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The University

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, EQB Annex, Office 104-A, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: 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; or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

Effective dates: This catalog is in effect for the 2025-2026 academic year.

Published: August 2025.

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 students 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 governed by 27 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/)).

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 27 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

Rob Pearigen, *Vice-Chancellor and President*

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

Nicky Campbell, *Vice President for Student Life and Dean of Students*

Jennifer Cooley, *Vice Provost and Dean of the College of Arts and Sciences*

Jay Fisher, *Interim Vice President for University Relations and University Secretary*

Nancee Martin, *Interim University Chaplain*

Parker Oliver, *Associate Vice President for Marketing and Communications*

Alan Ramirez, *Vice President and Dean of Admission and Financial Aid*

Kevin Reynolds, *Associate Provost for Library and Information Technology Services*

John Shackelford, *Director of Athletics*

David Shipps, *Vice President for Economic Development*

Marquitte Starkey, *Vice President and General Counsel*

Jim Turrell, *Dean of the School of Theology*

Doug Williams, *Treasurer and Vice President for Finance and Operations*

Scott Wilson, *Provost*

College of Arts and Sciences

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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/) to view all the University calendars with detailed information about deadlines.

Advent Semester

Date	Event
August 23-26, 2025	Orientation for New Students
August 27, 2025	First Day of Classes
September 12, 2025	Foundation Day Convocation
September 12-14, 2025	Family Weekend
October 18-21, 2025	Fall Break
October 31 - November 2, 2025	Homecoming
November 24-28, 2025	Thanksgiving Break
December 6-7, 2025	Services of Lessons and Carols
December 11, 2025	Last Day of Classes
December 12, 2025	Reading Day
December 13-19, 2025	Final Examinations

Easter Semester

Date	Event
January 12, 2026	First Day of Classes
January 16, 2026	Winter Convocation
March 5-15, 2026	Spring Break
April 29, 2026	Last Day of Classes
April 30, 2026	Reading Day
May 1-7, 2026	Final Examinations
May 9, 2026	Baccalaureate
May 10, 2026	Commencement

Summer Term

Date	Event
June 8, 2026	First Day of Classes in the College Summer School
July 18, 2026	Last Day of Classes in the College Summer School
July 19, 2026	Reading Day
July 20-21, 2026	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

Jennifer Cooley
Vice Provost and Dean of the College of Arts and Sciences

Alexander Martin Bruce
Associate Dean of the College of Arts and Sciences for Undergraduate Academic Affairs

Deon T. Miles
Interim Associate Dean of the College for Inclusion and Faculty Development

Deborah Ann McGrath
Assistant Dean of the College of Arts and Sciences for the Environment

Faculty

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
Associate Professor of International and Global Studies

Autumn S. Averitt (2024)
Bachelor of Arts, Baylor University; Master of Arts, Indiana University Bloomington
Visiting Assistant Professor of Philosophy

Robert Edward Bachman (2001)
Bachelor of Arts, Rice University; Doctor of Philosophy, Rice University
F.B. Williams Professor of Chemistry

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

Adrian Barnett (2022)
Bachelor of Music, Minnesota State University, Mankato; Bachelor of Science, Minnesota State University, Mankato; Master of Music, Minnesota State University, Mankato; Doctor of Musical Arts, University of Illinois at Urbana-Champaign
Visiting Instructor of Music

Helen V. Bateman (2003)
Bachelor of Arts, Vanderbilt University; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University
Associate Professor Psychology

Stephanie Lynn Batkie (2016)
Bachelor of Arts, Northwestern University; Master of Arts, University of Michigan; Doctor of Philosophy, University of Michigan
Teaching Professor of English

Robert G. Benson (1979)
Master of Arts, Vanderbilt University; Doctor of Philosophy, The University of North Carolina at Chapel Hill
Professor of English, Emeritus

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, Emerita

David Allen Bethea (2023)
Associate in Arts, Palm Beach Community College; , University of North Florida; Master of Music, University of South Florida; Doctor of Philosophy, Florida Atlantic University
Visiting Assistant Professor of Music

Elizabeth Pride Blythe (2004)
Bachelor of Science, University of Florida; Master of Science, University of Florida; Doctor of Philosophy, University of Pennsylvania
Teaching Professor of Economics

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

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

Sidney Pamela Brown (1999)
Bachelor of Arts, Emory University; Master of Science, Florida State University; Doctor of Philosophy, University of Virginia
Professor of Religion

Alexander Martin Bruce (2008)
Bachelor of Arts, The University of the South; Master of Arts, The University of Georgia; Doctor of Philosophy, The University of Georgia
Visiting Professor of English

Sue C. Buckingham (2024)
Bachelor of Arts, The College of Wooster; Master of Science, University of Vermont; Doctor of Philosophy, University of Vermont
Visiting Assistant Professor of Biology

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
Associate 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

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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

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Teaching Associate Professor of Earth & Environmental Science

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

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

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Bachelor of Arts, James Madison University; Master of Arts, University of Northern Iowa
Assistant Professor of Politics and Women's & Gender Studies

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

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

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Assistant Professor of Philosophy

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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

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Professor of Philosophy

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Professor of Theatre Arts

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Visiting Assistant Professor of Music

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Professor of Mathematics, Emeritus

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Associate Professor of Religious Studies

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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

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Professor of Computer Science, Emerita

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

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Professor of Music, Emeritus

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Visiting Instructor of Music

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Assistant Professor of History

Mila Dragojevic (2010)
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Professor of Politics

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Associate Professor of Mathematics

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Associate Professor of Mathematics

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Alfred Walter Negley Professor of Politics, Emeritus

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Professor of Physics

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Director, Babson Center for Global Commerce

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Associate Professor of Economics

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Nick B. Williams Professor of English

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Associate Professor of Humanities

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Professor of Biology

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Assistant Professor of Biology

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Teaching Professor of Psychology

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Teaching Professor of Psychology and Director of Undergraduate Research

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Professor of History, Emeritus

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Visiting Assistant Professor of English

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Director, Office of Inclusive Excellence and Visiting Assistant Professor

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Associate Professor of Spanish

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William R. Kenan Jr. Professor of English, Emeritus

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Assistant Professor of Politics

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Associate Professor of Music

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Doctor of Philosophy, Emory University
Professor of French

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Professor of Economics, Emeritus

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Jesse Spalding Professor of English Literature

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Research Professor of Psychology

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Assistant Professor of Theatre & Dance

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

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Tom Costen Professor of Physics, Emeritus

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Professor of Anthropology, Emerita

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Bachelor of Science, Guangxi University; Master of Science, Middle Tennessee State University
Visiting Assistant Professor of Economics

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Professor of English

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Associate Professor of English

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Bachelor of Arts, Shanghai University of Finance and Economics; Master of Science, University of Illinois at Urbana-Champaign; Doctor of Philosophy, The University of Connecticut
Assistant Professor of Economics

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Visiting Instructor of Spanish

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Professor of Biology, Emeritus

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Senior Instructor of Spanish

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Assistant Professor of Anthropology

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Professor of Biology

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Visiting Instructor of Music

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Professor of Geology

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Assistant Professor of Mathematics

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Visiting Assistant Professor of Music

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Associate Professor of English

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Samuel R. Williamson Distinguished University Chair and Professor of Art

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Professor of English

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Associate Professor of Politics

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Associate Professor of Spanish

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Visiting Instructor of Theatre and Technical Director

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Professor of Theatre Arts

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Distinguished Visiting Professor of Psychology

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Professor of History, Emeritus

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Professor of Classical Studies

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Professor of French, Emeritus

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Visiting Assistant Professor of Earth & Environmental Systems

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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

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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)
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Carl Gustav Biehl, Jr. Professor of International Studies and Professor of Biology

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Associate Professor of Politics, Emerita

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Bachelor of Arts, University of California, Los Angeles; Master of Science, University of Michigan
Visiting Instructor of Psychology

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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

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

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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

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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

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

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

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

Teaching Professor of Philosophy

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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, Universidad de La Laguna; Master of Arts, The University of Connecticut; 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

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

Richard A. O'Connor (1978)
Bachelor of Arts, The College of William and Mary; Master of Arts, Cornell University; Doctor of Philosophy, Cornell University
Biehl Professor of International Studies and Professor of Anthropology, Emeritus

Sean Patrick O'Rourke (2015)
Bachelor of Arts, Humboldt State University; Master of Arts, Humboldt State University; Doctor of Law, University of Oregon; Doctor of Philosophy, University of Oregon
Professor of Rhetoric and Co-Director of the Center for Speaking and Listening

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Professor of Biology, Emeritus

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Assistant Professor of International & Global Studies

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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

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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

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Professor of Politics

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The Class of 1961 Chair of the College and Professor of Philosophy, Emeritus

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Professor of Philosophy

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Professor of Politics and African & African American Studies

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

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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

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Professor of Art History

Rongson Pongdee (2010)
Bachelor of Science, Vanderbilt University; Doctor of Philosophy, Texas A&M University
Professor of Chemistry

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Professor of Geology, Emeritus

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Assistant Professor of Forestry

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Associate Professor of Russian

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Carlton Professor of English, Emeritus

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Professor of Mathematics

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Teaching Professor

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Visiting Instructor of Mathematics

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Assistant Professor of Chemistry

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Professor of Spanish

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Professor of Anthropology

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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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Bachelor of Science, Virginia Polytechnic Institute and State University; Doctor of Philosophy, Johns Hopkins University
Assistant Professor of Neuroscience and Psychology

Leslie Buchman Richardson (1980)
Bachelor of Arts, Rhodes College; Master of Arts, University of Virginia; Master of Arts, Middlebury College
Instructor of Italian, Emerita

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Nick B. Williams Professor of English, Emeritus

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Professor of History

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Associate Professor of Politics and African & African American Studies

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Visiting Assistant Professor of Music

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

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Bachelor of Science, University of California, Riverside; Doctor of Philosophy, University of California, Riverside
Assistant Professor of Biology

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

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

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

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Master of Arts, Kharazmi University; Doctor of Philosophy, Old Dominion University
Visiting Assistant Professor of Politics

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Professor of Spanish

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

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

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Assistant Professor of Anthropology

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

Christopher Shelley (2018)
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Associate Professor of Biology

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Assistant Professor of Economics

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Associate Professor of Chemistry, Emeritus

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Costume Studio Supervisor & Visiting Instructor

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Assistant Professor of Psychology

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Assistant Professor of Politics

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Professor of Theatre Arts, Emeritus

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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

Dr. Elizabeth A. Swallow (2024)
Student Success & Career Readiness Coach and Visiting Instructor

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, Emeritus

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

Richard W. Tate (2023)
Associate in Arts, Mount Hood Community College; Bachelor of Science, Humboldt State University; Doctor of Philosophy, University of Florida
Visiting Assistant Professor of Anthropology

Justin David Taylor (2020)
Bachelor of Arts, University of Florida; Master of Fine Arts, The New School
Director, School of Letters and Visiting Assistant Professor, School of Letters

Teri Terigele (2023)
Bachelor of Science, Central University of Finance and Economics; Master of Science, Iowa State University; Doctor of Philosophy, University of Kansas
Assistant Professor of Psychology

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
Associate Professor of Earth and Environmental Sciences

Brittney M. Threatt (2024)
Bachelor of Arts, Rhodes College; Master of Arts, Brown University; Doctor of Philosophy, Brown University
Assistant Professor of English

Eric Thomas Thurman (2007)
Bachelor of Science, Cumberland University; Master of Divinity, Princeton Theological Seminary; Master of Arts, Drew University; 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 Perdomo (2022)
Bachelor of Music, Northwestern State University; Bachelor of Science, Northwestern State University; Master of Music, Northwestern State University; Master of Music, Ithaca College
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

Li-Chun Tung (2024)
Doctor of Philosophy, University of California, Riverside
Visiting Assistant Professor of Physics

Jordan Vera (2023)
Bachelor of Fine Arts, Florida International University; Master of Fine Arts, The University of Tennessee

Assistant Professor of Theatre & Dance

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

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
Associate 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

Elena Susanna Weygandt (2019)
Bachelor of Arts, Bryn Mawr College; Master of Arts, Middlebury College; Doctor of Philosophy, Princeton University
Visiting Assistant Professor of Russian

James Robert Whiteside (2024)
Bachelor of Arts, Vanderbilt University; Master of Fine Arts, The University of North Carolina at Greensboro
Visiting Assistant Professor of English and Creative Writing

Kelly J. Whitmer (2010)
Bachelor of Arts, Colgate University; Master of Arts, Western Washington University; Doctor of Philosophy, University of British Columbia
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
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, Jr. 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

Cameron John World (2016)
Bachelor of Science, The University of Queensland; Bachelor of Science, The University of Queensland; Doctor of Philosophy, The University of Queensland
Visiting Assistant Professor of Biology

Prakash C. Wright (2011)
Bachelor of Arts, McDaniel College; Master of Arts, University of North Texas
Teaching Associate Professor of Music

Karen Pao-ying Yu (1996)
Bachelor of Science, Massachusetts Institute of Technology; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University
Professor of Psychology

Reinhard Konrad Zachau (1978)
Bachelor of Arts, University of Hamburg; Doctor of Philosophy, University of Pittsburgh
Professor of German, Emeritus

Kirk Steven Zigler (2005)
Bachelor of Arts, Kenyon College; Doctor of Philosophy, Duke University
Professor of Biology

Eric Jon Zinn (2016)
Bachelor of Arts, The University of the South; , University of Florida; Master of Business Administration, University of Colorado Denver; Master of Science, University of Colorado Denver; Master of Science, University of Colorado Denver; Master of Science, University of Colorado Denver; Doctor of Law, University of Florida
Visiting Instructor of Business

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 junior year[1];
- Meet the general education requirements of the College before the beginning of the senior year[2];
- 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 and Early Modern Studies, Music, Philosophy, Politics, Religious Studies, Rhetoric, 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, Data 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.

1

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.

2

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.[1]

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 [2]

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.

Student learning outcomes:

- Students can identify and analyze constitutive details and literary style.
- Students can produce interpretations of literary meaning.
- Students can produce convincing arguments for their interpretations.

Approved courses for Learning Objective 1 (p. 33).

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.

Student learning outcomes:

- Students are able to identify non-verbal or intuitive modes of thought.
- Students can comprehend a creative process through experience or analysis.
- Students can produce interpretations of artistic work, or artistic works themselves, which display an understanding of creative processes

Approved courses for Learning Objective 2 (p. 35).

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.

Student learning outcomes:

- Students have deepened their understanding of humanity's quest, in diverse times and places, to address 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.
- Students have gained a critical appreciation of texts and traditions that are dedicated to philosophic questions and ethical inquiry, or that examine religious belief and practice as a pervasive expression of human culture.

Approved courses for Learning Objective 3 (p. 36).

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.

Student learning outcomes:

- Students are able to make informed judgments about social phenomena by reading and interpreting historical documents or by using methods of analysis appropriate to social science.

Approved courses for Learning Objective 4 (p. 37).

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.

Student learning outcomes:

- Students demonstrate the ability to use scientific methodologies to study and draw reasonable conclusions about the natural world through detailed observations, carefully recorded data, and data analysis techniques appropriate for their field of study.
- Students can evaluate scientific information and/or scientific texts, and distinguish data or facts from interpretation and opinion.
- Students demonstrate the ability to calculate and analyze empirical data sets.
- Students demonstrate the ability to model mathematical theory.

Approved courses for Learning Objective 5 (p. 40).

Approved courses for the Quantitative, Algorithmic, or Abstract Logical Reasoning component of Learning Objective 5 (p. 42).

Approved courses for the Experiential or Experimental component of Learning Objective 5 (p. 41).

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.

Student learning outcomes:

- Students can read and comprehend authentic text in the target language, with the help of a dictionary, and can express themselves (in the case of modern languages) in the target language.
- Students can analyze and discuss texts related to a culture and recognize another cultural perspective.

Approved courses for Learning Objective 6 (p. 42).

Approved culturally-specific courses for Learning Objective 6 (p. 43).

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.

Student learning outcomes:

- Students understand how individual experiences, histories of contestation, and cultural background inform perspective and identity.
- Students gain understanding of one's own perspective and the assumptions that come from that perspective.
- Students communicate one's perspective and engage respectfully with the perspectives of others.
- Students use evidence to reflect critically on competing perspectives.
- Students value diverse perspectives as essential for learning, growth, and development.

Approved courses for Learning Objective 7 (p. 46).

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 (p. 48).

Physical Education and Wellness. *Two courses, not counted among the thirty-two full academic courses required for graduation, are required. Students are expected to complete one course 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.

1

Courses approved to satisfy general education learning objectives 1 through 7 are tagged with one or two attributes (G1-G7), each attribute corresponding to its respective learning objective. **Only these approved courses may be used to satisfy learning objectives in the general education program**. With the sole exception of the physical education and wellness requirement, independent studies (444s) and similar courses may not be used to satisfy general education requirements. While credit for courses offered in the School of Theology and approved by the College of Arts and Sciences may be applied as elective credit to undergraduate degrees in the College, such courses may not be used to satisfy general education requirements. General education attributes for scheduled courses can be found online, within the class schedule at the University Registrar's web site. General education attributes are not assigned retroactively.

2

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. 217).

General Education - Reading Closely

The following courses are approved to satisfy **Learning Objective 1. Reading Closely: Literary Analysis and Interpretation. (G1)**

Code	Title	Semester Hours
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 215	A Tale of Three Cities: Shanghai, Taipei, and Hong Kong	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
CLST 122	Explorations in Ancient Literature	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 210	Ancient Epic in Translation	4
CLST 353	Latin Literature in Translation	4
ENGL 101	Literature and Composition	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 400	Greatest Hits of French Literature and Culture	4
FYRP 106	First-Year Seminar: Walking in Place	4
FYRP 111	First-Year Seminar: "Your Place or Mine?" The Tension of Place in Narrative and Story-telling	4
FYRP 115	First-Year Seminar: Here and There, Now and Then	4
FYRP 116	First-Year Seminar: Making a Place for Literary Imagination	4
GREK 301	Homer I	4
GREK 302	Homer II	4
GREK 303	Greek Historians I	4
GREK 305	Greek Lyric Poets	4

GREK 308	Greek Orators II	4
GREK 310	New Testament	4
GREK 315	Greek Tragedy I	4
GREK 318	Greek Comedy	4
GRMN 255	Once Upon a Time: Fairy Tales and Folklore	4
GRMN 321	Textual Inquiry: Literature in Context, 1750-1900	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	4
HUMN 106	Experience, Expression, and Exchange: Texts and Contexts of the Modern World	4
HUMN 203	Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism	4
HUMN 205	Reading the Labyrinth	4
HUMN 216	The Classics and the Colonial Americas	4
HUMN 217	Imitation, Quotation, Appropriation, and Genre	4
LATN 300	Caesar	4
LATN 301	Introduction to Latin Epic	4
LATN 302	Cicero	4
LATN 303	Catullus	4
LATN 305	Love Elegy	4
LATN 306	Roman Satire	4
LATN 307	Ovid	4
LATN 308	Sallust	4
LATN 309	Livy	4
LATN 310	The Roman Novel	4
LATN 313	Lucretius	4
LATN 320	Horace's Lyric Poetry	4
LATN 321	Horace: Satires and Epistles	4
LATN 331	Roman Comedy	4
LATN 333	Prose of the Roman Empire	4
LATN 336	Roman Philosophers	4
LATN 337	Vergil	4
LATN 404	Poetry of the Roman Empire	4
RELG 104	The Many Faces of the *Qur'an*	4
RELG 141	Introduction to the Bible	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 243	Gospels	4
RHET 201	Introduction to Rhetoric	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 205	The Russian Short Story	4
RUSN 351	19th-Century Russian Literature in English Translation	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 356	Nabokov and Émigré Literature in 3D	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4
RUSN 401	The 19th Century	4

General Education - Understanding the Arts

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

Code	Title	Semester Hours
ART 103	Introduction to Lens and Time-based Media	4
ART 104	Introduction to Three- and Four-Dimensional Media	4
ART 105	Introduction to Drawing and Two-Dimensional Media	4
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	4
ART 248	Video off the Wall: Topics in Video Installation Art	4
ART 255	Collage and Assemblage: Combinations of Contemporary Culture	4
ART 263	Intermediate Documentary Projects in Photography	4
ART 282	Sustainable Structures	4
ART 299	Painting from Life	4
ARTH 103	Art of Europe and the Americas: Prehistory to 1300	4
ARTH 104	Art of Europe and the Americas: 1300 to the Present	4
ARTH 105	Asian Art: Prehistory to Contemporary	4
ARTH 111	Latin American Art, Ancient to Modern	4
ARTH 202	History of Photography	4
ARTH 345	Modern Art in Europe and the Americas	4
ARTH 365	Modern and Postmodern Architecture	4
ARTH 370	Art in Germany: 1919-1933	4
ARTH 371	Post-World War II European Visual Culture	4
ARTH 497	Europe: A Community in the Arts	4
CLST 123	Explorations in Antiquity and the Arts	4
CLST 150	Classics in Cinema	4
CLST 207	Greek Archaeology	4
CLST 208	Roman Archaeology	4
DANC 105	Experiencing Dance History and Culture	4
DANC 111	Fundamentals of Movement	4
DANC 123	Tap: Sounds of American Dance	4
FILM 105	Introduction to World Cinema	4
FILM 108	History of Film I	4
FILM 109	History of Film II	4
FYRP 103	First-Year Seminar: Photography of What is Not Seen	4
FYRP 105	First-Year Seminar: Mountain Music Up and Down Sewanee Mountain	4
FYRP 110	First-Year Seminar: Clothing, Textiles, and the Identity of Place	4
FYRP 118	First Year Seminar: Memory, History, and Story - Site Specific Devised Performance	4
FYRP 119	First-Year Seminar: Building Place—The Architecture and Art of Sewanee	4
FYRP 123	First-Year Seminar: The Stories We Share: An Exploration of Place-Based Storytelling	4
FYRP 124	First-Year Seminar: The Mythology of Place on Stage and Screen	4
FYRP 130	First-Year Seminar: The Artist as Collector	4
GRMN 353	German Film	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 106	Experience, Expression, and Exchange: Texts and Contexts of the Modern World	4
HUMN 205	Reading the Labyrinth	4
HUMN 206	Italian Futurism and the Aesthetics of Modernity	4
HUMN 207	Experience, Expression, and Exchange: The Great War and the Emergence of Modern Memory	4
HUMN 214	Experience, Expression, and Exchange: Histories of Science, Vision, and Art: 1500-Present	4
HUMN 217	Imitation, Quotation, Appropriation, and Genre	4

MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 211	Song, Symphony, Stage: Music in Western Civilization	4
RUSN 206	Eastern European Cinema: A Trajectory from Soviet to Post-Soviet Identity Independence	4
RUSN 355	Russian and Soviet Film	4
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	4
SPAN 381	History of Latin American Cinema	4
SPAN 392	Critical Audiovisual Cultures in Latin America	4
SPAN 393	Women Filmmakers in the Hispanic World	4
THTR 101	Introduction to Theatre	4
THTR 111	Fundamentals of Theatre Production	4
THTR 114	Fundamentals of Design	4
THTR 131	Fundamentals of Acting	4
THTR 221	Global Theatre	4
THTR 228	New York Theater	4
THTR 229	American Theatre	4
THTR 238	Performance Tradition + Innovation in Central Europe	4
THTR 246	Design and Décor Period Styles	4
THTR 261	Community Engaged Theatre	4

General Education - Seeking Meaning

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

Code	Title	Semester Hours
ANTH 109	World Prehistory	4
CLST 124	Explorations in Ancient Ethics, Religion, and Belief	4
FYRP 113	First-Year Seminar: Practicing Place	4
FYRP 114	First-Year Seminar: The Psychology of People in Places	4
FYRP 126	First-Year Seminar: Community Health: Global and Local	4
FYRP 128	First-Year Seminar: Community-Based Philanthropy	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 204	Experience, Expression, and Exchange: Utopias and Dystopias	4
HUMN 225	The Nobel Prize	4
MHUM 108	Introduction to Medical Humanities: The Human Condition	4
MHUM 208	Narrative Medicine	4
PHIL 101	Topics in Philosophy	4
PHIL 205	Freedom, Justice, and Commerce	4
PHIL 220	The Self	4
PHIL 223	Philosophy of Art	4
PHIL 224	Philosophy of Film	4
PHIL 226	Philosophical Issues in Daoism	4
PHIL 230	Environmental Ethics	4
PHIL 231	Nature and Reality	4
PHIL 232	Business Ethics	4
PHIL 235	Bioethics	4
PHIL 251	Philosophy of Religion	4

RELG 103	Studying Islam (in the West)	4
RELG 104	The Many Faces of the *Qur'an*	4
RELG 108	Special Topics	2,4
RELG 109	Front Pages: Religion in the News	4
RELG 111	Introduction to Religion	4
RELG 113	Disbelieving Religion	4
RELG 114	Religion Goes Pop	4
RELG 118	Climate, Kith and Kin	4
RELG 119	Rediscovering America, Reconsidering Religion	4
RELG 121	The Responsible Self	4
RELG 122	Religion and Technology	4
RELG 123	Memory of Ruin: Shoah and Nakba	4
RELG 141	Introduction to the Bible	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 151	Philosophy of Religion	4
RELG 162	Introduction to Asian Religions	4
RELG 164	Studying Asian Religions (in the West)	4
RELG 165	A Buddhist Life	4
RELG 167	Thinking with Buddhists	4
RELG 201	The Spirit and Forms of Anglicanism	4
RELG 207	Religion and the Environment	4
RELG 209	Shari'a: Threat or Utopia?	4
RELG 210	How Muslims Think: Contemporary Muslim Philosophy	4
RELG 211	Sensational Religion	4
RELG 229	Death, Dying, and Grief	4
RELG 243	Gospels	4
RELG 244	Paul and His Interpreters	4
RELG 262	Buddhist Traditions	4
RELG 353	Greening Buddhism	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4

General Education - Exploring Past and Present

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

Code	Title	Semester Hours
AFST 150	Introduction to African and African American Studies	4
AMST 251	Black Masculinity in the United States	4
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106	Introductory Biological Anthropology and Archaeology	4
ANTH 109	World Prehistory	4
ANTH 218	Archaeology of North America	4
ANTH 298	Ecological Anthropology	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 120	Principles of Economics	4

ENST 200	Introduction to Environmental Arts and Humanities	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
FYRP 135	The Indigenous Domain: Native Histories and Futures	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 356	Nazis and Nazisploitation	4
HIST 100	Making History	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 136	Decolonize the Museum!	4
HIST 138	Black Atlantic	4
HIST 139	Citizenship in Indian Country	4
HIST 141	The American Family in History and Myth	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 282	From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics	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 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	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	People, Culture, and Society in the Middle East and North Africa	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 108	Globalization and Culture in Africa	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	People, Culture, and Society in the Middle East and North Africa	4
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	4
INGS 316	Global Migration and Border Crises	4
INGS 319	Ecologies of the Middle East and North Africa	4
INGS 325	Globalization and the Challenges of Development in Ghana	4
INGS 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	4
POLS 101	American Government and Politics	4
POLS 103	Comparative Politics	4
POLS 105	Introduction to Political Theory	4

POLS 150	World Politics	4
POLS 206	State Politics	4
POLS 207	The Political Agenda	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	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	Introduction to Public Policy	4
POLS 227	Africa in World Politics	4
POLS 228	The Politics of the Modern Middle East and North Africa	4
POLS 238	Punishment	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
POLS 260	Political Theory of the Environment	4
POLS 270	Introduction to International Security	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 395	Appalachian Religion	4
RHET 311	U.S. Public Address I: 1620-1865	4
RHET 312	U.S. Public Address II: 1865-Present	4
RHET 321	Rhetoric in the Ancient World	4
RUSN 310	Russian Civilization	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
WMST 100	Introduction to Women's and Gender Studies	4
WMST 251	Black Masculinity in the United States	4

General Education - Observing, Experimenting, and Modeling

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

Code	Title	Semester Hours
ANTH 106	Introductory Biological Anthropology and Archaeology	4
BIOL 105	Biology and People	4
BIOL 115	Conservation Biology	4
BIOL 118	Current Issues in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics	4
BIOL 233	Molecular Cell Biology	4
CHEM 100	Topics in Contemporary Chemistry	4
CHEM 114	Life, Energy, and the Atomic Bomb: How the Science of Metals Shapes Society	4
CHEM 119	Principles of Chemistry	4
FORS 204	Forest Wildlife Management	4
FORS 212	Tropical Forest Ecology and Management	4
FORS 230	Urban Forest Management	4
FORS 250	Forests: Food, Medicine, and More	4
GEOL 150	American Rivers	4
GEOL 230	Paleoecology	4
GEOL 235	Earth Systems and Climate Change	4
GEOL 236	Geology of Our Solar System	4
MUSC 228	Music and the Brain	4
NEUR 101	Introduction to Neuroscience	4

NOND 130	Being Human in STEM	4
PHYS 106	Foundations of Global Warming	4
PHYS 120	The Science of Music	4
PHYS 149	Survey of Astronomy	4
PSYC 190	Topics in Psychology	2,4
PSYC 201	Psychology of Personality	4
PSYC 203	Social Psychology	4
PSYC 208	Cognitive Psychology	4
PSYC 221	Adolescence	4
PSYC 224	Developmental Psychopathology	4
PSYC 227	Health Psychology	4
PSYC 345	Drugs, Brain Society	4

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

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

Code	Title	Semester Hours
BIOL 130	Field Investigations in Biology	4
BIOL 275	Histology and Microanatomy	4
CHEM 110	The Science of Food and Cooking (Lab)	4
CHEM 112	Chemistry of Art and Artifacts	4
CHEM 115	Crime Scene Chemistry (Lab)	4
CHEM 120	General Chemistry (Lab)	4
CHEM 121	General Chemistry I - Matter to Molecules (Lab)	4
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
CHEM 150	Advanced General Chemistry (Lab)	4
CHEM 151	Advanced General Chemistry I (Lab)	4
ENST 130	Introduction to Earth Science (Lab)	4
ESCI 205	Landscape Ecology	4
ESCI 240	Island Ecology (Lab)	8
FORS 121	Introduction to Forestry (Lab)	4
FORS 211	Dendrology (Lab)	4
FORS 262	Forest and Watershed Restoration (Lab)	4
FORS 303	Soils (Lab)	4
FORS 314	Hydrology (Lab)	4
FYRP 101	First-Year Seminar: Creating Place	4
FYRP 104	First-Year Seminar: The Ecology of Place	4
FYRP 108	First-Year Seminar: Water is Life	4
FYRP 109	First-Year Seminar: Land and Life	4
GEOL 121	Physical Geology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
GEOL 222	Historical Geology (Lab)	4
GEOL 225	Sedimentology and Stratigraphy (Lab)	4
GEOL 303	Soils (Lab)	4
GEOL 305	Economic Geological Resources (Lab)	4
GEOL 314	Hydrology (Lab)	4
GEOL 325	Field and Structural Geology (Lab)	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4
PHYS 103	Modern Mechanics (Lab)	4

PHYS 104	Electric and Magnetic Interactions (Lab)	4
PHYS 250	Solar System Astronomy (Lab)	4
PHYS 251	Stellar and Galactic Astronomy (Lab)	4
PSYC 100	Introduction to Psychology (Lab)	4
PSYC 251	Research Methods and Data Analysis (Lab)	4

General Education - Observing, Experimenting and Modeling - Quantitative

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

Code	Title	Semester Hours
CSCI 101	Introduction to Computer Science	4
CSCI 157	Introduction to Modeling and Programming	4
ECON 133	Principles of Econometrics	4
MATH 100	Topics in Mathematics	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
PHIL 312	Modern Logic	4
STAT 100	Data Science and Citizenship	4
STAT 204	Elementary Statistics	4

General Education - Comprehending Cross-Culturally - Language

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

Code	Title	Semester Hours
CHIN 301	Advanced Chinese	4
FREN 300	Advanced French	4
FREN 313	Writing and Speaking French	4
FREN 350	Writing and Speaking French	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	4
GREK 301	Homer I	4
GREK 302	Homer II	4
GREK 303	Greek Historians I	4
GREK 305	Greek Lyric Poets	4
GREK 308	Greek Orators II	4
GREK 310	New Testament	4
GREK 315	Greek Tragedy I	4
GREK 318	Greek Comedy	4
GRMN 204	Contemporary German Cultures II	4
GRMN 309	Erich Kästner: A Weimar Author	4
GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 312	Cultural Inquiry: Pop Culture and Society	4
GRMN 313	Special Topics in the Environment and Sustainability	4
GRMN 321	Textual Inquiry: Literature in Context, 1750-1900	4
GRMN 322	Textual Inquiry: Literature in Context, 1900 to the Present	4
GRMN 324	Reading Berlin	4
GRMN 360	Sewanee in Berlin: Advanced German	4
ITAL 301	Introduction to Italian Literature	4

ITAL 302	Introduction to Drama	4
ITAL 305	Italian Culture and Society	4
ITAL 326	Environmental Crises in Italy	4
ITAL 355	Special Topics	4
LATN 300	Caesar	4
LATN 301	Introduction to Latin Epic	4
LATN 302	Cicero	4
LATN 303	Catullus	4
LATN 305	Love Elegy	4
LATN 306	Roman Satire	4
LATN 307	Ovid	4
LATN 308	Sallust	4
LATN 309	Livy	4
LATN 310	The Roman Novel	4
LATN 313	Lucretius	4
LATN 320	Horace's Lyric Poetry	4
LATN 321	Horace: Satires and Epistles	4
LATN 331	Roman Comedy	4
LATN 333	Prose of the Roman Empire	4
LATN 336	Roman Philosophers	4
LATN 337	Vergil	4
LATN 404	Poetry of the Roman Empire	4
RUSN 301	Advanced Russian	4
RUSN 302	Readings in Russian Literature	4
RUSN 303	Introduction to Russian Verse	4
RUSN 304	Contemporary Russian in Cultural Context	4
RUSN 311	Composition and Conversation	4
RUSN 312	Advanced Russian Language through Late-Soviet and Contemporary Film	4
RUSN 401	The 19th Century	4
RUSN 402	Advanced Russian through Contemporary Literature and Society	4
SPAN 204	Topics in Spanish-Speaking Cultures	4
SPAN 299	Gateways to Latin American, Spanish, and Latinx Studies	4
SPAN 301	Spanish Literature and Culture through 1700	4
SPAN 302	Spanish Literature and Culture, 1700 to the present	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 309	Overview of Latin American Literature	4
SPAN 320	Advanced Spanish Language	4
SPAN 323	Contemporary Spanish Culture and Civilization	4

General Education - Comprehending Cross-Culturally - Culture

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

Courses in culture related to Chinese (G6CH)

These courses may be paired only with CHIN 203 to satisfy the requirement for Learning Objective 6.

Code	Title	Semester Hours
ASIA 205	Modern China through Fiction and Film	4
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 215	A Tale of Three Cities: Shanghai, Taipei, and Hong Kong	4

ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
ASIA 241	The Comic and Sublime: An Introduction to Chinese Theater	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
POLS 248	China's Environmental Crisis	4

Courses in culture related to French (G6FR)

These courses may be paired only with FREN 203 to satisfy the requirement for Learning Objective 6.

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

Courses in culture related to Greek (G6GK)

These courses may be paired only with GREK 203 to satisfy the requirement for Learning Objective 6.

Code	Title	Semester Hours
CLST 101	Classical Mythology	4
CLST 150	Classics in Cinema	4
CLST 160	Greek and Roman Private Life	4
CLST 170	Slavery in the Greco-Roman World	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 204	Studies in Classics	2,4
CLST 207	Greek Archaeology	4
CLST 210	Ancient Epic in Translation	4
CLST 250	The Golden Age of Athens	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
CLST 353	Latin Literature in Translation	4

Courses in culture related to German (G6GM)

These courses may be paired only with GRMN 203 to satisfy the requirement for Learning Objective 6.

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

Courses in culture related to Italian (G6IT)

These courses may be paired only with ITAL 203 to satisfy the requirement for Learning Objective 6.

Code	Title	Semester Hours
ARTH 323	Imagining the Medieval Italian City	4
ARTH 325	Italian Renaissance Art and Architecture	4
HUMN 206	Italian Futurism and the Aesthetics of Modernity	4
ITAL 309	Italian Americans in Cinema and Literature	4
ITAL 315	Italian Cinema	4
ITAL 320	Mafia Movies	4
ITAL 325	Women Writers in Italy	4
ITAL 350	Special Topics	4

Courses in culture related to Latin (G6LT)

These courses may be paired only with LATN 203 to satisfy the requirement for Learning Objective 6.

Code	Title	Semester Hours
CLST 101	Classical Mythology	4
CLST 150	Classics in Cinema	4
CLST 160	Greek and Roman Private Life	4
CLST 170	Slavery in the Greco-Roman World	4
CLST 180	Empire and Resistance: Roman Britain	4
CLST 200	Classical Drama	4
CLST 202	Ancient Lyric Poetry in Translation	4
CLST 204	Studies in Classics	2,4
CLST 205	Epigraphy Field School	2
CLST 208	Roman Archaeology	4
CLST 210	Ancient Epic in Translation	4
CLST 220	Archaeology of Pompeii and Herculaneum	4
CLST 349	Sex and Sexuality in Classical Antiquity	4
CLST 350	Women and Gender in Classical Antiquity	4
CLST 353	Latin Literature in Translation	4
LATN 304	Special Topics	4

Courses in culture related to Russian (G6RU)

These courses may be paired only with RUSN 203 to satisfy the requirement for Learning Objective 6.

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

Courses in culture related to Spanish (G6SP)

These courses may be paired only with SPAN 203 to satisfy the requirement for Learning Objective 6.

Code	Title	Semester Hours
ANTH 305	Cultures of Latin America	4
ARTH 111	Latin American Art, Ancient to Modern	4
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	4
INGS 102	… and the World was Round: Sixteenth-Century Roots of Globalization	4
MUSC 224	Musics of Latin America	4
PSYC 380	Latinx Psychology	4
SPAN 290	Cults of Personality: Individuals who Shape the Cultural Identity of Latin America	4
SPAN 291	Spanish Culture and Civilization through the Visual Arts	4
SPAN 292	Hispanic Communities in the United States	4
SPAN 295	Special Topics in Literature and Culture in English Translation	4
SPAN 381	History of Latin American Cinema	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4

General Education - Encountering Perspectives

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

Code	Title	Semester Hours
ANTH 104	Introductory Cultural Anthropology	4
ANTH 218	Archaeology of North America	4
ANTH 285	Anthropology and Environmental Justice	4
ANTH 306	American Indians	4
ANTH 312	Place, Ritual, and Belief	4
ANTH 325	Indigenous Plant Use: A Global Approach	4
ANTH 371	The Anthropology of Water	4
ART 255	Collage and Assemblage: Combinations of Contemporary Culture	4
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	4
DANC 105	Experiencing Dance History and Culture	4
ENGL 207	Women in Literature	4
ENGL 221	The Literature of Memoir	4
ENGL 227	Studies in Speculative Fiction	4
ENGL 251	History of the English Language(s)	4
ENGL 338	Border Fictions: Literature of the U.S.-Mexico Border	4
ENGL 387	Spill the Tea: Black Politics of Storytelling and Secret Keeping	4
ENST 225	Environmental Challenges: Linking the Global to the Local	4
ENST 230	Native Americans and Land Use	4
ENST 254	Equitable Environmental Education	4
FYRP 121	First-Year Seminar: Medieval 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
FYRP 134	First-Year Seminar: From Sewanee to Selma: Identities, Stories, and Civic Engagement	4
FYRP 135	The Indigenous Domain: Native Histories and Futures	4
GRMN 357	German Queer Cinema	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 122	Science, Society, and the Archives	4
HIST 128	Adventures at Sea: The Indian Ocean in World History	4
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 134	Childbirth in Europe and the Colonial Caribbean	4

HIST 136	Decolonize the Museum!	4
HIST 138	Black Atlantic	4
HIST 139	Citizenship in Indian Country	4
HIST 141	The American Family in History and Myth	4
HIST 221	History of India and South Asia I	4
HIST 230	Ghana and West Africa's Pasts in the Black Atlantic	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 273	The Haitian Revolution	4
HIST 326	New York and Its Peoples, Past and Present	4
HIST 334	History of Mass Culture in the United States	4
HIST 395	Science and Medicine in East Asia, 1500 to the Present	4
HUMN 208	What is Nature?	4
HUMN 210	People, Culture, and Society in the Middle East and North Africa	4
HUMN 215	Introduction to Digital Humanities through Post-Soviet Identity and America's South	4
HUMN 216	The Classics and the Colonial Americas	4
INGS 103	The Global Detective	4
INGS 210	People, Culture, and Society in the Middle East and North Africa	4
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	4
INGS 316	Global Migration and Border Crises	4
INGS 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	4
INGS 328	From Coca-Cola to K-Pop: Global Flows in Ethnographic Perspective	4
MUSC 224	Musics of Latin America	4
MUSC 227	Music and Gender	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
NOND 130	Being Human in STEM	4
PHIL 216	Indian Philosophy	4
POLS 209	Immigration, Politics, and Identity	4
POLS 221	Peace and Diplomacy	4
POLS 242	Politics in South Africa	4
POLS 251	Studies in Politics	4
POLS 261	Multiculturalism and Equality	4
POLS 374	Archival Research Methods	4
PSYC 213	Comparative Sexual Behavior	4
PSYC 229	Cross Cultural Psychology	4
PSYC 280	Psychology of Human Diversity	4
RELG 119	Rediscovering America, Reconsidering Religion	4
RELG 123	Memory of Ruin: Shoah and Nakba	4
RELG 164	Studying Asian Religions (in the West)	4
RELG 165	A Buddhist Life	4
RELG 167	Thinking with Buddhists	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 262	Buddhist Traditions	4
RELG 335	Reading Race and the Bible	4
RHET 331	Voices of American Women	4
RHET 351	Intercultural and Cross-Cultural Communication	4
RUSN 207	Urban History of Kazakhstan and Writers of its Steppe and Cities	4
RUSN 367	Digitally Archiving Arts of Resistance in Contemporary East Europe and Central Asia	4
SPAN 366	On the Margins of Spain	4
SPAN 370	U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production	4
SPAN 387	Women's Voices in Latin America	4

SPAN 420	Experiences of Displacement: Migration and Exile in the Hispanic World	4
THTR 221	Global Theatre	4
THTR 222	Queer America on Stage and Screen	4
THTR 223	Global Theatre II: Modern and Contemporary Theatre	4
THTR 229	American Theatre	4
THTR 230	Latinx Theatre	4
THTR 237	Feminist Perspectives on Theater and Performance	4
THTR 238	Performance Tradition + Innovation in Central Europe	4
THTR 325	Representative Stages: Diversity and Inclusion in the American Theatre	4
WMST 220	The Politics of Lesbian, Gay, Bisexual, and Transgender Rights	4

General Education - Foundational Writing Intensive Courses

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

Code	Title	Semester Hours
AFST 160	Introduction to Black Women's Studies	4
ENGL 101	Literature and Composition	4
ENGL 221	The Literature of Memoir	4
ENST 100	Walking the Land	4
ENST 150	Introduction to "Nature" Writing	4
ENST 200	Introduction to Environmental Arts and Humanities	4
GRMN 255	Once Upon a Time: Fairy Tales and Folklore	4
HIST 211	China: Inside the Great Wall	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
HUMN 204	Experience, Expression, and Exchange: Utopias and Dystopias	4
MUSC 211	Song, Symphony, Stage: Music in Western Civilization	4
PHIL 101	Topics in Philosophy	4
POLS 207	The Political Agenda	4
POLS 261	Multiculturalism and Equality	4
RELG 113	Disbelieving Religion	4
RELG 165	A Buddhist Life	4
RELG 244	Paul and His Interpreters	4
WMST 160	Introduction to Black Women's Studies	4

Majors

Major Fields of Study

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

After an appropriate period of discernment, but no later than the end of 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. Following consultation with the student,

the major advisor and the chair of the academic department may approve an exception to admit a student who has not yet achieved the 2.00 GPA into the major.

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-nine majors from which to choose. For information on requirements for specific majors, please refer to Programs A-Z (p. 49).

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 (p. 49).

College of Arts and Sciences Programs

- African and African American Studies minor (p. 52)
- American Studies major (p. 55)
- Anthropology major (p. 58) minor (p. 59)
- Art major (p. 63) minor (p. 63)
- Art History major (p. 60) minor (p. 62)
- Asian Studies major (p. 64) minor (p. 65)
- Biochemistry major (p.)
- Biology major (p. 69) minor (p. 69)

- Business minor (p. 74)
- Chemistry major (p. 77) minor (p. 79)
- Chinese Studies minor (p. 79)
- Community Engagement for Collaborative Change certificate (p. 80)
- Classical Languages major (p. 86) minor (p. 86)
- Computer Science major (p. 142) minor (p. 144)
- Creative Writing major (p. 102) certificate (p. 102)
- Dance minor (p. 195)
- Data Science major (p. 142) minor (p. 147)
- Economics major (p. 101) minor (p. 100)
- English major (p. 102)
- Environment and Sustainability major (p. 98)
- Environmental Arts and Humanities major (p. 109)
- Environmental Studies minor (p. 94)
- Film Studies minor (p. 59)
- Finance major (p. 112)
- Forestry major (p. 96) minor (p. 93)
- French and French Studies major (p. 114) minor (p. 116)
- Geology major (p. 92) minor (p. 93)
- German and German Studies major (p. 117) minor (p. 117)
- Greek major (p. 87) minor (p. 87)
- History major (p. 121) minor (p. 122)
- Humanities minor (p. 129)
- International and Global Studies major (p. 129) minor (p. 132)
- Italian Studies minor (p. 190)
- Latin major (p. 88) minor (p. 89)
- Latin American and Latinx Studies minor (p. 191)
- Mathematics major (p. 144) minor (p. 142)
- Medieval and Early Modern Studies major (p. 148) minor (p. 150)
- Music major (p. 152) minor (p. 152)
- Natural Resources major (p. 99)
- Neuroscience major (p. 159) minor (p. 161)
- Philosophy major (p. 163) minor (p. 164)
- Physics major (p. 166)
- Physics and Astronomy minor (p. 168)
- Politics major (p. 169) minor (p. 172)
- Psychology major (p. 178) minor (p. 180)
- Religion and Environment minor (p. 111)
- Religious Studies major (p. 181) minor (p. 182)
- Rhetoric major (p. 182), minor (p. 183)
- Russian major (p. 184) minor (p. 185)
- Shakespeare Studies minor (p. 186)
- Southern Appalachian Studies minor (p. 187)
- Spanish major (p.) minor (p. 190)
- Theatre major (p. 194) minor (p. 195)
- Watershed Science certificate (p. 91)
- Women's and Gender Studies major (p. 196) minor (p. 197)

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

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
Honor	**Percentage Range**	
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.

Dean's Scholars and Senior Speaker

- **Dean's Scholars** - Named at Commencement, the Dean's Scholars are recognized by the Dean as the graduates having the most outstanding academic record based not just on transcript data (e.g. GPA and hours earned) but on demonstrated active participation in scholarly pursuits and intellectual growth. The Dean typically recognizes 4-6 such Scholars.
- **Senior Speaker** - A graduating senior, the Senior Speaker offers the farewell oration at Commencement. The Speaker is chosen by a committee of students, faculty, and staff.

Departments and Interdisciplinary Programs

Students at Sewanee can select from thirty-nine 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 (p. 52)
American Studies (p. 54)
Anthropology (p. 57)
Art, Art History, and Visual Studies (p. 59)
Asian Studies (p. 64)
Biochemistry (p. 66)
Biology (p. 68)
Business (p. 73)
Chemistry (p. 76)
Chinese (p. 79)
Community Engagement for Collaborative Change (p. 80)
Classics (p. 85)
Earth and Environmental Systems (p. 89)

Economics (p. 100)
English (p. 102)
Environmental Studies (p. 107)
First-Year Program (p. 114)
French and French Studies (p. 114)
German and German Studies (p. 117)
History (p. 120)
Humanities (p. 128)
Intergroup Dialogues (p. 141)

International and Global Studies (p. 129)
Library Resources (p. 141)
Linguistics (p. 141)
Mathematics and Computer Science (p. 141)
Medical Humanities (p. 147)
Medieval and Early Modern Studies (p. 147)
Music (p. 152)
Neuroscience (p. 159)
Non-Degree Internship (p. 163)
Philosophy (p. 163)
Physical Education and Athletics (p. 164)
Physics and Astronomy (p. 165)
Politics (p. 168)
Pre-professional Programs (p. 175)
Psychology (p. 178)
Religious Studies (p. 181)
Rhetoric (p. 182)
Russian (p. 183)
Shakespeare Studies (p. 185)
Southern Appalachian Studies (p. 187)
Spanish and Italian (p. 188)
Theatre and Dance (p. 193)
Women's and Gender Studies (p. 195)

African and African American Studies

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

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

Faculty

Professor: C. Peterson

Associate Professor: Riley (Chair)

Minor

Minor Tracks

- Africa and the African Diaspora Track (p. 53)
- African American Studies Track (p. 53)

Africa and the African Diaspora

Requirements for the Minor in African and African American Studies - Africa and the African Diaspora Track

Code	Title	Semester Hours
Course Requirements		
AFST 150	Introduction to African and African American Studies	4
AFST 450	Africa and the Diaspora: Texts and Contexts	4
Select three approved electives with the AFS1 (Africa and African Diaspora) attribute. (p. 53)		12
Select one approved elective with the AFS2 (African American Studies) attribute. (p. 54)		4
Total Semester Hours		**24**

African American Studies

Requirements for the Minor in African and African American Studies - African American Track

Code	Title	Semester Hours
AFST 150	Introduction to African and African American Studies	4
AFST 450	Africa and the Diaspora: Texts and Contexts	4
Select three approved electives with the AFS2 (African American Studies) attribute. (p. 54)		12
Select one approved elective with the AFS1 (Africa and African Diaspora) attribute. (p. 53)		4
Total Semester Hours		**24**

Approved Electives in Africa and African Diaspora

Code	Title	Semester Hours
Africa and African Diaspora (attribute AFS1)		
AMST 255	Imagining Africa	4
ENGL 368	Fictions of Empire	4
ENGL 399	World Literature in English	4
FORS 212	Tropical Forest Ecology and Management	4
HIST 113	Civil Disobedience from Ancient Greece to Modern Africa	4
HIST 214	Africa Inside Out	4
HIST 215	Southern African History	4
HIST 220	History of Africa Since 1880	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
INGS 108	Globalization and Culture in Africa	4
INGS 201	Youth Cultures in Urban Africa	4
INGS 207	Globalization, Popular Culture, and Politics in West Africa	4
INGS 208	West and Central Africa in the Atlantic World	4
INGS 312	Africa and the West Since 1800	4
INGS 324	Africa and International Summitry	4
POLS 227	Africa in World Politics	4
POLS 242	Politics in South Africa	4
POLS 329	Comparative African Politics	4
POLS 346	Contemporary Social Movements	4
POLS 411	The Politics of Aids	4
PSYC 280	Psychology of Human Diversity	4

Approved Electives in African American Studies

Code	Title	Semester Hours
African American Studies (attribute AFS2)		
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
AFST 351	Toni Morrison	4
AMST 251	Black Masculinity in the United States	4
AMST 255	Imagining Africa	4
AMST 340	African American Women's Short Stories	4
ENGL 387	Spill the Tea: Black Politics of Storytelling and Secret Keeping	4
ENGL 395	African-American Literature	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 282	From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics	4
HIST 317	African-American Intellectual History	4
HIST 318	Black Power to Black Lives Matter	4
HIST 327	The Old South	4
HIST 328	Slavery, Race, and the University	4
HIST 347	The American Civil Rights Movement	4
HUMN 215	Introduction to Digital Humanities through Post-Soviet Identity and America's South	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 243	If It Ain't Got That Swing: The History of Jazz	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 335	The Politics of the American South	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 346	Contemporary Social Movements	4
POLS 348	Social Movements: Race and Political Activism	4
POLS 373	African-American Political Thought	4
POLS 405	American Voting Behavior	4
POLS 411	The Politics of Aids	4
PSYC 280	Psychology of Human Diversity	4
RELG 335	Reading Race and the Bible	4
THTR 325	Representative Stages: Diversity and Inclusion in the American Theatre	4
WMST 160	Introduction to Black Women's Studies	4
WMST 251	Black Masculinity in the United States	4
WMST 290	Studies in Women's and Gender Studies	2,4
WMST 340	African American Women's Short Stories	4

American Studies

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

The American Studies program offers a comprehensive survey of American culture that explores not only American history and literature, but also incorporates anthropology, 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, 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
Course Requirements [1]		
AMST 333	Junior Seminar	4
AMST 420	Senior Research Seminar	4
ENGL 377	American Literature, Beginnings to 1855 [2]	4
ENGL 378	American Literature from 1850-1900 [2]	4
HIST 201	History of the United States I [2]	4
HIST 202	History of the United States II [2]	4
Select five additional electives with the AMST attribute (p. 56) [3]		20
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A written comprehensive examination		

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

2
It is recommended that prospective majors take this course in the sophomore year.

3
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.

Student Learning Outcomes

A student majoring in American Studies will

1. Describe central questions and concerns that have shaped the field of American Studies and, using core concepts and theories, develop and defend sound arguments.
2. Develop and apply critical reading and thinking skills and the ability to synthesize diverse materials across disciplinary boundaries.
3. Use research tools effectively and conduct independent and collaborative research in American Studies.
4. Effectively demonstrate their knowledge of American Studies in spoken, written, and, where applicable, digital modes.

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
American Studies (attribute AMST)		
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
AFST 351	Toni Morrison	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 444	Independent Study	2,4
ANTH 301	American Culture	4
ANTH 302	Southern Cultures	4
ARTH 340	American Art	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 295	History of Southern Appalachia	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 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 203	The Presidency	4
POLS 204	The American Congress	4
POLS 207	The Political Agenda	4
POLS 222	United States Foreign Policy	4
POLS 223	Introduction to 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 373	African-American Political Thought	4
RELG 119	Rediscovering America, Reconsidering Religion	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 331	Voices of American Women	4
RHET 411	Rhetoric in the Age of Protest I: 1948-1973	4
RHET 412	Rhetoric in the Age of Protest II: 1974-2024	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

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

Professor: Ray (Chair)

Assistant Professors: Kang, Sharp, Tate

Major

Requirements for the Major in Anthropology

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106	Introductory Biological Anthropology and Archaeology	4
or ANTH 109	World Prehistory	
ANTH 403	Anthropological Theory [2]	4
Select one of the following options in anthropological field methods (attribute ANFM): [3]		4
ANTH 357	Field School in Archaeology	
ANTH 401	Anthropological Field Methods	
A pre-approved field school or field-based course		
Select five additional courses in anthropology (ANTH) [5]		20
Total Semester Hours		**36**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [6]		

1
Majors are encouraged to study abroad during their junior year.

2
This course satisfies the major writing intensive requirement.

3
Students may satisfy the field methods requirement in any subfield of anthropology.

4
No more than one Independent Study course (444) may count towards the four required electives.

5
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.

6
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 3.67 grade point average in the major by the semester preceding that in which they undertake the Senior Thesis.

Student Learning Outcomes

A student majoring in Anthropology will

1. Develop and demonstrate fluency in anthropological concepts and methods.
2. Critically apply anthropological theory.
3. Develop and conduct an independent research project.
4. Develop and demonstrate effective written communication skills.
5. Develop and demonstrate effective oral communication skills engaging technology.

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
Course Requirements		
ANTH 104	Introductory Cultural Anthropology	4
ANTH 106	Introductory Biological Anthropology and Archaeology	4
or ANTH 109	World Prehistory	
Select three additional courses in anthropology (ANTH) [1]		12
Total Semester Hours		**20**

1

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/)

Visual literacy is at the core of a liberal arts education. The Department of Art, Art History, and Visual Studies offers courses that amplify the deep need among today's students for visual analytical skills. There are multiple avenues for acquiring these skills in the department: the Art major/minor, the Art History major/minor, and the Film Studies minor. The department prepares individuals for a life in the arts with a grounding in technical and aesthetic production and exhibition. Instruction in methodological and critical tools guides students to enhance their knowledge of visual culture and its role in history. The department provides global cultural perspectives that prepares majors and minors for careers in our image-saturated world.

Faculty

Professors: Brennecke, Malde, Pond

Associate Professors: A. Miller, J. Thompson, Wohl (Chair)

Assistant Professors: MacLaren, Todd

Majors

Majors

- Art (p. 63)
- Art History (p. 60)

Minors

Minors

- Art (p. 63)
- Art History (p. 62)
- Film Studies (p. 59)

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
Course Requirements		
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 263	Intermediate Documentary Projects in Photography	
Select at least two additional courses in advanced film theory or film production: [1]		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	
HUMN 217	Imitation, Quotation, Appropriation, and Genre	
INGS 305	Narrating Place/Space in Contemporary World Film	
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	
ITAL 315	Italian Cinema	
RUSN 355	Russian and Soviet Film	
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	
Film Production (FP)		
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 243	Cutting Time: Topics in Contemporary Video Production and the Moving Image	
ART 343	Advanced Seminar in the Production of Video and the Moving Image	
Select at least two additional approved electives from the above lists or from the courses below:		8
AMST 333	Junior Seminar	
ASIA 205	Modern China through Fiction and Film	
FILM 108	History of Film I	
Total Semester Hours		**24**

[1] 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
Course Requirements [1]		
Select two of the following survey courses: [2]		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 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	Art and Politics during the Hispanic Enlightenment	
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 300	Special Topics	
ARTH 306	Art and Disaster in Modern and Contemporary Japan	
ARTH 310	Contemporary Chinese Art	
ARTH 311	Japanese Print Culture	
ARTH 314	The Global "Renaissance": 1400-1600	
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
Asia (attribute AHAA)		
ARTH 300	Special Topics	
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	
Latin America (attribute AHAL)		
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	
ARTH 352	Art and Politics during the Hispanic Enlightenment	
ARTH 353	Early Modern Art of Latin America	
Europe and North America (attribute AHAE)		
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	
Global (attribute AHAG)		
ARTH 202	History of Photography	
ARTH 314	The Global "Renaissance": 1400-1600	
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) [4]		12
ARTH 402	Senior Seminar	4
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

Students interested in advanced placement into upper-division Art History courses should consult the department.

2

Majors should complete both of their chosen survey courses by the conclusion of the first semester of the junior year.

3

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.

Student Learning Outcomes

A student majoring in Art History will

1. Demonstrate knowledge of art historical concepts, stylistic movements, materials and techniques, and terminology across diverse cultures and time periods.
2. Demonstrate effective visual analysis of an art object or built environment.
3. Recognize and critically apply theories relevant to current art-historical discourse.
4. Develop and carry out an original research project.
5. Develop and deliver a public presentation on the goals and findings of the research project.

Art History

Requirements for the Minor in Art History

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
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
Total Semester Hours		**24**

[1]

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
Course Requirements [1]		
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
Total Semester Hours		**20**

[1]

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
Course Requirements		
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
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [1]		

1

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.

