Sewanee nonprofit will seek to put learnings into practice in a local context.

**CEMT 556 Building the Beloved Community (3)**

This course examines the spiritual and theological writings of Desmond Tutu and Martin Luther King, and explores the historical contexts and praxis of their ministries. The rationale and goal is to consider the use of prayer, reflection, theology and action in making the Church a prophetic witness in the Public Square. This will be a three - hour reading seminar on the works of Tutu and King.

**CEMT 557 Marriage, Family, and Sexuality (3)**

The objective of this course is to understand what the Christian tradition has to offer those seeking to live authentic relational lives in the twenty-first century. We will use texts from several disciplines, including sociology, literature, and economics. Central to our task will be a thorough examination of Biblical and classical theological texts dealing with marriage, family, and sexuality. *Prerequisite: CEMT 511 or permission of the instructor.*

**CEMT 558 The Theological Ethics of Stanley Hauerwas (3)**

This course will examine the theological ethics of Stanley Hauerwas. Taking both a developmental and thematic approach, topics considered will be such distinctively Hauerwasian issues as vision, virtue, agents and agency, narrative, character, community, tragedy, suffering, pacifism, medical ethics, the mentally handicapped, and the Church. Hauerwas's ambiguous ecclesial status as both Methodist and Episcopalian, with deep indebtedness to the Roman Catholic and Mennonite traditions, will also be considered, as well as his recent attempts to re-focus Christian preaching on theology. This course also has the attribute of THEO.

**CEMT 559 Feminist Ethics and Theology (3)**

This course is a study of important themes and texts in feminist and womanist ethics and theology. The course is divided into three sections: foundations, Anglican voices, and contemporary intersections. These are meant to build on one another, beginning with women who shaped the field, followed by a study of three important Anglican women, and closing with readings addressing Third Wave, womanist, ecofeminist/womanist, and queer concerns.

**CEMT 560 Environmental Ethics (3)**

The environmental challenges facing the world today are urgent and complex. A variety of approaches have been enacted or proposed to address these problems, ranging from practical efforts to organize for justice to conceptual attempts to shift how we view our world. All of these approaches have particular strengths and weaknesses, and all raise important questions. The purpose of this introductory seminar is to survey ethical to environmental problems and to examine the central moral questions such problems raise. We will cover traditional, "mainstream" environmental ethical responses as well as more recent alternatives to and criticisms of those responses. Discussion will include concrete case studies as well as theoretical foundations, and the final essay will seek to place the theories in the context of concrete environmental problems.

**CEMT 561 Climate Ethics (3)**

This seminar will examine the unprecedented ethical challenges raised by climate change. Readings will incorporate religious and non-religious ethical approaches and a variety of disciplinary lenses, including natural sciences, social sciences, and economic and policy perspectives. Students will engage these arguments through readings, discussions in class and online, and a final synthetic essay, in order to address questions of why and in what ways climate change matters morally, and how moral agents might respond.

**CEMT 562 Christian Social Ethics (3)**

Christian Social Ethics is a tradition of inquiry into how Christians ought to relate to the larger society and respond to social problems. This course will trace the development of this inquiry through the twentieth century, including texts from Walter Rauschenbusch, the Niebuhr brothers, and Roman Catholic Social Thought, and assess contemporary versions, including liberation theologies, feminist/womanist/mujerista ethics, and global ethics. Critics of this tradition, such as Stanley Hauerwas, will also be considered, and the question of a distinctively Anglican social ethic will be raised.

**CEMT 563 Sustainability as an Ethical Problem (3)**

The concept of sustainability necessarily entails the question, "What ought to be sustained?" In other words, sustainability is the site of a debate over the proper relationship of humankind to the nonhuman world. This course will examine sustainability from this perspective. It will begin by surveying the various and sometimes conflicting ways the term is used in political, ethical, environmental, and institutional contexts. Criticisms of and alternatives to dominant views of sustainability will be considered, including agrarian, environmental justice, and political ecological perspectives.

**CEMT 564 Dietrich Bonhoeffer's Theological Ethics (3)**

The ethics of Dietrich Bonhoeffer - political, radical, and deeply theological - have never been more relevant. This course will examine Bonhoeffer's writings throughout his career, with attention to his unique historical and social context. The influences of Kierkegaard, Barth, and Reinhold Niebuhr will be considered, as will Bonhoeffer's legacy for contemporary ethical action.

**CEMT 565 Saints, Holiness, and Altruism (3)**

This course examines saints, holiness, and altruism as seen through the interdisciplinary lenses of Christian church history, comparative religion, philosophy, theology, and biography. Students will gain a greater knowledge of how religious and moral exemplars function in their respective communities of faith as figures of both veneration and imitation, how various theories of altruism both build upon and wrestle with the existence of such exemplars, and how secular sainthood has emerged as a vital concept in contemporary ethics. The implications of saints for belief in divine reality will be considered along with the meaning and challenge of sainthood for today.

**CEMT 594 Directed Readings (1 to 4)**

A Christian Ethics and Moral Theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**CEMT 600 Creation, Ecology, and Economy (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

**CEMT 660 Environmental Ethics (3)**

The environmental challenges facing the world today are urgent and complex. A variety of approaches have been enacted or proposed to address these problems, ranging from practical efforts to organize for justice to conceptual attempts to shift how we view our world. All of these approaches have particular strengths and weaknesses, and all raise important questions. The purpose of this introductory course is to survey ethical to environmental problems and to examine the central moral questions such problems raise. The course covers traditional, "mainstream" environmental ethical responses as well as more recent alternatives to and criticisms of those responses. It also considers the ethical and theological foundations for environmental ministries on a parish level, and the final essay seeks to integrate these concrete examples with particular ethical approaches.

## Church History and Historical Theology (CHHT)

**CHHT 501 Episcopal Church History (3)**

This is a study of The Episcopal Church in the United States from 1607 until the present. It will focus on both the theology and history of The Episcopal Church. The course will stress understanding that which is distinctive about The Episcopal Church. This course also has the attribute of ANGL.

**CHHT 511 Church Histories I: Asia and Africa (3)**

This course focuses on the patristic and medieval periods. It concentrates on the narrative history of the church with emphasis on doctrinal developments, major theological controversies, heresies, missionary expansion, and the development of distinctive church institutions.

**CHHT 512 Church Histories II: Europe and North America (3)**

This course focuses on the Reformation period as well as on developments to the present. It concentrates on the Caroline Divines, the Evangelical Revival, the Tractarians, Christian Socialism, and the expansion of Anglicanism.

**CHHT 528 Varieties of Early Christianity (3)**

Scholars have become increasingly aware of the diversity of Christian beliefs and practices in the first three centuries. It is no longer sufficient to describe some groups as heretics, who fell from the orthodoxy that was handed down from the apostles; a much more complex process was involved in the definition of belief and practice in the early period of the church's history. This course will explore what various churches looked like on the ground as early Christians engaged with each other as well as pagans and Jews. We will examine the strengths and weaknesses of the practice of Christianity in the communities for which we have historical evidence.

**CHHT 529 Classics of Anglicanism (3)**

Beginning with the English Reformation and following the major writers in the history of Anglicanism, this course will examine Anglicanism's claim to represent a "via media" among churches, upheld by a threefold cord of Scripture, Tradition and Reason. In each class we will discuss a short text representative of the work of Richard Hooker, the Caroline Divines, the Nonjurors, the Evangelical Revival, the Oxford and Broad Church Movements, the Modernist controversy, the Chicago-Lambeth Quadrilateral and the Anglican Covenant. The historical context of each text will help us understand the development of Anglicanism and provide a background to our own ministry whether as Anglicans or non-Anglicans today.

**CHHT 531 American Church History (3)**

This course focuses on the important religious movements in the United States, the authoritative figures and writings associated with them, and the major denominations. The purpose of the course is to study the history of Christianity in the United States in order to understand the present American religious context.

**CHHT 543 Christian Origins (3)**

This course introduces students the tumultuous first three hundred years of the Christian church, from its origins as a small apocalyptically-minded Jewish reform movement, through its centuries-long struggle to define and assert itself in a pervasively hostile "pagan" environment, to its eventual establishment as an imperial church complete with canon and creed and an increasingly influential cadre of powerful bishops. A theme running throughout the course will be the surprising variety that existed among these early Christ believers, as well as the significant challenges this diversity posed for developing orthodoxy.

**CHHT 545 Reformation to Revolution: Religion and Politics in Early Modern England (3)**

This seminar examines political and religious change in England in the tumultuous sixteenth and seventeenth centuries, a period marked by religious schism, two revolutions, and a failed experiment in republican government. Topics include reformation of church and government, patterns of rebellion and political instability, Puritan culture, and the shaping of domestic life. This course also has the attribute of ANGL.

