College of Arts and Sciences

Catalog 1997-98
Announcements 1998-99
The University of the South consists of a College of Arts and Sciences and a School of Theology.

The College is a four-year liberal arts institution governed by a Board of Trustees, most of whom are elected by 28 dioceses of the Episcopal Church.

Founded in 1857 as a men's college, it has been coeducational since 1969.

Approximate full-time enrollment is 1,300 students.

The College is located on the Cumberland Plateau, 50 miles west of Chattanooga and 90 miles southeast of Nashville, Tennessee. Interstate 24 is four miles away at Monteagle.

A strong teaching faculty of 134 members, 105 full-time, 29 part-time, provides instruction. Earned doctorates or the equivalent professional degrees are held by 100% of the permanent faculty.

The student/faculty ratio is 10:1.

The duPont Library contains more than 469,000 catalogued volumes, plus over 400,000 government publications.

The Sewanee Review, published by the University, is the oldest literary quarterly in the United States and is regarded as one of the best periodicals of its kind.

The buildings at Sewanee are collegiate gothic in design and built of native sandstone.

The College is located on 10,000 acres known as the “Domain,” in an area of great natural beauty. Cliffs, trails and caves provide many opportunities for outdoor activities at all times of the year.

More than 30% of the student body participates in intercollegiate athletics; more than 70% in intramural sports.

Sewanee has had 23 Rhodes Scholars and 19 National Collegiate Athletic Association Postgraduate Scholars. In each case, this is one of the best records held by a liberal arts college.

Some 35 to 40 students (all classes) every year are National Merit Scholars.

Approximately 38% of Sewanee's students receive need-based financial aid administered by the University.
The University of the South

College of Arts and Sciences
Catalog 1996-97

Announcements for Session of 1997-98

LEGAL TITLE OF THE UNIVERSITY
“The University of the South”

The University of the South does not discriminate in employment, the admission of students, or in the administration of any of its educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, age, disability, veteran/reserve/national guard status, or religion (except in the School of Theology’s Master of Divinity program, where preference is given to individuals of the Episcopal faith and except for those employment positions where religious affiliation is a necessary qualification). The University of the South complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the I.R.S. Anti-Bias Regulation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act. The Associate Provost of the University of the South, Dr. Laurence R. Alvarez, 735 University Avenue, Sewanee, TN, 37383-1000, 931-598-1000, is the person responsible for coordinating the university’s effort to comply with these laws.

This catalog provides information which is subject to change at the University’s sole discretion. It does not constitute any form of contractual agreement with current or prospective students or any other person. It is edited under the direction of the Office of the Registrar.
The University of the South is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters, and doctoral degrees.

In accordance with the Higher Education Act of 1965, as amended by the Drug-Free Schools and Community Act of 1989, the Student-Right-to-Know Act of 1990, and the Crime Awareness and Campus Security Act of 1990, this publication includes certain information these laws require be disclosed to current and prospective students, including information on graduation rates, financial aid, tuition, academic programs, and campus security. Further information is published annually in a pamphlet entitled “Campus Safety and Security Information and Drug-Free Campus Statement.” Copies and additional information are available in the Offices of Admission and Communications.
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Academic Calendar 1998–99

Advent Semester – 1998
August 22, Saturday ...................... New students arrive.
August 23, Sunday ....................... Orientation begins.
August 25, Tuesday ...................... Returning students arrive.
August 26, Wednesday ................... Registration for all students.
August 27, Thursday ..................... Classes begin.
September 7, Monday ................... Opening Convocation of the University.
September 18-20, Friday-Sunday ........ Parents' Weekend.
October 13, Tuesday ..................... Founders' Day.
October 14, Wednesday ................. Mid-Semester.
October 17, Saturday .................... Alumni Homecoming.
October 23, Friday ....................... Fall break begins at 5:00 p.m.
October 28, Wednesday ................. Classes resume.
November 1, Sunday ..................... All Saints' Day.
November 25, Wednesday ............. Thanksgiving holidays begin at noon.
November 30, Monday ................. Classes resume.
December 8, Tuesday .................... Last day of classes.
December 9, Wednesday ................. Reading day.
December 10, Thursday .................. Final examinations begin.
December 12, Saturday .................. Reading day.
December 16, Wednesday .............. Final examinations end.
December 17, Thursday ................. Dormitories close at noon.

Easter Semester – 1999
January 17, Sunday ....................... Dormitories open.
January 18, Monday ..................... Registration for all students.
January 19, Tuesday ..................... Classes begin.
January 26, Tuesday ..................... Opening Convocation of the University.
February 14 - February 16 ............ Regents meetings.
February 17, Wednesday ............... Ash Wednesday.
March 8, Monday ......................... Mid-Semester.
March 17, Wednesday ................... Spring vacation begins at 5:00 p.m.
March 29, Monday ....................... Classes resume.
April 2, Friday ........................... Good Friday.
April 4, Sunday .......................... Easter Day.
May 5, Wednesday ....................... Last day of classes.
May 6, Thursday .......................... Reading day.
May 7, Friday ............................. Final examinations begin.
May 9, Sunday ............................ Reading day.
May 12, Wednesday ..................... Final examinations end.
May 15, Saturday ......................... Baccalaureate.
May 16, Sunday ........................... Commencement Day.
May 17, Monday .......................... Dormitories close at noon.

Summer School – 1999
June 13, Sunday ......................... Dormitories open.
June 14, Monday ......................... Registration for all students.
July 21, Wednesday ...................... Last day of classes.
July 22, Thursday ....................... Reading day.
July 23, Friday ........................... Final examinations begin.
July 24, Saturday ....................... Final examinations end.
July 25, Sunday .......................... Dormitories close at noon.
The University Purpose

The aims and purposes of the University and the College of Arts and Sciences are set forth in the following statements adopted by the Board of Trustees on May 7, 1993:

"The University of the South, an institution of the Episcopal Church, exists for education in such disciplines as will increase knowledge, understanding, and wisdom, pursued in close community and in full freedom of inquiry, and enlightened by Christian faith, to the end that students may be prepared to search for truth, to seek justice for all, to preserve liberty under law, and to love and serve God and humanity."

"The purpose of the College of Arts and Sciences of the University of the South is to develop the whole person through a liberal arts education of high quality. Sewanee is committed to the college of liberal arts as a distinct unit in the educational system of our country. The College’s aims include training in personal initiative, in social consciousness, in aesthetic perception, in intellectual curiosity and integrity, and in methods of scientific inquiry. It endeavors to achieve these objectives with excellence in the context of a small college with a faculty of character and distinction maintaining close personal contact with a carefully selected group of students."

"The purpose of the School of Theology is to provide for the Church a committed leadership both clergy and lay which is both informed by the Word of God and skilled in the theological disciplines. It seeks to offer an education in which the student’s experiences is confronted by the revealed presence of God in Christ both in terms of the Church’s heritage and of life within a Christian community. It is our intention that a Christian meaning will be formed that will constitute a source of strength and stability for a flexible ministry to the individual and to the world which is both prophetic in its witness and redemptive in its purpose."
Academic Program

Introduction

The University of the South (Sewanee) offers a challenging and stimulating program in the liberal arts that is the basis for an understanding of the world, society, and one’s self. The emphasis at Sewanee is on mastery of fundamental disciplines. Degree requirements in literature and the arts, mathematics and the natural sciences, history and the social sciences, and philosophy and religion are rigorous and extensive. Moral and spiritual values are a vital part of the educational experience, both inside and outside the classroom. While non-sectarian in its teaching and recruiting of students and faculty, the College honors its Christian heritage and finds that faith and reason are mutually enriching.

Sewanee is a small, residential university, where student/faculty relations are close. Its location distances the academic community from the problems and distractions of many urban areas. At the same time, the University has an unusually rich cultural and intellectual life provided by lectures, concerts, plays, and such internationally known events as the Sewanee Medieval Colloquium. The academic program of the College of Arts and Sciences is aimed at developing the intellect and character of its students in such a way as to prepare them for lives of service in a rapidly changing world.

Core Curriculum

The general degree requirements are the heart of the educational program at any college or university. The courses all students are required to take are those the entire faculty endorses as key components of the educational experience. Since the late 1970s, such general degree requirements at American colleges and universities have often been called the “core curriculum.” This term is appropriate. What an institution of higher learning requires all students to take is, in its collective opinion, the core of knowledge, ideas, and values around which the liberal education is structured. Such a core is essential to the full development of an educated person. On the basis of the core curriculum, a student is expected to grow and mature as a human being, capable of rational analysis and moral discernment and capable of giving effective expression to his or her ideas.

In the spring of 1990, the College faculty approved a series of changes in the curriculum intended to enhance and strengthen the educational experience of students and to provide more opportunities for students and faculty members to work closely together. Accompanying the changes was an explicit description of the aims and objectives of the core curriculum required of all students. The core curriculum for students entering in or after August 1991 comprises the following elements:
Language and Literature: one course in English and one course in a foreign language at the 300-level. One course in English is required in order that all students may learn to read critically some significant literary works, be introduced to ways literature can be interpreted, and learn some of the effective techniques for writing clear, correct, and persuasive English prose. One course in a foreign language, either ancient or modern, at the 300-level is required in order that all students may develop some insight into the way language itself works—which can often be seen best in a language not one’s own—and some understanding of the literature and culture of another people. At the 300-level (the fourth semester, as languages are numbered here), a student should have considerable facility in speaking a modern language and be able to read serious works of literature written in the language being studied, whether ancient or modern. Students who begin foreign language study at a level below that of 301 must complete each semester course in sequence before attempting a 300-level course (e.g., a student beginning in 104 must also pass 203 before entering 301). With the approval of the foreign language department concerned, a student who has completed two or more years of foreign language in secondary school may be allowed to take the first semester of that language for full credit both in hours and in quality credits.

Mathematics and the Natural Sciences: one course in mathematics and two courses in the natural sciences. Mathematics is essential to all systematic inquiry in the natural and social sciences and is a study that can return great intellectual and aesthetic satisfaction. Students at Sewanee should have the experience of pursuing mathematics and the natural sciences to the point where they have some understanding of the methods involved in scientific work and an enhanced knowledge and appreciation of the natural world. Accordingly, at least one of the two science courses required must have a full laboratory, which meets for approximately the same number of hours as the lecture class meets each week.

History and the Social Sciences: one course in history and one course in the social sciences. A study of some of the most important themes in the history of our civilization is essential for any educated person. The required history course introduces students to significant developments since classical antiquity. While it focuses primarily on the Western tradition, attention is given to other traditions particularly when and as they affect the experience of westerners. The course also introduces students to some of the ways of approaching historical study. Much of the course content in all divisions of the core curriculum deals with Western civilization. Other courses in the core curriculum complement what this course is designed to achieve. A course in anthropology, economics, or political science enables a student to approach social issues and problems with some of the tools and techniques these disciplines have developed. No one can understand the world in which we live without knowing something of how social scientists work. Their work can also suggest ways in which modern social problems can be alleviated.
Philosophy and Religion: one course in philosophy or religion, interrelated disciplines that examine the fundamental bases of human experience—the ways human beings think, form values and live by them, and conceive of human life and the cosmos itself. The introductory courses in both philosophy and religion examine key ideas and texts in the Judaeo-Christian tradition. Philosophical and religious studies are integrative by their very nature and aim to help students achieve a coherent view of themselves and their world as the complexities of thought and experience allow. One course at the introductory level in either discipline is required of all students to help them become more critical, more reflective, and more aware of transcendent values. This is only one of several courses where students examine moral and ethical problems, ideas from ancient and modern philosophy, and beliefs from the Judaeo-Christian and other religious traditions. Others include the introductory courses in English and history. This course in philosophy or religion is intended to introduce students to intellectually rigorous and responsible ways of approaching these subjects.

The Fine and Performing Arts: one course in fine arts, music or theatre. The aesthetic disciplines offer a richness of ways through which human beings can express the ideas and values of their own experience and cultures. Students are required to take one course focusing on artistic activities that draw on the intellectual, emotional, moral and spiritual resources of human beings. In every case, the course should provide a framework for understanding how particular techniques relate to the history and theory of the medium being studied.

Writing-Intensive Courses: two courses designated as writing-intensive. Writing clear and effective English prose is not only one of the marks of an educated person but is essential to many of the most significant and influential professions in our society. The ability to write well—like the ability to speak well—is not learned overnight or in a single course. It is a skill that comes through long practice together with expert and resourceful guidance. Every academic course at Sewanee should improve a student’s writing skills. In addition, each student must take at least one course in the freshman year and one course in the sophomore or junior year where special attention sharpens these skills by means of frequent writing assignments, conferences with the instructor, and opportunities to rewrite and revise writing assignments. As a result, each Sewanee student should be able to express himself or herself with a good deal of skill by the time of graduation.

Interdisciplinary Humanities Program: The Interdisciplinary Humanities Program is a sequence of four chronologically arranged courses, ordinarily intended for freshmen and sophomores, which introduces the cultural history of the western world. The program is team-taught, with joint lectures for all students and smaller discussion sections. It focuses on major phenomena in western arts, literature, history, philosophy and religion. Students who complete the entire Humanities sequence receive credit for four College course requirements: Philosophy/Religion,
History, Fine Arts, and English 101, as well as two course credits designated as writing-intensive. These credits also satisfy 100-level prerequisites for upper-level courses in English, History, Philosophy, Religion, and Music and for these upper level courses in Fine Arts for which Fine Arts 103 is prerequisite. The equivalent of one full course (4 semester hours) is considered part of the major field for English, Fine Arts, and History. A student who receives credit for the full Humanities sequence may not receive credit for English 101 or History 100. Those who complete only part of the Humanities sequence receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Those who complete two Humanities courses receive one writing-intensive course credit.

Physical Education: two courses (not counted among the thirty-two full academic courses required for graduation) in physical education. As the Greeks and Romans understood, healthy bodies and minds are closely connected and need to be cultivated together. Students are required to take two from among the array of courses offered by the physical education staff in order to learn about the proper care of the body, the value of regular exercise, and some appreciation of individual and team sports.

The faculty is convinced that this core curriculum, including at least nine academic courses (plus the one to three additional courses in foreign language that may be required for a particular student to reach the 300-level), when combined with an approximately equal number of courses in the major and an approximately equal number of elective courses, best helps students achieve the objectives set out for the College of Arts and Sciences in the Statement of Purpose (see page 5).

The faculty expects a student to have completed all prescribed courses, except the final course in foreign literature, before the beginning of the fourth year.

The prescribed courses (core requirement) shall be taken and passed at The University of the South by all except transfer students. Only coursework taken by these students prior to admission to the college may be evaluated as possible substitutions for prescribed courses. Further exceptions may be considered by the Office of the Dean upon the written recommendation of the department chair concerned.

The College’s aims include training in personal initiative, in social consciousness, in aesthetic perception, in intellectual curiosity and integrity, and in methods of scientific inquiry.

Degree Requirements and Academic Regulations

Students who entered the college prior to the fall of 1991 should refer to an earlier College Catalog for a description of the graduation requirements at that time. The following information pertains to those students who matriculated after August 1, 1991, and are in effect for students entering in August of 1997. Those entering at a later time should check a later catalog for any changes in degree requirements.
To earn a bachelor's degree (Bachelor of Arts or Bachelor of Science) a student must complete 32 full academic courses (equal to 128 semester hours) plus two physical education credits, and must attain a grade point average of at least 2.00 on all academic work at Sewanee. A student must spend at least four semesters in residence, including the final two semesters. The minimum academic load per semester is three courses. During the first two years, a student’s courses will generally be selected from the list of prescribed courses. During the last two years, a student’s courses are usually selected from those offered in a major field of study but also include an ample number of electives. The College offers a broad undergraduate education in the arts and sciences rather than a highly specialized education. Therefore, graduates are required to complete 21 full academic courses (84 semester hours) outside the major field. Students may take as many courses in the major field as opportunity allows but should realize that taking more than 11, whether or not the courses are designated as counting in the major, will mean that the student must complete more than the minimum of 32 full academic courses required for graduation. During the final year, each student is required to pass a comprehensive examination in the major field before graduation.

The Core Requirements for a Bachelor’s Degree

1. Language and Literature
   a. English 101
   b. Two writing-intensive courses
   c. A foreign language at the third-year level or above
      • The foreign language requirement may be satisfied by the completion of two languages through the second-year level

2. Mathematics and Natural Science
   a. One course in mathematics (courses in computer science do not count toward this requirement)
   b. Two courses in the sciences, one of which must be a laboratory course
      • In psychology the only courses counted toward this requirement are 105, 107, 108, 353, 354, and 357; a student may not receive credit for both 105 and 107.
      • In forestry the only courses counted toward this requirement are 111, 114, 121, 303, and 311.

3. Social Science
   a. History 100
   b. One course in anthropology, economics, or political science
      • Economics 215, 216 do not fulfill this requirement.

4. Religion and Philosophy
   One course in either religion or philosophy
   • In philosophy, the only courses counted toward this requirement are 101, 103, 202, 203, and 204.
5. Arts

One course in the arts (fine arts, music, or theatre)
- Two half-courses in theatre can be used in fulfillment of this requirement.

6. Physical Education

Two semesters of physical education

Additional Requirements for a Bachelor of Science Degree

To earn a Bachelor of Science degree, a student must satisfy all requirements for a Bachelor of Arts degree. In addition, a candidate for this degree must be a major in the department of biology, chemistry, forestry and geology, mathematics, physics, or psychology. A total of four courses must be presented outside the major field from biology, chemistry, geology, mathematics and computer science, physics, or those courses in psychology and forestry designated above under 2.b. These courses must be taken at Sewanee and cannot be taken on a pass/fail basis.

A University of the South graduate who wishes to take a second bachelor’s degree must be enrolled as a regular, full-time student in the College for two additional semesters.

General Notes

1. Two half-courses are seen as constituting one full course.
2. Students may not receive hours credit for the same numbered course taken twice (e.g., History 100, Library Science 101), unless there is a specific designation indicating that the course may be repeated for credit (e.g., as for 444 courses).
3. Without specific approval from the Office of the Dean of the College, a student may not complete a core requirement with an Independent Study (444) course or courses.
4. The faculty expects a student to have completed all prescribed courses, except the final course in foreign literature, before the beginning of the fourth year.
5. The prescribed courses (core requirement) shall be taken and passed at The University of the South by all except transfer students. Only coursework taken by these students prior to admission to the college may be evaluated as possible substitutions for prescribed courses. Further exceptions may be considered by the Office of the Dean upon the written recommendation of the department chair concerned.
6. Students who begin foreign language study at a level below that of 301 must complete each semester course in sequence before attempting a 300-level course (e.g., a student beginning in 104 must also pass 203 before entering 301). With the approval of the foreign language department concerned, a student who has completed two or more years of foreign language in secondary school may be allowed to take the first semester of that language for full credit both in hours and in grade.
7. Students planning to repeat a course previously completed should indicate this fact at the time of pre-registration/registration. Failure to do so can result in an inaccurate record or a change of credit hours and may delay graduation. Though hourly credit is awarded but once, when a course is repeated both grades are shown on the permanent record card. If, and only if, the earlier grade was lower than C- will both grades be calculated into the cumulative grade point average. However, in order to achieve the 2.00 grade point average required for graduation or the average required to re-enroll, a student may elect to repeat any course where the grade earned is below C-. For the purpose of computing these averages (for internal use) only the latter grade will count.

8. A University of the South graduate who wishes to take a second bachelor's degree must be enrolled as a regular, full-time student in the College for two additional semesters.

Major Fields of Study

To receive a bachelor's degree at Sewanee a student must complete the requirements for a major field of study. There are 33 majors, some of them interdisciplinary, from which students may choose. These include:

- American Studies
- Anthropology
- Art History
- Biology
- Chemistry
- Comparative Literature
- Computer Science
- Economics
- English
- Fine Arts
- Forestry
- French
- Geology
- German
- German Studies
- Greek
- History
- Latin
- Mathematics
- Medieval Studies
- Music
- Natural Resources
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Russian
- Russian Area Studies
- Social Science—Foreign Language
- Spanish
- Theatre Arts
- Third-World Studies

For information on requirements for specific majors, please refer to departmental listings under "Courses 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 studies. Before graduation, a student must pass a comprehensive examination in the major, demonstrating critical and imaginative 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 to use the category “Pass with Distinction.”

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

1. To be accepted as a major in a particular field of study, a student must have maintained at least a “C” (2.00) average 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 average in the intended major field of study, may be permitted to register for one additional year. A student who, at the end of an additional year, is still not qualified to declare a major will not be permitted to enroll again.

2. Each candidate for a degree will complete at least 21 full academic courses (84 semester hours) outside the major field.

3. Each candidate for a degree will take a comprehensive examination in the major field of study. To be eligible for this examination, a student must have maintained at least a C average (2.00) in the courses taken in the major field. In order to take this examination, a student must have been accepted as a major no later than the beginning of the semester prior to the semester in which the comprehensive examination is to be taken.

4. Courses used to fulfill requirements for any interdisciplinary major (or minor) cannot be used to fulfill requirements for any other major (or minor).

Minor Fields of Study

A student may choose to complete a minor in an academic discipline, but this is not required for graduation. A minor is designated on the student’s permanent record and transcript in addition to the major field of concentration. A student who wants to declare a minor may do so in the fourth semester and must do so before the end of the seventh semester. At the time of declaration the student must have maintained at least a “C” (2.00) average in the courses already taken in that subject. In addition, the student must graduate with at least a “C” (2.00) average in the minor. Each department or program has the option of requiring or not requiring a comprehensive examination in the minor subject. Should a scheduling conflict between a student’s major and minor comprehensive examinations arise, this conflict will be resolved by rescheduling the examination in the minor. Courses used to fulfill requirements for any minor cannot be used to fulfill requirements in a major or in any other minor.
Minors are currently offered in:

<table>
<thead>
<tr>
<th>Minor</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>Latin</td>
</tr>
<tr>
<td>Art History</td>
<td>Mathematics</td>
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<td>Biology</td>
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<td>Chemistry</td>
<td>Philosophy</td>
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<td>Computer Science</td>
<td>Physics &amp; Astronomy</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>German</td>
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<tr>
<td>German Studies</td>
<td>Spanish</td>
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<tr>
<td>Greek</td>
<td>Theatre</td>
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<tr>
<td>History</td>
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</tbody>
</table>

For information on requirements for specific minors, please refer to departmental listings under “Courses of Study” for more details.

**Degrees with Honors, Valedictorian, and Salutatorian**

A student who has fulfilled the degree requirements with a cumulative grade point average of at least 3.75 will graduate *summa cum laude*. A student with a grade point average of at least 3.50 (and below 3.75) will graduate *magna cum laude*. A student with a grade point average of at least 3.25 (and below 3.50) will graduate *cum laude*.

In addition, a student deemed worthy of special recognition in the department of the academic major will graduate “with honors” in that field. (This is generally separate from a “with distinction” evaluation on a comprehensive examination, although departments establish their own criteria for graduation “with honors.”)

The degrees committee will declare class valedictorian and salutatorian. These students must be members of the Order of Gownsmen and must have pursued a full college course at Sewanee. Exceptions may be made for students spending no more than two semesters at an officially sanctioned off-campus program.

**Academic Advising**

Although each student bears ultimate responsibility for meeting graduation requirements, the College believes that conscientious advising of individual students is an important part of the academic program. The assigned advisor helps plan and supervise the student’s academic program and is available for counsel on other matters. The advisor approves the student’s schedule of courses at registration and monitors any subsequent changes. Advisors expect to be consulted whenever academic problems arise and remain closely concerned with the academic progress of their advisees.

Freshman students are divided into small groups within each dormitory, and each group is assigned an academic advisor for the year. An upperclassman residing in the same dormitory—named as assistant
Academic Program

Proctor—works with the academic advisor and the group of freshmen in dealing with academic and personal matters.

Sophomores, to the extent practicable, are allowed to choose an advisor from among the teaching faculty.

Juniors and seniors, all of whom will have declared academic majors, are advised by a designated teaching faculty member of the academic department in which they are concentrating.

Academic advisors work closely with the Dean and Associate Dean of the College, the Dean and Associate Dean of Students, the University Counselors, and the Registrar; students are frequently referred to these and other offices for advice and assistance.

Grading System

The work of students in College courses is graded according to the following system: the grade A means excellent; B, good; C, satisfactory; D, passing; F, failing; I, incomplete; W, withdrawn; WF, withdrawn failing; P, passing in a pass/fail course.

The grade I (Incomplete) is given only when a professor deems that a student has failed to complete the work of a course for legitimate and unavoidable reasons. The incomplete must be replaced with a grade within one week after final examinations. An extension exceeding one week requires that a student supply very clear evidence of extenuating circumstances to the Office of the Dean of the College. Such extensions can be granted only by that office.

Averages are computed in grade points. Each graded semester hour of academic credit carries with it a corresponding number of grade points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
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<td>4.00</td>
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<tr>
<td>A−</td>
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<tr>
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<td>B</td>
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<tr>
<td>B−</td>
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<td>C−</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D−</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.

Dean's List

To qualify for the Dean's List, a student must have a semester average of 3.625 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.
Student Classification

A *freshman* is a student who has fewer than 6 full academic courses. A *sophomore* has at least 6 full academic courses (24 semester hours). A *junior* has at least 16 full academic courses (64 semester hours). A *senior* has at least 24 full academic courses (96 semester hours).

Accumulation of physical education credits does not give a student a higher classification.

A *part-time student* is one who, by permission of the Office of the Dean, is admitted to certain courses without being required to present the full entrance requirements or to carry the number of courses prescribed for regular students. Work done by a part-time student will not count toward a degree unless such a student is later admitted as a degree candidate.

Academic Progress

All students, except first-semester freshmen, are required to pass three full courses in order to be eligible to re-enroll the following semester. First-semester freshmen are required to pass at least two full courses in order to be eligible to re-enroll the following semester. A student who ceases to carry a load of at least three full courses is academically suspended and is not allowed to complete the semester. A student who fails to pass at least three full academic courses each semester (or, in the case of a first-semester freshman, two full academic courses), is academically suspended and cannot return for the following semester.

In addition, students must meet the following requirements to be eligible to re-enroll the following year:

A first-year freshman is required to pass at least five full courses for the academic year and to have attained a cumulative grade point average of at least 1.20.

A second-year student is required to pass at least seven full courses for the academic year with a cumulative grade point average of at least 1.60.

A third-year student is required to pass at least seven full courses for the academic year with a cumulative grade point average of at least 1.80.

A fourth-year student is required to pass at least seven full courses for the academic year with a cumulative grade point average of at least 1.90.

Students who fail to meet these requirements will be suspended for one semester. After academic suspension for one semester, a student may make formal application for readmission. If readmitted, he or she will be required to meet the above-stated standard for each stage of academic residence.

Of these students who are not suspended, those who do not attain the grade point average required for the year or do not pass at least half the
required courses during the first semester of the academic year (2.5 for freshmen and 3.5 for all other students) are placed on “academic warning.” Students on academic warning may enroll for the next semester. The purpose of academic warning is to notify the student that failure to meet the required standards by the end of the academic year will result in academic suspension.

In accordance with the regulations of the U.S. Department of Veterans Affairs, the University does not certify any student, for VA benefit purposes, who fails to meet the 2.00 standard within the normal undergraduate period of eight full-time semesters.

**Entering and Dropping Courses**

A student may make a schedule change, a change to pass/fail or a drop/add change, by submitting the appropriate completed form to the Registrar. During the first week of classes, only the faculty advisor and the student must sign. After that, the drop/add form requires at least three signatures—those of the student’s academic advisor, the instructor(s) for the relevant course(s), and the student. The advisor’s signature indicates approval. The instructor’s signature indicates approval in the case of an “add” or a change to pass/fail. In the case of a “drop” this signature indicates that the instructor has been informed and given an opportunity to discuss the change with the student. After mid-semester, when changes of this nature are not usually advisable, the signature of the Associate Dean of the College is also required.

1. A course dropped during the first four weeks of classes is not entered on the student’s record.
2. A course dropped after the fourth week of classes, but before two weeks after mid-semester, is recorded on the student’s record with the mark of W, which does not count as a grade.
3. A course dropped later than two weeks after the mid-semester date is recorded on the student’s record with the mark of WF and is counted as a grade of F.
4. Exceptions may be made (with the approval of the Associate Dean of the College and/or the Degrees Committee) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.

Deadlines for any given year are published in the *Student Handbook*.

**Pass/Fail Courses**

Juniors and seniors with a grade point average of at least 2.00 may take one graded course each semester on a pass/fail basis. Courses offered on a pass/fail basis are designated in the class schedule. No required course or course designated as prerequisite for a required course may be taken pass/fail. Of the 32 full courses presented to satisfy the graduation requirements, no more than four may be taken pass/fail.
A senior with a grade point average of at least 2.00 may take all courses on a pass/fail basis during the semester in which the comprehensive examination is scheduled, subject to the provisions that no course required for graduation is taken pass/fail and that the allowable number of courses taken pass/fail is not exceeded.