Student Learning Outcomes

A student majoring in Art will

1. Distinguish and appraise their work in a social, art historical or critical context with references to specific artists, movements or theories.
2. Create a portfolio of artistic work that is intellectually and visually cohesive.
3. Express philosophical thinking about the body of work that marries form and content.
4. Show their work in a public exhibition that meets professional standards.
5. Give and receive critical feedback on artistic works using discipline-specific terminology.

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, 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
Course Requirements		
Select twelve semester hours in integrative or comparative electives with no more than two courses in a single discipline (attribute ASIC) (p. 66)		12
Select 20 semester hours cultures electives (attribute ASCU) (p. 65)		20
CHIN 301	Advanced Chinese [1]	4

ASIA 458	Senior Thesis	4
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		
A study abroad program approved by the chair of the program		

1

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.

2

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.

Student Learning Outcomes

A student majoring in Asian Studies will

1. Demonstrate mastery of an Asian language so they can understand the concepts and modes of communication within a culture.
2. Demonstrate a historical knowledge of the culture's development, the culture's values, its visual culture, and ritual practices that stem from religious and philosophical traditions.
3. Recognize and appraise the patterns of social structure and economic development in Asia.
4. Examine the forces that have integrated as Asia and consider how Asian countries vary among themselves as revealed through comparative analyses.
5. Be able to communicate effectively orally and in writing their knowledge of these topics.

Minor

Requirements for the Minor in Asian Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one approved integrative or comparative elective in Asian Studies with the ASIC attribute (p. 66)		4
Select two electives in Asian cultures (p. 65)		8
Select two eight semester hours in Chinese (CHIN) [1]		8
Total Semester Hours		**20**

1

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
Asian Cultures (attribute ASCU)		
ARTH 300	Special Topics	2,4
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 205	Modern China through Fiction and Film	4
ASIA 208	Modern Chinese Literature in Translation	4
ASIA 209	Japanese Literature and Culture	4
ASIA 215	A Tale of Three Cities: Shanghai, Taipei, and Hong Kong	4
ASIA 217	Modern Japanese Literature	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
CHIN 302	C-Pop: Learning Chinese through Song Lyrics	4
HIST 211	China: Inside the Great Wall	4
HIST 212	Modern East Asia	4
HIST 216	History of Japan	4
HIST 221	History of India and South Asia I	4
HIST 222	History of India and South Asia II	4
HIST 351	History of Modern India through Cinema and Literature	4
HIST 388	The United States and Vietnam since 1945	4
HIST 455	European Empires in Asia	4
HIST 456	Partition and Its Meanings: India, Ireland, and Palestine	4
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
Integrative and Comparative (attribute ASIC)		
ANTH 341	The Culture and History of Southeast Asia	4
ARTH 105	Asian Art: Prehistory to Contemporary	4
ASIA 216	Intensive Study in Asia	4
ASIA 240	Introduction to Traditional Asian Drama	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
RELG 167	Thinking with Buddhists	4
RELG 262	Buddhist Traditions	4

Biochemistry

Website: Biochemistry (https://new.sewanee.edu/programs-of-study/biochemistry/)

Biochemistry uses the principles of chemistry to explore biological processes at the molecular level. The core courses within the biochemistry major provide a strong foundation of organic chemistry and cell biology that enables majors to explore the biochemical

processes and mechanisms driving metabolism and molecular biology. From there, students can tailor their elective courses to their own interests and career aspirations by taking a deep dive into topics ranging from inorganic chemistry and instrumental analysis to the biology of aging and infectious disease. Whether your future plans involve human or veterinary medicine, furthering scientific knowledge, or something completely different, the biochemistry major provides you with the skills to tackle real-world challenges that can have a lasting impact on society.

Faculty

Professor: Kikis

Associate Professors: Seballos, C. Smith (Chair), R. Summers

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
Course Requirements		
BIOL 133	Introductory Molecular Biology and Genetics [1]	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 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
or CHEM 152	Advanced General Chemistry II (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: [2]		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	
Total Semester Hours		**52**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [3]		

1

The Biochemistry Program 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 will be important for their comprehensive exam.

2

Students who take BIOL 236 or BIOL 317 must select at least one laboratory course.

3

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.

Student Learning Outcomes

A student majoring in Biochemistry will

1. Identify and clearly communicate foundational concepts of organic chemistry.
2. Identify and clearly communicate foundational concepts of cell biology.
3. Identify and clearly communicate foundational concepts of mechanistic and/or metabolic biochemistry.
4. Identify and clearly communicate foundational concepts of physical chemistry.
5. Apply the scientific method and core research techniques to interpret and analyze data and/or primary literature.
6. Apply foundational knowledge and/or verbal communication skills to hypothesize, predict, explain, and/or defend analysis of an applied problem.

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: Evans, Kikis (Chair), McGrath, Zigler

Associate Professors: Cecala, McGhee, Schrader, Shelley, C. Smith, A. Summers

Assistant Professors: Rodriguez, Wells, Cameron World

Major

Biology Major Tracks

- Molecular Biology and Genetics (p. 71)
- Ecology and Biodiversity (p. 69)
- Integrative (p. 72)

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
Course Requirements		
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 [1, 2]		12
Total Semester Hours		**20**

Option B

Code	Title	Semester Hours
Course Requirements		
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. [1, 2]		16
Total Semester Hours		**20**

1

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.

2

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
Course Requirements [1,2]		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics [3]	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	
or BIOL 217	Experimental Design and Data Analysis in Biology (Lab)	
Select four courses from the following two themed categories with at least one from the Human Dimensions category: [4]		16
Human Dimensions (attribute BIOH):		
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)	
BIOL 335	Advanced Topics in Evolutionary Biology	
ENST 235	Freshwater Conservation	
ENST 305	Ecological Integrity in Agriculture	
ESCI 215	Sound, Soundscapes, and the Environment	
ESCI 240	Island Ecology (Lab)	
GLBL 200	Field Studies in Global Community Engagement: Food Systems in Costa Rica	
Ecology and Biodiversity (attribute BIOE):		
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 310	Plant Evolution and Systematics (Lab)	
BIOL 311	Animal Behavior (Lab)	
BIOL 315	Advanced Topics in Ecology and Biodiversity	
BIOL 322	Genes and Behavior	
BIOL 335	Advanced Topics in Evolutionary Biology	
BIOL 352	Ichthyology	
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

Courses numbered below 130 do not count toward the major.

2

At least four of the required and elective biology courses must have a laboratory.

3

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.

4

Students may only receive credit once for courses delivered as both lab and non-lab offerings.

5

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.

Student Learning Outcomes

A student majoring in Biology will

1. Discuss and analyze a scientific paper in terms of how the scientific method is applied in experimental design and data analysis.
2. Use oral communication skills effectively to persuade, or debate, a challenging or controversial scientific topic to non-science audience.
3. Demonstrate mastery of core knowledge in biology (from molecules to ecosystems).
4. Demonstrate mastery of specialized knowledge in Ecology and Biodiversity, Molecular Biology and Genetics, or Integrative Biology.

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
Course Requirements [1,2]		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics [3]	4
BIOL 223	Genetics (Lab)	4
BIOL 233	Molecular Cell Biology	4
BIOL 243	Molecular Methods (Lab)	4
BIOL 424	Senior Seminar	4
CHEM 121 and CHEM 122 [4]		8
or CHEM 151 and CHEM 152 [4]		
Select four of the following courses in molecular biology and genetics (attribute BIOM): [5]		16
BIOL 213	Evolutionary Biology	
BIOL 217	Experimental Design and Data Analysis in Biology (Lab)	
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 347	Stem Cells
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)
NEUR 415	Ion Channels and Disease
Total Semester Hours	**48**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

Courses numbered below 130 do not count toward the major.

2

At least four of the required and elective Biology courses must have a laboratory.

3

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.

4

A single instance (4 credit hours) of CHEM 120 or CHEM 150 may count for this requirement if it was taken prior to the '25-'26 academic year

5

Students may only receive credit once for courses delivered as both lab and non-lab offerings.

Student Learning Outcomes

A student majoring in Biology will

1. Discuss and analyze a scientific paper in terms of how the scientific method is applied in experimental design and data analysis.
2. Use oral communication skills effectively to persuade, or debate, a challenging or controversial scientific topic to non-science audience.
3. Demonstrate mastery of core knowledge in biology (from molecules to ecosystems).
4. Demonstrate mastery of specialized knowledge in Ecology and Biodiversity, Molecular Biology and Genetics, or Integrative Biology.

Integrative Track

Requirements for the Major in Biology - Integrative Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1,2]		
BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Molecular Biology and Genetics [3]	4
BIOL 424	Senior Seminar	4
CHEM 121 and CHEM 122 [4]		8
or CHEM 151 and CHEM 152 [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)	
BIOL 347	Stem Cells	
Select four full courses in Biology (BIOL) from courses numbered 200 or above: [2,3,5,6]		16
Total Semester Hours		**48**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

Courses numbered below 130 do not count toward the major.

2

At least four of the required and elective biology courses must have a laboratory.

3

NEUR 208, NEUR 351, and NEUR 415 also count as upper level courses in Biology.

4

A single instance (4 credit hours) of CHEM 120 or CHEM 150 may count for this requirement if it was taken prior to the '25-'26 academic year

5

Students may only receive credit once for courses delivered as both lab and non-lab offerings.

6

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.

7

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.

Student Learning Outcomes

A student majoring in Biology will

1. Discuss and analyze a scientific paper in terms of how the scientific method is applied in experimental design and data analysis.
2. Use oral communication skills effectively to persuade, or debate, a challenging or controversial scientific topic to non-science audience.
3. Demonstrate mastery of core knowledge in biology (from molecules to ecosystems).
4. Demonstrate mastery of specialized knowledge in Ecology and Biodiversity, Molecular Biology and Genetics, or Integrative Biology.

Business

Website: Business (https://new.sewanee.edu/programs-of-study/business/)

As part of the Wm. Polk Carey Pre-Business Program, Sewanee's business minor embraces the idea that a liberal arts education is the best foundation for a business career. It sharpens critical thinking, deepens cultural awareness, and strengthens ethical decision-making—key traits of successful leaders. With an emphasis on creativity and adaptability, Sewanee's business minor program prepares students to tackle business challenges with confidence.

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 cumulative 3.33 GPA during their time at Sewanee. In addition to completing course requirements for the business minor, Carey Fellows must attend a Sewanee summer school session after their sophomore year, complete a semester-long internship off-campus in the Spring of their junior year, complete two proseminar courses in their junior year(Fall) and senior year (Spring), and attend Babson Center for Global Commerce events.

Internship Requirement for Carey Fellows

With assistance from the director of the Babson Center for Global Commerce, Carey Fellows must secure and complete a semester-long internship off-campus during their junior year. Each Carey Fellow must register for the internship (BUSI 442). Carey Fellows will register for classes and must maintain their status as full-time, degree-seeking students during the period of the Spring semester internship.

Proseminar Course Requirement for Carey Fellows

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 leadership, business history or philosophical perspectives on capitalism, and innovation and entrepreneurship.

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 course.

Faculty

Professor: Arnaud

Associate Professor: Theyson

Instructors: Elledge, Zinn (Chair)

Minor

The minor in business requires students to take courses in economics, accounting, finance, and business ethics and to elect specified courses from a range of disciplines across the liberal arts curriculum. In choosing elective courses, students select one of five tracks: managerial, international, finance, environment & sustainability, or accounting. The Managerial track is for students who wish to concentrate their electives in courses directly relevant to the planning and 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 more in-depth understanding of modern finance. The Environment & Sustainability track is designed for students interested in combining business studies with environment and natural resources. The Accounting track is designed for students with an interest in accounting as well as the utilization of accounting concepts and techniques to make investment and business decisions.

Requirements for the Minor in Business

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
ECON 120	Principles of Economics	4
BUSI 215	Fundamentals of Financial Accounting	4
PHIL 205	Freedom, Justice, and Commerce	4
or PHIL 232	Business Ethics	
FINC 201	Corporate Finance	4

Select eight semester hours in the Environment and Sustainability track, the Finance track, the International track, the Managerial track, or the Accounting Track. [1, 2]	8
Total Semester Hours	**24**

1

Students who elect the finance track should complete BUSI 215 and FINC 201 by the end of the junior year.

2

The Finance track is not open to students pursuing a major in Finance.

Code	Title	Semester Hours
Managerial Track (attribute BMGT)		
BUSI 216	Fundamentals of Managerial Accounting	4
BUSI 217	Introduction to Marketing	4
BUSI 220	Legal Parameters and Business Decisions	4
BUSI 230	Fundamentals of Entrepreneurship	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
FINC 304	Entrepreneurial Finance	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
International Track (attribute BINT)		
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
Finance Track [2]		
FINC 301	Investments	4
Choose one of the following:		4
ECON 344	International Finance	
Any FINC designated course other than FINC 201 and FINC 301		

Code	Title	Semester Hours
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

Code	Title	Semester Hours
Accounting Track (attribute BACC)		
BUSI 216	Fundamentals of Managerial Accounting	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

Honors Program

Carey Fellows

Students seeking a more intensive pre-business experience may apply to become Carey Fellows, Sewanee's business honors 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 in the business minor 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 cumulative 3.33 GPA during their time at Sewanee. In addition to completing course requirements for the business minor, Carey Fellows must attend a Sewanee summer school session after their sophomore year (take 2 classes), complete a semester-long internship off-campus in the Spring of their junior year, complete a proseminar course in their junior year(Fall) and senior year (Spring), and attend Babson Center for Global Commerce events.

Internship Requirement for Carey Fellows

With assistance from the director of the Babson Center for Global Commerce, Carey Fellows must secure and complete a semester-long internship off-campus during their junior year. Each Carey Fellow must register for the internship (BUSI 442 (https://e-catalog.sewanee.edu/search/?P=BUSI%20442)). Carey Fellows will register for classes and must maintain their status as full-time, degree-seeking students during the period of the Spring semester internship.

Proseminar Course Requirement for Carey Fellows

During their junior year and senior year, fellows must complete proseminar courses (BUSI 352 (https://e-catalog.sewanee.edu/search/?P=BUSI%20352) and BUSI 353 (https://e-catalog.sewanee.edu/search/?P=BUSI%20353)) designed to complement their internship experience. Each seminar includes reading on topics such as leadership, collaboration, business history and philosophical perspectives on capitalism, and innovation and entrepreneurship.

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 course.

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

Assistant Professor: Raeber

Major

Requirements for the Major in Chemistry

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
or CHEM 152	Advanced General Chemistry II (Lab)	
CHEM 201	Organic Chemistry I (Lab) [1]	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM 307	Mechanistic Biochemistry (Lab)	4
or CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
CHEM 308	Inorganic Chemistry (Lab)	4
CHEM 311	Instrumental Analysis (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
Complete four credits from the following courses in Scientific Speaking:		4
CHEM 301	Junior Seminar I	
CHEM 302	Junior Seminar II	
CHEM 334	Mentored Scientific Speaking	
CHEM 401	Senior Seminar I	
CHEM 402	Senior Seminar II	
Select one additional course in Chemistry (CHEM) numbered above 402		4
MATH 102	Calculus II [2]	4
or MATH 207	Multidimensional Calculus	
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)	
Total Semester Hours		**48**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

Students interested in advanced placement into CHEM 201 should consult the department chair.

2
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
Course Requirements [1]		
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
or CHEM 152	Advanced General Chemistry II (Lab)	
CHEM 201 and CHEM 202	Organic Chemistry I (Lab) and Organic Chemistry II (Lab)	8
CHEM 301	Junior Seminar I	2
CHEM 308	Inorganic Chemistry (Lab)	4
or CHEM 311	Instrumental Analysis (Lab)	
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
Additional Requirements		
A comprehensive examination [2]		

1
PHYS 103 and PHYS 104 are recommended for first-year students who are interested in the pre-engineering track.

2
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 Chemistry, 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
Advent (fall) Semester		
CHEM 121	General Chemistry I - Matter to Molecules (Lab)	4
or CHEM 151	Advanced General Chemistry I (Lab)	

PHYS 103	Modern Mechanics (Lab)	4
MATH 102	Calculus II	4
General Education requirement/elective		4
Easter (spring) Semester		
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
or CHEM 152	Advanced General Chemistry II (Lab)	
CHEM 201	Organic Chemistry I (Lab)	4
PHYS 104	Electric and Magnetic Interactions (Lab)	4
MATH 207	Multidimensional Calculus	4
General Education requirement/elective		

Student Learning Outcomes

A student majoring in Chemistry will

1. Demonstrate mastery of the fundamental concepts of each of the subdisciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical.
2. Evaluate and interpret chemistry-related information such as scientific literature, databases, and public reports.
3. Identify problems, generate hypotheses, develop and implement experimental methods, and analyze and interpret resulting qualitative and quantitative data.
4. Demonstrate proficiency in written and verbal communication skills through the production of descriptive reports and oral presentations of the presenters' scientific studies or the scientific work of others.

Minor

Requirements for the Minor in Chemistry

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	4
or CHEM 152	Advanced General Chemistry II (Lab)	
CHEM 201	Organic Chemistry I (Lab)	4
Select three additional Chemistry (CHEM) courses numbered above 200.		12
Total Semester Hours		**20**

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.

Minor

Requirements for the Minor in Chinese Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CHIN 301	Advanced Chinese	4
CHIN 302	C-Pop: Learning Chinese through Song Lyrics	4
Select four additional course focusing on China: [1]		16
ARTH 309	Sacred Arts of China	

ARTH 310	Contemporary Chinese Art
ASIA 205	Modern China through Fiction and Film
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture
ASIA 241	The Comic and Sublime: An Introduction to Chinese Theater
HIST 211	China: Inside the Great Wall
HIST 212	Modern East Asia
HIST 395	Science and Medicine in East Asia, 1500 to the Present
PHIL 215	Chinese Philosophy
PHIL 226	Philosophical Issues in Daoism
POLS 248	China's Environmental Crisis
POLS 249	China and the World
Total Semester Hours	**24**

1

Students are strongly encouraged but not required to study abroad in China or other Chinese speaking communi5es. A student may apply up to two courses from a study program to the minor. Each course must be approved by the steering committee of the Chinese Studies minor.

Faculty

Professors: S. Brown, S. Wilson

Assistant Professor: Tan

Community Engagement for Collaborative Change

Website: Community Engagement for Collaborative Change (https://new.sewanee.edu/programs-of-study/civic-and-global-leadership/)

The Community Engagement for Collaborative Change certificate is designed for students from any major who want to meaningfully combine their academic coursework and 400 hours of required service to catalyze collaborative change for the public good. The certificate prepares students for careers in nonprofit leadership, community development, public health, policy, law, environment and sustainability, public arts, advocacy, and research. Students participating in a variety of community-based internships, service work, or research experiences are eligible.

Certificate

Requirements for the Certificate

Code	Title	Semester Hours
Course Requirements		
CIVC 200	Introduction to Community Engagement	4
CIVC 400	Capstone in Collaborative Change	4
Select four semester hours from courses that provide Exposure to Issues of Concern to Communities (attribute CEIC) (p. 82)		4
Select four semester hours from courses that provide Skills for Working/Researching/Engaging in Communities (attribute CEWR) (p. 85)		4
Select four semester hours from courses that provide Project-Based Learning with Community Partners (attribute CECP) (p. 84)		4
Total Semester Hours		**20**

Code	Title	Semester Hours
Additional Requirements		
Completion of the certificate program requires students to fulfill 400 service hours over a four-year period, which equates to 100 hours annually or 50 hours each semester.		

1

For the purpose of the certificate, hours of service are defined as those when a student works with a community partner on a project that addresses issues of community concern. These hours could include direct service, capacity building, artistic outputs, educational outputs, research, project design, evaluation, and/or advocacy. The partner can be local (including the University, if serving the community), national, or global. The service hours can include research with a faculty person, as long as a community partner is in some way involved.The hours cannot be part of a requirement for a course or an independent study for which the student is gaining academic credit. Students can receive a stipend for these hours. Activities such as Bonner/Canale service hours, Summer Undergraduate Research with a faculty and community partner(s), Outreach trips, summer internships with a community partner, service during a study abroad program (if not for credit), AmeriCorps service, Sewanee volunteer firefighters, and Biehl, Newman, and Gessell Fellowships that include community-based research are all examples of activities through which students can gain the 400 service hours. Students with questions or whose service experiences may fall outside of these examples should speak to the director of the Office of Civic Engagement about approval.

Community and Global Health Track

Requirements for the Certificate in Civic and Global Leadership - Community and Global Health Track

Courses in the community and global health track expose students to the nature and significance of health and health care to human life and social development. Students learn about the effects of health on the human condition, debates over what justice requires in terms of providing access to health care, as well as political and policy debates over access to health care, internationally, nationally, and locally.

This certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CIVC 200	Introduction to Community Engagement	4
CIVC 400	Capstone in Collaborative Change	4
Select twelve semester hours representing a minimum of two disciplines from following electives in Community and Global Health (attribute CVHE):		12
ANTH 319	Medical Anthropology	
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
BIOL 180	Principles of Human Nutrition	
BIOL 232	Human Health and the Environment (Lab)	
ECON 312	Health Economics	
MHUM 108	Introduction to Medical Humanities: The Human Condition	
MHUM 110	Introduction to Sociology and Human Health	
PHIL 235	Bioethics	
POLS 223	Introduction to Public Policy	
POLS 411	The Politics of Aids	
POLS 321	Global Health Governance	
PSYC 227	Health Psychology	
PSYC 402	Community Psychology	
PSYC 417	Seminar in Developmental Psychology: Human Development in Context	
Total Semester Hours		**20**

Development and Human Capabilities Track

Requirements for the Certificate in Civic and Global Leadership - Development and Human Capabilities Track

Courses in the development and human capabilities track expose students to such topics as the intersection of poverty and environmental protection, community mobilization, theories of development, political institutions and policies shaping poverty eradication, and economic models of development. Students learn about international, national, and local actors involved in development processes

(e.g., states, the United Nations, microfinance organizations, non-governmental organizations, cultural groups) and explore issues affecting development and underdevelopment such as climate change, food production, human rights, and disease.

This certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CIVC 200	Introduction to Community Engagement	4
CIVC 400	Capstone in Collaborative Change	4
Select twelve semester hours representing a minimum of two disciplines from the following electives in Development and Human Capabilities (attribute CVDV):		12
ART 263	Intermediate Documentary Projects in Photography	
ECON 310	Economic Development	
ECON 311	Health and Development	
ENST 101	Introduction to Environmental Studies	
ENST 304	Community Development and Place in Rural Appalachia	
FORS 212	Tropical Forest Ecology and Management	
GLBL 200	Field Studies in Global Community Engagement: Food Systems in Costa Rica	
POLS 210	The Politics of Poverty and Inequality	
POLS 223	Introduction to Public Policy	
POLS 280	The Politics of Development and Foreign Aid	
POLS 319	Global Gender Issues	
POLS 321	Global Health Governance	
PSYC 417	Seminar in Developmental Psychology: Human Development in Context	
Total Semester Hours		**20**

Civic and Global Leadership Practicum

Code	Title	Semester Hours
Additional Requirements		
Completion of the certificate program requires students to fulfill 400 service hours over a four-year period, which equates to 100 hours annually or 50 hours each semester. [1]		

Community Engagement for Collaborative Change - Exposure to Issues of Concern to Communities

Code	Title	Semester Hours
Community Engagement for Collaborative Change - Exposure to Issues of Concern to Communities (attribute CEIC):		
ANTH 213	Cultural Resource Practicum	4
ANTH 250	Food and Culture	4
ANTH 285	Anthropology and Environmental Justice	4
ANTH 302	Southern Cultures	4
ANTH 305	Cultures of Latin America	4
ANTH 306	American Indians	4
ANTH 312	Place, Ritual, and Belief	4
ANTH 319	Medical Anthropology	4
ANTH 325	Indigenous Plant Use: A Global Approach	4
ANTH 371	The Anthropology of Water	4
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	4
ASIA 205	Modern China through Fiction and Film	4
ASIA 208	Modern Chinese Literature in Translation	4

ASIA 216	Intensive Study in Asia	4
BIOL 180	Principles of Human Nutrition	4
BIOL 222	Advanced Conservation Biology (Lab)	4
BIOL 231	Environmental Public Health	4
BIOL 232	Human Health and the Environment (Lab)	4
BUSI 350	Dynamics of International Business I	2
BUSI 351	Dynamics of International Business II	2
CHEM 110	The Science of Food and Cooking (Lab)	4
ECON 307	Income, Distribution, Poverty and Public Policy	4
ECON 310	Economic Development	4
ECON 312	Health Economics	4
ECON 331	Public Finance and Fiscal Policy	4
ECON 335	Environmental Economics	4
ENGL 338	Border Fictions: Literature of the U.S.-Mexico Border	4
ENGL 396	American Environmental Literature	4
ENST 101	Introduction to Environmental Studies	4
ENST 201	Foundations of Food and Agriculture	4
ENST 211	Sustainability and Global Environmental Change Seminar	2
ENST 212	Sustainability and Global Environmental Change Field Studies	2
ENST 225	Environmental Challenges: Linking the Global to the Local	4
ENST 230	Native Americans and Land Use	4
ENST 263	Photography for Environmental and Social Impact	4
ENST 304	Community Development and Place in Rural Appalachia	4
ENST 307	Food and Agriculture Policy	4
ESCI 240	Island Ecology (Lab)	8
FORS 204	Forest Wildlife Management	4
FORS 225	Forests and Global Change	4
GEOL 229	Natural Hazards	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 131	"We are not what we seem": Race, Class, and Identity in American History since 1863	4
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 136	Decolonize the Museum!	4
HIST 138	Black Atlantic	4
HIST 139	Citizenship in Indian Country	4
HIST 211	China: Inside the Great Wall	4
HIST 232	African-American History since 1865	4
HIST 235	Introduction to Public History	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 289	The Digital Past: Concepts, Methods, and Tools	4
HIST 295	History of Southern Appalachia	4
HIST 318	Black Power to Black Lives Matter	4
HIST 319	The Arab-Israeli Conflict	4
HIST 322	Southern Lives	4
HIST 328	Slavery, Race, and the University	4
HIST 359	United States and Latin America since 1898	4
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	4
INGS 316	Global Migration and Border Crises	4
ITAL 309	Italian Americans in Cinema and Literature	4
MHUM 108	Introduction to Medical Humanities: The Human Condition	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 223	Introduction to Public Policy	4

POLS 248	China's Environmental Crisis	4
POLS 260	Political Theory of the Environment	4
POLS 280	The Politics of Development and Foreign Aid	4
POLS 313	Environmental Politics and Policy	4
POLS 317	Criminal Justice Policy	4
POLS 319	Global Gender Issues	4
POLS 330	Race and Ethnicity in American Politics	4
PSYC 229	Cross Cultural Psychology	4
PSYC 230	Child, Family, and Community Development in Rural Appalachia	4
PSYC 280	Psychology of Human Diversity	4
PSYC 380	Latinx Psychology	4
PSYC 425	The Psychology of Social Change	4
RELG 164	Studying Asian Religions (in the West)	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RUSN 309	Russian Culture: Study Abroad	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
SPAN 291	Spanish Culture and Civilization through the Visual Arts	4
SPAN 292	Hispanic Communities in the United States	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
WMST 100	Introduction to Women's and Gender Studies	4
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	4
WMST 160	Introduction to Black Women's Studies	4
WMST 251	Black Masculinity in the United States	4

Community Engagement for Collaborative Change - Project-Based Learning with Community Partners

Code	Title	Semester Hours
Community Engagement for Collaborative Change - Project-Based Learning with Community Partners (attribute CECP):		
ART 361	Advanced Photography	4
BIOL 180	Principles of Human Nutrition	4
BIOL 231	Environmental Public Health	4
BIOL 232	Human Health and the Environment (Lab)	4
BUSI 352	Proseminar I	4
ENST 254	Equitable Environmental Education	4
GLBL 200	Field Studies in Global Community Engagement: Food Systems in Costa Rica	4
HIST 235	Introduction to Public History	4
HIST 343	Public History of Southern Appalachia	4
MUSC 254	Class Fasola: Singing the Sacred Harp	1
POLS 238	Punishment	4
POLS 433	Human Rights	4
PSYC 290	Studies in Psychology	2,4
PSYC 350	Drugs and Behavior (Lab)	4
PSYC 357	Child Development (Lab)	4
PSYC 367	Community-Based Evaluation Research (Lab)	4
RELG 229	Death, Dying, and Grief	4
THTR 261	Community Engaged Theatre	4

Community Engagement for Collaborative Change - Skills: Working/Researching/Engaging in Communities

Code	Title	Semester Hours
Community Engagement for Collaborative Change - Skills for Working/Researching/Engaging in Communities (attribute CEWR):		
ANTH 332	Archaeological Resource Management and Policy	4
ANTH 401	Anthropological Field Methods	4
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	4
ART 248	Video off the Wall: Topics in Video Installation Art	4
ART 261	The Lens, Time and Space: Topics in Photography	4
ART 282	Sustainable Structures	4
ARTH 316	Introduction to Museum Studies	4
BIOL 144	Directed Research	2,4
BIOL 195	Introductory Mentored Research	2,4
BIOL 231	Environmental Public Health	4
BIOL 232	Human Health and the Environment (Lab)	4
DANC 224	Dance Composition	4
ECON 233	Applied Econometrics	4
ECON 340	Introduction to Mathematical Economics	4
ENGL 221	The Literature of Memoir	4
ENGL 320	Poetry, Nature, and Contemplation	4
ENST 217	Fundamentals of GIS	4
HIST 235	Introduction to Public History	4
HIST 289	The Digital Past: Concepts, Methods, and Tools	4
HIST 343	Public History of Southern Appalachia	4
HIST 352	Making History	4
MATH 321	Probability and Statistics I	4
MATH 322	Probability and Statistics II	4
MATH 332	Mathematical Modeling	4
POLS 300	Research Design and Methods	4
POLS 312	Policy Analysis	4
PSYC 251	Research Methods and Data Analysis (Lab)	4
PSYC 364	Action Research in Psychology (Lab)	4
PSYC 367	Community-Based Evaluation Research (Lab)	4
RHET 101	Public Speaking	4
RHET 110	Argumentation and Debate	4
RHET 351	Intercultural and Cross-Cultural Communication	4
STAT 100	Data Science and Citizenship	4
THTR 337	Writing for Solo Performance	4
THTR 345	Devising Lab: Theatremaking for the Twenty-first Century	4
WRIT 205	Beginning Poetry Workshop	4
WRIT 206	Beginning Fiction Workshop	4
WRIT 207	Beginning Playwriting Workshop	4
WRIT 208	Beginning Narrative Nonfiction Workshop	4

Classics

Website: Classics (https://new.sewanee.edu/programs-of-study/classical-studies/)

Sewanee's Department of Classics prepares students to investigate the literature and culture of the Greco-Roman world, enabling them not only to appreciate texts and cultural artifacts but also to interrogate them critically. Students take part in a dynamic dialogue whose

roots in ancient culture continue to provide a foundation for confronting today's pressing issues. The department believes that the mastery of Greek and/or Latin provides the best window into the culture and ethos of the ancient world, and consequently each of our majors and minors is built upon this premise. Our emphasis on languages hones analytical skills and brings them to bear upon a nuanced awareness of our past, thus enriching our understanding of the present.

Departmental Programs and Opportunities

We are a member of Eta Sigma Phi, the national honorary collegiate society for students of Latin and/or Greek, and host a variety of activities during the year. The department awards the Green Medal in Latin and the Dwight Medal in Greek to meritorious majors upon graduation. The Charles M. Binnicker Endowment Fund for foreign study of classical languages provides aid to classics students who wish to study abroad.

Faculty

Professors: McCarter, McDonough, Papillon

Associate Professor: Holmes (Chair)

Majors

Majors

- Classical Languages (p. 86)
- Greek (p. 87)
- Latin (p. 88)

Minors

Minors

- Classical Languages (p. 86)
- Greek (p. 87)
- Latin (p. 89)

Classical Languages

Requirements for the Minor in Classical Languages

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
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	
Total Semester Hours		**24**

Classical Languages

Requirements for the Major in Classical Languages

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
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: [1]		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	
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

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).

2

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.

Student Learning Outcomes

A student majoring in Classical Languages will

1. Demonstrate mastery of Ancient Greek and/or Latin grammar, syntax, and vocabulary that permits accurate comprehension of texts written in the original language.
2. Explain finer points of interpretation and syntax in ancient writings.
3. Critically evaluate texts/culture in the context of the ancient world and various genres.
4. Demonstrate an understanding of ancient cultures in light of contemporary issues and/or modern, secondary research and recent scholarly trends.
5. Develop, write, and orally defend research papers that display these acquired skills.

Greek

Requirements for the Minor in Greek

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select any six courses in ancient Greek (GREK)		24
Total Semester Hours		**24**

Greek

Requirements for the Major in Greek

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select at least eight courses in Greek (GREK)		32
Select three additional courses in Greek (GREK), Latin (LATN), Classical Studies (CLST), or the following: [1, 2]		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	
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [3]		

1

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).

2

Greek majors planning graduate studies in classics should complete courses in Latin at least through 301.

3

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.

Student Learning Outcomes

A student majoring in Greek will

1. Demonstrate mastery of Ancient Greek grammar, syntax, and vocabulary that permits accurate comprehension of texts writing in the original language.
2. Explain finer points of interpretation and syntax in ancient writings.
3. Critically evaluate texts/culture in the context of the ancient world and various genres.
4. Demonstrate an understanding of ancient cultures in light of contemporary issues and/or modern, secondary research and recent scholarly trends.
5. Develop, write, and orally defend research papers that display these acquired skills.

Latin

Requirements for the Major in Latin

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
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: [1, 2]		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	
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [3]		

1

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).

2

Latin majors planning graduate studies in classics should complete courses in ancient Greek at least through 301.

3

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.

Student Learning Outcomes

A student majoring in Greek will

1. Demonstrate mastery of Latin grammar, syntax, and vocabulary that permits accurate comprehension of texts writing in the original language.
2. Explain finer points of interpretation and syntax in ancient writings.
3. Critically evaluate texts/culture in the context of the ancient world and various genres.
4. Demonstrate an understanding of ancient cultures in light of contemporary issues and/or modern, secondary research and recent scholarly trends.
5. Develop, write, and orally defend research papers that display these acquired skills.

Latin

Requirements for the Minor in Latin

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select four courses in Latin (LATN) numbered 300 or above		16
Total Semester Hours		**16**

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 (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: 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), Torreano

Associate Professors: L. Thompson, Watson

Assistant Professors: Dahlquist, Ezell, Powell

Majors

Majors

- Environment and Sustainability (p. 98)
- Forestry (p. 96)
- Geology (p. 92)
- Natural Resources (p. 99)

Minors

Minors

- Environmental Studies (p. 94)
- Forestry (p. 93)
- Geology (p. 93)

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
Course Requirements		
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: [1]		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 150	American Rivers	
GEOL 303	Soils (Lab)	
Total Semester Hours		**22**

1 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
Course Requirements [1]		
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 [1, 2]		20
Select three of the following courses: [3]		12
BIOL 203	Comparative Vertebrate Anatomy (Lab)	
BIOL 206	Plant Ecology (Lab)	
BIOL 210	Ecology (Lab)	
BIOL 213	Evolutionary Biology	
CHEM 121	General Chemistry I - Matter to Molecules (Lab)	
CHEM 122	General Chemistry II - Equilibrium to Electrochemistry (Lab)	
CHEM 151	Advanced General Chemistry I (Lab)	
CHEM 152	Advanced General Chemistry II (Lab)	
CHEM 201	Organic Chemistry I (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	
Total Semester Hours		**50**

Code	Title	Semester Hours
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.

1

Must include at least one writing intensive geology course.

2

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

3

Students interested in attending graduate school are encouraged to take additional foundational math and sciences courses.

Student Learning Outcomes

A student majoring in Geology will

1. Demonstrate ability to apply the scientific method (formulating and testing hypotheses, and interpreting and synthesizing data collected in the field and laboratory).
2. Demonstrate competence in the techniques and tools used to navigate, measure, analyze and study landscapes and the geologic features/resources they contain while in the field.
3. Demonstrate the ability to communicate clearly and effectively on a subject related to the discipline in both written and oral form.
4. Be able to describe, discuss and interpret natural landscapes, with a specific and developed emphasis on geologic and hydrologic features.
5. Properly evaluate and appraise policies and practices that impact the sustainable management specifically of geologic resources in the US and/or abroad.

Geology

Requirements for the Minor in Geology

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1,2]		
GEOL 121	Physical Geology (Lab)	4
Select four additional courses in Geology (GEOL) numbered 200 or above		16
Total Semester Hours		**20**

1

Students must achieve an average grade of C (2.00) or higher in the four required courses.

2

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
Course Requirements		
Select three of the following: [1,2]		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
Total Semester Hours		**16**

[1]

Students must have an average grade of C or higher in these four courses.

[2]

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
Course Requirements		
ENST 101	Introduction to Environmental Studies	4
Select five courses from the following two categories with at least two courses from each:		20
Humanities and Social Sciences (attribute ESHS)		
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	
ENGL 320	Poetry, Nature, and Contemplation	
ENGL 396	American Environmental Literature	
ENST 100	Walking the Land	
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 219	Environment, Conservation, and Policy Issues in Ecuador	
ENST 225	Environmental Challenges: Linking the Global to the Local	
ENST 230	Native Americans and Land Use	
ENST 254	Equitable Environmental Education	
ENST 306	Ecosystem Services	
ENST 317	Advanced Applications of GIS	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
ENST 338	Marine Policy and Conservation	
ENST 400	Environmental Arts and Humanities Capstone	

ENST 444	Independent Study
FORS 270	Water Resource Policy and Law
HIST 283	Environmental History
HIST 295	History of Southern Appalachia
HIST 421	The History of Sustainability and Sustainable Development
HIST 422	History of Conservation and Wilderness Preservation
HUMN 208	What is Nature?
PHIL 230	Environmental Ethics
POLS 260	Political Theory of the Environment
POLS 313	Environmental Politics and 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
Natural Sciences (attribute ESSC):	
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 221	Environmental Physiology of Plants (Lab)
BIOL 231	Environmental Public Health
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 130	Introduction to Earth Science (Lab)
ENST 209	Ecosystems of the Ocean
ENST 235	Freshwater Conservation
ENST 305	Ecological Integrity in Agriculture
ENST 306	Ecosystem Services
ESCI 205	Landscape Ecology
ESCI 215	Sound, Soundscapes, and the Environment
ESCI 220	The Science of Sustainability
ESCI 222	Data Storytelling and Sustainable Development
ESCI 240	Island Ecology (Lab)
ESCI 310	Oceanography
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)
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
Course Requirements [1]		
CHEM 121	General Chemistry I - Matter to Molecules (Lab)	4
or CHEM 151	Advanced General Chemistry I (Lab)	
FORS 121	Introduction to Forestry (Lab)	4
FORS 211	Dendrology (Lab)	4
FORS 262	Forest and Watershed Restoration (Lab)	4
FORS 303	Soils (Lab)	4
or FORS 314	Hydrology (Lab)	
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
Total Semester Hours		**46**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		
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.		

Footnotes

[1] 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
Forestry Major		
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
Geology Major		
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
Natural Resources and the Environment Major		
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

Student Learning Outcomes

A student majoring in Forestry will

1. Demonstrate ability to apply the scientific method (formulating and testing hypotheses, and interpreting and synthesizing data collected in the field and laboratory).
2. Demonstrate competence in the techniques and tools used to navigate, measure, analyze and study landscapes and the geologic features/resources they contain while in the field.
3. Demonstrate the ability to communicate clearly and effectively on a subject related to the discipline in both written and oral form.
4. Be able to describe, discuss and interpret natural landscapes, with a specific and developed emphasis on forests and hydrologic features.
5. Properly evaluate and appraise policies and practices that impact the sustainable management specifically of forest resources in the US and/or abroad.

Environment and Sustainability

Requirements for the Major in Environment and Sustainability

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
ENST 101	Introduction to Environmental Studies	4
ESCI 220	The Science of Sustainability	4
ENST 421	Environment and Sustainability Capstone	4
ECON 335	Environmental Economics	4
ENST 334	Environmental Policy and Law	4
or POLS 313	Environmental Politics and Policy	
Select one of the following:		4
BIOL 217	Experimental Design and Data Analysis in Biology (Lab)	
ENST 217	Fundamentals of GIS	
ESCI 222	Data Storytelling and Sustainable Development	
FORS 307	Biometrics	
STAT 100	Data Science and Citizenship	
STAT 204	Elementary Statistics	
In addition to any courses completed to fulfill the G5 requirement, select one course numbered 100 or above in Biology, Chemistry, Environmental Science, Forestry, Geology, or Physics. [1]		4
Select three additional approved electives to fulfill the designated focus topic [2]		12
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

ESCI 220 cannot be used to satisfy this requirement.

2

Students should select a focus in collaboration with their advisor and faculty mentors before the end of their second year. Any self-designed focus must be approved by the Environment and Sustainability Steering Committee prior to the junior year. 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 ultimate goal of the foci is to provide students with a cohesive interdisciplinary experience while preparing them to complete substantive capstone projects.

Student Learning Outcomes

A student majoring in Environment & Sustainability will:

1. Explain fundamental concepts from the social sciences (policy, economics and cultural values that motivate environmental thought, action and governance).
2. Identify and appraise fundamental principles in sustainability, and in particular, five global challenges (food systems, water, biodiversity loss, climate change and energy, and waste and pollution) with emphasis on the environmental justice dimensions of each challenge.
3. Demonstrate how addressing any environmental issue requires study and approaches from multiple perspectives and recognition of connections among disciplinary perspectives.
4. Apply the scientific method and/or social science research tools using real world data, including the formulation and testing of hypotheses and appropriate interpretation of data.
5. Analyze and evaluate a complex environmental challenge through the processes of problem identification, proposal development, project implementation, interpretation of results, review of literature and communication of integrated perspectives as written and oral arguments to both professional and lay audiences.

Natural Resources

Natural Resources 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

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
FORS 121	Introduction to Forestry (Lab)	4
GEOL 121	Physical Geology (Lab)	4
FORS 332	Oral Presentations	2
or GEOL 332	Oral Presentations	
Select 5 courses in Forestry (FORS) or Geology (GEOL) numbered 200 level or above [1, 2]		20
Select at least two lab science courses in BIOL, CHEM, ENST, ESCI, or PHYS		8
Select at least two elective courses from the following: [3, 4]		8
ANTH 332	Archaeological Resource Management and Policy	
Any course in Biology (BIOL)		
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)		
Total Semester Hours		**46**

1

Must include at least one writing intensive course (attribute GMWI).

2

A field camp or research experience that has been pre-approved by your major advisor may substitute for up to 4 credits

3

Any course throughout the college with overarching themes related to natural resources and the environment may be counted towards the major with prior approval by the faculty advisor and department chair.

4

Students are encouraged to take one or more courses with an emphasis on environmental economics and/or environmental policy and equitable stakeholder participation.

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

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.

Student Learning Outcomes

A student majoring in Natural Resources will

1. Demonstrate ability to apply the scientific method (formulating and testing hypotheses, and interpreting and synthesizing data collected in the field and laboratory).
2. Demonstrate competence in the techniques and tools used to navigate, measure, analyze and study landscapes and the geologic features/resources they contain while in the field.
3. Demonstrate the ability to communicate clearly and effectively on a subject related to the discipline in both written and oral form.
4. Be able to describe, discuss and interpret the comprehensive scope of natural landscapes (forests, geologic features, and hydrologic features).
5. Properly evaluate and appraise policies and practices that impact the sustainable management of all natural resources (arboreal, geological, and hydrological) in the US and/or abroad.

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 and Finance offers two majors (Economics and Finance) and one minor (Economics). 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 economics with core classes in the economic sub-field of finance and a robust spectrum of electives. Both majors are designed with an emphasis on data collection, visualization, and analytics, grounded in empirical research methodologies, requiring a strong foundation in statistics and programming.

The Economics major is designated as STEM (CIP code 45.0603).

Faculty

Professors: Blythe, Williams

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

Assistant Professors: Huang, Jing, Misra, Sherpa

Majors

Majors

- Economics (p. 101)
- Finance (p. 112)

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
Course Requirements		
ECON 120	Principles of Economics	4
Select one of the following: [1]		4

ECON 133	Principles of Econometrics	
STAT 204	Elementary Statistics	
Select three additional courses in Economics (ECON) numbered 200 or above		12
Total Semester Hours		**20**

1

This requirement should be completed during the sophomore year.

Economics

Requirements for the Major in Economics

The major requires successful completion of the following[1]:

Code	Title	Semester Hours
Course Requirements		
ECON 120	Principles of Economics [1]	4
ECON 133	Principles of Econometrics [1]	4
ECON 201	Microeconomic Theory [2]	4
ECON 202	Macroeconomic Theory [2]	4
ECON 233	Applied Econometrics [2]	4
ECON 410	Research Seminar [3]	4
Select one of the following: [1]		4
MATH 101	Calculus I	
MATH 102	Calculus II	
MATH 207	Multidimensional Calculus	
Select three additional courses in Economics numbered 300 or above (excluding ECON 450) [4]		12
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		

1

ECON 120, MATH 101, & ECON 133 are required in preparation for the core courses in the major and should be completed in your first three semesters at Sewanee.

2

ECON 201, ECON 202, and ECON 233 are the core of the economics major. All three of these courses must be taken at Sewanee, and should be completed as soon as possible, but no later than the junior year.

3

Taken in the fall semester of the senior year. This course fulfills the requirement for a writing intensive course in the major.

4

Ideally, at least two of these courses should be taken prior to the senior year.

5

All Economics majors are required to pass a written comprehensive exam. Each student will have to answer theoretical and applied questions, in both microeconomics and macroeconomics.

Honors

To be eligible for departmental honors, students must demonstrate distinguished performance in three areas: 1) major coursework; 2) the research seminar (ECON 410); 3) a thesis (ECON 450); and 4) the comprehensive examination. Distinguished performance is determined at the discretion of the department faculty, though a minimum grade point average of 3.33 is necessary in the area of major coursework. Students must apply to pursue the required honors thesis in the Easter semester of the junior year.

Student Learning Outcomes

A student majoring in Economics will

1. Demonstrate knowledge of foundational concepts and theories used in economics
2. Apply principles of quantitative analysis to economic research
3. Integrate knowledge from various courses across the economics curriculum
4. Communicate effectively in written form
5. Communicate effectively in oral form

English

Websites: Creative Writing (https://new.sewanee.edu/programs-of-study/creative-writing/), English (https://new.sewanee.edu/programs-of-study/english/)

The English major enables students to become fluent and expressive writers, critical and appreciative readers of literature, and imaginative thinkers. The curriculum offers a solid foundation in literary history, with attention to the full range of classical, British, American, and global traditions. This curriculum extends as well to the consideration of all standard literary genres, to selected special topics in literary study, and literary theory.

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: Batkie, Bruce, Engel, Grammer, Irvin (Chair), Malone, Michael, Tucker

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

Assistant Professors: Foy, Rai, Threatt, Whiteside, Wilder

Majors

Majors

- English (p. 103)
- Creative Writing - Fiction Track (p. 105)
- Creative Writing - Playwriting Track (p. 106)
- Creative Writing - Poetry Track (p. 107)

Certificate

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
Course Requirements		
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	
WRIT 405	Advanced Poetry Workshop	
WRIT 406	Advanced Fiction Workshop	
WRIT 407	Advanced Playwriting Workshop	
Select one additional literature or theatre course from the following (attribute CWLT): [1]		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 396	American Environmental Literature	
ENGL 397	Contemporary American Fiction	
ENGL 398	American Poetry Since World War II	
ENGL 399	World Literature in English	
THTR 114	Fundamentals of Design	
THTR 131	Fundamentals of Acting	
THTR 223	Global Theatre II: Modern and Contemporary Theatre	
THTR 337	Writing for Solo Performance	
THTR 351	Fundamentals of Directing	
Total Semester Hours		**16**

Code	Title	Semester Hours
Additional Requirements		
A capstone project [2]		

1

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.

2

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.

English

The English major enables students to become fluent and expressive writers, critical and appreciative readers of literature, and imaginative thinkers. The curriculum offers a solid foundation in literary history, with attention to the full range of classical, British, American, and global traditions. This curriculum extends as well to the consideration of all standard literary genres, to selected special topics in literary study, and literary theory.

Requirements for the Major in English

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select a minimum of nine courses in English (with the ENGL subject-code or ENGX attribute) [1]		36
Total Semester Hours		**36**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

All majors are encouraged to take one or two courses at the 200 level before moving to upper-level (300 and 400 level) courses. There is no distinction of form or difficulty between 300 and 400 level courses. Every English major must take at least one course that is Writing Intensive in the Major (GMWI).

2

The exam must be taken in the final semester of enrollment. The exam requires coverage in five categories of literature, divided by historical and geographical categories. You can find a guide to these categories here (https://new.sewanee.edu/programs-of-study/english/resources/help-for-advising-and-registration/).

Honors

During the summer before their final year, an English major with an average of 3.60 or better in English courses may apply to enter the honors process (students with a 3.5 may appeal). An honors project is an extended research project (usually between 35-50 pages). It involves extended and directed work on literature: it is the kind of experience in which professional literary critics engage to produce research, such as journal articles and book chapters. Students accepted into the honors process will be assigned a faculty mentor and take ENGL451: Honors Tutorial in the Advent semester of their final year. Upon successful completion of that course and the approval of their mentor, they will take the 2-credit ENGL452. Those who complete their project and gain at least a B on the English comprehensive exam will participate in an oral defense of their thesis.

Code	Title	Semester Hours
Courses with ENGL attribute:		
AFST 320	Black Autobiography in the United States	4
AFST 351	Toni Morrison	4

Student Learning Outcomes

A student majoring in English will

1. Demonstrate a detailed knowledge of the texts as detailed on the department's reading list for majors and an ability to place them in a variety of historical, social, political, critical, and theoretical contexts.
2. Demonstrate an ability to carry out independent and sustained research at an advanced level into the primary texts using a variety of resources (including academic libraries and online materials), and engage criticism about those texts, in satisfaction of GMWI.
3. Demonstrate an ability to comprehend a range of theoretical and methodological approaches to the contemporary period.
4. Demonstrate the ability to deploy interpretive and analytical strategies in areas and topics not previously studied.

English Literature before 1800

The following courses represent 300-level English course focusing on literature from the period before 1800 approved to satisfy requirements in the Creative Writing Major's Poetry Track and Fiction Track.

Code	Title	Semester Hours
English Literature before 1800 (attribute ENGP)		
ENGL 301	Old English Language and Literature	4
ENGL 347	Old English Literature	4
ENGL 348	Middle English Literature	4
ENGL 352	Chaucer	4

ENGL 353	English Drama to 1642	4
ENGL 354	Early Women's Voices	4
ENGL 356	Shakespeare Seminar	4
ENGL 357	Shakespeare I	4
ENGL 358	Shakespeare II	4
ENGL 359	Renaissance Literature I	4
ENGL 360	Renaissance Literature II	4
ENGL 362	Milton	4
ENGL 365	The Restoration and Eighteenth Century	4
ENGL 367	Inventing the British Novel	4
ENGL 369	Authorship and Authority in 18th Century Britain	4

Creative Writing - Fiction Track

Requirements for the Major in Creative Writing - Fiction Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one English course with the GFWI attribute [1]		4
Select one of the approved 300-level English courses focusing on literature from the period before 1800 (attribute ENGP) (p. 104)		4
Select three additional 300-level English courses [1]		12
WRIT 206	Beginning Fiction Workshop	4
WRIT 211	Forms of Fiction	4
WRIT 306	Intermediate Fiction Workshop	4
WRIT 406	Advanced Fiction Workshop	4
Select one of the following:		4
WRIT 205	Beginning Poetry Workshop	
WRIT 207	Beginning Playwriting Workshop	
WRIT 208	Beginning Narrative Nonfiction Workshop	
Select one of the following:		4
WRIT 210	Forms of Poetry	
WRIT 215	Forms of Drama	
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [2]		

1

English courses have either the ENGL subject-code or the ENGX attribute

2

The comprehensive exercise for Creative Writing majors includes the following: the creation of a capstone project in a specific genre, working with a faculty advisor; a formal essay placing that capstone within a larger understanding of contemporary creative writing, focusing on both form and content; and an oral presentation of the capstone.

Student Learning Outcomes

A student majoring in Creative Writing will

1. Describe and appraise the ways in which literature is made, as well as the social and historical contexts and traditional and contemporary forms that inform effective creative writing.
2. Create artistic work that utilizes craft and technique to effectively articulate ideas and experience.

3. Distinguish and appraise their own creative writing within literary contexts regarding specific artists, styles, or movements.
4. Present their creative work in a formal setting, utilizing both craft and a knowledge of forms and techniques to engage an audience.
5. Demonstrate a familiarity with styles, forms and techniques—both traditional and current—and incorporate this familiarity into effective critical feedback on the artistic works of their peers.

Creative Writing - Playwriting Track

Requirements for the Major in Creative Writing - Playwriting Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one English course with the GFWI attribute [1]		4
Select three of the following:		12
ENGL 330	The Life and Literature of Tennessee Williams	
ENGL 357	Shakespeare I	
ENGL 358	Shakespeare II	
ENGL 390	Power Plays: Modern and Contemporary Drama	
CLST 200	Classical Drama	
Select three of the following:		12
THTR 114	Fundamentals of Design	
THTR 131	Fundamentals of Acting	
THTR 223	Global Theatre II: Modern and Contemporary Theatre	
THTR 337	Writing for Solo Performance	
THTR 351	Fundamentals of Directing	
WRIT 207	Beginning Playwriting Workshop	4
WRIT 215	Forms of Drama	4
WRIT 307	Intermediate Playwriting Workshop	4
WRIT 407	Advanced Playwriting Workshop	4
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [1]		

1

English courses have either the ENGL subject-code or the ENGX attribute

2

The comprehensive exercise for Creative Writing majors in the Playwriting track includes the following: the creation of a play, working with a faculty advisor; a formal essay placing that play within a larger understanding of contemporary creative writing, focusing on both form and content; and a reading of the play with actors.

Student Learning Outcomes

A student majoring in Creative Writing will

1. Describe and appraise the ways in which literature is made, as well as the social and historical contexts and traditional and contemporary forms that inform effective creative writing.
2. Create artistic work that utilizes craft and technique to effectively articulate ideas and experience.
3. Distinguish and appraise their own creative writing within literary contexts regarding specific artists, styles, or movements.
4. Present their creative work in a formal setting, utilizing both craft and a knowledge of forms and techniques to engage an audience.
5. Demonstrate a familiarity with styles, forms and techniques—both traditional and current—and incorporate this familiarity into effective critical feedback on the artistic works of their peers.

Creative Writing - Poetry Track

Requirements for the Major in Creative Writing - Poetry Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one English course with the GFWI attribute [1]		4
Select one of the approved 300-level English courses focusing on literature from the period before 1800 English Literature before 1800 (attribute ENGP) (p. 104)		4
Select three additional 300-level English courses [1]		12
WRIT 205	Beginning Poetry Workshop	4
WRIT 210	Forms of Poetry	4
WRIT 305	Intermediate Poetry Workshop	4
WRIT 405	Advanced Poetry Workshop	4
Select one of the following:		4
WRIT 206	Beginning Fiction Workshop	
WRIT 207	Beginning Playwriting Workshop	
WRIT 208	Beginning Narrative Nonfiction Workshop	
Select one of the following:		4
WRIT 211	Forms of Fiction	
WRIT 215	Forms of Drama	
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [1]		

1

English courses have either the ENGL subject-code or the ENGX attribute

2

The comprehensive exercise for Creative Writing majors in the Poetry track includes the following: the creation of a capstone project in a specific genre, working with a faculty advisor; a formal essay placing that capstone within a larger understanding of contemporary creative writing, focusing on both form and content; and an oral presentation of the capstone.

Student Learning Outcomes

A student majoring in Creative Writing will

1. Describe and appraise the ways in which literature is made, as well as the social and historical contexts and traditional and contemporary forms that inform effective creative writing.
2. Create artistic work that utilizes craft and technique to effectively articulate ideas and experience.
3. Distinguish and appraise their own creative writing within literary contexts regarding specific artists, styles, or movements.
4. Present their creative work in a formal setting, utilizing both craft and a knowledge of forms and techniques to engage an audience.
5. Demonstrate a familiarity with styles, forms and techniques—both traditional and current—and incorporate this familiarity into effective critical feedback on the artistic works of their peers.

Environmental Studies

Website: Environmental Studies (https://new.sewanee.edu/programs-of-study/environmental-studies/)

At Sewanee, we don't offer a single environmental studies major. The curriculum of Sewanee's Integrated Program in the Environment (SIPE) spans the 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. Instead, Sewanee offers six environmental majors: Ecology and Biodiversity

(in the Biology Department); Environmental Arts and Humanities (an interdisciplinary program); Environment and Sustainability (an Interdisciplinary major in Earth and Environmental Systems); Forestry; Geology, and Natural Resources and the Environment (in Earth and Environmental Systems Department). Students can also add an environmental focus to other majors through one of our five minors and the Environmental tracks of the International and Global Studies (IGS) major and the Environmental Business minor. SIPE'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 environmental study 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 a working farm, woodlands, lakes, trails, caves, and bluffs that surround the central campus and encompass the residential village of Sewanee. Students can gain hands-on experience by working with the Office of Environmental Stewardship and Sustainability (OESS) or conducting environmental research supported by SIPE. Beyond the domain and surrounding communities, there are multiple environmental field courses and study abroad programs, including Ecuador Global Environmental Challenges; Island Ecology Program; and Global Environmental Change Field Studies in New Zealand.

Faculty

Professors: Bachman, S. Brown, Durig, Evans, Knoll (Chair), Malde, McGrath, Michael, S. Miller, Peters, Pond, Ray, Torreano, Willis, Zigler

Associate Professors: Carter, Cecala, Elrod, Levine

Majors

The College of Arts and Sciences offers three majors focused on the environment:

- Environmental Arts and Humanities (p. 109) (offered through the Environmental Studies Program)
- Environment and Sustainability (p. 98) (offered through the Department of Earth and Environmental Systems)
- Natural Resources (p. 99) (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. 94) (offered through the Department of Earth and Environmental Systems)
- Religion and Environment (p. 111) (offered through the Environmental Studies Program)

Certificate

The certificate of curricular study in watershed science is designed for students interested in gaining a better understanding of the interactions among the physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses that focus on water resources and watershed science. In addition to hydrology, students take at least one half-course in applied watershed science, and choose additional watershed science courses from a list that contains offerings in a variety of disciplines, including biology, chemistry, forestry, geology, and environmental studies. Each student completes the certificate with the watershed science capstone course, a multidisciplinary, project oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watersheds, the relationship between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. The capstone project may be a semester project created solely for the capstone, or may begin as a watershed-related summer internship project that is further developed by the student during an academic semester.

Students who obtain the certificate will be better prepared to pursue graduate training in watershed science and other hydrologic disciplines, or to begin careers associated with watershed science and management.