**CHHT 546 The Oxford Movement (3)**

This course will chart the history of the Oxford Movement and its impact on the liturgy and the religious and social beliefs of the Church of England. The Oxford Movement did not arise in a vacuum, so the course will begin by exploring the High Church and Evangelical background of 18th century Britain. Nor did the Movement exist in a vacuum, so we will see its interaction with other Anglicans as well as the so-called "crisis of faith" in the mid-19th century. Finally, we will examine the successors of the Oxford Movement into the 20th century: slum priests, the Liberal Catholics, the liturgical renewal and the parish communion movement. This course also has the attribute of ANGL.

**CHHT 547 Augustine and North African Christianity (3)**

This course is a seminar that will examine the theology and practice of early North African Christianity, with particular focus on Augustine of Hippo. We will seek to understand Augustine both within his own historical context and especially within the tradition of North African Christianity. Student work will be focused on reading selections of primary sources and developing skills of historical interpretation and analysis, with class sessions driven by discussion of student work. Secondary attention will be given to the significance of our historical work for contemporary ministry.

**CHHT 551 Global Anglicanism (3)**

Beginning with the Reformation, this course traces the origins and the development of Anglicanism. Focusing on the Church of England, it will consider the events and ideas that shaped Anglicanism, especially the Reformers, the Deists, the Evangelical revival, the Oxford Movement and Anglo-Catholicism, the Social Gospel and the Anglican Communion. This course also has the attribute of ANGL.

**CHHT 594 Directed Readings (1 to 4)**

A Church History and Historical Theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**CHHT 629 Classics of Anglicanism (3)**

Beginning with the English Reformation and following the major writers in the history of Anglicanism, this course will examine Anglicanism's claim to represent a "via media" among churches, upheld by a threefold cord of Scripture, Tradition and Reason. In each class we will discuss a short text representative of the work of Richard Hooker, the Caroline Divines, the Nonjurors, the Evangelical Revival, the Oxford and Broad Church Movements, the Modernist controversy, the Chicago-Lambeth Quadrilateral and the Anglican Covenant. The historical context of each text will help us understand the development of Anglicanism and provide a background to our own ministry whether as Anglicans or non-Anglicans today.

**CHHT 630 An Introduction to Ancient Eastern Christianity (3)**

In this course we look closely at early, eastern varieties of Christianity. The history of early Christianity is usually told from the perspective of Greek and Latin-speaking communities, but we will focus our attention instead on the wealth of literature that survives from Christian communities who lived in areas as diverse as Syria, Mesopotamia, Persia, India and China, who largely spoke and wrote in a dialect of Aramaic called 'Syriac,' and who have survived as a minority religion from the earliest centuries until today.

**CHHT 631 Origen, Spiritual Exegesis, and the Roots of Universal Salvation (3)**

This course will focus on the life and writings of the third-century Christian writer, Origen of Alexandria, widely regarded as one of the greatest and most influential theologians of early Christianity. He pioneered a practice of scriptural interpretation that sought to bring to the surface successive layers of spiritual meaning. This practice, sometimes called "allegorical" interpretation, was both wildly influential and controversial (and it remains so today). Origen is also (in)famous for defending universal salvation, that is, the conviction that all of creation will eventually be saved at the end of time—an event he calls the apokatastasis or "restoration of all things." He thought of our salvation as a pedagogical process, in which our embodied sojourn on earth serves to rehabilitate our fallen minds. Our reading of Origen will be with an eye to retrieving his theology for contemporary use, both his practice of spiritual exegesis (for preaching and bible study) and his controversial conviction in universal salvation.

**CHHT 647 Philosophy in the Desert: An Introduction to Early Christian Monasticism (3)**

This course will inquire into the rise of Christian "monasticism" in the fourth-century, in which men and women withdrew from society, renounced sexuality and other pleasures (and burdens) of the flesh, and devoted themselves to spiritual exercises such as prayer, study, contemplation, and (crucially) wrestling with demons. This way of life was styled a new "philosophy," and was much informed by the vibrant intellectual scene in Alexandria. Egypt was at the center of this wider counter-cultural movement, and its deserts became the scenes for the pursuit of holiness - hence "philosophy in the desert." This course introduces students to the major figures and texts associated with Egyptian monasticism.

**CHHT 648 Race, The Episcopal Church, and the University of the South: From Slavery to Civil Rights (3)**

The diocese and parishes of the Episcopal Church are currently taking an unflinching look at their historic entanglements with slavery and slavery's legacies. So is the University of the South, the university owned by the Episcopal Church's southern dioceses and that shares their fraught history on matters of race and the institution of bondage that produced the ideology of racial injustice in this hemisphere. This course draws upon the expertise of those who work in the Roberson Project on Slavery, Race, and Reconciliation at the University of the South to examine the period from the civil war to civil rights in order to ponder how a more truthful understanding of its history may foster a more just future inside and outside The Episcopal Church.

**Homiletics (HOML)****HOML 510 Advanced Preaching: Rhetoric and Creative Proclamation (3)**

This course builds the student's capacity to preach effectively in the context of Anglican worship, refine their voice, and expand their homiletical repertoire. Along with extensive opportunity for practice and critique, the course introduces students to classic and contemporary rhetorical and homiletical theories and models. Particular attention is paid to homiletical form, style, and delivery, and to the various special occasions outside the Sunday Eucharist at which homilies are delivered. This course satisfies the second homiletics course requirement for the Master of Divinity curriculum. *Prerequisite or Corequisite: HOML 530.*

**HOML 530 Introduction to Preaching (3)**

Fundamentals of Preaching introduces students to the basic theory and practice of homiletics in the Anglican Tradition. The course assists the student in the discovery of her or his preaching voice, and provides the student with significant occasions for exploration of varied expressions of excellent preaching, while also affording multiple opportunities to recite, speak, and preach before fellow students and the professor. Particular attention is given to homiletical exegesis, homiletical form, preaching style, and sermon delivery, with concentration primarily on preaching for the principal Sunday service.

**HOML 531 History of Anglican Preaching (3)**

The History of Anglican Preaching explores the tradition of preaching in the Church of England, the Episcopal Church, and across the Anglican Communion from the English Reformation to the present day. The course will use basic texts in church history and works on social history and on reception theory, in addition to the sermons of important figures in Anglican history. The student will learn the place and practice of preaching in the Anglican Communion, the changes in the practice of preaching over time, and how those changes reflect and shaped history.

**HOML 534 Parables and Preaching (3)**

Parables and Preaching explores the parables of Jesus, the rabbis, the desert fathers and mothers, and world literature (Kafka, Borges, Kierkegaard, and others) as texts to be interpreted and texts to be proclaimed. Particular attention is given to preaching the parables of Jesus, and examining the implications of Jesus' parables for preaching in general. Texts include works by Dodd, Scott or Hultgren, Brosend, and Lowry.

**HOML 535 History of Modern Preaching (Truth through Personality: The Beecher Lectures and American Preaching) (3)**

Beginning with excerpts from the lectures of Henry Ward Beecher and Phillips Brooks, this seminar uses the Beecher Lectures of Yale Divinity School as a basis for examining the history and practice of preaching in the United States, with emphasis on the post-war period, to expose students to the richness and diversity of homiletical theory and equip them to incorporate this wisdom into their practice. The lectures of Fosdick, Craddock, Buechner, Tribble, Brueggemann, Proctor, the Buttricks, and Taylor will be read and discussed, and sermons by most of the lecturers reviewed and examined.



**HOML 536 Preaching the Old Testament (3)**

Preaching the Old Testament focuses on homiletical exegesis of Old Testament texts, and the faithful proclamation of the Word of God from a foundation of texts from the Torah, the Prophets, and the Writings. The work of Davis, Brueggemann, Harrelson and others will be examined from a theoretical and practical perspective, and students will offer a set of sermons exploring critical themes, characters, and issues from the Old Testament.

**HOML 537 Rowan Williams, Preacher and Theologian (3)**

This seminar will explore the theological themes, concepts and events in the sermons and occasional writings of Rowan Williams. The course traces a trajectory informed by the liturgical calendar and christology: incarnation, transfiguration, crucifixion, resurrection and the empty tomb, ascension, eucharist, ecclesiology and eschatology. Assigned readings will be a mixture of preaching documents (sermon manuscripts and video recordings) and published theological writings: *On Christian Theology*, *Resurrection: Interpreting the Easter Gospel*, *Tokens of Trust*, and *A Ray of Darkness: Sermons and Reflections*.) Careful reading of assigned texts, seminar discussions, leadership of those discussions and written exercises of various lengths will constitute the work of this course.