Students should establish as early as possible in the semester which, if any, courses will be taken on a pass/fail basis. Up until mid-semester a course may be established as pass/fail with the approval of the faculty advisor and course instructor. Rare exceptions to the mid-semester deadline may be made by the Associate Dean of the College when reasons are sufficient. With the permission of the instructor, a student may change from pass/fail to normal grading up to two weeks after mid-semester.

To register for a course on a pass/fail basis, the student must file with the Registrar the appropriate form with signatures of approval from the instructor and the academic advisor.

A few courses in the College are offered on a pass/fail basis only, but these are not restricted to juniors and seniors and will not affect a student’s eligibility to take other courses on this basis. The grade pass (P) does not affect the grade point average, but the grade fail (F) counts as a grade of F.

Courses taken away from Sewanee (e.g., on foreign study or in summer school elsewhere) should not be taken on a pass/fail basis.

Repeating a Course

Students planning to repeat a course previously completed should indicate this fact at the time of pre-registration/registration. Failure to do so can result in an inaccurate record or a change of credit hours and may delay graduation. Though hourly credit is awarded but once, when a course is repeated both grades are shown on the permanent record card. If, and only if, the earlier grade was lower than C- will both grades be calculated into the cumulative grade point average. However, in order to achieve the 2.00 grade point average required for graduation or the average required to re-enroll, a student may elect to repeat any course where the grade earned is below C-. For the purpose of computing these averages (for internal use) only the latter grade will count.

Course by Examination

Any course other than one that fulfills a general distribution requirement (or a prerequisite for such a course) may be taken by examination for credit on a pass/fail basis. This must have the prior approval of the instructor and the Associate Dean of the College. An application (available in the Office of the Dean) must be filed in the Office of the Registrar at least 30 days in advance of the date for the examination. There is a fee of $20 for the examination.
Transfer Credit

The Registrar will assess credits for entering transfer students, subject to approval by the Associate Dean of the College. Academic work undertaken at other institutions, whether completed prior to entering the College or during summers or other terms while enrolled in the College, is generally accepted for credit hours only. Although grades received in courses taken at other institutions appear on the student's transcript, such grades are not included in figuring cumulative grade point averages, final class ranks, eligibility for academic honors, or Order of Gownsmen status. Only courses in which a student obtains a grade of C or better are transferred for credit at Sewanee.

Exceptions: When students are enrolled in off-campus programs sanctioned by the University of the South and participated in by members of the College faculty, the grades earned are treated as though they were given in the on-campus academic program. These programs currently are: the Oak Ridge Semester, British Studies at Oxford, International Studies in London, European Studies in Britain and on the Continent, Vanderbilt in-Spain, the Semester in Liberia, Classical Studies in Rome through the Intercollegiate Center, programs of the Institute for the International Education of Students (IES), and programs of the Associated Colleges of the South—designated as Costa Rica I and Costa Rica II.

Students planning to take courses during a summer session at another institution must first obtain from the Associate Dean of the College both permission to attend and approval of the specific courses to be taken.

Quarter hours are converted to semester hours at 2/3 their face value (example—five quarter hours equal three semester hours).

Release of Student Information

The official repository of the permanent academic records relating to students is maintained in the Registrar's Office. Information relating to courses and grades is kept and summarized on the permanent record card (PRC), from which transcripts are made. Students may request transcripts of their academic records. Such transcripts are labeled "unofficial" and do not bear the seal of the University. Requests for "official" transcripts (bearing the seal of the University) must be submitted in writing and signed. To protect the student, as well as protect the record for the student, "official" transcripts are never issued to the student. (The fee for each transcript is $2.)

In accordance with the Family Educational Rights and Privacy Act of 1974, as amended:

1. Eligible students have the right to inspect and review their own 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 Registrar a written request identifying the record(s) they wish to inspect. The Registrar will
make arrangements for access and notify the student of the time and place where the records may be inspected. If the records requested are not maintained by the Registrar, then he or she shall so advise the student.

2. Students may ask the University to amend a record that they believe is inaccurate or misleading. To challenge the accuracy of an education record, the student should confer informally with the Registrar and, if appropriate, with the originator of the document in question, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. Thereafter the student may confer with the Office of the Dean of the College. If the results are unsatisfactory, the dean will arrange a formal hearing with officials of the College who have no personal or official interest in the challenged item. Decisions of the hearing panel will be final.

3. All undergraduate students are considered as “dependent” unless satisfactory proof (certified copy of the parents’ most recent federal income tax form) is given to the Registrar within the first two weeks of a semester. Grade reports are issued at least once a semester to the parents or guardians of every “dependent” student.

4. Personally identifiable information about a student will not be released from an educational record without the prior written consent of the student except as permitted by law. 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 or company with whom the University has contracted; a person serving on the Boards of Trustees or 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 his or her responsibilities.

5. The following personally identifiable information is deemed to be directory information and is subject to disclosure without consent at the University’s discretion, including publication of some of this information in the annual Campus Directory: student’s full name, class, home address and telephone number, campus address and telephone number, campus e-mail address, advisor, major date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most previous educational institution attended, and parents’ names. Photographs containing students’ pictures are also considered directory information. Any student or parent who objects to the University’s designation of any or all of this directory information must so notify the Registrar in writing within the first week of the Advent semester of each academic year.

Preprofessional Programs
Premedical, Predental and Preveterinary Medical Programs

A student interested in a career in medicine, dentistry, or veterinary medicine should register with the Premedical Advisory Committee during orientation of the first year at Sewanee and should confer with a member of the committee once each year after that to review academic progress and discuss summer programs in clinical and research settings that can enhance entry into these career 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 on reserve in the duPont Library 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.

The following required courses must be completed by the end of the junior year to assure proper preparation for the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT): Biology 132 and either Biology 131 or one advanced course in vertebrate biology, Chemistry 101-102, Chemistry 201-202, and Physics 101-102. Though not required, advanced courses (taken during the junior year) that cover topics in cell and molecular biology can provide excellent preparation for the MCAT. Students planning to take only the Veterinary Admissions Test (VAT) may postpone taking Physics 101-102 until the senior year, since physics is not required for the VAT. Preveterinary students should note, however, that some veterinary schools require the MCAT or the Graduate Record Examination (GRE) instead of (or in addition to) the VAT.

Courses that medical and dental schools are most likely to require in addition to the eight listed above include math (or calculus), English (or humanities), psychology, and biochemistry. Courses that veterinary medical schools are most likely to require in addition to the ones above are microbiology and, rarely, animal science. For admission to schools requiring animal science course(s), a student may attend summer school at or take a correspondence course from a university with a program in this field. 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 in the College who plan to register with the Premedical 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 corresponding Sewanee department. The department chair, the Premedical Advisory Committee, and the Associate Dean of the College will approve another institution’s courses when comparable to those offered here.

A suggested sequence of courses for medical preprofessional students:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, Physics, or Biology*</td>
<td>Two courses from Biology, Chemistry, and Physics</td>
</tr>
<tr>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Humanities (or other requirements)</td>
</tr>
<tr>
<td>Humanities (or other requirements)</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of the Chemistry</td>
<td>Advanced Sciences</td>
</tr>
<tr>
<td>Physics, and Biology requirements</td>
<td>Major Courses</td>
</tr>
<tr>
<td>Major Courses</td>
<td>Electives</td>
</tr>
<tr>
<td>College Requirements</td>
<td></td>
</tr>
</tbody>
</table>

*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."

Prelaw Preparation

The Association of American Law Schools (AALS) has expressly rejected the policy of prescribing certain courses and extracurricular activities for students planning to study law. Consequently, the College does not list courses in this field as it does in other areas of preprofessional training.

The undergraduate is best advised to concentrate on areas of study aimed at developing skills in oral and written expression and the comprehension of language, in a critical understanding of the human institutions and values closely related to law, and in 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 prelaw advisor is glad to consult with students interested in a career in law about appropriate courses of study and about specific law schools.

Engineering Program

Engineers are largely responsible for building and maintaining our industrial society. They put to practical use the discoveries of science and, by so doing, alter our way of life. And yet, the training customarily given
to professional engineers has come under scrutiny for its narrowness. The usual four-year program in engineering schools offers little beyond professional training because of the increasing complexities of the profession itself.

In order to cope with this problem, several leading engineering schools are cooperating with selected liberal arts colleges in developing programs that provide the depth of professional training found in the usual four-year engineering curriculum and also 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 has such programs in association with the following institutions: Columbia University, Georgia Institute of Technology, Rensselaer Polytechnic Institute, Vanderbilt University, and Washington University in St. Louis.

Sewanee has a five-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 their best choice of a profession. After successful completion of three years of academic work recommended by the engineering committee, the student is eligible for admission to one of the above engineering schools, on recommendation by the committee. After approximately two years in engineering school, the student receives baccalaureate degrees both from Sewanee and from the engineering school. Some students opt to complete four years of work at Sewanee, then go to engineering school.

This is a compact program. It is not always easy for a student to arrange a schedule in such a way as to include all necessary preprofessional 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 (see standing committees of the college faculty) before registering for their first classes. In general, all freshmen in this program take a foreign language, Physics 101, 102 or Chemistry 101, 102, and Mathematics 101, 102. Physics is preferable to chemistry the first year, except for those students who plan to study chemical engineering or some related field.

Forestry, Environmental Management Program

The College offers a cooperative program with Duke University in environmental management and forestry through which a student earns the bachelor’s and master’s degree in five years, spending three years at The University of the South and two years at Duke School of the Environment. The student must fulfill Sewanee degree requirements by the end of the junior year. The first year’s work at Duke completes the undergraduate degree requirements, and the B.A. or B.S. is awarded by The University of the South at the end of that first year. Duke University awards the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second
year. Candidates should apply for admission to Duke early in their junior year at Sewanee.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be individually tailored with other emphases. The student’s undergraduate major at Sewanee is natural resources.

Students in this program must complete a total of 60 units at Duke, which normally requires four semesters.

Some students may prefer to complete the bachelor’s degree before undertaking graduate study at Duke. The master’s degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant course work of satisfactory quality already completed at Sewanee. All credit reductions are determined individually and consider both the student’s educational background and objectives.

**Teacher Licensure**

The University of the South offers a program, approved by the Tennessee State Department of Education, designed to prepare students for teaching in twelve licensure-endorsement areas in grades 7-12 and in Visual and Theatre Arts in grades K-12. It does not offer a major in education. Students interested in the program should discuss their plans with the director of teacher education during the freshman year in order to complete their requirements during the usual four-year undergraduate period. Some students may need to spend one summer session or an extra term in Sewanee.

The College’s 10-member Teacher Education Committee establishes policy for the program, recommends requirements and improvements, oversees the selection of candidates for admission, supervises progress and retention, and determines who will be recommended for licensure. Students apply for admission to the program during the second semester of the sophomore year. The committee expects applicants to have an overall grade point average of 2.50; satisfactory scores on the SAT, ACT, or Pre-Professional Skills Test (PPST); a psychological inventory; two favorable faculty recommendations; and an interview with a member of the teacher education committee to determine personal and social fitness for the teaching profession.

Each student in the program must consult with the program director at least once per semester, as well as with the appropriate department chair or advisor. Late in the final semester, the student will be evaluated by the Committee. In addition to the completion of the required program, satisfactory scores on the Core Battery and Specialty Area tests of the PRAXIS/NTE Examination are required for recommendation for licensure, as is a grade point average of 2.50 in the student’s endorsement area(s).
The University has approved programs leading to secondary school licensure, grades 7-12, in the five areas listed below and in Visual Arts, K-12, and Theatre Arts, K-12, proposed. Details of the requirements for each endorsement area may be obtained from the program director.

1. English. (Students seeking licensure in English need an additional two hours in the Teaching of Reading in the Content Areas.)
2. Foreign Languages: French, German, Spanish and Latin. (An immersion experience, preferably travel or residence in an appropriate country, should be included in the preparation.)
5. Social Sciences: economics, government, history. (Students seeking endorsement in economics or government must also have an emphasis of 12 hours in history, while students seeking endorsement in history must also have an emphasis of 12 hours in either economics or political science.
6. Visual Arts. (K-12 licensure.)
7. Theatre Arts. (K-12 licensure.)

Students seeking licensure must complete the general education distribution requirements prescribed for the B.A. or B.S. degrees and pass a proficiency examination in Computer Science.

The professional education requirements are Education 161 and 162; Anthropology/Education 204; History/Education 279; Education 341, 343, or 355; and Education 342 (2 course credits).

Special Educational Opportunities

Interdisciplinary Programs

Interdisciplinary majors may be initiated by either faculty or students and must promise benefits not obtainable through any established major. After consultation with the Associate Dean of the College, a student may submit a proposal to the curriculum committee, making sure that at least three faculty letters of support are also sent to the committee. If the proposal is approved by the curriculum committee, it goes on to the college faculty for approval. Responsibility for each program rests with a faculty coordinator who, with other participating faculty members, advises students majoring in the program and administers the comprehensive examination. Both program courses and related courses are included in the description of any such interdisciplinary major. Program courses come under the same rules as those for existing departmental majors, with the additional stipulation that students majoring in an interdisciplinary program may not take program courses pass/fail (except courses numbered 440) and may not count program courses toward a major or minor in any other subject.
Student-Initiated Courses

During the second semester of each year, as many as three special courses may be offered based on proposals made by students during the first month of the preceding semester. Students may request courses in interdepartmental or extra-departmental areas of study as well as courses of a clearly departmental nature. Proposals should be given to the Dean of the College.

If such a course is offered, all students who request/propose it will be expected to register for it except under exceptional circumstances. All courses to be offered in this manner must have the approval of the faculty.

French, German, Spanish, and Russian Houses

The College maintains French, German, Spanish, and Russian houses to give its students a richer experience in those languages. A certain number of students may be accepted as residents of each house at the beginning of a semester with the understanding that they will speak only that particular language among themselves within the house. A planned series of cultural events enhances the program in each house.

Language Laboratory

The Edith Lodge Kellermann Language Laboratory houses a variety of audio, video, and computer equipment in an attractive language learning center. Language instructors use the 20-station Tandberg audio laboratory, slide and filmstrip programs, and various audio and video recordings to support and enrich their classroom teaching. The laboratory is open afternoons and evenings for individual independent work with assigned audio and videotapes and computer programs. Students also have access to international satellite broadcasts. Self-teaching tapes in languages such as Polish and Norwegian are available for interested students, as are audio and videotapes of music, poetry, and drama selections in the more traditionally taught languages. Language tutors, language laboratory assistants, and the director of the language laboratory are available to help students with special language laboratory requests.

University Observatory

The Observatory is an instructional laboratory for the courses in Astronomy offered by the Department of Physics. Located on the roof of Carnegie Building, access is by stairway from the third floor. Use by students and faculty in other departments is encouraged. A series of public programs for viewing celestial events of general interest is scheduled for each semester and Summer School. In addition, the Observatory is open every Thursday evening (weather permitting) during the school year. Sessions for special groups may be arranged when staff availability permits. Student assistants play a major role in operating the Observatory.

The largest modern telescope is an 11-inch Schmidt-Cassegrain (Celestron Ultima) reflector. The Dome houses a classic six-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.

The Observatory dates back to the completion of Carnegie Science Building in 1913 and the gift of the Clark telescope by Mrs. J. L. Harris of New Orleans, Louisiana. The Dome was constructed in 1942 by Mr. Martin Johnson following a design by Dr. Edward McCrady, a former Vice-Chancellor of the University.

Oak Ridge Semester

A student interested in experimental science may apply to spend the spring semester, usually of the junior year, in residence at the Oak Ridge National Laboratory (ORNL), Oak Ridge, Tennessee, under a program sponsored by the Great Lakes College Association and the Associated Colleges of the South (ACS), of which The University of the South is a member. The student receives a semester’s credit for work, including research supervised by an ORNL scientist, a course offered by a faculty member from one of the sponsoring colleges, and participation in a seminar concerning his or her own research and that of other students. Participants in the program will be considered students *in absentia* in the College and will pay the normal tuition but no other fees.

Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar in the Easter semester, students study geology, marine biology, botany, and wildlife ecology for five weeks on St. Catherine’s Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines in 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 three departments teach in the program each spring and summer.

College Summer School

The six-week summer session in the College serves students who want to speed the acquisition of their degree, broaden or enrich their academic program, or gain additional credits to gain a higher class standing. Moreover, it lets incoming freshmen adapt to the academic demands of college in a relatively relaxed environment.

The summer term is essentially a projection of the academic year. Regular faculty of the College provide the instruction, and the course content and academic standards are the same. Both introductory and advanced courses are offered. A very favorable student/faculty ratio during the summer term allows an intimate classroom environment.
Foreign Study

The College recognizes that study in a foreign country can enrich the academic program and enhance a student’s contribution to the life of the academic community. Students in good academic and social standing are encouraged to apply for a program of study abroad. Such study may be for a summer, a semester, or a full year. If for a year, it is generally for the junior year.

Responsibility for approving plans for foreign study lies with the Associate Dean of the College, who serves as Coordinator of Foreign Study. All students who intend to study abroad must complete and have the approved application forms necessary for a leave-of-absence for study abroad. These forms are available from the Office of the Dean. Deadlines for submitting these forms are August 10 for Advent Semester and January 10 for Easter Semester. Failure to submit these forms by the deadline will mean that the student must apply for readmission to the college. Applications must be approved by the Associate Dean of the College and the chair of the department in which the student is majoring.

To be recommended for a summer program, students must have made normal academic progress as defined at Sewanee. To be recommended for a semester or a year of study abroad, students are expected to have achieved a 2.5 cumulative grade point average (on a 4.0 scale), to be making satisfactory progress toward graduation, and to possess the necessary language skills to carry out the proposed program.

The University of the South is actively affiliated with a number of programs, including but not restricted to those listed below:

Summer Programs

British Studies at Oxford and International Studies in London are sponsored by Rhodes College, in affiliation with the Associated Colleges of the South, and Vanderbilt University, respectively. The British Studies program, conducted at St. John’s College, University of Oxford, for five weeks in July and August, emphasizes the humanities and social sciences. It focuses on a specific cultural era each summer. The International Studies program, conducted in facilities of the University of London for five weeks, emphasizes the social, economic, and political aspects of contemporary international problems. A particular theme is followed each summer.

Summer programs at London, Madrid, Nantes, Paris, and Vienna are sponsored by the Institute for the International Education for Students (IES). These programs, conducted in a university setting, offer four or five weeks of study in languages, literature, art history, politics, and other subjects. Internships are available with Parliament in London and with businesses and international organizations in Vienna. IES is formally affiliated with 45 colleges and universities (including The University of the South) and is informally associated with over 50 others.

Sewanee in France, A five-to-six-week summer program is sponsored biennially by the Department of French, offering an opportunity for students to live with a French family and to study on-site the language,
culture, and literature of France. The two-course program is based in Hyères, in Mediterranean Provence, with follow-up travel to places of cultural and literary interest before culminating with a few days in Paris.

_Sewanee in Spain_ offers 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 between the dates of early June and late July. The program offers credit for two full courses—Spanish 314: Introduction to Medieval Spain and The Road to Santiago; Fine Arts 214: Spanish Art, Western Art, and The Road to Santiago. In addition, students who walk 200 of the 280 miles of the proposed route may receive credit for Physical Education 214: The Road to Santiago.

**Semester or Year Programs**

_European Studies in Britain and on the Continent_, which takes place during the first semester each year, is jointly sponsored by Rhodes College and The University of the South. Students begin the program with four weeks in Sewanee in the summer, then two weeks in York (England) and six weeks in Oxford. Subsequently, one group travels to a variety of sites on the European continent, while the other focuses on the roots of classical civilization in Italy, Greece, and Turkey. The program ends before Thanksgiving, allowing additional travel time.

_The Institute for the International Education of Students (IES)_ provides opportunities for students to study for a semester or a year in the following European locations—Austria and Germany (Berlin, European community, Freiburg, and Vienna); France (Dijon, Nantes, and Paris); Italy (Milan); Spain (Madrid and Salamanca); and the United Kingdom (Durham and London). The faculty in each of these programs is composed principally of European scholars. Courses are available in most undergraduate subjects. Special programs are available dealing with the European economic community at Freiburg and art history and archaeology at the Ecole de Louvre in Paris. The program at Durham is especially well-suited to science majors. Students participating in programs of IES may apply for a variety of internships.

IES also enables students to study for a semester or a year in university programs in Argentina (LaPlata), Australia (Adelaide and Canberra); China (Beijing); and Japan (Nagoya, Tokyo). In Nagoya, previous study of Japanese is not required for students entering in the fall. For spring semester applicants, at least one year of Japanese is required. Lecture classes dealing with Japan are taught in English.

Study in France is also available in Aix-en-Provence through the Institute of American Universities and in other locations as described in a handout entitled “Study in France and Other French-Speaking Countries.”

Study in Spain is also available through the Vanderbilt-in-Spain program in which The University of the South cooperates. Students spend one or two semesters at the University of Madrid studying Hispanic language, history, art, and literature.
Study in Germany is also available for a full year or for the second semester at the University of Bamberg under an agreement between the two universities. Sewanee students pay the regular fees at The University of the South and take normal university courses at Bamberg in various areas of the humanities. Intensive language preparation in Bamberg is a required part of the program. A German student spends a year at Sewanee under the provisions of this exchange.

The Federation of German American Clubs and the Department of German administer a full scholarship for a Sewanee student to study for a year at one of twelve German universities. Students may choose from a wide array of courses and are guests of the Federation at various academic and social functions.

Study in Japan is also made possible by an exchange agreement between The University of the South and Rikkyo University in Tokyo. Rikkyo (originally St. Paul’s) sends a student annually to Sewanee. Several Sewanee students have taken advantage of this arrangement. Knowledge of Japanese is required for admission to Rikkyo.

The Associated Colleges of the South (ACS), of which Sewanee is a charter member, has two study-abroad programs in Costa Rica—one with an emphasis on biology/ecology and the other on social science. In addition, affiliated ACS programs are located in 1) Zimbabwe, 2) Kenya, Senegal, and Sierra Leone, 3) Hong Kong, 4) Japan, 5) Melbourne, Australia, 6) Oxford (this is the British Studies program mentioned previously), 7) Copenhagen, Denmark, 8) Athens, Greece, 9) Rome, Italy, 10) Turkey and 11) Israel (archaeological excavation at Sepphoris).

Service-Learning is a program sponsored by the Association of Episcopal Colleges, a consortium of twelve colleges with historic and present ties to the Episcopal church. Students may enroll for a summer, a semester or a full year, choosing from domestic and foreign locations. Through lectures, reading, field trips and study of its language and literature, students learn about the history and culture of their chosen country or region while exploring its contemporary needs and customs through their service placements. The program combines community service with formal academic study in Appalachia, Ecuador, England, France, India, Israel, Jamaica, Mexico, the Philippines, Scotland and South Dakota. Academic credit may be available.

Numerous additional foreign study options are available to Sewanee students. Information is available from the Associate Dean of the College.

Internships in Public Affairs

Undergraduates at The University of the South are eligible for supported summer internships in public affairs (upon acceptance of their proposal) made possible by a grant from the Tonya Foundation (Chattanooga, Tenn.), and administered by the Department of Political Science. The purpose of the program is to encourage students in any field of study to work at the federal, state, or local level of government, or in the private sector in some area related to public affairs.
Internships in Economics

The Internship Program in Economics is designed for undergraduate students interested in a summer position in some area related to the private sector of the economy. The major purpose of the program is to enhance and enrich the learning of students through work and study in a job setting. This program, sponsored by the University in cooperation with and support from the Tonya Foundation, is administered by the Department of Economics.

Academic Credit for Internships

A student awarded academic credit for a supervised internship through an approved off-campus program of study (e.g., study abroad) and who also has prior approval from his/her major department to count the internship as part of the major is normally allowed to transfer this academic credit to count toward a degree at Sewanee. This transfer of credit is subject to the approval of the Associate Dean of the College. Internships that are associated with such programs of study but are outside the discipline of the major are considered on a case-by-case basis by the Degrees Committee. Internships offered independently of programs of study do not receive academic credit unless the internship has been recommended for credit by the Committee on Curriculum and Academic Policy and approved by the college faculty.

Leave-of-Absence

Recognizing some students' need for a temporary change, the College may grant leaves-of-absence for one or two semesters for the purpose of intellectual or personal development. The student must make a formal written request to the Associate Dean of the College stating specific plans for the period of absence and the planned date of return. If the Associate Dean approves the request, this will guarantee the student readmission at the end of the specific time, providing that the terms of the request have been satisfactorily met.

The deadlines for submission of leave-of-absence applications for the Advent and Easter Semesters are August 10 and January 10, respectively. Students who do not meet these deadlines but who do spend a semester or more away from Sewanee must apply for readmission. When reapplication is necessary (and even in the rare event that the Associate Dean should approve a leave-of-absence request submitted after the deadline) the reservation deposit will be retained. A second reservation deposit will be necessary to reserve a space in the college for the semester of planned re-entry.

Jessie Ball duPont Library

The Jessie Ball duPont Library, completed in 1965 and named for one of the University's most generous benefactors, is a spacious and attractive building seating 750 students. More than one-third of the seating consists of individual study carrels. The amply staffed library houses more than 600,000 volumes.
The collection currently contains some 450,000 cataloged volumes, including about 100,000 in the library of the School of Theology, and over 400,000 government documents. It has been a federal documents depository since 1873. More than 2,800 periodicals are currently received and about 12,000 volumes are added each year. A growing collection of electronic microform and non-print materials augments the book collection. The library also offers a computerized catalog.

The special collections department includes a large collection of Sewaneeana and materials written by Sewanee authors, along with about 8,000 rare books from all periods of printing. The rare book collection is particularly strong in southern literature and fine editions of early theological works. The University Archives safeguards a collection of over one-half million documents and artifacts relating to the history of the University, the history of the South, and the development of the Episcopal Church in the South.

Special features that enhance the library’s service to students and faculty include the Fooshee Browsing Collection of current popular fiction and non-fiction. The non-print services department furnishes screening facilities, videotape editing, and other audio-visual services to meet both classroom and individual student needs. A collection of over 3,000 videotapes meets a variety of community educational and entertainment needs.

The library’s instructional program consists of an introductory orientation, a credit course in the use of traditional and electronic library resources, bibliographies in many of the areas taught at the University, and custom-designed library instruction on demand for any class taught in the University. In addition, professional reference service is available from the reference staff for 52 of the 96 hours that the library is open weekly, as well as by special appointment at other times. Reference librarians help faculty and students with online searches of indexes, abstracts and statistical sources in place of manual searches of printed reference sources.

Career Services

As students at Sewanee gain knowledge and understanding through their curricular and extracurricular activities, the Office of Career Services is available to help them plan for a career and develop skills useful after graduation. The director offers students individual career advising and helps them find suitable summer employment or internships in government, business and the professions. The office also sponsors workshops and symposia on choosing a career and in presenting one’s qualifications effectively. Representatives from leading corporations visit Sewanee regularly to interview students recommended by the faculty and this office.

While faculty members are those best qualified to advise students about graduate and professional education, the Office of Career Services makes available the DISCOVER computer program, which lets students identify graduate programs by field of study, location and other factors.
Life on the Mountain

The community surrounding the University has a population of approximately 2,500 persons who represent a wide variety of interests and vocations. Sewanee students find it easy and convenient to relate to residents and to participate with them in cultural, social, and other activities. Moreover, through such organizations as the Emergency Medical Service and the Volunteer Fire Department, students make a significant contribution to the health and safety of the community as well as the University.

ADMINISTRATION OF THE COLLEGE

The responsibility for the well-being of the College of Arts and Sciences, its faculty and students, is centered in the Office of the Dean, which administers the academic regulations of the faculty and provides academic counseling. Academic department chairs are responsible for administrative matters within their departments and coordinate the advising of majors.

As chief student affairs officer in the College, the Dean of Students is responsible in general for matters of student life outside the classroom and for encouraging and facilitating a respectful and collegial campus environment. Together with an Associate Dean of Students and a full complement of student affairs professionals and educators, the Dean is specifically responsible for freshman orientation and advising, social policies and functions, student organizations and activities, student support and counseling, student discipline and judicial procedures, class attendance regulations, campus safety and security, career services, student housing, and student health services. The Dean of Students also supervises the dormitory staff, which includes head residents, proctors, and assistant proctors.