Students deciding to pursue the certificate should contact one of the faculty members of the Watershed Science Certificate Organizing Committee to develop his or her study plan. The organizing committee is also available to help a student identify his or her area of emphasis and primary faculty supervisor for the ESCI 430; together the student and primary supervisor identify the second discipline and arrange to work with a faculty member in that area.

Requirements for the Certificate in Watershed Science

The certificate of curricular study requires successful completion of the following:

Code	Title	Semester Hours
ESCI 430	Watershed Science Capstone	4
FORS/GEOL 314	Hydrology (Lab)	4
Select one of the following:		2
ESCI 444	Independent Study	
FORS 260	Forest Watershed Measurements	
GEOL 315	Watershed Contaminant Hydrology	
Select 12 hours from the following:		12
BIOL 210	Ecology (Lab)	
BIOL 237	Freshwater Biology (Lab)	
ENST 217	Fundamentals of GIS	
ENST 235	Freshwater Conservation	
ENST 317	Advanced Applications of GIS	
ESCI 240	Island Ecology (Lab)	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 270	Water Resource Policy and Law	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
GEOL 150	American Rivers	
GEOL 303	Soils (Lab)	
Total Semester Hours		**22**

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
Course Requirements [1]		
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
Culture and History (attribute ESCH)		

ANTH 218	Archaeology of North America	
ANTH 285	Anthropology and Environmental Justice	
ANTH 298	Ecological Anthropology	
ANTH 320	One Health	
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	
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 254	Equitable Environmental Education	
ENST 350	"Nature" Writing	
ENST 351	Field Studies in "Nature" Writing	
GRMN 313	Special Topics in the Environment and Sustainability	
HIST 283	Environmental History	
HIST 295	History of Southern Appalachia	
HIST 323	The Many Faces of Sewanee	
HIST 421	The History of Sustainability and Sustainable Development	
HIST 422	History of Conservation and Wilderness Preservation	
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	
Religion and Values (attribute ESRV)		
ANTH 312	Place, Ritual, and Belief	
ARTH 305	Sacred Arts of Japan	
ARTH 309	Sacred Arts of China	
PHIL 230	Environmental Ethics	
POLS 260	Political Theory of the Environment	
RELG 118	Climate, Kith and Kin	
RELG 305	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 353	Greening Buddhism	
Arts, Landscape, and Design (attribute ESAL)		
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	
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 307	Food and Agriculture Policy	
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	Topics in Contemporary Chemistry	
CHEM 112	Chemistry of Art and Artifacts	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
CHEM 151	Advanced General Chemistry I (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
Additional Requirements		
A comprehensive examination		

1

ENST 217 is strongly recommended as an elective outside the major.

2

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

Student Learning Outcomes

A student majoring in Environmental Arts & Humanities will

1. Examine the Anthropocene primarily through the concepts and theory of the fields of anthropology, archaeology, art, art history, history, literature, philosophy and religion.
2. Engage in integrative transdisciplinary analysis and dialogue to interpret ecological subjects through the Humanities.
3. Develop and demonstrate the ability to make science-based study of environmental studies understandable and relatable to nonscientists.
4. Develop and demonstrate written communication and oral presentation skills.
5. Develop an original senior capstone project that illuminates an environmental issue.

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
Course Requirements		
ENST 101	Introduction to Environmental Studies	4
ENST 431	Practicum in Religion and the Environment	2
PHIL 230	Environmental Ethics	4
Select two of the following:		6-8
CEMT 561	Climate Ethics	
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	
POLS 313	Environmental Politics and Policy	
Total Semester Hours		**20-22**

Finance

Requirements for the Major in Finance

The major requires successful completion of the following[I]:

Code	Title	Semester Hours
Course Requirements		
ECON 201	Microeconomic Theory	4
ECON 202	Macroeconomic Theory	4
ECON 233	Applied Econometrics	4
FINC 201	Corporate Finance	4
FINC 301	Investments	4
FINC 410	Advanced Security Analysis	4
PHIL 232	Business Ethics	4
Select one of the following:		4
MATH 101	Calculus I	
MATH 102	Calculus II	
MATH 207	Multidimensional Calculus	
PHIL 232	Business Ethics	4
Select one of the following:		4
ECON 233	Applied Econometrics	
STAT 214	Statistical Modeling	
Select three courses from the following two groups with at least one course from Group A:		12
Group A		
FINC 302	Derivatives and Fixed Income Securities	
FINC 305	Financial Modeling	
Group B		
ECON 301	Money and Banking	
ECON 315	Industrial Organization and Public Policy	
ECON 320	Behavioral Economics	
ECON 326	Growth Theory	
ECON 336	Energy Economics	
ECON 341	Game Theory	
ECON 344	International Finance	
FINC 304	Entrepreneurial Finance	
FINC 310	Real Estate Finance	
Total Semester Hours		**52**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

Students may not declare a double major in Economics and Finance.

2

All Finance majors are required to pass a written comprehensive exam. Each student will have to answer theoretical and applied questions.

Student Learning Outcomes

A student majoring in Finance will

1. Demonstrate knowledge of foundational concepts and theories used in economics and finance
2. Apply principles of quantitative analysis to financial investments
3. Integrate knowledge from various courses across the finance curriculum
4. Communicate effectively in written form
5. Communicate effectively in oral form

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

Associate Professor: J. Thompson

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.

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
Course Requirements		
FREN 300	Advanced French [1]	4
FREN 350	Writing and Speaking French [2]	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 490	Senior Seminar	4
Select at least two of the following 400-level seminar courses in French and French Studies (attribute FRSM):		8
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	
FREN 422	Langue, Littérature, Culture in Nantes	
Select from the following course groupings offered through an approved program in a French-speaking country [3]		**10-12**
Option A: Participation in the Sewanee-in-France Program		
FREN 422	Langue, Littérature, Culture in Nantes	
Two seminars offered by the Sewanee-in-France Program		
Option B: Participation in an Approved, Semester-Long Study Abroad Program		
One 400–level seminar (attribute FREN)		
Two pre-approved seminars offered by the study abroad program		
Option C: Participation in an Approved, Summer-Long Study Abroad Program		
Two 400-level seminars (attribute FREN)		
One pre-approved seminar offered by the study abroad program		
Total Semester Hours		**34-36**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		
A three-page thesis proposal submitted in Easter semester of the senior year (Comprehensive Examination Period) [4]		

1

Students who begin French language study in a course higher than FREN 300 will automatically receive credit for this course.

2

Students may receive credit for this course through participation in an approved study abroad program.

3

Majors must study in a French-speaking country, preferably via the fall semester Sewanee-in-France Program (SIF). In exceptional cases, where study abroad is impossible, the student may petition to take three additional 400-level courses (12 credits) with the attribute FREN.

4

During their final semester, majors participate in the FREN 490 seminar. In this course, they will research and complete a sustained piece of writing in French on a subject of their own choosing, relating it to a course taken by a Sewanee Professor of French and French Studies.

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.

Student Learning Outcomes

A student majoring in French & French Studies will

1. Demonstrate confidence in spoken French.
2. Develop competence in written French.
3. Be conversant with the history and culture of both France and francophone countries.
4. Demonstrate analytical thinking skills as well as the ability to define and justify a particular point of view (demonstrated through a final thesis that is the culmination of the intellectual interests and personal convictions that have arisen from their study of things French).

Minor

Requirements for the Minor in French and French Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
FREN 300	Advanced French [1]	4
FREN 350	Writing and Speaking French	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	4
Select one of the following 400-level seminar courses in French and French Studies (attribute FRSM)		4
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	
FREN 422	Langue, Littérature, Culture in Nantes	
Select from the following course groupings offered through an approved program in a French-speaking country [3]		**6-8**
Option A: Participation in the Sewanee-in-France Program		
Two seminars offered by the Sewanee-in-France Program		
Option B: Participation in an Approved, Semester-Long Study Abroad Program		
Two pre-approved seminars offered by the study abroad program		
Option C: Participation in an Approved, Summer-Long Study Abroad Program		
One 400-level seminar (attribute FRSM)		
One pre-approved seminar offered by the study abroad program		
Total Semester Hours		**22-24**

1
Students who begin French language study in a course higher than FREN 300 will automatically receive credit for this course.

2
Students may receive credit for this course through participation in an approved study abroad program.

3
Minors must study in a French-speaking country, preferably via the fall semester Sewanee-in France Program (SIF). In exceptional cases, where study abroad is impossible, the student may petition to take two additional 400-level courses (8 credits) with the attribute FREN.

Off-Campus Study

Sewanee Semester in France

The Sewanee-in-France program applies place-based learning abroad, using Nantes—the first French city awarded the title European Green Capital—as a rich field laboratory. Through on-site examination in France, students experience first-hand that which can only be approached textually and via images and film from Sewanee. Classes meet at the IES (Institute for the International Education of Students) Abroad Nantes Center, where instruction is offered by a Sewanee faculty member and IES's excellent teaching staff. The program includes several weekend trips within Brittany, Normandie, and the Loire Valley, including visits to Mont Saint-Michel, Clisson, Tours, and Vannes. Besides weekly cultural opportunities to attend plays, concerts, and dance performances in the city, Sewanee-in-France participants also enjoy excursions in and around Nantes as well as a weekend-long trip to Paris. The program consists of the following:

Code	Title	Semester Hours
Course Requirements		
FREN 322	Langue, Littérature, Culture in Nantes	4

Four additional courses taught by IES faculty

German and German Studies

Website: German and German Studies (https://new.sewanee.edu/programs-of-study/german-and-german-studies/)

Beginning with the first semester, the German and German Studies curriculum at The University of the South integrates German language learning with developing a deeper understanding of cultures and cultural production in German-speaking countries. Through exploring the spatial and human diversity of these countries, students develop increasingly complex skills for analyzing and communicating in German and gain awareness of their own cultural norms and assumptions. Students achieve cross-cultural competency and practice communicative strategies in a variety of settings, including coursework, the weekly German Table, German House events, and formal presentations and workshops. Over the course of the curriculum, students acquire advanced writing skills in German in multiple genres, culminating in a capstone project where students design and write their own thematic magazine which they critically analyze during the oral comprehensive exams.

Many courses in our German program contribute to other interdisciplinary programs such as International and Global Studies (INGS), Women's and Gender Studies (WMST), Film Studies (FILM), and Environmental Humanities and relevant courses in departments such as Art and Art History, History, and Philosophy can count towards a minor or major in German and German Studies.

Placement

Students who have completed two or more years of German in secondary school must take the departmental placement examination. Students who elect to enroll at a course beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course.

German House

Residents of the German House engage with German cultures and language by building a space and community that facilitates awareness and understanding of everything German, both for themselves and the larger community. Residents also work with the German Co-Curricular Activities Director to host long-standing events like Oktoberfest and Maifest, and shape the House's purpose and offerings by organizing other cultural, academic, and/or social activities related to German culture and language, whether independently or in collaboration with other campus groups and resources.

Faculty

Associate Professors: Allingham, Apgar (Chair)

Major

Majors

German and German Studies - Literature and Culture Track (p. 118)

German and German Studies - Interdisciplinary Track (p. 118)

Minor

Minors

German and German Studies - Literature and Culture Track (p. 120)

German and German Studies - Interdisciplinary Track (p. 119)

Off-Campus Study

Study Abroad

Students can apply for Deutsch in Deutschland (DiD) language courses in Berlin, Munich and Frankfurt that are supported by a generous grant through the Jackson-Cross scholarship program. The Summer in Berlin program has been introduced in conjunction with DiD. Semester- and year-long study abroad opportunities exist through the Federation of German-American Clubs and with

Sewanee's partner university in Germany, the Otto-Friedrich-Universität in Bamberg. At the end of each semester and with the comprehensive examination, students' language proficiency is assessed regularly according to national standards.

Major - Interdisciplinary Track

Requirements for the Major in German and German Studies - Interdisciplinary Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select two courses with a focus on Cultural Inquiry (attribute GECI):		8
GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	
GRMN 311	Cultural Inquiry: Narratives and Belonging	
GRMN 312	Cultural Inquiry: Pop Culture and Society	
GRMN 313	Special Topics in the Environment and Sustainability	
Select one course in German or German Studies taught in English (attribute G6GM or GEEL)		4
Select three courses in German or German Studies taught in German		12
Select three additional courses in German or German Studies [2]		12
GRMN 401	Seminar in German and German Studies	4
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

This major begins at placement.

2

These courses may be taught in English (attribute G6GM or GEEL)

Honors

Students who have performed with distinction may apply in their penultimate semester for departmental honors. If approved, they are requested to write a research paper in connection with a two- or four-credit independent study (GRMN 444). Students demonstrating excellence in both this paper and their written comprehensive examinations are awarded departmental honors.

Student Learning Outcomes

A student majoring in German & German Studies will

1. Critically analyze and construct arguments about cultural products and texts (cinematic, literary, and visual).
2. Identify and interpret cultural practices as meaningful sites for the articulation of identities and the negotiation of values.
3. Communicate effectively in the target language across several modes, including written, interpersonal, presentational, and interpretive.
4. Demonstrate disciplinary flexibility by working within and across disciplines to investigate questions related to German-speaking cultures.
5. Demonstrate cultural awareness, intercultural competence, and global perspective through the exploration of the target culture and reflection on one's own cultural assumptions.

Major - Literature and Culture Track

Requirements for the Major in German and German Studies - Literature and Culture Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select two courses with a focus on Textual Inquiry (attribute GETI):		8
GRMN 321	Textual Inquiry: Literature in Context, 1750-1900	
GRMN 322	Textual Inquiry: Literature in Context, 1900 to the Present	
GRMN 324	Reading Berlin	
Select two courses with a focus on Cultural Inquiry (attribute GECI):		8
GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	
GRMN 311	Cultural Inquiry: Narratives and Belonging	
GRMN 312	Cultural Inquiry: Pop Culture and Society	
GRMN 313	Special Topics in the Environment and Sustainability	
Select one course in German or German Studies taught in English (attribute G6GM or GEEL)		4
Select one course in German or German Studies taught in German		4
Select two additional courses in German or German Studies [2]		8
GRMN 401	Seminar in German and German Studies	4
Total Semester Hours		**36**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

A period of study in Germany, Austria, or Switzerland. This may include internships.

1

This major begins at placement.

2

These courses may be taught in English (attribute G6GM or GEEL)

Honors

Students who have performed with distinction may apply in their penultimate semester for departmental honors. If approved, they are requested to write a research paper in connection with a two- or four-credit independent study (GRMN 444). Students demonstrating excellence in both this paper and their written comprehensive examinations are awarded departmental honors.

Student Learning Outcomes

A student majoring in German & German Studies will

1. Critically analyze and construct arguments about cultural products and texts (cinematic, literary, and visual).
2. Identify and interpret cultural practices as meaningful sites for the articulation of identities and the negotiation of values.
3. Communicate effectively in the target language across several modes, including written, interpersonal, presentational, and interpretive.
4. Demonstrate disciplinary flexibility by working within and across disciplines to investigate questions related to German-speaking cultures.
5. Demonstrate cultural awareness, intercultural competence, and global perspective through the exploration of the target culture and reflection on one's own cultural assumptions.

Minor - Interdisciplinary Track

Requirements for the Minor in German and German Studies - Interdisciplinary Track

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select one course with a focus on Cultural Inquiry (attribute GECI):		4

GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	
GRMN 311	Cultural Inquiry: Narratives and Belonging	
GRMN 312	Cultural Inquiry: Pop Culture and Society	
GRMN 313	Special Topics in the Environment and Sustainability	
Select one course in German or German Studies taught in English (attribute G6GM or GEEL)		4
Select one course in German or German Studies taught in German		4
Select two additional courses in German or German Studies [2]		8
Total Semester Hours		**20**

1

This minor begins at placement.

2

These courses may be taught in English (attribute G6GM or GEEL)

Minor - Literature and Culture Track

Requirements for the Minor in German and German Studies - Literature and Culture Track

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select one course with a focus on Textual Inquiry (attribute GETI):		4
GRMN 321	Textual Inquiry: Literature in Context, 1750-1900	
GRMN 322	Textual Inquiry: Literature in Context, 1900 to the Present	
GRMN 324	Reading Berlin	
Select one course with a focus on Cultural Inquiry (attribute GECI):		4
GRMN 310	Cultural Inquiry: The Magic and Meanings of Fairy Tales	
GRMN 311	Cultural Inquiry: Narratives and Belonging	
GRMN 312	Cultural Inquiry: Pop Culture and Society	
GRMN 313	Special Topics in the Environment and Sustainability	
Select one course in German or German Studies taught in English (attribute G6GM or GEEL)		4
Select two additional courses in German or German Studies [2]		8
Total Semester Hours		**20**

1

This minor begins at placement.

2

These courses may be taught in English (attribute G6GM or GEEL)

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: Mansker, McEvoy, Register, Ridyard, Roberts, Turrell, Whitmer (Chair), Willis

Associate Professors: Levine, Mitchell

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
Course Requirements		
Select at least one History (HIST) course from each of the following four categories: [1]		
Exploring Past and Present (attribute G4) (p. 125) [2]		
Focus on the period before 1700 (attribute HIPR) (p. 125)		
Focus on the period after 1700 (attribute HIPO) (p. 123)		
Focus on an area outside Europe and the United States (attribute HINW) (p. 123)		
Seven full courses in History (HIST) at or above the 200 level		28
HIST 291	Thinking Historically, Making History: Approaches, Sources, Places	4
One course in History (HIST) at or above the 300 level [3]		4
HIST 452	Senior Seminar [4,5]	4
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		
A grade point average (GPA) of 2.00 in all History (HIST) courses is required		

1

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.

2

AP or IB credit may fulfill this requirement.

3

Must be completed prior to HIST 452. Students are encouraged to take more than one course at the 300- or-400 level as they decide what kind of project to pursue in HIST 452.

4

A grade of C or better on the senior research paper is required.

5

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

One course in History (HIST) at or above the 300-level

With their advisors, History majors will identify themes or fields of interest that cut across geographical regions and time periods. They will take at least one course at the 300- or 400-level—linked to a theme of interest—before enrolling in HIST 452. In the context of a HIST 300- or 400-level course, majors will create a foundation for the capstone project they will develop in HIST 452. We understand this to mean that the major's senior project will emerge from engagement with primary source materials or relevant historiography explored in the context of a 300- or 400-level HIST course. Majors are encouraged to take more than one course at the 300- or-400 level as they decide what kind of project to pursue in HIST 452.

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.

Student Learning Outcomes

A student majoring in History will

1. Demonstrate understanding of diverse histories, methods and periods having completed a broad selection of introductory and advanced courses.
2. Evaluate and ask historical questions in a way that demonstrates an understanding of the discipline.
3. Distinguish between primary sources and secondary sources used in the writing of history and use each appropriately.
    a. Analyze a primary source as a product of a particular historical context.
    b. Critically appraise a secondary source, taking into account primary sources used by the historian, methodology, logic of the argument, and major interpretations in the field.
4. Present research and analysis clearly in written form, including the ability to construct an argument by marshaling evidence in an appropriate and logical fashion.
5. Present research findings and defend historical analysis (question, argument and rationale) clearly in oral form.

Minor

Requirements for the Minor in History

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
HIST 291	Thinking Historically, Making History: Approaches, Sources, Places	4

Select four courses in history (HIST) numbered 200 or above (excluding HIST 352, HIST 452, HIST 440, and HIST 444)	16
Total Semester Hours	**20**

1

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
Focus on an area outside Europe and the United States (attribute HINW)		
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 348	The Mexican Revolution	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 385	Political Islam	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

History Courses Focused on the Period after 1700

Code	Title	Semester Hours
Focus on the period after 1700 (attribute HIPO)		
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 134	Childbirth in Europe and the Colonial Caribbean	4
HIST 141	The American Family in History and Myth	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 282	From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics	4
HIST 297	History of the Middle East II	4
HIST 306	European Celebrity and Fan Culture	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 348	The Mexican 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 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 385	Political Islam	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 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
Focus on the period before 1700 (attribute HIPR)		
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	Europe from the First Crusade to the Black Death	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
HIST 495	War and Society in Ancient Greece and Rome	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
Exploring Past and Present (attribute G4)		
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 Biological Anthropology and Archaeology	4
ANTH 109	World Prehistory	4
ANTH 218	Archaeology of North America	4
ANTH 298	Ecological Anthropology	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 120	Principles of Economics	4
ENST 200	Introduction to Environmental Arts and Humanities	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
FYRP 135	The Indigenous Domain: Native Histories and Futures	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 356	Nazis and Nazisploitation	4
HIST 100	Making History	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 136	Decolonize the Museum!	4
HIST 138	Black Atlantic	4
HIST 139	Citizenship in Indian Country	4
HIST 141	The American Family in History and Myth	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 282	From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics	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 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	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	People, Culture, and Society in the Middle East and North Africa	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 108	Globalization and Culture in Africa	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	People, Culture, and Society in the Middle East and North Africa	4
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	4
INGS 316	Global Migration and Border Crises	4

INGS 319	Ecologies of the Middle East and North Africa	4
INGS 325	Globalization and the Challenges of Development in Ghana	4
INGS 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	4
POLS 101	American Government and Politics	4
POLS 103	Comparative Politics	4
POLS 105	Introduction to Political Theory	4
POLS 150	World Politics	4
POLS 206	State Politics	4
POLS 207	The Political Agenda	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	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	Introduction to 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, Grammer, Malone, McCarter, McDonough, S. Miller, Moser, O'Rourke, Papillon, Peters, Raulston, Whitmer

Associate Professors: Ettensohn (Chair), Rung, J. Thompson, Thurman

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
Course Requirements		
Two 100-level Humanities (HUMN) courses		8
Two 200-level Humanities (HUMN) courses		8
HUMN 380	Seminar	4
Total Semester Hours		**20**

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, Sanchez-Imizcoz

Associate Professors: Asiedu-Acquah (Chair), Rung

Assistant Professors: McCray, Panetta

Major

Planning a Program of Study

The major in international and global studies requires completion of ten full courses, an abroad experience, language training, and a comprehensive exercise to be completed in the senior seminar. All students must take INGS 200 (typically taken in the spring of the sophomore year), and INGS 400 (always taken in the fall of the senior year). The remaining eight courses are electives distributed as described below under "options." No independent study courses will be counted toward the major.

Thematic and Geographic Electives

The eight elective courses must be distributed evenly between thematic and geographic subcategories with no fewer than two courses in any single subcategory, and no more than four in any single subcategory. Students may not split both thematic and geographic subcategories. International and Global Studies is intentionally interdisciplinary and therefore no more than four of the eight elective courses may be taken from any one department with the exception of courses with the INGS prefix. The chart below illustrates the range of three elective distribution options available to students:

Options	Thematic Sub-category	Geographic Sub-category
1	4	4
2	4	2/2
3	2/2	4

Study Abroad Requirement

The ideal abroad experience is one that allows students to experience a semester-long immersion in a cultural, social, and linguistic milieu different from their own. However, majors also spend summers abroad studying, doing research or an internship, or working. Many have more than one abroad experience, combining a semester of study abroad with summer internships or other kinds of work. Whatever abroad experience is chosen, it must take place in the geographic area of focus in the major and must be completed before the fall of the senior year. The program will accept a total of three elective courses from a semester abroad, and four elective courses from a

year abroad, as well as any language courses taken. In the rare case where a student is unable to study abroad, the student must petition the international and global studies program committee by the spring of their junior year to be allowed to fulfill this requirement by taking one extra course in their geographic area at the 300-level or above plus one additional language course in any non-English language, which is in addition to the foreign language requirement below.

Foreign Language Requirement

The foreign language requirement for the major in International and Global Studies is distinct from and in addition to Learning Objective 6 of the General Education Program (Comprehending Cross-Culturally: Language and Global Studies). While the same classes may often be used to satisfy both requirements, students majoring in International and Global Studies must fulfill the foreign language requirement described below in addition to completing General Education Learning Objective 6, which is compulsory for an undergraduate degree.

The three options for completing the major's foreign language requirement are follows:

Option 1
One foreign language course with the G6 course attribute (p. 42) PLUS a second foreign language course in the same language numbered 300 or higher that is not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 140).

Option 2
One foreign language course with the G6 course attribute (p. 42) PLUS a second foreign language course in a different language at any level that is not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 140).

Option 3
One foreign language course numbered 203 PLUS two additional foreign language courses in one or two different languages at any level that are not taught in English. Courses offered by foreign language departments and programs that **may not** be used to satisfy this requirement may be found here (p. 140).

None of the culturally-specific courses (p. 43) 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
Course Requirements		
INGS 200	Introduction to International and Global Studies [1]	4
INGS 400	Senior Seminar [2]	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 136) [3]		16
Select four courses in a single geographic sub-category (such as Asia) (p. 132) [3]		16
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [4]		
Foreign language		
Study abroad		

Option 2

Code	Title	Semester Hours
Course Requirements		
INGS 200	Introduction to International and Global Studies [1]	4
INGS 400	Senior Seminar [2]	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 136) [3]		16
Select four courses split between two geographic sub-categories (such as Latin America and the Caribbean, and Europe) (p. 132) [3]		16
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [4]		
Foreign language		
Study abroad		

Option 3

Code	Title	Semester Hours
Course Requirements		
INGS 200	Introduction to International and Global Studies [1]	4
INGS 400	Senior Seminar [2]	4
Select four courses split between two thematic sub-categories (such as Global Culture and Society and Global Politics) (p. 136) [3]		16
Select four courses in a single geographic sub-category (such as Russia and Eurasia) (p. 132) [3]		16
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [4]		
Foreign language		
Study abroad		

1

INGS 200 should be taken in the sophomore year.

2

INGS 400 should be taken in the fall of the senior year.

3

No more than four of the eight elective courses may be taken from any one department.

4

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.

Student Learning Outcomes

1. A student majoring in International & Global Studies will
2. Discuss and appraise how globalization has been shaped by and shapes capitalism, politics, culture and society, and the environment.
3. Demonstrate knowledge about a particular region or two geographical regions.
4. Demonstrate knowledge of and apply current critical theories about globalization.
5. Use research tools effectively and understand data about globalization.
6. Write and defend an extended independent research paper on a topic that addresses globalization.

Minor

Requirements for the Minor in International and Global Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
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. 136)		8
Select two courses from a single geographic sub-category (such as Europe) (p. 132)		8
Total Semester Hours		**20**

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
Africa (attribute IGAF)		
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
INGS 327	African Cities	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
Asia (attribute IGAS)		
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 215	A Tale of Three Cities: Shanghai, Taipei, and Hong Kong	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
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
Europe (attribute IGEU)		
ANTH 303	The Anthropology of Europe	4
ARTH 325	Italian Renaissance Art and Architecture	4
ARTH 352	Art and Politics during the Hispanic Enlightenment	4
ARTH 497	Europe: A Community in the Arts	4
FREN 301	Discovering Paris	4
FREN 321	Studies in Culture and Literature Abroad	4
FREN 322	Langue, Littérature, Culture in Nantes	4

FREN 324	Contemporary France	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	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
FREN 422	Langue, Littérature, Culture in Nantes	4
GRMN 204	Contemporary German Cultures II	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	Nazis and Nazisploitation	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 315	Italian Cinema	4
ITAL 320	Mafia Movies	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 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
Latin America and the Caribbean (attribute IGLC)		
ANTH 305	Cultures of Latin America	4
ARTH 352	Art and Politics during the Hispanic Enlightenment	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 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 394	Latin American and Latinx Documentary	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
Middle East (attribute IGME)		
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 385	Political Islam	4
INGS 210	People, Culture, and Society in the Middle East and North Africa	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
Russia and Eurasia (attribute IGRE)		
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
INGS 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	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 and Émigré Literature in 3D	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	Advanced Russian through Contemporary Literature and Society	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
Global Capitalism (attribute ITGC)		
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
INGS 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	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
Global Culture and Society (attribute ITGS)		
ANTH 290	Gender in Cross-Cultural Perspective	4
ANTH 319	Medical Anthropology	4
ARTH 314	The Global "Renaissance": 1400-1600	4
ARTH 327	To Delight and to Move: The Global Baroque, 1600-1800	4
ASIA 215	A Tale of Three Cities: Shanghai, Taipei, and Hong Kong	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 321	Studies in Culture and Literature Abroad	4
FREN 390	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 405	The Eighteenth Century	4
FREN 416	From the Household to the Department Store: Reimagining Economy	4
GRMN 356	Nazis and Nazisploitation	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 385	Political Islam	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 472	Marriage and Imagined Families in the Modern World	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 108	Globalization and Culture in Africa	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	People, Culture, and Society in the Middle East and North Africa	4
INGS 211	Special Topics in Ghana: Intercultural Communication and Competency	4
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	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 326	Baltics and Caucasus: Empires, Revolutions and Future Innovations	4
INGS 327	African Cities	4
INGS 328	From Coca-Cola to K-Pop: Global Flows in Ethnographic Perspective	4
ITAL 320	Mafia Movies	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 394	Latin American and Latinx Documentary	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
Global Politics (attribute ITGP)		
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 338	Religious Nationalism in the Contemporary World	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 385	Political Islam	4
HIST 421	The History of Sustainability and Sustainable Development	4
HIST 455	European Empires in Asia	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
INGS 327	African Cities	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 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
Global Environment (attribute ITGE)		
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
GRMN 313	Special Topics in the Environment and Sustainability	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
INGS 212	The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe	4
INGS 319	Ecologies of the Middle East and North Africa	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
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

Foreign Language Courses Taught in English

These courses offered by foreign language departments and programs are taught in English and **may not** be used to satisfy the foreign language requirement for the International and Global Studies major.

Code	Title	Semester Hours
FREN 301	Discovering Paris	4
GRMN 255	Once Upon a Time: Fairy Tales and Folklore	4
GRMN 351	Masterpieces of German Literature in Translation	4
GRMN 353	German Film	4
GRMN 354	From the Beetle to Berlin	4
GRMN 356	Nazis and Nazisploitation	4
GRMN 358	Borders, Margins, and Identities in German Culture	4
GRMN 404	The Age of Goethe	4
ITAL 309	Italian Americans in Cinema and Literature	4
ITAL 315	Italian Cinema	4
ITAL 350	Special Topics	4

RUSN 207	Urban History of Kazakhstan and Writers of its Steppe and Cities	4
RUSN 309	Russian Culture: Study Abroad	4
RUSN 310	Russian Civilization	4
RUSN 350	The Classic Russian Novel	4
RUSN 351	19th-Century Russian Literature in English Translation	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 355	Russian and Soviet Film	4
RUSN 356	Nabokov and Émigré Literature in 3D	4
RUSN 361	Tolstoy in English Translation	4
RUSN 362	Dostoevsky in English Translation	4
RUSN 363	Environmental Literature and the History of Science and Ecocide in the USSR	4
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	4
RUSN 367	Digitally Archiving Arts of Resistance in Contemporary East Europe and Central Asia	4
SPAN 290	Cults of Personality: Individuals who Shape the Cultural Identity of Latin America	4
SPAN 291	Spanish Culture and Civilization through the Visual Arts	4
SPAN 381	History of Latin American Cinema	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4

Intergroup Dialogues

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).

Data Science

Data science enjoys a rich history and its importance as a field of inquiry continues to grow. With the prevalence of data in the media, journals, news outlets and the Internet, an informed citizen needs the ability to distinguish between justified claims and those that are false or unsupported. A data-rich world also presents significant and unprecedented opportunities for addressing social and environmental issues in strategic ways. Those problems require researchers who are skilled data scientists, well-rounded scholars and nuanced thinkers.

A data science graduate will not only have the ability to critically analyze arguments which may use (or abuse) statistics and data, but will also learn the skills to guide a socially-impactful project from beginning to end: from idea development, to posing the pertinent questions, organizing the data gathering, analyzing the data and creating a report and presentation that uses compelling visualization and convincing arguments.

Faculty

Professor: Puckette

Associate Professors: Carl, Drinen, Duffee, Rudd, Sowell

Assistant Professors: Liu, Tu

Instructors: Cavagnaro (Chair), Quinn-Stine

Majors

Majors

- Mathematics (p. 144)
- Computer Science (p. 142)
- Data Science (p. 146)

Minors

Minors

- Mathematics (p. 142)
- Computer Science (p. 144)
- Data Science (p. 147)

Mathematics

Requirements for the Minor in Mathematics

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
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
Total Semester Hours		**28**

Computer Science

Requirements for the Major in Computer Science

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Object-Oriented Programming [2]	4
CSCI 270	Computer Systems and Organization	4
CSCI 284	Database Design with Web Applications	4
CSCI 320	Data Structures and 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. [3]		16
Select one additional breadth course in an application area: [3]		4
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		
Total Semester Hours		**48**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [4]		

1

A student majoring in computer science must present nineteen full course credits (seventy-six hours) from outside the major field.

2

With the permission of the department, students who are well prepared may begin their computer science sequence with CSCI 257.

3

Electives are to be selected in consultation with the departmental advisor.

4

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
Course Requirements		
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Object-Oriented Programming	4
CSCI 270	Computer Systems and Organization	4
CSCI 284	Database Design with Web Applications	4
CSCI 320	Data Structures and 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
Total Semester Hours		**68**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exam [1]		

1

The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

Student Learning Outcomes

A student majoring in Computer Science will

1. Apply abstract reasoning and logic to analyze, model, and solve problems.
2. Demonstrate proficiency with programming languages typically used in applications development, systems programming, and web-based applications and design.
3. Demonstrate knowledge of multiple programming paradigms.
4. Demonstrate knowledge of the relationship between programming structures and logic, and the design of computing machines.
5. Demonstrate ability in technical writing and verbal communications using physical and electronic media including computer programs.
6. Appraise and explain the relationship and impact of computers to people and society.

Computer Science

Requirements for the Minor in Computer Science

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Object-Oriented Programming	4
Select three additional courses in computer science (CSCI) numbered 270 or above.		12
Total Semester Hours		**20**

Mathematics

Requirements for the Major in Mathematics

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
MATH 101	Calculus I [2]	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 [3]	16
Total Semester Hours	**48**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		

1

A mathematics major must present nineteen full course credits (seventy-six hours) from outside the major field.

2

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.

3

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.

4

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
Course Requirements		
CHEM 120	General Chemistry (Lab)	4
or CHEM 150	Advanced General Chemistry (Lab)	
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	
Total Semester Hours	**60**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exam [1]		

1

The comprehensive exam is only required for 4-2 engineering students, and is not required for 3-2 engineering students.

Student Learning Outcomes

A student majoring in Mathematics will

1. Independently solve mathematical problems. Apply abstract and critical thinking skills, including constructing (and deconstructing) logical arguments.
2. Demonstrate the ability to convey mathematics rigorously to a technical audience.
3. Demonstrate the ability to convey mathematics in a non-technical manner to a general audience via an oral presentation.

Data Science

Requirements for the Major in Data Science

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
STAT 100	Data Science and Citizenship	4
STAT 204	Elementary Statistics	4
or MATH 322	Probability and Statistics II	
STAT 214	Statistical Modeling	4
CSCI 157	Introduction to Modeling and Programming	4
CSCI 284	Database Design with Web Applications	4
MATH 210	Linear Algebra	4
Select four of the following: [1]		16
CSCI 290	Data Mining	
CSCI 320	Data Structures and Algorithms	
CSCI 356	Artificial Intelligence	
MATH 310	Advanced Linear Algebra	
STAT 302	Bayesian Statistics	
STAT 304	Experimental Design and Analysis	
STAT 306	Time Series	
STAT 336	Sports Analytics	
STAT 410	Data Science Practicum	4
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exam		

1

One of these courses may be substituted with an approved data-intensive course from outside the department, including ESCI 222.

Data Science

Requirements for the Minor in Data Science

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
STAT 100	Data Science and Citizenship	4
STAT 204	Elementary Statistics	4
or MATH 332	Mathematical Modeling	
CSCI 157	Introduction to Modeling and Programming	4
CSCI 284	Database Design with Web Applications	4
Select one of the following electives in statistics: [1]		4
STAT 214	Statistical Modeling	
STAT 302	Bayesian Statistics	
STAT 304	Experimental Design and Analysis	
STAT 306	Time Series	
STAT 336	Sports Analytics	
Select one of the following electives in computer science: [1]		4
CSCI 290	Data Mining	
CSCI 320	Data Structures and Algorithms	
CSCI 356	Artificial Intelligence	
Total Semester Hours		**24**

1

Subject to department approval, one data-intensive course from outside the department may be substituted for either (but not both) of these elective requirements.

Medical Humanities

Medieval and Early Modern Studies

Website: Medieval and Early Modern Studies (https://new.sewanee.edu/programs-of-study/medieval-and-early-modern-studies/)

The Medieval and Early Modern Studies program at Sewanee is designed to develop a cross-disciplinary overview of these historical periods, incorporating the study of the arts, literature, history, and philosophy, as well as to offer scope for mentored research projects in pursuit of the student's own distinctive scholarly interests.

We encourage our majors and minors to take advantage of a range of study-away opportunities, including a longstanding relationship with the Centre for Medieval and Renaissance Studies at Oxford (http://www.cmrs.org.uk/). Founded in 1975, the institute provides academic training for overseas students who wish to complete part of their education at Oxford in these areas of study.

Sewanee also offers an opportunity unique among small liberal arts colleges as host of the Sewanee Medieval Colloquium (https://www.sewaneemedievalcolloquium.com/), an annual academic conference. The colloquium is held each spring and draws scholars from across the country (and beyond) to campus; student attendance at all the events is welcomed, and participation by majors and minors is encouraged.

Faculty

Professors: Batkie, Bruce, Conn, Engel, Glacet, Irvin, Malone, McDonough, S. Miller, Peters, Raulston, Ridyard, Whitmer

Associate Professors: Macdonald (Chair), Mitchell, Rung

Assistant Professors: Coates, Ledford, MacLaren, Todd

Major

The major in Medieval and Early Modern Studies requires at least ten courses, selected in conversation with and approved by a student's advisor. Students have the ability to develop their own program of study and to focus their course selection on their own interests and aims.

Requirements for the Major in Medieval and Early Modern Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
or HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	
Select one of the folllowing courses in pre-medieval culture from any geographical area: [2]		4
PHIL 203	Ancient Philosophy from Homer to Augustine	
PHIL 215	Chinese Philosophy	
CLST 101	Classical Mythology	
CLST 200	Classical Drama	
CLST 210	Ancient Epic in Translation	
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	
HIST 292	Jews in the Greco-Roman World	
LATN 302	Cicero	
LATN 303	Catullus	
LATN 320	Horace's Lyric Poetry	
LATN 331	Roman Comedy	
Select two of the following literature courses: [3]		8
ENGL 301	Old English Language and Literature	
ENGL 352	Chaucer	
ENGL 353	English Drama to 1642	
ENGL 354	Early Women's Voices	
ENGL 359	Renaissance Literature I	
ENGL 360	Renaissance Literature II	
ENGL 362	Milton	
FREN 401	Early French Literature	
FREN 403	The Seventeenth Century	
FREN 405	The Eighteenth Century	
GRMN 321	Textual Inquiry: Literature in Context, 1750-1900	
SPAN 301	Spanish Literature and Culture through 1700	
Select two of the following courses focused on history: [4]		8
HIST 205	History of Britain and Ireland I	
HIST 209	Early Modern Europe	
HIST 219	History of Africa to 1880	
HIST 273	The Haitian Revolution	
HIST 296	History of the Middle East I	
HIST 304	Europe from the First Crusade to the Black Death	
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	
HIST 337	Nature, Magic, and Machines in Early Modern Europe	
HIST 369	Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain	
MHUM 218	Hippocrates Shadow: Origins of Western Medicine	
Select one of the following courses focused on the arts: [4]		4

ARTH 314	The Global "Renaissance": 1400-1600	
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	
ARTH 352	Art and Politics during the Hispanic Enlightenment	
ARTH 353	Early Modern Art of Latin America	
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 305	Sacred Arts of Japan	
ARTH 309	Sacred Arts of China	
MUSC 235	The Liturgical Music of Johann Sebastian Bach	
MUSC 335	Music for the Soul: The Requiem Mass in History and Culture	
THTR 246	Design and Décor Period Styles	
Select one of the following courses in philosophy:		4
PHIL 302	Medieval Philosophy	
PHIL 303	Modern Philosophy: Moral, Political, and Economic Philosophy	
PHIL 304	Modern Philosophy: Metaphysics and Epistemology	
Select one of the following culture courses involving a long historical sweep or broad geographic range: [2]		4
ARTH 111	Latin American Art, Ancient to Modern	
ARTH 105	Asian Art: Prehistory to Contemporary	
HIST 211	China: Inside the Great Wall	
INGS 208	West and Central Africa in the Atlantic World	
PHIL 216	Indian Philosophy	
MEMS 400	Medieval and Early Modern Seminar	4
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		
The capstone project [6]		

1

Courses must contain at least 3 classes that are broadly designated as "medieval" (attribute MEMD (p. 150)) and at least 3 classes that are broadly designated as "early modern" (attribute MEEM (p. 150)). In addition, at least one class must be focused on a non-Western area of the globe (attribute MENW (p. 150)).

2

Additional courses can be used for this requirement with prior approval from a departmental advisor.

3

Additional literature courses at the 300-level or above in any language can be used for this requirement with prior approval from a departmental advisor.

4

Additional courses at the 200-level or above in can be used for this requirement with prior approval from a departmental advisor.

5

For the comprehensive exam, students will be presented with four different artifacts (textual, visual, or otherwise) from a variety of disciplines and be asked to respond to them in a series of brief essays.

6

The capstone requirement for the major asks students to assemble a portfolio of three substantial papers drawn from at least two different categories above. The papers will be revised under the advisor's supervision, and a covering letter should combine brief reflection on the connections between them with an apologia concerning the importance of the study of the pre-modern, assessing the role or the presence of the discipline within the modern intellectual climate.

Honors

To pursue honors, a student must have a GPA of at least 3.5 in their coursework in the major and formulate a project under the direction of a supervising faculty member. The proposal for this project will be developed by the student and their advisor, and will

be approved by a committee of the MEMS faculty in the fall semester of the student's senior year. The project might be a scholarly research paper, an archival project, a digital presentation, or a service project that builds off of their coursework. The student must then successfully present their project to members of the MEMS faculty in an oral defense in the final semester of their senior year. Finally, to receive honors, the student must also receive a high pass (B+ or better) on both the capstone and the comprehensive exam.

Student Learning Outcomes

A student majoring in Medieval & Early Modern Studies will

1. Demonstrate an understanding of the ways in which the medieval and Early Modern periods, broadly defined, function as a unique site of interdisciplinary study.
2. Demonstrate an understanding of the broad sweep of medieval and Early Modern periods from an historical and cultural perspective.
3. Develop independent research and present their work to a clearly defined audience.
4. Appraise the traditional boundaries and definitions of these periods and differentiate where their boundaries come from and what (or whom) they serve.
5. Appraise and defend what it means to study the global pre-Modern period of history in a modern intellectual environment.

Minor

The minor in Medieval and Early Modern Studies requires at least six courses, five at the 200-level or above, selected in conversation with a departmental advisor.

Requirements for the Minor in Medieval Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4
or HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	
Select one course in literature at the 300-level or above		4
Select one course with a focus on history at the 200-level or above		4
Select one course with a focus on art history or culture at the 300-level or above		4
Select two additional courses at the 200-level or above in consultation with a departmental advisor.		8
Total Semester Hours		**24**

Medieval & Early Modern Studies Courses by Category

Medieval Period (attribute MEMD)

Code	Title	Semester Hours
Medieval Period (attribute MEMD)		
ARTH 323	Imagining the Medieval Italian City	4
ENGL 301	Old English Language and Literature	4
ENGL 352	Chaucer	4
ENGL 353	English Drama to 1642	4
ENGL 354	Early Women's Voices	4
FREN 401	Early French Literature	4
HIST 205	History of Britain and Ireland I	4
HIST 219	History of Africa to 1880	4
HIST 296	History of the Middle East I	4
HIST 304	Europe from the First Crusade to the Black Death	4
HIST 369	Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain	4
HUMN 104	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval World	4

MEMS 400	Medieval and Early Modern Seminar	4
PHIL 302	Medieval Philosophy	4
SPAN 301	Spanish Literature and Culture through 1700	4

Early Modern Period (attribute MEEM)

Code	Title	Semester Hours
Early Modern Period (attribute MEEM)		
ARTH 314	The Global "Renaissance": 1400-1600	4
ARTH 325	Italian Renaissance Art and Architecture	4
ARTH 327	To Delight and to Move: The Global Baroque, 1600-1800	4
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	4
ARTH 352	Art and Politics during the Hispanic Enlightenment	4
ARTH 353	Early Modern Art of Latin America	4
ENGL 353	English Drama to 1642	4
ENGL 354	Early Women's Voices	4
ENGL 359	Renaissance Literature I	4
ENGL 360	Renaissance Literature II	4
ENGL 362	Milton	4
FREN 401	Early French Literature	4
FREN 403	The Seventeenth Century	4
FREN 405	The Eighteenth Century	4
HIST 205	History of Britain and Ireland I	4
HIST 209	Early Modern Europe	4
HIST 219	History of Africa to 1880	4
HIST 273	The Haitian Revolution	4
HIST 296	History of the Middle East I	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	4
INGS 208	West and Central Africa in the Atlantic World	4
MEMS 400	Medieval and Early Modern Seminar	4
MUSC 235	The Liturgical Music of Johann Sebastian Bach	4
MUSC 335	Music for the Soul: The Requiem Mass in History and Culture	4
PHIL 303	Modern Philosophy: Moral, Political, and Economic Philosophy	4
PHIL 304	Modern Philosophy: Metaphysics and Epistemology	4
SPAN 301	Spanish Literature and Culture through 1700	4

Non-Western Focus (attribute MENW)

Code	Title	Semester Hours
Non-Western Focus (attribute MENW)		
ARTH 105	Asian Art: Prehistory to Contemporary	4
ARTH 111	Latin American Art, Ancient to Modern	4
ARTH 305	Sacred Arts of Japan	4
ARTH 309	Sacred Arts of China	4
HIST 211	China: Inside the Great Wall	4
PHIL 215	Chinese Philosophy	4
PHIL 216	Indian Philosophy	4

Music

Website: Music (https://new.sewanee.edu/programs-of-study/music/)

The Department of Music believes that music making is essential to the human experience. In our ensembles, we make music together and for our communities--on campus, across the Cumberland Plateau, and around the world. In applied lessons, our professional faculty assist student vocalists and instrumentalists to become expressive, healthy, and proficient in their art. Our academic classes explore composition, music theory, and the history and cultures of both classic and contemporary vernacular music. Sewanee music majors develop the creativity, musicianship, and critical thinking skills to understand and practice music in context, preparing them for a lifetime of meaningful engagement.

Faculty

Professor: S. Miller (Chair)

Associate Professors: Ginger, K. Wright

Assistant Professors: Bethea, Crocker, Dow Ward, Lo, Rimkus, Torres Perdomo, G. Ward

Instructors: Barnett, Ditzel, Kirchen, Nelsen

Major

Majors

- Music - Musicology (Music History and Culture) Track (p. 155)
- Music - Music Theory and Composition Track (p. 158)
- Music - Performance Track (p. 156)
- Music - Popular track (p. 157)

Minor

Requirements for the Minor in Music

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
or MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
or MUSC 211	Song, Symphony, Stage: Music in Western Civilization	
Select two courses from the following		8
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	
MUSC 214	Electronic Music: Synthesis Digital Recording	
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	
Select four semester hours in applied music and performance or in ensembles (attributes MUAP and MUEN) (p. 153) [1]		4
Select one additional courses in Music (MUSC)		4
Total Semester Hours		**24**

1

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.

Music Courses by Category

Music History and Culture (attribute MUHC)

Code	Title	Semester Hours
Music History and Culture (attribute MUHC)		
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 224	Musics of Latin America	4
MUSC 227	Music and Gender	4
MUSC 231	Music in the Anglican Church	4
MUSC 233	Toward the Great War: Impressionism and Modernism	4
MUSC 235	The Liturgical Music of Johann Sebastian Bach	4
MUSC 237	Christian Music: From Mount Zion to Hillsong	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
MUSC 243	If It Ain't Got That Swing: The History of Jazz	4
MUSC 313	From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 333	American Music	4
MUSC 335	Music for the Soul: The Requiem Mass in History and Culture	4
MUSC 411	Topics in Musicology	4

Music Theory and Composition (attribute MUTC)

Code	Title	Semester Hours
Music Theory and Composition (attribute MUTC)		
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 112	Piano Skills and Music Fundamentals I	1
MUSC 113	Piano Skills and Musical Fundamentals II	1
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 214	Electronic Music: Synthesis Digital Recording	4
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	4
MUSC 414	Scoring for the Screen	4
MUSC 460	Composition and Orchestration: Various Topics	4

Performance Track Electives (attribute MUPR)

Code	Title	Semester Hours
Performance Track Electives (attribute MUPR)		
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 227	Music and Gender	4
MUSC 231	Music in the Anglican Church	4
MUSC 233	Toward the Great War: Impressionism and Modernism	4
MUSC 237	Christian Music: From Mount Zion to Hillsong	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
MUSC 243	If It Ain't Got That Swing: The History of Jazz	4
MUSC 255	Workshop for the Singing Actor	4
MUSC 265	Voice Pedagogy: Technique, Diction, Applications	2
MUSC 312	Cultural Transformations in Music, 1730-1914	4
MUSC 333	American Music	4

MUSC 335	Music for the Soul: The Requiem Mass in History and Culture	4
MUSC 411	Topics in Musicology	4

Popular Music (attribute MUPO)

Code	Title	Semester Hours
Popular Music (attribute MUPO)		
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 160	Theory and Musicianship for the Twenty-First Century – Foundations	4
MUSC 223	The Emergence of "Highlife:" Ghanaian Popular Music	4
MUSC 227	Music and Gender	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
MUSC 243	If It Ain't Got That Swing: The History of Jazz	4
MUSC 416	Digital Studio Production	4

Music Ensemble (attribute MUEN)

Code	Title	Semester Hours
Music Ensemble (attribute MUEN)		
MUSC 251	University Choir	1
MUSC 253	University Orchestra	1
MUSC 254	Class Fasola: Singing the Sacred Harp	1
MUSC 257	University Jazz Ensemble	1
MUSC 258	University Gospel Choir	1
MUSC 259	Chamber Ensemble	1

Applied Music and Performance (attribute MUAP)

Code	Title	Semester Hours
Applied Music and Performance (attribute MUAP)		
MUSC 255	Workshop for the Singing Actor	4
MUSC 265	Voice Pedagogy: Technique, Diction, Applications	2
MUSC 267	Applied Guitar (Group)	1
MUSC 268	Applied Guitar	1
MUSC 271	Applied Piano	1
MUSC 273	Applied Organ	1
MUSC 274	Applied Class Voice	1
MUSC 275	Applied Voice	1
MUSC 276	Applied Voice: Contemporary Vocal Styles	1
MUSC 277	Applied Strings	1
MUSC 278	Applied Fiddle	1
MUSC 279	Applied Winds	1
MUSC 281	Applied Carillon	1
MUSC 285	Applied Percussion	1
MUSC 287	Applied Harp	1
MUSC 289	Applied Jazz Piano	1
MUSC 368	Applied Guitar	2
MUSC 370	Recital	1
MUSC 371	Applied Piano	2
MUSC 373	Applied Organ	2
MUSC 375	Applied Voice	2
MUSC 376	Applied Voice: Contemporary Vocal Styles	2

MUSC 377	Applied Strings	2
MUSC 379	Applied Winds	2
MUSC 383	Applied Conducting	2
MUSC 385	Applied Percussion	2
MUSC 387	Applied Harp	2
MUSC 389	Applied Jazz Piano	2
MUSC 470	Recital	2

Musicology (Music History and Culture) Track

Requirements for the Major in Music - Musicology (Music History and Culture) Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
or MUSC 211	Song, Symphony, Stage: Music in Western Civilization	
Select one of the following to demonstrate proficiency at the keyboard:		1
MUSC 113	Piano Skills and Musical Fundamentals II	
MUSC 271	Applied Piano	
MUSC 273	Applied Organ	
MUSC 281	Applied Carillon	
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
Select two semester hours of applied music (attribute MUAP) (p. 153) [1]		2
Select four semester hours of large ensembles, chamber ensembles, or both (attribute MUEN) (p. 153) [2]		4
MUSC 312	Cultural Transformations in Music, 1730-1914	4
or MUSC 411	Topics in Musicology	
MUSC 333	American Music	4
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	4
Select four additional courses in music history and culture (attribute MUHC) (p. 153)		16
Total Semester Hours		**43**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [3]		

1

Applied instruction is normally offered in piano (classical and jazz), organ, carillon, voice, violin, viola, cello, bass, flute, oboe, trumpet, trombone, percussion, drum kit, and guitar.

2

Membership in the University Choir and other performance ensembles is open to all qualified students. Ensemble participation earns one hour of course credit for each semester of participation.

3

All majors must pass a comprehensive examination on the history and theory of music.

Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking Musicology (Music History and Culture) track honors will take MUSC 444.

Student Learning Outcomes

A student majoring in Music will

1. By listening widely to different musical practices, styles, and eras, develop and apply critical listening abilities and aural skills to support and inform listening.
2. Through practicing functional musical skills suited to our times, demonstrate the ability to make meaningful sounds, to read and realize musical notations, to use music software and electronic instruments, and to play keyboard instruments.
3. Collaborate with others by performing in an ensemble.
4. Appraise the historical, cultural, ethnic, economic, and aesthetic contexts of music making and listening in different times and places; explain and defend the contexts and meanings of one's own music making.
5. Communicate in music; communicate about music: use critical thinking and analytical skills to communicate effectively both orally and in writing.

Music Performance Track

Requirements for the Major in Music - Performance Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
or MUSC 211	Song, Symphony, Stage: Music in Western Civilization	
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
Select one of the following to demonstrate proficiency at the keyboard:		1
MUSC 113	Piano Skills and Musical Fundamentals II	
MUSC 271	Applied Piano	
MUSC 273	Applied Organ	
MUSC 281	Applied Carillon	
MUSC 333	American Music	4
Select eleven semester hours of applied music, eight of which must be in the same performance area (attribute MUAP) (p. 153) [1]		11
Select six semester hours of large ensembles, chamber ensembles, or both. A minimum of four semester hours must be in the same ensemble. (attribute MUEN) (p. 153) [2]		6
MUSC 370	Recital	1
Select three additional approved electives (attribute MUPR) (p. 153)		12
Total Semester Hours		**43**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [3]		

1

Applied instruction is normally offered in piano (classical and jazz), organ, carillon, voice, violin, viola, cello, bass, flute, oboe, trumpet, trombone, percussion, drum kit, and guitar.

2

Membership in the University Choir and other performance ensembles is open to all qualified students. Ensemble participation earns one hour of course credit for each semester of participation.

3

All majors must pass a comprehensive examination on the history and theory of music.

Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

Student Learning Outcomes

A student majoring in Music will

1. By listening widely to different musical practices, styles, and eras, develop and apply critical listening abilities and aural skills to support and inform listening.
2. Through practicing functional musical skills suited to our times, demonstrate the ability to make meaningful sounds, to read and realize musical notations, to use music software and electronic instruments, and to play keyboard instruments.
3. Collaborate with others by performing in an ensemble.
4. Appraise the historical, cultural, ethnic, economic, and aesthetic contexts of music making and listening in different times and places; explain and defend the contexts and meanings of one's own music making.
5. Communicate in music; communicate about music: use critical thinking and analytical skills to communicate effectively both orally and in writing.

Music Popular Track

Requirements for the Major in Music - Popular Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
MUSC 101	Listen Up—Your Musical Ear in the Twenty-First Century	4
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
or MUSC 211	Song, Symphony, Stage: Music in Western Civilization	
Select one of the following to demonstrate proficiency at the keyboard:		1
MUSC 113	Piano Skills and Musical Fundamentals II	
MUSC 271	Applied Piano	
MUSC 273	Applied Organ	
MUSC 281	Applied Carillon	
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
MUSC 333	American Music	4
Select at least two semester hours of applied music (attribute MUAP) (p. 153) [1]		2
Select four semester hours of large ensembles, chamber ensembles, or both (attribute MUEN) (p. 153) [2]		4
MUSC 214	Electronic Music: Synthesis Digital Recording	4
Select four additional courses in popular music (attribute MUPO) (p. 153)		16
Total Semester Hours		**43**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [3]		

1

Applied instruction is normally offered in piano (classical and jazz), organ, carillon, voice, violin, viola, cello, bass, flute, oboe, trumpet, trombone, percussion, drum kit, and guitar.

2

Membership in the University Choir and other performance ensembles is open to all qualified students. Ensemble participation earns one hour of course credit for each semester of participation.

3
All majors must pass a comprehensive examination on the history and theory of music.

Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

Student Learning Outcomes

A student majoring in Music will

1. By listening widely to different musical practices, styles, and eras, develop and apply critical listening abilities and aural skills to support and inform listening.
2. Through practicing functional musical skills suited to our times, demonstrate the ability to make meaningful sounds, to read and realize musical notations, to use music software and electronic instruments, and to play keyboard instruments.
3. Collaborate with others by performing in an ensemble.
4. Appraise the historical, cultural, ethnic, economic, and aesthetic contexts of music making and listening in different times and places; explain and defend the contexts and meanings of one's own music making.
5. Communicate in music; communicate about music: use critical thinking and analytical skills to communicate effectively both orally and in writing.

Music Theory and Composition Track

Requirements for the Major in Music - Music Theory and Composition Track

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
MUSC 111	Episodes in "Classical" Music: Origins, Evolution, Crisis	4
or MUSC 211	Song, Symphony, Stage: Music in Western Civilization	
Select one of the following to demonstrate proficiency at the keyboard:		1
MUSC 113	Piano Skills and Musical Fundamentals II	
MUSC 271	Applied Piano	
MUSC 273	Applied Organ	
MUSC 281	Applied Carillon	
MUSC 260	Theory and Musicianship for the Twenty-First Century – Intermediate	4
Select two semester hours of applied music (attribute MUAP) (p. 153) [1]		2
Select four semester hours of large ensembles, chamber ensembles, or both (attribute MUEN) (p. 153) [2]		4
MUSC 333	American Music	4
MUSC 360	Theory and Musicianship for the Twenty-First Century – Advanced	4
MUSC 460	Composition and Orchestration: Various Topics	4
Select four additional music courses in composition or theory (attribute MUTC) (p. 153)		16
Total Semester Hours		**43**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive exercise is required [3]		

1
Applied instruction is normally offered in piano (classical and jazz), organ, carillon, voice, violin, viola, cello, bass, flute, oboe, trumpet, trombone, percussion, drum kit, and guitar.

2

Membership in the University Choir and other performance ensembles is open to all qualified students. Ensemble participation earns one hour of course credit for each semester of participation.

3

All majors must pass a comprehensive examination on the history and theory of music.

Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a research thesis, scholarly project, or performance deemed worthy of honors by the music faculty. Students seeking performance track honors will take MUSC 470.

Student Learning Outcomes

A student majoring in Music will

1. By listening widely to different musical practices, styles, and eras, develop and apply critical listening abilities and aural skills to support and inform listening.
2. Through practicing functional musical skills suited to our times, demonstrate the ability to make meaningful sounds, to read and realize musical notations, to use music software and electronic instruments, and to play keyboard instruments.
3. Collaborate with others by performing in an ensemble.
4. Appraise the historical, cultural, ethnic, economic, and aesthetic contexts of music making and listening in different times and places; explain and defend the contexts and meanings of one's own music making.
5. Communicate in music; communicate about music: use critical thinking and analytical skills to communicate effectively both orally and in writing.