**HOML 538 Preaching Against Violence (3)**

The redemption of human violence is at the heart of the Christian belief and practice. This course takes up violence and its transformation through close readings of contemporary homiletic theory and theological discourse. The preparation and delivery of a cycle of sermons on the Triduum (Maundy Thursday, Good Friday, and the Easter Vigil) and a theological reflection on those sermons integrates theological reflection with homiletical practice. This course also has the attribute of THEO. *Prerequisite: HOML 530.*

**HOML 539 Language for Preaching (3)**

The difficulty of speaking about God generates and limits homiletical speech. Readings are drawn from linguistics, theology and literature in order to gain perspective on the habits and limits of language. The creation, presentation and revision of weekly writing assignments cultivate writing cognizant of these challenges and shaped for preaching. Sermons preached for the feasts of the Ascension, Pentecost and Trinity Sunday integrate the difficulty of speaking about God with the practice of preaching.

**HOML 540 African American Preaching (3)**

This course will examine and reflect upon the historical context, theology, rhetoric, and impact of African American preaching from the antebellum period to the present. Students will: (1) Engage in intensive reading and seminar discussion of African American preachers and homileticians (2) identify an African American preacher whose life and preaching they will study; (3a) write a research paper on that figure; or (3b) preach a sermon (in class) informed by your understanding of African American homiletics and submit a second sermon in writing.

**HOML 541 Preaching and Interpretation: Various Topics (3)**

This course examines the ways interpretation of an extended portion of scripture informs preaching, while also exploring the unique ways that preparing to preach shapes interpretation. The course will analyze and exegete texts in English and in original languages where there is aptitude. It will also engage in regular homiletic practice and reflection. This course may be repeated for credit when the topic differs. *Prerequisite: BIBL 501 and BIBL 502 and BIBL 511 and BIBL 512.*

**HOML 542 Preaching and Justice (3)**

This course explores the reasoning, resources, and best practices for preaching justice. Through exploring contemporary issues, interpreting scriptural texts, analyzing sermons, examining insights of scholars, and practicing preaching, this course seeks to help students develop hermeneutical, homiletical, theological resources for meaningfully engaging justice in the pulpit.

**HOML 543 Preaching Women (3)**

Following the work of Lenora Tubbs Tisdale, this course explores a variety of issues related to women and preaching, giving students encouragement to discover, explore, and enhance their own unique voices in the pulpit. Topics to be addressed include: the history of women as preachers, the variety of styles and voices in which women proclaim the Word, construal of gender as it relates to the authority of the preacher, Biblical and theological interpretation for the preaching task, and the creative process of sermon preparation.

**HOML 544 Memory and Preaching: Engaging Place with Eucharistic Hope (3)**

This course develops preaching and leadership resources for addressing aspects of memory in churches and communities. Among other things, it examines the mimetic/anamnestic impact of Confederate monuments, holocaust memorials, parish memorials, and The Memorial for Peace and Justice in Montgomery, Alabama. The course explores how place and memory affect what can be said, what needs to be said, and how preaching might serve an important role in interpreting space, advocating for change, and fostering beloved community rooted in holy anamnesis. Class resources will draw on historical study, preaching exemplars, and dialogical approaches to leadership. This course fulfills the preaching elective requirement. *Prerequisite: HOML 530.*

**HOML 594 Directed Readings (1 to 4)**

A Homiletics topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**HOML 601 Preaching in the Liturgical Tradition (3)**

This course will explore the distinctive historical, theological, and homiletical features of preaching within Anglican and other liturgical traditions. Special attention will be paid to key figures and moments in the history of preaching, to the development of the student's own theology of preaching in her or his own tradition, and to the contemporary practice of preaching within those traditions. Students will present sermons in class as a part of their graded work.



**HOML 605 Theology of Preaching for the 21st Century (3)**

How is Christian preaching a theological endeavor? This course will focus upon a theology of preaching - how does Christian theology empower, authorize, and sustain Christian proclamation? There will also be consideration of the function of our theologies in preaching. How do our claims about God inform and give substance to our sermons?.

**HOML 606 The Old Testament in Christian Preaching (3)**

The Old Testament in Christian Preaching focuses on homiletical exegesis of Old Testament texts, and the faithful proclamation of the Word of God from a foundation of texts from the Torah, the Prophets, and the Writings. The work of Robert Alter, Ellen Davis, Walter Brueggemann, and others will be closely read from a theoretical and practical perspective, and students will watch and critique sermons by master preachers, before preaching in class sermons exploring critical themes, characters, and issues from the Old Testament.

**HOML 607 Advanced Liturgical Preaching (3)**

Advanced Liturgical Preaching will focus on contemporary preaching in Anglican and other liturgical traditions. Building on the foundation of "Preaching in the Liturgical Tradition" students will: (1) reflect on the place of the sermon in contemporary eucharistic worship; (2) identify a contemporary preacher whose work they will study; (3a) write a research paper on a figure or topic in contemporary liturgical preaching; or (3b) submit a sermon series of at least three sermons that models an effective approach to preaching in the context of the eucharist.

**HOML 608 The Spirituality of Preaching (3)**

This course will focus on three aspects of the spirituality of preaching. Through lectures, discussions and reflective exercises participants will: Identify and explore their own experience of grace in the exercise of the preaching vocation, considering the question "How is the saving action of God shaping my life through the demands of this calling?" Consider the craft of sermon preparation as an exercise of co-creativity with God, exploring ways to identify images, motifs, metaphors and symbols that are replete with transformative power. Practice will be gained in forms of meditation and reflection that could lead to a deeper engagement of the heart in sermon preparation. Explore the transformative intentionality of their preaching enterprise. Participants will be encouraged to frame preaching in terms of spiritual formation, exploring the kinds of transformations they hope to support and incite in their listeners. How do they want their preaching to contribute to the shaping and reshaping of their congregant's hearts and minds as agents of a God who seeks intimacy and union with them?.

**HOML 609 Preaching Feasts: A Theological Approach to Holy Days (3)**

The major feasts of the liturgical year offer the preacher extraordinary opportunities to "do theology" from the pulpit. In this course we will discuss major theological themes, from incarnation to eschatology, and develop a homiletical strategy for exploring these themes while preaching on feast days. Students will share leadership for discussion, and preach sermons that apply and demonstrate their own homiletical strategy for preaching feasts.

**HOML 610 Jesus, Paul, and Preaching (3)**

The homiletical task is to proclaim the good news. That is what Jesus and Paul did. But how did they do so? What was the context in which they did so, and how can we best understand their contexts and proclamation, and apply them to our own contexts? New Testament and Homiletics scholars AJ Levine and Bill Brosend join to explore and share their understandings of how Jesus and Paul proclaimed the good news in their Second Temple contexts, and lead participants in imagining how to proclaim the good news today.

**HOML 611 The Art in Preaching: Using Fiction and Poetry in Sermons (3)**

The playwright John Shea says, "We turn our pain into narrative so we can bear it; we turn our ecstasy into narrative so we can prolong it. We tell our stories to live." As humans, we make meaning through narrative. When Jesus was asked questions, he told stories. The objectives of this course are to deepen students' ability to analyze fiction and poetry from a theological perspective and to improve their capacity to incorporate stories and images into their sermons.

**HOML 612 The Rhetoric of Proclamation (3)**

This course is a workshop in sermon preparation and delivery. Each student prepares and presents a minimum of three sermons for class critique and discussion, with particular focus on sermon structure and form, style, and delivery. Attention is given to the development of illustrative material, storytelling, improvisation, and facility with a variety of preaching styles.

**HOML 613 Preaching the Old Testament (3)**

This course will examine the challenges and opportunities of preaching the Old Testament. We will pay special attention to the ways genre, historical-critical method, theological construals of good news, and liturgical setting(s) impact the proclamation of an Old Testament text—and are, themselves, impacted by power and privilege. Students will engage in seminar discussion of course readings, examine biblical texts, analyze exemplary sermons, and preach their own new sermon from an Old Testament passage.

**HOML 614 Preaching Philippians (3)**

This course examines the intersections of biblical interpretation and homiletical practice as it relates to the book of Philippians. It engages in a close reading of the text within its historical context, considers the impact of lectio continua on preaching, reflects on ways Philippians might inform preaching from Pauline epistles, and offers opportunities to study and practice preaching from Philippians.