The Director of the University Counseling Service, a trained psychologist, and the associate counseling staff offer professional assistance to students in the areas of mental health and emotional adjustment; substance abuse and crisis intervention; academic skills enhancement; personal growth and development programming; and career interest and decision-making. Services are available to individuals and groups, and are conducted on a voluntary and confidential basis.

The University Chaplain and members of the staff maintain offices in All Saints’ Chapel and a conference room in the Bishop’s Common; they are available to students and faculty for counseling and other pastoral duties. The chaplains conduct a regular weekly schedule of chapel services in the Episcopal tradition, to which all students are invited. The University Choir provides music for many of the services, and students serve as lay readers, ushers, acolytes, and sacristans. Other churches located nearby are also easily accessible to students.
The Director of Financial Aid maintains an office in Fulford Hall where student financial need and funds are distributed among those who have demonstrated need.

The Director of Career Services attempts to further the University's aim of providing a liberal arts education that will develop the whole person. The director encourages students to take responsibility for career-related choices and to understand that career planning and development occur not only during their undergraduate years but also throughout a lifetime. The director designs programs to help students develop accurate self-perceptions, establish career-related goals, and gain valuable experience to reach their goals. Career Services provides opportunities and resources to help students identify interests and values, evaluate experiences, explore graduate school opportunities, research careers, locate and secure internships and other significant short-term work experiences, conduct job searches, write résumés and business correspondence, and interview.

The University Health Service is staffed by a full-time nurse practitioner, registered nurse, and office manager. Physicians are available to see referrals made by the nurse practitioner. The staff cares for illnesses, explains preventive care measures, and offers health education programs on campus.

The Director of Minority Student Affairs has responsibility for looking after the needs of minority students in the College and for working with the Director of Admission in representing the College to prospective minority students.

Academic Schedule

The academic year of the College is divided into two semesters: the first beginning in late August and ending before Christmas (Advent Semester), the second beginning in January and ending in May (Easter semester). A six-week summer session usually begins in mid-June.

Classes are held five days a week, Monday through Friday. Most classes meet in the morning, although some classes and seminars and most laboratories meet in the afternoon. The normal schedule calls for each class to meet for three 50-minute or two 75-minute sessions each week. Weekends provide ample opportunity for working on special projects; catching up on assignments; and engaging in athletic, cultural, and other extracurricular activities.

Honor Code and Student Government

Honor Code

The concept of honor is strongly emphasized at Sewanee. Its students are expected to conduct themselves with integrity, discipline, a sense of individual responsibility, and regard for other people. Students commit to these ideals by signing the University's honor code, a time-honored
tradition at Sewanee that is maintained entirely by an Honor Council elected from the student body.

**Student Government**

Sewanee’s student government organization is bicameral, comprising the Student Assembly and the Order of Gownsmen.

The executive officers of the assembly are the speaker, secretary, and treasurer, elected from the student body at large.

The assembly represents student opinion and makes recommendations to the faculty and administration through the deans; it legislates in matters of student affairs, subject to ratification by the faculty and administration; and, through the Student Activities Fee Committee, it recommends to the Dean of Students and the Provost how student activity funds should be allocated.

The Order of Gownsmen is made up of students who have achieved the required grade-point average and are entitled to wear the academic gown. Its chief executive officer is an elected president.

The Order advises the Student Assembly and strives to maintain and promote the spirit, tradition, and ideals of the University. The Order has legislative authority through its appointment power to student and faculty committees and its ability to investigate any student problems or concerns.

The Student Executive Committee is composed of the speaker, secretary, and treasurer of the Student Assembly, the president and secretary of the Order of Gownsmen, the head proctors, the chairs of the Disciplinary Committee and Honor Council, the editor of the *Sewanee Purple*, and the student members of the University Board of Trustees.

**Student Trustees**

Recognizing the importance of student contribution, the University Board of Trustees includes three student trustees, two elected from the College and one from the School of Theology. Similarly, the College faculty has representatives of the student body on many of its committees.

**Student Handbook**

The student handbook is the official source of information regarding student conduct, rules and regulations. It contains a detailed explanation of the Honor Code and the Social Policies of the College as well as a complete list of student organizations. Available in the Office of the Dean of Students, it is distributed to all students annually.
**Housing and Meals**

All students except married students and those living at home with their families are required to live in University-approved housing, primarily college dormitories. In addition to some 40-60 student rooms, each University dormitory contains a common room and kitchen, and an apartment for a head resident. A student usually shares a room with one other student. For the most part, single rooms are assigned to seniors. There are no freshman dormitories. Space in most dormitories is reserved for freshmen and transfer students and for students in all undergraduate classes.

Each dormitory room is furnished with a standard-size single bed, a desk and chair, chest, bookcase, and closet space for each student. The student is expected to furnish a pillow and bed linens. A desk lamp is also needed. Students may, within reason, add furnishings to make their rooms more comfortable.

The administration has the right to inspect any hall, lecture room, office, student’s room, or public apartment of the University.

Most dormitories have head residents—adult University employees whose principal responsibility is to provide a supportive, homelike atmosphere. Dormitory proctors (student members of the administration who head the dormitory staff where they reside) have major responsibility for order and rule enforcement, dormitory programs, and reporting of needed dormitory repairs. The assistant proctors usually live on the same floor as their freshman advisee groups and act as a liaison between the freshmen and their faculty advisor. All dormitory personnel are available for student support counseling and advice.

Gailor Hall, the college dining hall, serves 21 meals during specified hours each week. All students except married, day, and off-campus students with kitchen privileges are on the meal plan and eat in Gailor or the Bishop’s Common dining facility. They pay a fee each semester for meals. Non-boarding students and visitors pay a per-meal fee.

**Board Remission Policy**

All undergraduate students who live in dormitories or in facilities associated with the residential life program of the College (language houses, fraternity/sorority houses, and the Women's Center) are required to purchase the University board plan. Exceptions to this policy are rarely permitted and will be considered for programmatic necessities only when a physician requests that a student be allowed off the board plan and a specific diet (reflecting the dietary needs of the student) is presented by the physician to the Dean of Students, the Director of the University Health Service, and a designated representative of the University's contracted food service company. If these individuals determine that the food service is able to accommodate the diet, the request will be denied.
Students requesting this accommodation should present their physician’s request (including dietary restrictions) and a proposed diet to the Director of the University Health service, who will begin the process for evaluating the request. A final decision will be made by the Director of the University Health Service in consultation with the Dean of Students.

Students living outside College dormitories or facilities associated with the residential life program of the college may choose whether or not to purchase the board plan.

**Activities and Organizations**

**Orientation Program**

A student-directed orientation program for entering students, supervised by the Dean of Students, begins several days before the College opens each fall. The orientation program includes a full schedule of social events, academic orientation, and informative sessions on all aspects of Sewanee life. The arrangement of events is also designed to give ample opportunity for new students to become acquainted with one another, with upper-classmen, and with the faculty. Sessions with faculty advisors, dinner at the home of a faculty member, a studying-in-college session, an address by a faculty member on the summer reading, information sessions, the induction of new students, and the signing of the Honor Code are among the most significant and popular events in the orientation program.

Before Orientation begins, the Sewanee Outing Program offers an optional pre-orientation, popularly known as the PRE. During the PRE, students have the opportunity to try different outdoor activities including climbing, caving, mountain biking, and a ropes course, all of which are available on the Domain. The program gives entering students the chance to get to know one another and the Domain in an informal and fun atmosphere.

**Bishop’s Common**

The Bishop’s Common or “BC,” is the University student union, the center of campus extracurricular activity. It contains the Office of Student Activities, Student Post Office (“the SPO”), a weekday dining area, Tiger Bay Pub, lounges, conference rooms, photographic darkrooms, a game room, and offices for student government, student publications, and other student organizations. The Niles Trammell Communications Center on the upper level of the BC contains office and studio space for the student radio station. The Bishop’s Common staff helps individual students and organized groups plan for the social and recreational life of the campus.
Sewanee Outing Program

The Sewanee Outing Program actively promotes outdoor activities such as canoeing, climbing, backpacking, caving and skiing. Student have the opportunity to develop their outdoor skills and leadership abilities. Many choose to progress through a leadership program and eventually guide trips themselves The SOP also stocks many types of outdoor equipment for student use, including backpacking, climbing, caving, and boating equipment.

The Bike Shop is a self-help repair facility staffed by students for minor repairs and maintenance. However, arrangements can be made to have bikes worked on or to get help in learning how to repair one’s own bike.

The Carter Martin Whitewater Club Boathouse serves as a storage facility and meeting site for boating activity at the University. Groups such as the canoe team and weekend paddling trips depart from this site for practice and paddling trips. For more than 20 years, the canoe team has been highly successful in competition and in promoting the sport of canoeing.

The 21-mile-long Perimeter Trail is a marked and maintained multiple-use path that follows the property boundary around the University Domain. The trail is open to foot travel with certain sections available for horseback riding and mountain biking.

Honor Societies

Phi Beta Kappa, founded in 1776 and the oldest fraternity in America, is a national honor society recognizing high academic achievement and seeking to foster a spirit of active scholarship. The Sewanee Chapter, Beta of Tennessee, was established in 1926. Election to Phi Beta Kappa is perhaps the most prized honor a college student can receive. Sewanee students who have demonstrated exceptional academic excellence become eligible after completing five consecutive semesters.

Omicron Delta Kappa, Alpha Alpha Chapter, was established at Sewanee in 1929. This national organization recognizes leadership in college. Student members are chosen from the Order of Gownsmen, and not more than three percent of the student body may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Pi Sigma Alpha is the national political science honor fraternity. The Gamma Sigma Chapter in Sewanee was chartered in April, 1958. The organization attempts to stimulate productive scholarship and an intelligent interest in government. At its open meetings, prominent figures in the field of political science are presented.

The Sewanee chapter of Sigma Pi Sigma, the only national physics honor society, was established in May, 1958. The chapter receives into membership physics students and a limited number from closely related
fields when such students attain high standards of scholarship, professional merit, and academic distinction.

Omicron Delta Epsilon, the national honor society in economics, was introduced into Sewanee in 1965 with the Gamma Chapter of Tennessee. Students with outstanding academic records in economics are eligible for membership.

Sigma Delta Pi is the national Spanish honor society. The Kappa Chapter was chartered at Sewanee in May, 1978. Members are elected on the basis of scholastic merit and interest in Hispanic culture.

Alpha Epsilon Delta, the national premedical honor society, was founded at the University of Alabama in Tuscaloosa in 1926. The Tennessee Epsilon Chapter was installed January, 1984. Its purpose is to reward excellence in premedical scholarship. Associate membership is open to all prehealth-career students. Active membership open to juniors and seniors is based on academic record and participation as an associate member.

Phi Alpha Theta, the international honor society in history, was founded in 1921 and has grown to include more than 600 chapters in the United States, Canada, Puerto Rico, and the Philippines. Members are elected on the basis of excellence in the study, teaching, or writing of history. The objective of the society is the promotion of the study of history by the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians. The Alpha Delta Gamma chapter of Phi Alpha Theta was chartered and installed at Sewanee in May, 1987.

Social Organizations

There are many organizations open to students that offer a varied and active social atmosphere on the campus. These organizations sponsor social, cultural, and educational events open to all students and faculty.

The 11 national fraternities and five local sororities at Sewanee provide a structured context among young men and women in which their intellectual and social life may be enriched. They serve as an outlet for athletic interests through intramural competition, provide a training ground for leadership and fiscal management, and help offset the academic routine with social events. The fraternities and sororities also sponsor the Annual Fall Fest and participate in service projects such as the Red Cross Blood Drive, the Annual Help Week, the Sewanee Public School Halloween Carnival, and the Students Against Multiple Sclerosis fund-raising programs. The fraternities and sororities are evaluated annually to assure that their operations meet stated expectations in areas of academic achievement, group citizenship, fiscal management, property maintenance, alumni support, and community service.
Eleven national social fraternities have chapters at Sewanee. They are Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. Each fraternity maintains a house that is used for meetings, social events, and everyday recreation. There are six local sororities at Sewanee: Alpha Delta Theta, Gamma Tau Upsilon, Phi Kappa Epsilon, Theta Kappa Phi, and Theta Pi. The six sororities share two houses for meetings and social events.

The fraternity and sorority rush programs, supervised by the Interfraternity and Intersorority Councils and held at the beginning of the Easter Semester, are designed to guarantee that each student who elects to take part has an opportunity to become acquainted with all the fraternities and sororities so that pledging decisions can be made with wisdom and confidence. Over 60 percent of men and women belong to fraternities or sororities.

Several other organizations for women are open to interested students. The Sewanee Student Women’s Council is made up of representatives elected from each of the women’s dormitories and from each of the sororities. Its purpose is to sponsor programs and speakers of particular interest to women, to organize social events for all women of the College, and to perform service projects for the University. The Women’s Center at Bairnwick, a large comfortable house, provides a center for educational, cultural and social activities. The Women’s Center Board sponsors events that promote closer ties between faculty and students and address areas of particular interest to women.

Service Organizations and Activities

Beginning in the 1990s, increasing numbers of Sewanee students in the college and seminary alike have been actively involved in helping others through the All Saints’ Chapel Outreach Program and the student Community Service Council.

The campus chapter of Habitat for Humanity works with local and regional organizations building new and repairing older homes for low-income families in this Southern Appalachian region. During each academic break, the outreach program offers several service projects in various and different cultural settings. The fall trip is a local building project near Coalmont, TN; the Christmas trip takes students to locations such as Miami and Chicago to help build homes in the inner cities with the local Habitat for Humanity Chapter. In the spring there are four trips—two abroad and two domestic—Kingston, Jamaica; Tegucigalpa, Honduras; New Orleans, LA; and Navajoland, AZ. The outreach office, in conjunction with career services, also acts as a clearing house for summer and career
job opportunities and internships in non-profit, community service and ministerial fields.

The Community Service Council has many different organizations serving the needs of a diverse university and rural population. Its organizations include:

- BACCHUS
- Big People for Little People
- Community Building Community
- Fire Department
- Headstart
- School Tutors—local county high school
- Senior Citizens Program
- Sewanee Emergency Medical Service
- Sounds of Silence
- Students Against Multiple Sclerosis
- Waste Not
- Youth Center

Student Newspaper, Yearbook, Radio Station

All students have the opportunity to join the student publications staffs. The *Sewanee Purple* is the newspaper; the *Cap and Gown* is the yearbook, issued each September. Positions are generally available to write, edit, photograph, design, sell, and manage. The editors of the respective publications are elected by the student body and the Order of Gownsmen from a list of nominees who have met the requirements for office. Once elected, each editor has responsibility for selecting a staff. The Publications Board, a joint faculty/student committee, serves as an advisory board primarily for financial matters. Other publications include the *Mountain Goat*, a journal that publishes poetry, fiction, and scholarly writing by students and faculty members.

The student-operated radio station, WUTS, has staff openings for college and seminary students. All musical tastes are welcomed, and emphasis is given to alternative music that is unavailable on commercial stations. No experience is required, and positions are open for disc jockeys, announcers, writers, and technically inclined students.

Youth Center

The Sewanee Youth Center, a community service project in which students participate, provides recreational and supporting educational programs to the community's young people. It owns a frame building, located near the center of the community, which has served since 1967 as a gathering place for local children.

Cultural Opportunities

The University community provides a rich variety of cultural offerings. Many of the lectures, concerts, and dramatic productions attract visitors
from the neighboring metropolitan centers and often receive favorable reviews in the media of these cities.

Lecture Series

The University has an endowed lecture program known as the duPont Lectures bringing speakers—often of national and international reputation—particularly in the fields of theology, humanities and languages, natural science, and social sciences. The Student Forum, managed by a committee of the Order of Gownsmen, brings a number of distinguished speakers to the campus and organizes students, faculty and residents for occasional debates on timely matters. In addition to these and several named memorial lectures, the various academic departments often sponsor visiting lecturers in both general and particular fields throughout the year.

Sewanee Conference on Women

During the Sewanee Conference on Women, prominent women are brought to campus to talk about their particular fields of interest and expertise. A student and faculty committee organize each year’s program. Recent conference speakers have included women in medicine, law and politics, women in the arts, and women in environmental and social service agencies. The conference has also featured panel discussions about women and spirituality, dual-career relationships, women and power, and has sponsored concerts, films and plays. Support for the conference comes from a broad spectrum of generous groups and individuals.

Performing Arts Series

The Performing Arts Committee is a faculty/student organization that annually presents six or more programs of plays, music and dance featuring distinguished artists. Recent presentations include the Alabama Shakespeare Festival, Joffrey Ballet Center Concert Group, Prague Symphony, Tokyo String Quartet, Missouri Repertory Theatre, The Kings Singers, Daniel String Quartet, Louisville Orchestra, Mummenschanz, and New Amsterdam Sinfonietta.

Student Music Opportunities

The highly accomplished University Choir sings weekly for services at All Saints’ Chapel and gives a number of campus concerts, tours a different section of the country each winter, and undertakes a summer tour to England once every four years.

Students have an opportunity to participate in the University Orchestra, which performs in public several times a year—sometimes with choral groups or in association with theatrical productions. They can also take individual instruction in piano, organ, violin, cello, French horn, clarinet, carillon, and voice.
In addition to the music offered through the Performing Arts Series, there are frequent musical productions of the Department of Music. The traditional Festival of Lessons and Carols, held during Advent in All Saints' Chapel, combines choral and instrumental music at Sewanee and attracts a great many visitors from the surrounding area. The University organist and carillonneur and their students also present numerous recitals during the year.

The Sewanee Popular Music Association brings musicians to the campus for concerts open to everyone. WUTS broadcasts the "Best in Opera," "Best in Jazz," and "Classical Showcase" series among others.

The music listening room in the Jessie Ball duPont Library has a collection of more than 2,000 recordings, including all types of music, a complete collection of Shakespeare's plays, and many other literary works.

Films, Drama, Art

The Cinema Guild shows first-rate foreign and classical American films. Purple Masque, the University drama group, stages a number of large- and small-audience productions each year. Participation is open to students and members of the community. Dionysus and Company provides additional opportunities for theatre experience, particularly among non-theatre students. A Shakespeare Festival including plays, lectures and workshops is another annual event.

The University Gallery (located in Guerry Hall) together with the Department of Fine Arts gives students and community members the opportunity to view original paintings, drawings, prints, photography, videos and sculptures. The gallery hosts travelling exhibitions sponsored by a variety of lending institutions and specially curated exhibitions. The gallery also displays works from the University's permanent collection and sponsors an exhibition of student work at the end of the spring semester. The gallery is open at specified hours during the day and usually whenever there is an event in the Guerry Hall auditorium.

The Sewanee Review

The Sewanee Review, founded in 1892, is the oldest literary quarterly in continuous publication in the United States. Its subscribers include more than 3,000 libraries, with about 500 subscriptions sent abroad, along with several hundred bookstores.

During its first half-century the Review was an academic journal devoted to the humanities. Since the editorship of Allen Tate (1944-46) the quarterly has been literary and critical, publishing short fiction, poetry, essays, and reviews. Tate's editorial procedures, which were based partly on the examples of the Southern Review (first series) and the old Kenyon Review, are still largely in force. Although many southerners contribute to the magazine, it is by no means regional. Major attention is given to
British and American writers from 1500 to the present. Recent issues have been devoted to contemporary Irish letters, modern American poetry, autobiography, current American short fiction, and the literature of war. Some 120 or more books are reviewed each year.

The editors since Tate have been John Palmer, Monroe Spears, Andrew Lytle, and (currently) George Core. Its contributors include leading writers from the U.S., the British Isles, and Canada.

The Aiken Taylor Prize in Poetry

The Aiken Taylor Prize in Modern American Poetry is awarded annually to a leading American poet recognizing the work of a distinguished career. Administered by the editor of the Sewanee Review, the prize is named in honor of the poet Conrad Aiken and his younger brother Dr. K. P. A. Taylor. Dr. Taylor left a generous bequest to fund this prize and related activities. A reading by the poet recipient and a lecture by a leading critic are scheduled at the time of the award. The winners include Wendell Berry, Gwendolyn Brooks, Fred Chappell, Anthony Hecht, Maxine Kumin, Howard Nemerov, and Richard Wilbur.

Sewanee Review Annual Prizes

The Sewanee Review annually awards three prizes for distinguished prose; the Lytle Prize for the best short story, the Spears Prize for the best essay, and the Heilman Prize for the best book reviewing. William Hoffman has won the Lytle Prize twice; other winners include Helen Norris and Merrill Joan Gerber. The Spears Prize has gone to James M. Cox, Ann Berthoff, Hilary Masters, and others. The Heilman Prize, the last to be established, has been earned by George Woodcock, Edward L. Galligan, Judith Weissman, and J. A. Bryant, Jr. (Andrew Lytle and Monroe Spears were editors of the SR, and Robert B. Heilman has served as an advisory editor longer than anyone in the magazine’s history.)

Medieval Colloquium

The annual Sewanee Medieval Colloquium brings to the campus scholars from Europe, Canada, and the United States who are renowned in all areas of study relating to the Middle Ages. The lecturers spend several days on campus, meet with faculty and student groups, and speak to classes. They are also available for informal conversation and interchange.

Recent themes of the colloquium have been “Mundus Theatri: Theatrum Mundi;” “Secularism in the Middle Ages;” “Women in Medieval Society;” “Monks, Nuns and Friars in Medieval Society;” “Law in Medieval Life and Thought;” and “Man and Nature in the Middle Ages.” Guest lecturers have come from Cambridge University; Princeton University; Queen’s University, Belfast; the University of Edinburgh; the University of Exeter; the University of York; the University of Bristol; the University of Western Australia; the University of London; the National Center for Scientific Research, Paris; the Center for Advanced Study in Medieval Civilization, Poitiers; and Oxford University.
The colloquium is sponsored by the University and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the College faculty. On occasion, exceptionally good papers by students are included in the series.

Sewanee Summer Music Center

The Sewanee Music Festival, founded in 1957, celebrated its 42nd session in 1998. Over these years, it has achieved an enviable international reputation both for its training of instrumentalists and for its summer concerts. Its five-week session attracts some 250 students along with a staff from all parts of this country and abroad selected for their performing and teaching abilities. The program is compared favorably with such well-known counterparts as Aspen, Interlochen, and Tanglewood.

Most students are of high school and college age. All participate in the orchestra and chamber music programs and study privately. In addition, classes are offered in theory, harmony, composition, and conducting. College credit is available for college students.

The program boasts three full symphony orchestras and a proliferation of chamber groups. Weekend concerts take place throughout the session. A gala “mini-fest” concludes the summer’s activities. During the final four days, nine concerts are presented by various organizations.

Guest conductors who have appeared in recent years include such eminent artists as Alan Balter, Sidney Harth, Donald Johanos, Kenneth Kiesler, James Paul, Kenneth Schermerhorn, Petr Vronsky, and Hugh Wolfe.

Director Martha McCrory has been with the Festival since its inception.

University Book & Supply Store

The University Book & Supply Store has a broad selection of scholarly books and books of general interest, as well as the textbooks required or recommended for classes. It also stocks a variety of newspapers and periodicals.

Language Clubs

Organizations providing cultural opportunities include the English-Speaking Union and three foreign-language clubs—the Spanish Club, Le Cercle Français, and Der Deutsche Verein.

Athletic Program

Because athletics have always played a prominent role in the lives of Sewanee students, the University has developed an athletic program open to all students. The program, supervised and administered by the Director
of Athletics and staff includes three emphases—physical education, intramural and intercollegiate athletics.

Sewanee is a member of Division III of the National Collegiate Athletic Association (NCAA). While the College does not offer athletic scholarships, its intercollegiate athletic program offers many opportunities for keen competition for men and women alike.

The athletic program for men includes intercollegiate baseball, basketball, cross country, equestrian, football, golf, soccer, swimming, tennis, and track. Varsity intercollegiate sports for women include basketball, cross country, field hockey, soccer, golf, swimming, tennis, track, volleyball, softball, and equestrian. Athletic club sports are also offered—bicycling, cricket, fencing, lacrosse, rugby, ski, and canoe teams.

In addition to the intercollegiate programs, the athletic department promotes club and intramural competition for men and women in a number of sports and offers a wide range of activities for its physical education classes. More than 70 percent of the student body participates in the athletic program at either the intercollegiate or intramural level.

The Robert Dobbs Fowler Sport and Fitness Center (1994) includes a 9-lane, 25-yard stretch pool with separate diving well; a 4-lane, 160-meter flat track with field event areas; three multipurpose basketball/volleyball courts; batting cage; 1,000-seat basketball and volleyball performance gym; three racquetball and one squash courts; training room; locker rooms; athletic and physical education offices; equipment issue room and laundry; dance studio; weight rooms; fitness gym; three indoor tennis courts; and a classroom.

Equestrian Center

The University offers a riding program for persons at all stages of competence. The facilities include a spacious barn, a 100 by 200 foot outdoor ring, a dressage arena, stadium and cross country jumps, schooling areas, 30 acres of pasture, and individual paddocks. In addition, there are miles of riding trails through meadows and timberland with views of the surrounding valley.

Instruction is offered in balance-seat equitation from beginning to advanced levels. Special courses are also offered in training, management and teaching. Clinics with guest instructors are offered to more serious students each semester, and students participate in a number of shows, fox hunts and endurance rides.
The University has been given several outstanding show horses available for use in the program.

There is also some boarding space for student-owned horses. Arrangements to board horses may be made with the director of the center.

Classes offered for all levels of riding activity may earn Physical Education credit.

The Sewanee-Franklin County Airport

The University airport facilities located minutes from the heart of campus include a 50' x 3,300' paved runway, an eight-aircraft hangar, offices, a pilot supply shop, a flight planning area with a weather computer, a meeting room, and a ground-school classroom. In addition, within a short flying radius are a number of different airports, grass strips, and controlled fields with ILS, VOR, LOC, SDF, and NDB approaches. In the future, we hope to have a GPS approach at a nearby airport.

The University offers a primary flight training program for persons at all stages of competence prior to the private pilot certificate. Ground school and primary flight instruction is offered through the University in conjunction with Tiger Aviation, Inc. Advanced training toward an instrument flight rating, commercial certificate, spin training, emergency maneuver training, and aerobatics can also be taken at the University airport on a private basis.
History of the University

The University of the South, consisting of an undergraduate College of Arts and Sciences and a graduate School of Theology, is supported by and constitutionally related to 28 dioceses of the Episcopal Church. It is governed by a Board of Trustees, most of whom are elected from these dioceses, and by a 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 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 at Sewanee, Tennessee, in southeastern Middle Tennessee, approximately 90 miles from Nashville, the state capital, and 45 miles from Chattanooga.

Because the Founders accepted an offer of land from the Sewanee Mining Company at a place known to the Indians 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, 10 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.

The culmination of these early efforts was the ceremonial laying of the cornerstone in Sewanee on October 10, 1860, but the grand scheme was drastically altered by the Civil War, which erupted a few months later. With the South lying desolate after the war, the Bishop of Tennessee and the University’s Commissioner of Buildings and Lands returned to the campus in 1866 and formally re-established the University. Much remained to be done before the University would open. Gone was the money that had been raised before the war; the South was impoverished.

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

Describing the early period of Sewanee’s history, an early Vice-Chancellor and subsequent Bishop of Tennessee wrote, “For ten long years, from
1869 to 1879, Sewanee was the forlorn hope of higher education in the South. . . It is only common justice to give credit to Sewanee, which made the first stand for higher education and held the banner high when state governments were paralyzed with the desolation of war.”

The University’s history can be divided into several periods. The “second founding” in 1866 was followed by the years of uncertainty known as the Southern Reconstruction. But from the end of that period until 1909, the University saw steady growth.

Because of the expense of providing professional education in dentistry, engineering, law, medicine, and nursing, the University closed its departments in these subjects in 1909 while maintaining its basic departments—preparatory school, college and seminary. It endured difficult times for three decades—years during which the academic strength and reputation of the University grew, while financially it lived with constant hardships.

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 Academy with St. Andrew’s School on the St. Andrew’s campus, just outside the gates of the University domain. St. Andrew’s-Sewanee School continues today to provide quality education in an Episcopal setting.

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 1950-1970, the endowment increased from just over $1 million to more than $20 million. Old buildings underwent major renovations, and more new buildings were constructed in each of these two decades than in all previous University history. Originally a men’s college, the school became coeducational in 1969.

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

The present Vice-Chancellor, Samuel R. Williamson, came to the University in 1988 after serving as provost and chief academic officer for the University of North Carolina at Chapel Hill. In his special report, Sewanee in the 1990s: A Statement of Aspirations, Dr. Williamson stated the University’s goals:

• To maintain its position as a regional center of excellence;
• To be recognized as one of the top 25 liberal arts colleges in the country;
• To have the School of Theology continue as a major player in theological education;

• To make Sewanee the acknowledged Episcopal university in this country—indeed, in the world.