Neuroscience

Overview

Website: Neuroscience (https://new.sewanee.edu/programs-of-study/neuroscience/)

Neuroscience is a highly interdisciplinary field that spans the study of everything from single molecules to brain-wide circuits. The Sewanee neuroscience curriculum is designed to provide a fundamental understanding of cellular /molecular, behavioral, and cognitive approaches to exploring the brain. Flexible electives allow our students to expand their training into many related fields, including biomedical and health sciences, computational modeling, chemistry, and philosophy. Our professors provide a welcoming and collaborative environment where our students develop critical thinking skills, creativity, and a rigorous approach to understanding neuroscientific research.

Faculty

Professors: Falikman, Kikis, Yu

Associate Professor: Shelley (Chair)

Assistant Professor: Reppert

Major

Neuroscience is a highly interdisciplinary field that spans the study of everything from single molecules to brain-wide circuits. The Sewanee neuroscience curriculum is designed to provide a fundamental understanding of cellular /molecular, behavioral, and cognitive approaches to exploring the brain. Flexible electives allow our students to expand their training into many related fields, including biomedical and health sciences, computational modeling, chemistry, and philosophy. Our professors provide a welcoming and collaborative environment where our students develop critical thinking skills, creativity, and a rigorous approach to understanding neuroscientific research.

Requirements for the Major in Neuroscience

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Three introductory courses:		
NEUR 101	Introduction to Neuroscience	4
BIOL 133	Introductory Molecular Biology and Genetics	4
CHEM 121	General Chemistry I - Matter to Molecules (Lab) [2]	4
or CHEM 151	Advanced General Chemistry I (Lab)	
Two intermediate courses:		
NEUR 208	Neurobiology	4
NEUR 220	Behavioral and Cognitive Neuroscience	4
Select one of the following statistics / methods courses:		4
BIOL 217	Experimental Design and Data Analysis in Biology (Lab)	
BIOL 243	Molecular Methods (Lab)	
PSYC 251	Research Methods and Data Analysis (Lab)	
Select three of the following, including one laboratory course:		12
NEUR 351	Experimental Neurobiology (Lab)	
NEUR 355	Advanced Cognitive Neuroscience (Lab)	
NEUR 359	Advanced Behavioral Neuroscience (Lab)	
PSYC 350	Drugs and Behavior (Lab)	
NEUR 415	Ion Channels and Disease	
NEUR 416	Neuroscience of Preference and Choice	
PSYC 349	Drugs and Behavior	
PSYC 419	Addiction	
PSYC 385	Cognitive Science	
PSYC 420	Consciousness and Unconsciousness: Explorations in Neurophilosophy	
Select a course from two of the following groups: [3]		8
Select a course from two of the following groups: [4]		8
BIOL 223	Genetics (Lab)	
BIOL 224	Genetics	
BIOL 233	Molecular Cell Biology	
BIOL 236	Biochemistry	
BIOL 243	Molecular Methods (Lab)	
BIOL 270	Human Anatomy (Lab)	
BIOL 312	General and Human Physiology	
BIOL 314	General and Human Physiology (Lab)	
BIOL 322	Genes and Behavior	
BIOL 325	Biology of Aging	
CHEM 201	Organic Chemistry I (Lab)	
Group B (attribute NGPB)		
CSCI 157	Introduction to Modeling and Programming	
PHYS 101	General Physics I (Lab)	
PHYS 103	Modern Mechanics (Lab)	
STAT 100	Data Science and Citizenship	
STAT 204	Elementary Statistics	
Group C (attribute NGPC)		
PSYC 202	Clinical Psychology	
PSYC 208	Cognitive Psychology	
PSYC 221	Adolescence	
PSYC 231	Lifespan Development	
Group D (attribute NGPD)		
NOND 130	Being Human in STEM	

PHIL 190	Informal Logic and Critical Thinking	
PHIL 220	The Self	
PHIL 235	Bioethics	
PHIL 312	Modern Logic	
RHET 110	Argumentation and Debate	
Total Semester Hours		**52**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		

1

Majors must complete at least three laboratory courses, labeled "(Lab)" above. Majors will complete two of these lab courses in the process of fulfilling specific major requirements (i.e., the Statistics/Methods course and a neuroscience lab course). The third lab course may be completed if the student takes CHEM 120, CHEM 121, CHEM 150, or CHEM 151; if the student chooses to take CHEM 119, they may take any other (Lab) course listed in the major requirements as their third laboratory course. CHEM 119, CHEM 120, and CHEM 150 will not be offered in future semesters.

2

This requirement can also be satisfied by CHEM 119, CHEM 120, or CHEM 150, courses taught in past academic years that will not be offered in future semesters.

3

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.

4

Students participating in the Sewanee-at-Yale semester program should contact the neuroscience chair to discuss relevant course offerings.

5

The comprehensive examination allows the Neuroscience Steering Committee to assess students' understanding of basic neuroscience knowledge, and their 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.

Student Learning Outcomes

A student majoring in Neuroscience will:

1. Demonstrate knowledge of basic concepts in neuroscience
2. Demonstrate the ability to think critically and integratively
3. Develop and apply scientific inquiry & research skills
4. Develop and apply effective communication skills

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
Course Requirements		
NEUR 101	Introduction to Neuroscience	4
Select four of the following:		16
BIOL 325	Biology of Aging	
NEUR 208	Neurobiology	
NEUR 220	Behavioral and Cognitive Neuroscience	
NEUR 225	Cognitive Neuroscience	
NEUR 254	Behavioral Neuroscience	
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	
or PSYC 350	Drugs and Behavior (Lab)	
PSYC 385	Cognitive Science	
PSYC 419	Addiction	
PSYC 420	Consciousness and Unconsciousness: Explorations in Neurophilosophy	
Select one course from any of the following five groups: [1]		**4**
BIOL 223	Genetics (Lab)	
BIOL 224	Genetics	
BIOL 233	Molecular Cell Biology	
BIOL 236	Biochemistry	
BIOL 243	Molecular Methods (Lab)	
BIOL 270	Human Anatomy (Lab)	
BIOL 312	General and Human Physiology	
BIOL 314	General and Human Physiology (Lab)	
BIOL 322	Genes and Behavior	
BIOL 325	Biology of Aging	
CHEM 201	Organic Chemistry I (Lab)	
Group B (attribute NGPB)		
CSCI 157	Introduction to Modeling and Programming	
PHYS 101	General Physics I (Lab)	
PHYS 103	Modern Mechanics (Lab)	
STAT 100	Data Science and Citizenship	
STAT 204	Elementary Statistics	
Group C (attribute NGPC)		
PSYC 202	Clinical Psychology	
PSYC 208	Cognitive Psychology	
PSYC 221	Adolescence	
PSYC 231	Lifespan Development	
Group D (attribute NGPD)		
NOND 130	Being Human in STEM	
PHIL 190	Informal Logic and Critical Thinking	
PHIL 220	The Self	
PHIL 235	Bioethics	
PHIL 312	Modern Logic	
RHET 110	Argumentation and Debate	

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
Total Semester Hours	**24**

1

Students participating in the Sewanee-at-Yale semester program should contact the Neuroscience Chair to discuss relevant course offerings.

Non-Degree Internship

ITRN 100 Non-Degree Summer Internship (1)
Students in this course undertake a significant off-campus experiential learning opportunity, typically with a business, non-profit, governmental, or community-based organization. The internship links students' interests with the acquisition of knowledge in an applied work setting. Through direct observation, participation, and reflection, students explore and assess career skills and strengths; critically examine the values, structure, and leadership of the internship organization; and identify and practice professional behaviors in the workplace. The course is graded on a credit/no credit basis and is administered by the Office of Career and Leadership Development, which establishes guidelines for summer internships and reviews and approves enrollment in this course. Credit earned in this course may not be applied to undergraduate degrees at the University of the South. Students may earn no more than one such credit during a summer term and the course may be repeated no more than two times (three credits maximum, none of which may apply to an undergraduate degree). *Prerequisite: Only open to students approved by the Office of Career and Leadership Development.*

Philosophy

Website: Philosophy (https://new.sewanee.edu/programs-of-study/philosophy/)

The Department of philosophy offers students an approach to philosophical thinking that is both historical and critical and that allows students to become acquainted with the fundamental ideas and arguments of philosophers that have importantly shaped and challenged Western and non-Western civilizations. Studying philosophy at Sewanee introduces students to the ways that the intellectual movements and changes in the history of philosophy arise out of perceived dilemmas and crises within the established social, scientific, and religious traditions and presupposes that various reflective traditions have important things to say about the basic concerns of all human beings. At the same time, courses are designed to help students think critically for themselves, to defend their own beliefs, to appreciate the value of alternative beliefs, and to acquaint our students with diverse points of view.

Faculty

Professors: Conn, Moser, Peters (Chair)

Assistant Professors: Averitt, Coates

Major

Requirements for the Major in Philosophy

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
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 28 additional credit hours in philosophy (PHIL), at least 16 of which must be at the 300-level or higher.	28
Total Semester Hours	**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

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).

2

Students must complete a comprehensive examination with written and oral components.

Honors

In order to qualify for departmental honors, the average of the student's GPA in the major and their grade on the comprehensive exam must be at least an A-.

Student Learning Outcomes

A student majoring in Philosophy will

1. Describe, discuss, and appraise the history of philosophy through the close reading of primary texts.
2. Accurately and charitably reconstruct the philosophical theories and arguments which are present in philosophical texts.
3. Evaluate and criticize philosophical theories and arguments in a nuanced, incisive and charitable manner.
4. Identify and appraise their own philosophical commitments; and more generally, forge these commitments into a coherent and defensible worldview.
5. Conduct independent research on an advanced topic which culminates in a public presentation and defense of their central argument.

Minor

Requirements for the Minor in Philosophy

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select four courses in philosophy (PHIL)		16
Select one additional course in philosophy (PHIL) numbered 300 or above		4
Total Semester Hours		**20**

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, R. Peterson (Chair)

Assistant Professor: Tung

Instructor: Hancock

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
Course Requirements [1]		
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
Total Semester Hours		**56**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

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.

2

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
Course Requirements [1]		
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
Total Semester Hours		**52**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

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
Course Requirements [1]		
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 two courses in physics (PHYS) numbered 200 or above		8
PHYS 305	Advanced Laboratory [2]	4
Select one seminar (PHYS 312 or PHYS 412)		2
Select two laboratory courses in chemistry (CHEM)		8
Total Semester Hours		**42**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [2]		

1

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.

2

PHYS 305 must be taken twice.

3

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
Course Requirements		
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		

Student Learning Outcomes

A student majoring in Physics will

1. Demonstrate knowledge of and apply major concepts in classical mechanics, thermodynamics, electricity & magnetism, and modern physics.
2. Demonstrate knowledge of and the ability to use the fundamental testing equipment in experimental physics.
3. Demonstrate knowledge of and apply basic ideas in computer programming for computation and instrument control.
4. Conduct an independent research project that demonstrates mastery of experimental methodologies, including designing experiments, acquiring data, analyzing data, and interpreting results.
5. Be able to articulate verbally and in writing their knowledge of physics.

Minor

Requirements for the Minor in Physics and Astronomy

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1,2]		
PHYS 250	Solar System Astronomy (Lab)	4
PHYS 251	Stellar and Galactic Astronomy (Lab)	4
PHYS 444	Independent Study [3]	2
Select one of the following: [4]		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	
Total Semester Hours		**18**

1

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.

2

An average grade of at least C is required for completion of the minor.

3

The comprehensive examination is not required, but each student must present the results of the PHYS 444 project during a seminar.

4

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, Pearigen, C. Peterson, S. Wilson

Associate Professors: Manacsa (Chair), Riley

Assistant Professors: Cerja, Gauding, Salimi, Simpson

Major

Requirements for the Major in Politics

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Two foundational (100-level) courses in politics (POLS) from the following subfields:		8
POLS 101	American Government and Politics	
POLS 103	Comparative Politics	
POLS 105	Introduction to Political Theory	
POLS 150	World Politics	
Two POLS courses numbered 200 or above in subfields not taken to satisfy the foundational (100-level) requirement:		8
American Politics/Policy (attribute PTAP):		
POLS 203	The Presidency	
POLS 204	The American Congress	
POLS 206	State Politics	
POLS 207	The Political Agenda	
POLS 210	The Politics of Poverty and Inequality	
POLS 212	Campaigns and Elections	
POLS 215	Reel Politics: Exploring the Politics of Film	
POLS 216	Media and Politics	
POLS 223	Introduction to Public Policy	
POLS 312	Policy Analysis	
POLS 313	Environmental Politics and Policy	
POLS 317	Criminal Justice Policy	
POLS 328	Parties and Interest Groups in the United States	
POLS 330	Race and Ethnicity in American Politics	
POLS 331	Constitutional Law: Balancing Powers	
POLS 334	Identity and U.S. Public Policy	
POLS 335	The Politics of the American South	
POLS 336	U.S. Immigration Law and Policy	
POLS 337	Constitutional Law: Civil Liberties	
POLS 338	Constitutional Law: Civil Rights	
POLS 348	Social Movements: Race and Political Activism	
Comparative Politics (attribute PTCP):		
POLS 209	Immigration, Politics, and Identity	
POLS 227	Africa in World Politics	
POLS 228	The Politics of the Modern Middle East and North Africa	
POLS 242	Politics in South Africa	
POLS 249	China and the World	
POLS 261	Multiculturalism and Equality	
POLS 311	Politics of Central America and the Caribbean	
POLS 314	Civil Wars	
POLS 318	Comparative Politics: South America and Mexico	
POLS 320	Gender and Politics in the Middle East and North Africa	
POLS 329	Comparative African Politics	
POLS 351	Modern European Politics	
POLS 363	Comparative Democratization	

International Relations (attribute PTIR):		
POLS 220	International Conflict	
POLS 221	Peace and Diplomacy	
POLS 222	United States Foreign Policy	
POLS 270	Introduction to International Security	
POLS 271	Law and Politics of International Justice	
POLS 280	The Politics of Development and Foreign Aid	
POLS 319	Global Gender Issues	
POLS 321	Global Health Governance	
POLS 365	Global Institutions and Policies	
POLS 366	International Political Economy	
POLS 370	International Law in International Relations	
Political Theory (attribute PTPT):		
POLS 238	Punishment	
POLS 260	Political Theory of the Environment	
POLS 308	Feminist Political Theory	
POLS 371	Loneliness, Alienation, Disenchantment	
POLS 373	African-American Political Thought	
POLS 376	Legal Theory	
One POLS course numbered 200 or above with the Black Politics in the U.S. Political Context attribute (PTBP):		4
POLS 330	Race and Ethnicity in American Politics	
POLS 334	Identity and U.S. Public Policy	
POLS 348	Social Movements: Race and Political Activism	
POLS 300	Research Design and Methods [2]	4
or POLS 374	Archival Research Methods	
Select one of the following 400-level writing-intensive seminars:		4
POLS 403	Voting	
POLS 404	Race, Politics, and Empire	
POLS 405	American Voting Behavior	
POLS 409	Religion and American Politics	
POLS 411	The Politics of Aids	
POLS 412	Terrorism and Global Security	
POLS 431	Ethnicity and Political Violence	
POLS 433	Human Rights	
POLS 441	Gender, Violence, and Power	
16 additional hours from POLS courses numbered 200 or above		16
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [3]		

1

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 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.

2

To be taken before the 400-level seminar.

3

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 Research Design and Methods (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.

Student Learning Outcomes

A Student Majoring in Politics will

1. Demonstrate knowledge of important concepts and theories used in political science;
2. Apply concepts and theories in the study of political action, public policy, political behavior, and political structures;
3. Use evidence and arguments in the analysis of political processes and outcomes;
4. Integrate knowledge from various courses across the politics curriculum;
5. Write a coherent and organized essay;
6. Demonstrate the ability to communicate an argument effectively in an oral presentation.

Minor

Requirements for the Minor in Politics

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select two courses in politics (POLS), exluding POLS 445.		8
Select three additional courses in politics (POLS) numbered 200 or above		12
Total Semester Hours		**20**

Politics - Citizenship and Political Action Category

Code	Title	Semester Hours
Politics - Citizenship and Political Action (attribute POCT)		
POLS 206	State Politics	4
POLS 209	Immigration, Politics, and Identity	4
POLS 212	Campaigns and Elections	4
POLS 223	Introduction to 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 348	Social Movements: Race and Political Activism	4
POLS 363	Comparative Democratization	4
POLS 395	Research Seminar on Political Behavior	4
POLS 403	Voting	4
POLS 405	American Voting Behavior	4
POLS 409	Religion and American Politics	4
POLS 411	The Politics of Aids	4
WMST 220	The Politics of Lesbian, Gay, Bisexual, and Transgender Rights	4

Politics - Conflict and Peace Category

Code	Title	Semester Hours
Politics - Conflict and Peace (attribute POCP)		
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 365	Global Institutions and Policies	4
POLS 372	Remembering in Post-Conflict Societies	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
Politics - Development and Political Economy (attribute PODV)		
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 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 363	Comparative Democratization	4
POLS 366	International Political Economy	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
Politics - Global Institutions and Policies (attribute POGI)		
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 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
Politics - Identity and Diversity (POID)		
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	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 261	Multiculturalism and Equality	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 348	Social Movements: Race and Political Activism	4
POLS 351	Modern European Politics	4
POLS 372	Remembering in Post-Conflict Societies	4
POLS 373	African-American Political Thought	4
POLS 374	Archival Research Methods	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
Politics - Law and Justice (attribute POLJ)		
POLS 210	The Politics of Poverty and Inequality	4
POLS 238	Punishment	4
POLS 260	Political Theory of the Environment	4
POLS 261	Multiculturalism and Equality	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 317	Criminal Justice Policy	4
POLS 319	Global Gender Issues	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 370	International Law in International Relations	4
POLS 373	African-American Political Thought	4
POLS 376	Legal Theory	4
POLS 403	Voting	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
Politics - National Institutions and Policies (attribute PONI)		
POLS 203	The Presidency	4
POLS 204	The American Congress	4
POLS 206	State Politics	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 216	Media and Politics	4
POLS 222	United States Foreign Policy	4
POLS 223	Introduction to 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 317	Criminal Justice 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 351	Modern European Politics	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. 73)usiness minor (p. 73).

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, 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 122 or CHEM 150 in their first year.)

A student in the pre-professional engineering program may major in chemistry (p. 77), computer science (p. 142), mathematics (p. 144), or physics (p. 166).

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. Preveterinary 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
First Year		
General chemistry, or physics, or biology [1]		
Introductory psychology		
Language		
Mathematics		
Humanities (or other core course requirements)		
Physical education		
Second Year		
Two courses from biology, organic chemistry, and physics		
Language		
Humanities (or other core course requirements)		
Third Year		
Completion of the chemistry, physics, and biology requirements [1]		
Introductory sociology		
Major courses		
College requirements		
Fourth Year		
Advanced sciences		
Major courses		
Electives		

1

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/)

What factors shape the way we develop, think, and act? What defines our relationships with ourselves and with others? Psychology uses scientific approaches to investigate & understand the human condition. At Sewanee, we aspire to translate that work to a more equitable world. Our students and faculty pursue a more complex and nuanced understanding of thought and behavior, both in its own right and with an earnest commitment to our departmental theme of Psychology for the Public Good.

Our dedicated faculty equip students with a rigorous understanding of psychological principles and methods that inform our scientific understanding of the human condition. Throughout our curricula, students learn to apply their knowledge and skills to a range of timely and significant disciplinary, interdisciplinary, and societal issues. This orientation does more than urge us toward application—it shapes the very nature of the questions we ask, the methods we use, and who we involve in that process.

Our Psychology major consists of an introductory survey course, three intermediate-level courses covering foundational subdisciplines (e.g., clinical, social, cognitive), an intensive research methods course that includes basic behavioral statistics, an inquiry-driven laboratory course on a topic or subfield within psychology, two senior-level seminar courses, and two electives. A Psychology minor consists of an introductory survey course, one upper-level course, and four additional courses. While most courses that fulfill Psychology major and minor requirements have a PSYC designation, select neuroscience courses (NEUR-designated) can also be taken to fulfill major/minor requirements.

A range of valuable co-curricular opportunities are available to expand and deepen our students' engagement. Our faculty maintain active research programs that involve student researchers during the academic year and, often, during the summer via Sewanee's summer undergraduate research fellows (SURF) program (https://new.sewanee.edu/academics/undergraduate-research/find-a-research-opportunity/summer-undergraduate-research-fellowship-information-for-students/). Our department enjoys rich and long-standing collaborations (https://new.sewanee.edu/academics/sewanee-yale-collaborations/) with the Yale Child Study Center at the Yale School of Medicine (https://medicine.yale.edu/childstudy/), including a summer internship program for rising juniors and seniors. Our Department also hosts regular professional development and career exploration events, in conjunction with student-led organizations, to promote students' discernment and critical reflection about their evolving interests, skills, and world needs.

Faculty

Professors: Falikman, Fisher, Hamby, Mayes, Yu

Associate Professors: Bardi, Bateman, Cammack (Chair)

Assistant Professors: Buckingham, Morgan, Reppert, Silver, Terigele

Instructor: Mendez

: Swallow

Major

Requirements for the Major in Psychology

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1,2,3]		
PSYC 101	Principles of Psychology	4
or PSYC 100	Introduction to Psychology (Lab)	
PSYC 251	Research Methods and Data Analysis (Lab)	4
Select three of the following core courses (attribute PYCR): [1]		12
NEUR 101	Introduction to Neuroscience	
NEUR 225	Cognitive Neuroscience	
NEUR 254	Behavioral 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 223	Positive Psychology	
PSYC 227	Health Psychology	
PSYC 229	Cross Cultural Psychology	
PSYC 231	Lifespan Development	
PSYC 280	Psychology of Human Diversity	
PSYC 356	Social Psychology (Lab)	
PSYC 357	Child Development (Lab)	
PSYC 358	Cognitive Psychology (Lab)	
Select one of the following advanced laboratory courses (attribute PYAL): [1]		4
NEUR 355	Advanced Cognitive Neuroscience (Lab)	
NEUR 359	Advanced Behavioral Neuroscience (Lab)	
PSYC 350	Drugs and Behavior (Lab)	
PSYC 352	Identities and Media (Lab)	
PSYC 354	Positive Psychology (Lab)	
PSYC 356	Social Psychology (Lab)	
PSYC 357	Child Development (Lab)	
PSYC 358	Cognitive Psychology (Lab)	
PSYC 360	Psychology of Gender (Lab)	
PSYC 364	Action Research in Psychology (Lab)	
PSYC 367	Community-Based Evaluation Research (Lab)	
PSYC 368	Qualitative Research Methods and Analysis	
Select two of the following seminar courses (attribute PYSM): [1]		8
NEUR 416	Neuroscience of Preference and Choice	
PSYC 402	Community Psychology	
PSYC 408	Seminar in Clinical Psychology	
PSYC 411	Judgment and Decision-Making	
PSYC 412	Psychology of Gender	
PSYC 417	Seminar in Developmental Psychology: Human Development in Context	
PSYC 419	Addiction	
PSYC 420	Consciousness and Unconsciousness: Explorations in Neurophilosophy	
PSYC 422	Controversies in Human Sexuality Research	
PSYC 423	Communicating Psychology	
PSYC 425	The Psychology of Social Change	
PSYC 490	Special Topics Seminar	
Select two additional courses in psychology (PSYC) [1]		8
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [4]		

1

Students who have taken PSYC 203 may not receive credit for PSYC 356.

2

The comprehensive examination consists of a paper that integrates material from three areas in psychology, typically completed during the final semester. Ordinarily several possible questions are distributed early in the semester, with students submitting a mandatory outline followed by a final paper on the question of their choice.

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.

Student Learning Outcomes

A student majoring in Psychology will

1. Demonstrate foundational knowledge in psychology
2. Develop and apply scientific inquiry and psychological literacy
3. Develop and demonstrate critical thinking within psychology, including application and integration
4. Develop and demonstrate effective communication skills

Minor

Requirements for the Minor in Psychology

The minor requires successful completion of the following:

Code	Title	Semester Hours
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, or NEUR 416 [1]		4
Select four additional courses in Psychology (PSYC) [1]		16
Total Semester Hours		**24**

1

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

Study-Abroad Courses

Sewanee students can receive credit for courses that count toward their psychology major or minor through many study-abroad programs. Please meet with representatives from the Office of Global Citizenship (https://new.sewanee.edu/offices/university-offices/office-of-global-citizenship/study-away/) to explore your options.

Sewanee-at-Yale Directed Research Program

The Sewanee-at-Yale fall semester experience is research-intensive. Students expand their summer research project into the fall semester, under continued mentorship from Yale faculty. To support this additional 4-5 months of research experience, these students enroll in eight (of sixteen total) credits devoted to mentored research (e.g., PSYC 499; NEUR 499; BIOL 499).

Sewanee-at-Yale fall semester students also take eight credits worth of coursework (i.e., 2 full four-credit courses) through Yale Medical School(e.g., PSYC 499; NEUR 499; BIOL 499). The actual courses are determined through close collaboration with the SAY team and the Yale course instructors, typically during the summer before the fall semester. They can count toward your 128 credits required for graduation or, potentially, toward your major/minor, with the approval of your Department Chair or Program Director. For context, in past years, these courses have counted for upper-level electives toward neuroscience, psychology, biology, or biochemistry majors. While the expectations for success in these courses are adjusted to be appropriate for undergraduates, they will be advanced and academic challenging experiences.

Please see our website for details (https://new.sewanee.edu/academics/sewanee-yale-collaborations/sewanee-at-yale-semester/).

Sewanee-in-Japan Program

In a partnership with Kansai Gaidai's Asian Studies Institute (https://www.kansaigaidai.ac.jp/asp/about/overview/), Sewanee students take courses from a broad range of disciplines including Asian Studies, International and Global Studies, Business, Art, and Japanese language. A Sewanee faculty member will accompany students on the program and teach a course in their discipline. Every three years, this course will be taught by a Sewanee psychology faculty member.

Students will earn 15 credit hours on the Sewanee-in-Japan program.

- PSYC 290: Studies in Psychology (Required)
- Japanese (Required, 5 credit hours): Kansai Gaisdai offers Japanese language courses for all students from Japanese 1 for beginners with no formal Japanese language training through Japanese 8 for advanced language learners.
- Two (2) Additional Courses: Two additional courses chosen from this list (https://www.kansaigaidai.ac.jp/asp/files/academics/course-list/2025SP_Course_List.pdf). All Kansai Gaidai content courses are three credits each.

Please see our website for details (https://new.sewanee.edu/offices/university-offices/office-of-global-citizenship/study-away/sewanee-semester-programs/sewanee-in-japan/).

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, Parker

Associate Professors: Curts, Thurman (Chair)

Major

Requirements for the Major in Religious Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
RELG 301	Methodologies in Religious Studies	4
Select at least three courses in religious studies (RELG) united in theme [2]		12
Select six additional courses in religious studies (RELG)		24
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

A course outside the department also recommended for religious studies majors is HIST 298.

2

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.

Student Learning Outcomes

A student majoring in Religious Studies will

1. Explain the field of religious studies as the interrogation of the category "religion."
2. Explain and appraise current debates about the definition of religion and the range of critical theories and methodologies used in the field.
3. Explain the role of religion across historical periods, geographical locations, and cultural traditions.
4. Develop and evaluate their own approach to the definition and study of religion, especially through independent research.
5. Be able to articulate orally and in writing their knowledge of Religious Studies.

Minor

Requirements for the Minor in Religious Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select at least six courses in religious studies (RELG) [1]		24
Total Semester Hours		**24**

[1] A grade average of C (2.00) or higher is required in these courses.

Rhetoric

Website: Rhetoric (https://new.sewanee.edu/programs-of-study/rhetoric/)

In Sewanee's Rhetoric program, students learn to research, compose, and critique public discourse and to do so from a wide variety of theoretical perspectives and preceptual traditions. Students take courses in public speaking, argumentation and debate, ancient and modern rhetoric, the history of oratory and public discourse, women's voices, protest, the rhetoric of mass and social media, propaganda, intercultural communication, and the rights and responsibilities of speakers. Accordingly, the study of rhetoric is excellent preparation not only for civic life but also for vocational callings in law, teaching, ministry, activism, advocacy, conflict resolution, diplomacy, and politics, as well as careers in communication, commerce, and the arts. Students have the opportunity to study with award-winning teachers and scholars conduct, present, and publish undergraduate research, and work in and with our state-of-the-art Center for Speaking & Listening.

Faculty

Professor: O'Rourke (Chair)

Associate Professor: Lehn

Major

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
RHET 101	Public Speaking [1]	4
RHET 201	Introduction to Rhetoric [1]	4

RHET 301	Junior Seminar	4
RHET 401	Senior Seminar	4
Select one course in Rhetoric (RHET)		4
Select four courses in Rhetoric at the 300-level or above		16
Total Semester Hours		**36**

Code	Title	Semester Hours
Additional Requirements		
A thesis [2]		
A comprehensive examination [3]		

1

Ideally, students will complete Public Speaking and Introduction to Rhetoric in the first or sophomore year before completing the upper-division courses in the third and fourth year.

2

Rhetoric majors will write, present, and defend a 7500-word senior thesis. The thesis is designed by the student in consultation with an advising member of the Rhetoric faculty, making use of an appropriate rhetorical methodology. Students will produce a prospectus of the thesis in RHET 301, and will complete their thesis in RHET 401: Senior Seminar in Rhetoric.

3

The exam draws from RHET 101: Public Speaking, RHET 201: Introduction to Rhetoric, and additional upper-level rhetoric electives. Exam answers must cite material from those courses (e.g., speeches, scholarly articles, images, protest movements, and the like) and construct a sound, cogent, and well-supported argument.

Honors

To qualify for departmental honors, a student must have a 3.45 average in the major and perform with distinction (B+ or higher) on the comprehensive exam. To achieve department honors, students must notify the department chair, by 15 September of the senior year, of their intention to seek department honors, complete an honors-caliber senior thesis of 10,000 to 12,000 words (approximately 35-40 double-spaced pages), and successfully present and defend it in the first week of December.

Student Learning Outcomes:

A student majoring in Rhetoric will

1. Identify and clearly communicate the central questions, concerns, and controversies that have shaped the field of Rhetoric and, using knowledge of core concepts, theories, and rhetors, develop and defend sound arguments.
2. Develop and apply critical reading and thinking skills and the ability to synthesize diverse materials across the discipline.
3. Use research tools effectively and conduct independent and collaborative research in Rhetoric.
4. Effectively demonstrate knowledge of Rhetoric in spoken, written, and, where applicable, digital modes.

Minor

Requirements for the Minor in Rhetoric

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
RHET 101	Public Speaking	4
RHET 201	Introduction to Rhetoric	4
Select two courses in Rhetoric at the 300-level or above		8
Select one additional course in Rhetoric		4
Total Semester Hours		**20**

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.

Faculty

Associate Professor: Preslar (Chair)

Assistant Professor: Weygandt

Major

Requirements for the Major in Russian

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
RUSN 301	Advanced Russian	4
RUSN 309	Russian Culture: Study Abroad	4
or RUSN 310	Russian Civilization	
Select at least three of the following to demonstrate proficiency in the language:		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 402	Advanced Russian through Contemporary Literature and Society	
RUSN 405	Capstone Project and Seminar in Advanced Russian	
Select at least two of the following to demonstrate proficiency in the literary and film canon:		8
RUSN 207	Urban History of Kazakhstan and Writers of its Steppe and Cities	
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 and Émigré Literature in 3D	
RUSN 358	Gender Revolutions and Countercultures in Film and Literature after Stalin	
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 367	Digitally Archiving Arts of Resistance in Contemporary East Europe and Central Asia	
RUSN 364	Post-Soviet Literature, Theatre, and Performance Art	
HIST 383	Before and After 1989 in Russian, Ukrainian, and East European Cinema and History	

Select one additional course from the previous two lists	4
Total Semester Hours	**32**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination		

1

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.

Student Learning Outcomes

A student majoring in Russian will

1. Demonstrate competency in spoken and written Russian across several modes of communication: reading, writing, listening, and speaking.
2. Demonstrate knowledge of the history and culture of Russia and the Russian world.
3. Demonstrate cultural awareness, intercultural competence, and a global perspective as it pertains to Russian Studies.
4. Develop and demonstrate advanced analytical, research, and interdisciplinary skills, as per their final interdisciplinary project.

Minor

Requirements for the Minor in Russian

The minor requires successful completion of the following:

Code	Title	Semester Hours
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	Advanced Russian through Contemporary Literature and Society	
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: Malone (Chair)

Minor

Requirements for the Minor in Shakespeare Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
ENGL 357	Shakespeare I [1]	4
ENGL 358	Shakespeare II [1]	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 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	Europe from the First Crusade to the Black Death	
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	
HIST 495	War and Society in Ancient Greece and Rome	
HUMN 105	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of Early Modern World	
LATN 307	Ovid	
LATN 331	Roman Comedy	
LATN 337	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	
THTR 227	Classic and Contemporary Plays on the London Stage	

THTR 235	Voice and Interpretation	
Total Semester Hours		**24**

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
Course Requirements		
Select 20 semester hours from the following electives in Southern Appalachian Studies (attribute SAST): [1]		16
ANTH 213	Cultural Resource Practicum	
ANTH 302	Southern Cultures	
BIOL 220	Reading the Landscape (Lab)	
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 295	History of Southern Appalachia	
HIST 323	The Many Faces of Sewanee	
HIST 343	Public 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	
Total Semester Hours		**16**

1 No more than two of these courses may be at the 100 level.

Spanish and Italian

Websites: Spanish (https://new.sewanee.edu/programs-of-study/spanish/), Italian (https://new.sewanee.edu/programs-of-study/italian-studies/)

The Department of Spanish and Italian offers a comprehensive program ranging from beginning to advanced courses in language, literature, and culture. Members of its faculty hail from the United States, Spain, and Latin America, speak with a variety of accents and dialectical variants, and conduct research in a broad range of geographical areas and time periods. The Department works closely with and contributes to other departments and interdisciplinary programs, such as International and Global Studies, Humanities, and Women's and Gender Studies.

Students will find opportunities to hear and speak Spanish and Italian outside the classroom: at the theme houses (see below), weekly Spanish table, monthly *tertulia* gatherings, and occasional events such as lectures and film screenings.

In the Italian program, language and culture are taught in a full-immersion, communicative classroom, where students can work toward gaining proficiency in reading, writing, speaking, and listening over as many as four semesters of study. The fourth semester, ITAL 301, combines an advanced grammar review with a focused introduction to Italian literature. Italian studies are excellent preparation for students wishing to study in Italy, as well as for students pursuing studies in literature, music, or art history. It is possible to satisfy the college's general education requirement in a second language, or in the learning objective tagged as "comprehending cross-culturally" with ITAL 301.
Spanish Placement

Spanish Placement

Students wishing to take Spanish to fulfill the College's general education requirement must take the departmental placement examination. Those students who have never taken Spanish should consult with the department chair in order to register for SPAN 103. Students who have taken at least two years of Spanish in high school will be placed no lower than SPAN 113. Students may not enroll at a course level beneath that indicated by the placement examination without the permission of the department chair.
Theme Houses

Theme Houses

The residents of *Casa de España y las Américas* theme house live in a communal setting overseen by a graduate native speaker. The house sponsors various cultural and social activities. The Paschall House serves as the *Casa Italiana*, or the Italian House. Its mission is to promote the awareness and education of the Italian language and culture to students.

Faculty

Professors: Raulston, Sanchez-Imizcoz, Sandlin

Associate Professors: Burner, Colbert-Goicoa (Chair), Garcia-Santana, Marquez-Gomez

Assistant Professor: Mylonas-Leegstra

Instructors: Johnson, Jordan

Major

In all classes, students will hone skills in reading, writing, and speaking Spanish, engage with the culture of the Spanish-speaking world, and practice critical thinking.

Requirements for the Major in Spanish

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select three of the following courses:		12
SPAN 301	Spanish Literature and Culture through 1700 [2]	
SPAN 302	Spanish Literature and Culture, 1700 to the present [2]	
SPAN 303	Latin American Literature and Culture, Pre-Colonial to Independence [2]	
SPAN 304	Latin American Literature and Culture, Independence to the Present [2]	
SPAN 495	Senior Seminar [3]	4

Select six additional courses in Spanish at the 299 level or above (SPAN) [4]	24
Total Semester Hours	**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [3]		
Study abroad [5]		

1

All majors are encouraged to take a year or more of another foreign language.

2

Prerequisite for all courses numbered 400 or above is a semester at the 300 level, departmental permission, or placement. A Spanish major is strongly encouraged to complete SPAN 301, SPAN 302, SPAN 303, and SPAN 304 before taking more advanced courses.

3

The written and oral comprehensive examinations in Spanish form part of the Senior Seminar. The oral comprehensive examination consists of the presentation of the senior thesis.

4

As the major requires a mastery of Spanish language, Spanish and Latin American literature, and Spanish and Latin American culture, the student is expected to select courses from all of these areas.

5

Majors are required to spend one semester or the equivalent studying in a Spanish-speaking country. Justifiable exceptions will be considered by written petition.

Honors

Toward the end of the penultimate semester of study, Spanish majors with a minimum of 3.50 in Spanish courses may apply for permission to present themselves for departmental honors Students who demonstrate excellence in their honors paper, in the written comprehensive examination, and in the oral presentation of their work, upon the approval of the department, earn departmental honors.

Student Learning Outcomes

A student majoring in Spanish will

1. Demonstrate mastery of Spanish grammar and syntax to a degree that permits accurate written expression of abstract ideas.
2. Demonstrate comprehension of native or near-native spoken Spanish and mastery of Spanish pronunciation, grammar, syntax, and vocabulary to a degree that permits accurate verbal expression of abstract ideas.
3. Evaluate and develop arguments, judgments, and useful comparisons.
4. Demonstrate knowledge of the literature, culture, and history of the Hispanic world to such an extent that one can write about broad cultural topics using concrete examples.
5. Produce sustained independent research, using field-specific and interdisciplinary approaches, culminating in a substantial paper and presentation in Spanish.

Minors

Minors

- Spanish (p. 190)
- Italian Studies (p. 190)
- Latin American and Latinx Studies (p. 191)

Off-Campus Study

The Department of Spanish offers two study abroad programs. These include Summer in Spain, in which students hike the Camino de Santiago pilgrimage route across the north of the country, and Semester in Spain, which focuses on Spain and the European Union with travel to Latin America and, in recent years, Cuba and Brazil.

Sewanee Semester in Spain

The Sewanee Semester in Spain Program focuses on contemporary Spain and its relationship to and membership in the European Union. It is interdisciplinary in nature, with each course looking at a variety of issues from multiple perspectives. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. Three trips form part of the program: a weekend-long trip to Santiago de Compostela, a five-day trip to Morocco, and a week-long visit to the European Union headquarters. The program consists of the following:

Code	Title	Semester Hours
Course Requirements		
ARTH 497	Europe: A Community in the Arts	4
INGS 306	Spain in the European Union	4
SPAN 321	Advanced Spanish Language	4
SPAN 323	Contemporary Spanish Culture and Civilization	4
Total Semester Hours		**16**

Sewanee Summer in Spain

The Sewanee Summer in Spain program is an interdisciplinary approach to the study of medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program consists of the following:

Code	Title	Semester Hours
Course Requirements		
PHED 214	Pilgrimage to Santiago	0
Total Semester Hours		**0**

Spanish

Requirements for the Minor in Spanish

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
Select two of the following:		8
SPAN 301	Spanish Literature and Culture through 1700	
SPAN 302	Spanish Literature and Culture, 1700 to the present	
SPAN 303	Latin American Literature and Culture, Pre-Colonial to Independence	
SPAN 304	Latin American Literature and Culture, Independence to the Present	
Select four additional courses in Spanish (SPAN) numbered 299 or above [1]		16
Total Semester Hours		**24**

1

With the approval of the Department chair, a maximum of two courses taken as part of a study-abroad program may be applied to the minor.

Italian Studies

The minor in Italian Studies is an interdisciplinary program of study in Italian language, literature, art, history, and culture. A semester of study at an approved program in Italy is highly recommended, but not required. To earn the minor, students must demonstrate Italian linguistic competence and complete five approved courses at the 300-level or above.

The minor offers some flexibility and can be tailored to complement major studies in anthropology, art history, history, medieval studies, music, and international and global studies.

As a rule, the department will offer two 300-level courses each year: one in the Advent semester, which will be taught in English and another in the Easter semester, which will be taught in Italian.

Requirements for the Minor in Italian Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select eight credits from the following:		8
ITAL 301	Introduction to Italian Literature	
ITAL 302	Introduction to Drama	
ITAL 305	Italian Culture and Society	
ITAL 355	Special Topics	
ITAL 440	Directed Reading	
Select four credits from the following:		4
ITAL 309	Italian Americans in Cinema and Literature	
ITAL 325	Women Writers in Italy	
ITAL 350	Special Topics	
Select eight credits from the following:		8
ARTH 323	Imagining the Medieval Italian City	
ARTH 325	Italian Renaissance Art and Architecture	
CLST 353	Latin Literature in Translation	
ENGL 200	Representative Masterpieces	
Courses in Latin (LATN) literature course numbered 300 or above		
Additional courses in Italian (ITAL) numbered 300 or above		
An approved study abroad content course taught in Italian [1]		
Total Semester Hours		**20**

[1]

Students may apply up to two courses from an approved study abroad program to the minor. Each course is subject to departmental approval. Beginning and intermediate language/grammar courses will not count toward the minor. Generally, content courses that focus on some aspect of Italy (e.g. a history course on the Fascist period, an anthropology course on Italian food culture) will be approved, as will courses on any subject taught in Italian (e.g., a biology course taught at the Università di Ferrara).

Latin American and Latinx Studies

This minor introduces students to the region and encourages them to consider the intersections between race, ethnicity, religion, politics, ecology, and sexuality, among other key topics as they expand their knowledge of the Americas in its past and present. The minor asks students to critically consider the multiple and complex events, experiences, and perspectives that inform Latin America in its past and present, including when to recognize and challenge common narratives and stereotypes that have emerged over time about the region and its peoples. Students consider visual arts, musical expression, literary production, gender and sexuality, political phenomena, environmental challenges and management, and historical and social analysis to work toward understanding Latin American, Caribbean, and Latinx histories and experiences.

Requirements for the Minor in Latin American and Latinx Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements [1]		
One course in SPAN on Latin American or Latinx studies, numbered 299 or higher, taught in Spanish (attribute LLCA): [2]		4
SPAN 299	Gateways to Latin American, Spanish, and Latinx Studies	
SPAN 303	Latin American Literature and Culture, Pre-Colonial to Independence	
SPAN 304	Latin American Literature and Culture, Independence to the Present	
SPAN 309	Overview of Latin American Literature	

SPAN 350	Advanced Topics in Spanish	
SPAN 370	U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production	
SPAN 380	20th- and 21st-Century Latin American Poetry	
SPAN 381	History of Latin American Cinema	
SPAN 383	Latin American Novel	
SPAN 384	Contemporary Hispanic Caribbean Literature and Culture	
SPAN 387	Women's Voices in Latin America	
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	
SPAN 390	Latin American Literature and the Environment	
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	
SPAN 392	Critical Audiovisual Cultures in Latin America	
SPAN 393	Women Filmmakers in the Hispanic World	
SPAN 426	Indigeneity and Race in Latin American Cultures	
One course in Latin American studies (attribute LLLA):		4
ANTH 305	Cultures of Latin America	
ARTH 111	Latin American Art, Ancient to Modern	
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	
ARTH 352	Art and Politics during the Hispanic Enlightenment	
ARTH 353	Early Modern Art of Latin America	
ENST 212	Sustainability and Global Environmental Change Field Studies	
ENST 219	Environment, Conservation, and Policy Issues in Ecuador	
ENST 225	Environmental Challenges: Linking the Global to the Local	
GLBL 200	Field Studies in Global Community Engagement: Food Systems in Costa Rica	
HIST 125	The Age of Discovery: Encounter of Two Worlds	
HIST 134	Childbirth in Europe and the Colonial Caribbean	
HIST 138	Black Atlantic	
HIST 223	Latin American History to 1825	
HIST 224	Latin American History Since 1826	
HIST 225	Empire in the New World: Incas and Aztecs	
HIST 273	The Haitian Revolution	
HIST 348	The Mexican Revolution	
HIST 357	Latin American Biographies	
HIST 358	Women in Latin America	
HIST 359	United States and Latin America since 1898	
HIST 360	Latin American Topics	
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	
MUSC 224	Musics of Latin America	
POLS 311	Politics of Central America and the Caribbean	
POLS 314	Civil Wars	
POLS 318	Comparative Politics: South America and Mexico	
SPAN 290	Cults of Personality: Individuals who Shape the Cultural Identity of Latin America	
SPAN 303	Latin American Literature and Culture, Pre-Colonial to Independence	
SPAN 304	Latin American Literature and Culture, Independence to the Present	
SPAN 309	Overview of Latin American Literature	
SPAN 370	U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production	
SPAN 383	Latin American Novel	
SPAN 384	Contemporary Hispanic Caribbean Literature and Culture	
SPAN 387	Women's Voices in Latin America	
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	
SPAN 390	Latin American Literature and the Environment	
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	

SPAN 392	Critical Audiovisual Cultures in Latin America	
SPAN 393	Women Filmmakers in the Hispanic World	
SPAN 426	Indigeneity and Race in Latin American Cultures	
One course in Latinx studies (attribute LLLX):		4
ENGL 338	Border Fictions: Literature of the U.S.-Mexico Border	
POLS 209	Immigration, Politics, and Identity	
POLS 336	U.S. Immigration Law and Policy	
PSYC 280	Psychology of Human Diversity	
PSYC 380	Latinx Psychology	
SPAN 292	Hispanic Communities in the United States	
SPAN 350	Advanced Topics in Spanish	
SPAN 370	U.S. Afro-Latinx and Black Hispanic Caribbean Cultural Production	
SPAN 384	Contemporary Hispanic Caribbean Literature and Culture	
SPAN 387	Women's Voices in Latin America	
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	
SPAN 389	U.S. Latino and Latina Literature and Culture	
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	
SPAN 392	Critical Audiovisual Cultures in Latin America	
THTR 230	Latinx Theatre	
Two additional courses focused on Latin American and Latinx Studies (with attributes LLCA, LLLA, or LLLX)		8
Total Semester Hours		**20**

1

The required courses must be from at least three academic disciplines

2

A course in cultural analysis taught in another relevant non-English language spoken in the Americas (such as French, Portuguese, Quechua, Guaraní, etc.) can substitute for a Spanish course by petition to the minor director for approval to satisfy the requirement.

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: Crawford (Chair), Matthews

Associate Professor: Courtney World

Assistant Professors: Hamilton, Vera

Instructors: Marshall, Silfies

Major

Requirements for the Major in Theatre

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
THTR 111	Fundamentals of Theatre Production	4
THTR 114	Fundamentals of Design	4
THTR 131	Fundamentals of Acting	4
THTR 401	Senior Seminar in Theatre	2
Select two of the following:		8
THTR 221	Global Theatre	
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 eighteen additional semester hours from courses in theatre (THTR), dance (DANC), or playwriting (WRIT 207 only) in any combination.		18
Total Semester Hours		**44**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [1]		

1

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

To earn Honors in the Department of Theatre & Dance, a student may be invited to take on a major project in their senior year. Students will be invited onto the Honors track on the basis of their GPA, sustained excellence in their departmental classwork, and in their artistic work in Theatre & Dance performances. In their chosen project, the student must demonstrate artistic excellence in their own area(s) of specialization. They must also demonstrate strong leadership skills, a collaborative approach, insightful analysis, advanced communication abilities, and high levels of organization, dedication, and follow-through.

Student Learning Outcomes

A student majoring in Theatre will

1. Discuss and appraise the cultural contexts of theatre and dance history, including the works of major playwrights, directors, actors, choreographers and designers in both canonical and contemporary works of performance, including diverse and marginalized voices.
2. Develop and demonstrate strong critical analysis skills in their evaluation of a great variety of contemporary and classical performance in the area of their specialization.
3. Explain how the practice of theatre and dance as collaborative artistic disciplines helps to strengthen interpersonal skills, and heighten written, visual, and somatic abilities and critical analysis.
4. Apply their historical knowledge, critical thinking, and advanced work in the practical skills of one or more areas of specialization to the creation of public theatre and dance performances.

Minors

Minors

- Dance (p. 195)
- Theatre (p. 195)

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
Course Requirements		
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	Fundamentals of Design	
THTR 131	Fundamentals of Acting	
Select eight additional semester hours in dance (DANC)		8
Total Semester Hours		**20**

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
Course Requirements		
Select one of the following:		4
THTR 111	Fundamentals of Theatre Production	
THTR 114	Fundamentals of Design	
THTR 131	Fundamentals of Acting	
Select one of the following:		4
THTR 221	Global Theatre	
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
Total Semester Hours		**20**

Women's and Gender Studies

Website: Women's and Gender Studies (https://new.sewanee.edu/programs-of-study/women-s-and-gender-studies/)

The Women's and Gender Studies Program invites students to use gender as a fundamental category for intersectional analysis to identify and understand the operations of power among men, women, and transgender individuals in past and present societies and, likewise,

to recognize how gender has informed and interacted with diverse axes of identification including sexuality, race, ethnicity, class, age, nationality, ability, 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, generated, and revised categories of philosophical and political thought. They will learn how feminist methodologies have shaped and 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 the significance of gender as a cultural construction in the social and natural sciences, in historical inquiry, 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, Whitmer

Associate Professors: Lehn (Chair), Thurman

Assistant Professors: Brookfield, Cerja

Major

Requirements for the Major in Women's and Gender Studies

The major requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one of the following: [1]		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 [2]	4
WMST 400	Senior Seminar [3]	4
Select one course from the Race and Ethnicity in the U.S. thematic category (attribute WMRE) (p. 200) [4]		4
Select one course from the Postcolonial and Transnational Studies thematic category (attribute WMPT) (p. 199) [4]		4
Select five additional electives in women's and gender studies, three of which must be numbered 200 or above (attribute WMST) (p. 197) [4]		20
Total Semester Hours		**40**

Code	Title	Semester Hours
Additional Requirements		
A comprehensive examination [5]		

1

Generally, majors should complete WMST 100, WMST 111, or WMST 160 by the end of the sophomore year .

2

Majors should complete WMST 360 by the end of the junior year.

3

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.

4

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.

5

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.

Student Learning Outcomes

A student majoring in Women & Gender Studies will

1. Define feminist methods and theoretical frameworks as they have been employed in different local, national, and/or transnational contexts.
2. Apply concepts related to gender and intersectionality, with attention to how gender relates to other forms of difference and power.
3. Analyze the ways in which power, privilege, and positionality shape women's diverse social experiences.
4. Appraise how feminist methods and theoretical frameworks have reshaped the ways we approach knowledge in other disciplines.
5. Develop extended, original, independent written research project in WGS.
6. Demonstrate the ability to present and defend their research effectively.

Minor

Requirements for the Minor in Women's and Gender Studies

The minor requires successful completion of the following:

Code	Title	Semester Hours
Course Requirements		
Select one of the following: [1]		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 (p. 200)		4
Select three additional approved electives in Women's and Gender Studies (p. 197) [2]		12
Total Semester Hours		**24**

1

WMST 100 (or WMST 111 or WMST 160) must be taken at Sewanee.

2

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
Women's and Gender Studies (attribute WMST)		
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
AFST 351	Toni Morrison	4

AMST 251	Black Masculinity in the United States	4
AMST 340	African American Women's Short Stories	4
ANTH 290	Gender 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
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 134	Childbirth in Europe and the Colonial Caribbean	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 306	European Celebrity and Fan Culture	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 Italy	4
MUSC 227	Music and Gender	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 261	Multiculturalism and Equality	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 346	Contemporary Social Movements	4
POLS 441	Gender, Violence, and Power	4
PSYC 213	Comparative Sexual Behavior	4
PSYC 360	Psychology of Gender (Lab)	4
PSYC 412	Psychology of Gender	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
RELG 323	Engendering Religion	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

Women's and Gender Studies: Postcolonial & Transnational Studies

Code	Title	Semester Hours
Women's & Gender Studies: Postcolonial & Transnational Studies thematic category (attribute WMPT)		
AFST 450	Africa and the Diaspora: Texts and Contexts	4
AMST 255	Imagining Africa	4
ARTH 306	Art and Disaster in Modern and Contemporary Japan	4
ARTH 308	Gender in Japanese Art	4
ARTH 310	Contemporary Chinese Art	4
ARTH 343	Visualizing the Other in Early Modern Latin America: Race, Ethnicity, and Art	4
ARTH 352	Art and Politics during the Hispanic Enlightenment	4
ARTH 353	Early Modern Art of Latin America	4
ASIA 237	Gender and Sexuality in Modern Chinese Literature and Culture	4
ECON 310	Economic Development	4
ENGL 316	The Novel in the Global Age	4
ENGL 399	World Literature in English	4
GRMN 311	Cultural Inquiry: Narratives and Belonging	4
GRMN 357	German Queer Cinema	4

GRMN 358	Borders, Margins, and Identities in German Culture	4
HIST 134	Childbirth in Europe and the Colonial Caribbean	4
HIST 212	Modern East Asia	4
HIST 216	History of Japan	4
HIST 273	The Haitian Revolution	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 455	European Empires in Asia	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
POLS 261	Multiculturalism and Equality	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 411	The Politics of Aids	4
POLS 431	Ethnicity and Political Violence	4
POLS 441	Gender, Violence, and Power	4
SPAN 381	History of Latin American Cinema	4
SPAN 387	Women's Voices in Latin America	4
SPAN 391	Decolonizing Filmmaking in Contemporary Spanish and Latin American Cinema	4
SPAN 392	Critical Audiovisual Cultures in Latin America	4
SPAN 420	Experiences of Displacement: Migration and Exile in the Hispanic World	4
SPAN 426	Indigeneity and Race in Latin American Cultures	4

Women's & Gender Studies: Race & Ethnicity in the U.S.

Code	Title	Semester Hours
Women's & Gender Studies: Race & Ethnicity in the U.S. thematic category (attribute WMRE)		
AFST 210	Blackness in American Popular Culture	4
AFST 320	Black Autobiography in the United States	4
AFST 330	Black Women Activists Writing Change	4
ENGL 392	Modern American Fiction	4
ENGL 396	American Environmental Literature	4
HIST 131	"We are not what we seem": Race, Class, and Identity in American History since 1863	4
HIST 133	Before #MeToo: Sex, Power, and Work in the Modern U.S.	4
HIST 141	The American Family in History and Myth	4
HIST 232	African-American History since 1865	4
HIST 282	From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics	4
HIST 318	Black Power to Black Lives Matter	4
HIST 328	Slavery, Race, and the University	4
HIST 334	History of Mass Culture in the United States	4
HIST 343	Public History of Southern Appalachia	4
MUSC 143	Move on up a Little Higher: The History of Gospel Music	4
MUSC 241	"Ramblin' Blues": The Back Roads of Southern Music	4
POLS 209	Immigration, Politics, and Identity	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 335	The Politics of the American South	4
POLS 336	U.S. Immigration Law and Policy	4
POLS 337	Constitutional Law: Civil Liberties	4
POLS 338	Constitutional Law: Civil Rights	4

PSYC 380	Latinx Psychology	4
RELG 119	Rediscovering America, Reconsidering Religion	4
RELG 235	Cult Controversies: Race, Gender, and Sex in America's 'Alternative' Religions	4
RELG 335	Reading Race and the Bible	4
RHET 331	Voices of American Women	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
WMST 251	Black Masculinity in the United States	4
WMST 340	African American Women's Short Stories	4

Admission, Expenses, and Financial Aid

- Admission (p. 201)
- Tuition and Fees (p. 204)
- Financial Aid (p. 205)

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 1	Spring Semester Transfer application deadline
November 15	Early Decision I application deadline
December 1	Early Action application deadline
January 15	Early Decision II application deadline
February 1	Regular Decision application deadline
June 1	Fall Semester Transfer application deadline
Due in line with application for admission	Need-based Financial Aid deadline (FAFSA and CSS Profile)
Incoming students are invited to apply after they are admitted to Sewanee	Fellowship in the Arts application

Decision Notifications

Date	Event
Rolling	Spring Transfer
Early-December	Early Decision I notification
Late-January	Early Action notification
Late-January	Early Decision II notification
Early-March	Regular Decision notification
Rolling	Fall Transfer

Enrollment Confirmation Due Dates

Date	Event
December 3	Spring Transfer enrollment deposit due
January 15	Early Decision I enrollment deposit due
March 1	Early Decision II enrollment deposit due
May 1	Early Action and Regular Decision enrollment deposit due
July 1	Fall Transfer 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[1]
- 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

1

Three years of college preparatory mathematics (two years of algebra, one of geometry) are considered the minimum preparation for a student to attempt the required mathematics course at Sewanee; most entering students have taken four years of math.

College Entrance Examination Options

Applicants must submit either SAT or ACT scores, or apply as a test optional candidate. Information on the SAT and ACT is available from the applicant's secondary school or counselor.

Test of English as a Foreign Language

To be competitive with other applicants, non-native English speakers should present a minimum internet-based TOEFL score of 90 or a minimum International English Language Testing System (IELTS) score of 7. The University does not offer a conditional admission program for students lacking fluency in English.

Homeschooled Applicants

Sewanee welcomes applications from homeschooled students. The Coordinator for Homeschool Admission asks that such applicants complete additional steps so that the talents, strengths, and accomplishments of each applicant may be fully understood.

- The Common Application's Homeschool Supplement allows the homeschool supervisor to explain educational philosophy, grading scale, and outside evaluation.
- A letter of recommendation from a teacher, tutor, or professor outside the applicant's immediate family provides insight into the rigor of curriculum.
- SAT and/or ACT results provide the Committee on Admission with a standardized reflection of the applicant's preparation for Sewanee's rigorous curriculum.
- An interview with a member of the admission counseling staff may be conducted in person, by phone, or via teleconference.

Campus Visits

Campus visits for prospective students are not required for admission but are strongly recommended. The campus visit is one example of student-initiated interest in the University that the Committee on Admissions considers when making admission decisions. A typical visit includes a group information session with an admission counselor and a student-led tour with optional opportunities for attending a class, meeting with a faculty member or coach, or an informational interview with a current student. Other special visit opportunities include residential life tours, specialized facility tours, and lunch with a student host.

Students may schedule a visit by registering at the Office of Admission's website (https://new.sewanee.edu/admission-aid/). Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon. On select Saturday mornings during the academic year, a group information session with campus tour is offered at 10:30 a.m. All non-evaluative interviews are conducted by carefully selected and trained seniors in the college, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also about their extracurricular activities and interests.

Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon and select Saturdays during the academic year. All non-evaluative interviews are conducted by carefully selected and trained seniors in the College, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also their extracurricular activities and interests.