**HOML 615 Preaching and the Anti-Racist Gospel (3)**

This course aims to empower Doctor of Ministry students with questions and research skills to proclaim the promises of God in the face of the unrelenting evil of racism. The class will explore theodicy—the believability of God's justice and mercy within the reality of human suffering—with one focus in mind: the problem of American racism, including but not limited to the lens of the Black-White binary.

**HOML 616 The History of Preaching in the North Atlantic Church (3)**

This course will study homiletical thought and practice from Augustine through Phillips Brooks. The class will examine significant homiletical developments and debates, analyze the best preaching practices of exemplary figures, and discern how this history of preaching in the North Atlantic Church can guide and deepen homiletical reflection and preaching practice today.

**HOML 694 Directed Readings (1 to 4)**

A Homiletics topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses during the academic year. Not available during summer term.

**Liturgics and Church Music (LTCM)****LTCM 507 Church Music (3)**

Music is a force of immense power in the church's worship. This course lays the foundations for students to participate in and oversee the ministry of music in the parish in collaboration with persons skilled in music. It includes theological engagement with music, the role of music in the liturgy and the congregation, a working knowledge of *The Hymnal 1982*, and vocal techniques for the student's own singing of the liturgy as deacon and priest. Participation in this course is required for functioning as a cantor in the Chapel of the Apostles.

**LTCM 511 History of Christian Worship (3)**

This course introduces students to the history of Christian ritual activity. Students acquire a basic knowledge of the history of Christian worship and develop the skills of thinking critically and historically about liturgy. This course also has the attribute of CHHT.

**LTCM 521 Pastoral Liturgics: The Prayer Book of the Episcopal Church (3)**

This course introduces students to the history, theology, and pastoral use of *The Book of Common Prayer* (1979 edition). Through a mix of academic work and practical exercises, students demonstrate mastery of the church's basic liturgical texts.

**LTCM 536 Ritual and Worship in the Long English Reformation (3)**

This course examines the role of ritual and worship in the religious history of England, ca. 1530 to ca. 1700. It studies the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural contexts in which they occurred. This course also has the attribute of ANGL.

**LTCM 537 Senior Chant Practicum (1)**

There are over 200 items contained in the *Altar Book*, its Musical Appendix, and *The Hymnal 1982*, volumes 1 and 2, which may be sung by deacons and/or priests. This course will provide a broad overview of those sung portions and their place in the liturgy. The student will concentrate on vocal technique and the practical skill needed in the successful performance of the most commonly used of these musical settings.

**LTCM 542 Liturgy and Theology of the Eucharist in the Anglican Tradition (3)**

In the Anglican tradition, the eucharistic theology enacted in and implied by our rites and how we formulate eucharistic theology (-ies) in formal treatises and historical documents often live in tension and sometimes in direct contradiction to each other. It is important for students to deepen their experience and skills of integrating and differentiating between liturgical and non-liturgical understandings of the Eucharist. This course also has the attribute of CHHT.

**LTCM 543 The Liturgical Music of Johann Sebastian Bach (3)**

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.

**LTCM 544 The Hymn since 1982 (1)**

The past half-century has seen an explosion of new hymn texts and tunes; the number of good poets and composers writing hymns is perhaps greater now than at any other point in church history. Additionally, American churches are beginning to sing hymns from a wider range of cultures. This class will examine what has happened to congregational singing since the publication of the *Hymnal 1982*.

**LTCM 545 Even at the Grave: Music and the Christian Funeral (3)**

Since the early church, the order of burial has almost always involved singing. This class will investigate the history of Christian funeral music, looking especially at a series of pieces by important composers, from the earliest polyphonic setting of the Requiem mass (Ockeghem) to twentieth-century masterworks (Duruflé, Britten, and others). The class will conclude by discussing funeral music in the contemporary parish context.

**LTCM 546 ¡Fiesta!: Liturgical Celebrations in Latino/a Contexts (3)**

The 2018 General Convention passed a resolution recognizing the importance of "multicultural liturgies" and adding a number of liturgies from Latin American traditions to the Book of Occasional Services. This course will examine the historical development, theological significance, and common practice of these and other celebrations, including Día de los Muertos, las Posadas, the Feast of Our Lady of Guadalupe, Día de los Tres Reyes, and Semana Santa. It will also consider rites of passage in Latino/a contexts, such as Quinceañeras and the Presentation of a Child. Students will learn the distinctive characteristics of these celebrations and practice designing liturgies for bilingual and multicultural congregations. Knowledge of Spanish is not required.

**LTCM 547 Music in the Reformation (3)**

This class will examine theologies of music in sixteenth century Lutheranism, Calvinism, Anglicanism, and Roman Catholicism, and discover how those theologies informed musical practice. *Prerequisite: LTCM 507.*

**LTCM 594 Directed Readings in Liturgics and Church Music (1 to 4)**

A Liturgics and Church Music topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**LTCM 624 The Catechumenate (3)**

The preparation of candidates for baptism has been accomplished in various ways, ranging from benign neglect to intensive training in the Christian faith and life. In this course, we will study the catechumenate, which originated in the ancient church as a means of baptismal preparation. We will focus particularly on its revival in the late twentieth century, reflect on its theory and practice, and look at the dynamics of its implementation in the parish. Students will gain an understanding of the history, structure, and theory of the modern catechumenate, as well as learn practical approaches to deploying it in congregations.

**LTCM 625 Mapping Ritual Structures (3)**

A seminar on the ritual patterns of the Christian Initiation and Holy Eucharist with attention to the evolution and theology of effective pastoral practice for the church today. Readings will emphasize current pastoral practice against the background of grounded liturgical theology.

**LTCM 626 Ordination and Eucharist: the Theological Foundations of the Presider's Role (3)**

The content of this course will be a theological and historical overview of the ministry of eucharistic presidency, with attention to developments in the Church's contextual situation which shaped the theological and pastoral understanding of that ministry.

**LTCM 627 Liturgical Time (3)**

A seminar on the history, theology, and pastoral practice of the church's articulation of sacred time. The rhythms of day and week, season and year, paschal pattern and sanctoral cycle, will be examined from the standpoint of their origins and development, theological content, and best practices for ritual enactment in parish life.

**LTCM 628 Liturgy and Moral Imagination (3)**

We will examine some of the major rites of the BCP and ecumenical sources asking the question: in what ways does liturgy both shape and express life of a congregation in the moral life? Sources such as Rowan Williams, Iris Murdoch, Madeline L'Engle and Stanley Hauerwas will come into play. Considerations will also be given to the role of musical settings of prayer.

**LTCM 629 Ritualizing Relationships (3)**

This course considers ways in which the church ritualizes relationships between persons, looking principally at the marriage liturgies and their cognates, official and unofficial. Students will begin by examining foundational issues in gender and sexuality. Students will examine the historical evolution of the marriage rites and ancillary marriage practices, before examining emerging frontiers in the ritualizing of relationships. The purpose of this inquiry is to enable students to assess critically the marriage rites of the 1979 prayer book, the trial use marriage texts of 2015, and the growing number of blessing rites for other sorts of relationships, as well as to understand the historical development of marriage rites.

**LTCM 630 Eucharistic Theology (3)**

This course examines Eucharistic theology and practice as the sacramental source and summit of Christian life in community and its individual members. Study of historical and contemporary sources encourages the development of a critical appreciation of what liturgy does, a constructive theology of the faith revealed in symbol and ritual, and why this all matters ecclesially, pastorally, and ethically.

**LTCM 631 Major Texts in Liturgical Renewal from Ecumenical Perspective (3)**

This is an advanced seminar in pastoral liturgy designed specifically for those in the liturgy track, but open to others as an elective. The seminar explores a variety of texts from the mid-19th century to the present that have had significant impact on liturgical renewal. Treatises, papal encyclicals, acts of ecumenical bodies, denominational position papers, and similar documents, are examined in order to trace the development of current thinking, the crossovers and interchange between traditions, and the relevance of these documents as we move into the new phase of liturgical revision.

**LTCM 633 Liturgical Renewal Movements in Anglicanism (3)**

This course explores five centuries of Anglican liturgical renewal. The liturgical changes wrought by the English Reformers, Puritans, Laudians, Oxford Movement, and Liturgical Movement are examined through primary sources (prayer books and other texts on liturgical practice from each period). Consideration is given to how each of these five groups interpreted what their predecessors had achieved and failed to achieve enables discussions at an advanced level of both the history and historiography of liturgical development.

**LTCM 634 Rites with the Sick, The Dying, and the Dead (3)**

This class explores Christian liturgical rites surrounding care of the sick, the dying, and funerals from historical, theological, and ritual perspectives. After surveying the historical development of each of the ritual trajectories, we will turn to a comparative ecumenical study of current liturgical traditions as well as specifically Anglican developments. Contemporary issues of inculturation and interplay between the health professions, pastoral care, ethics, and spirituality will also be entertained.