Vice-Chancellor Williamson’s administration has been marked by additions to and renovation of facilities, including the building of an $11 million sport and fitness center; by careful planning for a revised curriculum and gradual increase in college enrollment toward 1300; and by the successful completion of the “Campaign for Sewanee” which topped it’s $91.5 million by $16 million. Approximately half the total amount is planned to be added to the $225 million endowment; half is earmarked for improving campus facilities.

The University offers a challenging and stimulating program in the liberal arts as the basis for understanding the world, society and oneself. The academic program of the College of Arts and Sciences is aimed at developing the intellect and character of its students to prepare them for lives of service in a rapidly changing world. The emphasis at Sewanee is on mastering fundamental disciplines. Degree requirements in literature and the arts, mathematics and the natural sciences, history and the social sciences, and philosophy and religion are rigorous and extensive. Moral and spiritual values are a vital part of the educational experience, both inside and outside the classroom. While non-sectarian in its teaching and recruiting of students and faculty, the College honors its Christian heritage and finds that faith and reason are mutually enriching.

Sewanee is a small, residential university where student/faculty relations are notably close. Its location removes the academic community from the problems and distractions of many urban areas. At the same time, the University has an unusually rich cultural and intellectual life provided by lectures, concerts, plays, and such internationally known events as the Sewanee Medieval Colloquium.

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 10,000 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 some 2,500.

The University is a charter member of the Southern Association of Colleges and Schools, and its credits are accepted by all institutions of higher learning in this country and abroad. It is also a member of the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, and the Associated Colleges of the South. Degrees awarded include the Bachelor of Arts, Bachelor of Science, Master of Arts in Theology, Master of Divinity,
Master in Sacred Theology, Master of Theological Studies, Doctor of Ministry, and various honorary degrees.

University Domain

The domain of The University of the South, located on the western face of the Cumberland Plateau, comprises 10,000 acres. The campus of the University, the residential areas, the village of Sewanee, lakes, forests, woodland paths, caves, and bluffs are all a part of this great tract of land. The town of Sewanee, which has a population of 2,500, is not incorporated but is managed by the University administration, which provides municipal services.

Campus and Buildings

The buildings of the College of Arts and Sciences and the School of Theology are constructed of stone from the Domain. In many cases they are gifts of benefactors whose names they bear. Dates of construction and rebuilding appear below in parentheses.

St. Luke’s Hall (1878; 1951; 1956-57) formerly housed the School of Theology which, in 1984, moved to Hamilton Hall (occupied earlier by the Sewanee Military Academy and later the Sewanee Academy). St. Luke’s now houses the Sewanee Review, classrooms and faculty offices for the College of Arts and Sciences, Grosvenor Auditorium, and resident rooms for selected students. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault.

Thompson Hall (1883; 1901; 1950), which originally housed the medical school, was partially destroyed by fire in 1950. The present structure served as the student union until replaced by the Bishop’s Common in 1974. It now houses the University Relations and Alumni offices and the Sewanee Union Theatre. Among contributors to the building were the Hon. Jacob Thompson and Mrs. James L. Houghteling.

Convocation Hall (1886) was originally planned for convocations of the University and for meetings of the Senate and the Board of Trustees but served as a library from 1901 to 1965. Breslin Tower, donated by Thomas and Elizabeth Breslin, houses a clock and chimes given by the Rev. George William Douglas.

Walsh-Ellett Hall (1890; 1959), the gift of Vincent D. Walsh, was renovated with funds bequeathed by Dr. Edward Coleman Ellett. Classrooms and faculty and administrative offices are located here.

Fulford Hall (1890), the home of seven Vice-Chancellors, became the location of Admissions, Financial Aid and Public Relations in 1989. It bears the name of a Canadian bishop who participated in the consecration of its first owner, Bishop Charles Todd Quintard of Tennessee.
St. Luke’s Chapel (1904), the gift of Mrs. Telfair Hodgson, is a memorial to her husband, a former dean of the School of Theology.

All Saints’ Chapel (1905; 1957) replaces the early wooden structure near the present site. It was left incomplete in 1907 and finished over 50 years later. Memorials to alumni, professors, residents and benefactors are found throughout the building. Shapard Tower, given by the family of Robert P. Shapard, contains the carillon donated in memory of Leonidas Polk, Bishop of Louisiana, by his descendant W. Dudley Gale.

Carnegie Hall (1913) was known for years as Science Hall. It now houses the Office of the Treasurer, classrooms, offices and studios. The original donor was Andrew Carnegie. Mrs. J.L. Harris gave the telescope in the observatory, the gift of the General Education Board.

Guerry Hall (1961) honors Dr. Alexander Guerry, Vice-Chancellor of the University, 1938-48. It contains classrooms, offices, an auditorium and stage, and an art gallery for visiting shows and for the University’s permanent collection.

The Snowden Forestry Building (1962) provides classrooms, laboratories, and a greenhouse for the Department of Forestry and Geology. The paneling of rooms and a large variety of wood samples make up the wood technology collection. It honors the late Bayard Snowden of Memphis.

The Jessie Ball duPont Library (1965; 1982) is named for the most munificent benefactor in the history of the University, Mrs. Alfred I. duPont. It houses the principal library holdings and includes study areas, carrels, screening rooms, a collection of recordings, and a listening complex. The Torian Room honors Mrs. Oscar N. Torian, a former archivist.

The Cleveland Memorial (1965), connecting Walsh-Ellett and Carnegie, was given by the family of William D. Cleveland, Jr. It houses the Offices of the Vice-President for Business and Community Relations, the Registrar, Career Services, and Minority Affairs.

The J. Albert Woods Laboratories (1968) honors one of the University’s most devoted alumni. The building contains classrooms, laboratories, Blackman Auditorium, and the Waring Webb Greenhouse.

The Bishop’s Common (1974) was constructed with funds secured by alumni, faculty and friends as a memorial to Bishop Frank A. Juhan of Florida. Containing the student post office, a dining room, pub, lounges, and game rooms, it serves as the center for campus student activity. The Niles Trammell Communications Center, providing office and studio space for student publications and the radio station, is located in the building.

Emerald-Hodgson Hospital (1976) was planned and built to replace the original Emerald-Hodgson Hospital, now Hodgson Hall.
Clement Chen Hall (1991) was built to replace Fulford Hall as the residence of the Vice-Chancellor. It was funded by a gift of the late Clement Chen, C'53, and by private donations from members of the Board of Regents. The residence is also used for a wide variety of University activities such as receptions, dinners, meetings, lectures and readings.

The Robert Dobbs Fowler Sport and Fitness Center (1994) incorporates the Frank A. Juhan Gymnasium (1956-57) which, in turn, was built around the older Ormond Simkins building and the Shaffer Gymnasium. The newer part accommodates varsity basketball, swimming, an indoor track, handball courts, workout rooms and coaches' offices. Adjoining the center are the Charlotte Guerry Tennis Courts (1964), the gift of members and friends of the Guerry family. Near the gymnasium are the Eugene O. Harris Stadium and McGee Field.

Residence halls: Hodgson Hall (1877; 1950), Emery Hall (1916), Hoffman Hall (1922), Elliott Hall, formerly the Sewanee Inn (1922), Cannon Hall (1925), Johnson Hall (1926), Tuckaway Inn (1930), Phillips Hall (1951), Gailor Hall (1952), Gorgas Hall (1952), Hunter Hall (1953), Cleveland Hall (1955), Benedict Hall (1963), McCrady Hall (1964), Courts Hall (1965), Trezevant Hall (1969), and Wiggins Hall (1967; 1997).
Admission and Financial Aid

Admission

An individual seeking to be admitted as a freshman to the College of Arts and Sciences for the fall semester of the academic year should make application to the Director of Admission not later than February 1 of that year. For admission to the second semester of the year, which usually begins around the middle of January, one should apply by December 1.

The application packet consists of 1) an application form, 2) a secondary school transcript form, and 3) forms for letters of recommendation. A personal essay and results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT) are also required. There is an application fee of $40. An applicant’s file will not be considered until it contains all these items.

Each applicant will be expected to submit an official transcript of academic work completed through the end of the most recent semester and a record of courses being pursued. Conditional acceptance may be based on this transcript, but final acceptance will await receipt of a final transcript showing satisfactory completion of the secondary school course.

Secondary School Preparation

The decision on each application is made by the Committee on Admission. The committee is interested in a prospective student’s general promise and in the quality of academic work. A strong and rigorous college-preparatory curriculum in secondary school is highly recommended with no fewer than 15 acceptable academic units. Successful applicants typically exceed minimum requirements in some of these areas. The following subjects are considered the minimum requirements:

- English, four years
- Mathematics, three or four years
- History/Social Sciences, two years
- Foreign Language, ancient or modern, two or more years
- Natural Sciences, two years

*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 courses at Sewanee.

A letter of recommendation is requested from one of the applicant’s teachers. The admission committee also welcomes a recommendation from a second teacher (this recommendation is optional). In addition to the letter of recommendation, the applicant’s guidance counselor is asked to write an evaluation as part of the transcript. Other letters of recommendation are welcomed but not required.
College Entrance Examination

Each applicant for admission to the College is required to take either the SAT I, or the ACT. The College does not require the SAT II, but applicants who wish to provide test results as supplementary data are encouraged to do so.

The SAT and ACT are given in centers throughout the world at various times during the year. An applicant should take one of these tests at least twice—preferably once during the second half of the junior year and again during the fall of the senior year. The College does not guarantee consideration if a test is taken after January of the senior year. Information on the SAT and ACT is available from the applicant’s secondary school or counselor. Students for whom English is not the native language should take the Test of English as a Foreign Language (TOEFL) by February of the year of application.

The Committee on Admission considers each applicant on the basis of high school academic performance, standardized test scores, activities, letters of recommendation, and the personal essay.

Regular Decision and Notification of Acceptance

The application deadline for regular-decision freshman candidates for the fall semester is February 1. A freshman applicant accepted for admission is not required to make a definite commitment to the College until May 1, the nationwide candidates’ reply date. An applicant may, however, make a commitment and reserve a place in the entering class by paying a reservation fee of $300 at any time after notification of acceptance and before May 1.

To allow each candidate maximum time to consider all college options, the College tries to notify—by April 1—all candidates whose files are complete by February 1. The College will consider applications received after February 1 if space is available. Applicants accepted after May 1 will be given two weeks to pay the $300 reservation fee.

During the summer the Office of Admission will request a final transcript and a medical form to be filled out by a medical doctor, a dentist, and an ophthalmologist or optometrist. An applicant may not matriculate in the College until these forms have been returned.

Early Decision Plan

The early decision plan is designed for the freshman applicant whose first choice is The University of the South and whose secondary school record, test scores, recommendations, and extracurricular activities are at least as strong as the average freshman who typically matriculates at Sewanee. The average admitted student usually has earned a B+ average or better in high school and has scored at least 1240 on the SAT or 27 on the ACT.
All early-decision application materials must be postmarked by November 15 (with the exception of the October ACT or the November SAT results). Applicants taking either of these tests should so indicate on the admission application. Applicants should also request on the standardized test that the score results be sent directly to the University of the South. These score results should be received by the Office of Admission in early December. The Committee on Admission will not make a decision until the official test scores have been received by the admission office. By satisfactorily fulfilling these requirements, a student may receive favorable action on his or her application by December 15.

The student applying for early decision should:

1. Indicate “early decision” on the application, confirm that the University of the South is first choice, and promise that admission will be accepted if offered.
2. Present all credentials necessary for admission and, if applicable, for financial aid including the Early Decision Needs Analysis, available from Sewanee’s Office of Financial Aid on or before November 15. If all necessary information has not been postmarked by this date (except October/November test score results as noted above) the College does not guarantee an early decision.
3. Fulfill all testing requirements not later than the November test date of the senior year.
4. If accepted, the applicant must confirm by January 15 with a payment of $300. The applicant must also withdraw application from any other colleges.

Under this plan, The University of the South agrees:

1. To reach a decision on admission by December 15.
2. To guarantee an applicant who is not admitted early full consideration under the regular admission procedure with the freedom to consider other colleges.

Early decision applicants who are not accepted in December are reconsidered under the regular-decision plan. These deferred candidates should submit other appropriate materials to the Committee on Admission—especially senior year grades and additional standardized test scores, if applicable.

**Early Admission After the Junior Year**

A student may apply to the College as an early admission candidate if the student plans to enter college after completing the junior year in high school. Although The University of the South does not encourage early admission to the College, this plan is sometimes appropriate for a few select students. The early admission candidate should have exhausted most of the academic courses offered by his or her 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 Admission.
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 within our college environment.
3. The candidate should present academic credentials as strong or stronger than the average student who typically enrolls at Sewanee (i.e. a B+ average in academic courses from high school and at least 1240 on the SAT or 27 on the ACT).
4. The candidate must state (in writing to the Committee on Admission) why he or she wants 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 and Readmission Applicants

Students seeking to transfer to the College from other accredited colleges will be asked to complete the same forms as applicants from secondary schools and include two letters of recommendation from college instructors. In addition they will be asked to submit official transcripts from each college previously attended. Failure to submit a transcript of all previous college work will invalidate application to the College.

The registrar assesses credit for transfer students subject to approval by the Office of the Dean. The Degrees Committee, in consultation with the chair of the department concerned, may not grant transfer credit for courses of uncertain interpretation.

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

Students transferring from other institutions must meet the College’s graduation requirements. Since the College requires two years of residence for a degree, no transfer student may be admitted into the senior year as a candidate for a degree.

The application deadline for transfer candidates is April 1 for the fall semester and December 1 for the spring semester.

Former students requesting to return to the College of Arts and Sciences will be asked to complete an application for readmission and to submit a record of academic work in the form of official transcripts.
from other colleges attended. Failure to submit these transcripts will invalidate the reapplication.

The application deadline for readmission candidates is May 1 for the fall semester and December 1 for the January semester.

**Advanced Placement**

Graduation credit for elective courses may be obtained through almost every Advanced Placement (AP) or International Baccalaureate (IB) Higher Level test option. AP test scores of 4 or 5 and IB test scores of 5 or higher, which do not represent the same academic area (explained below), will earn semester hours of credit for entering students. Credit will not be given for “Organization and Management Studies” or for studio courses in fine arts.

Credit for one elective course (four semester hours) may be earned in any of the following: anthropology, biology, chemistry, classical languages, computer science, economics, English, fine arts (except studio), French, German, mathematics, music, philosophy, physics, psychology, and Spanish. When a student presents both IB and AP test results in the same area, only one course credit will be given. However, credit for two elective courses (eight semester hours) may be earned in (for example) the field of political science should a student present results in both American and comparative government and/or in history, when test results reflect a knowledge of the history of more than one area of the world.

Students may earn up to eight full-course/32 semester-hour credits through AP or IB. An incoming student who appears to have earned more should consult with the Associate Dean of the College to determine in which areas credits will be given for maximum benefit to the student.

AP and IB course credits may not be used to fulfill general-distribution requirements; however, a student with such credits may request permission of a given department to use a higher level course to meet the related requirement.

**Campus Visits, Interviews**

Campus visits and interviews for prospective students are not required but are strongly recommended. It is to the student’s advantage to see the Sewanee campus and community before making a final decision. The interview is actually an opportunity to exchange information. The admission officer is interested in learning about the student’s courses, grades, test scores, activities and interests. The student, in turn, has the opportunity to ask about the academic program, extracurricular activities, student life, and financial aid. The Office of Admission, located in Fulford Hall, is open from 8 a.m.—4:30 p.m. (central time), Monday through Friday, and from 8:30 a.m. until noon on most Saturdays during the academic year. A 10-day advance notice of a campus visit is highly recommended. A visit may be arranged by calling the Office of Admission at (931) 598-1238 or (800) 522-2234.
Campus tours are given regularly during the academic year, usually at 10 a.m. and 2 p.m. on weekdays. Saturday morning tours are usually set for 11:30 a.m. A group information session is available at 10:30 a.m. on most Saturday mornings during the academic year for students and parents unable to arrange an individual interview.

Prospective students wanting to experience an overnight stay in a dormitory must call the Office of Admission at least 10 days in advance. Overnight visits in dormitories are available to high school seniors at certain times during the academic year.

**ADMISSION CALENDAR**

**Freshmen**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>November 15</td>
<td>Early decision application deadline.</td>
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<tr>
<td>December 15</td>
<td>Early decision notification.</td>
</tr>
<tr>
<td>January 15</td>
<td>Reservation fee due for early decision.</td>
</tr>
<tr>
<td>February 1</td>
<td>Regular decision application deadline.</td>
</tr>
<tr>
<td>April 1</td>
<td>Regular decision notification.</td>
</tr>
<tr>
<td>May 1</td>
<td>Reservation fee due for regular decision.</td>
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**Transfers**

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<tr>
<td>April 1</td>
<td>Fall semester application deadline.</td>
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<td>December 1</td>
<td>Spring semester application deadline.</td>
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**Readmission**

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<tr>
<td>May 1</td>
<td>Fall semester application deadline.</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring semester application deadline.</td>
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**FEES AND FINANCES**

**Costs of a Sewanee Education 1998-99**

<table>
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<tr>
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<th><strong>Advent</strong></th>
<th><strong>Easter</strong></th>
<th><strong>Totals</strong></th>
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<tr>
<td>Tuition</td>
<td>$9,085.00</td>
<td>$ 9,085.00</td>
<td>$18,170.00</td>
</tr>
<tr>
<td>Fees</td>
<td>180.00</td>
<td>0</td>
<td>180.00</td>
</tr>
<tr>
<td>Room</td>
<td>1,290.00</td>
<td>1,290.00</td>
<td>2,580.00</td>
</tr>
<tr>
<td>Board</td>
<td>1,225.00</td>
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<tr>
<td></td>
<td><strong>$11,780.00</strong></td>
<td><strong>$11,600.00</strong></td>
<td><strong>$23,380.00</strong></td>
</tr>
</tbody>
</table>

This schedule shows the costs charged each student for the academic year 1998-99. These amounts are approximately two-thirds of the actual cost per student of providing a student’s education; endowment and gift revenues pay the other one-third.

Approximately 40% of Sewanee’s students receive need-based financial aid to help pay their share.
Tuition, fees for activities and a post office box, room, and board are mandatory charges. These amounts provide for costs of instruction, 21 meals a week and a dormitory room while school is in session, admission to athletic events and cultural performances, subscriptions to student publications, and rental of a box at the student post office (SPO). Services of the health and counseling offices are also covered, but prescriptions, casts, splints, and medical expenses such as X-rays, emergency room visits, surgery, hospitalization, and the like are not covered.

Almost all undergraduate students live in College dormitories or in facilities associated with the residential life program. In order to live outside the residential system of the College, permission must be granted by the Dean of Students.

All undergraduate students who live in College dormitories or in facilities associated with the residential life program of the College are required to purchase the University board plan. The full board policy appears in the Student and Parents' handbooks and the Housing and Meals section of the College catalog.

All students are required to have adequate health insurance. A student medical insurance plan offered through the University is available for students who do not already have adequate health insurance. The Dean of Students sends information about the insurance plan to all students before the beginning of each school year.

A reservation deposit of $300 is payable before pre-registration each semester, to reserve a place in the College. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after the published refund dates, except for serious illness, loss of financial aid, or academic suspension. In planning college expenses, families should also take into consideration such items as books, supplies, and personal items; the cost of such expenses is estimated to be $1,310 per year.

Special Charges

In addition to mandatory charges, a student may incur these charges:

- **Audit**, per course .................................................. $ 550
- **Automobile registration**, per year .................................. 40
- **Bicycle registration**, per year ...................................... 5
- **Part-time students**, per semester hour .............................. 705
- **Special examinations**, per course .................................. 20
- **Transcripts**, per copy ................................................ 2
- **Flight Instructions** — A formal groundschool and the first 10 hours of flight time, One semester .................. 650
Golf Club membership — for use of the golf course. Per year.......................... 75
A student may pay daily greens fee of $3.75 ($7.50 weekends) instead of buying a student membership.

Riding — for riding lessons at the University Equestrian Center. Per semester ............... 450

Fines and penalties
Failure to check out ................................................................. 25
Late registration ................................................................. 25
Late payment of semester tuition ........................................ 50
Returned checks ................................................................. 20
Replacement of lost paycheck .................................................. 20
Replacement of lost Campus card ............................................. 10

Damage to property — When a student is assigned to a dormitory, it is understood that the assignment carries with it an obligation to protect University property. A student who intentionally or carelessly destroys dormitory property will be charged for damages plus a minimum fine of $25 and may also lose priority for room assignment the next year. Whenever the deans of students are unable to determine the person(s) responsible for dormitory damage which is clearly not the result of normal use, a minimum of $25 will be charged to each resident of that dormitory plus a prorata share of the cost of repairs. Damage and other charges may be assessed upon completion of room inspection, after graduation or withdrawal, and must be paid to obtain a transcript of grades.

Payment

The University bills students each semester for the full amount of the semester tuition, room and board. Fees for activities and a post office box are billed upon initial enrollment for the academic year. Payment in full, less the reservation deposit and any financial aid actually awarded is due August 14, 1998 for the Advent semester, and January 8, 1999 for the Easter semester. Failure to pay by these dates will result in a $50.00 late charge. Because of the substantial amounts that must be paid in August and January, the University offers the following ways to assist families in making payments:

1) Significant amounts of financial aid and loans are available to students who qualify.

2) Payment plans are offered in cooperation with commercial lending organizations.

Students and parents are strongly advised to seek further information about financial aid and loan plans from the Office of Financial Aid, and make such arrangements in time for credit from aid or loan to be posted to the student bill. Such arrangements usually require one to three months
for completion. Delays at registration can be avoided by timely application for aid or loan.

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.

The student accounts office mails bills to students well in advance of the payment due dates. Bills are mailed to the student’s home address unless another billing address has been given.

**Campus Identification Card**

A SEWANEECard will be issued to all students as a means of identification. Under the new campus card system, it may also be used to open an optional student debit account at AmSouth Bank and to be used for small purchases at vending machines, copiers and at other locations.

1) The card must be presented for cashing checks at the University Cashier’s Office, using the library, entering the dining hall and using the Fowler Center.

2) The card is not transferable—its loss should be reported immediately to the Telecommunications Office for replacement. There will be a $10.00 charge for replacing the card. Cash stored on the low dollar CashStripe will be lost.

3) The card becomes void upon interruption or termination of enrollment.

Long distance telephone service provided through the University may be debited to the student’s account at AmSouth Bank or charged to a credit card.

Students will have the option of using the SEWANEECard, cash, check, commercial credit card or ATM card at many University facilities. A full service automated teller machine (ATM) will be installed in front of the College Bookstore.

**Other Charges**

Students who have traffic, library or other fines will receive a statement. This statement is due within 30 days to avoid a late payment penalty. Statements will be sent to the student’s University mailbox.

**Refunds**

A student may withdraw from the College only through consultation with the Associate Dean of the College. Withdrawal is official only upon approval by that office. Refund of fees is made only for reasons of illness for
non-Federal Title IV Financial Aid recipients. Refunds for withdrawals because of illness for non-Federal Title IV Financial Aid recipients are figured 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.

For withdrawals for students attending The University of the South who are Federal Title IV Financial Aid recipients, federal regulations require that a proportionate share be restored to Federal Title IV Financial Aid programs, if these students withdraw during that portion of the enrollment period generally governed by federal refund regulations.

For all withdrawals, the University will retain a $100.00 administrative fee. Examples of refund and repayment calculations may be seen in the Student Account’s office.

For withdrawals of Federal Title IV Financial Aid recipients not in first enrollment period, refunds shall be calculated according to applicable Federal regulation (34 CFR 668.22)

Refunds for withdrawals for non-Title IV Financial Aid recipients are credited to financial aid accounts to the extent of any financial aid. Any balance is credited to the student’s account.

Payment of a credit balance occasioned by a refund for withdrawal is made during the month following withdrawal, by check payable to the student or parents at home address.

Refund insurance is available through an outside vendor. Information is sent to you with the fall semester billing. You may also obtain applications through the Office of Student Accounts.

**Board Remission Policy**

All undergraduate students who live in College dormitories or in facilities associated with the residential life program of the College (such as language houses, fraternity and sorority houses, and the Women’s Center) are required to purchase the University board plan. Exceptions to this policy are rarely permitted and will be considered only when a physician requests that a student be allowed off the board plan and a specific diet (reflecting the dietary needs of the student) is presented by the physician to the Dean of Students, the Director of the University Health Service, and a designated representative of the University’s contracted food service company. These individuals will then determine whether the food service is able to accommodate the diet specified. If the food service is able to accommodate the diet, the request will be denied.

Students requesting this accommodation should present their physician’s request (including) dietary restrictions and a proposed diet to the Director of the University Health Service who will begin the process for evaluating the request. A final decision will be made by the Director of the University Health Service in consultation with the Dean of Students.
Students living outside College dormitories or facilities associated with the residential life program of the college may choose whether or not to purchase the board plan.

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, the family homeowner insurance may provide coverage for these losses. If separate coverage is desired, application for student personal property insurance from an independent carrier will be mailed to all students over the summer.

A student using a personal automobile for a class field trip or other University business should have vehicle liability insurance. The University does not cover the vehicle, owner, driver, or passengers if an accident occurs.

A student who participates in athletics is asked to use his or her family insurance to pay for injury which 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.

Checks may be cashed at the cashier’s office. Families may wish to consider having a checking account for the student at a bank in the Sewanee area or at a bank in the student’s home town.

Special arrangements will be made available for any student who is unable by reason of disability to go to the cashier’s office. Notify Dean of Students to request such assistance at extension 1229.

Scholarships and Financial Aid

The College of Arts and Sciences is committed to the principle that insofar as possible, no student accepted for admission will be denied the opportunity to attend because of financial shortfall. Aid is awarded on the basis of calculated eligibility and academic promise. Approximately 58% of our student body receives some form of assistance—more than $7 million each year, in fact—from sources outside their families.

Eligibility for financial aid is determined by an impartial analysis of the family’s financial situation (income, assets, responsibilities, and liabilities) using procedures established by the federal government and the institution to measure the family’s ability to contribute toward a student’s education.

Sewanee allocates much of its aid funds to students for whom aid is a necessity, not a convenience or an honor, in order to provide the maximum number of students with funds. No student should hesitate to apply for admission to Sewanee for lack of personal and family funds.
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.

How to Apply for Financial Aid

1. Complete a Sewanee Application for Financial Aid and return it to the Office of Financial Aid. This application is available from the Office of Financial Aid.
2. Complete the Free Application for Federal Student Aid (FAFSA). Send the completed form to the national processor whose address is on the form, with a photographic copy to Sewanee.

The priority deadline for applying for Financial Aid is March 1 for all students, current and prospective. Applications, together with the photographic copy of the completed FAFSA, must be postmarked by March 1 to ensure being considered for aid for the following academic year.

Whenever possible, students should apply for scholarships from local sources or other programs to augment Sewanee's aid. All applicants are required to apply for state grants that may be available to attend a private university 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 assistance from Sewanee. Receipt of aid from any source or of any type (including loans) must be reported to the Office of Financial Aid at Sewanee.

Renewal of Aid

All students must reapply for aid each year. The procedure for reapplying is the same as outlined above. The priority deadline for applications for renewal of aid is March 1 of the academic year prior to the academic year for which aid is required.

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 12 semester hours. For all other financial aid programs this minimum is six semester hours.
2. The student and family must reapply and establish eligibility for each academic year.
3. The student must make satisfactory academic progress defined as: a) maintenance of a minimum grade point average of 2.0 average on a 4.0 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 unless arrangements satisfactory to the Treasurer have been made in advance.

Financial Aid Awards

Financial aid awards are made to first-time applicants during March and April. If they complete a special needs analysis form, students who apply for Early Decision will be notified of tentative eligibility for the coming year.

Financial aid awards for renewal applicants will be made during June. Renewal applicants who fail to meet the March 1 deadline will be awarded aid only after awards for all on-time applicants have been made, and will be subject to a reduction of up to $1,000 in the grant portion of their awards.

Most financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. However, students with exceptional academic achievement or promise may receive much or all of their calculated eligibility in gift assistance. The University participates in all the U. S. Department of Education financial aid programs for which its students are eligible. These programs are fully described in the Student Financial Aid Guide, which may be obtained from the Office of Financial Aid at The University of the South. In addition, the University awards scholarships and loans from University appropriations and annual gifts, and participates in two tuition exchange programs.

Benedict Scholars Program

The Benedict Scholars Program provides three exceptional freshmen with full-cost scholarships, covering tuition, fees, room, and board—a total package worth $22,390 during academic year 1997-98. Established in 1991, this most prestigious of Sewanee’s scholarship programs attracts students to the University who have demonstrated tremendous potential as scholars.