The Office of Admission, located in Fulford Hall, is open Monday through Friday from 8 a.m. to 4:30 p.m. (Central Time).

Early Decision Plan

Early Decision is an option for those students who consider Sewanee their first choice. If admitted under the Early Decision plan, an applicant agrees to withdraw all applications to other colleges and universities and enroll at Sewanee. There are two Early Decision opportunities for which students may apply. Early Decision candidates are eligible to be considered for all potential financial aid awards through both the academic scholarship and/or need-based financial aid processes.

Applicants who are *NOT* admitted under Early Decision are released from their binding agreement and may be deferred to the regular admission cycle. These deferred candidates must submit a completed Mid-Year Grade Report, along with any additional supporting documentation, if applicable, in order to receive full consideration under regular admission.

The student applying for Early Decision should:

1. Indicate "Early Decision I" or "Early Decision II" on the Common Application. Complete and submit the binding Common Application Early Decision Agreement.
2. Submit all required documentation on or before November 15 for Early Decision I, or January 15 for Early Decision II. If all documentation requirements are not met by the respective application deadline, the application will be treated as a regular decision application.
3. A student admitted to the University under either binding Early Decision plan agrees to withdraw any applications to other colleges and to enroll at Sewanee.

Early Admission After the Junior Year

Students may apply for admission after the junior year of high school. Although Sewanee does not encourage early admission to the college, this plan is sometimes appropriate for select students. The Early Admission candidate should have exhausted most of the academic courses offered by their high school and be ready academically, emotionally, and socially for the college environment.

An Early Admission candidate must complete the same requirements and meet the same deadlines as a regular candidate with the following additions:

1. An interview is required on campus with either a member of the admission staff or a member of the Committee on Admissions.
2. Written recommendation and approval must be received from the candidate's counselor, principal, or headmaster for Early Admission action, including a statement that the student is prepared emotionally, academically, and socially for success in the college environment.
3. The candidate should present academic credentials as strong as or stronger than the average student who typically enrolls at Sewanee (i.e., an A-/B+ average in academic courses from high school and at least 1860 on the SAT or 28 on the ACT).
4. The candidate must state (in writing to the Committee on Admissions) why they want to forego the senior year in high school and enter college as an Early Admission student.

Although the committee prefers that the candidate meet all requirements for the high school diploma, this is not a requirement for acceptance as an early admission candidate.

Transfer Applicants

Students seeking to transfer to the college from other accredited colleges must complete the Common Application for transfer students, the College Instructor Evaluation form, and the Registrar's Report. In addition, transfer applicants must submit a final high school transcript, official transcripts from each college attended, and either official SAT or ACT exam scores.

Quarter hours are converted to semester hours at two-thirds face value. Thus five quarter hours equal three semester hours.

To receive a degree, students transferring from other institutions must meet the college's graduation requirements. Each such student must spend at least four semesters in residence in Sewanee enrolled on campus as a full-time student. Because each student must earn at least 64 semester hours of credit at Sewanee, transfer credit is limited to 64 semester hours.

The application deadline for transfer candidates is June 1 for the fall semester and November 1 for the spring semester. Decision notification for both deadlines is on a rolling basis.

Tuition and Fees

2025-2026 Fees for Full-Time Undergraduate Students

Tuition	$ 57,916
Activities Fee	$ 310
Bookstore (First Day Complete program)*	$ 500
Tuition Insurance**	$ 419
Room and Board	$ 16,628
Total (Comprehensive Fee)	$ 75,773
*Students may buy their own books and opt-out of the First Day Complete program each semester during the opt-out window	
**Student may opt out of tuition insurance	

Students entering in the 2025-2026 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 $1,745 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 $437 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 three- or four-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' Nelnet Campus Commerce 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).

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 $55 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). Our required Title IV code is 003534. Tennessee residents applying for HOPE scholarship funds must file a new FAFSA each year in order to be considered. First-time applicants must also complete the CSS Profile (https://cssprofile.collegeboard.org/). Our school code is 1842.

The priority deadline for applying for Financial Aid is December 1 for all college students, current and prospective.

Whenever possible, students should apply for scholarships from local sources or other programs to augment the University's aid. All need-based 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 need-based institutional assistance. Receipt of aid from any source or of any type, including loans, must be reported to the Office of Financial Aid.

Financial aid offers 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 offers for returning students begin after final Easter (Spring) grades are posted.

Renewal of Aid

All need-based scholarship and Hope Scholarship recipients must reapply for aid each year. Subsequent applications for domestic students only require the FAFSA. 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, although 16 hours per semester are required for on-time graduation. 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 described online at Cost and Financial Aid (https://new.sewanee.edu/admission-aid/cost-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

The University participates in an installment payment plan whereby families can pay the semester cost of a Sewanee education over a three- or four-month period. Information on this installment payment plan may be obtained through My College Payment Plan (https://mycollegepaymentplan.com/sewanee/).

Scholarships

Sewanee scholarships come from over 300 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 (https://fafsa.gov/). Details are available through the Office of Financial Aid (https://new.sewanee.edu/admission-aid/cost-financial-aid/) and on the University's Website.

Academic Policies and Procedures

- Academic Advising (p. 207)
- Academic Calendar and Unit of Credit (p. 207)
- Assistance for Students with Disabilities (p. 207)
- Class Attendance (p. 208)

- Commencement Exercises (p. 208)
- Enrollment (p. 209)
- Grading (p. 211)
- Dean's List (p. 213)
- Honor and Recognition Societies (p. 213)
- Enrollment Status, Academic Progress, and Student Classification (p. 213)
- Withdrawals, Leaves of Absence, and Reinstatement (p. 215)
- Transfer Credit (p. 217)
- Release of Student Information (p. 218)
- Other University Policies and Procedures (p. 219)

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. Generally speaking, a credit hour is granted for approximately one hour of in-class instructional time and two hours of academic engagement outside of the classroom per week, although the exact allocation of time varies. Thus, a four-credit course generally involves 12 hours of academic work per week over 15 weeks.

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 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.

Assistance for Students with Disabilities

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Students with documented disabilities that require academic adjustments or accommodations should register with Student Accessibility Services (https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/) (SAS). After documenting disabilities with SAS, students are responsible for requesting academic accommodation letters each semester. Students are also responsible for providing copies of academic accommodation letters to their instructors as early as possible each

semester. Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Students who have questions about physical accessibility of their classes should inform their instructor(s) and SAS to ensure accessible, safe, and effective educational environments.

Additional information about accommodations and Student Accessibility Services can be found at the SAS website (https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/).

Class Attendance

The College of Arts and Sciences expects all students to engage fully in the educational process and to contribute actively to the intellectual environment. Accordingly, the College considers class attendance an essential component of student engagement: students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings. Any student who fails to attend a class has the obligation of communicating with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class).

Instructors have the prerogative to set attendance policies for their individual classes and to determine what absences are "excused" or "unexcused," and they can determine at what point tardiness or other inappropriate behavior is better defined as "absence." Instructors will outline their policies in their syllabi. Still, as a whole, the faculty follow these principles:

1. A student may be excused for University business (authorized extracurricular activities) as long as he or she has contacted their instructors in advance; if not, the instructor will ordinarily consider the absence "unexcused." For example, athletes should communicate with faculty before traveling to away games, and volunteer firefighters should inform faculty at the beginning of the term that they may be called to duty at unexpected times.
2. Varsity athletes are excused for up to the equivalent of a week of a course per semester to attend varsity sporting events. For example, three 50-minute classes, four 50-minute classes for a four-class foreign language sequence, two 75-minute classes, or one weekly seminar/laboratory. Post-season play, including the conference tournament and NCAA National Tournament, is excused. Athletes are not excused from classes for 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.

Commencement Exercises

Participation in the annual commencement exercises held in May is open to undergraduate students who have completed all requirements for the degree as verified by the Registrar and have been approved by the faculty bodies and the Vice-Chancellor to have their degree awarded. Additionally, students whose degree was awarded at the completion of the prior Summer or Advent term are invited to participate.

Students who have eight or fewer credit hours remaining to complete all degree requirements and who are in good social, academic, and financial standing at the time of commencement may elect to "walk" in the ceremony. To do so, students must notify the Office of the Registrar of their desire to participate in the ceremony no later than April 1st. (Exceptions to the deadline may be made for students who fail a final course or two.) When notifying the Registrar, students will indicate whether they expect to finish their hours off-campus or on, as any off-campus study would have to be pre-approved by the Office of the Registrar. Students who are approved to walk will have their names included in the program, *gradu probando* (degree to be conferred), with no reference to possible honors which may be earned

upon completion of the remaining degree requirements. Those who walk will not receive a diploma nor will a transcript reflecting the awarding of a degree be available until the conferral date following the completion of the remaining degree requirements. The eight-credit maximum is firm and not subject to petition.

Students who are participating in a recognized and approved 3/2 program may petition the Registrar to return to Sewanee to walk in commencement with their class cohort; otherwise they may fully participate and receive their diploma once they have completed all degree requirements.

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) may be given only when a student has failed to complete the work of a course for legitimate, unavoidable, and verifiable extenuating circumstances. Normally, only assignments due within the final three weeks of class can be considered as "incomplete." The Associate Dean of the College for Undergraduate Academic Affairs receives requests for an incomplete; a request for an incomplete may be initiated by the instructor or by the student in conversation with the instructor (or in exceptional circumstances by the Office of the Dean of Students in conversation with the instructor). In every case, the Associate Dean will review the request and make a determination; in doing so, the Associate Dean will confirm that the student is currently in a position to pass the course if the missing work is submitted, and will confirm that the extenuating circumstances are indeed legitimate and unavoidable (and not, for example, a result of negligence or procrastination). If either point cannot be confirmed, then the request for an incomplete will be denied.

If an incomplete is approved, the Associate Dean will confirm with both the instructor and student exactly what work remains to be completed and when the work will be submitted. The Associate Dean will inform the Registrar who will enter a temporary grade of I (incomplete). The College holds that a student should complete an academic term and have a full determination of their academic status before commencing the subsequent term: the student must therefore complete assignments within 21 days (3 calendar weeks) following the last day of exams for the respective academic term so that a final grade can be recorded. Should the student not meet the deadline, the faculty member will be directed to report a grade based on work completed. However, before the deadline has passed, a student may petition for additional time beyond that deadline; the Associate Dean will refer such appeals to the Standards Committee for review, and the Committee will consult with the instructor to understand the student's performance and efforts to resolve the incomplete in determining whether to grant additional time (and for how long).

An unresolved incomplete may delay a student's financial aid award; students are encouraged to communicate directly with the office of Financial Aid to understand the potential consequences. As well, an incomplete course may make a student ineligible for immediate off-campus study, depending upon the requirements and timing of the off-campus program.

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

Honor and Recognition Societies

The following honor and recognition societies have active chapters at the University.

- Phi Beta Kappa, founded in 1776 and the nation's oldest honor society, promotes the values of the liberal arts and sciences by inducting into membership the most outstanding arts and sciences students in the nation's leading colleges and universities, and by advocating academic excellence, freedom of inquiry and expression, informed deliberation and understanding, and active engagement with important issues. The University's Phi Beta Kappa Chapter, Beta of Tennessee, was installed in 1926. Students are eligible for election to the Society after six consecutive semesters.
- Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of the Gown who have distinguished themselves in scholarship, athletics, or publications.
- Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. The chapter sponsors occasional lectures and events related to political science during the course of the year.
- Sigma Pi Sigma, the national physics honor society, accepts members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.
- Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.
- Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.
- Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from all the pre-health professions, including premedical, predentistry, prenursing, and preveterinary fields. Members are elected from junior and senior associate members.
- Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.
- Delta Phi Alpha is the national German honor and recognition society. Members are elected based on academic merit and interest in Germanic culture.
- Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to students who have distinguished themselves in scholarship and are majoring or minoring in psychology or a program that is psychological in nature.

Enrollment Status, Academic Progress, and Student Classification

Enrollment Status

A full-time student is one who is enrolled in at least three full courses or their equivalent (twelve semester hours). Degree-seeking students are required to be enrolled on a full-time basis during the Advent and Easter semesters, even in cases where fewer than twelve semester hours are required to complete degree requirements.

A part-time student is one who is enrolled in fewer than three full courses or their equivalent (fewer than twelve semester hours). Degree-seeking students are not permitted to enroll on a part-time basis during the Advent and Easter semesters, even in cases where fewer than twelve semester hours are required to complete degree requirements.

Degree-seeking students are also required to engage in full-time residential study and spend the final two semesters in residence (that is, not on a study-away program); for more about the residency requirement and other degree requirements, please see http://e-catalog.sewanee.edu/arts-sciences/degrees/degree-requirements/.

Academic Progress for Degree-Seeking Students

All degree-seeking students are expected to enroll in four full courses or their equivalent (16 semester hours), and those eligible for and seeking to take advantage of the Sewanee Pledge must maintain an average of 32 semester hours each year for four years 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 credit1) 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:
Unless earning a semester (or summer term) GPA of 0.00 (see below under Academic suspension and dismissal), a student who does not meet standards for good standing will be placed on academic warning.

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 a staff member in the Office of Student Success to develop an academic plan that addresses the deficiencies and outlines specific steps for improvement.

A student on academic warning must, in the next immediate academic term of enrollment (whether the Advent or Easter semester or the summer term), either (1) achieve good standing or (2) earn a semester (or summer term) GPA of 2.33, thereby demonstrating clear progress toward good standing. Those in the latter category will be allowed to continue on academic warning until they reach good standing as long as they maintain a semester (or summer term) GPA of at least 2.33. (Such students should be aware that financial aid awards may be impacted by a delay in returning to good standing and should contact the Office of Financial Aid with questions.)

Note that any student who is placed on warning, then performs well enough to return to good standing, but then in a later semester or term fails to meet progress standards may be suspended immediately.

Academic suspension and dismissal:
Students who meet either of these conditions will be placed immediately on academic suspension or, if appropriate, dismissed from the University:

- Any student earning a semester (or summer term) GPA of 0.00, regardless of hours earned, cumulative GPA, or previous academic standing;
- Any student on academic warning who does not achieve good standing by the end of the next term of enrollment or who does not achieve a semester (or summer term) GPA of 2.33 and thus demonstrate clear academic progress.

Students who qualify for academic suspension are suspended for one semester (to include the tangential summer term) on the first occasion. Such students may apply for reinstatement and, if reinstated, will be allowed to return on academic warning and will have to meet the expectations of a student on warning as noted above.

Students who qualify for academic suspension a second time will be either suspended for two full semesters (including summer) 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).

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"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 1 (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 (https://new.sewanee.edu/files/resources/ferpa-policy-2.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.

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.

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- Student Expectations and Policies (p. 221)
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Student Engagement - Programs and Opportunities

Sewanee's culture of excellence leads students to discover their potential, in and out of the classroom. During their four years here, Sewanee students explore multiple directions, wear a variety of hats, and cross disciplinary boundaries to shape identities for themselves; they are vibrant members of our shared community.

The Office of Student Life provides numerous opportunities for students to live out this potential and also provides support to help students as they navigate campus and college life. Information on campus activities and programs of support are available through the student life web pages. (http://www.sewanee.edu/student-life/)

Student Organizations

All students are invited and encouraged to become involved in one or more of the University's student organizations. A wide variety of academic, athletic, political, recreation minded, religious, and wellness focused groups are available.

All of Sewanee's student organizations can be found on the University's student engagement portal (https://sewanee.campuslabs.com/engage/organizations/). Here students can find events, programs, and volunteer opportunities. They can search for student organization information, including a calendar of events, and can also fill out event requests, publicity forms, and more. Currently enrolled students use their Banner credentials to access the portal (https://sewanee.campuslabs.com/engage/).

Additional Opportunities

In addition to co-curricular programs for students, Sewanee provides unique academic opportunities such as, internships, service-learning and community engagement, and undergraduate research.

Honors and Recognition

Sewanee celebrates successful students in a variety of ways, including through the University's honor and recognition societies. The Academic Policies and Procedures page of the catalog offers links to information about the Dean's List and Honor and Recognition Societies and the Student Governance page to learn about the Order of the Gown.

Student Expectations and Policies

A Community of Honor

The University's motto—*Ecce Quam Bonum* (or EQB)—summarizes the principle that as members of the Sewanee community, we have a responsibility to live with respect for one another and in healthy relationships. Students are expected to live with honor day and night, in the classroom and in the residence halls, on the athletic field and in social spaces, on campus and off—in short, in every facet of life.

When we commit to living in community with one another, we necessarily agree to accept limitations on our own actions for the benefit of all, with the parallel expectation that we will not be injured, maligned, or otherwise negatively affected by the actions of others. Those who insist upon living outside the expectations of the Sewanee community will understandably be held accountable for their choices by the Honor Council, the Student Conduct Board, or other disciplinary bodies, and may in certain circumstances be removed from the Sewanee community. Matriculation and/or continued enrollment at Sewanee is a privilege, not a right. Additionally, students are expected to comply with federal, state, and local laws in their conduct whether on or off campus.

Community Commitments

The commitments below provide an outline of what Sewanee students can expect of their community experience with a focus on the implications of living honorably. Any sense of honor requires that each individual living within the community has the responsibility to take action to support the health and well-being of the greater community: we all must hold each other to our shared standards of honor. This responsibility can be made manifest in many ways: for example, students actively preserve their own integrity as well as the reputation of the University's academic programs when they refuse to tolerate academic dishonesty in any form; they actively respect the dignity of all when they refuse to participate in behavior that demeans others and instead take steps to end such behavior in others; they actively promote an environment of shared trust and support when they alert authorities to threats to the safety of others. We encourage students to support the community values by reporting violations and other concerns.

- Living with personal integrity
- Respecting the dignity of all
- Valuing freedom of thinking and expression
- Demonstrating self-control
- Developing trusting relationships

More information about our expectations, our commitments, and our student conduct policies can be found in the full EQB Guide, which is located at the Dean of Students website (https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/).

Living Together in Community

More than 98 percent of College of Arts and Sciences students live on campus, and the Office of Residential Life provides programs, professional staff, and student staff support in order to provide a welcoming, thriving, and healthy living environment. Policies regarding campus living, including the Residential Guide to Living, can be found at Residential Life (https://new.sewanee.edu/campus-life/living/residential-life/).

Student Organization Expectations

Sewanee believes in empowering its students to make a difference in the lives of those around them. One way students do this is through leadership in student organizations. To help guide students through organization policies and best practices, the University provides a Student Organization Handbook, which may be found at the Student Life Resources webpage (https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/student-life-resources/).

Student Health and Immunization Requirements

All students at Sewanee are required to meet certain public health standards for the protection of the Sewanee campus community; these requirements must be completed before the student arrives on campus. University Health Services gathers the information it requires through the completion of a health form specific to the student's program. This health form verifies that students have received the necessary immunizations and have provided the University with health information required by State and Federal law and is provided to each student upon admission.

New student requirements including information on accommodations, athletes, health forms, immunizations, and insurance coverage can be accessed through University (https://new.sewanee.edu/campus-life/flourishing/wellness-commons/university-wellness-center/) Health Services (https://new.sewanee.edu/campus-life/flourishing/wellness-commons/health-services/).

Questions should be directed to University Health Services at (931) 598-1270 or uhs@sewanee.edu.

Student Governance

Honor System

The concept of honor — One shall not lie, cheat, or steal.

For more than a hundred years the Honor System has been one of Sewanee's most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings. One can know honor without defining it.

The Honor Code

Resolutions which have been adopted by the student body from time to time to further an understanding of the Honor System include the following:

First, that any adequate conception of Honor demands that an honorable person shall not lie or cheat or steal.

Second, that membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.

Third, that, since the integrity of the degrees granted by the University must depend in large degree upon the Honor Code, all students in every class must regard themselves as particularly bound by their honor not to cheat in any form, and as likewise bound in honor not to fail to report any cheating that comes to their knowledge.

Fourth, that plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Fifth, the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.

Sixth, because the preservation of equal access to scholarly materials is essential in any academic community, it is a violation of the Honor Code to fail to check out a book taken from the library, or to remove from the building without proper authorization non-circulating materials such as reference books, periodicals, or reserved books.

The Pledge

Upon entrance to the University every student agrees to abide by this Honor System and is asked to sign a form signifying acceptance of this Honor Code. Each examination, quiz, or other paper which is to be graded carries the written pledge: "I hereby certify that I have neither given nor received unauthorized aid on this paper. (Signature)." The abbreviation "Pledged" followed by the student's signature has the same meaning and may be acceptable on papers other than final examinations.

The Honor Council

An important part of Sewanee's Honor System is its maintenance and administration by the students. For this purpose students elect an Honor Council consisting of four seniors, four juniors, three sophomores, and one first-year student. All members are elected by their respective classes. Following the election of new members in the spring, current and newly elected members of the Honor Council shall elect a chair, vice chair, and secretary. The council may invite a student from the School of Theology to participate, without vote, in its proceedings.

The election and organization of this council, its jurisdiction, its rules of procedure, and other relevant matters are subject to oversight by the Order of the Gown and the Student Government Association, which may recommend changes to the council from time to time.

Before becoming effective any changes are submitted to a referendum vote by the entire student body and must receive approval of two-thirds of those voting, and of the vice-chancellor. The jurisdiction of the Honor Code is not restricted to matters occurring on the Domain of the University. Cases may arise, however, because of distance or other circumstances, for which a fair hearing is impractical. The council shall release case-related statistics, mindful of the students' right of confidentiality, to be made available to the student body.

Although it is each student's responsibility to know the content of the Code, the chair of the Honor Council undertakes each year to familiarize new students with its meaning and significance and to remind the faculty and staff of their responsibility to support the Code.

Rules of Conduct for Hearings Before the Honor Council, Appeals, and Penalties

The Honor Council Rules of Procedure (http://www.sewanee.edu/academics/about/the-honor-code/rules-of-conduct-for-hearings/) were adopted and approved on May, 1984, and subsequently amended. There are also rules for the operation of the Honor Council (http://www.sewanee.edu/academics/about/the-honor-code/rules-for-summer-school/) during summer school.

The Order of the Gown

Among Sewanee's many customs, none perhaps is more distinctive than the wearing of the gown by students and faculty. Gowns were originally authorized to be worn by all students in 1871, and the Order of the Gown (OG) was established in 1873 at the instigation of Chaplain William Porcher DuBose. The students who are members of the OG have worn the gown as a badge of academic distinction ever since. The OG was the original and only form of the student government until the 1960s, when the Delegate Assembly was created. Even at that time, all parts of the student government, including the Delegate Assembly, the Honor Council, the Pan-Hellenic Council, the Student Vestry, and the Discipline Committee, were all directly responsible to the Order. In the 1970s and the 1980s, this was changed; however, the Order remains the oldest and premier branch of the student government.

Today, the Order works parallel with the Student Government to voice student opinion. It is also uniquely charged with the maintenance and promotion of the spirit, traditions, and ideals of the University. In addition, the OG runs the Election Committee, which is composed of all Proctors and is chaired by the President of the Order. Undergraduates earn membership in the OG as seniors (students with 96 or more hours) if their academic average for the previous two semesters at Sewanee is 3.00; as juniors (students with 64-95 hours) if their academic average for the previous two semesters is 3.20; as sophomores (students with 32-63 hours) if their academic average for the previous two semesters is 3.40.

In accordance with faculty legislation, students must be inducted into the Order to be considered a member; students who cannot be present for the induction ceremony because they are abroad are inducted *in absentia*. Students who have not earned the GPA to be a member of the Order, but who have passed their comprehensive examination, are automatically inducted into the Order as *de facto* members once they have passed their comprehensive examinations.

In accordance with the provisions of the Student Government Constitution, the OG serves as a force for channeling student opinion to promote positive change. Besides the OG's substantial legislative authority through its appointment power to student and faculty committees, the OG's Executive Committee and task forces are unique methods for investigating the problems and concerns of the University Community. The degree to which the OG is involved in University life is determined by the President and body itself. The OG adopted its own constitution in 2007, which gives further structure to its organization and responsibilities.

Student Government

The 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/).

Student Resources

College students often face a variety of challenges in the normal course of their time at a residential college. The University of the South provides resources to help students face such challenges. Visit Student Resources (http://www.sewanee.edu/student-life/dean-of-students-office/student-resources/) for a list of resources to help in all areas of College life.

Specifically, the University Wellness Center (http://www.sewanee.edu/student-life/university-wellness-center/) offers both health services and confidential counseling and psychological services for all students.

Assistance for Students with Disabilities

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Students with documented disabilities that require academic adjustments or accommodations should register with Student Accessibility Services (https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/)

(SAS). After documenting disabilities with SAS, students are responsible for requesting academic accommodation letters each semester. Students are also responsible for providing copies of academic accommodation letters to their instructors as early as possible each semester. Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Students who have questions about physical accessibility of their classes should inform their instructor(s) and SAS to ensure accessible, safe, and effective educational environments.

Additional information about accommodations and Student Accessibility Services can be found at the SAS website (https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/).

Discrimination and Misconduct Policies and Procedures

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

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

- Title IX Coordinator, J. Albert Woods Laboratories Room 138, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: titleix@sewanee.edu;
- 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; or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

Courses in the College of Arts and Sciences

African and African-American Studies (AFST)

AFST 150 Introduction to African and African American Studies (4)
An introduction to how historical and contemporary analyses of cultural, political, and social forces in America, the Atlantic world (Europe, Latin America, and the Caribbean), and Africa have influenced the experiences of people of color. To illuminate those life experiences, the course employs the concept of race (as a theoretical, historical, and critical category), historiography, social analysis, and cultural critique.

AFST 160 Introduction to Black Women's Studies (4)
This introductory course explores the interlocking forms of oppression circumscribing Black women's lives in the United States, with a particular emphasis on the ways in which their lived experiences and social realities are influenced by constructions of race, gender, class, sexuality, and other markers of difference. It contextualizes Black women's struggles for social justice historically within the broader narratives of Black freedom struggles and the Women's Rights Movement. It underscores the ways in which despite their marginalized status, Black women have used their agency within both the private and public realms to interrogate, challenge, and resist their subordination and subvert the status quo, particularly as it is reinforced in negative constructions of Black female identity.

AFST 210 Blackness in American Popular Culture (4)
This course interrogates representations of blackness in American popular culture. Using an interdisciplinary lens that considers the social, political, cultural, and historical realities that inform popular culture, students investigate how blackness is constructed and its implications.

AFST 290 Special Topics (4)

AFST 320 Black Autobiography in the United States (4)
Examining the life writings of African Americans from the nineteenth through the twenty-first centuries, this course considers the Black experience from the vantage point of men and women who struggled to negotiate their racialized and gendered identities in a society that often denigrated both. This course illuminates what Henry Louis Gates describes in *The Signifying Monkey: A Theory of African-American Literary Criticism* as the struggle of Blacks historically to write themselves into being, that is, to accord legitimacy to their racialized selves. Students investigate the nuanced ways in which the autobiographical writings of Black men and women not only facilitated freedom of expression but served as a form of resistance by challenging the status quo.

AFST 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.

AFST 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.

AFST 450 Africa and the Diaspora: Texts and Contexts (4)
This comparative and interdisciplinary course investigates the social, economic, intellectual, cultural, and political achievements of people of African descent as well as the challenges faced by them. It considers the Black experience globally and analyzes the ways in which intersections of race, gender, class, and other markers of difference complicate that experience. The course examines concepts, theories, and themes central to the African Diaspora and engenders a critique of the ways in which knowledge is disseminated and produced. Through exploration of the seminal texts in the Black literary tradition, the course promotes a comprehensive knowledge of the discipline, its core concerns, and its methodologies. *Open only to seniors pursuing minors in african and african american studies. Prerequisite: AFST 150.*

American Studies (AMST)

AMST 221 Special Topics (2 or 4)
This course focuses on special topics in the American Studies not already covered in existing courses in the program. This course may be repeated for credit when the topic differs.

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 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 391 Advanced Topics in American Studies (4)
Concentrated study in a single area, topic, controversy, movement, or figure in American Studies. This course may be repeated for credit when the topic differs. Prerequisites will vary by topic.

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 Biological 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 (4)
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 240 Special Topics (2 or 4)
Though content varies from semester to semester, this intermediate class focuses on a special topic in Anthropology not fully covered in existing courses. This course may be repeated for credit when the topic differs.

ANTH 250 Food and Culture (4)
Food provides a lens through which to understand cultures and social structures. This course examines how food production and consumption articulates with power and inequality, and with gender, ethnic, class and community identities. The course offers anthropological perspectives on the links between diet and disease, global economic integration and commodity chains, migration and labor, and the future of sustainable foodways.

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 Gender in Cross-Cultural Perspective (4)
This class considers the myriad experiences of gender and sexuality around the globe. The survey engages students in considering power dynamics and status accorded by gender in foraging societies, chiefdoms, archaic and late industrial states and the roles that subsistence, technology and religion play in shaping gender identity. Students examine the traditional cultural exceptions to binary categories in Native American, Middle Eastern and Indian societies and consider current movements around gender fluidity.

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 320 One Health (4)
The unifying biocultural approach known as One Health examines interconnections between the health of humans, animals and the environment at local, regional and global scales. Students learn how anthropologists employ One Health in international studies of biocultural diversity where ecosystems influence spiritual beliefs, identities and social and subsistence practices, and where these beliefs and practices help maintain ecosystems, and particular flora, fauna and soils. Through research projects and fieldwork, students consider how One-Health efforts to balance and optimize the health of animals, humans and the environment, also articulate with Anthropological approaches to Environmental and Social Justice.

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 325 Indigenous Plant Use: A Global Approach (4)
This is a dynamic course in plant-human interaction that bridges cultural anthropology and related disciplines like economic botany, archaeology, and environmental history to explore a selection of economic plants that have shaped human society. This course follows case studies of select taxa to explore their origins and past uses, impacts of colonial encounters, effects of climate change, and other contemporary social and political entanglements. Special attention will be given to issues of plant use and Indigenous resilience, sovereignty, and cultural revitalization, as well as potential contributions to sustainable futures and agrobiodiversity.

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 331 Anthropology of Business (4)
This course applies the methods and theories of cultural anthropology in the study of business organizations and their ecosystems. Examining companies and markets as human groups with social structures, students consider how corporate cultures develop their own rituals, symbols, cultural norms, and procedures, and how these articulate with kinship, religion, gender, class, ethnicity, and environment. The class considers intercultural challenges in the current phase of global economic integration and the intersection of corporate cultural values, ethics, and practice. A significant dimension of the course is a focus on sustainable business cultures.

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. *Open only to juniors or seniors pursuing programs in anthropology.*

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 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 sculptural media involving spatial and temporal dimensions, including sculpture, 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 the production of objects; 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 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 introductory 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 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 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 inhabited spaces, landscapes, specimens and living subjects, 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, discussions, field trips 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. *Prerequisite: ART 105 or ART AP03.*

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. *Prerequisite: ART 103 or ART 263.*

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 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 introductory course explores use of color theory and observational painting techniques as a means for translating three-dimensional realities into two-dimensional painted images. By observing still lives, 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 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 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 285 or ART 287.*

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 111 Latin American Art, Ancient to Modern (4)
This survey course introduces the art and architecture of ancient, colonial, modern, and contemporary Latin America spanning approximately 4000 years (c. 2000 BCE- 2000 CE) and two continents (North, Central, and South America from Mexico to Brazil). We examine the style, iconography, and context of key works of art and consider enduring regional legacies and the adaptation of outside influences.

ARTH 202 History of Photography (4)
This course introduces students to the history of photography, from the invention of the medium in the 1830s to recent practices of photographers and artists working with a wide variety of photographic technologies. Emphasis is given to key artist, artistic movements, and theories of photography, as well as to visual literacy and familiarity with the multiple genres and social functions of photographic image production.

ARTH 300 Special Topics (2 or 4)
This seminar focuses on a special topic in Art History not fully covered in existing courses. Special topics covered may include artistic movements, disciplines or traditions, genres, themes, or global regions. This course may be repeated for credit when the topic differs.

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 314 The Global "Renaissance": 1400-1600 (4)
This advanced lecture course explores how the visual language known as the "Renaissance" was expressed in art in Europe, Africa, Asia, and the Americas from approximately 1400 to 1600. The course considers how the ideals and values of Renaissance visual culture expanded and transformed as they reached different parts of the world through trade and colonization. How did the meanings and narratives associated with the Renaissance shift when they were imposed outside of Europe and navigated through the hands of both willing and unwilling contributors? While consistently exploring this question, students will also interrogate how art historians define and identify Renaissance art to ensure an inclusive and critical understanding of its visual entanglements.

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 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 352 Art and Politics during the Hispanic Enlightenment (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.

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.*

ARTH 440 Independent Study (2 or 4)
Permission of the instructor required. *Prerequisite: Instructor prerequisite override required.*

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 in is paid to the socio-historical contexts from which these works emerged. Taught in English.

ASIA 215 A Tale of Three Cities: Shanghai, Taipei, and Hong Kong (4)
This course delves into the rich tapestry of literary and visual narratives from three vibrant Asian metropolises: Shanghai, Taipei, and Hong Kong. Beyond their geopolitical significance, all three cities have played pivotal roles in the evolution of modern Chinese-language literature and film. Through a careful examination of creative works from these urban centers, students will uncover the historical interconnections and cultural exchanges that characterize this dynamic region of the world. Taught in English, readings in English translations.

ASIA 216 Intensive Study in Asia (4)
Short-term intensive study abroad in Asia examining transnational topics from interdisciplinary perspectives such as art history, religious studies, history, and literature. *Prerequisite: Open only to students admitted to the Intensive Study in Asia program.*

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 Biology. Course content will include fundamentals of experimental design, practical aspects of conducting biological experiments, and the statistical analysis and presentation of data. Labs will involve hands-on collection, management, analysis, and presentation of biological data using R. Prior coursework in statistics is recommended. *Open only to students pursuing programs in biochemistry, biology, or neuroscience. Prerequisite: BIOL 130.*

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 122 or CHEM 150 or CHEM 152.*

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 223 or BIOL 224 or BIOL 233) and (CHEM 120 or CHEM 122 or CHEM 150 or CHEM 152).*

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, CHEM 122, CHEM 150, or CHEM 152.*

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 Animal Behavior (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.*

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. *Prerequisite: (BIOL 223 or BIOL 224) and BIOL 233.*

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 in a range of animals, including humans. Lectures and discussions of the scientific literature focus on key issues and recent findings, as well as the experimental approaches used. Non-laboratory course. Consent of professor required for late entry. *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)
Microbiology involves the study of diverse microorganisms including but not limited to bacteria, fungi, and viruses. Though this course primarily focuses on bacteria, class discussion emphasizes the structure and function of microorganisms, therapeutic interventions, and the host immune response to infection. 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 120, CHEM 122, CHEM 150, or CHEM 152).*

BIOL 340 Microbiology (Lab) (4)
Microbiology involves the study of diverse microorganisms including but not limited to bacteria, fungi, and viruses. Though this course primarily focuses on bacteria, class discussion emphasizes the structure and function of microorganisms, therapeutic interventions, and the host immune response to infection. 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 120, CHEM 122, CHEM 150, or CHEM 152).*

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 347 Stem Cells (4)
Stem cells play a crucial role in development, regeneration, and biotechnology. This course explores stem cell functionality and the molecular mechanisms that regulate them. Students examine advances in biotechnology, current challenges in the field, and ethical considerations surrounding stem cell research and applications. Discussions include the impact of biotechnology on medicine. *Prerequisite: BIOL 133 and (BIOL 223 or BIOL 224 or BIOL 233 or BIOL 243).*

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 352 Ichthyology (4)
The course introduces students to current topics of importance to the study of fishes. An emphasis will be placed on the fishes of Tennessee and the Southeast. Topics to be covered: evolutionary history, structure and form, taxonomic diversity, ecology and conservation, research techniques, and standard sampling and identification methods. *Prerequisite: BIOL 130.*

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 and (BIOL 223 or BIOL 224 or BIOL 243).*

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 (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.*

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 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 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.

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 230 Fundamentals of Entrepreneurship (4)
The course will explore fundamental concepts, theories, and practices employed in the field of entrepreneurship and the role entrepreneurship plays in the global economy and society. This course will develop conceptual and practical knowledge of new ventures, innovation and idea creation, and risk-taking. Students will learn to describe the new venture creation process —including the activities, challenges and opportunities involved, and leading methodologies. The course will also explore the global view of entrepreneurship, social entrepreneurship and impact models, and entrepreneurial finance.

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: ECON 101, 102 or 120. Open only to those admitted to the Dynamics of International Business 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: BUSI 350; open only to students admitted to the Dynamics of International Business 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 Topics in Contemporary Chemistry (4)
An introductory course focusing on topics in contemporary chemical research that also connect to societal issues. The course is designed to develop a student's understanding of scientific models, analytical reasoning, and applied problem-solving.

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 121 General Chemistry I - Matter to Molecules (Lab) (4)
Students will investigate the fundamentals of chemistry in the context of real-world problems and will utilize systems of biological and environmental importance. Core concepts include stoichiometry, aqueous chemistry, gas laws, thermochemistry, atomic structure, molecular structure, and bonding. Three hours lecture, three hours laboratory. The associated laboratory illustrates the lecture topics, emphasizes quantitative measurements, and develops analytical techniques. Not open to students who have received credit for CHEM 120, 150, or 151.

CHEM 122 General Chemistry II - Equilibrium to Electrochemistry (Lab) (4)
Concepts explored include conceptual and quantitative treatments of intermolecular forces, physical properties of solutions, chemical kinetics, chemical equilibria, acid-base equilibrium, thermodynamics, and electrochemistry. Primarily designed for students with interest in the physical and life sciences. Three hours lecture, three hours laboratory. The associated laboratory illustrates the lecture topics, emphasizes quantitative measurements, and develops analytical techniques. Not open to students who have received credit for CHEM 120, 150, or 151. *Prerequisite: CHEM 121.*

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 151 Advanced General Chemistry I (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. Not open to students who have received credit for CHEM 120 or 150. *Open only to new first-year students. Prerequisite: Placement..*

CHEM 152 Advanced General Chemistry II (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 or CHEM 151.*

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 122 or CHEM 152 or (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 301 Junior Seminar I (1)
The first in a series of experiences designed to strengthen scientific communication skills. Students will observe and engage with a variety of presenters, such as invited speakers, faculty, and peers. Throughout the course participants will learn skills to assist in preparation and delivery of a scientific presentation to an audience. Junior majors will design a scientific presentation on a topic agreed upon with a faculty mentor. *Open only to juniors pursuing majors in chemistry.*

CHEM 302 Junior Seminar II (1)
The second in a series of experiences designed to strengthen scientific communication skills. Students will observe and engage with a variety of presenters, such as invited speakers, faculty, and peers. Throughout the course, participants will learn skills to assist in the preparation and delivery of a scientific presentation to an audience. Junior majors will deliver a scientific presentation on a topic agreed upon with a faculty mentor. *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 152 or 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 152 or 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 334 Mentored Scientific Speaking (1)
The student will engage in the development of a scientific presentation under the mentorship of a faculty member. This course may be repeated for credit when the topic differs. *Open only to seniors pursuing majors in chemistry. Prerequisite: Instructor prerequisite override required.*

CHEM 352 Thermodynamics and Kinetics (Lab) (4)
An introduction to thermodynamics and kinetics. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 122 or CHEM 152 or CHEM 120 or CHEM 150 and (MATH 102 or MATH 207). Prerequisite or Corequisite: PHYS 101 or PHYS 103.*

CHEM 401 Senior Seminar I (1)
The third in a series of experiences designed to strengthen scientific communication skills. Students will observe and engage with a variety of presenters, such as invited speakers, faculty, and peers. Throughout the course participants will learn skills to assist in preparation and delivery of a scientific presentation to an audience. Senior majors will design a scientific presentation on a topic agreed upon with a faculty mentor. Presentations describing student research are strongly encouraged. *Open only to seniors pursuing majors in chemistry.*

CHEM 402 Senior Seminar II (1)
The fourth in a series of experiences designed to strengthen scientific communication skills. Students will observe and engage with a variety of presenters, such as invited speakers, faculty, and peers. Throughout the course, participants will learn skills to assist in the preparation and delivery of a scientific presentation to an audience. Senior majors will deliver a scientific presentation on a topic agreed upon with a faculty mentor. *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 122 or CHEM 152 or 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 122 or CHEM 152 or CHEM 120 or CHEM 150) and MATH 102 and (PHYS 102 or PHYS 104).*

CHEM 424 Topics in Physical Chemistry (4)
Lecture, three hours. *Prerequisite: (CHEM 122 or CHEM 152 or 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 102 Chinese Language and Environmental Sustainability (STARTALK) (4)
Students of the STARTALK-Sewanee Chinese Language Camp improve their Chinese language skills, heighten their understanding of environmental issues, and increase their appreciation of Chinese culture. *Prerequisite: Only open to students admitted to the STARTALK Program.*

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.*

Civic and Global Leadership (CIVC)

CIVC 150 Posse Scholar Seminar (1)
Designed for Posse Scholars in their first year at Sewanee, this course supports the ongoing navigation of the opportunities and challenges of a Sewanee education. It will explore academic expectations, campus culture, effective use of resources and problem-solving strategies, providing opportunities for reflection, discussion, and community building. The course will enhance the civic and community engagement of Posse Scholars as they build a network that includes the student body, faculty, staff, alumni, and our surrounding communities. May be repeated for credit. *Prerequisite: Open only to students admitted to the Posse program.*

CIVC 200 Introduction to Community Engagement (4)
An interdisciplinary examination of the theoretical and analytical tools essential for an understanding of civic engagement and leadership. Topics focus on typical problems faced in the context of community change, including, but not limited to, framing social issues; qualitative and quantitative field research methods; socioeconomic, cultural, political, and global structures underlying poverty; the social change model of leadership development; human capabilities perspective; and cross-cultural communication.

CIVC 250 Advanced Posse Scholar Seminar (1)
Designed for Posse Scholars in their second year at Sewanee, this course supports the ongoing navigation of the opportunities and challenges of a Sewanee education. It will explore academic expectations, campus culture, effective use of resources and problem-solving strategies, providing opportunities to facilitate discussions, community engagement fundamentals and peer leadership development for their peers. The course will enhance the civic and community engagement of Posse Scholars as they lead and support others in building a network that includes the student body, faculty, staff, alumni, and our global society. May be repeated for credit. *Prerequisite: Open only to students admitted to the Posse program.*

CIVC 310 Philanthropy: Theory and Practice (2)
An introduction to the theory and practice of philanthropy. Using the history and philosophy of philanthropy in North America as a foundation, this course examines giving and grant-making processes and their effects on institutions and society. Assumptions about giving are interrogated in order to establish meaningful criteria for evaluating organizations and grant supported projects. This course also provides insight into the nonprofit sector, specifically organizations working in rural communities.

CIVC 400 Capstone in Collaborative Change (4)
Integrating theory, methods, and analytical tools central to academic approaches to civic engagement and leadership with their concentration coursework, students in this seminar work with faculty and site supervisors to design and complete a semester-long research project to address a specific problem that emerged during the course of their practicum experiences. Restricted to students pursuing the certificate in civic and global leadership. *Open only to students pursuing curricular certificates in civic and global leadership. Prerequisite: CIVC 100 or CIVC 200.*

CIVC 410 Philanthropy Practicum (2)
In this practicum, students administer a grant program in collaboration with the South Cumberland Community Fund. Students solicit, review, and evaluate grant proposals; conduct interviews and site visits; and award grants to community organizations in the tri-county (Franklin, Grundy, and Marion) area of the South Cumberland Plateau. *Prerequisite: Only open to students admitted to the Office of Civic Engagement's Philanthropy program..*

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 204 Studies in Classics (2 or 4)
This course examines a topic of the Greco-Roman classical world. The subject matter and themes vary according to instructor.

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 Object-Oriented Programming (4)
Software design and development using object-oriented programming techniques. Topics include abstract data types and their implementation using classes, design methodologies, recursion, elementary data structures, and 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 Data Structures and Algorithms (4)
The design, implementation, and application of data structures and their algorithms, including stacks, queues, linked structures, trees and graphs. Other topics include elementary searching and sorting algorithms, pattern matching, and runtime performance analysis. *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 336 Algorithmic Design and Analysis (4)
Systematic study of the correctness and complexity of algorithms, including design strategies, proof techniques, asymptotic bounds and recurrence relations for analyzing recursive algorithms. NP-complete and intractable problems. Case studies based on searching, sorting, numeric and graph algorithms; advanced tree and graph structures, and symbol tables. *Prerequisite: CSCI 320 and MATH 215.*

CSCI 352 Human-Robot Interaction (4)
This course focuses on the emerging field of human-robot interaction, bringing together research and application of methodology from robotics, human factors, human-computer interaction, interaction design, cognitive psychology, education, and other fields to enable robots to have more natural and more rewarding interactions with humans throughout their spheres of functioning. This course is a combination of state-of-art reading and discussions, focused exercises and problem-solving sessions in human-robot interaction, and a group project that includes the design, development, and evaluation of a human-robot interaction system. *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.*

CSCI 457 Software Engineering (4)
The software systems we often find the most useful and magical are also the largest and most complex to build and understand. To be reliable, maintainable, and secure, these systems must be built according to disciplined and well-founded methods. This course examines these methods, both large-scale (defining requirements, system design, architecture patterns, software processes, etc.) and small-scale (version control, testing, benchmarking, code review, etc.). Students will work in small teams to construct production-quality software. *Prerequisite: CSCI 320.*

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 308 Intermediate Nonfiction Workshop (4)
In the intermediate workshop, students expand their skills writing, reading, and critiquing nonfiction, as well as share their writing with peers in a workshop setting. The course builds upon the basics of craft learned in the Beginning Nonfiction Workshop and explores more complex ways of utilizing that craft. Students read a diverse range of published nonfiction, but the primary focus is the creation and critique of their own work and the work of their peers. *Prerequisite: WRIT 208.*

WRIT 309 Introduction to Screenwriting (4)
Craft-based instruction in the tradition of screenwriting will introduce students to the essential skills needed to effectively write for film. Students read screenplays and watch films through the lens of technique and craft, studying how writers utilize both dialogue driven and visually driven storytelling to create a dramatic narrative. The class focuses on film script analysis and structure, as well as the generation of creative work, as students work toward outlining and beginning their own original screenplay. *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. *Open only to students pursuing programs in creative writing. 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. *Open only to students pursuing programs in creative writing. 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. *Open only to students pursuing programs in creative writing. 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 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 111 Fundamentals of Movement (4)
A physical exploration of human movement potential and the development of body-mind awareness through expressive, rhythmic patterns that is particularly relevant for dancers, actors, musicians, and athletes. Concepts and theories underlying movement skills are practiced and analyzed as a means of experiencing the world more dynamically and intentionally in performance and in life.

DANC 123 Tap: Sounds of American Dance (4)
An introduction to the percussive, rhythmic, improvisational, and choreographic traditions and innovations of American tap dance. A basic foundation of skills within the form are established through technique studies and creative expression.

DANC 201 Dance Techniques (2 or 4)
A dance technique course in a designated style chosen by the instructor. Course is open level, for students with previous study of dance techniques. May be repeated for credit.

DANC 204 Ballet II (2)
Continued study of classical ballet technique that extends the vocabulary and develops technical skills. *Prerequisite: Placement.*

DANC 205 Ballet: Context Theory (2)
A study of ballet history and theories of movement used in ballet that enhances and deepens embodied knowledge. *Prerequisite: Placement. Concurrent enrollment in DANC 204 or DANC 304 is required..*

DANC 206 Contemporary: Context Theory (2)
A study of modern and contemporary dance history and theories of movement used in contemporary dance that enhances and deepens embodied knowledge. *Prerequisite: DANC 111 or placement. Corequisites: concurrent enrollment in DANC 254 or DANC 354.. Corequisite: DANC 254.*

DANC 213 Jazz II (2)
Continued study of jazz dance technique that extends the vocabulary and develops technical skills. *Prerequisite: DANC 111 or placement.*

DANC 214 Jazz: Context Theory (2)
A study of tap dance history and theories of movement used in tap dance that enhances and deepens embodied knowledge. *Prerequisite: DANC 111 or placement. Concurrent enrollment in DANC 213 or DANC 313 is required..*

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 225 Tap: Context Theory (2)
A study of tap dance history and theories of movement used in tap dance that enhances and deepens embodied knowledge. *Prerequisite: DANC 123 or placement. Concurrent enrollment in DANC 223 is required..*

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.

DANC 254 Contemporary Dance II (2)
Continued study of contemporary dance techniques that draws upon modern and post-modern traditions to extend the vocabulary and develop technical skills. *Prerequisite: DANC 111 or placement.*

DANC 255 Contemporary Dance: Context Theory (2)
A study of modern and contemporary dance history and theories of movement used in contemporary dance that enhances and deepens embodied knowledge. *Prerequisite: DANC 111 or placement. Concurrent enrollment in DANC 254 or DANC 354 is required..*

DANC 301 Special Topics in Dance (2 or 4)
A study of specialized topics in dance which may focus on history, theory, pedagogy, analysis, criticism, etc. *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, functional anatomy and kinesiology, and injury prevention. This course is equal parts lecture and embodied movement practice. *Prerequisite: DANC %%%.*

DANC 354 Contemporary Dance III (2)
A study of advanced techniques of contemporary dance that offers an in-depth investigation of movement principles through the development and integration of technical skills in the form with personal artistry. *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 120 Principles of Economics (4)
The course introduces students to the field of economics, and explores a variety of topics spanning both microeconomics and macroeconomics. Using basic algebraic and graphical techniques, it lays the foundation for how economists model the world using mathematics to study how individuals, firms and governments make choices and how they affect the world around us. 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 by collecting, organizing, and analyzing real-world economic data using the statistical software STATA. *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. *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 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 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 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 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 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 333 or (ECON 233 and ECON 201 and ECON 202).*

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 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 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, Boccacio, 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 and artists 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, including slave narratives and neo-slave narratives, across various media. *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 Old English, the language spoken in (what would become) England between the 5th – 11th centuries. Students will learn pronunciation, vocabulary, and grammar as they read a variety of works written in Old English, 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). *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 347 Old English Literature (4)
A study of literature written in Old English (700-1100), taught in translation. This course includes works of both poetry and prose, as well as extensive investigation of early medieval Britain's history, context, and culture. Works potentially studied include Beowulf, religious and historical texts (The Dream of the Rood, The Battle of Maldon, The Passion of King Edmund, and Judith), and Old English elegies (The Wanderer and The Seafarer), as well as Norse sagas and early Irish literature. *Prerequisite: One course in English with attribute GFWI.*

ENGL 348 Middle English Literature (4)
A study of literature written in Middle English (1100-1500), including instruction in the reading and pronunciation of Middle English. The course thematically examines the explosion of literature in late medieval England, which includes Geoffrey Chaucer, the Pearl Poet, Margery Kempe, Julian of Norwich, William Langland, and Thomas Malory. The course also explores the history and context of late medieval Britain, including its relationship to literature of the Continent. *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 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 drama from the fifteenth century to the English Civil War, excluding works by Shakespeare but typically including tragedies by Thomas Kyd, Elizabeth Cary, Mary Sidney, Christopher Marlowe, and John Webster, as well as comedies by Ben Jonson, Mary Wroth, and Francis 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 356 Shakespeare Seminar (4)
This course explores a selection of Shakespeare's plays through a critical framework chosen by the instructor. These approaches may include a focus on specific genres, the investigation of common themes, or the examination of performance tradition and cinematic adaptation. *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 several major Victorian authors, including Charles Dickens, Charlotte Brontë, George Eliot, Thomas Hardy, and Oscar Wilde. *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 Chesnutt, 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. Chesnutt, 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 387 Spill the Tea: Black Politics of Storytelling and Secret Keeping (4)
The course examines perceptions of truth, history, and humanity by looking at official historical records alongside narrative such as gossip, secrets, and hearsay. This comparative study will open challenging conversations about authoritative history and power by surveying the slave and neo-slave genres alongside the critical texts of scholars such as Zora Neale Hurston and Saidiya Hartman. In doing so, students will develop an ethic of engaging difficult histories and violent transatlantic archives. By surveying the shaping of narrative from the 19th to the 21st century, students will tune their ears to hear the silences of Black stories and the erasures of master narratives. *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 renascence," 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 the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. *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 402 African American Poetry (4)
A study of the development of the African American poetic tradition, extending from the eighteenth century to the present. Authors may include Phillis Wheatley, Paul Laurence Dunbar, Claude McKay, James Weldon Johnson, Langston Hughes, Countee Cullen, Jean Toomer, Richard Wright, Arna Bontemps, Margaret Walker, Gwendolyn Brooks, Lucille Clifton, Amiri Baraka, Audre Lorde, Robert Hayden, Rita Dove, Yusef Komunyakaa, Nikki Giovanni, Jay Wright, Natasha Trethewey, Claudia Rankine, Ishmael Reed, Sonia Sanchez, Jericho Brown, Marilyn Nelson, Caroline Randall Williams, and Tiana Clark. *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 (2)
Graduating seniors only. Permission of the chair of the department is required. *Prerequisite: Instructor prerequisite override required.*

ENGL 491 Contemporary Latinx Literature (4)
An introduction to Latinx literary production in the United States from 1999-present. This course will explore the current landscape of Latinx literary production, including: Latinx nationalism and the realist novel, immigrant narratives, the Latinx lyric tradition, metafiction and magical realism, mestizaje, queer Latinidad, ecological refugism, and US border control and detention. *Prerequisite: One course in English with attribute GFWI.*

Environmental Sciences (ESCI)

ESCI 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, hypothesis-driven research, and/or approaches to long-term environmental monitoring. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: Instructor prerequisite override required.*

ESCI 205 Landscape Ecology (4)
Landscape ecology is the study of how spatial patterns in landscapes impact ecological processes. This course will explore how human and natural factors combine to produce landscape patterns. Students will learn to quantify spatial patterns, including the composition of habitat types, the configuration of habitat patches, and their connectivity to each-other. This course will investigate how these spatial characteristics influence ecological processes including species occurrences, extinctions, and ecological function. Finally, students will explore applications in spatial planning, conservation biology, and ecosystem management. *Prerequisite: ENST 101 or FORS 101 or BIOL 101 or ENST 217.*

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 220 The Science of Sustainability (4)
In this course, students learn to carry out their own independent research on important issues in environmental management and sustainability. Meetings are focused upon hands-on practice in experimental design, field data collection, data management, basic coding, project management, grant proposal writing, and public speaking. Throughout those experiences, students gain foundational knowledge in the sciences of climate change, carbon sequestration, pollution, and environmental justice. *Prerequisite: One course in Biology (BIOL), Chemistry (CHEM), Environmental Studies (ENST), Environmental Sciences (ESCI), Forestry (FORS), Geology (GEOL), Mathematics Physics (PHYS), or Statistics (STAT).*

ESCI 222 Data Storytelling and Sustainable Development (4)
Data science plays a critically important role in guiding and monitoring sustainable development goals that seek to align environmental, social, and economic progress. This course explores the intersection of data science and sustainable development, with a practical focus on several core skills: managing real-world datasets, data visualization design, reproducible workflows, complex project management, and impactful data-driven storytelling. Students learn tools such as interactive data dashboards, data storyboards and blogs, automated report generation, data cleaning, data repositories, version control, and data entry software design. They then apply these skills to investigate and communicate emerging issues in sustainable development. *Prerequisite: STAT 100, STAT 204, or instructor prerequisite override.*

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 295 Mentored Research (2 or 4)
Supervised field or laboratory investigation in environmental science. 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.

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 395 Advanced Mentored Research (2 or 4)
This course is designed for students who have a strong background in environmental 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 carry out data collection and/or analysis aimed to address a novel scientific question. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: ESCI 295 and instructor prerequisite override required..*

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.*

ESCI 457 Software Engineering (4)
The software systems we often find the most useful and magical are also the largest and most complex to build and understand. To be reliable, maintainable, and secure, these systems must be built according to disciplined and well-founded methods. This course examines these methods, both large-scale (defining requirements, system design, architecture patterns, software processes, etc.) and small-scale (version control, testing, benchmarking, code review, etc.). Students will work in small teams to construct production-quality software. *Prerequisite: CSCI 320.*

ESCI 460 Honors Thesis (1)
This course is for students who are conducting research in environmental science and are working toward an honors thesis. A faculty supervisor(s) will support students as they finalize their research and prepare a written report and an oral presentation at Scholarship Sewanee (or equivalent). *Prerequisite: ESCI 395 (or concurrent enrollment in ESCI 395) and instructor prerequisite override required.*

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 130 Introduction to Earth Science (Lab) (4)
While living and studying along the shores of Lake Tahoe, students will explore areas from the California coast to Yosemite and the deserts beyond. More specifically, students will investigate the relationships between the geosphere, atmosphere, and hydrosphere while also developing scientific skills pertinent to modern society.

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 219 Environment, Conservation, and Policy Issues in Ecuador (4)
This course introduces students to the most influential factors shaping the ecosystems and their conservation, looking at the global, regional and local factors that determine the climates and the contrasting ecosystems that can be found in Ecuador. The course includes several field visits to the Ecuadorian Amazon (Tiputini Biodiversity Station) and the Galapagos Islands. Thus, allowing students to experience first-hand current topics of conservation and policy issues, while discussing the main environmental challenges associated with the conservation of natural ecosystems in tropical developing countries. *Prerequisite: Only open to students admitted to the Global Environmental Challenges program..*

ENST 222 Fantastic Beasts: the Culture and Conservation of Monstrous Megafauna (4)
From big cats and terrible lizards to leviathans and legendary kaiju, the “monster” has played a critically important role in our understanding of the world and our place within it. That perspective, in turn, has informed our attitudes toward–and our exploitation of–megafuana throughout history and in the present day. This course is a multi-disciplinary exploration of the role that dangerous and gigantic beasts have played in shaping humanity: our psychology, our spirituality, our arts, and our environmental ethic. What would our world become without such fantastic beasts?.

ENST 225 Environmental Challenges: Linking the Global to the Local (4)
This course examines local environmental challenges in Cuenca, Ecuador, and explores connections to the broader global context. Emphasis will be placed on learning about the ways and beliefs of local cultures and understanding the difficulties in maintaining cultural identity in today's environmental economic climate. Experiential learning will be a significant element of the course, and students will regularly visit local communities and NGOs so that students can learn from those who are most affected by these issues. *Prerequisite: Only open to students admitted to the Global Environmental Challenges program..*

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 254 Equitable Environmental Education (4)
A service-oriented exploration of environmental pedagogies, investigated through a critical lens that is dedicated to correcting historical barriers to access, opportunity, and belonging in nature for marginalized learners. Through readings, site visits, reflective writing, and self-designed lesson planning, students analyze educational models for developing environmental literacy, identity, and stewardship in learners of all ages in a wide range of contexts, from backcountry to rural county to inner city. *Prerequisite: ENST 101 or BIOL 130 or GEOL 121 or FORS 121.*

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 307 Food and Agriculture Policy (4)
This course covers how policy shapes food systems and the agricultural landscape throughout the United States. Specific units include the history of agricultural policy in the United States; agricultural markets; food safety; environmental impacts of agriculture; and policy innovations for sustainable agriculture. Field opportunities will seek to connect how policy shapes what we eat and the landscape around us. *Prerequisite: ENST 101.*

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 208 or POLS 313. *Prerequisite: ENST 101 or ENST 200 and POLS 101.*

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 338 Marine Policy and Conservation (4)
A survey of the policies that have shaped humanity's relationship with marine resources coastal ecosystems throughout history and around the world. Using a case-study approach, this course critically evaluates how laws, treaties, and regulated markets interact with existing and emerging threats to the world's oceans. *Prerequisite: ENST 101 or ENST 209 or BIOL 130.*

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: ESCI 220.*

ENST 431 Practicum in Religion and the 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.