**LTCM 635 Baptism and Confirmation: Patterns and Practices (3)**

Anthropologists tell us that rites of initiation provide a window into the core beliefs and symbols of a culture. This course will examine the history, theology, and present practice of Christian baptism, as well as its derivative, confirmation. By considering the development of these rites, we will point towards ways to renew the practice of baptism and confirmation in the Episcopal Church and other denominations.

**LTCM 636 Liturgy and Ethics (3)**

An exploration of the interrelated roles of sacrament, word, and ethics in the praxis of Christian faith in both church and society. Focused on theological methods and practical implications, the course will attend to history, major theologians, and current constructive proposals in the areas of early Christian sources, fundamental and political theology, and liturgical and sacramental theology.

**LTCM 637 The Prayer Book in its Global Context (3)**

This course examines the history of the relationship between Anglican mission and the Book of Common Prayer, and the ways liturgical inculturation has grown out of and responded to that history. Students will explore the ways the Prayer Book served as an instrument both of mission and empire, and will analyze Anglican liturgies from around the Communion written before the Liturgical Movement. Students will then turn to an examination of liturgical inculturation and its manifestations within the Anglican Communion, with a particular eye towards recent works of liturgical revision and renewal. The implications of inculturation for Anglican identity will also be considered.

**LTCM 638 The Incarnation of Worship: The Church, its Worship and Cultures (3)**

An intensive course exploring the theology of inculturation of the life of the Church in its liturgical dimensions. The course includes the relationship between church and cultures, the nature of liturgy as a ritual event, and ways in which liturgy may be incarnated in a culture so as to support all that is godly in it and confront all that is incompatible with the gospel. We will also examine degrees and methods for the inculturation of the liturgy at the local level.

**Research and Writing (THBR)****THBR 533 Theological Research and Writing for ESL Students (3)**

This course is designed to help international student writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research paper, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provides intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The instructor will collaborate with the Language Center of the University for additional resources.

**Systematic Theology (THEO)****THEO 503 Foundations of Christian Spirituality (3)**

This class explores the theological foundations and practice of Christian spirituality that lie at the heart of all Christian ministry, whether lay or ordained. We begin with what shapes Christian identity most fundamentally: the grace and covenant of Holy Baptism. Since baptism unites us with Christ in his death and resurrection, we will observe throughout the course how the pattern of the Paschal mystery is stamped on every aspect of Christian experience. For instance, we examine what it means to worship and to live eucharistically. We ponder the ways in which the seasons of the church year invite us to fuller participation in Christ. We look at what it means to live in the bonds of charity in community, whether in seminary or in the parish. We discuss some of the disciplines of Christian discipleship such as a rule of life. We learn how to prepare for and use the Sacrament of Reconciliation. And finally, we explore methods of prayer and meditation, developed over centuries in the Christian tradition, as the very life of the Trinity in us.

**THEO 511 Introduction to Christian Theology (3)**

The basic course in Christian doctrine studies the process of doctrinal and dogmatic formulation. It examines the role played by Scripture, the ecumenical councils, and other sources in the history of Christian thought, as well as contemporary theological discussion. The doctrines of God, Creation, Christology, and Soteriology are the principal theological topics covered.

**THEO 519 The Pastor in Literature (3)**

This course explores the complexities of the pastoral vocation as dramatized in a broad span of literary works, primarily fiction. Addressing the imaginative expression of authors from different Christian traditions, it variously considers the pastor's sense of call, exercise of responsibility, family challenges, moral dilemmas, temptations, and moments of sheer grace. These matters are embedded, through literary art, in an array of historical, social, and cultural contexts which, in turn, shape vocation. Besides stimulating reflection on the pastoral calling, the close reading of texts should enhance students' exegetical skill, while fostering eloquence in both written and oral communication.

**THEO 531 Theology of the Holy Spirit and the Spiritual Life (3)**

Theology of the spiritual life is being excitingly re-grounded in a revived interest in the doctrine of the Holy Spirit (Pneumatology), itself part of a revival of Trinitarian theology. This course allows students to explore these interesting developments through consideration of important texts and sharing personal and pastoral experience.

**THEO 533 Readings in Contemporary Anglican Theology (3)**

Readings, lectures, and discussions will focus on the neo-evangelical theology taking root at Oxford, American feminist and liberation theology, African and Asian indigenous theologies, and postmodern radical orthodoxy centered at Cambridge.

**THEO 540 Modern Spiritual Writers (3)**

This course engages spiritual writers from the early twentieth century to the present day whose works enlarge the vision of God, disclose the mystery of Jesus' death and resurrection, and deepen life in the Spirit. It includes authors such as Evelyn Underhill, Pierre Teilhard de Chardin, Thomas Merton, C.S. Lewis, and Rowan Williams, among others. Only primary texts are used, and both reading and written assignments are designed to foster meditative reflection and prayerful appropriation of the spiritual wisdom of these writers. Through close reading, students should grow in their ability to exegete texts. They should also find encouragement and practical help for their spiritual practice as well as a wealth of insight that can sustain prayer, preaching, and pastoral care.

**THEO 541 History of Christian Spirituality I (3)**

This course is a reading seminar considering classic texts from Athanasius's *Life of Anthony* through Luther's *Theologia Germanica*.

**THEO 542 History of Christian Spirituality II (3)**

This course is a reading seminar considering classic texts (one per week) from Teresa of Avila to Martin Luther King Jr. and Simone Weil.

**THEO 551 Major Thinkers in Theology (3)****THEO 552 God and Nature (3)**

The objective of this course is to examine ways in which Christians have understood God in relation to the created order. We will focus specifically on the last five hundred years: how our conception of nature has shifted and, with it, our ways of conceiving of God. We will juxtapose this with modern cosmological "stories" and the challenges they present theologically. A field component will be an aspect of this course: students should be prepared to explore the Domain both in and out of class time.

**THEO 553 *The Glass of Vision: Scripture, Metaphysics, and Poetry* (3)**

This course will examine one of the most significant texts of 20th century Anglican theology: Austin Farrer's Bampton Lectures delivered in Oxford in 1948 and published as *The Glass of Vision*. According to Farrer, the general topic of the lectures is "the form of divine truth in the human mind," explored through engagements with three areas of inquiry: scripture, metaphysics, and poetry. Specific issues considered are the relationship between faith and reason, the nature of biblical inspiration and divine revelation, the character of human imagination, and the literary analysis of New Testament texts. We will also consider Farrer's critics and defenders, such as Helen Gardner, Frank Kermode, David Jasper, and David Brown. This course also has the attribute of ANGL.

**THEO 554 The Creeds (3)**

This seminar course will examine the basic doctrines of the Christian faith through careful readings of two texts on the creed(s): Berard Marthaler's *The Creed* and Rowan Williams' *Tokens of Trust*. The objective of the course is for students to understand and personally appropriate the core doctrines of the church, in terms of their historical roots, their doctrinal significance, and their systematic coherence.

**THEO 555 Word, Spirit, and Incarnation (3)**

This seminar course will examine the interplay of the Word and Spirit in the Christological mysteries from Annunciation to Second Coming. Authors to be considered will include Eugene Rogers, Elizabeth Johnson, Alasdair Heron, Kilian McDonnell, Kathryn Tanner, and John V. Taylor, and Eastern theologians such as Dumitru Staniloae and John Zizioulas. Grade will be based on class participation and a 20-page paper.

**THEO 556 Reading Redemption: Anselm, Aquinas, and Ruether (3)**

In this course we will dig deeply into traditional and contemporary ways of understanding redemption. We will begin with a thorough reading of Anselm's *Cur Deus Homo* and the notion of "satisfaction." We will then explore how Aquinas conveys the work of Christ in returning us to union with God. Finally, we will use Ruether's *Women and Redemption* to investigate modern feminist approaches to redemption in order to construct contemporary perspectives.

**THEO 557 Classics of Medieval Spiritual Writers (3)**

Most classic texts of Christian spirituality are actually works of spiritual guidance. Rooted in a profound experience of God, they move from prayer to pastoral art, seeking to guide others in the ways of grace through the written word. Over the centuries, Christians in a variety of circumstances have continued to draw wisdom and insight from these spiritual mentors of the past. Through a close reading of primary texts by authors such as Benedict of Nursia, Bernard of Clairvaux, Aelred of Rievaulx, Francis of Assisi, the author of *The Cloud of Unknowing*, and Julian of Norwich, the course samples diverse schools of Western Christian spirituality from the sixth through the fourteenth centuries. It examines enduring polarities in spiritual theology such as the affirmative and negative ways, contemplation and service, liberty and discipline. While reading these authors critically and in their own historical context, it also explores how their teaching could inform prayer, theological vision, pastoral oversight, and spiritual counsel.