Wilkins Scholarship Program

Each year, approximately 25 students receive Wilkins Scholarships, which cover half of tuition and are renewable for four years, regardless of family income. Those Wilkins Scholars who demonstrate aid eligibility beyond half-tuition will receive awards for the full amount of their eligibility. Wilkins Scholars combine academic achievement with leadership abilities and have graduated from the University to distinguish themselves in their vocations and their communities.

Baldwin Scholarship Program

Like the Wilkins Scholarship Program, the Baldwin Scholarship Program covers at least half of tuition and is renewable for four years. The
program is available to two outstanding students from Montgomery County, Alabama each year.

**Regents’ Scholarship Program**

Reflecting an ongoing institutional commitment to enrolling a diverse student body, funding has been provided for four merit-based Regents’ Scholarships to be awarded to entering minority freshmen. All minority applicants for freshman admission are eligible for these scholarships, but to be considered a student must submit the merit scholarship application. Regents’ Scholarships are awarded in an amount of no less than one-half of the University’s tuition and are renewable for four years.

**Franklin County High School Scholarship Program**

Established in 1998, this scholarship program awards two renewable full-tuition scholarships to exceptional graduates of Franklin County High School. All other Franklin County High School graduates enrolling at the University (beginning with the graduating class of 1998) are eligible to receive a renewable $2,000 scholarship.

**Sewanee Educational Assistance Loan (SEAL)**

Offered by The University of the South and the local Regions Bank, this loan program assists middle-income families in borrowing a portion of their college contribution at no interest while their son or daughter is enrolled at Sewanee. Repayment on the low-interest SEAL begins 30 days after the student is no longer enrolled at the University. Information on this plan may be obtained from the Office of Financial Aid.

**Ten-Month Payment Plan**

The University participates in an installment payment plan whereby parents can pay the annual cost of a Sewanee education over a ten-month period. Information on this installment payment plan may be obtained from the Office of Financial Aid.

**Scholarships**

Much of the scholarship assistance awarded to students each year comes from the earnings of approximately one hundred endowed funds and many annual gifts. In addition to the generosity of the individuals named below, each year the college provides assistance from general funds. Those interested in strengthening this scholarship program are invited to contact the Vice-Chancellor.
Endowed Scholarships

Scholarships for Designated Recipients

The following scholarships are awarded by the Vice-Chancellor and President to candidates nominated by the authorities named in the individual grants. In order to retain these scholarships, the recipients must meet the same academic requirements as other scholarship holders. Unless otherwise noted, these scholarships, like all others, base stipends on student need as demonstrated through the Financial Aid Application and the Free Application for Federal Student Aid.

If those designated to nominate candidates for any of these scholarships have not made their nominations ninety days before the opening of school, the scholarships will be awarded for the year by nomination of the Vice-Chancellor and President.

Rosa C. Allen Scholarships—Established for students from the Diocese of Texas; nominated by the dean of Christ Church Cathedral, Houston.

William T. Allen Memorial Scholarships—Established in memory of Dr. Allen, formerly a chair of the Department of Physics at the University, to assist a physics major nominated by the department.

Robert H. Anderson Memorial Scholarships—Established by Mrs. John C. Turner for students from Mr. Anderson’s home parish, the Church of the Advent, Birmingham, Alabama; nominated by the rector.

Maurice M. Benitez Scholarship—Established by the Episcopal Foundation of Texas and friends to honor the 36 years of distinguished ministry to the Episcopal Church by Bishop Benitez, an alumnum of the School of Theology and a former trustee of the University of the South.

Robert V. Bodfish Memorial Scholarships—Established in memory of Mr. Bodfish, Class of 1941, with nomination by the Rev. Dr. James Savoy or the bishops of Tennessee.

George Nexsen Brady Scholarships—Established by the son and daughter of Mr. Brady, preferably for a postulant or candidate for Holy Orders; nominated by the bishop of the Diocese of Michigan.

Margaret E. Bridgers Scholarships—Nominated by the Rector of St. James’ Church, Wilmington, North Carolina.

Carolyn Turner Dabney Memorial Scholarships—Established as a living memorial by her parents, brother, and husband; nominated by the rector of Church of the Redeemer, Sarasota, Florida.

Robert P. Davis Memorial Scholarship—Established in memory of Bob Davis, M.D., C’64. This is a two-year scholarship, offered to a junior who shows an interest in pre-med and/or business. Preference will be given to candidates who are Episcopalian and demonstrate leadership, integrity and loyalty. Qualified applicants, as determined by the University, will be presented to the family for final selection.
John R. and Bessie G. Dibrell Scholarships—Established by Mrs. Dibrell’s bequest; nominated by the rector of Christ Episcopal Church, Little Rock, Arkansas.

Ezzell Dobson Memorial Scholarships—Established by his parents following his death in 1947 while a senior in the College; nominated by the Dobsons or their descendants.

Dr. William Egleston Scholarships—Bequeathed by an alumnus of the Class of 1898; nominated by the bishop of South Carolina or the bishop of Upper South Carolina.

D.A. Elliott Memorial Scholarships—Established in memory of Mr. Elliott, a former trustee, for undergraduates from the Diocese of Mississippi; nominated by the rector and wardens of St. Paul’s Church, Meridian.

Herbert Eustis and Orville B. Eustis Memorial Scholarship—Established by the Sewanee Club of the Mississippi Delta in memory of alumni of the classes of 1928 and 1935, respectively, with nominations by the Sewanee Club of the Delta or by the bishop of Mississippi.

George William Gillespie Scholarships—Established by members of St. Mark’s Church, San Antonio, Texas, in memory of a member of the Class of 1946 who was killed in France in 1944; nominated by the rector.

The Rt. Rev. Romualdo Gonzalez Memorial Scholarships—Established by a group of his fellow bishops, clergy, family, and friends in perpetual memory of this Spanish-born bishop of Cuba (1961-66) to aid Hispanic students enrolled in the College of Arts and Sciences or the School of Theology at The University of the South. Nominations are invited from any source and especially from the Hispanic Scholarship Trust Fund Committee of the Episcopal Church.

Atlee Heber Hoff Memorial Scholarships—Established by his wife as a living memorial to her husband, Class of 1907, and awarded to a worthy senior student of scholastic attainment in economics. Designated by the Vice-Chancellor and President and the head of the Department of Economics.

Atlee Henkel Hoff Memorial Scholarships—Established by his parents as a living memorial to their son, Class of 1935, who died as a Lieutenant, USNR, in the service of his country in World War II. These scholarships are awarded on the same basis as the Atlee Heber Hoff Scholarships.

Louis George Hoff Memorial Scholarships—Established by his parents as a living memorial to their son, Class of 1938, who lost his life in the Texas City disaster of April 16, 1947. The scholarship is awarded, as designated by the Vice-Chancellor and President and head of the Department of Chemistry, to a senior of academic attainment in that field.

Dora Maunevich Kayden Scholarships—Established by Dr. Eugene M. Kayden, professor of economics, in memory of his mother. May be used for undergraduate or graduate study in economics; designated by the Department of Economics.
Robert S. Lancaster Scholarship—Established by a group of alumni as a living memorial in honor of the revered professor for whom it is named. The recipient shall be a rising junior who exemplifies the characteristics of academic excellence and personal leadership embodied by Dr. Lancaster. The scholarship will be awarded by a selection committee and shall carry a stipend for the student’s junior and senior years.

Charles Pollard Marks Memorial Scholarship—Given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship—Given to honor his mother by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

Lee McGriff, Jr. Scholarships—Established by employees of McGriff, Seibels & Williams, Inc., in honor of Mr. McGriff and his vision, planning and overwhelming generosity. Awarded to outstanding students from the State of Alabama.

Mighell Memorial Scholarships—Established by Mabel Mighell Moffat as a memorial to her father and great-nephew. Preference is given to students from Christ Church Parish, Mobile, Alabama, and from Mobile County, or to a student from Alabama; nominated by the bishop of the Central Gulf Coast.

Joseph R. Murphy Scholarship Fund—Established by Mr. Murphy’s wife and friends in memory of J.R. Murphy of San Antonio, Texas. Nominated by the rector of Christ Church, San Antonio, or the bishop of the Diocese of West Texas.

Charles Joseph Orr, Jr. Memorial Scholarship—Established in 1984 by many whose lives were richly touched by Charlie, a cum laude graduate in the Class of 1979, to assist, here and elsewhere, serious students pursuing his goal of the “unveiling of life through literature.” Nominations are invited from anyone, particularly from the Orr family and members of the faculty of the Department of English.

William T. Palfrey Fund—Established by his bequest as a memorial to his parents; nominated by Lodge No. 57 of the Free and Accepted Masons or by the Vestry of St. Mary’s Episcopal Church, Franklin, Louisiana.

Merrill Dale Reich Scholarships—Given by the Sewanee Club of Atlanta, friends, classmates, and teammates, in memory of Lieutenant Reich, Class of 1966, killed in Viet Nam. The recipient is selected by the Sewanee Club from nominations of the Committee on Scholarships.

Benjamin Strother Memorial Scholarships—Established by his mother with preference given to students from Edgefield County, South Carolina, and in the Diocese of Upper South Carolina; nominated by the bishop.
Herbert Tutwiler Memorial Scholarships—Established by his wife with first consideration to students from his home parish, the Church of the Advent, Birmingham, Alabama, and then to candidates from Jefferson County; nominated by the bishop of Alabama.

Morgan W. Walker Scholarships—Established by Mr. Walker for students from the Diocese of Louisiana nominated by the bishop.

University Scholarships and Loan Funds

Scholarships are awarded by the Vice-Chancellor and President from the funds listed below to students recommended by the faculty Committee on Scholarships. These scholarships are awarded to students of adequate ability and demonstrated financial need who may be entering or are already enrolled in the College. Scholarships with principals of less than $1,000 are not listed here.

Raymond Alvin Adams Scholarship Fund—Established by the bequest of Mr. Adams to provide scholarships for deserving students in need of financial aid. Preferences are given to students from Tullahoma, Tennessee, Coffee County, Tennessee, and Middle Tennessee, in that order.

Alfred Thomas Airth Scholarship Fund—Bequeathed by Mr. Airth to provide scholarships for needy students.

Alden Trust Fund for Need-Based Scholarships—Established by a gift of the George I. Alden Trust of Worcester, Massachusetts. Awarded to needy students in the College.

Robert Moss Ayres, Jr. Scholarship Endowment Fund—Established in 1996 by a gift from his children Robert A. Ayres, C’80 and Vera Ayres Brown, C’83 and their respective spouses, Margaret Bowers Ayres, C’80 and Stuart W. Bowen, Jr., C’82 in honor of their father Robert M. Ayres, Jr., C’49, H’74. Awards are made on the basis of financial need to students from the Diocese of Texas or the Diocese of West Texas.

Baggenstoss Family Scholarship—Established by family and friends in honor of the six Baggenstoss brothers—John, Robert, Herman, Fritz, Charles, and Albert—whose parents immigrated from Switzerland to Grundy County in the late 1800’s. Their lives were devoted to community service, conservation of natural resources, support of local youth, and the Episcopal church. Preference is given to natives of Grundy County.


Baker-Bransford Memorial Scholarships—Established by a bequest from Mrs. Lizzie Baker Bransford.

Grace Mahl Baker Loan Fund—Initiated by the Class of 1927 as a tribute to the wife of a former Dean of the College. The fund is to enable students, in case of financial emergency, to remain in the College.
Grace Mahl Baker Scholarship Fund—Established in memory of Grace Mahl Baker, devoted wife of Dean George M. Baker, who during the 30-some years her husband served as Dean of the College, won the affection and admiration of countless students for her hospitality, charm, and unfailing capacity to care for all whose lives she touched.

Abel Seymour and Eliza Scott Baldwin Scholarships—Established for students from Jacksonville, Florida, by the bequest of Mrs. Baldwin.

William O. Baldwin Scholarships—Established by Captain Baldwin, Class of 1916, to benefit children of naval personnel.

Captain William O. Baldwin Memorial Scholarship—Established by Ewin Baldwin Yung for deserving young people from Montgomery, Alabama.

Bank of Sewanee Scholarship—Established for an outstanding entering freshman from Franklin, Grundy, or Marion counties.

J. Everett Beattie Memorial Scholarship—Established by the Beattie Foundation in memory of J. Everett Beattie. Awarding of the scholarship is based on demonstrated financial need.

Elizabeth and George Bedell Scholarship Fund—Established by the Bedells to assist female students first from the State of Florida, then to assist any female students.

Lawrence W. Bell Scholarships—Given by Mrs. Bell in memory of her husband, for students interested in the conservation of natural resources.

The Beloved Physician Scholarship Fund—Created by the vestry of St. Mark's Episcopal Church, Beaumont, Texas, in thanksgiving for the life of Lamar Clay Bevill, M.D.

Benedict Scholarships—Established in 1991 by Betty and Sam Benedict of Cincinnati, Ohio. The recipients must demonstrate tremendous potential as scholars. It is a full-cost scholarship covering tuition, fees, room, and board. The status of Benedict Scholar is awarded to entering freshmen.


Leslie G. Boxwell Scholarships—Established by a bequest from Mr. Boxwell.


Elizabeth T. Burgess Scholarship—Established by a bequest from Mrs. Burgess.

William Carl Cartinhour Scholarship Fund—Established by a grant from the Cartinhour Foundation, Incorporated.
Chisholm Foundation Scholarship—Established by the Chisholm Foundation of Laurel, Mississippi. Awarded to needy students from the State of Mississippi who will subsequently perform community service in their home state.

Elizabeth Nickinson Chitty Scholarship—Given by a former Director of Financial Aid and Placement (1970-80), her family and friends, the income to be used for needy students in the College of Arts and Sciences.

Gordon M. Clark Memorial Scholarships—Established by Mrs. Martha Neal Dugan in memory of her late husband, a member of the Class of 1927 and Director of Athletics at the University from 1930 until his death in 1952. Awarded to students in recognition of excellence in academic and extracurricular pursuits.

Robert C. and Deborah R. Clark Scholarship Endowment Fund—Established in 1998 by a gift from Robert C. Clark, C'76, and Deborah R. Clark, C'77. Awards are made on the basis of financial need.

Class of 1939 Scholarship—Established by gifts from the Class of 1939. Awarding of the scholarship is based on demonstrated financial need.

Class of 1961 Scholarship—Established by gifts from the Class of 1961. Awarding of the scholarship is based on demonstrated financial need.

Anne Wingfield Claybrooke Scholarship—Established by Misses Elvina, Eliza, and Virginia Claybrooke in memory of their sister.

John Hamner Cobbs, C’31 Scholarship—Established anonymously in memory of Mr. Cobbs to assist "a deserving student who otherwise would not have enough money to come to Sewanee."

Columbus, Georgia Scholarships—Established by Mrs. George Foster Peabody.

Tom Costen Memorial Scholarship—Established in honor of Lt. William Thompson Costen, C'85, killed in action during Operation Desert Storm. Awarding of the scholarship is based on demonstrated financial need.

Mary Lou Fournoy Crockett Endowment Fund—Established by the bequest of Nathan A. Crockett with preference to students from Giles County and Middle Tennessee. This fund has been used for both scholarships and loans.

Clarita F. Crosby Scholarships—Established by her bequest with at least one-half of said scholarships being awarded to women.

Jackson Cross C’30 European Study Abroad Endowment Fund—Established in 1997 by a gift from Anne Meyer Cross, in memory of her husband, Jackson Cross, a member of the Class of 1930. Awards are made on the basis of financial need for study in Europe under the University’s foreign study program, with preference to students who study in Germany.
Myra Adelia Craigmiles Cross Scholarships—Established by a bequest from Mrs. Cross.

Joseph D. Cushman Scholarship—Established by Joseph D. Cushman, to be given to a rising senior history major who exemplifies the characteristics of academic achievement, high character, and a sense of responsibility.

Mary Susan Cushman Scholarship—The Mary Susan Cushman Scholarship was initiated in 1994 by a group of alumnae to commemorate 25 years of women at Sewanee and in honor of Mary Susan Cushman, longtime dean of women and dean of students who retired in 1994.

Suzanne E. Dansby College Scholarships—Established by the gifts of Miss Dansby.

Ellen Davies-Rodgers History Scholarship—Given by Mrs. Ellen Davies-Rodgers, D.C.L. '86, distinguished West Tennessee educator and historian. The scholarship is awarded to a deserving history major at the end of the junior year, applicable to the senior year.

Hildreth Varnum Tucker Dieter Memorial Scholarship—Established by her husband, Kenneth H. Dieter, in response to her wish to aid promising scholars.

Diocese of Lexington Scholarship—Established in 1997 by alumni and friends in the Diocese in recognition

Lenora Swift Dismukes Memorial Scholarships—Established by John H. Swift.

Hilda Andrews Dodge Scholarships—Established by the bequest of Mrs. Dodge, with preference to members of the Church of the Advent, Birmingham, Alabama.

Byrd Douglas Scholarships—Bequeathed by Miss Mary Miller for Tennessee students.

Bishop Dudley Memorial Scholarships—Established by Mrs. Herman Aldrich in memory of her son-in-law, former bishop of Kentucky and Chancellor of the University.

Arthur B. Dugan and Martha N. Dugan Scholarship is awarded to undergraduate students at the University of the South who demonstrate the qualities of academic excellence and leadership.

Rosalie Quitman Duncan Scholarships—Bequeathed by Eva A. and Alice Quitman Lovell.

duPont Minority Summer Scholarships—Established by the Jessie Ball duPont Fund to assist minority students with summer school expenses.

Jessie Ball duPont Scholarships—Established by Mrs. duPont.

Jessie Ball duPont—Frank A. Juhan Scholarships—Established by Mrs. duPont with hope that recipients would later pass along the amount they received to other worthy students.
Robert Frierson Evans Scholarship—Established by a gift; to be awarded annually to a junior student who has demonstrated a high degree of interest and academic achievement in American history, literature or political science.

Fooshee Scholarships for Freshmen—Established in memory of his parents and brother by Malcolm Fooshee, Class of 1918, to assist outstanding incoming freshmen from Tennessee, New Mexico, and Kentucky public high schools and New York public and private high schools.

Combs Lawson Fort, Jr. Memorial Scholarships—Established in 1983, the year of his graduation, by his family and friends.

Dudley and Pearl Fort Scholarship—Established in 1993 by Dudley C. Fort. Awarding of the scholarship is first, to students from Davidson and/or Robertson counties; second, to students from the State of Tennessee; and third, to students from the south.

James M. Fourmy, Jr. Scholarships—Bequeathed by an alumnus of the Class of 1946 with preference given to students from the State of Louisiana.

Benjamin H. Frayser Scholarships—Established by Mrs. Anne R. F. Frayser in memory of her son, Class of 1909.

James Voorhees Freeman and Leslie Butts Freeman Memorial Fund—Established in memory of Dr. and Mrs. Freeman by their sons, with preference to premedical students.

O.A. Gane and Vida F. Gane Memorial Scholarship Fund—Established under the will of Mrs. Vida F. Gane to assist deserving students from Florida, with a preference given to residents of Palm Beach County, Florida.

Peter J. Garland, Katie Flynn Garland and Thomas Payne Govan Memorial Scholarship Fund—Established by Thomas J. Tucker, Mary Ann Garland Tucker, and Peter J. Garland, Jr. in memory of Peter J. Garland, former French teacher and football coach at Sewanee Military Academy, his wife, Katie Flynn Garland, and Thomas Payne Govan, former professor of history at the University. The income from the fund is to provide financial aid to students in Franklin and surrounding counties in Tennessee with preference given to students who reside within the University Domain.

The C.S. and Sidney C. Gooch Scholarship—Established by Anthony C. Gooch, C’59, and Robert S. Gooch in loving memory of their parents and generously allowed to be awarded at the complete discretion of The University of the South.

William A. and Harriet Goodwyn Endowment—Established by Judge and Mrs. Goodwyn.

Bishop Harold Gosnell Scholarship Fund—Established by friends as an expression of their appreciation of Bishop Gosnell’s long and dedicated service to his church, country and community.
Grant Foundation Scholarships—Established in recognition of Mrs. Mary D. Grant, a resident of Nashville, Tennessee, by the Grant Foundation of New York.

Kenneth R. Gregg Scholarships—Established by Mr. Gregg; awarded to history majors.

Charlotte Patten Guerry Scholarships—Established by Z. Cartter Patten and Sarah Key Patten, his mother, for forestry students in honor of Mrs. Alexander Guerry, wife of the ninth Vice-Chancellor and President.

Ella Guerry Scholarship Fund—Bequeathed by Mrs. Guerry. Awarding of the scholarship is based on demonstrated financial need with preference given to male students.

Hall Scholarship Fund—This scholarship fund was established by an alumnus of the College to assist worthy students in the College who have demonstrated financial need.

William Bonnell Hall and Irene Ellerbe Hall Memorial Scholarships—Established by their daughter, Landon Hall Barker, for premedical students or, when not so needed, for students majoring in chemistry or biology.

The Rev. Alfred Hamer Memorial Scholarship—Endowed in 1984 by his son to assist students of the organ and liturgical music honoring his English-born father, who was organist and choir master at Trinity Cathedral in Pittsburgh for 50 years and canon precentor for 23 years.

Alfred Hardman Memorial Scholarships—Established by Mr. James B. Godwin in memory of the Very Rev. Alfred Hardman, Class of 1946.

James Edward Harton Scholarships—Established by Mrs. Anne Harton Vinton in memory of her brother, Class of 1921.

Coleman A. Harwell Scholarship—Bequeathed by Mr. Harwell to assist upperclass students with a career interest in journalism.

Hearst Foundation Minority Scholarship—Established by the William Randolph Hearst Foundation to assist minority students in the College. Awarding of the scholarship is based on demonstrated financial need.

James Hill Scholarships—Established by a bequest from Mr. Hill. This is the earliest scholarship endowment in the College.

Telfair Hodgson and Alice Cheatham Hodgson Parker Scholarships—Originally established by Mrs. Medora C. Hodgson in memory of her late husband, an alumnus and Treasurer of the University, and expanded by a gift from the Parker family in memory of Telfair and Medora Hodgson’s daughter, Alice Cheatham Hodgson Parker.

Franklin Eugene Hogwood Memorial Scholarship—Mr. Hogwood initially left $3,500 to Sewanee to thank the University for its contributions toward the development of his son, Stephen Franklin Hogwood, C’74. Additional family gifts have increased the endowment, with funds earmarked for a “worthy student.”
George W. Hopper Scholarship Fund—Established by the bequest of George W. Hopper and the gifts of his wife, Sally H. Hopper, to provide scholarships for the sons and daughters of Episcopal clergy.

Marshall Hotchkiss Memorial Scholarships—Bequeathed by Mrs. Venie Shute Hotchkiss in memory of her husband.

Elmer L. and Catherine N. Ingram Scholarship Fund—Established through a bequest from the Ingrams.

Charles H. and Albert Brevard Jetton Memorial Scholarship Fund—Established by a bequest from Rebekah J. Jetton.

Elmer L. and Catherine N. Ingram Scholarship Fund—Established through a bequest from the Ingrams.

Caldwell C. Jones Memorial Scholarship—Established by Mr. and Mrs. Frank C. Jones, C'62 in memory of their son Caldwell, C'95. Preference in awarding is to “someone who loves the outdoors, and the woods, as Caldwell did.”

Thomas Sublette Jordan Scholarships—Bequeathed by Mr. Jordan, Class of 1941, for students from West Virginia.

Charles James Juhan Memorial Scholarships—Established by Mrs. Alfred I. duPont in memory of Lieutenant Juhan, Class of 1945, who died in Normandy in World War II.

Jupiter Island Garden Club Scholarship—Given by the Jupiter Island Garden Club of Hobe Sound, Florida, to benefit students of forestry, ecology, or botany.

George Shall Kausler Scholarships—Established by Mrs. Kausler in memory of her husband, Class of 1881, with preference to a New Orleans or Louisiana resident.

Frank H. and Mabyn G. Kean, and Frank H. Kean, Jr. Memorial Scholarship Fund—Established by Frank Hugh Kean, Jr., Class of 1936, and his sister, Mrs. Edward Duer Reeves, in memory of their parents. This fund was later increased regularly by Mrs. Frank Hugh Kean, Jr. in memory of her husband.

Estes Kefauver-William L. Clayton Scholarships—Established by the Hon. William L. Clayton, in honor of Senator Kefauver, with preference to students in political science.

Estes Kefauver-Edmund Orgill Scholarships—Established by the family of Mr. Orgill, in honor of Senator Kefauver, with preference to students in political science.

William and Elizabeth Kershner College Scholarship Fund—Established by a gift of Mr. and Mrs. William K. Kershner.
Dr. and Mrs. Ferris F. Ketcham Scholarships—Established by Dr. and Mrs. Ketcham for academically outstanding graduates of Sewanee-area high schools.

Minnie Ketchum Memorial Scholarships—Established by the Convocation of Scranton of the Diocese of Bethlehem, Pennsylvania.

Kimbrough Family Scholarship—Established by Mr. and Mrs. Arch Kimbrough.

George Frederick and Ellen Constance Kinzie Memorial Scholarships—Established by their son, Dr. Norman F. Kinzie, to be awarded annually on a need basis to deserving College students.

Sara Taylor Kitchens Memorial Scholarship—Established by Mr. William J. Kitchens, with preference to a student from South Carolina coming from a family with three or more children either attending or yet to attend college.

Overton Lea, Jr., Memorial Scholarships—Bequeathed by Mr. Lea in memory of his son, Class of 1900.

James Coates Lear Memorial Scholarships—Established in memory of Mr. Lear, Class of 1936.

Diocese of Lexington Scholarship—Established in 1997 by alumni and friends in the Diocese in recognition of the occasion of the Rt. Rev. Don Wimberly being elected Chancellor of the University. The first Bishop of the Diocese of Lexington to be elected Chancellor. Recipients are selected, based on financial need, from students enrolled in the College of Arts and Sciences from the geographical boundaries of the Diocese of Lexington. The scholarship is administered by the Financial Aid Office.

Edward H. Little Loan Fund—Established by a bequest of Mr. Little.

Hinton Fort Longino Scholarships—Established by Mr. Longino, Trustee, Regent and honorary alumnus, with the hope that recipients would later contribute an equal amount for the benefit of other students.

Antonia Quitman Lovell Scholarships—Established through a bequest from Rosalie Duncan Lovell in honor of her mother.

Andrew Nelson Lytle Scholarship in English—Established in memory of Mr. Lytle. Awarded annually to a rising senior English major.

Elizabeth and Shirley Majors Memorial Scholarships—Established by family, friends, and former athletes in memory of the head football coach at the University from 1957-77 and his wife, a longtime teacher at the elementary school. Preference is given to students from small, rural high schools who show academic promise and financial need.

Charles S. Martin Scholarship Fund—Bequeathed by Mrs. Marion H. Hollowell in memory of her father, an alumnus and trustee.
McDonald Family Scholarship—Established in 1995 by Annette McDonald of Birmingham, Alabama, in memory of her husband, Allan J. McDonald, and in honor of her children who attended The University of the South, Kathryn Annette McDonald, C'92 and John Leslie McDonald, C'96. Awarding of the scholarship is based on demonstrated financial need and can cover up to one-half of the total cost to attend Sewanee for each academic year.

John Maxwell Stowell McDonald Scholarships—Established by the bequest of Mrs. Louise S. McDonald for students of academic promise.


Mitchell Scholarships—Established as a memorial to their parents by the sons of George J. and Annie G. Mitchell.

Montana-Sewanee Scholarships—Established by the Rev. Dr. H. N. Tragitt, Class of 1916, for students from Montana.

Monteagle Rotary Club Scholarship—Established by the Monteagle Rotary Club to assist incoming freshmen from Grundy County High School. Should such candidates not be available, the award will continue with prior recipients.

Horace Moore Scholarship—Established in honor of Coach Horace Moore to benefit needy students in the College.

Thomas Rowan Moore Family Scholarship—Established by William W. Moore, Class of 1959, in memory of his mother and father, with preference to students from the State of Mississippi.

Morris and Charles Moorman Scholarships—Established by Mrs. Charles H. Moorman in memory of her twin sons, Morris and Charles, who died in World War II.

Katharine L. Morningstar Memorial Scholarship—Established by John M. and Leslie H. Morningstar, with preference to students from the western mountain states.

Mary Rawlinson Myers Scholarships—Established by Mrs. Myers for students wishing to prepare for the ministry.

Frank Chadwick Nelms Endowed Scholarship Fund—Established by the William A. and Madeline Welder Smith Foundation to benefit students from Houston and, when that is not possible, any student from the State of Texas.