Finance (FINC)

FINC 201 Corporate Finance (4)
This course addresses the concepts underlying corporate finance and equity markets. Topics include financial statement analysis, time value of money, security valuation, capital budgeting, capital structure, dividend policy, and working capital management. *Prerequisite: ECON 101 or ECON 120.*

FINC 301 Investments (4)
This course examines investment theory and its applications. Topics include equity valuation, equity trading, portfolio theory, asset pricing models, performance evaluation, and efficient market hypothesis. *Prerequisite: FINC 201 and (ECON 133 or STAT 204).*

FINC 302 Derivatives and Fixed Income Securities (4)
This course introduces students to fixed income securities, derivatives contracts, and the use of these contracts in trading and risk management. Topics include yield curve, duration, types of fixed income products, structured financial instruments, futures, forward contracts, swaps, and options. This course cannot be taken for credit by students who have already completed ECON 362. *Prerequisite: FINC 201 and (ECON 133 or STAT 204).*

FINC 304 Entrepreneurial Finance (4)
To understand the performance of their businesses better, to make better decisions, and to drive growth, entrepreneurs must understand finance, accounting, and tax. This course introduces student entrepreneurs to the financial, accounting, and tax theories, knowledge, and tools needed to start, build, and finally harvest successful business ventures. With these theories, knowledge, and tools, each student entrepreneur will possess the fundamental knowledge to analyze and make sound financial decisions for a start-up venture and to monitor that venture's financial health with its various life-cycle phases.

FINC 305 Financial Modeling (4)
Examines the real-world applications of finance theory and helps students develop financial modeling skills. Topics include the dividend discount model (DDM), financial statement modeling, discounted cash flow (DCF) analysis, the leverage buyout (LBO) model, merger modeling, bond valuation, and portfolio optimization. *Prerequisite: FINC 201 and (ECON 133 or STAT 204).*

FINC 310 Real Estate Finance (4)
This course examines theory, concepts, and tools for analyzing investment decisions in real estate. Topics include mortgage analysis, and valuation, financing, and taxation of real estate investments. *Prerequisite: BUSI 215.*

FINC 385 Special Topics (2 or 4)
A selection of topics are explored depending on interest. This course may be repeated for credit when the topic differs.

FINC 410 Advanced Security Analysis (4)
This course examines theory, concepts, and tools for advanced security analysis focusing on equities. Topics include financial statement analysis, security valuation, equity research, financial modeling, and portfolio analysis and management. Open only to seniors pursuing majors in finance. *Open only to seniors pursuing majors in finance. Prerequisite: BUSI 215 and FINC 301 and (ECON 333 or STAT 214).*

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 in 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 andscape 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.*

FYRP 134 First-Year Seminar: From Sewanee to Selma: Identities, Stories, and Civic Engagement (4)
We all have our stories, and those stories shape who we are, what we believe, and how we engage with others. This course allows students to consider and reflect on their own identities and the lived experiences they bring with them as new members of the Sewanee community while also examining the lived experiences of diverse community members in both Sewanee and in Selma, Alabama. Through local travel as well as a group trip to Selma, Alabama, students will engage in hands-on learning through relationship building, service-learning, and public history collection. The course will culminate with a group project supporting the Roberson Project on Slavery, Race, and Reconciliation. *Open only to new first-year students.*

FYRP 135 The Indigenous Domain: Native Histories and Futures (4)
This course places Indigenous topics at the center of the Domain, introducing students to the history of the Native South and building conversations about the ongoing importance of Native America. Course content will feature readings on Indigenous worldviews and lifeways; our local history of Cherokee Removal; policies of erasure and strategies of Native resilience; and Indigenous representation in modern film and media. Coursework will include a collaborative project on the Bell Route of the Trail of Tears. Course discussions will focus on current topics including land acknowledgments, Native representation and inclusion, and allyship through Sewanee's Indigenous Engagement Initiative. *Open only to new first-year students.*

FYRP 136 Embark (1)
Through a cohort-based opportunity for reflection and group discussion, students will gain a sense of belonging at Sewanee through developing relationships and connections, build a foundation for academic and experiential success, and discover how to make the most of their Sewanee educational experience. *Open only to new first-year students.*

FYRP 140 First-Year Seminar: Topics Advent 2025 (4)
For a detailed description of this Special Topics Course: https://registrar.sewanee.edu/students/topics (https://registrar.sewanee.edu/students/topics/). *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 307 Biometrics (4)
Principles and methods employed in the estimation of forest and other natural resource parameters. Introduction to the uses of statistical models in drawing inferences about biological populations with an emphasis on sampling theory and field methods. Topics include: the scientific method, methods to assist students in the interpretation of both experimental and observational data, and elements of experimental design with an emphasis on biological applications. *Prerequisite: FORS 121 and (MATH 101 or STAT 204).*

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 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 350 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 350 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 econo-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 350 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 350 and been admitted to the Sewanee in Paris program.*

FREN 350 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 390 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 399 Special Topics (2 or 4)

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 390 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 390 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 390 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 390 or placement.*

FREN 409 Contemporary Literature (4)
A study of twentieth-century poetry, prose, and theater through cultural analysis. *Prerequisite: FREN 390 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 390 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, Molière'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 390 or placement.*

FREN 422 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 350 and been admitted to the Sewanee in France program..*

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.*

FREN 490 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.

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 150 American Rivers (4)
A watershed studies approach to investigating river systems of North and South America, including the Tennessee, Ocoee, Colorado, Amazon and Orinoco Rivers. Watersheds will be considered in terms of their geology, hydrology, forest cover and cultural history. Special emphasis will be placed on effects of pollution and climate change on these river systems.

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 or GEOL 217.*

GEOL 230 Paleoecology (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.

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 (2)
The course focuses on the geological evolution of the West Coast, the Sierra Nevada, the Basin and Range, the San Andreas Fault, the Southern Cascades, and the Coast Ranges. Additional focus is placed on geologic issues and society, and the impact of geology on the living environment. Extensive use of geologic maps and periodicals. *Prerequisite: GEOL 121.*

GEOL 323 Geology of the Western United States Field Trip (4)
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 204 Contemporary German Cultures II (4)
This intermediate-level course continues to develop a deeper understanding of cultural production in German-speaking societies. Students interpret films, stories, and graphic novels that present life before and after the fall of the Berlin Wall. As a bridge to 300-level courses taught in German, students broaden their understanding of literary forms, build their range of expression in spoken German, and expand their writing skills. *Prerequisite: GRMN 203 or placement..*

GRMN 255 Once Upon a Time: Fairy Tales and Folklore (4)
This course examines fairy tales, their roots in folkloric traditions, and the enduring transnational popularity of folk tales. Students read these tales in their historical and cultural contexts, analyze how they have been adapted for new audiences and media forms, and consider how they can be mobilized to challenge or promote new social roles and identities. This course is taught in English.

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 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 Textual Inquiry: Literature in Context, 1750-1900 (4)
This course orients students to trends from the Enlightenment to Realism (1750-1900) and enables them to analyze features of these movements within their historical and cultural context. Examining trends reveals the evolution of concepts underlying shifting literary themes such as identity, notions of the self, education, reason vs. emotion, nature and the environment. This inquiry demonstrates how texts and writers engage in dialog with their time period and their artistic forebears. *Prerequisite: GRMN 204 or higher or placement.*

GRMN 322 Textual Inquiry: Literature in Context, 1900 to the Present (4)
This course orients students in the concepts underlying literary trends from 1900 to the present and enables them to analyze these trends within their historical and cultural context. Examining trends reveals the evolution of concepts underlying shifting literary themes such as self and identities; gender, race, and sexuality; immigration and citizenship; memory and memorial culture; nature and the environment. This inquiry demonstrates how texts and writers engage in dialog with their time period and an increasingly global literary culture. *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 (*Nosfertu*), 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 356 Nazis and Nazisploitation (4)
From soup chefs and grammarians to zombies and supervillains, Nazis are ubiquitous in pop culture, most frequently serving as representations of pure evil. This course introduces students to key ideas/concepts of National Socialist ideology and examines the use and misuse of National Socialism across the 20th and 21st centuries. Through an analysis of depictions of Nazis within cultural and historical contexts, the course considers the reasons for, and the impact of compartmentalizing and oversimplifying Nazis and National Socialism, and investigates what these pop culture representations obscure. 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 305 Greek Lyric Poets (4)
Selections from the elegiac, iambic, and melic poets 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 Making History (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 legitimation 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 134 Childbirth in Europe and the Colonial Caribbean (4)
This course examines some of the most significant conflicts and turning points in the history of conception, pregnancy, and childbirth in Europe and its Caribbean slave colonies from the sixteenth to twentieth centuries. We approach women's reproductive bodies as contested sites of political struggle over issues as diverse as slavery, colonialism, population growth and birth control, religious reform, midwifery, the medicalization of childbirth, and nation-building. Centering women's voices and experiences of the birth process where the sources allow us, we study the cultures and communities that women of diverse racial, ethnic, and class backgrounds constructed around biological reproduction.

HIST 136 Decolonize the Museum! (4)
This course will examine the colonial legacies of museums while investigating current museum practices. Through critically engaging with the display and representation of Indigenous and African diasporic arts and history in the colonial, modern, and contemporary eras, students will address issues of interpretation, deaccessioning, and repatriation. The central questions considered in this course will include: How have the dual histories of settler colonialism and slavery influenced collection and exhibition practices? What are the future directions in contemporary museum practice? How have people resisted and shaped museum exhibitions connected to their history and culture?.

HIST 138 Black Atlantic (4)
This course is an introduction to the study of the Black Atlantic. Built on a chronological and thematic basis, the course will focus on the history and culture of populations of African descent, particularly in Europe and the Americas. This course is divided into three parts. The first part will conceptualize the notion of Black diaspora and the Black Atlantic. The second part will explore the history of slavery and the Atlantic slave trade, in particular, how this forced migration impacted societies in the Americas and Europe. The third section of this course will explore the postemancipation period and the modern construction of race in western societies. Students will review both primary and secondary readings throughout the semester.

HIST 139 Citizenship in Indian Country (4)
Citizenship has a complicated history in Indian country, one that long predates the Indian Citizenship Act of 1924. While Native nations often rejected citizenship as a hollow promise and conduit of colonization, other Indigenous people within the United States actively sought citizenship to combat inequality and dispossession. Some achieved unique recognition of rights, while most navigated limited citizenship as a framework to remain in their homeland. Featuring readings on regional case studies of Native political rights, the course will cover early victories and defeats of Native citizenship in the early American republic, citizenship in the Civil War era on state, federal, and tribal levels, tensions between tribal sovereignty and citizenship through the allotment era, and the long history of Native suffrage.

HIST 141 The American Family in History and Myth (4)
This course explores the history of the American family from the colonial era to today, examining both the lived realities of family life and the way Americans have constructed and contested competing visions of the family and "family values." Students will investigate how the myths and realities of the American family have shaped—and been shaped by—debates about gender, race, and sexuality, demonstrating how the family has been both a symbol of American ideals and a battleground for social change.

HIST 200 Studies in History (4)
Survey level courses generally focused on a specific geographical region of the world.

HIST 201 History of the United States I (4)
A general survey of the political, constitutional, economic, and social history of the United States.

HIST 202 History of the United States II (4)
A general survey of the political, constitutional, economic, and social history of the United States.

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.

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.

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.

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.

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.

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.

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.

HIST 211 China: Inside the Great Wall (4)
This class surveys the political, social, and cultural foundations of East Asian civilization from earliest times to around 1600. From the rise of states and empires to the Ways of Confucianism, Daoism, and Buddhism, we will explore the flowering of Chinese cultural norms across Asia as well as consider the unique expressions of these norms throughout China, Korea, and Japan.

HIST 212 Modern East Asia (4)
This class focuses on the modern transformations of China, Japan, and Korea from roughly 1800 to the present, considering the relationships between these three countries and the wider world. With many describing the 21st century as the "Asian century," students will gain a greater understanding of key topics that have shaped modern Asian experiences, such as war and memory, reform and revolution, and empire and decolonization.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. *Prerequisite: One course with attribute G4 including AP or IB credit.*

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.

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.

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.

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.

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.

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.

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.

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 282 From Hip-Hop to Tik-Tok: The Evolution of Hip-Hop Culture and Politics (4)
Hip-hop emerged from the local scenes of New York City to become the most popular and lucrative art form in the world. This course offers a historical analysis of Hip-Hop and an exploration of its regional contributions, social and political implications, musicality, and presence on social media platforms, namely Instagram and Tik-Tok. This course will also examine Hip-Hop themes related to race, gender, and class. Overall, this course will help explain how an obscure art form emerged from urban communities to become the global musical language for the seemingly dispossessed—and now a staple of mainstream pop culture.

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.

HIST 284 Thinking Historically, Making History: Approaches, Sources, Places (4)
This course introduces students to the experience of thinking historically and doing historical work. Students will learn about historiographical debates, lenses or approaches to history, how to locate and to interpret primary sources such as letters, journals, images, and maps. They will also have opportunities to engage with historical sites, monuments, special collections materials and to work with digital tools. Students examine how historians formulate questions or lines of inquiry, how to conduct library and archival research and practice organizing and presenting research in oral and written form. Required of all history majors and minors.

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.

HIST 291 Thinking Historically, Making History: Approaches, Sources, Places (4)
This course introduces students to the experience of thinking historically and doing historical work. Students will learn about historiographical debates, lenses or approaches to history, how to locate and to interpret primary sources such as letters, journals, images, and maps. They will also have opportunities to engage with historical sites, monuments, special collections materials and to work with digital tools. Students examine how historians formulate questions or lines of inquiry, how to conduct library and archival research and practice organizing and presenting research in oral and written form. Required of all history majors and minors.

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.

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.

HIST 295 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 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 Middles East's place in global trade networks and imperial conflicts.

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.

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.

HIST 300 Advanced Topics in History (4)

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 Europe from the First Crusade to the Black Death (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 306 European Celebrity and Fan Culture (4)
This seminar explores the origins and paradoxes of European celebrity culture from the eighteenth to twentieth centuries. This new form of renown was a product of the consumer and media revolutions and of democratization. It depended on the public's ability to consume, appropriate, and remake the celebrity's image on its own authority and for its own purposes. The course examines not only how celebrities were produced over time, but also how the meaning of this culture was contested and redefined by fans, the media and famous individuals. It highlights the racial, gendered and class-based dynamics of historical celebrity culture. *Prerequisite: One course in history 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 late-eighteenth century to the present and explores various moral, spiritual, literary and intellectual dimensions of African-American thinking and life. Using fiction, biography, historical and philosophical works, we shall focus on both notable intellectuals as well as historiographic themes and ideas that have catalyzed distinctive African-American perspectives on the world. Many courses in African American History focus on how society and non-African Americans have defined and, in many cases, distorted African American identity. One distinctive animating feature of this course is that it seeks to uncover the ways African Americans have struggled with defining themselves. *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 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)
This course explores watershed changes in the strategies used to produce and circulate new knowledge in the early modern world (c. 1500 to 1800), pursuing a global and interdisciplinary approach to understanding the diverse tools, embodied practices,socio political configurations, social and economic networks that contributed to the rise of modern science. Topics to be addressed may include natural magic, secrets and recipes; natural history collecting, empire and observation; human anatomy,medicine and the Galenic body; drug trials and experimentation; mechanical philosophy, androids, and the transfer of knowledge. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 338 Religious Nationalism in the Contemporary World (4)
Religious nationalist parties and social movements play an increasingly important role in our contemporary world. Promising a more "authentic" approach to nationalism than secular nationalism, these movements provide meaning to millions of adherents, while also contributing to partisanship and conflict around the world. This class investigates the history of religious nationalism with a focus primarily on the history of Christian, Muslim, and Jewish nationalism in the 20th and 21st centuries. Case studies will be drawn from the history of Israel/Palestine, India/Pakistan, Ireland, and the United States. *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 348 The Mexican Revolution (4)
This course examines the Mexican Revolution (1910-1940), describing the ideologies and political programs of its rival leaders and forces. Emphasis is placed on analysis of the revolutionary movement as a mosaic of local uprisings, each with its own roots and objectives. The social origins of the participants, both followers and leaders, the causes of the insurrection, the objectives proclaimed by each faction, and the changes actually accomplished, will be the main topics of discussion. The heterogeneity and ambiguity of the Mexican Revolution will be explored by examining different approaches to the insurrection through biographies, novels, political theory and historical account. *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 383 Before and After 1989 in Russian, Ukrainian, and East European Cinema and History (4)
Soviet history provides a framework for the critical treatment of contemporary conflicts in Russia, Ukraine, and parts of Eastern Europe. By exploring primary sources, historical analyses, and late- and post-Soviet media and literature, we will trace the collapse of the Soviet Union and the post-1989 transformation of Belarus, the Czech Republic, Russia, and Ukraine. We will also examine significant historical events during Russia's long twentieth century. *Prerequisite: One course in history 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 385 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-Queda 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 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 technicological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopic visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of modernization. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 390 Topics in European History (4)
An examination of the significant social, political, and intellectual movements in the history of Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 393 America's Civil War (4)
This course examines the military, economic, political, and social upheaval of mid-nineteenth century America. We will consider the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students will employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 395 Science and Medicine in East Asia, 1500 to the Present (4)
This course examines the political, economic, and social aspects of science and medicine in East Asia from 1500 to the present. It analyzes how ideas about the natural world, the body, and healing were constructed and disseminated across the region, with a focus on selective adaptation, empire, and hybridity. Students will question the universal nature of science and medicine taught in most classrooms as well as consider the importance of indigenous forms of knowledge in modern disciplines. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

HIST 397 The Origins and Conduct of World War II (4)
A study of the causes, events, and results of World War II. Topics discussed include: the legacy of World War I, rise of totalitarianism, diplomacy of the 1930s, battles and strategies of the war, the Holocaust, and origins of the Cold War. *Prerequisite: One course with attribute G4 including AP or IB credit and approval of the World War II program director required.*

HIST 399 History of Psychiatry and Mental Health (4)
This course explores the history of psychiatry from the early modern period to the late twentieth century. Students learn how concepts of the mind changed over time and examine the effects these changes had on the medical care of individuals suffering from mental disorders or otherwise deemed deviant in their social behavior. In addition to examining broad trends, the course considers the emergence of specific categories of mental disorder and/or social deviance and how they were experienced by sufferers, family members, and medical professionals. The class also discusses the intersection of the history of mental health with histories of gender, race, and sexuality in North America and Europe. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 401 Contemporary Chile, 1970-2011 (2)
This course examines the trajectory of Chilean history, politics, and culture over the past half-century. Starting with the presidency of Salvador Allende (1970-1973) and its historical foundations, students analyze the legacies of the Pinochet dictatorship (1973-1990) and the problems of Chile's transition to democracy (1990-present). Includes in-depth consideration of the political, social, economic, and cultural issues involved in Chile's present debates, among them the access to free education. Cultural activities and guest lectures by prominent Chilean scholars and activists are combined with field trips to historical sites in and around Santiago. Conducted as a three-week summer course. No Spanish language experience required. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 403 Capitalism in Britain and the United States (4)
The impulse to combine land, labor, and capital in profitable ways has always existed; this course focuses on how British and American entrepreneurs have attempted this challenge over the past 500 years of history. The differing cultural, institutional, and technological developments faced by entrepreneurs in each country are considered. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 406 From D-Day to Berlin: World War II Sites in England, France, Germany (4)
This course focuses on World War II in England, France, and Germany. Lectures and discussions on specific topics are enhanced by visiting sites related to the progression of the war and its impact on soldiers and civilians. Starting in London with the Imperial War Museum and War Cabinet Rooms, the program moves to Portsmouth and then crosses the Channel into Normandy. In northern France the emphasis is on D-Day, followed by a visit to Paris and discussions of the occupation and liberation. The program travels east and finishes in Germany with visits to Nazi party locations in Munich, Dachau Concentration Camp, Nuremberg, and the capital city of Berlin. Conducted as a three-week summer course. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 408 The Body Republic: American Politics, Medicine, and Society Before the Civil War (4)
This course explores the connections between science, politics and social conventions in the period known as the Early Republic. Topics include the relationship between scientific theories and the temperance movement, gender roles, and scientific racism. Consideration of how the medical was political runs throughout the course as the challenges of microbes, diet, climate, and shifting definitions of 'race' and 'citizen' are explored. Course readings highlight the intersection of science, politics, race, and gender during this foundational period in American History.

HIST 410 Five Centuries of Atlantic Slavery, 1400-1900 (4)
An examination of the history of the practices of human slavery in the Atlantic World. Topics include the conduct of the transatlantic trade, the Middle Passage experience, plantation systems in North America, the West Indies, and Brazil, the role of Atlantic slavery in the transition to industrialism, slave resistance and revolt, and the abolitionist movements. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 421 The History of Sustainability and Sustainable Development (4)
An examination of the historical origins and development of the discourses of sustainability, sustainable development, and the green economy, which have been ubiquitous, influential, and critically and historiographically under-examined in contemporary U.S. and global society. The course draws on contemporary global environmental historiography, while analyzing key primary sources such as Malthus' *An Essay on the Principles of Population*, Marsh's *Man and Nature*, Ehrlich's *Population Bomb*, Club of Rome's *Limits to Growth*, the United Nations' Brundtland Commission's "Our Common Future," the United Nations' Millennium Development Goals, and the University of the South's Sustainability Master Plan. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 422 History of Conservation and Wilderness Preservation (4)
An exploration of the conservation and wilderness preservation movements, and their impacts on peoples, landscapes, and animal populations, with a focus on North America and Africa. The class will examine the historiography of these interrelated phenomena, including their connections with colonialism, urban growth, anti-colonial resistance, local and indigenous agency, tourism, and landscape ecology. Case studies will might include the Kruger National Park in South Africa, and various U.S. national parks. Attention will also be given to recent work on private and public/private conservation. Students will develop research projects in an area of their interest.

HIST 440 Honors Seminar (4)
The seminar has two functions: first, it serves as the classroom setting in which senior history majors are guided as they conduct the independent research for and complete the writing of their senior honors thesis; second, it operates as a workshop that assists honors candidates in the preparation of the thesis by engaging them in the larger scholarly enterprise of reading and reviewing each other's work. Toward these ends, members of the history department and scholars from other colleges and universities may share their work with and seek the critical engagement of the honors students. The class concludes with an oral presentation of each student's research to the history faculty. *Prerequisite: Instructor prerequisite override required.*

HIST 441 The Home and the World: Gender and Sexuality in Modern India (4)
Taking a historical approach towards understanding gender and sexuality in South Asia, this course focuses particularly on the history of women in the region. As is suggested in the translated title of one of India's most celebrated writers Rabindranath Tagore's novel, *Home and the World*, this course's themes also pivot around questions of women's belonging in circumscribed spaces. From this center it reaches out to offer an understanding of the great diversity and heterogeneity of women's experiences in India, an analysis of women's movements, forays into women's voices, and colonial policies towards women. Apart from a robust historiographical literature, this course introduces students to poems, fiction, literature, plays, art, and cinema from India.

HIST 444 Independent Study (2 or 4)
An opportunity for students to explore a topic of interest in an independent or directed manner. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 452 Senior Seminar (4)
History majors engage in primary and secondary research on a topic of interest, culminating in a significant analytical paper. The semester concludes with an oral presentation of each student's research. *Open only to students pursuing majors in history. Prerequisite: HIST 352.*

HIST 455 European Empires in Asia (4)
This course examines the great age of European expansion in the 19th and 20th centuries in Asia and explores the underpinnings of an imperial state. From the age of exploration, to the age of trade, to the age of European decolonization, the relations between the European and the local peoples underwent a significant change in terms of cultural contact, economic exploitation, and political domination. The course analyzes the results of these relations for the Europeans and for the Asians they ruled. It also considers why and how imperial dominations lost their force and new national identities emerged in Asia. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 456 Partition and Its Meanings: India, Ireland, and Palestine (4)
This seminar explores the theory and practice of partition in the twentieth century by focusing on the political divisions that colonial or occupying powers imposed in Ireland, Palestine and India. It examines how the idea of partition arose, the nature of support and opposition it attracted within and beyond these regions, and how such systems came to prevail against extremely determined opposition. The course further considers how partition affected the development of nationalist movements, the course of world events, and the everyday lives of the peoples inhabiting these regions. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 471 Health, Medicine and Society in Early Modern Europe, 1400-1800 (4)
An exploration of the intertwined histories of health, medicine, religion, and emotion in Europe, c. 1400 to 1800. Informed by the methods and scholarship of social and cultural historians, the course considers the ways in which status, social roles and obligations, gender, and religious identities and practices affected how early moderns understood the health of their minds, bodies, and souls. Topics include Galenic humoralism and theories of disease, religious and astrological cures, learned medicine and anatomy, dissection and the study of female bodies, hospitals, and asylums. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 472 Marriage and Imagined Families in the Modern World (4)
Applying Benedict Anderson's concept of "imagined communities" to historical understandings of family life and marriage, this seminar investigates the multiple ways in which modern Europeans have imagined family relationships, spaces, and rituals of marriage. The course examines the cultural creation and reworking of the nuclear family by a diverse range of historical actors within an increasingly global context. How did individuals invent shared pasts that legitimized non-traditional concepts of marriage and the family? Topics include Victorian, socialist and fascist families, the modification of marriage, and challenges to family structures posed by person of alternate sexual, immigrant, and gendered identities. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 481 The Oxford Movement (4)
This course charts the history of the Oxford Movement and its impact on British religion and society, as well as the colonies and former colonies of the British Empire. The Oxford Movement did not arise in a vacuum, so the course begins by exploring the 18th century High Church and Evangelical background. Nor did the Movement exist in a vacuum, so its interaction with the U.S. and the late 19th century "crisis of faith" is seen. Finally, the Movement's successors are examined: slum priests in rapidly growing cities, the Liberal Catholics, and the Gothic revival in architecture and worship. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 493 The Civil War and American Historical Memory (4)
This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest way in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 495 War and Society in Ancient Greece and Rome (4)
This course explores war and society from the Greek Archaic Age in the eighth century B.C. to the crisis of the Roman Empire in the third century A.D. It looks at changes in the groups who fought wars, and the ways in which these related to larger social, economic, and political movements. It also considers how participants and non-combatants thought about war, and how these attitudes shifted over time. Archaeology is of prime relevance, but literary texts provide the most important evidence. These are examined to provide new angles on well-known writers, such as Thucydides and Plato, as well as to introduce fascinating, but lesser known, authors including Aeneas Tacticus and Frontinus. Artistic evidence, both public and private, is also central to this course. This course is only available through the European Studies Program. *Prerequisite: Only open to students admitted to the European Studies program.*

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 206 Italian Futurism and the Aesthetics of Modernity (4)
This course explores Futurism, an avant-garde movement that developed in Italy in the early twentieth century. The course covers examples from multiple mediums (painting, sculpture, literature, architecture, urban design, dance, fashion, music, and cooking) to study how Futurism proposed to fashion a way of life and not solely an artistic idiom. Analyzing the numerous Futurist manifestos, this course investigates the movement's programmatic approach to art and its position in the general artistic ferment that characterized Europe at the beginning of the twentieth century.

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 208 What is Nature? (4)
Explore the intersection of the sciences and the humanities by learning how multiple disciplines answer the question, "What is nature?" Students will specifically consider the role of the body, mind, and spirit in nature, the latter from both western and non-western perspectives. Special emphasis is placed on examining the role that race has historically had in regard to U.S. indigenous populations and the role that it plays today regarding wilderness access and cultural notions. *Prerequisite: Open only to students admitted to the Lake Tahoe Semester program..*

HUMN 210 People, Culture, and Society in the Middle East and North Africa (4)
This course introduces students to the diverse peoples, societies, and cultural practices associated with the Middle East North Africa (MENA). Course content is grounded in written and visual sources from anthropology but also draws on historical research, investigative journalism, documentary film, and popular media. Using these materials, the class explores several topics that have been of enduring interest to anthropologists of–and from–the region: religious practices and daily life, gender identities and sexualities, political power and resistance, and the formation of diasporic communities. Coverage of these topics also considers the conditions of knowledge production about the region and its political, social and cultural implications.

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 memoire 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 216 The Classics and the Colonial Americas (4)
The idea of “the classic” has long been important to humanistic learning. But what is a classic? And where does the notion originate that one should study literary classics? This course explores an important point of origin in the American founding, when it was popular to consult Greco-Roman authors for wisdom, imitate their forms, and contemplate Rome’s rise and fall as a cautionary tale of imperial hubris. Ancient texts–including the Iliad and the Aeneid–found fertile soil in the colonial Americas. The course samples these “classics” alongside works by new practitioners such as Aphra Behn, Phillis Wheatley, and Olaudah Equiano.

HUMN 217 Imitation, Quotation, Appropriation, and Genre (4)
Imitation, quotation and appropriation are fundamental creative strategies—in the visual arts, writing, music, and filmmaking. Imitation is how you learn your craft, quotation how you demonstrate expertise, and appropriation a strategy, often with political and legal implications. Forms of expression generated in one context and culture are translated and appropriated for new audiences and purposes. This course examines a diverse range of key monuments, texts, and practices, including the theorization of art in the Italian Renaissance, twentieth-century feminist retellings of "classic" tales, and the international exchange of plots and the formal language of storytelling between the Hollywood Western and Japanese samurai films. The course considers the pleasures and parameters of genre, the conception of intellectual property, and the politics of appropriation.

HUMN 225 The Nobel Prize (4)
The Nobel Prize is widely considered the most highly reputable award in the fields of literature, medicine, physics, chemistry, peace, and economics. This course considers the history of the awards, the Nobel Foundation, and the selection process. Primary emphasis centers on particular awards and the impact they have had in their fields and in the world. Topics vary from offering to offering.

HUMN 250 Special Topics (4)
This course focuses on special topics in the humanities not already covered in existing courses in the program. This course may be repeated twice for credit when the topic differs.

HUMN 380 Seminar (4)
Students use methodologies gleaned from previous humanities courses--and acquire new ones--to approach topics relevant to contemporary study of the humanities. The course focuses on a set of interrelated themes, such as justice and power, faith and reason, or journey and exploration. *Prerequisite: Two courses in humanities (HUMN).*

Intergroup Dialogues (IGDI)

IGDI 101 Intergroup Dialogues: Race and Class (2)
This course provides an avenue for students of all backgrounds and viewpoints to examine topics of power, privilege and inequality in society. Students consider how social identities condition the lived experience of Americans, and shape views on a range of social, cultural and political issues. The Intergroup dialogue method of communication will be taught and modeled by the instructors. Through the dialogic process, students will develop their public speaking, intentional listening, and logical thinking skills, and achieve a greater level of understanding of differences of opinion and belief around important social issues.

International and Global Studies (INGS)

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)

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 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 108 Globalization and Culture in Africa (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 Africa allows the examination of shared characteristics of globalization through colonization and other historical developments. The majority of the course then explores the cultural hybridity and heterogeneity that result from this process and continue to inform cultural practice in the contemporary period. Africa 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 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 abroadincluding 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 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 People, Culture, and Society in the Middle East and North Africa (4)
This course introduces students to the diverse peoples, societies, and cultural practices associated with the Middle East North Africa (MENA). Course content is grounded in written and visual sources from anthropology but also draws on historical research, investigative journalism, documentary film, and popular media. Using these materials, the class explores several topics that have been of enduring interest to anthropologists of–and from–the region: religious practices and daily life, gender identities and sexualities, political power and resistance, and the formation of diasporic communities. Coverage of these topics also considers the conditions of knowledge production about the region and its political, social and cultural implications.

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 212 The End of the World as We Know It: Global Climate Change, Crisis, and Catastrophe (4)
This course examines how different cultures construct narratives about global catastrophe and climate change. It deconstructs common concepts related to natural and anthropogenic disaster to understand how conceptual affordances and constraints affect mitigation efforts, shape preparation, and guide response to disaster across global contexts. This course emphasizes a comparative approach including perspectives on both past and present societies. It interrogates how contemporary society incorporates tropes of archaeological "collapse" into catastrophic imaginaries. This course aims to foster a more critical, nuanced understanding of the courses of action available to global society in the face of a changing climate.

INGS 250 Topics in International and Global Studies (2 or 4)
This lecture course analyzes global processes as they play out in various parts of the world. Students will study some of the political, economic, environmental, and/or cultural forces that shape the world today through the study of a particular region or regions. This course may be repeated for credit when the topic differs.

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 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 and the roles of Parliament, Council, and Commission; political organization, economy, parties, and elections; the EU currency union and regional economic blocs; immigration and immigration policy. The course will also contain a component focused on climate and environmental change and the use of alternative energy sources.

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 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 319 Ecologies of the Middle East and North Africa (4)
Through the interdisciplinary approach of political ecology, this seminar introduces students to key environmental challenges facing the Middle East and North Africa (MENA). The course draws upon scholarship in environmental studies, political economy, international relations, history, geography, and anthropology, as well as literary works, to understand human-environment interactions in the region. Students will learn how power and inequality, such as through colonialism and conflict, shape how people experience environmental issues in their everyday lives. The course expands beyond the study of strategic resources like oil and water to consider the complex web of social imaginaries and political interests impacting MENA ecologies.

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 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 326 Baltics and Caucasus: Empires, Revolutions and Future Innovations (4)
This course examines the tentacles of empire reaching into the Baltic and Caucasus regions from Europe, focusing on the flow of trade and religious belief. It covers topics like the Hanseatic League, the Crusades, the Teutonic Knights, and the Silk Road, and the way they facilitate commerce and economic and intellectual exchange, as well as their intersection with violence and empire. The course is held on site in Riga and Tbilisi.

INGS 327 African Cities (4)
This course examines urban Africa as sites of culture, politics and economics from the pre-colonial period to recent times. It interrogates African urbanism as a product of local, transnational and global processes. The themes of the course include social formation, ethnicity, urban politics, citizenship, social movements, popular culture, religion, informal and illicit economy, technological adaptation and social change. The course draws on the interdisciplinary literature in African and global urban studies.

INGS 328 From Coca-Cola to K-Pop: Global Flows in Ethnographic Perspective (4)
One of the defining features of life in the 21st century is the speed and intensity with which people, capital, commodities, ideas, and information mov—or flow—across the globe. These global flows however, impact people and communities in profoundly unequal ways. This course explores these uneven impacts from an anthropological perspective, by looking at how people in different parts of the world experience and live with "globalization." Drawing primarily on ethnographic readings, this class asks: how do global flows shape our daily lives—not only economically and politically, but socially and culturally as well? How do they change both our sense of who we are and our experience of the world?. *Prerequisite: One course with attribute G4 including AP or IB credit.*

INGS 350 Advanced Topics in International and Global Studies (2 or 4)
This seminar course offers an advanced study of global processes as they play out in various parts of the world. Students will analyze, discuss, and conduct research on some of the political, economic, environmental, and/or cultural forces that shape the world today through the study of a particular region or regions. This course may be repeated for credit when the topic differs.

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 texts of various genres. Students continue to develop language skills by observing complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian literary 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 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 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 320 Mafia Movies (4)
This course examines representations of the Mafia in Italian and American cinema from the early twentieth century to today, exploring the historical, cultural, economic, and political causes that led to the Mafia's rise in Italy and the United States. This course is taught in English.

ITAL 325 Women Writers in Italy (4)
A study of poetry and prose by Italian women presented in translation. The literary analysis of these texts will be placed in the context of Italian cultural history. Taught in English.

ITAL 326 Environmental Crises in Italy (4)
This course focuses on natural landscapes, human impact on the environment, and environmental justice as portrayed within contemporary Italian literature, cinema, and art. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

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.*

Global Citizenship (GLBL)

GLBL 101 Global Citizenship and Study Abroad (1)
The course prepares students for study abroad experiences by introducing them to concepts of global citizenship, techniques for field investigation (borrowed mostly from anthropology), and, to a lesser degree, social processes of integration into a new host culture. *Prerequisite: Only open to students approved to Study Abroad.*

GLBL 102 Global Citizenship and Reflecting on Study Away (1)
Students reflect on the study away experience, use storytelling techniques to consider and express the personal impact of study away, and undertake a project that puts into action the awareness, skills, and attitudes of global citizenship. Through topics including culture shock, identity development, and readjustment to social life in the US, students work to integrate their study away experience with their academic and co-curricular work at Sewanee and beyond.

GLBL 150 Academic Writing Circles (1)
Intended for English language learners, this course offers supplemental instruction for students who are enrolled in a course with substantial writing assignments. Students will use writing assignments from their other courses during the semester to develop a unique plan for improving their writing. With the instructor, they will workshop their written work with their peers, focus on targeted writing skills, gain practice in presenting and discussing their ideas, and be asked to reflect carefully on their experience with the writing process.

GLBL 200 Field Studies in Global Community Engagement: Food Systems in Costa Rica (4)
Through pre-departure meetings, an immersive cross-cultural spring break experience, and post-trip meetings, students will develop a greater understanding of global citizenship, place-based learning, and community engagement and empowerment. The in-country experience will include field trips, close interactions with local populations, organized community engagement opportunities and hands-on work experience. In this section, students will learn about Costa Rican agriculture, with an emphasis on sustainable food systems. Students will also learn about traditional cuisines, issues of regional and international food security, and the impact of industrial agriculture on traditional food systems. This course will require additional costs associated with the spring break outreach trip to Costa Rica. *Prerequisite: Open only to students admitted to the Outreach Trip to Costa Rica.*

GLBL 442 Internship (2 to 8)
Students engage in an approved internship on an authorized study abroad or study away program. Students are expected to complete 45-67.5 hours of internship work per credit hour. Interning students will complete bi-weekly reflective exercises and an academic paper at the end of the internship.

Non-Degree Internship (ITRN)

ITRN 100 Non-Degree Summer Internship (1)
Students in this course undertake a significant off-campus experiential learning opportunity, typically with a business, non-profit, governmental, or community-based organization. The internship links students' interests with the acquisition of knowledge in an applied work setting. Through direct observation, participation, and reflection, students explore and assess career skills and strengths; critically examine the values, structure, and leadership of the internship organization; and identify and practice professional behaviors in the workplace. The course is graded on a credit/no credit basis and is administered by the Office of Career and Leadership Development, which establishes guidelines for summer internships and reviews and approves enrollment in this course. Credit earned in this course may not be applied to undergraduate degrees at the University of the South. Students may earn no more than one such credit during a summer term and the course may be repeated no more than two times (three credits maximum, none of which may apply to an undergraduate degree). *Prerequisite: Only open to students approved by the Office of Career and Leadership Development.*

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 304 Special Topics (4)
This course examines a topic in Latin literature/culture for advanced Latin language students. The subject matter and themes vary according to instructor. *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 306 Roman Satire (4)
Reading of selected satires of Horace and Juvenal. *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 331 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 333 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 336 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 337 Vergil (4)
Readings in the *Eclogues, Georgics*, and *Aeneid*. *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 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 morphosyntatic 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: One course with attribute G5Q..*

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: One course with attribute G5Q..*

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: One course with attribute G5Q..*

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 310 Advanced Linear Algebra (4)
Advanced theory of linear algebra, including topics such as special families of matrices (symmetric, stochastic, etc.), and matrix decompositions (SVD, QR, etc.). Applications of linear algebra drawn from a variety of fields, such as linear programming, regression, ranking algorithms, principal component analysis, spectral graph theory, and Markov chains. Includes an emphasis on implementation in a programming language. *Prerequisite: MATH 210 and MATH 215 and CSCI 157.*

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.*

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 325 Theory of Computation (4)
This course introduces computability and the theory of computational complexity. Topics include automata, regular and context-free languages, the Church-Turing thesis, decidability, reducibility, and recursive function theory. *Prerequisite: MATH 215 and CSCI 157.*

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 combinational 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 111 Episodes in "Classical" Music: Origins, Evolution, Crisis (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 112 Piano Skills and Music Fundamentals I (1)
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 113 Piano Skills and Musical Fundamentals II (1)
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 112 or MUSC 253 or MUSC 257.*

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)
Students learn to play the piano, read music notation, and compose songs. No prior musical experience is necessary. Musicality is developed by integrating theory and analysis, aural skills, performance, and composition. Through this integration of skills and knowledge, the course fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. The 4th hour addresses ear training and practical musicianship. *Prerequisite: MUSC 113 or MUSC 271 or MUSC 273 or MUSC 371 or MUSC 373.*

MUSC 211 Song, Symphony, Stage: Music in Western Civilization (4)
An accelerated version of MUSC 111 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 111.

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 111 or MUSC 143 or MUSC 151 or MUSC 160 or MUSC 211.*

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 228 Music and the Brain (4)
This course takes a multidisciplinary approach to understanding the brain systems involved in music making and music listening. Students will be introduced to the established and emerging topics in the rapidly evolving fields of music cognition, music neuroscience, music and language, and music therapy. *Prerequisite: PSYC 100 or PSYC 101 or NEUR 101.*

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 111 or MUSC 151 or MUSC 211.*

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 237 Christian Music: From Mount Zion to Hillsong (4)
A complement to MUSC143 (Gospel Music) and MUSC231 (Anglican Music), this course addresses various pre- and post-Reformation Christian service musics. Topics may include Byzantine chant, Gregorian chant, Palestrina, the Caecilian movement, the Solesmes reform, shape-note hymnody, Azusa Street–era charismatic song, and more recent evangelical developments.

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 211 or MUSC 241 or MUSC 257.*

MUSC 251 University Choir (1)
The University Choir plays an important role in the musical life of the University and All Saints' Chapel. At All Saints', the choir's activities include singing at all Sunday Eucharist services during the semester as well a monthly Choral Evensong. In addition to its liturgical duties, the choir offers several concert performances throughout the year, often with orchestral accompaniment. Membership in the choir is open to any undergraduate student.

MUSC 253 University Orchestra (1)
The University Orchestra presents the full range of the symphonic repertory and collaborates frequently with other organizations to present choral-orchestral and musico-theatrical works. Participation in the University Orchestra is open to all qualified undergraduate students as well as students from the School of Theology, faculty, and members of the Sewanee community.

MUSC 254 Class Fasola: Singing the Sacred Harp (1)
Singing from the Sacred Harp hymnal represents an old but still rewarding Southern musical practice, suitable for all amateurs willing to sing loudly. In twice-a-week practices, we cover the fundamentals of shape-note singing and learn to sing in parts. Approximately once a month we travel to Alabama to participate in one of the traditional Sacred Harp singings.

MUSC 255 Workshop for the Singing Actor (4)
Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course will cover a variety of musical styles with emphasis on Broadway and opera scenes.

MUSC 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)
Students continue to expand their abilities to play piano, analyze chords and musical ideas, and compose original music. The new topics covered in this course include counterpoint, melodic and harmonic development, formal analysis, part-writing, and extended harmonies. As in MUSC 160, musicality is developed by integrating theory and analysis, aural skills, performance, and composition. Through this integration of skills and knowledge, the course fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. *Prerequisite: MUSC 160 or a score of four or five on the AP Music Theory Examination.*

MUSC 265 Voice Pedagogy: Technique, Diction, Applications (2)
An exploration of tools for the practice and teaching of singing, this course introduces vocal anatomy and physiology, assessments and interventions for vocal challenges, International Phonetic Alphabet and its applications, and both historical and contemporary approaches to voice pedagogy. Students gain a vocabulary for healthy, expressive technique and apply it in the teaching studio. *Prerequisite: (MUSC 275 or MUSC 276) or (MUSC 375 or MUSC 376).*

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 113 or MUSC 160.*

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. *Prerequisite: MUSC 113 or MUSC 160.*

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 160. 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 repertories 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 333 American Music (4)
The music history of the United States encompasses many richly varied strands—native, imported, learned, vernacular. This course focuses on the music created and consumed by large numbers of Americans, primarily in Anglo-American and African American cultures. Attention to specific performers ("artists"), especially female, redresses the likely gender imbalance of a course oriented mainly towards composers. In rough chronological order students learn about the nation's hymns (including shape-note traditions) and spirituals, minstrel tunes, ragtime, early pop music and "evergreens," jazz, American orchestras, the blues, rock 'n' roll, and hip-hop. Students also engage the concept of "phonograph effect," as introduced by Mark Katz: the way recording technology fundamentally reshapes not just American music but the way that we experience and think about music. *Prerequisite: MUSC 101 or MUSC 111 or MUSC 143 or MUSC 211.*

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)
This is the final course in the theory and musicianship sequence. Students continue to hone the skills introduced in the previous semesters, while progressing onto more advanced concepts. The new topics covered in this course include modulation, chromatic harmony, tonal extensions, modality, jazz theory, hip-hop studies, and post-tonality. As in MUSC 160 and 260, musicality is developed by integrating theory and analysis, aural skills, historical contextualization, performance, and composition. Through this integration of skills and knowledge, the course fosters a comprehensive understanding of music relevant to our current musical and cultural landscape. *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 160.*

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 160.*

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 160.*

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 160.*

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 160.*

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 160.*

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 160.*

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 160.*

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 289. Prerequisite or Corequisite: MUSC 257.

MUSC 411 Topics in Musicology (4)
An introduction to musicology that features scholarly assessments and case studies drawn from the whole length of European and American music history, including the "phonograph effect." Students take responsibility for several kinds of in-class discussions, developing leadership skills. The course also helps students prepare the listening and other components of the music comprehensive exam. The course assumes substantial previous contact with music history on the part of the student. *Prerequisite: (MUSC 111 or MUSC 211) and MUSC 260.*

MUSC 414 Scoring for the Screen (4)
Through the lens of media composition, students develop their musical imagination for the moving image. Applying material learned in MUSC 160, 260, and 214, students score music for advertisements, movie and game trailers, and short films. Basic knowledge of Logic Pro X and some music notation software (e.g., Finale or MuseScore) is useful for the course. *Prerequisite: MUSC 214 and MUSC 260.*

MUSC 416 Digital Studio Production (4)
Building upon digital audio, MIDI, recording, and production skills introduced in MUSC 214, this course offers students the opportunity to create an extended original project that could include an EP of several songs or tracks, an extended composition, or a music and media project. Students learn more advanced recording, production, and post-production skills as well as creative strategies for generating, developing, and arranging musical ideas. Students utilize the sound and recording studio in conjunction with digital audio workstations (DAWs) to explore mastering, mixing, and remixing, all with the aim of producing a professional-level recording of their work. *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: Various Topics (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. This course may be repeated three times for credit. *Prerequisite: MUSC 360.*

MUSC 470 Recital (2)
Open only to students pursuing majors in music. Prerequisite: MUSC 370.

Neuroscience (NEUR)

NEUR 101 Introduction to Neuroscience (4)
This course provides an introduction to the structure and function of the central and peripheral nervous systems. Fundamental concepts and topics in neuroscience will be discussed using molecular/cellular, behavioral and/or cognitive frameworks; clinically relevant conditions (e.g., neurodegenerative diseases, psychiatric disorders) will also be explored. Methods and techniques used by neuroscientists in research laboratories and clinical settings will be used to understand how neuroscience knowledge is constructed.

NEUR 195 Introduction to Research (2 or 4)
An introduction to research methods and hypothesis-driven laboratory research in the context of a faculty member's research program. Activities may include literature reviews, training in laboratory techniques, and/or analyzing data. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: Instructor prerequisite override required.*

NEUR 208 Neurobiology (4)
A comprehensive study of the biology of the nervous system covering its overall organization and development, electrical and chemical signaling, synaptic plasticity, and mechanisms of sensory perception and motor function. Non-laboratory course. *Prerequisite: (CHEM 119 or CHEM 120 or CHEM 121 or CHEM 122 or CHEM 150 or CHEM 151) and (NEUR 101 or BIOL 133).*

NEUR 220 Behavioral and Cognitive Neuroscience (4)
This course explores the neural mechanisms underlying behavior and cognition. Topics may include motivation, learning and memory, emotion, stress, sleep and circadian rhythms, attention, and decision-making. Neuroscience methodology and preclinical models of psychiatric and neurodegenerative disorders will be discussed. *Prerequisite: NEUR 101.*

NEUR 225 Cognitive Neuroscience (4)
This course provides a systems-level approach to the study of the mammalian nervous system. Content focuses on various aspects of cognitive processing, such as perception, attention, memory, learning, emotion, executive control and decision making. *Prerequisite: NEUR 101.*

NEUR 254 Behavioral Neuroscience (4)
This course introduces major topics and techniques used by behavioral neuroscientists to study the relationship between the brain and behavior. Content may explore motivated behaviors, stress, learning and memory, control of movement, sleep and circadian rhythms, and preclinical models of psychiatric and neurodegenerative disorders. *Prerequisite: NEUR 101.*

NEUR 295 Mentored Research (2 or 4)
Intermediate-level laboratory research in the context of a faculty member's research program. Activities may include designing and/or conducting experiments, analyzing data, and written/oral presentation of findings. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: NEUR 195 and instructor prerequisite override required.*

NEUR 351 Experimental Neurobiology (Lab) (4)
This lecture and laboratory course utilizes electrical recordings from a variety of invertebrates to build upon topics discussed in NEUR 208, illustrating the principles of nervous system communication in sensory and motor systems. The course will also include the roles of hypothesis testing, models, data analysis, and the scientific method in understanding how experimental data can lead to knowledge of nervous system function. *Prerequisite: NEUR 208.*

NEUR 355 Advanced Cognitive Neuroscience (Lab) (4)
This laboratory course provides an experimental approach to the study of cognitive processing, building on topics introduced in NEUR 225. Laboratory exercises may cover processes such as perception, attention, memory, learning and decision making. The course includes a focus on scientific methodology, including hypothesis testing, study design, data collection and analysis, and communication of results. *Prerequisite: NEUR 225.*

NEUR 359 Advanced Behavioral Neuroscience (Lab) (4)
This inquiry-based laboratory course explores the relationship between the brain and behavior. Class research projects will focus on select topics in behavioral neuroscience. Students will engage with the scientific process by designing and conducting experiments to test hypotheses, collecting and analyzing data, and communicating results. *Prerequisite: PSYC 254.*

NEUR 395 Advanced Research (2 or 4)
Advanced laboratory research for students who have a strong background in neuroscience research. 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: NEUR 295 and instructor prerequisite override required.*

NEUR 415 Ion Channels and Disease (4)
This upper level course examines the structure and function of ion channels at the molecular level, including the biophysics of ion permeability, voltage-sensing, and activation by neurotransmitters. Approximately half of the course is student-led discussions on research papers that detail ion channel dysfunction that lead to disease. *Prerequisite: (NEUR 208 or NEUR 225 or NEUR 254) and (BIOL 243 or BIOL 233 or PSYC 251).*

NEUR 416 Neuroscience of Preference and Choice (4)
This seminar course examines topics related to the neuroeconomics of choice. Topics may include cognitive effort, temporal discounting, overconfidence, risk sensitivity, anchoring, and prospect theory. A significant portion of the course consists of student-led discussion of readings examining these topics. Readings focus on scholarly works featuring psychological and neurobiological perspectives. *Prerequisite: NEUR 225 or PSYC 208.*

NEUR 444 Independent Study (2 or 4)
Students will complete directed readings and writing on a topic in neuroscience. Must be approved by the program chair. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*

NEUR 495 Topics in Neuroscience (2 or 4)
Selected topics in neuroscience. 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.*

NEUR 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. This course is only available through the Yale Directed Research Program. *Prerequisite: Only open to students admitted to the Sewanee-at-Yale program.*

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 231 Nature and Reality (4)
An introductory survey of philosophical conceptions of nature, reality, and scientific inquiry from the ancient world to the present day. This course is available only to students participating in the Tahoe Semester program. *Prerequisite: Open only to students admitted to the Lake Tahoe Semester program..*

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. Instructor permission required for first-year students. *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 350 Aristotle (4)
An in-depth study of selected works by Aristotle. Students will analyze central Aristotelian concepts and arguments in order to appreciate their enduring importance for the discipline of philosophy as a whole. *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-Philosophicusto* 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.*

PHIL 455 Senior Seminar (4)
Students learn the skills required to conduct independent research in philosophy, culminating in the writing of a research paper intended to serve as the basis for the senior thesis. *Open only to seniors pursuing majors in philosophy.*

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 (0)

PHED 123 Beginning Tap Dance (0)

PHED 124 Basketball (0)

PHED 125 Lifetime of Fitness: Running (0)

PHED 126 Lifetime of Fitness: Swimming (0)

PHED 127 Lifetime of Fitness: Biking (0)

PHED 128 Lifetime of Fitness: Mountain Biking (0)

PHED 129 Lifetime of Fitness: Beginning Golf (0)

PHED 130 Lifetime of Fitness: Beginning Soccer (0)

PHED 131 Lifetime of Fitness: Squash (0)

PHED 132 Lifetime of Fitness: Badminton (0)

PHED 133 Lifetime of Fitness: European Handball (0)

PHED 134 Lifetime of Fitness: Bocce (0)

PHED 135 Lifetime of Fitness: Frisbee Golf (0)

PHED 136 Lifetime of Fitness: Speed and Agility (0)

PHED 137 Lifetime of Fitness: Ultimate Frisbee (0)

PHED 138 Lifetime of Fitness: Change-Bell Ringing (0)
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 (0)
Skill development to ring common English change ringing methods such as hunting, Plain Bob, Grandsire, Steadman, etc. *Prerequisite: PHED 138.*

PHED 152 Fly Fishing (0)

PHED 153 Introduction to Fishing (0)
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 (0)

PHED 155 Advanced Beginning Riding (0)

PHED 165 Beginning Jumping (0)

PHED 166 Introduction to Hunter Seat Equitation (0)

PHED 167 Schooling the Hunter (0)

PHED 168 Foundations of Flourishing and Well-Being (0)
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 (0)

PHED 171 Introduction to Hatha Yoga (0)

PHED 172 Pilates (0)
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 (0)
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 (0)
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 (0)

PHED 180 Sport Aviation (0)
This course teaches the ground school requirements for the private pilot's license and provides instruction of basic flying skills.

PHED 190 Beginning Bouldering (0)
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 191 Sewanee Volunteer Fire Department (0)
Participation in the Sewanee Volunteer Fire Department.

PHED 199 Special Topics (0)
This course may be repeated for credit when the topic differs.

PHED 200 Martial Arts (0)

PHED 204 Intermediate Ballet (0)

PHED 205 Intermediate Tennis (0)

PHED 213 Intermediate Jazz (0)

PHED 214 Pilgrimage to Santiago (0)
Prerequisite: Only open to students admitted to the Sewanee Summer in Spain program.

PHED 215 Intermediate Riding (0)

PHED 216 Advanced Horse Management (0)
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 (0)
Prerequisite: PHED 123 or THTR 123.

PHED 225 Lifetime of Wellness: Golf (0)

PHED 226 Lifetime of Wellness: Tennis (0)

PHED 227 Lifetime of Wellness: Weight Training (0)

PHED 228 Lifetime of Wellness: Beginner to Intermediate Road Biking (0)

PHED 229 Lifetime of Wellness: Recreational Sports (0)

PHED 230 Lifetime of Wellness: Table Tennis (0)

PHED 231 Lifetime of Wellness: Reducing Stress through Meditation and Movement (0)
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 (0)
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 (0)
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 (0)
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 (0)
Prerequisite: Only open to students admitted to the Geology of the Western U.S. Field Trip program.

PHED 251 Scuba (0)

PHED 252 Advanced Scuba (0)
Prerequisite: PHED 251.

PHED 253 Rescue Scuba (0)
Prerequisite: PHED 252.

PHED 261 Road Cycling (0)
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 (0)
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 (0)
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 (0)
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 (0)

PHED 272 Fitness and Wellness Instructor Training (0)
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 (0)
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 (0)
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 (0)

PHED 306 Advanced Fencing (0)
Prerequisite: PHED 106.

PHED 308 Advanced Handball (0)

PHED 315 Advanced Riding (0)

PHED 325 Club Canoe Team (0)

PHED 326 Club Lacrosse Team (0)

PHED 328 Club Rugby Team (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 340 Topics: Club Sports (0)
Prerequisite: Open only to members of this Club Team. Membership will be verified with team officials, and ineligible students (i.e., non-members) will be dropped from this course..

PHED 350 Skill Training for Emergency Medical Technicians (0)
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 (0)

PHED 352 American Red Cross Lifeguard Instructor (0)

PHED 366 Hunter Seat Equitation (0)
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 (0)
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 (0)

PHED 403 Advanced Weight Training (0)

PHED 444 Independent Study (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 (0)
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 tests 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 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 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 The American Congress (4)
A study of the institution and processes of the American Congress, including its design and development over time. This course studies Congress by 3 approaches—Congress and its constituents, Congress and its members, Congress and the American political system—with special attention to its representation and law-making functions.

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 207 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 207.

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 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 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 111.

POLS 216 Media and Politics (4)
This course examines how the media affect politics and government, focusing primarily on this relationship in the United States. Topics discussed include the role of media in a democracy; mass media coverage of campaigns, politics, and government; media effects on the behavior of citizens; and entertainment news coverage.

POLS 220 International Conflict (4)
This course examines the processes, causes, and consequences of interstate war and internationalized intrastate conflicts—from a theoretical as well as an empirical perspective. It identifies the key variables, causal paths, and conditions under which conflicts begin, intensify, and terminate. The study is organized and conducted at various levels of analysis, ranging from individual and domestic to interstate and global. The course also considers how theoretical explanations and empirical findings can inform the selection of foreign policy instruments to resolve contemporary armed international conflicts.

POLS 221 Peace and Diplomacy (4)
This course examines the dynamics of diplomacy, with a focus on various processes and forms of conflict resolution, negotiation, and mediation. Concepts, such as preventive diplomacy, multi-track diplomacy, neutrality and impartiality, as well as peacemaking and peacekeeping are introduced. Theories and concepts are applied to several cases with an aim to understand how to prevent violence, help to transition from violence to diplomacy, negotiate peace agreements, and implement enduring peace.

POLS 222 United States Foreign Policy (4)
An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations.

POLS 223 Introduction to 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 251 Studies in Politics (4)
A course which examines political concepts, theories, and methodologies on a particular theme chosen by the instructor.

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 261 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. Not open to students who have received credit for POLS 161.

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 290 Special Topics (2 or 4)
Though content varies from semester to semester, this intermediate class focuses on a special topic in Politics not fully covered in existing courses. This course may be repeated for credit when the topic differs.