**THEO 558 'Jesus Died for our Sins': Problems with Atonement (3)**

This course will begin with some recent criticisms, from feminists and pacifists, of Christian theologies of atonement as necessarily violent. It will then examine theological resources of the tradition in light of these concerns. These resources will include the New Testament (with a focus on Paul), Anselm's theory of satisfaction, and Aquinas' more systematic integration of previous views. The course will then return to modern alternatives that address the issue of violence in God's solution to the problem of sin. *Prerequisite or Corequisite: THEO 511.*



**THEO 559 Readings in Contemporary Eco-Theology (3)**

Seminar on contemporary writings in theology concerned with environmental issues. The major focus for 2015 is on David Clough, *On Animals*, and the impact on Christian Systematic Theology from taking seriously ethical claims concerning the humane treatment of animals.

**THEO 560 Creation, Evolution, and God (3)**

Since Charles Darwin visited the Galapagos Islands over 175 years ago there has been much debate over whether the theory of evolution necessarily eliminates a belief in God. Even in theological circles ideas about God and how God creates and maintains the universe have been severely revised. This course will examine the Judeo-Christian understanding of creation, modern views of evolution, and current debates about God and creation, review developments of creation theology through the centuries and then move on to learn about the science of evolution. Theological sources will include the classical theism of Thomas Aquinas and the notion of emergent probability developed by Bernard Lonergan in our contemporary era.

**THEO 561 Readings in Teilhard de Chardin (3)**

This course will consist of reading the major works of Pierre Teilhard de Chardin, S.J (1881-1955). De Chardin was a Roman Catholic priest in the Society of Jesus. As well as being a priest, De Chardin was trained as a geologist and did extensive fieldwork in China over a 23 year period. He wrote extensively on theology and evolution. In this course both his scientific and his theological works will be addressed.

**THEO 562 Writings of the Spiritual Quest (3)**

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.

**THEO 564 The Parish Priest as Public Theologian (3)**

This course deals with the place and role of the public theologian by looking at some of the historical and theological rationale, and practice of theology in the public sphere. Participants will discuss Karl Barth's thinking regarding spheres and the Kingdom of God, in addition to discussing the prophetic tradition, the Civil Rights Movement and liberation theology. Reinhold Niebuhr, Martin Luther, Jr., James Cone, Cornel West, Anne Lamott, Desmond Tutu, David Gitari and Oscar Romero will be the case studies of theologians in the public sphere.

**THEO 565 The Ecumenical Imperative (3)**

This course explores the theology and history of the ecumenical movement and within it locates the Anglican Communion and World Council of Churches. It engages the practice of ecumenism through the bilateral dialogues with Lutherans, Methodists, Roman Catholics, and the Orthodox Church as case studies with particular attention to the Episcopal Church's participation.

**THEO 566 Religion and Environment Colloquium (0)**

This required course for MA students in Religion and Environment allows students to integrate work done in college Environmental Studies courses with their theological coursework. For each college course, each student will present a synthesis of that course's content with content from their theological studies at least once a semester. The gathered cohort and faculty will discuss the work and offer suggestions and their own insights.

**THEO 567 Introduction to Latino Theology and Spirituality (3)**

This course provides an introduction to Latino theology and spirituality. It considers the historical context for the development of Latino theology in the United States, its contemporary sources and theological methods, and its implications for pastoral ministry. Drawing on a variety of ecumenical perspectives, it considers key issues and themes in Latino theology, such as *lo cotidiano* (the everyday lived experience), *mestizaje* (the mixing of cultures), and *acompañamiento* (accompaniment). Readings include texts from liberation theology, *mujerista* theology, and the work of several contemporary Roman Catholic and Protestant theologians. Spanish is helpful but not required.

**THEO 568 The Story of Salvation (3)**

In addition to its basic doctrines of God, Creation, and Christ, the Christian faith offers a story of salvation. It holds that following Creation there was some kind of "Fall" which required divine action to redeem, a redemption that culminates in a new Creation. This course will thus consider the doctrines of Fall, Anthropology, Atonement, Justification, and Sanctification, and explore how they lead naturally into various interpretations of the four "Last Things": Death, Judgment, Heaven, and Hell. *Prerequisite: THEO 511.*

**THEO 570 The Community of Grace (3)**

In addition to its basic doctrines of God, Creation, and Christ, the Christian faith offers its adherents membership in a community of grace. It holds that following Christ's resurrection and ascension the Corpus Christi or "Body of Christ" continues to exist on earth in communal form. Furthermore, this community is created, nourished, and empowered by participating in the sacraments of baptism and Eucharist as well as by the sacramental rites of confirmation, matrimony, ordination, reconciliation, and unction. This course will thus offer a theological examination of classic and contemporary understandings of ecclesiology and sacramentology. *Prerequisite: THEO 511.*

**THEO 594 Directed Readings (1 to 4)**

A systematic theology topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.



**THEO 595 Master of Sacred Theology Thesis (3 or 6)**

S.T.M. students register for THEO 595 while writing their thesis.

**THEO 598 Research Project (3)**

M.A. students in the Bible, Church History, Theology, and Religion and Environment concentrations register for THEO 598 while pursuing their research project.

**THEO 599 Thesis (3 or 6)**

M.A. students in the Theology and Literature concentration register for THEO 599 while writing their thesis.

**THEO 625 Opening the Book of Nature (3)**

Ancient Christian tradition maintained that God authored two books through which God continues to speak to us: the book of Scripture and the book of Nature. The "book of Nature" has been the subject of intense recent interest due to our growing awareness of human dependence on fragile ecosystems and the environmental crises of the past century. This course will begin with an experiential exploration of the spiritual character of Sewanee's natural setting, move to consider the biblical and theological witness to Creation and human responsibility for it, and conclude with the socio-economic implications for the way we live and work in the 21st century.

**THEO 699 Doctor of Ministry Project (3 or 6)**

D.Min. candidates register for THEO 699 while pursuing their research project.

## Theory and Practice of Ministry (MNST)

**MNST 504 Cross Cultural Field Experience (1 to 3)**

Elective cross-cultural experiences, including summer experiences, which must last a minimum of three weeks and be approved by the Director of Contextual Education and Field Education.

**MNST 511 Pastoral Theology: Theology and Practice of Pastoral Care (3)**

This course examines the distinct vocation and ministry of those called to the ordained priesthood. Drawing on Scripture and the ordinal of The Book of Common Prayer, it looks first at priestly identity and authority in relation to the ministry of all the baptized. After considering what it means to lead a community of faith as "pastor, priest, and teacher," we move to the practice and underlying theology of several aspects of parish ministry. Relevant canons and portions of The Book of Common Prayer are studied. Approaching pastoral care as the "cure of souls," the course focuses on pastoral visitation and counsel; preparing people for the sacraments of baptism, reconciliation, and marriage; and ministry to the sick, dying, and bereaved. Throughout the course, attention is given to the way various pastoral situations draw both priest and parish more fully into the mystery of Christ.

**MNST 512 Parish Administration (3)**

This course focuses upon the ministry of oversight that the priest shares with the bishop. It explores the nature and communal context of pastoral leadership as a dimension of servant ministry. The course seeks to develop competence and pastoral wisdom in several aspects of parish administration: working with vestries, overseeing parish finances and property, understanding and teaching stewardship, maintaining parish records, hiring staff, and recruiting and equipping lay ministries. The canons pertinent to these areas of responsibility are also studied. Toward the end of the course, we review the spiritual disciplines and patterns of holy living that are needed to sustain the priestly vocation.

**MNST 515 Congregational Studies (3)**

This course will introduce students to the basics of congregational theory. Among the focus points of the course are the impact of a congregation's size on patterns of decision making and mission, how a congregation's life and work adapts across its life cycle with attention to the effects of decline and approaches to re-energizing mission, and the shape of the parish considers the concentric rings from core commitment to vicarious connection. In addition, recent approaches to mission including Invite\*Welcome\*Connect and Renewal Works will help a student develop the skills to assess current reality and create new possibilities for vital and lively congregational life. The course is normally taken in conjunction with placement in field education and a colloquy group to reflect on both course and practical learning.

**MNST 516 Parish Leadership (3)**

This course will cover a range of topics relating to the work of a priest within a community. Two major concerns will be family systems theory and conflict management theory. The first provides insight into the forces at work within a congregation's emotional and decision making process; the second provides perspective in working towards reconciliation or dealing with entrenched opposition. Planning as a means of prayerful and intentional leadership, effective meeting design, and approaches to a congregation's spiritual health and potential for growth will be covered as well.