A. Langston Nelson Scholarships—Established by Virginia P. Nelson in memory of her husband, Class of 1923, to aid students in premedical studies.
The Stanford J. Newman Scholarship—Established by his sons, Eric M. Newman, C'70, and Robert C. Newman, C'73, as a tribute to their father in loving appreciation for the many wonderful educational and life experiences he afforded them. The scholarship is need-based and preference is given to a well-rounded, outstanding student—first from the Tampa Bay area and then from the State of Florida.

The Harold Scott Newton Class of 1968 Memorial Scholarship—Established in 1975 by his family as a memorial to Mr. Newton, a member of the Class of 1968, and graciously extended by the family in 1993 to honor the memory of all members of the Class of 1968.

Northern Students Scholarships—Established by the Sigma Phi Fraternity for students from the North.

James and Florence Oates Memorial Scholarships—Established by family and friends in memory of Mr. Oates, formerly Commissioner of Buildings and Lands, Business Manager, and Manager of Gailor Dining Hall, and his wife, for many years secretary to the Dean of the College.

Thomas O'Conner Scholarships—Established by a bequest from Mrs. Fannie Renshaw O'Conner in memory of her husband. Awarded annually on the basis of academic attainment to member of the junior class.

Oehmig Scholarship—Established by the Westend Foundation to assist needy students from the Chattanooga area.

Douglas Paschall Scholarship Fund—Established in memory of Dr. Douglas Paschall and his many achievements in and contributions to the life of the University. Awarding of the scholarship is based on demonstrated financial need.

George V. Peak Memorial Scholarships—Established by his sister, Florence C. Peak, and cousin, Ruth May Rydell.

William P. Perrin Memorial Scholarship—Bequeathed by Mrs. Adele Landry Perrin in memory of her son. Awarding of the scholarship is based on demonstrated financial need with preference given to male students from Tennessee, Mississippi or Louisiana.

Dr. Lance C. Price Memorial Scholarships—Established in memory of Dr. Price, Class of 1930, by his family and friends.

Stephen Elliott Puckette III Memorial Scholarship Fund—Established by family and friends the year following his graduation to honor this scholar and athlete.

Curtis Blakeman Quarles and Ella Blaffer Quarles Memorial Scholarship—Established by the bequest of Curtis Blaffer Quarles, Class of 1926, in memory of his parents.

Burr James Ramage Scholarships—Bequeathed by Mrs. Harriet Page Ramage in memory of her husband.

Edward Randolph Scholarships—Established by a bequest from Julia Balbach Randolph in memory of an alumnus, Class of 1889.
Reader's Digest Foundation Scholarships—Established through a gift of Reader's Digest.

Roberts Scholarships—Established in memory of the Rev. Leland Hyle Roberts, Mrs. Ellen M. Roberts and Mr. William E. Roberts, Class of 1954, with preference to students from the diocese of West Texas.

Robert Peterkin Rhoads Scholarship—Bequeathed by Mr. Rhoads in memory of Lyle Irvine Burbank, Kyle Trimble Burbank, Lt. Samuel McKee Burbank and Alice Irvine Burbank. Awarding of the scholarship is based on demonstrated financial need.

Brian Wayne Rushton Scholarship—Established by his family in memory of Mr. Rushton, Class of 1963, for forestry students.

Ernst Rust, Jr. Scholarship Established by Antoinette and Ernst Rust in memory of their son, Class of 1946, for upperclassmen.

John Adams Sallee Scholarships—Established by a bequest from Mr. Sallee.

St. Christopher's Parish, Pensacola, Florida, Scholarship Fund—Established to honor the Rev. Lavan Davis on the 25th anniversary of his ordination, with preference to students from the parish, Pensacola, or the Central Gulf Coast.

Drs. Arthur M. and Jacqueline T. Schaefer Scholarship—Established in honor of Dr. Arthur M. Schaefer, Professor of Economics and former Provost of the University and Dr. Jacqueline T. Schaefer, Professor of French at the University.

Conley J. and Margaret D. Scott Scholarship—Established by John B. Scott, C'66 and C. Jay Scott II, C'65, in honor of their parents and designated to provide assistance to the sons and daughters of Episcopal clergy attending the college.

Armistead Inge Selden, Jr. Scholarship Fund—Established by family and friends in loving memory of Armistead Inge Selden, Jr., C'42, United States congressman from Alabama (1952-68); principal deputy assistant secretary of defense for international security affairs (1970-72); United States ambassador to New Zealand, Western Samoa, Tonga, and Fiji (1974-79); and the University of the South’s distinguished alumnus (1983). Awarded to a needy student chosen by the family from University recommendations with preference given to Episcopalians from Alabama.


Margaret Walker Weber and Eva Dora Weber Simms Scholarships—Established through a bequest of Margaret Weber Simms for premedical students.

Adair Skipwith Scholarships—Bequeathed by his sister, Miss Kate Skipwith, in memory of one of the first nine students who entered the University at its opening in 1868.
J. Bayard Snowden Memorial Scholarships—Bequeathed by Mr. Snowden, Class of 1903, former Trustee and Regent and endower in 1923 of the Department of Forestry, for forestry students from Shelby County, Tennessee.

South Kent School Endowed Scholarship Fund—Established by a dutiful alumnus of the South Kent School and the University of the South in appreciation of the fine education received at both institutions and to ensure that a similar opportunity is available to other deserving students who might wish to partake of this singular and enlightening experience.

Monroe and Betty Spears Endowed Scholarship—Established in 1995 by Monroe and Betty Spears of Sewanee, Tennessee in appreciation of their long and active involvement with the University community. Awarding of the scholarship is based on demonstrated financial need. Preference is given to juniors or seniors majoring in either Music or English.

C.V. Starr Scholarship Fund—Provided by the Starr Foundation for undergraduate scholarships.


Thomas Bates Stovall Memorial Scholarship—Established by friends of Mr. Stovall, to be awarded each year to a student who best exemplifies the attitudes and quality of character for which he was noted while a student at Sewanee.

Templeton-Franklin County Scholarships—Established by Mr. John M. Templeton to benefit needy students from Franklin County, Tennessee.

Vernon Southall Tupper Scholarships—Established as a tribute to an alumnus of the Class of 1902, former Trustee and Chairman of the Board of Regents.

University of the South Scholarship Fund—Established by two anonymous donors to be used by the College of Arts and Sciences.

Lon S. Varnell Scholarships—Established by former basketball players in honor of their friend, head basketball coach at the University from 1948-70. Awarded to competent students active in university life.

John Waddill Scholarship Fund—Established by the bequest of Anastasia Howard, of Baltimore, Maryland.

Thomas Richard Waring and Anita Rose Waring Memorial Scholarships—Established by Mr. and Mrs. Edmund B. Stewart in memory of Mr. Waring, Class of 1925, head of the Foreign Language Department, Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference to a Spanish-speaking student.
**Watkins Scholarship Fund**—Given by Patricia Finley Watkins in memory of Dr. Miles Abernathy Watkins, Sr., Miles Abernathy Watkins, Jr., and in honor of Miles Abernathy Watkins III. This scholarship is intended to benefit needy students who otherwise would be unable to attend Sewanee.

**Faye and Edwin Welteck Scholarship**—Bequeathed in memory of Faye and Edwin Welteck. Awarding of the scholarship is based on demonstrated financial need with preference given to female students.

**Carolyn and Charles Wentz Scholarships**—Established in 1977 by their family.

**Diocese of West Texas Scholarship Endowment**—Established by the Episcopal Diocese of West Texas to assist needy students from that diocese.

**Wheat Grant for Graduate Study in French**—Bequeathed by Marjorie Warner Wheat to help defray the cost of graduate study in French for up to three consecutive years. The recipient shall be chosen by the Chair of the French Department.

**Georgia M. Wilkins Scholarships**—Established by a bequest from Miss Wilkins. The recipients must demonstrate high character, a sense of responsibility, leadership, and academic distinction. The status of Wilkins Scholar is awarded to entering freshmen.

**James L. and Marjorie Williams Endowed Scholarship**—Established in 1995 in memory of James L. Williams, an alumnus of the Class of 1943, and in honor of his wife Marjorie Williams of Kansas City, Missouri. Awarding of the scholarship is based on demonstrated financial need with preference given to students enrolled in the 3/2 Engineering Program.

**Lawrence Moore Williams Scholarships**—Established by the wife, son, and daughter of a devoted alumnus of the University, Class of 1901.

**Tennessee Williams Scholarship**—Established by the estate of playwright Tennessee Williams. Funds are awarded to rising junior and senior English majors as chosen by the department.

**Woods Leadership Awards**—Established by Granville Cecil and James Albert Woods, to recognize and encourage the students, without respect to need, who make the most significant contributions to the quality of life in the University.

**Eben A. and Melinda H. Wortham Scholarships**—Established in memory of Mrs. Wortham, wife of Eben A. Wortham, Class of 1918.

**Georgia Roberts Wrenn Scholarships**—Established by the bequest of Beverly B. Wrenn, an alumnus of the Class of 1891, in memory of his mother, to assist students from the state of Georgia.

**Jerry Edwin Yates Memorial Scholarship Fund**—Established in memory of Jerry E. Yates by his family. Awarding of the scholarship is based on demonstrated financial need.
Scholarships

In addition to the proceeds from endowed scholarship funds, other scholarships are awarded from the principal of annual cash gifts designated for scholarship purposes with amounts and sources varying from year to year. Such scholarships, except for the Huguenot and Kemper, are generally awarded in the same manner as other scholarships.

Marie L. Rose Huguenot Scholarships—Awarded by the Huguenot Society of America to a student descended from a Huguenot who settled in what is now the United States before November 28, 1787.

Cecil Sims, Jr. Scholarships—Given by his parents in memory of their son, Class of 1945.

Algeron Sydney Sullivan Scholarships—The Sullivan Foundation of New York City makes an annual donation for scholarships and for the Sullivan Medallion Award for character.

Johnson Bransford Wallace Scholarship Endowment Fund—Established in 1996 by a gift from the Louise Bullard Wallace Foundation in honor of J. Bransford Wallace, a member of the Class of 1952. Additional gifts were made by Mr. Wallace. Awards are made on the basis of financial need, with first preference to students from Montgomery Bell Academy or Harpeth Hall School, with second preference to students from Middle Tennessee.

Lettie Pate Whitehead Scholarships—Awarded annually by the Lettie Pate Whitehead Foundation to poor and deserving Christian women from selected Southeastern states.

Probasco Scholarship Fund—Provided by the Scott Probasco Charitable Lead Trust to assist needy students from the Chattanooga area.

Medals and Prizes

The following medals and prizes are awarded annually, subject to the conditions noted under the respective subjects:

Bain-Swiggett Poetry Prize is awarded to a student for outstanding poetry submitted to The Mountain Goat, the student literary magazine.

Susan Beatty Memorial Prize for chemistry is awarded to the student who makes the greatest improvement in general chemistry.

Chemical Rubber Company Handbook Award is given to the outstanding freshman student in General Chemistry.

Class of 1935—Dr. I. Croom Beatty Prize for chemistry is awarded to the student who makes the greatest improvement in organic chemistry.

Robert Woodham Daniel Prize in Expository Writing is awarded for the best freshman essay on a set text submitted in writing-intensive courses.
Clarence Day Award for community service is awarded to a senior who has had extensive involvement in and shown an immeasurable commitment to community service.

Isaac Marion Dwight Medal for philosophical and Biblical Greek, founded by H.N. Spencer, M.D., of St. Louis, Missouri, is open to all students of the University.

Arthur B. Dugan Memorial Prize for political science is awarded to the outstanding junior in political science in memory of the former chair of the department.

Philip Evans Award for economics is awarded to the outstanding economics graduate.

Allen Farmer Award for natural resources is awarded to a senior major in the Department of Forestry and Geology who has demonstrated outstanding interest and leadership in the study of the natural environment.

Freshman Prize for the student completing the freshman year with the highest academic average.

Guerry Award for English was established by former Vice-Chancellor Alexander Guerry.

Charles Hammond Memorial Cup for scholarship, leadership and athletics was founded by Mrs. Mary Hammond Fulton and R. Prentice Fulton, Jr., in memory of Mr. Hammond, a member of the Class of 1920.

The Robert Hooke Prize for Achievement in Calculus is awarded to a student exhibiting special achievement after completion of the calculus sequence.

Charles Pollard Marks Memorial Scholarship given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship is given to honor his mother by C. Caldwell Marks, class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

John McCrady Prize in Fine Arts, established by Dr. and Mrs. Edward McCrady in memory of Dr. McCrady’s brother, is awarded annually to a fine arts major.

A.T. Pickering Prize for excellence in Spanish, in recognition of the work of Professor Emeritus Pickering, former chair of the Department of Spanish, is awarded to a senior who exhibits merit above and beyond departmental honors.
E. G. Richmond Prize for Social Science, founded by the late E.G. Richmond of Chattanooga, Tennessee, is awarded to the student with the best record for two years of work in political, sociological and economics study.

Ruggles-Wright Prize for French was founded by Mrs. Ruggles Wright of New Jersey.

Judy Running Memorial Prize is awarded annually to the outstanding music student.

Alex Shipley, Jr. Award—Established by his mother, Virginia Shipley, in memory of her son, an outstanding 1963 political science graduate of the University, a lawyer, a gentleman, and a true son of his alma mater. The fund assists the brightest and best graduating senior within the political science department as determined by the head and two senior members of the department.

South Carolina Medal for Latin was founded by Walter Guerry Green of Charleston, South Carolina.

Algernon Sydney Sullivan Medallion for character was founded by the New York Southern Society, New York City.

Harry C. Yeatman Award in Biology, established to honor Professor Yeatman, is given to the senior major exhibiting leadership and inspiration in the study of biology.
Courses of Study

AMERICAN STUDIES

Professor Keele (Political Science)
Professor Garland (Philosophy)
Professor Smith (Religion)
Professor O'Connor (Anthropology)
Assistant Professor J. Grammer (English)
Assistant Professor Register (History), Chair
Associate Professor Willis (History)
Visiting Assistant Professor McKeen (Political Science)
Lecturer Brennecke (Fine Arts)

American Studies is an interdisciplinary major that fosters an understanding of past and contemporary American culture. Students select from pertinent courses in the humanities and social sciences and combine them into an integrated course of study that reflects their intellectual and scholarly interests. While requiring a substantial foundation in American literature and history, the program also encourages students to explore non-traditional methods and subjects. The major is usually assembled from the fields of history, literature, anthropology, political science, economics, philosophy, religion, and art. The junior seminar for majors, jointly taught by instructors in relevant disciplines, introduces students to important methodological and theoretical problems in the study of American culture. At the end of the seminar students present proposals for an independent research project (to be completed during the first semester of the senior year) that combines at least two disciplines as approved by the seminar faculty. The comprehensive examination in the second semester of the senior year covers the particular program of electives the student has chosen.

To be admitted to the major the student must have an average of at least 2.00 in courses that qualify for the American Studies major.

Courses used to fulfill requirements for any interdisciplinary major or minor cannot be used to fulfill requirements for any other major or minor.

The requirements of the program are as follows:

1. Majors must take a minimum of 11 courses in at least four different disciplines.

2. The following courses are required of all majors:

   b. English 377, 378.          American Literature I and II
   c. American Studies 333.      Junior Seminar
   d. American Studies 444.      Independent Study
3. Students must take five additional courses from the list of approved courses for the major.

4. All majors will take a written comprehensive examination.

It is strongly recommended, although not required, that students complete History 201, 202 and English 377, 378 by the end of the sophomore year.

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.

333. Junior Seminar

Reading and discussion of significant texts from various disciplines including important theoretical analyses of American cultural and intellectual life. (Credit, full course.) Staff.

444. Independent Study

Restricted to American Studies majors. (Credit, full course.) Register.

AMERICAN STUDIES COURSES

The following courses are usually taught in the college and may count toward fulfilling the requirements for the major. Other courses not listed here may be included in the major by permission of the American Studies faculty.

American Studies:

American Studies 333: Junior Seminar for Majors
American Studies 444: Independent Study

Anthropology:

Anthropology 301: American Culture
Anthropology 302: Cultures of the Appalachia and South
Anthropology 306: Native Peoples of North America

Economics:

Economics 325: Southern Economic Development

English:

English 212: Studies in Literature
English 377, 378: American Literature
English 379: The American Novel
English 391: Modern American Poetry
English 392: Modern American Fiction
English 393: Faulkner
English 394: Literature of the American South
English 397: Contemporary American Fiction
English 398: Contemporary American Poetry

Fine Arts:

Fine Arts 340: American Art

History:

History 201, 202: History of the U.S.
History 215: The U.S. and Vietnam since 1945
History 226: Politics and Society in Contemporary America
History 227, 228: Intellectual and Cultural History
History 279: History of American Education
History 301: Ancient Greece
History 310: Women in American History
History 322: Southern Lives
History 323: Depression-Era South
History 325: Revolutionary America
History 327: The Old South
History 329: The New South
History 330: Civil War and Reconstruction
History 333: Topics in American History
History 334: Mass Culture, Popular Amusements
History 337: Gilded Age, Progressive Era

Music:

Music 223: American Music

Philosophy:

Philosophy 311: American Philosophy

Political Science:

Political Science 201: Political Parties and Pressure Groups
Political Science 203: The Presidency
Political Science 204: Legislative Process
Political Science 205: Judicial Process
Political Science 210: State and Local Government
Political Science 304: American Political Thought
Political Science 308: Public Policy
Political Science 310: Southern Politics
Political Science 322: U.S. Foreign Policy
Political Science 331: Introduction to Constitutional Law
Political Science 332: Contemporary Constitutional Law

Religion:

Religion 391: Southern Religion
ANTHROPOLOGY

ADJUNCT PROFESSOR HAMER
ADJUNCT PROFESSOR MCCOLLOUGH
PROFESSOR O’CONNOR
ASSOCIATE PROFESSOR HECK, Chair
ASSISTANT PROFESSOR LYONS
ASSISTANT PROFESSOR WALLACE
VISITING ASSISTANT PROFESSOR BYNUM

A student major is required to take Anthropology 104, 106, 390, 401, and 402, and five electives for a minimum of ten courses in anthropology. A major must also designate a department-approved area or a topical specialty by either 1) spending a semester abroad to acquire experience in another culture or 2) taking two upper-level courses outside of anthropology, either a) in a single discipline (e.g. history, religion, economics, political science, art, theatre, music, psychology) or b) related to a single area of the world (Asia, Oceania, Africa, Europe, or Latin America). In 402, each student will write and present a paper integrating his or her area or topical specialty with anthropology. Majors are strongly urged to take a course in statistics.

Comprehensives will be given in two parts during the student’s last semester—1) a written exam on anthropology; and 2) an oral defense of the written exam and the ethical, methodological and theoretical integrity of the research done in 401. Students with a B or better average in anthropology and a B or better in 390 can elect to write an honors paper for course credit in Anthropology 402. Students who take 390 and 402 concurrently must receive departmental approval to write an honors paper.

A minor in anthropology requires five courses that include at least one introductory course (either Anthro 104 or 106); at least one course among Anthro 390, 401 and 402; and three electives in anthropology. All courses for the minor will normally be taken at the University of the South.

104. Introductory Cultural Anthropology

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

106. Introductory Physical Anthropology and Archaeology

An introduction to the processes of human and cultural evolution. Physical anthropology will focus on hominin evolution, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology will trace cultural evolution from foraging societies to the great civilizations of ancient times. Both course segments will include a review of pertinent methods and theories. (Credit, full course.) Heck.
108. Introductory Anthropological Linguistics

An introduction to the origin of language, principles of general linguistics, historical and comparative linguistics, pidgin and Creole languages, and sociolinguistics. (Credit, full course.) Staff.

201. Global Problems: Anthropology and Contemporary Issues

This course examines such global issues as overpopulation, poverty, hunger, violence, dwindling resources, pollution, and the threat of nuclear annihilation. It will combine a broad, interdisciplinary approach with examination of specific anthropological case studies to determine the effects of international developments at the local level. Using culture as a unifying concept, the course will address economic, political, ecological and ideological implications. It will also evaluate current theoretical positions concerning a number of these issues. (Credit, full course.) Heck.

203. Male and Female: The Anthropology of Gender

A study of the varied ways cultures define gender. Using an evolutionary perspective, the course will evaluate changing modes of subsistence, division of labor, and power structures as they pertain to cultural concepts of gender. Anthropological case studies will help foster an understanding of the complex and interrelated aspects of gender as it actually affects individual human beings. (Credit, full course.) Heck.

204. Anthropology of Education

A sociological study of education in its cultural context emphasizes the American school and classroom as social systems. Students will read ethnographies of education, evaluate theories, and then conduct their own participant-observation field studies in local schools, computer-recording their research. (Credit, full course.) O'Connor.

206. Medical Anthropology

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. (Credit, full course.) Heck.

220. The Culture of Capitalism

A study of how capitalism shapes contemporary life and thought—including religion, ecology, community, consumerism and notions of self. We begin with “traditional,” non-capitalist societies in order to highlight what is distinctive about capitalism, examine the emergence and impact of capitalism in various contexts, and end with a comparison of capitalism and culture in the U.S. and Japan. (Credit, full course.) Lyons.
301. American Culture

An anthropological study of the United States will use community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community and nation will help interpret technology, the economy, leisure, popular culture, and social class. (Credit, full course.) O'Connor.

302. Cultures of Appalachia and the South

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. (Credit, full course.) Staff.

303. Peoples and Cultures of Europe

An anthropological examination of various cultural groups populating Europe today begins with a brief survey of European geography, prehistory and history. The course will evaluate a number of approaches—community studies, culture areas, national character studies, problem orientation—popular in European anthropology. Items of special interest include urban Europe, the European family, and women in Europe. (Credit, full course.) Heck.

304. Peoples and Cultures of Africa

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. (Credit, full course.) Hamer.

306. Native Peoples of North America

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. (Credit, full course.) Hamer.

307. The Archaeology of Southeastern United States

The course introduces students to intermediate and advanced concepts of archaeology, prehistory and early history using the Southeastern United States region and the Moccasin Bend National Historic Landmark as primary case studies. Lecture and discussion are supplemented by archaeological field and laboratory exercises, site visits, and guest lectures on special topics. Prerequisite Anthropology 106 and permission of the instructor (Credit, full course.) McCollough.
308. Myth, Ritual, and Meaning

The study of religion and meaning from the perspective of interpretive anthropology anchors the understanding of other cultural traditions in the study of Western religious and social forms. Special attention is given to magic, witchcraft, rites of passage, symbolic classification and the evolution of religious forms. (Credit, full course.) O’Connor.

309. The Archaeology of Moccasin Bend

The course introduces students to intermediate and advanced concepts of archaeology using the Moccasin Bend National Historic Landmark and the southeastern United States region as primary case studies. Lecture and discussion are supplemented by archaeological field and laboratory exercises, site visits, and guest lectures on special topics. Prerequisite: Anthropology 106 or permission of the instructor. (Credit, full course.) McCollough.

310. Topics in Archaeology

The seminar format involves student research and presentations on selected topics in American and Old World archaeology, instructor and guest lectures, and field trips. Topics, which vary with student experience and interest, include preservation archaeology, historic preservation law, archaeological research design, the archaeology of early Spanish contact and trade, the archaeology of the domain of The University of the South and other Tennessee locales, prehistoric lithic technology, peopling of the New World, and Mississippi chiefdoms. Prerequisites: Anthropology 106 or 309 and permission of the instructor. (Credit, full course.) McCollough.

320. Marriage, Family and Kinship

A brief review of cross-cultural differences in kinship and marriage exchange, together with historical analysis of family development and marriage in England and America. The course ends by considering contemporary communal and alternative family styles. (Credit, full course.) Hamer.

322. Race, Ethnicity and Nation

An examination of human biological variation and its relationship to racial and ethnic groupings leads to exploration of social and cultural forces that shape racial and ethnic identities, asking how and why people classify themselves and other into such groups and how cultural meanings are attached to such identities. How nationalism and the formation of nation states have been shaped by notions of race and ethnicity will also be considered. The approach is broadly cross-cultural, encompassing the United States as one case among many. (Credit, full course.) Lyons.
341. The Culture and History of Southeast Asia

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. (Credit, full course.) O'Connor.

351. Peoples and Cultures of Latin America

After a brief survey of Latin American geography, prehistory and history, the course turns to contemporary Latin America and its workings of power, accommodation, and resistance. Topics of special interest include race and ethnicity, popular religion, agrarian structures and conflicts, and gender relations. (Credit, full course.) Lyons.

360. Cash, Cosmology, and Capitalism: Anthropological Perspectives on Modern Society

Across-cultural examination of economies, social-political organization, and cosmologies, beginning with gift exchange in "traditional" societies and ending with a comparison of the U.S. and Japan. Does the individual drive to accumulate wealth come from human nature or from modern Western culture? How do individuals pursue their self-interest in societies where accumulation is impossible? In what ways does modernization make a society more "impersonal?" How does impersonalism affect ethics and religion? Prerequisite: One social science course or permission of the instructor. (Credit, full course.) Lyons.

361. Religion in Latin America

This course focuses on the interaction between "official" and "popular" religious belief and practice at various times and places in Latin America, including the survival and transformation of prehispanic traditions within popular Catholicism; religion as an arena in which images of gender, ethnicity and class are shaped, asserted and contested; the social role of saints' feasts; shamanism and witchcraft; and contemporary religious movements, including evangelical Protestantism and Liberation Theology. (Credit, full course.) Lyons.

366. Power and Violence: The Anthropology of Political Systems

Societies, whether simple or complex, must grapple with the use and abuse of power as well as with institutionalized and illegal acts of violence. This course will focus on these issues from an anthropological perspective, evaluating various theoretical models that have been developed to explore both power and violence. We will then deal with specific case studies of both simple and complex societies and their political systems, concluding with the United States. (Credit, full course). Heck.
390. Social Theory

The historical development of theory in American cultural anthropology beginning with positivism and classical evolutionary thinking through that of the neo-evolutionists. Consideration of different historical approaches is followed by exploration of cultural materialism, structuralism, Marxism, symbolic interpretation and practice theory. (Credit, full course.) Staff.

401. Anthropological Field Methods

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. (Credit, full course.) Heck.

402. Senior Seminar

The seminar course explores current issues and surveys world ethnographic regions as well as the field’s topical specializations such as politics and law, religion, economics, and urban anthropology. Students will read and discuss major ethnographies. (Credit, full course.) (Required of senior majors.) Staff.

444. Independent Study

For selected students. May be repeated for course credit more than once. (Credit, variable.) Staff.
examination with distinction. At least 16 courses (64 hours) must be taken outside the department.

Eight of the 11 required courses must be in art history and must include: a) two art history surveys (Art History 103 and 104); b) the Junior Practicum;* c) the Senior Tutorial in Historiography; and d) at least one lecture or seminar course from each of the following three groups:

- **Ancient and Medieval**  
  (includes Greek and Roman Art, Medieval Art)
- **Renaissance and Baroque**  
  (includes Italian Renaissance Art,  
  Northern Renaissance Art, 17th and 18th Century Art)
- **Modern and American**  
  (includes 19th Century Art, American Art, Modern Art, Contemporary Art, History of Film)

In addition, art history majors are required to take full courses in three of the following fields: Fine Arts (100-level or above), Music History (100-level or above), Anthropology (300-level or above), History (300-level or above), Philosophy (300-level or above), or English 401 (Literary Criticism).

**NOTE:** Courses taken in Fine Arts as part of the requirements for a degree in art history will not count toward a major in Fine Arts.

**Minor in Art History:** Students may minor in art history with six courses: a) two art history surveys (Art History 103 and 104); b) the Junior Practicum; c) the Senior Tutorial in Historiography; and d) two upper-division (200-level or above) lecture or seminar courses. To assure that requirements are met in a timely manner, minors must have completed both surveys by the time they take the Junior Practicum—that is, by their sixth semester.

Subject to approval by the art history faculty, the department will accept up to three courses (12 hours) in art history from other institutions, two of which may be beyond the introductory level. Exceptions to this limit will be decided by the chair.

**Major in Fine Arts:** The degree requirements for students majoring in Fine Arts consist of 11 full courses (44 hours) and a comprehensive examination to be taken during the final semester of the senior year. In order to receive departmental honors, a student must have a departmental GPA of 3.5 at the end of the final semester and have passed the comprehensive examination with distinction. At least 16 courses (64 hours) must be taken outside the department.

Eight of the 11 required courses must be in Fine Arts. The program offers classes in six media or areas of specialization: drawing, painting, sculpture, photography, film/video, and digital arts. All majors are required to take Beginning Drawing (Fine Arts 151); two areas to 300-level, and one of these to 400-level; the two senior seminars (Fine Arts 420 and 430); and one other class at 400-level. Majors should take Beginning Drawing at the earliest opportunity, since this is a prerequisite for all upper-level courses.
In addition, Fine Arts majors are required to take full courses in three of the following fields: anthropology, art history, chemistry, education, music, philosophy, or theatre.