POLS 300 Research Design and Methods (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 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 312 Policy Analysis (4)
This course examines the study and analysis of public policy, with emphasis on the concepts and techniques of policy thinking. The methods of policy description, explanation, evaluation, and choice will be applied to a variety of policy topics, (e.g. health care, defense, environmental protection, education, etc.) The course emphasizes critical thinking and analytical skills, with the goal of consistently producing clear and concise communication of actionable analysis. *Prerequisite: STAT 204 or ECON 133 or POLS 300.*

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 for credit to students who have completed ENST 334. *Not open to new first-year students. Prerequisite: POLS 101 or POLS 223.*

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 317 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 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 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 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 348 Social Movements: Race and Political Activism (4)
This course will examine, explore, and investigate Black social movements as methods of political activism, resistance, and protest. We will explore the foundations of Black politics and how they have been used as methods of social and political activism. Specifically, we will examine social movements such as the Civil Rights Movement, Black Lives Matter, and many others. This course will provide students with the academic and intellectual thought behind various forms of political resistance by examining peaceful protest, civil disobedience, and the intersection of violence. We will also examine internal disagreements and perspectives among scholars regarding effective methods of social and political activism.

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 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 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 371 Loneliness, Alienation, Disenchantment (4)
In this course, we will examine the politics of loneliness through political theory, philosophy, and literature. We will ask: From what does loneliness stem? Is it native to the human condition; or is it a function of capitalist life? What does it mean to be lonely? Are there different forms of loneliness? Is there a difference between solitude and loneliness? What impact does loneliness have on our collective political life? Is there a connection between the rise of loneliness and the resurgence of nationalism, illiberalism, and the far right? Does social media exacerbate loneliness? What does a politics of loneliness, whether against or for, look like?.

POLS 372 Remembering in Post-Conflict Societies (4)
This course will examine what and how states and societies choose to remember in the aftermath of political violence. Building on the vast and growing interdisciplinary comparative research on memory studies, truth and reconciliation, and transitional justice, the course will introduce students to various ways in which certain events, individuals, and initiatives connected to conflict and peace are remembered in memorials, museums, monuments, and other commemorative practices. The course will include lessons, open questions, and dilemmas that international and U.S. examples offer to scholars, political leaders, and peace activists.

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 374 Archival Research Methods (4)
This course introduces the essential concepts, methods, and politics of archival research in academia and applies them to the critical understanding of Black and Indigenous voices from Sewanee's domain. Course content will feature readings on Black and Indigenous archival research practices, the role of digital archival practices, and Black and Indigenous life in the Southeastern United States. Ultimately, students will examine the dominant narratives that exist about Sewanee while utilizing the numerous archives on campus to uncover how we can tell multiple stories about Sewanee's past and present.

POLS 376 Legal Theory (4)
Could a different approach to the law help us bring into being a better world? This course will explore different approaches to understanding what law does and which purposes it serves. Readings will include selections from influential approaches to understanding the role of the law including legal realism, feminist legal theory, critical race theory (CRT), and critical legal studies (CLS) more broadly. The course will cover contemporary legal movements - including law and political economy (LPE) and the conservative legal movement - which combine their own theory of law with explicit political mobilization and goals.

POLS 391 Advanced Topics in Politics (2 or 4)
A seminar on a topic related to politics. This course may be repeated for credit when the topic differs.

POLS 395 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 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. Prerequisite: POLS 238 or POLS 260 or POLS 371 or POLS 373.*

POLS 405 American Voting Behavior (4)
This course exposes students to essential theories on American voting behavior developed by leading political scientists. At the end of the course, students will be equipped to contribute competently to academic discussions on the topic.

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 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 psychological science, for students who do not intend to pursue a major or minor in psychology. This course explores key theories, methodologies and subdisciplines within the field of psychology. 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 psychology. This non-laboratory course is designed to provide a strong foundation for students intending to major or minor in psychology. *Open only to first-year students and sophomores.*

PSYC 190 Topics in Psychology (2 or 4)
An introductory course focusing on a topic or issue in psychology, designed for students who do not plan to pursue psychology as a major/minor. This course may be repeated for credit when the topic differs. *Prerequisite: Not open for credit to students who have received credit for PSYC 100, PSYC 101, or for a 100-level psychology course taken at another university. This course may not be used to satisfy requirements for the major or minor in Psychology.*

PSYC 195 Introduction to Research (2 or 4)
An introduction to hypothesis-driven research in the context of a faculty member's research program. Activities may include literature reviews, training in laboratory techniques, and/or analyzing data. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: Instructor prerequisite override required.*

PSYC 201 Psychology of Personality (4)
A survey of classical and contemporary psychological approaches to studying personality, this course explores the foundational theories, historical developments, and contemporary research in personality psychology, focusing on measuring personality traits, processes, and behaviors. The topic domains include trait, psychodynamic, neuropsychological, behavior-genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students are introduced to test and measurement theory through hands-on experience assessing personality through various psychometric tools, behavioral observational approaches, and assessment methodologies. *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)
This course explores how social dynamics shape individuals' thoughts, emotions, and behaviors within various social contexts. Students will explore key theories and empirical research on topics, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Emphasis will be placed on understanding the ways in which social influences impact decision making, perception, and interactions, and applying social psychological principles to real world situations. The course also provides a critical examination of the research methods used in social psychology, helping students evaluate the strengths and limitations of different approaches. *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 individual, social, psychological, and cultural factors in sexual behavior, with some attention to the biological underpinnings of sexuality, along with comparison and contrast across individuals, cultures, and species. Common topics include sex research methodology, gender, sexual orientation, changes across the lifespan, paraphilias, and non-human sexual behavior. Readings include selections from works that have changed understanding of sexual behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

PSYC 221 Adolescence (4)
This course examines the physiological, cognitive, social, and emotional factors affecting adolescent development and introduces major theories and research on the subject. Topics addressed include biological changes, cognitive changes, identity, autonomy, peer influences, substance abuse, and intimate relationships. *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 explores how studies of typical and atypical development in children inform one another; how and why deviations from typical development occur; the relationships between biological predisposition, culture and environment as they relate to development of psychopathology; and evidence-based practices used to intervene in the development of psychopathology. *Prerequisite: PSYC 202.*

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 229 Cross Cultural Psychology (4)
This course examines cultural influences on human behaviors and psychological processes and explores micro, meso, and macro elements affecting individuals' interactions in cross-cultural contexts. The content focuses on the way cultures shape and are shaped by psychological factors and explores psychological principles as universal or culture-specific. Students will learn about cross-cultural theories, discuss cultural similarities and differences across the globe, and develop cross-cultural awareness and competence. *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 231 Lifespan Development (4)
This course provides an overview of major concepts, theories, and research related to human development from prenatal to end of life. Significant factors influencing individual functioning and empirical findings related to cognitive, emotional, and social development across the lifespan will be explored. *Prerequisite: PSYC 100 or PSYC 101.*

PSYC 251 Research Methods and Data Analysis (Lab) (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)
This course offers a psychological exploration of human diversity, with a primary focus on minority groups in the U.S. Students examine a wide range of psychological topics within a cultural context, including gender, age, sexual orientation, ethnicity, disability, social class, personality, intelligence, health, intergroup relations, and intercultural communication. The course also introduces cross-cultural research methods that enable diverse perspectives to shape psychological theory and practice. Students develop a nuanced appreciation of how diversity impacts various aspects of life, including research, service delivery, workplace dynamics, and personal relationships. *Open only to first-year students and sophomores.*

PSYC 290 Studies in Psychology (2 or 4)
An intermediate-level course focusing on a topic or sub-discipline within psychology. This course may be repeated for credit when the topic differs. *Prerequisite: PSYC 100 or PSYC 101.*

PSYC 295 Mentored Research (2 or 4)
Intermediate-level research in the context of a faculty member's research program. Activities may include designing and/or conducting experiments, analyzing data, and written/oral presentation of findings. This course may be repeated for credit at the discretion of the instructor. *Prerequisite: PSYC 195 and instructor prerequisite override required..*

PSYC 345 Drugs, Brain Society (4)
This introductory-level course explores how drugs impact the human brain, behavior, and society. Students will learn and apply major principles of pharmacology to understand biological, psychological, and sociocultural factors that contribute to various patterns of drug use and misuse, including substance use disorders. Students will also learn about current and emerging approaches to addiction treatment and evaluate how drug-related research informs healthcare policy, legalization, mental health services, and approaches to human flourishing. This course is intended for students who do not plan to pursue degrees in psychology and/or neuroscience and does not satisfy requirements for those majors or minors.

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 352 Identities and Media (Lab) (4)
This course examines media representations of social identities including gender, race, ethnicity, nationality, (dis)ability, and profession, and discusses their impacts. The focus is on psychological theories of media effects and intergroup interactions and their applications to various media types and contents. Students will design, conduct, and present research projects at the intersections of media, cultures, and social identities. *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 Social Psychology (Lab) (4)
This course provides an in-depth examination of the social factors that shape individuals' thoughts, feelings, and behaviors. Students explore key theories, empirical research, and methodological approaches within social psychology, and evaluate how social contexts influence personal and group dynamics. The laboratory component offers hands-on experience in designing and conducting a student-led research project that addresses empirical questions in social psychology. Through this experience, students will cultivate skills in research design, data collection, and analysis. *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. *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 selected topics within the realm of cognitive psychology. Particular topic(s) may vary across semesters, and range from traditionally studied aspects of cognition (e.g., attention, memory, language, decision-making) to more integrative themes (e.g., beliefs, framing, social change). Key concepts and theories, empirical approaches and evidence, and real-world applications and implications are considered. A laboratory component in which students pursue a question of interest to them within the focal topic(s) of the course provides valuable hands-on experience in designing and conducting research, analyzing and interpreting data, and effectively communicating results and implications. *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 364 Action Research in Psychology (Lab) (4)
Action research seeks to produce knowledge that communities can use to address the problems they face. In this course, students will explore how psychologists and community stakeholders engage in research collaboratively in the pursuit of social change. The course introduces qualitative, quantitative, and participatory approaches to research and provides opportunities to acquire skills in study design, data collection, data analysis, and the interpretation and presentation of results. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

PSYC 367 Community-Based Evaluation Research (Lab) (4)
Evaluation research aims to determine whether programs achieve their intended goals. Through the course, students will work in small groups to design and conduct evaluation research in partnership with community-based organizations. This course explores multiple approaches to evaluating organizations and their programs, analyzes how the field support organizational development, and considers how organizations are embedded in social and political contexts. Ethical and scientifically sound evaluation practices, rooted in asset-based perspectives, are emphasized. Graduates of this course will possess the skills to analyze program impact and contribute to organizational capacity building. *Prerequisite: PSYC 251.*

PSYC 368 Qualitative Research Methods and Analysis (4)
An introduction to theoretical and methodological approaches to structuring, collecting, analyzing, and reporting qualitative data. The course explores the various theoretical perspectives on critical thinking and analysis relevant to designing and implementing research, including post-positivist, social constructivist, phenomenology, and critical theory. Research approaches studied in this course include ethnography, phenomenology, case studies, grounded theory, naturalistic inquiry, thematic synthesis, and mixed-method techniques. Various data types used in qualitative analysis are considered, including textual, visual, and observational data. In the lab sessions, students will conduct qualitative analysis to address research questions and solve practical, real-world issues through the implementation of qualitative software. *Prerequisite: PSYC 251.*

PSYC 370 Psychology of Religion and Spirituality (4)
This course explores the psychological study of religion and spirituality as a science and examines the multifaceted ways religions impact meaning-making and identity in everyday life. Various psychological schools of thought related to the experience and practice of religion and spirituality are considered, and psychological theories involving religious beliefs, practices, and experiences are explored from an empirical and data-informed perspective. This course also engages the dialogue between psychology and religion regarding the human condition and culture. *Open only to juniors and seniors. Prerequisite: PSYC 100 or PSYC 101.*

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. *Open only to juniors and seniors. Prerequisite: PSYC 100 or PSYC 101.*

PSYC 381 Theoretical Foundations of Psychotherapy (4)
This course will provide an introductory overview of the theoretical orientations to psychotherapy, and will focus on current theories and frameworks in the field of clinical psychology. Theories will be considered in relation to specific presenting concerns and associated treatment effectiveness. Current issues in the practice of psychotherapy will be explored, such as evidenced-based treatments, evaluation and assessment of psychotherapy, and ethical dilemmas. *Prerequisite: PSYC 202 or PSYC 203 or PSYC 221 or PSYC 223.*

PSYC 385 Cognitive Science (4)
An overview of cognitive science, an interdisciplinary field exploring cognition in living and artificial systems and including psychology, neuroscience, computer science, philosophy, cultural anthropology, and linguistics. This course provides a comparative analysis of key models and approaches to cognition, relying upon experimental, neurophysiological, and clinical data and computational models, and builds a systematic understanding of the interdisciplinary problems, principles, and methods of cognitive science. Current trends, including the most recent approaches (e.g. embodied, embedded, emotional, and extended cognition) and emerging research areas (e.g., social and cultural neuroscience, neuroarchaeology, and neuroaesthetics) are considered. *Prerequisite: PSYC 208 or NEUR 220.*

PSYC 390 Exploring Psychology: Various Topics (2 or 4)
An intermediate-level course focusing on a topic or sub-discipline within psychology. Topics may be thematic in nature and thus promote integration across different domains of psychological science. *Prerequisite: Two course in psychology at the 200–level or above.*

PSYC 391 Advanced Research Topics (Lab) (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 395 Advanced Mentored Research (2 or 4)
Advanced research for students who have a strong background in psychology research. 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: PSYC 195 and instructor prerequisite override required..*

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, perspectives, and approaches that contribute to our understanding of human judgment and decision-making. Drawing from research in psychology and related disciplines, the course explores factors influencing our judgments and decisions, and considers how we can use this evolving understanding to make better choices. Applications and implications for individual, organizational, and societal decisions across a range of significant real-world arenas are explored. Open only to seniors pursuing programs in neuroscience or psychology. *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 417 Seminar in Developmental Psychology: Human Development in Context (4)
This seminar provides readings and discussion of special topics in human development. It draws on primary sources of classic and contemporary theory and research and examines human development in context. The course explores the roles of family, workplace, schools, peers, community, and the larger culture in human development. *Open only to seniors pursuing programs in neuroscience or psychology.*

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: Explorations in Neurophilosophy (4)
An examination of current scientific study of consciousness and the cognitive unconscious, including neural correlates of conscious actions, the emergence of consciousness in evolution, and related topics. The course emphasizes how scientific results inform understanding of the mind-body problem, the tenability of competing philosophical and neurobiological approaches to consciousness, the extent to which methods of psychology and neuroscience can provide new insights into the nature of consciousness, and how these issues take on a new form in the philosophy of artificial intelligence. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology and/or neuroscience..*

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 423 Communicating Psychology (4)
This course examines effective methods to communicate psychological topics to diverse audiences in both face-to-face and mediated contexts. Through project-based learning, students will engage with primary psychological sources and develop effective and appropriate communication skills. Key elements include analyzing the needs and perspectives of various audience groups from professionals to the general public and communicating with or facilitating communication among different stakeholders. The course covers various settings, including oral presentations, online presence, workshops, and digital platforms such as social media, blogs, and podcasts. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in PSYC..*

PSYC 425 The Psychology of Social Change (4)
This seminar considers how psychologists put their skills and training to work in support of transformative futures for individuals, communities, and society. To understand how social change happens, this course draw on theories from community psychology, organizational psychology, and liberation/critical psychology to explore the types of leadership practices and organizational structures needed to create and sustain social change efforts. *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 490 Special Topics Seminar (4)
Selected topics in psychology, typically incorporating relevant primary literature. Prerequisites vary by topic. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and three additional courses in psychology.*

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 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 118 Climate, Kith and Kin (4)
Through the lens of sociology of religion, this course examines contemporary religious and social movements and kin-formation in a time of climate-change disruption such as Mormon family prepping, eco-poetics, dominionism, eco-communalism, survivalist culture, climate migration, and Extinction Rebellion. In what ways are the social, political, and economic reverberations of climate breakdown affecting the social imaginary? In light of ongoing perturbations of Earth-system stability, how are notions and practices of kinship and communal belonging being reconfigured?.

RELG 119 Rediscovering America, Reconsidering Religion (4)
An introduction to and critical interrogation of what counts as "America" and "religion." It asks how these terms have been defined and debated and to what effect. This course examines select moments, figures, debates, and movements from colonial encounter to the present that have helped form and reshape these concepts (religion, America/n), particularly as they intersect with other categories of human distinction and difference-making, including race, space, gender, sex, and class.

RELG 121 The Responsible Self (4)
Examination of the role of religion, reason and desire in the shaping of the form and content of ethical decision-making and action. Focus is upon major currents of Western ethical theory and Jewish, Christian and atheistic analyses of the self. Issues include moral authority and judgment and responsibility to self, other and community. Works include Hebrew Bible, Kant, Aristotle, H.R. Niehbuhr, Walter Wurzburger, James Cone and Laurie Zoloth-Dorfman.

RELG 122 Religion and Technology (4)
A history of western technology focusing on the religious relations and adjudications of specific technological innovations and mediating machinery. Case studies include clocks and calendars, movable type and paper, railroads, photography, phonographs and radio, automobiles, television and film, and the internet. In addition to examining particular technological forms and their impact on the world, the course considers the ways in which technology mediates how religion is manufactured and reproduced and, therefore, interrogates how and why the "religious" might be understood as connected to and descriptive of the relationship between humans and technologies.

RELG 123 Memory of Ruin: Shoah and Nakba (4)
This course examines religious narratives of collective traumas: Jewish representations of the Shoah and Islamic and Christian representations of the Palestinian Nakba. Comparatively, how are discourses of loss and redemption coded within the symbolic universes of these historically-related religious traditions and deployed in the sacralized politics of memorialization and remembrance? What is the symbiotic relation between conflicting narratives of victimization, imbued with religious meaning, and the historical and contemporary situation in Israel and Palestine?.

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 207 Religion and the Environment (4)
Religious practices shape society, including our understanding of the environment. Simultaneously, the environment shapes our religious sensibilities. This course investigates the close relationship between religion and place as well as communities and the environment. Specifically, students explore how religions change to address new problems, examine the relationship between society's treatment of the environment and women and ecofeminist responses, and investigate the interplay of new ethical systems with ancient texts. *Prerequisite: Open only to students admitted to the Lake Tahoe Semester program..*

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 Browing, 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 323 Engendering Religion (4)
Draws on an archive of American religion and culture to study gender and religion with an intersectional eye toward historical and contemporary dynamics of power. Introduces students to feminist, womanist, transgender, and queer scholarship in study of religion. *Prerequisite: At least one course in either RELG or WMST.*

RELG 335 Reading Race and the Bible (4)
This seminar explores the ways concepts of "race," "religion," and "scripture" have mutually constituted each other over the course of modern European and American history. The course pays particular attention to the central, and sometimes hidden, role "the Bible" has played in the racial formation of citizens and subjects. To that end, the course draws upon several different disciplines and fields, including but not limited to: critical race theory, intersectional feminism, postcolonial theory, liberation hermeneutics, American religious history, and critical biblical studies. The course's overarching goal is to critically understand how "race" shaped and shapes interpretations of biblical texts as scripture and how the scriptural framing of racial categories imbues social hierarchies with religious authority. *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.

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 360 Religious Freedom (4)
A study of "religious freedom" discourse, its histories, and political consequences. Readings emphasize case law in the U.S., though with an eye to its comparative context, as well as the theoretical and methodological questions that studies of "religious freedom" offer the broader study of religion. *Prerequisite: One course in religious studies.*

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.

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 (2)
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 301 Junior Seminar (4)
Survey of the principles and practices of rhetorical inquiry. Focus on approaches to rhetorical criticism, rhetorical history, the history of rhetoric, and archival research. Exposure to the wide array of methodologies, critical perspectives, and citation standards in humanities-based scholarship. Prepares students to write senior-level papers and theses in rhetorical studies. *Prerequisite: RHET 101 and RHET 201.*

RHET 305 Special Topics (2 or 4)
A seminar on a topic related to rhetoric. This course may be repeated for credit when the topic differs.

RHET 311 U.S. Public Address I: 1620-1865 (4)
History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the colonial period through the end of the Civil War, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

RHET 312 U.S. Public Address II: 1865-Present (4)
History and criticism of American speeches and rhetorical texts. The course examines a broad range of historical and rhetorical factors that influenced the creation and reception of speeches from the Civil War to the present, focusing not only on the political, religious, legal, and social exigencies to which speeches responded but also on the place of those rhetorical texts in U.S. public controversies.

RHET 321 Rhetoric in the Ancient World (4)
History of rhetorical theory and practice from Homer to Augustine. Primary focus on the relationship of rhetoric to politics, law, religion, philosophy, liberal education and culture in ancient Greece and Rome, along with an examination of the influence of ancient rhetoric on medieval rhetoric. Readings include selections from the Iliad, the sophists, Isocrates, Plato, Aristotle, Philodemus, Cicero, Quintilian, Tacitus, Augustine, and others. Texts are read in English translation.

RHET 331 Voices of American Women (4)
An examination of the history and criticism of American women's oratory and the history of women's public discourse in the United States from the colonial period through the present. Considers the historical, social, and cultural significance of women's rhetorical participation in civic life, as well as issues of authority, reception, and the nature of argument both within and about women's public address.

RHET 341 Rhetoric of Mass and Social Media (4)
This course surveys the key topics, questions, issues, and controversies surrounding the rhetoric of mass and social media. Students explore not only how this rhetoric helps us inform, persuade, and move others to action, but also how—and whether—they are informed, persuaded, and moved to act themselves. Topics surveyed may include rhetorical framing, message bias, propaganda, the rhetorical propagation and circulation of misinformation, freedom of expression, protest, and visual rhetoric.

RHET 351 Intercultural and Cross-Cultural Communication (4)
Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture relates to and influences communication processes. With the goal of increasing students' Intercultural Communication Competence, this interdisciplinary course examines several topics including: identity, perception, culture shock, cultural adaptation, linguistic differences, nonverbal communication, among others. Through a practical application of theory and research, students will explore intercultural communication in a global context relating to the family, education, media, and business.

RHET 401 Senior Seminar (4)
The seminar is designed to prepare and guide senior Rhetoric 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, scholarly writing and speaking, and the forms and standards of documentation and citation. Students will prepare and submit regular written and spoken assignments and read and critique each other's work. They will deliver a final oral presentation of their completed project. *Open only to seniors pursuing programs in rhetoric. Prerequisite: RHET 101 and RHET 201 and RHET 301.*

RHET 411 Rhetoric in the Age of Protest I: 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 412 Rhetoric in the Age of Protest II: 1974-2024 (4)
A study of the discursive and non-discursive aspects of protest from 1974-2024. Focus on the forms and functions of rhetorics and counter-rhetorics in U.S. controversies over civil rights, women's rights, LBGTQIA+ rights, the environment, anti-war protests, and disability rights, among other social movements. Prerequisite: One course in rhetoric. *Prerequisite: One course in rhetoric.*

RHET 421 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 431 Public Dialogue and Deliberation (4)
Investigation of theories and practices of public dialogue and deliberation as distinct forms of public discourse to promote mutual understanding and democratic action. Topics surveyed may include forms of constructive dialogue and democratic deliberation, expertise, representation, agency, voice, equity, issue framing, facilitation, and analysis of public values and adversarial perspectives. Students gain practical experience in forum design and facilitation by implementing a deliberative dialogue in the community.

RHET 440 Directed Research and Writing (2 or 4)
Directed research and writing in collaboration with and/or under the direction of a member of the rhetoric faculty. To meet the needs and particular interests of selected students who are prepared to conduct archival, oral history, digital humanities, and/or other types of research in rhetoric. *Prerequisite: Instructor prerequisite override required.*

RHET 444 Independent Study (2 or 4)
Independent study in consultation with and under the direction of a member of the rhetoric faculty. To meet the needs and particular interests of selected students who propose an acceptable course of study. *Prerequisite: Instructor prerequisite override required.*

RHET 491 Topics (4)
Concentrated study in a single area, topic, controversy, movement, or figure in rhetoric. This course may be repeated for credit when the topic differs. Prerequisites will vary by topic.

Russian (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 151 Russian Language Abroad (4)
Intensive language study completed as an essential part of the Sewanee Summer in Russia program. Emphasis in the course is on speaking and writing. With departmental approval, a student who completes this course may be eligible for higher level placement in Russian language, or, in the case of a student who has already completed RUSN 301, may count the course toward the Russian major or minor. *Prerequisite: Only open to students admitted to the Summer in Russia program.*

RUSN 203 Intermediate Russian (4)
Continued study of grammar and review of basic grammatical structures; readings in Russian with emphasis on acquisition of vocabulary and continued development of conversational and writing skills. Four hours of class each week, plus an additional conversation meeting with a native speaker. *Prerequisite: RUSN 104 or placement.*

RUSN 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, Kharms, Nabokov, Bunin, Olesha, Platonov, Zoshenko, Gorky, Tolstaya, Shukshin, Sorokin, Dovlatov, and Pelevin.

RUSN 206 Eastern European Cinema: A Trajectory from Soviet to Post-Soviet Identity Independence (4)
This class is a survey of Eastern European cinema from the 1960s until the present day. We will look at films and directors from Poland, Czechoslovakia, Hungary, East Germany, Russia, and the former Yugoslavia. Despite state control, the filmmakers of Communist Europe were often more bold, honest, and provocative than their profit-driven Hollywood counterparts. By drawing on political and cultural discourses, the course will offer pointed analyses of the most significant East European films that touch upon issues of ethnicity, gender, cultural identity, and censorship. Films screened with English subtitles.

RUSN 207 Urban History of Kazakhstan and Writers of its Steppe and Cities (4)
This course focuses on Kazakhstan's contemporary history, highlighting the evolution of cultural forms and political systems under Soviet rule. Employing comparative and transnational approaches to the literatures of Kazakh and Central Asia, the course ultimately explores cultures of resistance.

RUSN 301 Advanced Russian (4)
Completion of grammar; intensive readings from authentic materials in Russian with emphasis on continued development of conversational and writing skills. Required weekly conversation meeting with a native speaker. *Prerequisite: RUSN 203 or placement.*

RUSN 302 Readings in Russian Literature (4)
Short literary and cultural readings from various authors, periods, and genres. Relevant grammatical structures and stylistics are studied along with the readings. *Prerequisite: RUSN 301 or placement.*

RUSN 303 Introduction to Russian Verse (4)
An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts will be augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention will also be given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. *Prerequisite: RUSN 301 or placement.*

RUSN 304 Contemporary Russian in Cultural Context (4)
Students engage in advanced study of contemporary standard Russian by examining issues relevant to current Russian society. Special attention is devoted to post-Soviet Russian culture through analysis of newspapers and television news, selections of recent prose fiction, and cinema. The course emphasizes problems of syntax and idiomatic Russian. *Prerequisite: RUSN 301 or placement.*

RUSN 305 Representations of the Caucasus in Russian Literature and Film (4)
Students engage in advanced Russian language study by examining the most emblematic representations of the Caucasus in Russian cultural productions of the 19th, 20th, and 21st centuries. Works by Pushkin, Lermontov, Tolstoy, Pristavkin, Pelevin, and Politkovskaya, alongside several relevant films, feature as the center of the course. Students examine how Russian writers and filmmakers have used the image of the Caucasian 'Other' to address the issue of Russia's self-representation and to what degree contemporary Russian artists have transformed the image of the Caucasians. *Prerequisite: RUSN 301.*

RUSN 309 Russian Culture: Study Abroad (4)
Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre and dance. The course is taught in English and does not satisfy the foreign language requirement. The course is taught in English. *Prerequisite: Only open to students admitted to the Summer in Russia program.*

RUSN 310 Russian Civilization (4)
An historical, cultural, and linguistic survey of Russian civilization and culture from its ancient proto-Slavic beginnings to the present. The course is taught in English.

RUSN 311 Composition and Conversation (4)
Emphasis on communicative ability in contemporary written and spoken Russian. Intensive practice in conversation to develop language skills appropriate to various spheres of academic, business, and social life. Audio-visual materials will be used extensively. *Prerequisite: RUSN 301.*

RUSN 312 Advanced Russian Language through Late-Soviet and Contemporary Film (4)
Students engage in advanced Russian language study by viewing, discussing, and writing about films and about Russian and Soviet culture. Emphasis is on increased linguistic and cultural proficiency, including refinement of oral and written Russian with focused study of selected grammatical and stylistic topics. *Prerequisite: RUSN 301 or placement.*

RUSN 340 Reading Russian (1)
With a goal of improving reading proficiency in Russian, this course focuses on strategies for efficiently deciphering sophisticated texts, reviews grammar, and explores the art of translation from Russian into English. This course can be repeated twice for credit. *Open only to students pursuing programs in Russian. Prerequisite: RUSN 203.*

RUSN 350 The Classic Russian Novel (4)
A study of the Russian novel's development from early nineteenth to mid-twentieth century, with special attention to cultural studies and critique. Novels by Pushkin, Lermontov, Dostoevsky, Tolstoy, Turgenev, and Pasternak are the primary course texts. Topics of particular interest include the superfluous man and Russian Byronic hero, Russian Romanticism, representations of St. Petersburg, Russian intellectual history, and problems of literary translation. The course is taught in English.

RUSN 351 19th-Century Russian Literature in English Translation (4)
A study of the emergence and development of the Russian literary tradition in the nineteenth century, with special attention to the intersection of Russian history and literature. Novels, novellas and short stories by Pushkin, Karamzin, Lermontov, Dostoevsky, Durova, Leskov, Tolstoy, Turgenev, Chekhov and others feature as the center of the course. The course is taught in English.

RUSN 352 20th-Century Russian Literature in English Translation (4)
During the twentieth century, Russian literature transformed itself many times, evolving through prescriptive literary norms, a renewed interest in "truth-telling", and experimentation with form and subject matter. Students analyze examples of the avant-garde, Socialist Realism, experimental prose, the literature of emigration, youth prose, urban prose, Gulag literature, and dystopian literature. The course is taught in English.

RUSN 354 Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture (4)
An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. The course is taught in English.

RUSN 355 Russian and Soviet Film (4)
A survey of Russian cinema from the 1920's to the present day. The course approaches the analysis of film from the perspective of technique and methods, form, content, and cultural context. Students acquire a cinematic vocabulary while studying the genesis of Russian cinema, montage, propaganda films and socialist realism, nationalism, Stalinism, thaw and stagnation, glasnost, the post-Soviet period, and the enormous Russian and Soviet impact on world cinema. Films by Vertov, Eisenstein, Tarkovsky, Mikhalkov, Muratova, and others are studied. The course is taught in English.

RUSN 356 Nabokov and Émigré Literature in 3D (4)
This course explores Vladimir Nabokov's literary output, criticism, and film adaptations of his novels. To understand Nabokov's aesthetics and situate him in the context of world literature, students will investigate the author's approach to several themes, such as reality, the construction of the author within the text, literary translation, emigration, and transformation. Students will also situate Nabokov among his émigré contemporaries, focusing on digitized resources from the author's Berlin and American periods. The course is taught in English.

RUSN 358 Gender Revolutions and Countercultures in Film and Literature after Stalin (4)
The primary focus of this course is to introduce students to signature literary and cultural texts from the post-Stalin era to the present. The quintessential trends of Russian literature and culture of the past several decades include the collapse of Soviet identity, and with it searches for national identity, contesting ideas of gender, and attempts to capture Post-Soviet transition through documentary film and the documentary in literature. These topics connect to social critique, dissidence, counterculture, and their literary and cinematic products.

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 367 Digitally Archiving Arts of Resistance in Contemporary East Europe and Central Asia (4)
This course views the contemporary performances of gender and national identity among countries within Eastern Europe and Central Asia as a defiant response to Russian imperialism. Students will explore and analyze theater productions and other unrehearsed performances housed within several digital archives.

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 Advanced Russian through Contemporary Literature and Society (4)
A study of 20th- and 21st-century Russian prose and media, including podcasts, television, and written news, emphasizing advanced linguistic and cultural proficiency. Authors studied may include (but are not limited to) Evgenii Grishkovets, Alisa Ganieva, and some excerpts from Tatiana Tolstaya and Viktor Pelevin. *Prerequisite: One course in Russian numbered 300 or higher.*

RUSN 405 Capstone Project and Seminar in Advanced Russian (4)
Shared readings in the Russian language on key topics that connect to students' interests: politics, society, film, environmental studies, economics, culture, literature, media, etc. Each student also engages in research on a topic of their interest and choosing, culminating in a research essay and an oral presentation. This seminar prepares students for the rigorous Russian comprehensive exam while continuing to hone advanced Russian communication skills. *Prerequisite: RUSN 301 or placement.*

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 111 Special Topics (2 or 4)
A seminar on a topic related to Spanish. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic..*

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 211 Special Topics I (2 or 4)
A seminar on a topic related to Spanish. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic..*

SPAN 212 Special Topics II (2 or 4)
A seminar on a topic related to Spanish. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic..*

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 Guevera. 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 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: One course in Spanish numbered 299 or higher, 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: One course in Spanish numbered 299 or higher, 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: One course in Spanish numbered 299 or higher, 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: One course in Spanish numbered 299 or higher, or placement.*

SPAN 309 Overview of Latin American Literature (4)
The course will introduce the student to the wonderful world of Hispanic American Literature. Through critical reading and literary analysis of a select group of texts, or fragments of texts, the student will discover the value of the Spanish language as a reliable reflection of time, mentality, beliefs, fears, struggles, etc. of society and its circumstances. The course will explore Pre-Hispanic Literature to the beginning of Romanticism. *Prerequisite: One course in Spanish numbered 299 or higher or placement. Only open to students admitted to the Global Environmental Challenges program..*

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 313 Advanced Conversation (4)
Intensive oral practice, vocabulary expansion, and opportunity for extemporaneous expression. Literary materials as well as critical vocabulary and concepts are used extensively as the basis for conversation. *Prerequisite: One course in Spanish numbered 300 or higher.*

SPAN 320 Advanced Spanish Language (4)
A course designed to develop students' understanding of the most difficult grammatical concepts of the Spanish language. Analysis and practice of advanced grammatical and stylistic concepts, including idiomatic and colloquial usage. Intended to help advanced students achieve a high level of proficiency in written and spoken Spanish. Students will be able to read at the advanced level, to discuss concrete and abstract topics in Spanish, and to write a research paper about selected topics analyzed in class. *Prerequisite: One course in Spanish numbered 299 or higher or placement. Only open to students admitted to the Global Environmental Challenges program..*

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 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 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 Immerion 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 350 Advanced Topics in Spanish (2 or 4)
A seminar on a topic related to Spanish. This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic..*

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 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 394 Latin American and Latinx Documentary (4)
This course offers a panoramic study of documentary films produced by Latin American and Latinx directors. The course provides the technical vocabulary and the theoretical frameworks to appreciate how documentaries have historically approached the complexities and multilayered realities of the region and its cultures. The course establishes the influential Third Cinema movement of the 1960s as a starting point from which to investigate contemporary works on themes such as political events, economics, historical memory, race and ethnicity, the environment, and gender and sexuality. Taught in Spanish. *Prerequisite: One course in Spanish numbered 299 or higher, or placement.*

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 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 100 Data Science and Citizenship (4)
This course explores the complex ways in which we interact with data in everyday life. While thinking critically about the role of data science in advancing social good, students will gain fundamental skills in data literacy and open-source programming tools for data science.

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 or MATH 322) and CSCI 157.*

STAT 302 Bayesian Statistics (4)
An introduction to the Bayesian approach to statistical inference. Topics include: basic probability theory, Bayes Theorem, prior distributions and conjugate priors, Markov Chain Monte Carlo methods, applications of Bayesian statistics (e.g. Bayesian networks, decision trees). *Prerequisite: STAT 204 or MATH 321.*

STAT 304 Experimental Design and Analysis (4)
This course covers the selection of an appropriate experimental design (e.g., factorial crossing, complete block, Latin square), determination of sample size, issues with multiple comparisons, and assessment of the assumptions of statistical models. *Prerequisite: STAT 204 or MATH 322.*

STAT 306 Time Series (4)
An introduction to time series and forecasting methods with applications in economics, engineering and the natural and social sciences. *Prerequisite: MATH 210 and (STAT 204 or MATH 322).*

STAT 336 Sports Analytics (4)
We make use of publicly available sports data sets to analyze, predict, and rank team and player performance, and analyze strategic decisions arising in various sports. *Prerequisite: (STAT 204 or MATH 322) and CSCI 157.*

STAT 410 Data Science Practicum (4)
Each student will participate on a team that will complete a project from the initial scoping phase through data collection, analysis, and culminate in a deliverable product in the form of both a written report and public presentation. *Open only to seniors.*

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 114 Fundamentals of Design (4)
An analysis of theatrical design as a collaborative art form with an introduction tot he 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 Makeup and Masks (4)
Students learn the stage makeup and mask techniques used by actors, technicians, and designers in the development of character design. The creation of designs will be aided by the study of performance analysis and the application of the elements of design.

THTR 221 Global Theatre (4)
An exploration of theatre and performance from around the globe with a focus on non-Western performance traditions and classics from the Western canon. The course will examine performance rituals and plays from prehistoric Africa, ancient Greece and Rome, classical India, medieval China, feudal Japan, early modern and modern Europe, the postmodern era, and others. The course will place particular emphasis on the development and evolution of theatrical performance, literature, and theory within various cultural, social, political, 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 and Contemporary Plays on the London Stage (4)
An exploration of how 21st-century cultural values and aesthetics have shaped approaches to the staging of classic and contemporary plays. Topics will include changing styles of acting, design, theatre architecture, stage speech, and non-traditional casting. The work of several groundbreaking British theatre directors will be studied, and the dramatic literature will be chosen to match productions that students will 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 cannon 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 230 Latinx Theatre (4)
Latinx Theatre covers the history and development of theatre from a Hispanic point of view and provides an in-depth study of Latinx culture in the performing arts. Students will study Theatre history starting with the Spanish Golden Age (1580) through modern and contemporary theatre produced in and out of the United States. Theatrical themes are further explored through the lenses of identity, immigration, social justice, cultural resilience, and how these challenges are overcome. Integrating historical analysis with critical thinking, this course demonstrates the cardinal influence that various Latinx cultures have had on shaping the world of theatre and the performing arts.

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 (2)
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 237 Feminist Perspectives on Theater and Performance (4)
This course examines plays and performances by women and nonbinary artists from the last two hundred years. Students will investigate how artists through the ages have influenced and been influenced by feminist thought, and how theatre and performance as public, embodied art forms are uniquely positioned to explore issues related to gender and identity. The course will consider how the stakes of writing and performance vary for women and nonbinary writers of different racial, ethnic, gender, sexual, and class backgrounds. Works by Black, Latinx, Asian American, Native American, White, lesbian, queer, and trans writers will be included.

THTR 238 Performance Tradition + Innovation in Central Europe (4)
Using the Prague Quadrennial Festival as a touchstone, students will experience groundbreaking experimental performances from around the world, with an emphasis in innovative design. Explore the future of the art by attending contemporary, cutting edge performances by global artists at the festival, while grounded in the historic roots of Central European theatre by touring historic theatres to study their architecture, innovative stage engineering, and leading visionary practitioners. Workshops and attending live performances will enhance understanding of both historic and contemporary performance practices. *Prerequisite: Open only to students who have been admitted to the World Theatre Future and Past program..*

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 244 Stage Management (4)
Stage Management is a Theatre and dance course in production management. Students will learn the guidelines and techniques for stage managing live performance productions, including communication and collaboration skills, rehearsal management, assembling the stage manager's cue and production book, and technical rehearsal/production performance management.

THTR 245 The Audition Process (2)
Selection and preparation of audition monologues from the modern and classical repertories. 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 250 Special Topics (4)
A seminar on a topic related to theatre . This course may be repeated for credit when the topic differs. *Prerequisite: Prerequisites vary by topic..*

THTR 261 Community Engaged Theatre (4)
Students will study different forms of community engaged theater and their impacts,including grassroots theater, devised theater, theater for social change, and others. Students will apply these methodologies as they work with a Community Partner throughout the semester to create a performance. The semester-long collaboration and resulting performance will center topics of importance to the Community Partner and their mission. Through interviews, story circles, improvisational theater tools, and other techniques, students will create performances with and for the Community Partner. Although a theater 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)
Solo Performance offers students an opportunity to utilize both writing and performance skills as they work toward creating their own original solo performance piece. Students will have an opportunity to both watch and read solo performance work in order to better understand the different styles the form utilizes. Through a series of writing exercises, students will experiment with a variety of storytelling techniques and structures while exploring topics and material they find compelling. Students will then write an original ten minute solo play which they will revise and rehearse. The course will culminate in a public performance of each students' solo play.

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)
An introduction to stage costume design. By utilizing visual, verbal and written skills, the student will learn how to develop, communicate, and interpret design solutions for productions. Over the course of the semester, the student will learn the elements of design, rendering techniques, effective research methods, analysis of playscripts, basic costume history, and oral communication of design ideas.

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 401 Senior Seminar in Theatre (2)
This course prepares students to showcase artistic skills effectively as they prepare to transition to the professional theatre or graduate study. Students will complete various projects including crafting resumes, audition materials and/or portfolios. Emphasis will be placed on both verbal and visual communication skills. Sessions include lectures, workshops, professional guest speakers, and discussion sessions with mentor and peer feedback.

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 Fundamentals of Directing. Students will deepen their work on directing techniques by working on scenes of increased length from modern and classic plays. *Prerequisite: THTR 351.*

THTR 461 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.*

Women's and Gender Studies (WMST)

WMST 100 Introduction to Women's and Gender Studies (4)
In this introductory course, students will read widely in the interdisciplinary field of women's and gender studies to explore how gender is created and maintained in society and how social categories, including race, sexuality, class, disability, and age, structure the formation and experience of gender. Coursework will emphasize critical awareness of how gender manifests and operates in political, social, economic, and cultural spheres. Students will also practice the critical thinking, writing, and dialogue skills fundamental to feminist inquiry.

WMST 111 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (4)
A survey of the history, politics, culture, psychology, biology, and literature of lesbian, gay, bisexual, transgender, non-binary, and queer people. Readings and lectures focus on works by and about LGBTQ+ 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, transgender, non-binary, and queer rights from a humanistic social science perspective. Topics include U.S. cultural politics and LGBTQ+ social movements; visual culture, social action, and social change; the politics of queer identity; law and public policy of concern to diverse LGBTQ+ communities; and LGBTQ+ 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 290 Studies in Women's and Gender Studies (2 or 4)
An intermediate-level course focusing on a topic or sub-discipline within women's and gender studies.

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 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

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, EQB Annex, Office 104-A, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: 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; or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

Effective dates: This catalog is in effect for the 2025-2026 academic year.

Published: August 2025.

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General Information

Sewanee School of Letters

Visit us at: letters.sewanee.edu **(**http://letters.sewanee.edu**)**

The Sewanee School of Letters is a graduate summer program of the College of Arts and Sciences. The MFA is a 36-hour degree program typically completed in six semesters through three residential summers at Sewanee and three Guided Studies led by a faculty member. The final Guided Study is a capstone thesis project for which students become eligible when they have completed 30 hours of coursework. Most students complete the program in three years, though there are options for condensing or extending this timeline if desired. The MFA is awarded upon completion of 36 credit hours and successful submission of a creative thesis.

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. In their oversight of the program the dean is assisted by a standing committee, the School of Letters Committee, chaired by the director of the School of Letters, ex officio with vote, and consisting of the chair of the Department of English, ex officio with vote, the associate dean of the College, ex officio with vote, Current member of the School of Letters faculty to be appointed by the Director, ex officio with vote, and two college faculty members elected by the College Faculty, four year term staggered.

Academic Calendar

Date	Event
June 8, 2025	Opening day of session
June 9, 2025	First day of classes
July 18, 2025	Last day of classes
July 19, 2025	Commencement Celebration

Administration

Justin David Taylor
Director of the School of Letters

April Alvarez
Associate Director of the School of Letters

School of Letters Committee

Nickole Brown
Faculty, School of Letters

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

Alex Bruce
Associate Dean for Undergraduate Academic Affairs & Professor of English

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.

Emily Adrian (2024)
Bachelor of Arts, Portland State University
Teaching Professor

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

Ryan Chapman (2021)
Bachelor of Arts, University of Puget Sound
Teaching Professor

Tiana Clark (2019)
Bachelor of Arts, University of Tennessee; Master of Fine Arts, Vanderbilt University
Teaching Professor

Sidik Fofana (2021)
Bachelor of Arts, Columbia University; Master of Fine Arts, New York University; Master of Education, City College of New York
Teaching Professor

Daniel Hornsby (2025)
Bachelor of Arts, Kansas State University; Master of Fine Arts, University of Michigan; Master of Theological Studies, Harvard Divinity School

Teaching Professor

Rebecca Gayle Howell (2024)
Bachelor of Arts, University of Kentucky; Master of Fine Arts, Drew University; Master of Arts, University of Kentucky; Doctor of Philosophy, Texas Tech University
Teaching Professor

Adam O'Fallon Price (2023)
Bachelor of Arts, University of North Carolina at Chapel Hill, Master of Fine Arts, Cornell University
Teaching Professor

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

Meera Subramanian (2017)
Bachelor of Arts, University of Washington; Master of Arts, New York University
Teaching Professor

Justin Taylor (2020)
Bachelor of Arts, University of Florida; Master of Fine Arts, The New School
Director
School of Letters and Visiting Assistant Professor, School of Letters

Brittney M. Threatt (2024)
Bachelor of Arts, Rhodes College; Master of Arts, Brown University; Doctor of Philosophy, Brown University
Assistant Professor of English

Degree

Requirements for the Master of Fine Arts Degree

Code	Title	Semester Hours
Complete twenty one semester hours in one or more of the following writing workshops, including guided study (ENGL 544): [1]		21
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	
ENGL 544	Guided Study (6 credit hours)	
Complete nine semester hours in genre craft or literature courses covering multiple traditions and literary periods including guided study (ENGL 544) [1]		9
ENGL 507	The Craft of Poetry	
ENGL 518	Forms of Nonfiction	
ENGL 598	Forms of Fiction	
ENGL 544	Guided Study (6 credit hours)	
ENGL 599	Thesis [1, 2]	6
Total Semester Hours		**36**

1

No course with a grade lower than B- may be applied toward a degree.

2

Master of Fine Arts candidates must complete a thesis, work on which may begin at any time after the thirty hours of required coursework has 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 Outcomes for Master of Fine Arts Program

1. Demonstrate an understanding of literary styles, forms, and techniques in traditional and contemporary poetry, fiction, or nonfiction.

2. Effectively incorporate literary styles, forms, and techniques into original works of poetry, fiction, or nonfiction.
3. Give and receive critical feedback on artistic works using discipline-specific terminology.
4. Produce a substantive body of creative writing that demonstrates sustained attention over time, a deep engagement with the chosen genre, and a firm grasp of the revision process.

Course Descriptions

Students at the School of Letters take three summers of residential study at Sewanee, supplemented by an independent study and then a thesis semester. Most students complete the program in three years, though there are options for condensing or extending this timeline if desired. The MFA is awarded upon completion of 30 credit hours and successful submission of a creative thesis.

Writing Workshops and Forms Courses

Each summer, students enroll in a workshop and a forms course, as well as the Craft and Practice colloquium (see below) for a total of seven (7) credits per summer. While most students take classes in the track they chose when applying to Sewanee (fiction, poetry, or nonfiction) they are allowed to take classes in any genre they like. It is common for students to have a primary and secondary genre interest, or to try a little bit of everything. Forms courses are essentially literature seminars, though their focus is on developing creative practice and critical reading skills rather than on scholarly writing or theory-driven analysis. Forms courses change topic and instructor from summer to summer, and so may be repeated for credit.

Craft and Practice

This is a one (1) credit colloquium focused on professional development, publishing opportunities, craft talks, submit-a-thons, meetings with visiting authors/editors/agents, and anything else that falls under the broad rubric of "the writing life." The School of Letters offers a robust and varied series of public programs, class visits, panel discussions, and informal gatherings during the six-week summer session. Students are expected to attend these events and produce short-form responses detailing what they have learned and how they intend to apply it in their own writing and publishing practice. Students are automatically registered for this class during their first and second summers. During the third summer, students are invited to all School of Letters events but are not registered for the class and need not submit responses to events they attend.

Independent Study

During the calendar year between the second and third summers, students are strongly encouraged to take a one-semester independent study for six (6) credit hours. The student proposes an independent study project to the Director, who will pair them with a faculty member to serve as one-on-one mentor. Students have considerable latitude in proposing independent studies. Some use the time to do a deep dive into the work of a particular author, topic, or research question; some take the opportunity to explore a secondary genre interest; some use the time to do preparatory work for their thesis. The student and her mentor work together to develop a reading list, define the scope and nature of the work, and set a schedule.

Thesis Project

When the student has twenty-four (24) credit hours, they are eligible to begin their thesis work. Most students hit this benchmark at the end of their third summer of study. The thesis is a mandatory, one-semester project worth six (6) credits. Upon approval of the thesis proposal, the student is invited to choose their own advisor. The advisor will provide detailed editorial feedback as well as general guidance, but thesis work is primarily self-directed and more intensive than the independent study. It is expected that the student will enter the thesis process with a substantial body of material already drafted, so that the thesis semester can be primarily focused on revision and, ideally, completion of a full-length creative manuscript such as a novel, a memoir, or a collection of poems, essays, or short stories. Students may choose to embark upon their thesis semester immediately after they finish their third summer, or wait until the following spring.

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 519 Pictorial Transformations in Literature and Painting (3)
Culture contains memories and traces–textual, visual, graphic, political, rhetorical–from earlier stories and myths. This seminar examines the ways in which iconic moments in sacred scriptural texts are transformed into pictorial language through painting or sculpture, then back again, in altered forms, into literature in English through the ages. These traces of sacred text in "Modern" culture and writing may not explicitly refer to the scriptural text itself or reflect religious belief. The course aims to examine the aesthetic and cultural implications of these transformations in scripture, painting/sculpture, and secular literature. Texts are selected from authors including Shakespeare, Andrew Marvell, John Milton, Aphra Behn, Henry Fielding, Samuel Richardson, William Blake, John Keats, Alfred Lord Tennyson, Emily Dickinson, T.S. Eliot, Sylvia Plath, Ian McEwan, plus others proposed by presenters in the class.

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 Guided Study (1 to 6)
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 545 Craft Practice Colloquium (1)
A one-credit colloquium exploring practical aspects of the writing life and publishing industry. Students will attend readings of creative work as well as craft lectures by current faculty and talks with publishing professionals such as agents, editors, and working writers. The School of Letters will offer a variety of events during the summer session, including but not limited to the Wednesday Reading Series. To receive credit, students must attend at least seven events and write brief responses to each to be turned in at the end of the summer session. These assignments will be made available at the beginning of the semester and will focus on how students will apply what they learned in their own writing practice.

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 576 American Autobiography (3)
From the earliest period of European settlement, first-person narratives have been a hallmark of literary expression in America. This distinctive subgenre of creative nonfiction has been prominently and variously reflected in texts including Puritan conversion narratives, Ben Franklin's Autobiography, Henry Thoreau's Walden, and enslaved person accounts such as that of Omar Ibn Said, as well as in contemporary memoir by Kiese Laymon. Along the way, our course involves several purposes—artistic and otherwise—motivating such texts and this subgenre's relation to fiction such as that by Elizabeth Hardwick. What contemporary writers might learn from exploring the history of practices in this form is also considered.

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 580 Special Topics (1 to 4)
A seminar on a topic related to literature, language, and/or creative writing. This course may be repeated for credit when the topic differs.

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 587 Hybrid and Experimental Literatures (3)
Focuses on narrative modes that foreground formal innovation and/or blur or erase distinctions between traditional genre boundaries such as prose and poetry, fiction and nonfiction, image and text, author and reader, etc. Students read creative works that possess these qualities, as well as critical writing that frames, theorizes, and interrogates the aesthetic, philosophical, and cultural conditions in which said work was produced and to which it responds. Assignments are largely creative though students are invited to produce their own theoretical models as well as their own hybrid or experimental works of art.

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 Chesnutt, 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

Admission Prerequisites

Students admitted to the School of Letters must:

- Have earned a Bachelor's degree at an accredited institution.
- Demonstrate adequate writing proficiency and preparation in literature.
- Demonstrate the seriousness required for graduate-level study.

Application Deadlines

December 1 - Rolling Admission begins. Applicants will continue to be accepted into the program until the entering class is filled.

January 31 - Priority Deadline. Applicants who meet the priority deadline will automatically be considered for merit scholarships such as the Blake & Bailey, Elliott, or Trent scholarships.

March 15 - Final deadline. This is the last day to submit an application, including transcripts and recommendations.

Application Form

All parts of the application will be completed online (https://connect.letters.sewanee.edu/apply/). The application form will include contact information, education history, any publications and awards, and work history. Note that admission decisions are made without regard to financial need.

Application Statement

You will be asked to prepare an application statement and to upload this statement as a separate document. In a page or two, tell us why you want to attend the School of Letters. Please avoid writerly origin stories rooted in early childhood. We'd like to hear about the writers you're currently reading, the kind of work you're interested in doing while enrolled here, your expectations in pursuing an MFA, and any previous workshop or publishing experience you might have. We would also like to know what has drawn you to Sewanee in particular, whether it's our faculty, location, summer-focused structure, or some combination thereof. We want to get a sense of who you are as a writer, and to feel like you have some sense of who we are as a writing program.

Writing Sample

For applicants to the MFA program, the writing sample should include 8-10 pages of poems, or 15-25 pages of fiction or literary nonfiction. These can be uploaded via .pdf.

Two Letters of Recommendation

Recommendations should come directly from former professors or other persons able to evaluate your potential for graduate study. You will provide their names and email addresses, and they will be contacted automatically by email to complete a recommendation form and also upload a letter of recommendation.

Official Transcripts

Official transcripts from all colleges and graduate schools previously attended should be sent from those institutions directly to: Sewanee School of Letters, University of the South, 735 University Avenue, Sewanee, TN 37383. For electronic documents, use the email address sletters@sewanee.edu.

Expenses

Tuition and fees for the summer session are generally announced by February 15. For the Summer 2025 session, the Advent 2025 semester, and the Easter 2026 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, he or she is 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 figured 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, 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 Sewanee School of Letters Scholarships

THE BLAKE & BAILEY FAMILY FUND EDUCATOR SCHOLARSHIPS

Through the generosity of the Blake & Bailey Family Fund, all admitted K-12 educators will be awarded a scholarship to cover 20% of their tuition. The scholarship is renewable each year the recipient continues to make satisfactory progress toward the degree and submits proof of employment.

THE JILL MCCORKLE FIRST YEAR FICTION SCHOLARSHIP

Each year one incoming fiction student will receive the Jill McCorkle First Year Fiction Scholarship, which will cover 100% of tuition costs for the first summer term, up to 7 credit hours. In honor of award winning author and longtime Sewanee friend Jill McCorkle, the scholarship is funded through an anonymous donor. All fiction applicants are eligible.

THE SARAH BARNWELL ELLIOTT SCHOLARSHIPS IN FICTION, NONFICTION, AND POETRY

Applicants to the program that demonstrate exceptional ability in fiction, nonfiction, or poetry will be considered for the Sarah Barnwell Elliott Scholarship, named for noted writer, suffragist, and member of the Sewanee community. These competitive merit-based scholarships will cover 30% of tuition and are renewable for each year the recipient continues to make satisfactory progress toward the degree.

THE WILLIAM PETERFIELD TRENT EDITING AND PUBLISHING SCHOLARSHIP

The William Peterfield Trent Scholarship is named for the distinguished Sewanee English professor and founding editor of the Sewanee Review. The scholarship is awarded to one or more recipients with a demonstrated interest in editing and publishing. These scholarships will cover at least 20% of tuition and are renewable for each year the recipient continues to make satisfactory progress toward the degree. The number awarded depends on scholarship funding for the year.

THE JAMES AGEE SCHOLARSHIPS

All applicants to the program who teach at St. Andrew's-Sewanee School will be considered for the James Agee Scholarship, named for the St. Andrew's-Sewanee School graduate and renowned author. These merit-based scholarships will cover 50% of tuition and are renewable for each year the recipient continues to make satisfactory progress toward the degree.

Scholarships cannot be stacked. No more than one scholarship can be awarded per student.

Academic Policies and Procedures

- Advising (p. 365)
- Grading (p. 365)
- Honor Code (p. 366)
- Grounds for Suspension or Dismissal (p. 366)
- Transfer Credit (p. 367)
- Complaints (p. 367)
- Release of Student Information (p. 367)
- Assistance for Students with Disabilities (p. 368)
- Immunization and Health Insurance (p. 368)
- Other University Policies and Procedures (p. 369)

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. 363).

Discrimination and Misconduct Policies and Procedures

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

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

- Title IX Coordinator, J. Albert Woods Laboratories Room 138, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: titleix@sewanee.edu;
- 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; or

- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

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). 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 (p. 366).

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 (https://new.sewanee.edu/files/resources/ferpa-policy-2.pdf).

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/).

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
- Meningococcal (only required for under 22 years old)

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 (https://new.sewanee.edu/campus-life/flourishing/wellness-commons/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 31
  - Advanced Degrees Program summer session — May 15
- School of Letters programs summer session – June 1

Records may be sent by fax to (931) 598-1746 or by email to uhs@sewanee.edu. Copies may be mailed to:

University Health Services
604 University Avenue

Sewanee, TN 37383

University Health Services can provide travel vaccines to students who may travel out of the country.

Health Insurance

The student must provide a copy of their insurance card to the administrator at registration.

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

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 519 Pictorial Transformations in Literature and Painting (3)
Culture contains memories and traces–textual, visual, graphic, political, rhetorical–from earlier stories and myths. This seminar examines the ways in which iconic moments in sacred scriptural texts are transformed into pictorial language through painting or sculpture, then back again, in altered forms, into literature in English through the ages. These traces of sacred text in "Modern" culture and writing may not explicitly refer to the scriptural text itself or reflect religious belief. The course aims to examine the aesthetic and cultural implications of these transformations in scripture, painting/sculpture, and secular literature. Texts are selected from authors including Shakespeare, Andrew Marvell, John Milton, Aphra Behn, Henry Fielding, Samuel Richardson, William Blake, John Keats, Alfred Lord Tennyson, Emily Dickinson, T.S. Eliot, Sylvia Plath, Ian McEwan, plus others proposed by presenters in the class.

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 Guided Study (1 to 6)
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 545 Craft Practice Colloquium (1)
A one-credit colloquium exploring practical aspects of the writing life and publishing industry. Students will attend readings of creative work as well as craft lectures by current faculty and talks with publishing professionals such as agents, editors, and working writers. The School of Letters will offer a variety of events during the summer session, including but not limited to the Wednesday Reading Series. To receive credit, students must attend at least seven events and write brief responses to each to be turned in at the end of the summer session. These assignments will be made available at the beginning of the semester and will focus on how students will apply what they learned in their own writing practice.

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 576 American Autobiography (3)
From the earliest period of European settlement, first-person narratives have been a hallmark of literary expression in America. This distinctive subgenre of creative nonfiction has been prominently and variously reflected in texts including Puritan conversion narratives, Ben Franklin's Autobiography, Henry Thoreau's Walden, and enslaved person accounts such as that of Omar Ibn Said, as well as in contemporary memoir by Kiese Laymon. Along the way, our course involves several purposes—artistic and otherwise—motivating such texts and this subgenre's relation to fiction such as that by Elizabeth Hardwick. What contemporary writers might learn from exploring the history of practices in this form is also considered.