**MNST 521 Contextual Education I (3)**

Contextual education provides students the opportunity to integrate and reflect upon their academic work within active ministry environments and to gain better self-knowledge in the role of congregational leader. This required course consists of three components: (1) an on-site assignment to a local congregation (normally during the second semester of the middler year and the first semester of the senior year; (2) a plenary in congregational studies that deals with current theory and methods as well as leadership development, evangelization strategies, leading a transformation process, and conceptual models for understanding congregational culture and context; and (3) a colloquy in which the students present ministry incidents for reflection and integration of academic disciplines.

**MNST 522 Contextual Education II (3)**

This course is a continuation of MNST 521.

**MNST 525 Introduction to Christian Education and Formation (1)**

This course is designed to assist students as they transition from their own, intensive education and formation experiences at the seminary into increased responsibility for facilitating, encouraging, and organizing the education and formation experiences of others. Students will be asked to bring the breadth of their seminary experience into the classroom to evaluate, critique, and imagine new possibilities for Christian education and formation in the Church.

**MNST 528 Introduction to Spiritual Direction (3)**

This course introduces students to spiritual direction, a ministry centrally concerned with discerning the workings of God through focused, spiritual conversation. While the course does not, by itself, qualify one to exercise this ministry, it offers a broad overview of it through reading, lecture, and class discussion. It explores the nature of spiritual direction, the role and preparation of the spiritual director, and occasions for spiritual guidance in parish ministry. The course is not a practicum in spiritual direction, although it will take account of personal experience. Students are encouraged to take this course pass/fail. *Prerequisite: THEO 503.*

**MNST 532 Family Systems Theory (3)**

Family Systems Theory is one of the dominant theories informing pastoral practice, both in the care of individuals and families and in the care of the congregation as an organic whole. This course presents family systems theory through an immersion in primary and secondary texts, through an analysis of the recent Netflix series *Bloodline*, and congregational assessments. In keeping with key tenants of the theory, a substantial part of the course will focus on the self of the pastor (self-regulation and individuation). Students should already have completed CPE and be currently serving a contextual education placement. *Prerequisite: MNST 511.*

**MNST 535 Chaplaincy in Comparative Contexts (3)**

Building on the foundation of inter-religious literacy and competency laid in WREL 501, this course explores a variety of contexts in the US today where Christian chaplains serve alongside chaplains of other traditions in multifaceted offerings of emotional and spiritual care as well as the personal, professional, and ethical implications of chaplaincy practice. A multi-day experience visiting at least eight different chaplaincy contexts is a required component of the course. *Prerequisite: WREL 501.*

**MNST 557 Leadership: Theory and Practice for Transformation and Growth (3)**

This seminar examines contemporary theories of leadership taught in education, government, and business seminars, workshops, and classrooms. Focus is first on "adaptive leadership" (Heifetz), "appreciative leadership" (Cooperrider), the "learning organization" (Senge), and "servant leadership" (Greenleaf), looking intentionally beyond the Church for wisdom that will help participants be better leaders for the Church. These insights will then be viewed from the perspective of work on "pastoral excellence" (Jones) and other research from the "Pulpit and Pew" project and comparable studies, as the students develop their own theologies of pastoral leadership and apply them in case studies.

**MNST 560 Gender Roles and Assumptions (3)**

This course is designed to engage students in reflection and discussion on issues arising from gender assumptions and expectations in society as well as the church. Both male and female clergy need to acknowledge that the foundational element of oppression can be understood as power differentials. The misuse of power is a major factor in issues, for example, of poverty, sexism, and racism. The church should be an informed and articulate leader in eradicating the root causes of such issues, but this kind of leadership is possible only when the church itself is willing without exception to "strive for justice and peace among all people, and respect the dignity of every human being." (BCP, p. 305) Only by realizing that the power differential in the way gender expectations are understood in society is a root factor in each of these issues can the church begin to have an authentic voice in modeling justice to the world.

**MNST 562 Transforming Congregations in Community (3)**

This course is designed to be a study of the nature and practice of power found in the Bible and Christian Theology. This course will use the Bible as its primary textbook to understand how power works in the worlds of politics, business, education, social services and religion - both in its legitimate exercise to empower people and in its illegitimate exercise to maintain the dominant establishments at the expense of people. Further, the scriptures will be examined to enable students to organize their congregations to use power relationally in order to bring about political, economic, social and spiritual transformation through their church and community.

**MNST 563 Leadership, Innovation, and Outreach: Parish Ministry in the 2020s (3)**

In an age of declining attendance, reduced giving, closing parishes, and aging members, successful ministry in the coming decade must change and adapt to new realities and opportunities. This course is a mix of leadership studies, sociology, congregational analysis, stewardship, and fund raising, and the exploration of new models for ministry. It will prepare students to interpret and understand the parish and its wider community, and develop and fund programs to respond to community needs and more fully and faithfully serve Christ in the church and in the world.

**MNST 564 Community and Organizational Leadership (3)**

This course runs in conjunction with the third semester of field education and focuses on the congregation's public life and the responsibilities of managing the financial, staffing, and related areas of an organization's life and work. The course will explore how a leader identifies a community's concerns and engages others in addressing issues within and beyond the congregation. In preparation for the process of finding and beginning placement as ordained and/or community leaders, the student will develop a deeper understanding of their particular abilities and commitments. This course normally runs in conjunction with the third semester of field education. The setting may be a parish or community organization and normally will include a particular project or specific responsibility. The course will adapt to the particular placements and responsibilities of field education. In addition, the colloquy will allow for reflection between students and across the various projects and field education sites.

**MNST 570 God and the Other (3)**

The Other/otherness are central notions in contemporary debates about identity and diversity. And they are fundamental for Christian thought and practice: ethics (the love of neighbor), psychology (the experience of "me" and "not-me"), and theology (God's transcendence and revelation in the face of the stranger). This course is a critical analysis of the ways that the notion of the Other functions in cultural, psychological, and theological frameworks, with a focus on implications for pastoral ministry. Attention will be given to issues of race, gender, and other differences. *Prerequisite: (THEO 511 and (MNST 511.*

**MNST 583 Beginning Pastoral Spanish I (3)**

This course introduces the student to basic conversational and liturgical Spanish as well as Latino cultures. It is intended to give a person entering the Church the ability to conduct services in Spanish and to respond to basic pastoral situations. Emphasis is on verbal communication; however we also focus on reading and writing in Spanish. Active participation in the Spanish Evening Prayer (weekly) and the Spanish Eucharist (bi-weekly) services is required. There will also be readings from The Book of Common Prayer, the Bible (Spanish), and from typically Latino services (e.g. *La Quinceañera*). The textbook used is *¿Como se dice...?*, and we also read and discuss *Guadalupe, Mother of the New Creation*. The course also has the attribute of LTCM.

**MNST 584 Beginning Pastoral Spanish II (3)**

This course, a continuation of the first semester course, introduces the student to basic conversational and liturgical Spanish as well as Latino cultures. It is intended to give a person entering the Church the ability to conduct services in Spanish and to respond to basic pastoral situations. Emphasis is on verbal communication; however we also focus on reading and writing in Spanish. Active participation in the Spanish Evening Prayer (weekly) and the Spanish Eucharist (bi-weekly) services is required. There will also be readings from The Book of Common Prayer, the Bible (Spanish), and from typically Latino services (e.g. *La Quinceañera*). The textbook used is *¿Como se dice...?*, and also reading material related to liturgical traditions particular to countries in Latin America. This course also has the attribute of LTCM.

**MNST 585 Intermediate Pastoral Spanish I (3)**

The objective of the course is to continue along a path of linguistic and cultural proficiency combined with active participation in the weekly *Oración Vespertina* and the bi-weekly *Santa Eucaristía* services. Students officiate and read at the weekly *Oración Vespertina* services; and, once language proficiency is demonstrated, students will be expected to preach in Spanish at the *Santa Eucaristía* services. The textbooks include *¡Continuemos!*, *El Libro de Oración Común* (bi-lingual), the Bible in Spanish, *La Violencia del Amor*, and short stories written by Latin American authors. The course also has the attribute of LTCM.