NOTE: Courses taken in art history as part of the requirements for a degree in Fine Arts will not count toward a major in art history.

There is no minor in Fine Arts.

Subject to approval by the Fine Arts faculty, the department will accept up to two courses (8 hours) in Fine Arts from other institutions. Exceptions to this limit will be decided by the chair.

ART HISTORY

102. Introduction to Film (also Theatre 102)

Study of basic film techniques, vocabulary, themes and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) L. Richardson.

103. Survey of Western Art I

A comprehensive survey of the architecture, sculpture, painting and decorative arts of the West from the Paleolithic Age through the Middle Ages. Greco-Roman and medieval art will be emphasized, although the course will examine the art of other periods and cultures as well, including that of Mesopotamia, Egypt, and the Aegean islands. This course is the first half of a year-long survey of art history that culminates in the Survey of Western Art II. (Credit, full course.) Staff.

104. Survey of Western Art II

The Survey of Western Art II is a continuation of 103, beginning with the art of the Italian Renaissance and concluding with the major artistic developments of the 20th century. (Credit, full course.) Staff.

106. History of Film (also Theatre 106)

A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films will be shown and analyzed. (Credit, full course.) L. Richardson.

206. History of Architecture

A critical and historical survey of Western architecture with a focus on major developments in architecture from the Renaissance to the present day. This course introduces the student to constructional techniques, theory and meaning in representative monuments. (Credit, full course.) Anderson.
214. Spanish Art, Western Art and the Road to Santiago

An approach to Western Art, particularly Spanish, in connection with the development of the pilgrimage road to Santiago, starting from its origins in early Christianity, focusing on medieval art, and discussing its persistence in the Modern Era. Special emphasis will be given to the importance of multidisciplinary studies concerning the subject. (Credit, full course.) Spaccarelli.

312. Greek and Roman Art

A chronological survey of the painting, sculpture, and architecture of the Greek and Hellenistic worlds and Roman Empire from the eighth century B.C. to the fourth century A.D. While emphasizing stylistic developments, the political and cultural contexts of ancient art will also be examined. Prerequisite: Fine Arts 103. (Credit, full course.) Clark.


A seminar designed to introduce students to the research methods and interpretive approaches of art history. Written as well as oral assignments will develop students’ research and communication skills. Each year the seminar will focus on a specific historical, cultural or thematic topic chosen by the instructor. Prerequisite: Art History 103 and 104. (Required of all junior majors and minors.) (Credit, full course.) Mansfield.

318. Spanish Medieval Art

A survey of Spanish art from the Visigothic period through the fifteenth century. Topics to include pre-Romanesque, Romanesque, Gothic, and Mudejar art in the Christian realms as well as the Spanish-Muslim art of Al Andalus. Special attention will be given to medieval Iberia as the crucible of Christian, Muslim, and Jewish cultures. (Credit, full course.) Momplet.

320. Medieval Art

The art of Western Europe from the late Roman Empire to the dawn of the Renaissance. This course will concentrate on the development of ecclesiastical art during the Carolingian, Ottonian, Romanesque, and Gothic periods. Prerequisite: Fine Arts 103. (Credit, full course.) Clark.

325. Italian Renaissance Art

A survey of painting, sculpture and architecture in Italy from the late 13th to the close of the 16th century. While the artists and monuments of Florence, Rome and Venice will be the principal focus, important developments in other centers will also be considered. Prerequisite: Fine Arts 104. (Credit, full course.) Clark.
326. Northern Renaissance Art

A study of northern European art from the early 14th to the late 16th centuries. While the course will concentrate on Flemish and German panel painting, attention will also be paid to French and Flemish manuscript illumination as well as to Netherlandish and German sculpture. Prerequisite: Fine Arts 104. (Credit, full course.) Clark.

332. 17th and 18th Century Art

A study of Baroque and Rococo architecture, painting, sculpture, and decorative arts in Western Europe. Special attention will be paid to Italy, Flanders and the Netherlands in the 17th century, and France in the 18th century, so that their influence on the rest of Europe may be understood. Prerequisite: Fine Arts 104. (Credit, full course.) Mansfield.

335. 19th Century Art

A survey of western European art from the time of the French Revolution through the post-Impressionists, with emphasis on the social background of the period and special attention to the stylistic development of major figures. Prerequisite: Fine Arts 104. (Credit, full course.) Brennecke.

340. American Art

A study of the arts of America from the colonial period to 1945 includes architecture, painting and sculpture, with some photography and decorative art. Prerequisite: Fine Arts 104. (Credit, full course.) Brennecke.

345. Modern Art

A survey of European and American architecture, painting and photography and sculpture from 1900 to 1980. Prerequisite: Fine Arts 104. (Credit, full course.) Mansfield.

346. Contemporary Art

A critical study of the styles and tendencies of art since 1945, their beginnings as early as 1913 and with the work of Marcel Duchamp. The principal body of lectures will address the significant issues in art since mid-century. (Credit, full course.) Mansfield.

350. Spanish Painting from El Greco to Picasso

A critical and historical survey of Spanish painting from the sixteenth through twentieth century, this course focuses on major artists against the backdrop of Spain’s unique cultural traditions. (Credit, full course.) Momplet.
440. Independent Study in Art History

Prerequisite: Permission of the instructor. (Credit, variable from half to full course.) Staff.

(Other art history courses listed in previous catalogs are offered occasionally.

STUDIO ART (FINE ARTS)

131. Introduction to Digital Arts

This course introduces the various fields generally grouped together as the ‘Digital Arts’. Project assignments will concentrate on the acquisition of basic imaging and multi-media skills, and the aesthetics of the digital art as an expressive medium. Conceptual and compositional methodologies, as well as fundamental scripting techniques, will also be introduced. Students will prepare virtual galleries and web pages displaying project work. (Credit, full course.) Malde.

143. Beginning Video/Film Production

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Films will be analyzed with written reviews and studied in terms of imagery and metaphor, narrative development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students will participate in a group film-making experience followed by three individual assignments. (Credit, full course.) Carlos.

151. Beginning Drawing

A series of studio problems introduces the student to drawing theory and techniques. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art will be integral to the course. (Credit, full course.) Carlos.

161. Beginning Photography

This course centers around acquiring basic skills in black and white photography along with the aesthetics of photography as an expressive medium. Although darkroom facilities are furnished, students are responsible for providing all expendable supplies. A 35mm camera with a light meter and full manual control of shutter speed and aperture is required. (Credit, full course.) Motlow.
181. Beginning Sculpture

A series of studio problems introduces the student to the basics of form and space within the context of contemporary and traditional thought. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art will be integral to the course. (Credit, full course.) Pfeiffer.

191. Beginning Painting

The student is introduced to a variety of subjects, styles and techniques in painting. A series of outside assignments is required. Group and individual critiques and slide viewings will be integral to the course. Acrylics, oils and enamels. Prerequisite: Fine Arts 151 or permission of the instructor. (Credit, full course.) Carlos.

331. Advanced Projects in Digital Arts

This course builds on experience gained from Introduction to Digital Arts, Fine Arts 131. Students will continue to receive specific instruction in using the main imaging and design software and be assigned projects to help consolidate technique and creative thinking and engage with the digital arts as an expressive medium. Students will prepare virtual galleries and web pages displaying project work. Prerequisite: Fine Arts 131. (Credit, full course.) Malde.

342. Scene Design (also Theatre 342)

Deals with script analysis; scene 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 complete design for a classic or contemporary play. Prerequisite: Theatre 241 or permission of instructor. (Credit, full course.) Backlund.

343. Advanced Video/Film Production

Further study in video/film techniques and aesthetics emphasizing style, theme, and content. Master cinematographers, film photographers and auteur directors will be studied. Emphasizes a major project of one’s own creation. Prerequisite: Fine Arts 141. (Credit, full course.) Malde.

347. Scene Painting (also Theatre 347)

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. Prerequisite: permission of instructor. (Credit, full course.) Backlund.
351. Advanced Drawing

This continuation of Fine Arts 251 focuses on further study of the art of drawing through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: Fine Arts 151 or permission of the instructor. (Credit, full course.) Pfeiffer.

361. Advanced Photography

A continuation of Fine Arts 161. Prerequisites: Fine Arts 161. (Credit, full course.) Malde.

381. Advanced Sculpture

A continuation of Fine Arts 181 with further study of the art of sculpture through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: Fine Arts 181. (Credit, full course.) Motlow.

391. Advanced Painting

A continuation of Fine Arts 191. Prerequisite: Fine Arts 191. (Credit, full course.) Carlos.

418. Junior Tutorial in Studio Art-I

Students are introduced to advanced studio methodology via critiques, oral presentation, papers, and exhibitions as well as practice. Participants will have already developed basic skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). These tutorials further develop studio skills by encouraging a more detailed exploration of specific aspects of any given medium. (Credit, full course.) Malde.

419. Junior Tutorial in Studio Art-II

The course will continue building on the objectives of Fine Arts 418. Research into the theory and practice of the visual arts will be stressed. Via discussions, presentations and lectures, studies will be initiated into the societal role of the artist, contemporary issues and interdisciplinary approaches. Majors only. (Credit, full course.) Malde.

420. Seminar in Creativity

This investigation of the creative process (for seniors only) requires advanced studio skills and will be based on discussion of works-in-progress. Selected readings, participation in critiques, and a semester-long studio project will help establish a disciplined and systematic approach to creative practice. Majors only. (Credit, full course.) Malde.
430. Senior Seminar

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. Majors only. (Credit, full course.) Malde.

444. Independent Study in Studio Art

Prerequisite: Permission of the instructor. (Credit, half to full course.) Staff.

(Other Studio Art courses listed in previous catalogs are offered occasionally.)

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The Department of Biology requires seven courses for a major in biology—Biology 131; 132; 301; and four additional courses at the 200- or 300-level, only one of which may be a non-laboratory course. Students may receive college credit for more than two 200- or 300-level biology courses taught by the same professor. However, no more than two may be counted among the five required for the major. Neither 100-level courses with numbers less than 131 (designed for non-majors) nor Biology 140 or 240 will count toward the major. Additional requirements are one semester of calculus, one year of chemistry, and one year of physics. While two additional biology lab courses at the 200- or 300-level may be substituted for the physics requirement, students considering professional careers in biology or medicine should be aware that most graduate and medical schools specify physics and organic chemistry among their entrance requirements. Students contemplating a career in research should consider taking courses in statistics and computer science.
The requirements for the minor in biology may be met by choosing one of the following two options:

1. Successful completion of Biology 131, 132, and three additional biology courses at the 200-level or above.
2. Successful completion of four courses at the 200-level or above.

No comprehensive examination is required for a minor in biology.

Biology majors or minors who propose taking any of their required courses in biology, chemistry or physics elsewhere must seek prior approval for each such course taken after matriculating in the college.

No student may take more than one of the following courses for credit: Biology 100, 105, 106, and 116 and credit for even one will not be granted for a student who has completed 131 or 132.

100. Biology and Human Affairs

A general course for students that studies the biological nature of people and their role in the biosphere. This course has a laboratory component and may count toward fulfilling the College's laboratory science requirement. Required of students seeking teacher certification, it cannot be taken for credit if the student has already received credit for Biology 105, 106, 116, 131, or 132. (Credit, full course.) Staff.

105. Biology and People

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 the credit if the student has already received credit for Biology 100. (Credit, full course.) Staff.

106. General Biology: A Botanical Perspective

A one-semester survey of the principles of biology with emphasis on evolution, genetics, and the flow of matter and energy in cells and in ecosystems. The laboratory focuses on the structure and function of plants. May not be taken for credit by a student who has completed Biology 100, 105, 116, 131 or 132. (Credit, full course.) Staff.

112. Field Zoology and Natural History

This ecological approach to the study of mammals, birds, reptiles, amphibians, spiders, and insects includes identification and study methods in the field. Non-laboratory course. (Credit, full course.) Berner.
113. Great Ideas in Science

An historical and philosophical approach to selected scientific ideas that have had a profound impact on the development of Western civilization. Emphasis will be on the evidence supporting the ideas and controversies that arose during their introduction into our general store of knowledge. Class discussion will be encouraged. Non-laboratory course. (Credit, full course.) Palisano.

114. An Introduction to Botany

Phylogenetic survey of the plant kingdom and a study of flowering plant structures and functions with emphasis on the role plants play in human life. Non-laboratory course. (Credit, full course.) Jones.

115. Conservation Biology

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. (Credit, full course.) Evans.

116. General Biology

A one-semester survey of the principles of biology with emphasis on evolution, genetics, and the flow of matter and energy in cells and in ecosystems. Non-laboratory course. May not be taken for credit by a student who has completed Biology 106. (Credit, full course.) Staff.

131/132. Principles of Biology I and II

This introduction to the study of biology focuses on understanding the principles and properties of living things. Topics include the molecular and cellular basis of life; genetics; bioenergetics; reproduction and development; integrative control mechanisms; a survey of the diversity, structure, and function of microorganisms, plants, and animals; evolution; and ecology. Laboratory courses. Prerequisites: Biology 131 should be taken before 132 or permission of the course coordinator is required. (Credit, full course each.) Staff.

140. Readings in Island Ecology

Supervised readings in geology, coastal marine biology, botany, and animal behavior are preparation for the interdisciplinary summer program in island ecology. Prerequisite: an appropriate course from each of two departments among biology, forestry/geology, and psychology, or equivalent. Normally not open to freshmen. (Credit, half course.) McGlothlin, Evans, Potter, and Keith-Lucas.
200. Entomology

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, including the use of scanning electron microscopy. Laboratory course. (Credit, full course.) McGlothlin.

201. Ornithology

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. Laboratory course. Prerequisite: Biology 131 or 132 or permission of instructor. (Credit, full course.) Haskell.

202. Invertebrate Zoology

A survey of the invertebrate phyla with an emphasis on natural history, functional morphology, embryology, ecology, and phylogenetic relationships. This course has a laboratory component, which will require experimental and field observation, a semester project, and a field trip to a marine laboratory. Prerequisites: Biology 131 or 132 or permission of instructor. (Credit, full course.) McGlothlin.

203. Comparative Vertebrate Anatomy

This comparative study of vertebrate anatomy emphasizes functional adaptations to various habitats and the evolution of homologous structures. Laboratory course. Prerequisites: Biology 131 or 132 or permission of instructor. (Credit, full course.) Berner.

204. Parasitology

A study of parasitic and commensalistic relationships, with emphasis on the development life cycles, pathology and epidemiology of parasitic animals and protozoans. Laboratory and field investigations explore the biology of selected parasite/host systems. The course centers primarily on those parasites that are pathogenic to wildlife and humans. Laboratory course. Prerequisites: Biology 131 and 132 or permission of the instructor. (Credit, full course.) McGlothlin.

206. Plant Ecology

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 or permission of instructor. (Credit, full course.) Evans.
207. Biology of Lower Plants

A survey of the taxonomy, morphology, ecology, physiology, and economic importance of fungi, algae, bryophytes, and certain early vascular plant forms. Laboratory course. Prerequisite: one college course in biology. (Credit, full course.) Jones.

208. Neurobiology

A comprehensive study of the vertebrate nervous system covering its overall organization and development, function, control of homeostatic systems, and mechanisms of sensory perception. Prerequisite: one semester of biology or psychology, or permission of the instructor. (Credit, full course.) Berner.

213. Evolutionary Biology

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-lab course. Prerequisite: one course in biology or permission of instructor. (Credit, full course.) Haskell.

215. Fungi

A survey of the characteristics, classification, economic and biological importance of these organisms together with lichens and slime molds. This course will count as a non-laboratory half-course but will include some field and laboratory work. (Credit, half course.) Jones.

216. Algae and Bryophytes

A survey of these groups of organisms will emphasize their distinguishing features, evolutionary trends, and economic and biological importance. This course will count as a non-laboratory half-course but will include some field and laboratory work. (Credit, half course.) Jones.

240. Island Ecology (Also Geology 240 and Psychology 240)

An interdisciplinary field course combining the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. Taken in conjunction with Geology 240 and Psychology 240. Prerequisite: completion of Biology 140 or equivalent. Offered each summer. (Credit, half course.) McGlothlin, Evans, Potter, and Keith-Lucas.

301. Genetics

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. Non-laboratory course. Prerequisites: one year of college chemistry and Biology 131 and 132. (Credit, full course.) Jones.
302. **Plant Growth and Development**

A study of growth and developmental processes in plants, especially as they are influenced by environmental factors and by hormones or plant growth substances. Prerequisites: one college course in biology and one year of college chemistry or permission of instructor. (Credit, half course.) Jones.

305. **Plant Physiology**

The principal functions of higher plants, including photosynthesis, gas exchange, water and solute relations and transport, mineral nutrition, plant hormone action, and environmental responses. Prerequisites: one college course in biology and one year of college chemistry or permission of instructor. (Credit, full course.) Jones.

306. **Biochemistry**

An introduction to the major areas of biochemistry. Non-laboratory course. Prerequisites: Chemistry 201, 202 and Biology 132 or permission of instructor. (Credit, full course.) Groom.

310. **Plant Evolution and Systematics**

A comprehensive survey of trends in vascular plant diversity and the evolutionary mechanisms underlying these trends. Laboratory course. Prerequisites: one course in biology or permission of instructor. (Credit, full course.) Evans.

311. **Behavioral Ecology**

A study of animal behavior from an ecological and evolutionary perspective. Lecture will focus on the ecological interactions that affect the evolution of behavior. Lectures include student presentations on readings from the scientific literature. Laboratory will emphasize field methods used to study animal behavior, including experimental design and statistical analysis. A field research project is required. Laboratory course. Prerequisite: Biology 131 or 132 or permission of instructor. (Credit, full course.) Haskell.

320. **Comparative Vertebrate Physiology**

A comparative study of vertebrate physiological systems emphasizing adaptations to various habitats and evolution of the homeostatic process. Laboratory course. Prerequisites: one year of college chemistry and Biology 132 or permission of the instructor. (Credit, full course.) Berner.

321. **Cellular Biology**

An experimental approach to the study of eukaryotic cell structure and function with emphasis on problem-solving. Laboratory course. Prerequisites: one year of college chemistry or permission of instructor. (Credit, full course.) Groom.
330. Immunology

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune system, 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. Laboratory course. Prerequisites: Biology 132 or permission of instructor. (Credit, full course.) Palisano.

333. Developmental Biology

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. Prerequisites: Biology 131 and 132. (Credit, full course.) McGlothlin.

340. Microbiology

This survey of the structure and functions of bacteria/viruses and introduction to immunology will emphasize the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics of discussion will include microbiology of foods, soil and wastewater. Laboratory course. Prerequisites: Biology 132 and one year of college chemistry. (Credit, full course.) Palisano.

401. Biology Tutorial

Supervised study projects involving a topical survey of existing texts and/or periodical literature. May be taken more than once for credit. (Credit, half course.) Staff.

444. Independent Study

Supervised field or laboratory investigation. May be taken more than once for credit. (Credit, half or full course.) Staff.
CHEMISTRY

PROFESSOR LOWE
PROFESSOR BORDLEY, Chair
PROFESSOR KIRVEN
VISITING PROFESSOR KLOTS
ASSOCIATE PROFESSOR DURIG
ASSISTANT PROFESSOR BLAIR
ASSISTANT PROFESSOR FULTZ
ASSISTANT PROFESSOR KROGSTAD

Entering students who may become chemistry majors should discuss their plans with chemistry faculty members during orientation. Students interested in advanced placement in (to) Chemistry 102 or 201 should consult the department.

Minimum major requirements:

Chemistry 101, 102, 201, 202, 305, 310, 322, 407, 422, 423.
Mathematics 101, 102.
Physics 101, 102.

Chemistry 102 is a prerequisite to all courses numbered 201 and higher.

In order to receive honors in chemistry, a student must have a 3.00 or higher GPA in chemistry, pass the comprehensive with honors, 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 Chemistry 444), 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.

A student may minor in chemistry by taking five courses in the department, one of which must be Chemistry 305, 322, or 422.

100. Survey of Chemistry

Elementary ideas of chemical laws, geochemical and biochemical changes responsible for the world as we know it. Natural resources, industrial processes, pollution problems, and life chemistry. For the general student, and for those interested in further science but lacking previous background in sciences and mathematics. Lecture, three hours. (Credit, full course.) Blair.
101, 102. General Chemistry

An elementary study of the composition, interaction, and structure of chemical substances. Lecture, three hours; laboratory, three hours. (Credit, full course each semester.) Staff.

108. Chemistry and Art

A study of the chemistry underlying some topics that are of particular interest to artists. Topics may include paper making, pigments and binders, photography, glass making and coloring, metal casting, and printmaking. The course is designed for the general student and meets the laboratory science requirement of the College. Lecture, three hours; laboratory, three hours. (Credit, full course.) Bordley. (Not offered in 1998-99)

201, 202. Organic Chemistry

A study of the nomenclature and the properties of the most important classes of organic compounds, of electronic concepts of molecular structure and reaction mechanisms, and of structure and stereochemistry of representative natural products. Lecture, three hours; laboratory, three hours. (Credit, full course.) Lecture: Lowe; Lab: Kirven, Lowe.

305. Quantitative Chemistry

A study of advanced analytical methods using both classical and instrumental techniques with an emphasis on equilibria and optical methods. Lecture, three hours; laboratory, three hours. (Credit, full course.) Blair.

306. Biochemistry

Introduction to the major areas of biochemistry. Prerequisites: Chemistry 202 and one year of biology. Lecture, three hours. (Credit, full course.) (Not offered in 1997-98.)

308. Inorganic Chemistry

A survey of the inorganic and organometallic chemistry of the elements excluding carbon. Prerequisite: Chemistry 102. Lecture, three hours. (Credit, full course.) Krogstad.

310. Introduction to Research

An introduction to the chemical literature and the use of chemical instrumentation in research. Prerequisite: Chemistry 305 or permission of the instructor. Lecture, three hours; laboratory, three hours. (Credit, full course.) Blair, Klots.
322. Thermodynamics with Kinetics

An introduction to thermodynamics and kinetics. Prerequisite: Chemistry 102 and Math 102 or permission of the instructor. Prerequisite or corequisite: Physics 102 Lecture, three hours. (Credit, full course.) Bordley.

407. Structure and Reactivity

A study of chemical structure and its relationship to chemical reactivity using examples from both organic and inorganic chemistry. Prerequisite: Chemistry 422 or permission of instructor. Lecture, three hours. (Credit, full course.) Kirven.

422. Quantum Mechanics

An introduction to quantum mechanics and spectroscopy. Prerequisite: Chemistry 102, Physics 102, and Math 102 or permission of the instructor. Lecture, three hours. (Credit, full course.) Klots.

423. Physical Chemistry Laboratory

Experiments in thermodynamics, kinetics and spectroscopy. Prerequisite: Chemistry 322. Corequisite: Chemistry 422. Laboratory, six hours. (Credit, half course.) Bordley.

444. Research/Independent Study

Qualified juniors and seniors may do research or independent study under the supervision of a member of the chemistry department. Prerequisite: permission of instructor. (Credit, variable.) Staff.

CLASSICAL LANGUAGES

Professor Binnicker
Professor Seiters
Professor W. Bonds, Chair
Visiting Assistant Professor Huber
Instructor Byerly

The department offers a major in Greek and a major in Latin. Each student's major program is designed in consultation with the chair of the department, the normal requirement being eight courses numbered 300 or higher. All majors are expected to complete an appropriate course in ancient history, and those planning graduate studies in classics should complete courses in the other language at least through 301.

A student accepted as a major in this department will be 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 will be based on these readings.
To be eligible for departmental honors, a student majoring in Greek or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

The department also offers a minor in Greek (which requires six courses in ancient Greek) and a minor in Latin (which requires four courses in Latin numbered above 301). For each minor there is a much-reduced comprehensive examination.

The University is a member of the Intercollegiate Center for Classical Studies in Rome, and majors are encouraged to study there for one semester. The James M. Fourmy, Jr. Scholarship is awarded annually to a deserving and qualified graduate of this University for graduate study in classical languages.

**Greek**

Greek 103, 104, 203 (or equivalent) are to be taken in that order and are prerequisite for all higher-number courses. Exceptions may be made by the department.

**103, 104. Beginning Greek**

An intensive, introductory course in classical and koine Greek emphasizing forms and syntax and with extensive readings. Four class hours per week. (Credit, full course.) Staff.

**203. Intermediate Greek**

A continuation of the study of grammar with readings from a variety of classical authors. Four class hours per week. (Credit, full course.) Binnicker.

**301, 302. Homer**

Selected books of the Iliad or the Odyssey with supplementary reading. (Credit, full course.) Staff.

**303, 304. Greek Historians**

In 303, portions of Herodotus are read; in 304, of Thucydides. (Credit, full course.) Binnicker.

**305. Greek Lyric Poets**

Selections from the elegiac, iambic, and melic poets are read. (Credit, full course.) Bonds.

**307, 308. Greek Orators**

Reading of selections from the Attic orators. (Credit, full course.) Bonds.
310. New Testament

One gospel and one epistle are read. Prerequisite: Greek 203. (Credit, full course.) Bonds.

401, 402. Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides are read. (Credit, full course.) Binnicker.

403. Greek Comedy

Selected plays of Aristophanes and Menander are read. (Credit, full course.) Bonds.

440. Directed Reading

Specific readings for advanced students. May be taken more than once for credit. (Credit, half or full course.) Staff.

444. Independent Study

For students who offer an acceptable proposed course of study. May be taken more than once for credit. (Credit, half or full course.) Staff.

LATÍN

Latin 103, 104, 203, 301 (or equivalent) are to be taken in that order and are prerequisite for all higher-number courses. Exceptions may be made by the department.

103, 104. Beginning Latin

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. (Credit, full course.) Staff.

203. Intermediate Latin

A continuation of the study of grammar with readings from a variety of authors. Four class hours per week. (Credit, full course.) Staff.

301. Introduction to Latin Epic

A study of selected passages from Latin epic poetry. (Credit, full course.) Staff.

303, 304. Lyric Poetry

Study of Latin lyric poetry from the reading of the poems of Catullus (303) and selected odes of Horace (304). (Credit, full course.) Binnicker/Bonds.
305. **Elegiac Poets**

A study of Roman elegy through readings of selections from the works of Tibullus, Propertius, and Ovid. (Credit, full course.) Seiters.

306. **Roman Satire**

Reading of selected satires of Horace and Juvenal. (Credit, full course.) Binnicker.

307. **Ovid**

Readings from the *Ars Amatoria* and *Metamorphoses*. (Credit, full course.) Binnicker.

308, 309. **Roman Historians**

Study of Latin historical prose from the reading of selected portions of the works of Livy (308) and Tacitus (309). (Credit, full course.) Bonds.

311. **Advanced Grammar and Composition**

The principles of prose composition and advanced grammar. Written exercises are assigned for each class meeting. (Credit, full course.) Staff.

401, 402. **Roman Drama**

At least one comedy by Plautus or Terence or a tragedy by Seneca is read in class each semester. (Credit, full course.) Seiters.

404. **Cicero**

A study of Cicero as seen in selections from his various types of writing. (Credit, full course.) Bonds.

405. **Medieval Latin**

Selections from the Latin prose and poetry of the 4th through 14th centuries, A.D. (Credit, full course.) Bonds.

407. **Vergil**

Readings in the *Eclogues*, *Georgics*, and *Aeneid*. (Credit, full course.) Seiters.

409. **Caesar**

A study of the life, times, and writings of C. Julius Caesar with readings in the *Commentaries on the Gallic and Civil Wars*. (Credit, full course.) Binnicker.
440. Directed Reading

Specific readings for advanced students. May be taken more than once for credit. (Credit, half or full course.) Staff.

444. Independent Study

For students who offer an acceptable proposed course of study. May be taken more than once for credit. (Credit, half or full course.) Staff.

**Classical Studies**

No knowledge of Greek or Latin is required for the following courses, none of which can be used to satisfy any part of the foreign language requirement.

**101. Classical Mythology**

Survey of the principal Greek and Roman myths with selected readings in English from ancient and modern sources. (Credit, full course.) Staff.

**207, 208. Classical Archaeology**

An introduction to the archaeology of ancient Greece and Rome. (Credit, full course.) Binnicker.

**301. Classical Etymology in English (also Comparative Literature 301)**

A study of the derivation of English words from Latin and Greek, with discussions of grammar and of language history. No prerequisites. (Credit, full course.) Bonds.