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 580 Special Topics (1 to 4)
A seminar on a topic related to literature, language, and/or creative writing. This course may be repeated for credit when the topic differs.

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 587 Hybrid and Experimental Literatures (3)
Focuses on narrative modes that foreground formal innovation and/or blur or erase distinctions between traditional genre boundaries such as prose and poetry, fiction and nonfiction, image and text, author and reader, etc. Students read creative works that possess these qualities, as well as critical writing that frames, theorizes, and interrogates the aesthetic, philosophical, and cultural conditions in which said work was produced and to which it responds. Assignments are largely creative though students are invited to produce their own theoretical models as well as their own hybrid or experimental works of art.

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 Chesnutt, 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

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, EQB Annex, Office 104-A, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: 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; or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

Effective dates: This catalog is in effect for the 2025-2026 academic year.

Published: August 2025.

About the School of Theology

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- Academic Calendar (p. 373)
- Administration (p. 374)
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General Information

The School of Theology educates students 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, students 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/) to view all of the University calendars.

Advent Semester

Date	Event
August 14-23, 2025	Orientation
August 25, 2025	Quiet Day
August 26, 2025	First Day of Classes
September 12, 2025	Foundation Day Convocation
September 30 - October 2, 2025	Alumni Lectures and Homecoming
October 18-21, 2025	Reading Period
November 24-28, 2025	Thanksgiving Break
December 5, 2025	Last Day of Classes
December 6-7, 2025	Services of Lessons and Carols
December 8-12, 2025	Final Examinations

Easter Semester

Date	Event
January 12, 2026	First Day of Classes
January 16, 2026	Winter Convocation
January 19, 2026	Day of Service - No Classes
March 6-15, 2026	Spring Break
April 3, 2026	Good Friday
April 5, 2026	Easter
April 6, 2026	Easter Monday
April 24, 2026	Last Day of Classes
April 27 - May 1, 2026	Final Examinations
May 8, 2026	Commencement

Summer Term

Date	Event
June 8, 2026	First Day of Classes for Advanced Degrees Program
June 26, 2026	Last Day of Classes for Advanced Degrees Program

Administration

H. Walker Adams
Director of Admission and Recruitment

The Reverend Sara Ardrey-Graves
Interim Associate Dean for Community Life

Dr. Hannah W. Matis
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 (2024)
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
Visiting Professor, Emeritus

Mark Ardrey-Graves (2024)

Bachelor of Arts, University of Richmond; Doctor of Musical Arts, James Madison University
Assistant Professor of Church Music

Hilary M. Bogert-Winkler (2021)
Bachelor of Arts, Western Kentucky University; Master of Arts, Yale University; Master of Theological Studies, Harvard University; Doctor of Philosophy, The University of Connecticut
Assistant Professor of Liturgy

The Reverend Michael J. Christopher Bryan (1983)
Doctor of Philosophy, University of Exeter
C.K. Benedict Professor of New Testament, Emeritus

Reed Carlson (2024)
Bachelor of Arts, ; Master of Arts, Luther Seminary; Doctor of Theology, Harvard University
Assistant Professor of Old Testament

Britta Marie Meiers Carlson (2024)
Bachelor of Arts, ; Master of Divinity, Luther Seminary; Doctor of Philosophy, Boston University
Visiting Assistant Professor in Practical Theology

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
Director, Contextual Education

Cynthia S. W. Crysdale (2007)
Bachelor of Arts, York University; Master of Arts, University of Toronto; Doctor of Philosophy, University of Toronto
Visiting Professor, Emerita

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
Visiting Assistant Professor of Christian Education

The Reverend Julia M. Gatta (2004)
Bachelor of Arts, Saint Mary's College; Master of Divinity, Episcopal Divinity School; Master of Arts, Cornell University; 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 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

Hannah W. Matis (2023)
Bachelor of Arts, Lee University; Master of Arts, Durham University; Doctor of Philosophy, University of Notre Dame
Associate Professor of Church History and Associate Dean of Academic Affairs

Leigh Preston (2017)
Bachelor of Arts, The University of Georgia; Bachelor of Science, The University of Georgia; Master of Divinity, Yale University
Instructor in Pastoral Spanish & Latino/Hispanic Ministry

Romulus Daniel Stefanut (2016)
Master of Arts, University of Chicago; Master of Science, University of Illinois at Urbana-Champaign; Doctor of Philosophy, University of Chicago
Director, School of Theology Library and Associate 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 and Director of Alternative Clergy Training at Sewanee (ACTS)

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
Associate Professor of Theological Ethics & Director of the Center for Religion and Environment

James Fielding Turrell (2002)
Bachelor of Arts, Yale University; Master of Divinity, Yale University; Master of Arts, Vanderbilt University; Doctor of Philosophy, Vanderbilt University
Norma and Olan Mills Professor of Divinity and Professor of Liturgics

The Reverend Rebecca Abts Wright (1990)
Bachelor of Arts, American University; Master of Divinity, Wesley Theological Seminary; Master of Arts, Yale University; Doctor of Philosophy, Yale University
Professor of Old Testament, Emerita

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. 376) 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. 378) 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. 387) 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. 388) 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.
- Certificate of Ministerial Studies (p. 389)
- Certificates of Advanced Theological Studies (p. 389)
  - Certificate of Advanced Theological Studies
  - Certificate of Advanced Study in Preaching
  - Certificate of Advanced Study in Liturgy
- The Master of Sacred Theology (p. 390) 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. 392) 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.

Student Learning Outcomes: "Devout, Learned, and Useful"

1. Students demonstrate knowledge of their religious heritage.
2. Students demonstrate an awareness of cultural contexts.
3. Students demonstrate evidence of personal and spiritual formation.
4. Students demonstrate capacities for ordained ministry in the Episcopal Church.

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, a rule of life, 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
JUNIOR CURRICULUM		
Advent Semester		
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
Easter Semester		
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
Summer Term		

Clinical Pastoral Education (CPE) is ordinarily taken in the summer after the junior year, if it was not taken before matriculation.

MIDDLER CURRICULUM		
Advent Semester		
LTCM 507	Church Music	3
MNST 511	Pastoral Theology: Theology and Practice of Pastoral Care	3
MNST 515	Congregational Studies	3
THEO 511	Systematic Theology I	3
Easter Semester		
CEMT 511	Introduction to Moral Theology	3
LTCM 511	History of Christian Worship	3
MNST 516	Parish Leadership	3
THEO 521	Systematic Theology II	3
SENIOR CURRICULUM		
Advent Semester		
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 [1]		3
Easter Semester		
WREL 502	World Christianities and Missiology	2
Electives [1]		13
Total Semester Hours		**75**

1

Students are required to take one three-semester hour elective in each of the following subjects: ethics and homiletics. Courses that satisfy these requirements will be marked on the class schedule.

Non-credit Degree Requirements [1]

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		
Safeguarding God's Children Workshop		
Safeguarding God's People Workshop		

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

Portfolio

For purpose of program assessment and university accreditation, the faculty will collect copies of student work for portfolio assessment.

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. 379)

Concentration in Bible (p. 380)

Concentration in Church History (p. 381)

Concentration in Theology (p. 386)

Concentration in Religion and the Environment (p. 384)

Concentration in Liturgy and Church Music (p. 382)

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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students demonstrate a broad academic grounding in theological disciplines.

Requirements

Code	Title	Semester Hours
Core Courses		
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	Systematic Theology I	3
THEO 598	Research Project	3
Elective Courses		
Additional hours of approved electives		21
Total Semester Hours		**48**

Non-credit Degree Requirements [1]

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		

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

Portfolio

For purposes of program assessment and university accreditation, the faculty will collect copies of first-year student work for portfolio assessment.

Capstone Requirement

In their second year, general-track MA students must enroll in THEO 598.

In their second year, general-track MA students must complete a capstone research paper of at least 20-25 pages. This capstone paper ideally builds on coursework the MA student has already completed and represents an expanded version of insights gained, including further reading in their chosen subject. The essay is to be submitted to the faculty member and to the associate dean for academic affairs no later than April 15th, and will schedule a conference with both the faculty member and the associate dean by May 1st. The associate dean for academic affairs will submit the essay for portfolio assessment by the faculty.

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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students demonstrate an advanced degree of competence in academic research and writing in the field of biblical studies.

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
Core Courses		
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	Systematic Theology I	3
Concentration		
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
CHHT 598	Research Project	3
Total Semester Hours		**48**

[1]

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 (CHHT 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 [1]

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		

[1]

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) 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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students demonstrate an advanced degree of competence in academic research and writing in the field of church history.

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
Core Courses		
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	Systematic Theology I	3
Concentration		
Select twelve additional semester hours in Church History (CHHT)		12
Select nine additional semester hours of electives (to include three hours in ethics)		9
CHHT 598	Research Project	3
Total Semester Hours		**48**

[1]

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 (CHHT 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 [1]

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		

[1]

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

Master of Arts with Concentration in Liturgy and Church Music

The MA in liturgy and church music is designed for students who want to expand their study in the areas of liturgy and sacred music of the church.

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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students demonstrate an advanced degree of competence in academic research, writing, and performance, if relevant, in the field of liturgy and church music.

Requirements

Students pursuing a concentration in Liturgy and Church Music must complete a core curriculum, do additional coursework in the area of concentration, and complete a research paper in the area of concentration or a capstone project. 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
Core Courses		
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	Systematic Theology I	3
Concentration		
LTCM 507	Church Music [1, 2]	3
LTCM 511	History of Christian Worship	3
LTCM 521	Pastoral Liturgics: The Prayer Book of the Episcopal Church	3
Elective hours in LTCM (with 3 having an LTCM liturgy concentration, 3 and having an LTCM music concentration)		6
THEO 598	Research Project [3]	3
Additional elective courses		6
Total Semester Hours		**48**

1

Course substitutions may be made with the approval of the advisor. To substitute a course within the respective area 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).

2

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.

3

A research paper or capstone project is required of those Master of Arts students pursuing a concentration. The student will undertake a research project in the last year of enrollment. In the Advent semester, the student secures agreement of a faculty member from the School of Theology to supervise the project. The student meets regularly with the supervisor for guidance in research and writing. The student develops a project proposal in consultation with the supervisor, and no later than November 15 submits the proposal to the advisor and the Office of Academic Affairs. The student then registers for three credit hours of research (THEO 598). The research paper or capstone project 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 [1]

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 [2]	0

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

[2]

Students are required to enroll in THEO 566 each semester.

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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students will demonstrate an advanced degree of competence in the synthesis of religious traditions with environmental studies and practical environmental issues.

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. The courses used to satisfy the distribution requirements should be chosen in consultation with the student's advisor.

Code	Title	Semester Hours
Core Courses [1]		
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	Systematic Theology I	3
Concentration [2, 3]		**18**
Select one course in environmental theology or ethics, such as the following:		
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 course in environmental policy, such as the following:		
ECON 335	Environmental Economics	
ENST 334	Environmental Policy and Law	

FORS 270	Water Resource Policy and Law	
Select one environmentally-themed course in Religious Studies (RELG), such as the following:		
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Greening Buddhism	
Select one course in environmental science, such as the following:		
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 additional electives within the concentration (p. 386) [4]		
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 [5]	3
Total Semester Hours		**48**

1

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).

2

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).

3

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.

4

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.

5

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 [1]

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 [2]	0

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

2

Students are required to enroll in THEO 566 each semester.

Additional Electives for Concentration in Religion and the Environment

Electives are to the selected in consultation with the student's advisor. They may include:

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	4
HIST 100	Making History	4
HIST 283	Environmental History	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.

Student Learning Outcomes

1. Students demonstrate a knowledge of religious heritage.
2. Students demonstrate academic proficiency in theological disciplines in order to produce a thesis or capstone project in their chosen field of study.
3. Students demonstrate an advanced degree of competence in academic research and writing in the field of theology.

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
Core Courses		
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	Systematic Theology I	3
Concentration		
Select twelve additional semester hours in theology (THEO)		12
Select nine semester hours of electives (to include three hours in ethics)		9
CHHT 598	Research Project	3
Total Semester Hours		**48**

[1]

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 (CHHT 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 [1]

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		

[1]

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) 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. 390) 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
Total Semester Hours		**24**

*

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 [1]

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		

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) 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 [1]

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

1 For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) section.

Certificate of Ministerial Studies

This certificate is a non-credit program designed for ordained clergy who were formed in a local environment, and who seek to enhance their professional and spiritual formation. It does not require an M.Div.

Students would complete classes in the following areas:

- Liturgy I: theology and structure of the Book of Common Prayer
- Liturgy II: Practical Liturgics
- Preaching
- Parish Administration

Certificates of Advanced Theological Studies

The following set of offerings allow for clergy to engage in further study and coursework at the School of Theology appropriate to their educational needs without enrolling in a degree program. A cumulative grade point average (GPA) of 2.67 or above is eligible for the Certificate of Advanced Theological Studies.

Certificate of Advanced Theological Study

This certificate is designed for clergy who already have a Master of Divinity (M.Div.) and are seeking advanced coursework in any subject without enrolling in a Doctor of Ministry (D.Min) or Masters in Sacred Theology (S.T.M.) program. Students participate in two summers of in person study with other D.Min. students and take four courses (12 credits) of their choosing.

Upon completion of any four courses students may receive a certificate or be admitted into the D.Min. program for further study.

Certificate of Advanced Study in Homiletics

This certificate is designed for clergy who already have a Master of Divinity (M.Div.) and are seeking advanced coursework in homiletics without enrolling in a Doctor of Ministry (D.Min) program. Students participate in two summers of in person study with other D.Min. students and take the following curriculum.

- 4 Courses (12 Credits)
- 2 Courses in Homiletics (6 Credits)
- 2 Elective (6 Credits)

Upon completion of the four courses students may receive a certificate or be admitted into the D.Min. program for further study.

Certificate of Advanced Study in Liturgics

This certificate is designed for clergy who already have a Master of Divinity (M.Div.) and are seeking advanced coursework in liturgics without enrolling in a Doctor of Ministry (D.Min) program. Students participate in two summers of in person study with other D.Min. students and take the following curriculum.

- 4 Courses (12 Credits)
- 2 Courses in Liturgics (6 Credits)
- 2 Elective (6 Credits)

Upon completion of the four courses students may receive a certificate or be admitted into the D.Min. program for further study.

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 2.67 is eligible for the award of the degree of Master of Sacred Theology.

Student Learning Outcomes

1. The student demonstrates evidence of critical thinking and advanced theological integration.
2. The student demonstrates mastery in a chosen area of theological study.

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. For the purposes of the summer intensive term, two courses count as full-time enrollment.

After matriculation, students who do not complete any coursework, their project thesis proposal, or substantial work on their thesis for a period of three years from their last registered class or the approved date of their project thesis proposal will be declared inactive from the STM program. All students will be notified by mail. An inactive student may rejoin the program within two years of being declared inactive. A student who has been inactive for more than two years must formally re-apply to the program.

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 2.67 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 2.67 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 [1]

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

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) 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
Academic Year		
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
Summer Term		
THEO 595	Master of Sacred Theology Thesis	6
Total Semester Hours		**30**

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 [1]

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		

1

For details on these workshops, see the Non-credit Degree Requirements for Graduation (p. 394) 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 experiences 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. Students who do not complete the program within eight years will be given a certificate of advanced study.

After matriculation, a student who does not complete any coursework, their project thesis proposal, or substantial work on their thesis for a period of two years from their last registered class or the approved date of their project thesis proposal will be declared inactive in the D.Min program. All students will be notified by mail. An inactive student may rejoin the program within two years of being declared inactive. A student who has been inactive for more than two years must formally re-apply to the program.

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-summers-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 2.67 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. For the purposes of the summer term, two courses count as full-time enrollment. Courses offered in the online modality are not available for audit.

Student Learning Outcomes

1. The student demonstrates evidence of critical thinking and advanced theological integration in theological disciplines appropriate to ministry.
2. The student's final project enhances ministry skills or the practice of ministry, and has enhanced their own personal and spiritual maturity.

Requirements for the Degree

D.Min students may choose to take a combination of in-person classes during the June residency and online classes during the academic year. Students admitted to the program must take a minimum of six credit hours, equivalent to one summer's residency, in-person at Sewanee out of a total of thirty credit hours of coursework. Students residing in California must not take online ADP classes. Students must complete a minimum of thirty semester hours with a grade point average of 2.67 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 provide 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 2.67 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 four Liturgics and Church Music (LTCM) courses in Sewanee's Advanced Degree 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).

Non-credit Degree Requirements for Graduation

Safe Church Workshops [1]

The Safe Church program of The Episcopal Church consists of two workshops: *Safeguarding God's Children* and *Safeguarding God's People*. These workshops are designed to educate church leaders on the prevention of sexual abuse of children and youth and the prevention of sexual exploitation and harassment of adults. The materials for these programs are produced by The Church Pension Group.

This requirement applies to the following programs: M.Div., S.T.M. (academic year), S.T.M./A.S., M.A., C.T.S., and D.A.S.

Cultural Diversity Workshop [1]

This workshop provides intercultural competency and antiracism training that equips church leaders to effectively deal with issues of diversity. Participants learn tools of respectful communication and helpful processes for the creation of inviting and compassionate environments that welcome all people.

This requirement applies to the following programs: M.Div., S.T.M. (academic year), S.T.M./A.S., M.A., C.T.S., and D.A.S.

Constitutions and Canons Workshop [1]

The Constitution and Canons of The Episcopal Church include standards of conduct for members of the church in positions of leadership. In the event of conflict or misconduct by a member of the clergy, a resolution is sought in accordance with the rules as outlined in the Title IV section of the canons. This workshop informs seminarians who are seeking ordination on the process of ecclesiastical discipline.

This requirement applies to the following programs: M.Div., S.T.M./A.S., and D.A.S.

Introduction to the Beecken Center Workshop

This one-day workshop gives attendees a brief overview of the Beecken Center and the structure, content, and effectiveness of its programs.

This requirement applies to the following programs: M.Div., S.T.M./A.S., M.A., and D.A.S.

Chapel Participation, as scheduled

The School of Theology offers the Daily Office and Eucharist, each weekday. The faculty considers attendance and participation at scheduled services to be a matter of formation and discipline. Students must attend worship services, as often as possible.

This requirement applies to the following degree programs: M.Div., S.T.M./A.S., and D.A.S.

Requests for a Workshop Waiver

Students may satisfy the requirement for one or more workshops if comparable training has been previously completed. Students requesting a waiver must meet the following conditions:

1. The student has completed training that was the same (or equivalent) in content, and the training was completed within the three-year period immediately prior to the start of seminary.
2. The student has completed at least one year of EfM as a mentor or student or has attended EfM mentor training.

All requests for a workshop waiver must be submitted in writing to the associate dean for community life along with appropriate documentation.

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These workshops satisfy the canonical trainings required of Episcopal ordinands.

Course Descriptions

- Anglican Studies (p. 395)
- Biblical Studies (p. 397)
- Christian Ethics and Moral Theology (p. 403)
- Church History and Historical Theology (p. 405)
- Homiletics (p. 407)
- Liturgics and Church Music (p. 410)
- Missiology (p. 413)
- Theology (p. 413)
- Theory and Practice of Ministry (p. 417)
- Research and Writing (p. 421)
- World Religions (p. 422)
- Directed Reading Courses (p. 422)
- Courses Open to Undergraduates (p. 422)

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 503 Hebrew Reading: The Old Testament Lessons in RCL Year C (3)
This course is both an intermediate Biblical Hebrew class and a practical outfitter for ministers seeking to preach and teach Old Testament texts in congregational settings. Each week students prepare a set number of first readings and/or Psalms that appear in the Revised Common Lectionary Year C for study in class. Activities and assignments emphasize reinforcing Hebrew language skills and highlighting homiletical/pedagogical strategies for engaging the Old Testament This course is appropriate for Hebrew learners of all experience levels. The final grade is based on student effort, participation, and individual Hebrew learning progress. *Prerequisite: BIBL 531.*

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 1, 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 552 Spirit(s), Angels, and Demons in the Bible (3)
This course surveys the stories, rituals, and myths that surround spirit phenomena in biblical literature using examples from the Old Testament, Second Temple Jewish literature, and New Testament. Recognizing that spirit phenomena do not always fit into modern categories like “medicine,” “psychology,” or even “religion,” this course employs theoretical models developed by scholars who have studied and experienced contemporary spirit practices firsthand, including cultural anthropologists, ethnographers, and Pentecostal/charismatic theologians. A special emphasis is placed on how ministry leaders can illuminate spirit texts from the Bible in local church settings.

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 Biblcial, 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 Cyrrhus'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 1 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 languauge 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 596 Gospel of John in Culture, History, and Art: A reading from the St. John's Bible, Heritage Edition (3)
The overall purpose of this course is to offer a detailed exegetical analysis of the Fourth Gospel within the larger Jewish and Graeco-Roman contexts and in relation to the synoptic gospels. Each student will read the text of the gospel from Kurt Aland (ed.) Synopsis of the Four Gospels and will impersonate a commentator (ancient or modern) throughout the course. We will also assign to each participant a critical role that employs the diverse methodology of literary, rhetorical, and historical criticism. In addition to these cultural and critical historical tasks, we will read from the St. John's Bible, the Heritage edition and engage with the art of calligraphy and iconography displayed in this beautiful artifact. To accomplish these goals, the class will run as a workshop, relying on the individual contribution of each participant,.

BIBL 597 Jews and Judaism in Christian Scripture (3)
"Did Israel not understand?" Paul asks in Romans 10:19. Articulating the relationship between Jews and the Jesus movement has always been a theological imperative for the church. Today, Christians grapple with legacies of antisemitism and anti-Judaism in the church, as well as the ways in which conceptions of Jews and Judaism have helped determine how Christian theology has portrayed other 'others' in church history. This seminar examines these issues through the lens of biblical theology, studying how ancient and modern Christian biblical scholarship has portrayed Jews and Judaism, and the mechanisms by which these interpretations are passed on to congregations. *Prerequisite: BIBL 501.*

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 11 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 503 Ethics for Christians Other Aliens:The Radical Episcopal Ethics of Scudder, Stringfellow, Dozier (3)
The lay Episcopal theologians Vida Scudder, William Stringfellow, and Verna Dozier represent a distinctive ethic in US Episcopalianism. Characterized by radical biblicism, subversive anti-institutionalism, and political activism, this ethic nonetheless stands within the Anglican moral theological tradition of Maurice, Gore, and Temple. In addition to engaging deeply with each of these three original thinkers, this class situates them in that broader tradition, looking at those historical antecedents as well as later successors such as Pauli Murray, Luke Bretherton, and Kathryn Tanner. *Prerequisite: CEMT 511.*

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 610 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 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 548 Anglican Divines in the Long Seventeenth Century (3)
This course is an introduction to the development of the character, polity, and spirituality of the Church of England in the years from the end of Elizabeth I to the “settlement” of Queen Anne, the so-called “long” seventeenth-century. It is the experiences of the seventeenth century which give England its Protestant patriotism, and so the course aims to outline the causes of the Civil War(s) of the British Isles and the consequences for the polity and spirituality of the church and people. This course will examine the work of some of the most influential writers and theologians in the Anglican tradition, including George Herbert, John Donne, and Jeremy Taylor.

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 598 Research Project (3)
M.A. students in the Church History concentration register for CHHT 598 while pursuing their research project.

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, Trible, 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/anamnetic 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 545 Pastoral Preaching I (3)
This class will focus on the particular challenges of preaching on the Lesser Feasts and Fasts and other occasions often encountered in parish ministry. In addition to lectures and course readings, students will analyze and critique homilies by established preachers as well as prepare and preach homilies in class, as assigned by the instructor.

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 621 Preaching With(In) the Global Communion: Learning from International Homiletics (3)
This course will examine how preaching is conceived and practiced in a wide range of global contexts, specifically studying insights of international homileticians.

HOML 622 Preaching & 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.

HOML 623 Biblical Preaching Effective Leadership (3)
This course is designed to help preachers connect the power and practice of preaching with the necessary skills to lead people in an organization or church setting. Combining skills in cultural exegesis, sermon development, and leadership studies, this course will provide practical insights to inform how preachers engage in the practice to move communities toward fulfilling their missions.

HOML 624 Finding Your Preaching Style (3)

HOML 625 Word and Method: Homiletical Frameworks in Historical Perspective (3)

HOML 627 Preaching the Pastoral Offices (3)
"Preach the Gospel at all times". But how to do this in the most sensitive or unpropitious circumstances such as the major life events that accompany baptisms, marriages, and funerals? Reviewing the heritage of Christian pastoral preaching, and exploring the social and cultural changes of the last fifty years, this course will allow the sensitive preacher to develop the tools and experience to preach confidently in the most unpromising of occasions.

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 worshiping 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. The course includes an overview history of music in the Anglican tradition, entry points for theological engagement with and discussion of the role of music in the liturgy, skill-building for engagement with the *Hymnal 1982* and other supplemental printed resources, 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 509 Sing my tongue the glorious battle: The Music of Holy Week (3)
Every liturgy between Palm Sunday and the Easter Vigil has provision for extensive musical enactment, and the observances of Holy Week have inspired some of the most moving musical compositions in the Church's canon. This course explores the history of liturgical music for Holy Week, considering capstone settings by a variety of composers from the Middle Ages to the present day, and also allows students to examine the potential for musical enactment of these liturgies in their own parish and ministry settings. *Prerequisite: LTCM 507 or LTCM 511.*

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* (with its Musical Appendix), the *Hymnal 1982*, and the Appendix to Volume 1 of the *Hymnal*, which may be sung by deacons, priests, and/or bishops; there are also supplementary musical items for occasional liturgies found elsewhere. 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 541 Christian Initiation (3)

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)
Music – both liturgical and domestic – played a vital role in the rollercoaster of religious debates, upheavals, and evolutions of the nascent Church of England and its sibling churches in the British Isles, Europe, and beyond. This course will examine the various ways that music was variously a player, driver, evangelist, casualty, and beneficiary of the doctrinal, ecclesiastical, ritual, and political currents that shaped the formation of the Anglican ethos from the early sixteenth century through the Acts of Union of 1707. *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 605 History of Anglican Church Music (3)
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. Modern day composers representing the 21st century will also be part of this survey.

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.

LTCM 639 The Prayer Book in its North American Context (3)
This course examines the history of the development of the Book of Common Prayer in the United States, with an eye towards Canada and Mexico as well. Course topics include the revisions of 1789, 1892, 1928, and 1979. Special attention will be paid to the Liturgical Movement of the mid-twentieth century and its implications for the revision of 1979. The course will also look towards possibilities for future Prayer Book revision.

LTCM 640 Early Christian Initiation and Eucharist (3)
This course studies the Rites of Christian Initiation and their Eucharistic culmination in the early Churches of the Christian East and West along with the feasts and seasons of the liturgical year and daily prayer. Special attention will be given to both historical development and theological interpretation.

LTCM 641 Rachel's Tears, Hannah's Hopes: Pastoral Liturgies Related to Childbearing, Child Loss, Adoption, an (3)
In this course, we will examine the liturgical, pastoral, and theological resources related to issues around adoption, childbirth, child loss, foster care, and infertility. We will examine the ways these issues are presented in scripture, and how the Church has sought to address them historically. We will then turn to the liturgies of Enriching Our Worship V to discuss the ways the Episcopal Church's official liturgies address the needs of those going through these experiences, and how these resources can be incorporated into the parish context.

LTCM 642 The Liturgical Movement in Anglican Context (3)
This course will examine the liturgical movement within an Anglican context. It will examine the historical antecedents of the liturgical movement, as well as its foundational texts. It will then explore the ways Anglican churches, in particular the Episcopal Church, took up the vision of the liturgical movement and how that manifested in the liturgical reforms of the mid-twentieth century. The course will end by looking at the ways the vision of the liturgical movement has or has not been embraced since the movement itself, and how proposed liturgical reforms either uphold or move away from the liturgical movement.

LTCM 643 The Liturgies of Holy Week and Easter (3)
This course examines the liturgies of Ash Wednesday, Holy Week, and Easter. Students will explore the historical foundations of these liturgies within the western Christian tradition, with particular focus given to their revival in the 20th century Liturgical Movement. Students will also examine in depth these liturgies as they appear in modern Anglican Prayer Books. Time will also be given to preaching in the liturgical context of the Triduum.

LTCM 644 Readings in Liturgical Theology (3)
A seminar in which students will read and discuss both foundational and recent texts in liturgical theology. This course also has the attribute of THEO.

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 Systematic Theology I (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 521 Systematic Theology II (3)
Ecclesiology is theological reflection on the nature, mission, and life of the church. It is therefore both a foundational and a practical discipline, which can generate the entire range of issues for constructive theology. The first half of the course examines the sacramental and communal ground and nature of the church, including both historical and contemporary sacramental theology. The second half of the course focuses on the life and mission of the church. It examines a variety of contemporary issues, which challenge the church's sense of both its identity and mission in the world today. These issues include conversion, globalization (including world mission), ecumenism, and liberation.

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 ofNursia, 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 571 Anglican Sacramental Theology in Ecumenical Perspective (3)
This course examines principal aspects of sacramental theology from an Anglican perspective focusing principally, but not exclusively, on the Eucharist. Developments of Anglican thought are compared and contrasted with parallel developments in other traditions, notably the Roman Catholic, Lutheran, Reformed, and Wesleyan. The course moves toward a close reading of the official texts of the 20th/21st century bilateral agreements between the Episcopal Church/Anglican Communion and principal ecumenical partners.

THEO 572 Theologies of Liberation (3)
This course asks how experiences of oppression and marginalization impact our understanding of who God is as well as our imagination for faithful practice in the church and world. The course treats liberation theology as a movement that continues to bring about new theological methods and insights. Thus, the course begins with some of the foundational texts from Latin American, feminist, Black, and womanist theology before taking up more contemporary conversations, such as ecofeminist, queer, decolonial, and disability (crip) theologies. Liberation theologies from a variety of contexts throughout the world are also incorporated.

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 612 The Church in Society: Its Marks and Its Practices (3)
This course explores the church's identity by examining its engagement in the world through worship and witness. Students will be invited to consider central questions in the study of ecclesiology by surveying a variety of approaches in the theological disciplines, especially practical theology, political and liberation theologies, and liturgical studies. While the course compels serious consideration of various Christian denominational and confessional perspectives, students will be encouraged to articulate how these frameworks inform their consideration of the contemporary situation in which the church is called to minister.

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 626 What Do Christians Know? Method and Knowledge in Christian Theology (3)
The course in Christian doctrine studies the process of doctrinal and dogmatic formulation. This course allows students to explore these interesting developments through consideration of important texts and sharing personal and pastoral experience.

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 Expeience (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 507 Optimizing Nonprofit Development Strategies in The Church (2)
This course is a valuable resource for nonprofit organizational leaders looking to enhance their fundraising efforts amid challenging economic conditions. By focusing on the fundamentals of fund development, it equips participants with essential skills to cultivate donor relationships and strategize effectively as learning how to adapt fundraising approaches in response to global economic shifts is crucial for sustainability and impact in the nonprofit sector.

MNST 508 Parish Revitalization and Redevelopment (3)
This course explores what it means to be the body of Christ considering the structural realities of the institutional church, with a special emphasis on those times when the structures feel precarious. Students are invited to explore spiritual practices for clergy and parish as all seek to be faithful in their vocations. The course considers theological and strategic resources for cultivating a renewed sense of shared mission, including considerations for worship, formation, evangelism, financial stewardship, and community engagement.

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 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 565 Cultivating New Ecclesial Communities (3)
This course explores theological frames and practical considerations for starting new ministries. It assumes that, in a rapidly changing society, all church leaders will participate in developing new communities, whether it is a new worship service, a ministry for young families, an outreach ministry, or a brand-new church. Students are equipped with strategies for cultivating community and establishing practices that are both faithful to tradition and responsive to changing contexts.

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 590 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.

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 ears of pandemic.

MNST 642 Ancient Modern Guides for the Spiritual Life of the Pastor (3)
“The theologian is one who prays,” wrote Evagrius of Pontus. This course is intended to assist in the ongoing process of transformation in Christ through encounter with God chiefly, though not exclusively, in prayer. Readings will be selected to help in this process and will include selected writings of Evelyn Underhill, A.M. Allchin, Rowan Williams, The Rule of St. Benedict, and The Cloud of Unknowing. Besides carefully reading the texts, students must be willing to commit each day to thirty minutes of quiet reflection upon them as well as thirty minutes of non-liturgical prayer.

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.

MNST 644 The Spirituality of Financial Leadership: Shaping Stewardship for Mission and Ministry (3)
This course finds opportunities to make the practical matters of church money and finances occasions for Christian witness and formation. Using familiar documents and scenarios, we’ll study fundraising, budgeting and planning, governance and internal control, and recruiting staff and volunteers. In each case we’ll find ways to reflect theologically on the decisions your congregation is making and to lead conversations in your vestry and with others that help your people imagine a countercultural economy.

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.

THBR 534 Theological Research and Writing for Theses (1)
Prerequisite: THBR 533.

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 independent study under the direction of a faculty member. 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 the policy and procedures on enrollment (http://e-catalog.sewanee.edu/theology/academic-policies-procedures/enrollment/) for more information.

Courses Open to Undergraduates

Credit for courses approved by the faculties of the School of Theology and the College of Arts and Sciences may be applied to undergraduate degrees in the College as elective credit; however, such courses may not be used to satisfy general education requirements. These courses may be used to fulfill requirements within a program of study (major, minor, or certificate of curricular study) with the consent of the appropriate College department or program, which may be expressed through the course approval process or by submitting a program of study modification form for an individual student.

Code	Title	Semester Hours
ANGL 537	C.S. Lewis: Author, Apologist, and Anglican	3
BIBL 531	Beginning Biblical Hebrew I	3
BIBL 532	Beginning Biblical Hebrew II	3
BIBL 533	Intermediate Biblical Hebrew I	3
BIBL 534	Intermediate Biblical Hebrew II	3
BIBL 535	Advanced Biblical Hebrew I	3
BIBL 559	Old Testament: The Book of Isaiah	3
CEMT 561	Climate Ethics	3
CEMT 563	Sustainability as an Ethical Problem	3
THEO 503	Foundations of Christian Spirituality	3
THEO 552	God and Nature	3
THEO 560	Creation, Evolution, and God	3

Admission, Expenses, and Financial Aid

- Admission (p. 423)
- Tuition and Fees (p. 425)
- Financial Aid (p. 426)

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 normally hold a baccalaureate degree or its equivalent from an accredited college or university.
- Official transcripts of degree granting undergraduate and 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.
- 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.

Program-Specific Requirements

Certificate of Ministerial Studies

- An ecclesiastical endorsement or permission of one's bishop.
- Completion of a recognized local formation program for ordination within The Episcopal Church.
- Evidence of ordination and a minimum of one year of ministry experience.
- 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

- Applicants should normally hold a baccalaureate degree or its equivalent from an accredited college or university.
- 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 Advanced Theological Studies

- Admission normally 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.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen and one from a church official or member of the clergy.
- An official interview is required of all applicants.

Certificate of Advanced Study in Preaching

- Admission normally 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.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen and one from a church official or member of the clergy.
- An official interview is required of all applicants.

Certificate of Advanced Study in Liturgy

- Admission normally 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.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen and one from a church official or member of the clergy.
- An official interview is required of all applicants.

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, 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.

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.
- Applicants should have an ecclesiastical endorsement (normally, postulancy for Holy Orders in the Episcopal Church or permission of one's bishop) 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 Sacred Theology

- Application to the Master of Sacred Theology (General Track) program requires a first theological degree, normally a Master of Divinity.
- Applicants for admission to the Master of Sacred Theology (Anglican Studies Track) program should normally have a Master of Divinity degree from an accredited seminary. Applicants to the Master of Sacred Theology (Anglican Studies Track) program should have an ecclesiastical endorsement (normally, postulancy for Holy Orders in the Episcopal Church or permission of one's bishop) and must submit that endorsement. This requirement may be waived when deemed appropriate by the Dean of the School of Theology.
- 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 seminary professor, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

Doctor of Ministry

- Admission to the Doctor of Ministry program normally requires evidence of a Master of Divinity degree or its equivalent; 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.
- Two letters of recommendation, one from a person who can attest to the applicant's academic acumen, normally a seminary professor, and one from a church official or member of the clergy.
- An official interview is required of all applicants.

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 2025-2026

One-half tuition and fees[1] payable by due date each semester.

Registration deposit:	$100 (paid when applicant accepts admission; nonrefundable)
Annual Full-Time Tuition:	$19,870 (all regular full-time students and non-degree-seeking full-time students; $750 per credit hour; $250 per hour audit fee)
Activities fee:	$280
Wednesday lunch fee:	$350
Vehicle registration fee:	$125
Medical insurance:	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.
University housing:	Ranges from $600 to $2,000 per month based on unit size, age, condition, and amenities
Estimated cost for books:	$1,500 per year
Part-time students:	Fee per credit hour: $830
	AUDIT fee per credit hour: $275

1

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, 2026

Registration deposit:	$100 (paid when applicant accepts admission; nonrefundable)
Fees:	2026 fees to be determined (approximately $100)
University housing:	2026 rate to be determined (approximately $610 double occupancy, $815 single occupancy)
Board:	2026 rate to be determined (approximately $565)
Tuition per credit hour:	$750
Audit fee per credit hour:	$260

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.

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.

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.

Guidelines for Financial Aid

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 Dishonesty (p. 427)
- Weekly Schedule and Class Attendance (p. 428)
- Enrollment (p. 428)
- Grading (p. 430)
- Honors (p. 432)
- Student Classification, Progress, and Status (p. 432)
- Withdrawal from School (p. 433)
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- Transcripts (p. 435)

- Evaluation and Disclosure of Personal Qualifications (p. 435)
- Spiritual Formation (p. 435)
- Inclusive Language (p. 437)
- Assistance for Students with Disabilities (p. 437)
- Immunization and Health Insurance (p. 437)
- Release of Student Information (p. 438)
- Other University Policies and Procedures (p. 439)

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.

The use of artificial intelligence (AI), including but not limited to large-language models such as ChatGPT or Google Gemini, to produce written work for submission constitutes plagiarism, defined in this academic catalog as "the submission of one's own ideas, words, and writings of another." Accordingly, submission of any materials generated by AI tools for assignments will be treated as academic dishonesty, unless specifically authorized in advance by the instructor as a pedagogical tool.

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 (https://offices.vassar.edu/dean-of-the-college/documents/sources/). Dartmouth College has also developed useful guidance, available here (https://writing.dartmouth.edu/support/sources-and-citations/).

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.[1]

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.

1

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-summers-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 (General Track), Master of Sacred Theology (Anglican Studies Track), 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 2.67 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, Doctor of Ministry, and Certificate of Advanced Theological Study

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 2.67 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, Certificate of Theological Studies, and Certificate of Ministerial 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, Doctor of Ministry, and Certificate of Advanced Theological Study

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 2.67 or higher, the student has not been rated "provisional" or "inadequate" due to failure of a course or a grade point average below 2.67, 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. 427).
- 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.

Because the issues involving immigration and financial aid are highly complex, international students should not expect to change degree programs before completion of the degree to which they have been admitted.

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 earned as part of another graduate degree may be used as shared credits. Not more than half of the credits required for the other degree may be applied to the program at the School of Theology and shared credits between degrees may not exceed two-thirds of the degree receiving the credits. 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. 435) 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 junior evaluation after the first semester of study, 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.

Spiritual Formation

Formation

The School of Theology is an educational institution, but it is also a place of formation. "Formation" involves academic, spiritual, and professional development, so that a student may be equipped to be "devout, learned, and useful," whether as clergy or laity in service to the church. Most of the School of Theology's policies and procedures necessarily focus on academic formation, because we are a graduate school of the University. At the same time, as a seminary of the church, we take seriously the broader work of formation, with its attention to spiritual and professional development.

Spiritual Formation

Anglican spirituality presumes participation in the eucharist, the daily office, and personal prayer. To that end, we expect that students in residence will worship daily in the Chapel of the Apostles, participating in a minimum of one service of public worship each day, to include the principal eucharist of the community on Wednesdays at 11:00 a.m. Students in low-residence programs, such as the Advanced Degrees Program or ACTS, are encouraged to participate in daily worship in the chapel when they are in Sewanee.

Far from a burden, participation in corporate worship and common prayer is part of what it means to be a baptized Christian: "to continue in the apostles' teaching and fellowship, in the breaking of bread and the prayers," as the prayer book puts it. On a spiritual level, it knits us in the body of Christ, the *ekklesia*, the assembly. On a practical level, it fosters liturgical competence in those who are called to lead worship as clergy, and its language and imagery shapes the theological imagination of students and faculty alike. Personal prayer undergirds and sustains our relationship with God.

To foster their spiritual formation, Anglicans have traditionally used a variety of resources, such as spiritual directors/companions, retreats/quiet days, auricular confession, and peer groups. The School makes these resources available to students.

Students in the residential programs are expected to develop a rule of life with their advisors. Over the course of their time, they will participate in small group conversations with their advisors and fellow advisees, to support each other in the effort to live into one's rule. We expect that students will also meet regularly with a spiritual director/spiritual companion.

Professional Formation

As persons being formed as clergy and lay leaders for the Episcopal Church, students in the M.A., M.Div., D.A.S., and S.T.M. (Anglicans Studies) programs are acquiring the skills, dispositions, and competencies of a new profession. Important elements of professionalism, such as personal integrity, maturity, work ethic, self-restraint, resilience, and adaptability, are qualities in all persons that grow and deepen in seminary. Other elements, more peculiar to an ecclesiastical vocation, may be newly demanded, e.g., appropriate relationship to authority, the keeping of confidentiality, the capacity to equip and lead others. Finally, one must learn to work with discretion within the culture of the church, understanding the stated and implied expectations of clergy and lay leaders.

Students acquire these habits both in and out of the classroom. In particular, contextual education and Clinical Pastoral Education each provide a venue in which students can operate in the role of religious leader, applying classroom learning in a field setting, practicing the skills and habits of a professional, and then reflecting on their experience in colloquies. Through this process, students become curious and collaborative professionals.

The advisor

The advisor is a critical resource for students in their academic, professional, and spiritual formation. Advisors are concerned with the development of the whole person.

It is the advisor who helps the student navigate degree requirements and devise a course of study. Although each student has the ultimate responsibility for becoming familiar with and meeting graduation requirements, 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.

In addition, the advisor is a valuable resource in assisting students to develop or deepen the professionalism required by their callings. As a guide in the formation process, the advisor helps the student reflect on their learning and identify areas for further growth. The nature of the advisor's involvement varies: a new M.Div. student preparing for ordination will have different concerns than an M.A. student nearing graduation or a D.Min. student already serving in a parish.

In addition, the advisor assists students in residential programs in devising a rule of life. The student should consult with the advisor concerning the rule at least at the start of each academic year, though the rule may be revised at any time. The advisor is neither a spiritual director nor a counselor, but a mentor through the process of formation. The advisor helps the student frame a rule that addresses spiritual, physical, and mental health, maintaining an appropriate balance in obligations. The student then meets with the advisor and fellow advisees on a regular basis, typically twice a month, for mutual support in keeping the rule. The rule need not be shared with the group in all its detail; the point is to share how one is faring in one's attempt to live up to a rule of one's own devising, and to be supported in the discipline of following a rule.

The rule of life

A rule of life is a pattern that is consciously adopted to support one's commitment to live as God calls us. Rather than a burdensome obligation, it is a means of creating balance and harmony in one's life, establishing practices that nurture one's life in Christ. It takes as a starting point the Baptismal Covenant, with its articulation of Christian living, and expands on it in practical ways. It is an important element in formation for those in the School's residential programs.

An individual rule of life should be both simple and realistic. It must be sustainable, recognizing the many demands of seminary and taking account of one's obligations to others. It addresses spiritual, relational, physical, and emotional elements, and it is a means to an end, helping one live faithfully according to God's will. A typical rule for a seminarian should include the following:

- participation in the Eucharist
- recitation of the Daily Office
- daily personal prayer
- spiritual direction
- quiet days
- study
- physical exercise
- adequate sleep and nutrition
- time with loved ones
- stewardship of resources (time and money)

For many, it will also include:

- auricular confession
- contemplative prayer/ meditation
- retreats

The Society of St. John the Evangelist offers a resource to help develop a rule: *Living Intentionally: A Workbook for Creating a Personal Rule of Life*, (https://www.ssje.org/wp-content/uploads/2017/11/Living-Intentionally.pdf).

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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
- Meningococcal (only required for under 22 years old)

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 (https://new.sewanee.edu/campus-life/flourishing/wellness-commons/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 31
  - Advanced Degrees Program summer session — May 15
- School of Letters programs summer session – June 1

Records may be sent by fax to (931) 598-1746 or by email to uhs@sewanee.edu. Copies may be mailed to:

University Health Services
604 University Avenue
Sewanee, TN 37383

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 crpatton (crpatton@sewanee.edu)@sewanee.edu (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 (https://new.sewanee.edu/files/resources/ferpa-policy-2.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/).

Discrimination and Misconduct Policies and Procedures

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

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

- Title IX Coordinator, J. Albert Woods Laboratories Room 138, 735 University Avenue, Sewanee, TN 37383. Telephone: (931) 598-1420. Email: titleix@sewanee.edu;
- 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; or
- Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Telephone: (800) 421-3481. Email: ocr@ed.gov.

The full policy on Non-Discrimination, Harassment, and Retaliation may be found here (https://new.sewanee.edu/files/resources/non-discrimination-policy.pdf).

Courses in the School of Theology

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 503 Hebrew Reading: The Old Testament Lessons in RCL Year C (3)
This course is both an intermediate Biblical Hebrew class and a practical outfitter for ministers seeking to preach and teach Old Testament texts in congregational settings. Each week students prepare a set number of first readings and/or Psalms that appear in the Revised Common Lectionary Year C for study in class. Activities and assignments emphasize reinforcing Hebrew language skills and highlighting homiletical/pedagogical strategies for engaging the Old Testament This course is appropriate for Hebrew learners of all experience levels. The final grade is based on student effort, participation, and individual Hebrew learning progress. *Prerequisite: BIBL 531.*

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 1, 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 552 Spirit(s), Angels, and Demons in the Bible (3)
This course surveys the stories, rituals, and myths that surround spirit phenomena in biblical literature using examples from the Old Testament, Second Temple Jewish literature, and New Testament. Recognizing that spirit phenomena do not always fit into modern categories like "medicine," "psychology," or even "religion," this course employs theoretical models developed by scholars who have studied and experienced contemporary spirit practices firsthand, including cultural anthropologists, ethnographers, and Pentecostal/charismatic theologians. A special emphasis is placed on how ministry leaders can illuminate spirit texts from the Bible in local church settings.

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 Biblcial, 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 Cyrrhus'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 1 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 languauge 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 596 Gospel of John in Culture, History, and Art: A reading from the St. John's Bible, Heritage Edition (3)
The overall purpose of this course is to offer a detailed exegetical analysis of the Fourth Gospel within the larger Jewish and Graeco-Roman contexts and in relation to the synoptic gospels. Each student will read the text of the gospel from Kurt Aland (ed.) Synopsis of the Four Gospels and will impersonate a commentator (ancient or modern) throughout the course. We will also assign to each participant a critical role that employs the diverse methodology of literary, rhetorical, and historical criticism. In addition to these cultural and critical historical tasks, we will read from the St. John's Bible, the Heritage edition and engage with the art of calligraphy and iconography displayed in this beautiful artifact. To accomplish these goals, the class will run as a workshop, relying on the individual contribution of each participant,.

BIBL 597 Jews and Judaism in Christian Scripture (3)
"Did Israel not understand?" Paul asks in Romans 10:19. Articulating the relationship between Jews and the Jesus movement has always been a theological imperative for the church. Today, Christians grapple with legacies of antisemitism and anti-Judaism in the church, as well as the ways in which conceptions of Jews and Judaism have helped determine how Christian theology has portrayed other 'others' in church history. This seminar examines these issues through the lens of biblical theology, studying how ancient and modern Christian biblical scholarship has portrayed Jews and Judaism, and the mechanisms by which these interpretations are passed on to congregations. *Prerequisite: BIBL 501.*

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 11 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 503 Ethics for Christians Other Aliens:The Radical Episcopal Ethics of Scudder, Stringfellow, Dozier (3)
The lay Episcopal theologians Vida Scudder, William Stringfellow, and Verna Dozier represent a distinctive ethic in US Episcopalianism. Characterized by radical biblicism, subversive anti-institutionalism, and political activism, this ethic nonetheless stands within the Anglican moral theological tradition of Maurice, Gore, and Temple. In addition to engaging deeply with each of these three original thinkers, this class situates them in that broader tradition, looking at those historical antecedents as well as later successors such as Pauli Murray, Luke Bretherton, and Kathryn Tanner. *Prerequisite: CEMT 511.*

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 610 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 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 548 Anglican Divines in the Long Seventeenth Century (3)
This course is an introduction to the development of the character, polity, and spirituality of the Church of England in the years from the end of Elizabeth I to the “settlement” of Queen Anne, the so-called “long” seventeenth-century. It is the experiences of the seventeenth century which give England its Protestant patriotism, and so the course aims to outline the causes of the Civil War(s) of the British Isles and the consequences for the polity and spirituality of the church and people. This course will examine the work of some of the most influential writers and theologians in the Anglican tradition, including George Herbert, John Donne, and Jeremy Taylor.

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 598 Research Project (3)
M.A. students in the Church History concentration register for CHHT 598 while pursuing their research project.

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, Trible, 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/anamnetic 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 545 Pastoral Preaching I (3)
This class will focus on the particular challenges of preaching on the Lesser Feasts and Fasts and other occasions often encountered in parish ministry. In addition to lectures and course readings, students will analyze and critique homilies by established preachers as well as prepare and preach homilies in class, as assigned by the instructor.

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 621 Preaching With(In) the Global Communion: Learning from International Homiletics (3)
This course will examine how preaching is conceived and practiced in a wide range of global contexts, specifically studying insights of international homileticians.

HOML 622 Preaching & 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.

HOML 623 Biblical Preaching Effective Leadership (3)
This course is designed to help preachers connect the power and practice of preaching with the necessary skills to lead people in an organization or church setting. Combining skills in cultural exegesis, sermon development, and leadership studies, this course will provide practical insights to inform how preachers engage in the practice to move communities toward fulfilling their missions.

HOML 624 Finding Your Preaching Style (3)

HOML 625 Word and Method: Homiletical Frameworks in Historical Perspective (3)

HOML 627 Preaching the Pastoral Offices (3)
"Preach the Gospel at all times". But how to do this in the most sensitive or unpropitious circumstances such as the major life events that accompany baptisms, marriages, and funerals? Reviewing the heritage of Christian pastoral preaching, and exploring the social and cultural changes of the last fifty years, this course will allow the sensitive preacher to develop the tools and experience to preach confidently in the most unpromising of occasions.

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. The course includes an overview history of music in the Anglican tradition, entry points for theological engagement with and discussion of the role of music in the liturgy, skill-building for engagement with the *Hymnal 1982* and other supplemental printed resources, 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 509 Sing my tongue the glorious battle: The Music of Holy Week (3)
Every liturgy between Palm Sunday and the Easter Vigil has provision for extensive musical enactment, and the observances of Holy Week have inspired some of the most moving musical compositions in the Church's canon. This course explores the history of liturgical music for Holy Week, considering capstone settings by a variety of composers from the Middle Ages to the present day, and also allows students to examine the potential for musical enactment of these liturgies in their own parish and ministry settings. *Prerequisite: LTCM 507 or LTCM 511.*

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* (with its Musical Appendix), the *Hymnal 1982*, and the Appendix to Volume 1 of the *Hymnal*, which may be sung by deacons, priests, and/or bishops; there are also supplementary musical items for occasional liturgies found elsewhere. 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 541 Christian Initiation (3)

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)
Music – both liturgical and domestic – played a vital role in the rollercoaster of religious debates, upheavals, and evolutions of the nascent Church of England and its sibling churches in the British Isles, Europe, and beyond. This course will examine the various ways that music was variously a player, driver, evangelist, casualty, and beneficiary of the doctrinal, ecclesiastical, ritual, and political currents that shaped the formation of the Anglican ethos from the early sixteenth century through the Acts of Union of 1707. *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 605 History of Anglican Church Music (3)
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. Modern day composers representing the 21st century will also be part of this survey.

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.

LTCM 639 The Prayer Book in its North American Context (3)
This course examines the history of the development of the Book of Common Prayer in the United States, with an eye towards Canada and Mexico as well. Course topics include the revisions of 1789, 1892, 1928, and 1979. Special attention will be paid to the Liturgical Movement of the mid-twentieth century and its implications for the revision of 1979. The course will also look towards possibilities for future Prayer Book revision.

LTCM 640 Early Christian Initiation and Eucharist (3)
This course studies the Rites of Christian Initiation and their Eucharistic culmination in the early Churches of the Christian East and West along with the feasts and seasons of the liturgical year and daily prayer. Special attention will be given to both historical development and theological interpretation.

LTCM 641 Rachel's Tears, Hannah's Hopes: Pastoral Liturgies Related to Childbearing, Child Loss, Adoption, an (3)
In this course, we will examine the liturgical, pastoral, and theological resources related to issues around adoption, childbirth, child loss, foster care, and infertility. We will examine the ways these issues are presented in scripture, and how the Church has sought to address them historically. We will then turn to the liturgies of Enriching Our Worship V to discuss the ways the Episcopal Church's official liturgies address the needs of those going through these experiences, and how these resources can be incorporated into the parish context.

LTCM 642 The Liturgical Movement in Anglican Context (3)
This course will examine the liturgical movement within an Anglican context. It will examine the historical antecedents of the liturgical movement, as well as its foundational texts. It will then explore the ways Anglican churches, in particular the Episcopal Church, took up the vision of the liturgical movement and how that manifested in the liturgical reforms of the mid-twentieth century. The course will end by looking at the ways the vision of the liturgical movement has or has not been embraced since the movement itself, and how proposed liturgical reforms either uphold or move away from the liturgical movement.

LTCM 643 The Liturgies of Holy Week and Easter (3)
This course examines the liturgies of Ash Wednesday, Holy Week, and Easter. Students will explore the historical foundations of these liturgies within the western Christian tradition, with particular focus given to their revival in the 20th century Liturgical Movement. Students will also examine in depth these liturgies as they appear in modern Anglican Prayer Books. Time will also be given to preaching in the liturgical context of the Triduum.

LTCM 644 Readings in Liturgical Theology (3)
A seminar in which students will read and discuss both foundational and recent texts in liturgical theology. This course also has the attribute of THEO.

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.

THBR 534 Theological Research and Writing for Theses (1)
Prerequisite: THBR 533.

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 Systematic Theology I (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 521 Systematic Theology II (3)
Ecclesiology is theological reflection on the nature, mission, and life of the church. It is therefore both a foundational and a practical discipline, which can generate the entire range of issues for constructive theology. The first half of the course examines the sacramental and communal ground and nature of the church, including both historical and contemporary sacramental theology. The second half of the course focuses on the life and mission of the church. It examines a variety of contemporary issues, which challenge the church's sense of both its identity and mission in the world today. These issues include conversion, globalization (including world mission), ecumenism, and liberation.

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 ofNursia, 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 571 Anglican Sacramental Theology in Ecumenical Perspective (3)
This course examines principal aspects of sacramental theology from an Anglican perspective focusing principally, but not exclusively, on the Eucharist. Developments of Anglican thought are compared and contrasted with parallel developments in other traditions, notably the Roman Catholic, Lutheran, Reformed, and Wesleyan. The course moves toward a close reading of the official texts of the 20th/21st century bilateral agreements between the Episcopal Church/Anglican Communion and principal ecumenical partners.

THEO 572 Theologies of Liberation (3)
This course asks how experiences of oppression and marginalization impact our understanding of who God is as well as our imagination for faithful practice in the church and world. The course treats liberation theology as a movement that continues to bring about new theological methods and insights. Thus, the course begins with some of the foundational texts from Latin American, feminist, Black, and womanist theology before taking up more contemporary conversations, such as ecofeminist, queer, decolonial, and disability (crip) theologies. Liberation theologies from a variety of contexts throughout the world are also incorporated.

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 612 The Church in Society: Its Marks and Its Practices (3)
This course explores the church's identity by examining its engagement in the world through worship and witness. Students will be invited to consider central questions in the study of ecclesiology by surveying a variety of approaches in the theological disciplines, especially practical theology, political and liberation theologies, and liturgical studies. While the course compels serious consideration of various Christian denominational and confessional perspectives, students will be encouraged to articulate how these frameworks inform their consideration of the contemporary situation in which the church is called to minister.

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 626 What Do Christians Know? Method and Knowledge in Christian Theology (3)
The course in Christian doctrine studies the process of doctrinal and dogmatic formulation. This course allows students to explore these interesting developments through consideration of important texts and sharing personal and pastoral experience.

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 Expeience (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 507 Optimizing Nonprofit Development Strategies in The Church (2)
This course is a valuable resource for nonprofit organizational leaders looking to enhance their fundraising efforts amid challenging economic conditions. By focusing on the fundamentals of fund development, it equips participants with essential skills to cultivate donor relationships and strategize effectively as learning how to adapt fundraising approaches in response to global economic shifts is crucial for sustainability and impact in the nonprofit sector.

MNST 508 Parish Revitalization and Redevelopment (3)
This course explores what it means to be the body of Christ considering the structural realities of the institutional church, with a special emphasis on those times when the structures feel precarious. Students are invited to explore spiritual practices for clergy and parish as all seek to be faithful in their vocations. The course considers theological and strategic resources for cultivating a renewed sense of shared mission, including considerations for worship, formation, evangelism, financial stewardship, and community engagement.

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 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 565 Cultivating New Ecclesial Communities (3)
This course explores theological frames and practical considerations for starting new ministries. It assumes that, in a rapidly changing society, all church leaders will participate in developing new communities, whether it is a new worship service, a ministry for young families, an outreach ministry, or a brand-new church. Students are equipped with strategies for cultivating community and establishing practices that are both faithful to tradition and responsive to changing contexts.

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 590 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.

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 ears of pandemic.

MNST 642 Ancient Modern Guides for the Spiritual Life of the Pastor (3)
“The theologian is one who prays,” wrote Evagrius of Pontus. This course is intended to assist in the ongoing process of transformation in Christ through encounter with God chiefly, though not exclusively, in prayer. Readings will be selected to help in this process and will include selected writings of Evelyn Underhill, A.M. Allchin, Rowan Williams, The Rule of St. Benedict, and The Cloud of Unknowing. Besides carefully reading the texts, students must be willing to commit each day to thirty minutes of quiet reflection upon them as well as thirty minutes of non-liturgical prayer.

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.

MNST 644 The Spirituality of Financial Leadership: Shaping Stewardship for Mission and Ministry (3)
This course finds opportunities to make the practical matters of church money and finances occasions for Christian witness and formation. Using familiar documents and scenarios, we'll study fundraising, budgeting and planning, governance and internal control, and recruiting staff and volunteers. In each case we'll find ways to reflect theologically on the decisions your congregation is making and to lead conversations in your vestry and with others that help your people imagine a countercultural economy.

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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