**MNST 586 Intermediate Pastoral Spanish II (3)**

This course, a continuation of the first semester course, continues along a path of linguistic and cultural proficiency combined with active participation in the weekly *Oración Vespertina* and the bi-weekly *Santa Eucaristía* services. Students officiate and read at the weekly *Oración Vespertina* services; and, are expected to preach in Spanish at the *Santa Eucaristía* services. The textbooks include *¡Continuemos!*, *El Libro de Oración Común* (bi-lingual), the Bible in Spanish, *La Violencia del Amor*, and short stories written by Latin American authors. During the second half of the semester we will focus on liturgies in Spanish: *La Santa Eucaristía*, *Bautismo* and *Casamiento*. The course also has the attribute of LTCM.

**MNST 587 Advanced Pastoral Spanish I (3)**

The objective of this course is to be able to confidently and comfortably converse in Spanish. Readings from various Latin American authors will give the students a flavor of the culture of the country of residence of each author and also provide discussion opportunities in Spanish of moral, theological and cultural issues. Students will be expected to prepare homilies in Spanish and deliver them at the assigned *Santa Eucaristía*. The textbooks include *En Breve, A Concise Review of Spanish Grammar* by Seymour Resnick, William Giuliano and Phyllis M. Golding; and *Anthology of Spanish American Poetry: The Twentieth Century* compiled, annotated and edited by Thomas Spaccarelli. The course also has the attribute of LTCM.

**MNST 588 Advanced Pastoral Spanish II (3)**

This course is a continuation of the first semester course, with its objective being to confidently and comfortably converse in Spanish. Readings from various Latin American authors will give the students a flavor of the culture of the country of residence of each author and also provide discussion opportunities in Spanish of moral, theological and cultural issues. Students will be expected to prepare homilies in Spanish and deliver them at the assigned *Santa Eucaristía*. The textbooks include *En Breve, A Concise Review of Spanish Grammar*; an *Anthology of Spanish American Poetry: The Twentieth Century*; and other reading material geared to the Spanish proficiency level and wishes of the students. The course also has the attribute of LTCM.

**MNST 589 Episcopal Latino Ministry Competency Course (3)**

The Episcopal Latino Ministry Competency Course, co-sponsored by the School of Theology and the Episcopal Office of Latino/Hispanic Ministry, provides an overview of the historical, cultural, socio-demographic, and religious aspects of Latinos/Hispanics in the United States. This course addresses the pastoral and liturgical needs of dual-language congregations, and it explores the general characteristics of ministries aimed at immigrant and first-generation Latinos, as well as the more acculturated U.S. born Latinos. Designed for clergy, seminarians, and lay leaders, this course offers the theoretical background and practical tools necessary to discern the type of Latino/Hispanic ministry that best fits the particular setting and context of a congregation.

**MNST 592 Introduction to Liturgical Spanish and Latino Cultures (3)**

This course is geared primarily toward seniors who would like to: Learn the basics of the Spanish language; be able to perform services in Spanish; and, become familiar with the Latino community from a cultural perspective. The course would have three sub-sets/focus areas: Learning basic pronunciation skills and basic vocabulary Basic reading and pronunciation Cultural issues/awareness (About a third of the classes would be dedicated to discussions of cultural issues and the needs of the Latino Community; they would be conducted in English.) This course also has the attribute of LTCM.

**MNST 594 Directed Readings (1 to 4)**

A Theory and Practice of Ministry topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

**MNST 595 Field Education Elective (1 to 3)**

Elective field education courses and including summer experiences, which must last a minimum of three weeks and be approved by the Director of Contextual Education and Field Education.

**MNST 599 Field Education Immersion (3 to 6)**

To provide the student with opportunity for integrating theory and practice in ministry according to the particular learning goals discerned for this intensive in a safe and accountable field education site accredited by The School of Theology. To provide the arena for theological reflection on ministry with a field education clergy mentor certified with The School of Theology as the student engages in learning and exercising skills of ordained leadership.

**MNST 628 Introduction to Spiritual Direction (3)**

This course introduces students to the ministry of spiritual direction. By exploring the nature of spiritual direction, the preparation and role of the spiritual director, and the current theory and research in spiritual direction through selected readings and a lecture-discussion-personal experience format, the course attempts to provide students with both a broad overview of this ministry.

**MNST 636 The Pastor and Spiritual Formation (3)**

In this course we will identify the skills and practices that constitute the art of spiritual direction and explore ways in which they can be used to bring focus and depth to a wide range of pastoral conversations. We will also explore the related pastoral skills that can intensify the effectiveness of common spiritual formation tools such as retreats and workshops.

**MNST 637 Caring for Marginalized Populations: Pastoral Care in Context (3)**

This course garners "expert" wisdom from scholars and practitioners with distinct disciplinary perspectives who have variously considered the nature and power of human hope and the potential threats to hope faced by marginalized populations and the caregivers who seek to aid them. Young African American men will serve as a primary lens to investigate the problem of threatened hope, muteness, and invisibility. However, care for other unacknowledged groups including, but not limited to, the imprisoned, the poor, the wealthy, and the elderly will be discussed.

**MNST 638 Family Process in Congregational Life and Leadership (3)**

Since the publication in 1985 of Edwin Friedman's groundbreaking work, *Generation to Generation*, the application of family systems theory to the nature, behavior, and functioning of churches and church leaders has become routine. The influence of Friedman's thinking, and of his mentor, Murray Bowen, has been widespread in seminaries, rabbinical schools, and clergy/lay seminars, just as it has in a variety of secular helping professions. This course is an in-depth review of Friedman's approach to family process, and how its wise employment as a pastoral tool can enhance congregational ministry and mission. In so doing we will also explore significant biblical parallels and theological implications of Friedman's work that neither he nor many of his interpreters have previously discerned and/or articulated.

**MNST 639 Implanting the Word: Skills for Helping People Internalize Scripture's Transformative Symbols (3)**

With metaphors such as "engrafting" or "implanting" the word, (Jas. 1:21) and injunctions such as "may the word of Christ dwell in you richly" (Col. 3:16), Scripture itself supports the distinction between merely pulling ideas from the Bible and an inner appropriation of its dynamic symbols through which they become incorporated as "renewable resources" for our lifelong process of meaning-making. This course focuses on ways in which pastors can facilitate and intensify this deeper engagement with the revelatory images of Scripture through their preaching and work as counselors and spiritual guides. It examines the religious experience of interiorization from various perspectives, looking systematically at the constellations of imagery which provide the Bible's palette, learning from the intellectual discipline of hermeneutics how symbols work in activating insight and motivating change, and tapping the rich resources of perennial wisdom found in classic Christian traditions of scriptural meditation.

**MNST 641 Pandemic Christianity (3)**

What might Christianity in an era of pandemic look like? In this class, we will consider inter alia: the articulation of Scripture with the social context of pandemic; parish practice during pandemic; various doctrinal loci (eg hamartiology, ecclesiology) in the midst of pandemic; preaching during pandemic; articulation of the Church year to pandemic; and the Church in earlier years of pandemic.

**MNST 643 History and Imagination in Church and Parish (3)**

What does the Church remember, and how do we remember it? In this course, we'll take up the spiritual practice of memory. After an introductory few sessions on the category of memory, we'll explore three practices of ecclesial remembering: calendars (with particular attention to the sanctoral calendar and to the presence of American historical holidays in parish life); the study of local church history and memorializing within the parish (with particular attention to landscape, to patterns of building-naming and to material culture, i.e., a paten inscribed in memory of long-forgotten parishioner X); and Eucharistic history and Eucharist as memory practice.

**World Religions (WREL)****WREL 501 World Religions (2)**

Using historical and ethnographic approaches and some of the lenses of cultural history, anthropology, and comparative religions, this course explores a number of religious traditions, situating them in terms of the milieu in which they developed and their key concepts and teachings followed by particular attention to how they take shape in religious life and lives in contemporary US contexts. Texts, films, multimedia, and off-campus site visits are utilized, and critical reflection upon all these comprises the heart of the course. Native American, Yoruba, Jewish, Islamic, Baha'i, Hindu, Buddhist, Confucianist, Daoist, and Chinese popular religious cultures are considered.

**WREL 502 World Christianities and Missiology (2)**

This course examines all aspects of the mission of the Church, including theology and history of missions, current mission practice and experience.

**WREL 503 Missions and Slavery in East Africa (3)**

This course focuses on the role of the Universities' Mission to Central Africa and the Church Missionary Society in East Africa and the Indian Ocean in the abolition of slavery. These nineteenth century mission societies to Central and East Africa emerged in response to David Livingstone's call to introduce Christianity, Commerce, and Civilization to Africa as a means to combat and replace (and mitigate the effects of) the inhumane trade in African human beings with legitimate commerce.

**WREL 594 Directed Readings (1 to 4)**

A world religions topic developed by the student and a School of Theology faculty member to meet an educational goal not met through existing courses.

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