**345. Literature and Myth: The Tradition of Classical Mythology in European Literature (also Comparative Literature 345)**

A study of the use of classical myth in the literature of the Western World through an examination of selected works from the classical, medieval, and renaissance periods. Special attention is given to the development and literary history of the Trojan War legend. Prerequisite: Classical Studies 101 or permission of the instructor. (Credit, full course.) Seiters.

**351. Greek Literature in Translation**

Survey of ancient Greek literature in English translation emphasizing the development of the major genres. Readings are selected from epic, lyric, tragedy, comedy, history, and oratory. (Credit, full course.) Bonds.

**353. Latin Literature in Translation**

This course offers a survey in English translation of Latin literature of the Republican and early Augustan periods. Special attention will be given to the comedies of Plautus and Terence, de Rerum Natura of Lucretius, selected works of Cicero, and Vergil's Aeneid. (Credit, full course.) Binnicker.
The comparative literature major offers the student an opportunity to study the tradition of Western literature through the interrelationships of the various literatures and to explore a selected aspect of Western literary production and its background. The comparative literature committee helps students select courses germane to the area of emphasis they have chosen. Freshmen and sophomores considering a major in comparative literature are invited to discuss their interests with members of the committee.

Eleven courses in the comparative literature program are usually necessary to complete what is required of all majors. Other requirements are Classical Studies 101 (Mythology) and a good reading knowledge of at least two languages, ancient or modern, in addition to English. In at least one of these foreign languages the student must have taken courses at the 400-level.

All majors must be familiar with the content and importance of the works on the comparative literature reading list and must pass the comprehensive examinations on their individual programs.

Candidacy for a degree with honors depends on the satisfactory completion of a project approved by the committee and a grade no lower than B on the comprehensive examination. The completed project must be submitted to the director and two other members of the committee no later than three weeks before the last day of classes.

The student’s program consists of three parts: 1) seminars or courses offered by the comparative literature staff in the comparative method and various related subjects; 2) within the major, a selected area of special interest—historical, generic, or topical—that covers several literatures; 3) literature in translation courses in the literature of one or two foreign languages other than the two elected for the major.

Related courses (considered by the comparative literature committee as pertinent to the student’s area of emphasis) are selected from the offerings in art history, theatre arts, philosophy, religion, history, political science, computer science (as an aid to textual analysis) or any other subject that the student’s program might dictate.

No course below 300 may count toward the major.
COMPARATIVE METHODS AND TOPICS

310. The Comparatist's Approach to Literature (Seminar)

An introduction to the theory, methods, and objectives of comparative literature. To be taken by the majors. (Credit, full course.) J. Schaefer.

320. Textual Analysis (Seminar)

An introduction to the methodology and practice of comparative literary analysis. The class will be divided into working groups according to language concentration. (Credit, full course.) J. Schaefer.

330. Topics in Comparative Literature (Seminar)

Study of a particular area or problem in comparative literature. The topic will vary from year to year. Students should be prepared to do some of the reading in the original language and will be asked to participate actively in the exploration of the topic under discussion. (Credit, full course.) Staff.

375. The Literature of Modern Humanism

An illustration of comparative thematology. The expression of modern consciousness and its aesthetic implications are analyzed in selected works of representative authors: Kafka, Lagerkvist, Sartre, Camus, Ionesco, A. Miller, Graham Greene, Solzhenitsyn, Andric among others. (Credit, full course.) J. Schaefer.

401. Literary Criticism (Seminar) (also English 401)

A study of the art of literary criticism from Aristotle to the present, beginning with an examination of current critical theory and proceeding by study of the major critical documents in our literary tradition. Practical application of critical theory as well as its history and development will be emphasized. (Credit, full course.) Richardson.

440. Directed Reading

For majors. To be taken pass/fail. May be repeated twice (to equal a full course). Permission of chair needed to enroll. (Credit, ordinarily no more than a half-course per semester.) Staff.

444. Independent Study

For selected students. May be repeated more than once for credit. Permission of chair needed to enroll. (Credit, half to full course.) Staff.
Area Courses

Courses above 300 in language and literature departments.

Literature in Translation

Consult the offerings in the departments of Classics, French, German, Italian, Russian and Spanish.

Computer Science

(See Mathematics and Computer Science)

Economics

Professor A. Schaefer
Professor Sharp
Professor Ingles
Professor Gottfried, Chair
Professor Mohiuddin
Assistant Professor Hendrickson
Lecturer Heinemann

This department provides instruction for students interested in understanding economic activity: its development and operation, its problems and trends, and its public and private institutions. The program is designed to be broad in nature to meet the needs of students with various career interests. Many majors go on to graduate or professional schools in economics, business administration, and law, but also in such fields as public administration, international relations, environmental protection, health care, social work, and education.

The major requires a minimum of nine courses in Economics. Six courses are prescribed for all majors: 101, 201, 301, 305, 306 and 401. The first three of these should be completed by the end of the sophomore year, 305 and 306 during the junior year, and 401 is limited to seniors. In addition, three electives at the 300-level or above are required. Mathematics 101 is a prerequisite to 201 and thus should be taken in the freshman year by all those considering the Economics major. Courses in Accounting do not count toward the nine-minimum-course requirement in Economics, nor do such grades count in the grade point average in the major. Courses in Accounting do count as credits outside the major field.

The Department of Economics offers a minor in economics. Six courses are required for a minor: Economics 101, 201, 301, 305, 306, and 401. Exceptions to these six courses can only be made with the approval of the department chair. A comprehensive examination is not required in the minor.
Economics 201 is not open for credit to students who have had Math 204. Students contemplating majoring in economics should not take Math 204.

All majors in this department are required to pass a written comprehensive examination. In addition to the written examination, an oral examination will be given to candidates for honors.

Invitations to stand for the oral examination will be extended to those who have obtained a B+ average in course work in their major and have performed at the same level on the written comprehensives.

Economics 101 is a prerequisite for all courses except 113. Economics 101 or 113 may be taken to satisfy the social science requirement of the College. As previously stated, Economics 215/Fundamentals of Financial Accounting and Economics 216/Fundamentals of Managerial Accounting do not satisfy the nine-minimum-course requirements in the major.

101. Introduction to Economics

Explores essential concepts for understanding modern economic activity and economic issues involving public policy. (Credit, full course.) Staff.

113. Economics of Social Issues

Through an issues-oriented approach to the study of economics, basic economic concepts and principles are introduced and developed through the study of various social issues such as human misery, government control of prices, higher education, energy, crime, pollution, "bigness," trade protection, health, discrimination, unemployment, inflation, and the national debt. (Credit, full course.) Sharp.

201. Quantitative Methods in Economics

Application of quantitative methods to the study of economic phenomena and problems include development of measures of central tendency and dispersion, probability, sampling distributions, estimation and hypothesis testing, regression, time series analysis, index numbers, and the structure of economic models. Prerequisites: Economics 101 and Mathematics 101. (Credit, full course.) Schaefer.

Not open for credit with Math 204.


Understanding the conceptual nature and general procedures of business accounting: transactions, accounts, the balance sheet, and the income statement; the accounting cycle. (Credit, full course.) Heinemann.
216. Fundamentals of Managerial Accounting

Examines development and use of accounting information in performing managerial functions and introduces such topics as cost accounting, budgeting, planning, and the application of quantitative methods to managerial analysis. Prerequisite: Economics 215. (Credit, full course.) Heinemann.

301. Money and Banking

A study of the American monetary and banking systems, with particular attention to commercial banking, the Federal Reserve System, monetary theory, and monetary policy. (Credit, full course.) Hendrickson.

304. Labor Economics

History and theory of the American labor movement; labor/management relations; governmental policies affecting labor. (Credit, full course.) Staff.

305. Microeconomic Theory

Studies the behavior of consumers, firms and industries, and the conditions of equilibrium in output/input markets and in the economy as a whole. (Credit, full course.) Gottfried.

306. Macroeconomic Theory

The theory of economic growth, employment and the price level. (Credit, full course.) Mohiuddin.

307. Income Distribution, Poverty and Public Policy

Explores 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. (Credit, full course.) Staff.

309. Women in the Economy

This study of the relative economic status of women and men in the U.S. and how it has changed over time focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. (Credit, full course.) Mohiuddin.

310. Economic Development in the Third World

The nature, causes and possible solutions of hunger, malnutrition and poverty in the Third World, with focus both on those countries and the role of the United States. (Credit, full course.) Gottfried, Mohiuddin.
315. Industrial Organization and Public Policy

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. (Credit, full course.) Staff.

316. Public Policies toward Business

The nature and effects of U. S. governmental policies on the business sector will focus on theoretical and empirical analyses of antitrust, public utility regulation, environmental controls, consumer protection, and labor relations. (Credit, full course.) Staff.

325. Southern Economic Development

Looks at economic growth and individual welfare in the American South from 1860 to the present—the relations, institutions, ideas and problems involved. Examines similarities and differences between the southern experience and that of the rest of the United States. Focuses on human and natural resources, agricultural development, and industrialization; the role of government; and the well-being of various groups according to class, color, location, sex and other factors. (Credit, full course.) Staff.

330. Dynamics of the Financial System

Considers origins and performance of the dual and central bank system of the United States with particular emphasis on the post-war financial experience and financial innovation relative to financial crises and panics. Also contemplates necessary changes, developments, and theories for the future. (Credit, full course.) Staff.

331. Public Finance and Fiscal Policy


332. Keynes and Post-Keynesian Economics

Offers a full presentation of Keynes' seminal works, surveys and contributions to economic theory and policy of a small group of scholars known as the Post-Keynesians, and contrasts the views of Keynes and the Post-Keynesians with the views of scholars representing the major orthodox schools of macroeconomic theory and policy. (Credit, full course.) Staff.
333. Research Methods in Economics

This course introduces economic research methods and requires development of an individual research effort. Econometric (quantitative) analysis is also introduced and applied with the use of econometric software. Prerequisites: Economics 201, 305, and 306. (Credit, full course.) Hendrickson.

335. Environmental Economics

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. (Credit, full course.) Gottfried.

337. International Economics

Presents historical, institutional, and theoretical study of international trade, finance, and the international monetary system. The position of the United States in the world economy is examined. International economic institutions, such as the International Monetary Fund, are analyzed. Attention is given to current developments and problems. Prerequisites: Economics 305; 301 or 306; or permission of instructor. (Credit, full course.) Mohiuddin, Gottfried.

340. Introduction to Mathematical Economics

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. (Credit, full course.) Schaefer.

344. The Third World and Appalachia

Students will spend spring break in the Clear Fork Valley of Tennessee and Kentucky researching a topic of their choice with assistance from local or regional resource persons. Extra fee for spring break expenses. Students desiring a more detailed study may combine this course with independent study (Economics 444). Prerequisites: One of Economics 307, 309, 310, 325, or 405, or permission of the instructor. (Credit, half to full course.) Gottfried.

350. Comparative Economic Systems

Various economies are analyzed in terms of recent history, structure, policies and performance, with the aim of understanding current trends and problems. Attention is given to the U. S., Great Britain, West Germany, France, Sweden, Japan, as well as Eastern European countries. (Credit, full course.) Staff.
401. History of Economic Thought

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. (Credit, full course.) Ingles.

402. Seminar in Radical Economics

An examination of radical critiques (mainly from the left, but also from the right) of mixed-market economies and mainstream economic thinking. The fundamental premises of these critiques and radical interpretations of various current economic problems are critically assessed. (Credit, full course.) Ingles.

407. Seminar in Urban Economics

The theory of urban location and structure. Discussion of selected urban problems: e.g., urban growth, employment, housing, transportation, public finance, politics, crime. (Credit, full course.) Staff.

410. Seminar in Health Care Economics

A study of the health-care sector of the economy. Topics of focus are: demand for health care services, including the role of third-party payments, supply of health care services, role of government, national health insurance, impact of the new prepayment Medicare plan, British national health system, and new directions in health care. Special emphasis is given to alternative solutions to the problems confronting the health-care industry. (Credit, full course.) Sharp.

444. Independent Study

Advanced work for selected students. May be repeated. Particularly recommended for candidates for honors in economics. Also open to students other than economics majors. (Credit, half to full course.) Staff.

EDUCATION
Professor Carlos
Professor O'Connor
Professor Peyser
Assistant Professor Register
Assistant Professor Wallace, Chair

Most courses in Education are open to the general student body. However, when field experiences necessitate limiting enrollment, first preference is given to students enrolled in the Teacher Education Program. (See Teacher Licensure, pp. 22-23.)
161. Psychological Foundations of Education I

Theories of learning applied to the classroom. Cognitive, physical, social, emotional, and moral development with special focus on the adolescent years, together with attention to their implications for teaching. (Credit, full course.) Wallace.

162. Psychological Foundations of Education II

The development and use of standardized and teacher-constructed tests. The nature, origin, and concomitant psychological characteristics of exceptional students most commonly found in schools. Special attention to the implications of the diagnostic process for the educationally mentally retarded and those with specific learning disabilities. (Credit, full course.) Peyser.

204. Anthropology of Education (also Anthropology 204)

A sociological study of education in its cultural context, emphasizing the American school and classroom as social systems. Students will read ethnographies of education, evaluate theories, and then conduct their own participant-observation field studies in local schools, recording their research on a Macintosh-compatible disk. (Credit, full course.) O'Connor, Wallace.

279. History of American Education (also History 279)

Issues and institutions in the development of American education from the 17th century to the present day. (Credit, full course.) Register.

341. Methods and Materials of Teaching

A study of secondary school teaching objectives and strategies, planning, instructional media and material, models of teaching, student learning styles, and classroom management techniques. Special attention to the teaching of reading in the content areas. Observations in field settings and micro-teaching experience is required. Prerequisite: permission of the program director. (Credit, full course.) Wallace.

342. Student Teaching

A full time, fifteen week student teaching experience in the student's major field. The student will be supervised by effective teachers at the middle and high school levels. Art and Theatre students working toward K-12 certification, will also work with teachers at the elementary level. Prerequisite: ED 341 and permission of the Teacher Education Committee. This course must be taken concurrently with ED 401 Senior Seminar. (Credit: two full courses.) Wallace.
343. Materials and Methods for Teaching Art

An examination of elementary and secondary art education and of teaching methods and practices. Studies motivation and evaluation related to developmental stages of growth in visual schemata. Practical experience supplemented by a study of educational abstracts and texts. (Credit, full course.) Carlos.

355. Methods and Materials of Teaching Theatre

An examination of elementary and secondary theater education, methods and practices including objectives and strategy, planning, instructional media, teaching models, classroom management techniques, and the development of creative drama. Practical field experience supplemented by a study of educational periodicals and texts. (Credit, full course.) P. Smith.

401. Senior Seminar

A seminar that encourages students to reflect on field experiences and increase their expertise using methods to teach their subject areas. Topics include: classroom management, effective teaching, evaluation and feedback and professionalism. The course also includes a series of workshops and field trips on educational technology. This course must be taken concurrently with ED 342, Student Teaching. (Credit, full course.) Wallace.

444. Independent Study

To meet the needs and interests of selected students. May taken more than once for credit. (Credit, variable half or full course.) Staff.

ENGLISH
Professor Arnold, Chair
Professor Reishman
Professor D. Richardson
Professor Carlson
Professor Benson
Professor W. Clarkson
Professor Prunty
Adjunct Professor Core
Associate Professor Macie
Assistant Professor J. Grammer
Assistant Professor E. Grammer
Assistant Professor Michael
Assistant Professor Malone
Visiting Assistant Professor Walker
Instructor Allen
Instructor Fitzgerald
Instructor Moschovakis
Visiting Lecturer Patchett
English majors must plan their academic curriculum carefully with their advisor. All majors are expected to take English 357 and 358 (Shakespeare) and at least two other courses in fields in English literature before 1750. Potential or actual English majors are strongly urged to take English 200 (Representative Masterpieces). Almost all majors take the full complement of eleven courses in English.

A student majoring in English will be required to pass a written comprehensive examination, which must be taken in the final semester. Majors who intend to qualify for teacher certification should check on the specific requirement for the program.

At the beginning of the final semester, an English major with an average of 3.5 or better in English courses may, at the discretion of the chair, elect a course of independent study—the English Tutorial. The student will be enrolled in English 452, will be assigned a tutor for direction, and will write a major essay as a step toward departmental honors. Students enrolled in English 452 who demonstrate excellence in their tutorial papers and in the written comprehensive examination will be invited to take a one-hour oral examination in order to qualify for departmental honors.

The creative writing courses (English 409, 410, and 411) are excluded from coverage on the comprehensive examination, and they count as courses outside the major.

101. Literature and Composition

This introduction to literature written in English focuses on several plays by Shakespeare, introduced by an examination of lyric poems—either by Shakespeare or by one of his contemporaries. 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, including those with a background of advanced literary study in secondary school. There are at least six writing assignments, with student writing a frequent topic for classroom discussion. Most sections are writing-intensive. A student who receives credit for the Humanities sequence 101 through 202 may not receive credit for English 101. (Credit, full course.) Staff.

200. Representative Masterpieces

An examination of several masterpieces of Western literature, including Homer's The Iliad and Dante's The Divine Comedy. Some sections are writing-intensive. Prerequisite: English 101, English 103, or Humanities 101-102. (Credit, full course.) Staff.

210. Studies in Poetry

An examination of poems from British and American literature selected by the instructor. Writing-intensive some semesters. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) Michael.
211. Studies in Fiction

An examination of novels and short fiction from British and American literature selected by the instructor. Writing-intensive some semesters. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) Clarkson, J. Grammer, Malone.

212. Studies in Literature (Also American Studies 212)

African-American texts from slave narratives to the present. (Credit, full course.) E. Grammer.

214. Studies in Modern Drama (also Theatre 214)

An examination of late nineteenth- and twentieth-century plays selected by the instructor. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) Staff.

351. Non-Chaucerian Medieval Literature

A study of several key works in translation from the Anglo-Saxon and Middle English, chiefly Beowulf, Sir Gawain and the Green Knight, some extracts from Malory, and a number of shorter Anglo-Saxon poems. (Credit, full course.) Benson.

352. Chaucer

A study of the Canterbury Tales and other poems by Chaucer. A term paper is usually expected. (Credit, full course.) Benson.

353. English Drama to 1642

A study of the development of the drama from its liturgical beginnings to the closing of the theatres in 1642, excluding Shakespeare. Offered in alternate years. (Credit, full course.) Moschovakis.

357. Shakespeare I

A study of several plays written before 1600. (Credit, full course.) Macfie, Moschovakis, Richardson.

358. Shakespeare II

A study of several plays after 1600. (Credit, full course.) Moschovakis, Macfie, Richardson.

359. Renaissance Literature I

A study of the major 16th century genres, with emphasis on sources, developments, and defining concerns. Readings include More’s Utopia; the sonnets of Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; and Books I and II of Spenser’s Faerie Queene. (Credit, full course.) Macfie, Moschovakis.
360. Renaissance Literature II (writing-intensive)

A study of selected 17th century poetry and prose, concentrating on the work of the metaphysical, cavalier, and Baroque poets and the prose of Donne, Burton, and Browne. The course includes a brief examination of representative works by Milton. (Credit, full course.) Macfie, Malone.

362. Milton

A study of Milton's poetry with particular emphasis on *Lycidas* and *Paradise Lost*. Offered in 1993-94 and alternate years. (Credit, full course.) Arnold, Moschovakis.

365. Restoration and Earlier 18th Century

A study of selected works by Dryden, Swift, Pope, and Fielding. Reading in other writers such as Pepys, Prior, Addison, and Gay is required. (Credit, full course.) Richardson.

367. Origins and Development of the English Novel I (writing-intensive)

A consideration of the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. (Credit, full course.) Reishman.

369. Classicism to Romanticism: the Late 18th Century

A study of the literature from 1750 to 1800. Included is an examination of such writers as Johnson, Boswell, Burke, Gray, Collins, Goldsmith, Burns, and Blake. (Credit, full course.) Michael.

370. British Romanticism: the Early 19th Century

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. (Credit, full course.) Michael.

373. Victorian Prose and Poetry

Primarily a study of selected poems of Tennyson, Browning, Arnold, Swinburne, and Rossetti and selected prose of Carlyle, Newman, and Ruskin, which constitute the central texts for classroom discussion. (Credit, full course.) Reishman.

374. Origins and Development of the English Novel II

A consideration of the fiction of Scott, Charlotte and Emily Bronte, Dickens, Trollope, Eliot, and Hardy. (Credit, full course.) Reishman.
377. American Literature I

A study of American writing from the 17th century to the Civil War. The emphasis is on major writers of the American renaissance, including Emerson, Thoreau, Hawthorne, Melville, and Whitman. (Credit, full course.) J. Grammer.

378. American Literature II

A study of works by Dickinson, Twain (Huckleberry Finn), Crane (The Red Badge of Courage), James, and selected works by recent American writers. (Credit, full course.) J. Grammer.

381. Modern British Poetry (writing-intensive)

A study of the modern period in British poetry that examines representative poems by Hardy, Hopkins, Yeats, Lawrence, Auden, Thomas, and others. (Credit, full course.) Carlson, Clarkson.

382. Modern British Fiction (writing-intensive)

A study of Conrad's Lord Jim and Heart of Darkness, Joyce's A Portrait of the Artist as a Young Man, Lawrence's The Rainbow and Women in Love, Forster's A Passage to India, and Woolf's To the Lighthouse. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. (Credit, full course.) Arnold.

386. Joyce (writing-intensive)

A study of Dubliners, A Portrait of the Artist as a Young Man, and Ulysses. Offered in alternate years. (Credit, full course.) Arnold.

391. Modern American Poetry

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. (Credit, full course.) Clarkson.

392. Modern American Fiction

A study of novels by James Wharton, Fitzgerald, Hemingway, Steinbeck, Faulkner, Warren, Ellison and others. (Credit, full course.) Carlson.

393. Faulkner (writing-intensive)

A study of As I Lay Dying, The Sound and the Fury, Sanctuary, Light in August, Absalom, Absalom!, The Hamlet, and Go Down Moses. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. (Credit, full course.) Arnold.
394. Literature of the American South

A study of the literature of the Southern Renaissance, including works by Faulkner, Warren, Lytle, Welty, and several contemporary Southern writers. Some attention is given to Southern literature preceding 1920 and to 19th and 20th century Southern black writers. (Credit, full course.) Carlson.

397. Contemporary American Fiction (writing-intensive)

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. (Credit, full course.) Carlson, Clarkson.

398. Contemporary American Poetry

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 Dyne. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X. J. Kennedy, and Derek Walcott will also be considered. (Credit, full course.) Prunty.

409. Creative Writing: Poetry (writing-intensive)

Discussions will center on students’ poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Prunty.

410. Creative Writing: Fiction (writing-intensive)

Discussions will center on students’ fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Allen, Patchett.

411. Creative Writing: Playwrighting (writing-intensive)

Discussions will center on students’ plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Fitzgerald.

444. Independent Study

To meet the needs and particular interests of selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff.

452. English Tutorial (writing-intensive)

Graduating seniors only. Permission of the chair of the department is required. (Credit, full course.) Staff.
The Department of Forestry and Geology offers a major in Forestry, a major in Geology, and a major in Natural Resources. All three majors emphasize an interdisciplinary study of the natural environment, and most of the laboratory courses include fieldwork in the University Domain and nearby areas.

Students who expect to major in Forestry, Geology or Natural Resources 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. For students interested in careers in forestry or environmental management, the Duke University Cooperative Program is available.

In Geology, all courses count toward fulfilling of the college distribution requirements in the sciences. In Forestry, all courses except Forestry 201 and 212 fulfill the degree requirement in the sciences.

**The Natural Resources Major**

Each major will complete at least eight full courses and a junior and senior seminar within the department, including at least three courses each in Forestry and Geology. The former must include Introduction to Forestry (Forestry 121) and at least one of Forestry 211, 303, 305 or 312. The geology courses must include Physical Geology (Geology 121) and at least one from among Geology 215, 221, 222, 225, 325 or 330. Requirements outside the department are Biology 114, 131, or 132, Chemistry 101, Economics 101, and Mathematics 204. In addition, Chemistry 102 is recommended. Within two weeks of declaring the major, a student must submit a written proposal for a concentration outside the major. The concentration is a coherent group of four non-science courses or three science courses that relate to the student’s interests in natural resources.

**The Forestry Major**

The Forestry major requires nine full courses and a senior seminar within the department. Required courses include Introduction to Forestry (Forestry 121), Dendrology (Forestry 211), Silviculture (Forestry 312), Forest Ecology (Forestry 305), Biometrics (Forestry 307), and Natural Resource Management (Forestry 319). Forestry majors must also take Physical Geology (Geology 121) and either Soils (Geology 303) or Hydrology (Geology 314).
Requirements outside the Department of Forestry and Geology include Economics 101, two semesters of General Chemistry (Chemistry 101, 102), Statistics (Mathematics 204), one semester of Calculus (Mathematics 101 or higher), and one course in Botany (Biology 114) or General Biology (Biology 131 or 132), plus at least two of the following biology courses: Plant Physiology (Biology 305), Entomology (Biology 200), Field Zoology (Biology 112), Systematic Botany (Biology 310), Genetics (Biology 301), Fungi (Biology 215), or Island Ecology (Biology 240). A summer internship in a forestry-related field is strongly recommended. Modifications in course requirements must be approved in advance by the department.

The Geology Major

The Geology major requires nine full courses and a senior seminar within the Department of Forestry and Geology. Required courses include Physical Geology (Geology 121), Historical Geology (Geology 222), Mineralogy (Geology 221), Igneous and Metamorphic Petrology (Geology 321), Sedimentology (Geology 225), Structural Geology (Geology 325), and either Paleoecology (Geology 230) or Invertebrate Paleontology (Geology 330). Majors in Geology must also take Introduction to Forestry (Forestry 121), and either Soils (Forestry 303) or Hydrology (Forestry 314). Modifications in course requirements must be approved in advance by the department.

Requirements outside the major are Chemistry 101, 102 and two courses in Mathematics/Computer Science chosen in consultation with the department. A summer geology field camp taken at another institution is strongly recommended and is required for admission by many graduate schools. Physics 101-102 is also recommended.

Forestry

121. Introduction to Forestry

This introduction to the science and study of forestry includes tree structure and function, forest types of North America, forest biology and ecology, silviculture, forest management, forest products, wood properties, and U.S. forest policy. Lecture, three hours, laboratory and weekend field trips. (Credit, full course.) Staff.

201. Natural Resource Issues and Politics

An overview of the contemporary use of renewable and nonrenewable natural resources; physical, economic, social, and environmental factors, policies and legislation affecting their use. (Credit, full course.) K. Smith
211. Dendrology

Explores the biology and morphology of trees, with emphasis on the major forest species of North America and selected forest types elsewhere in the world. Primary focus is on the ecophysiological characteristics of species and their roles in forest succession, distribution across the landscape, and response to disturbance and environmental stress. Includes field identification of native trees and shrubs of the Southeast. Lecture, three hours; laboratory and weekend field trips. (Credit, full course.) Kuers.

212. Forestry in the Developing World

An introduction to the use and management of trees and forests in the developing World. Social and technical aspects of forestry will be considered. Topics will include the role of forestry in development, land and tree tenure, the role of women in forestry projects, agroforestry, trees in traditional systems, the forest as habitat, and the role of western technology as applied to forestry in the developing World. (Credit, full course.) K. Smith.

230. Urban Forest Management

Study of establishing and maintaining trees in urban environments. Emphasis on the theory and practice of individual tree care, selection, pruning and assessment, as well as urban forest inventory and planning. Prerequisites: Forestry 121, or Biology 114, or permission of instructor. Lecture and field trips. Spring of even-numbered years. (Credit, full course.) Kuers.

240. Special Topics

A seminar on a topic related to forestry and natural resources. May be taken more than once for credit. (Credit, half course.) Staff.

303. Soils

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. Prerequisites: Chemistry 100 or 101, or permission of the instructor. Lecture, three hours; laboratory and field trips, full course. (Credit, full course.) Torreano.

305. Forest Ecology

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. Prerequisites: Forestry 111 or 121, and Biology 114 or 305, or permission of the instructor. Spring of even-numbered years. Lecture, three hours; laboratory and field trips. (Credit, full course.) Kuers.
307. Biometrics

Presents principles and methods employed in estimating 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: significance testing, regression, correlation and analysis of variance with multiple classification. Elements of experimental design with an emphasis on biological applications. Prerequisites: either Mathematics 204 and Forestry 121 or by permission. Lecture, three hours; laboratory, three hours. (Credit, full course.) Torreano.

312. Silviculture

Theories and techniques of applying ecological knowledge to control the establishment, composition, and growth of forests. Prerequisite: Forestry 111 and 121 or permission of the instructor. Lecture, three hours; laboratory and field trips. (Credit, full course.) Kuers, Torreano.

314. Hydrology

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. Prerequisite: Geology 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll.

319. Natural Resource Management and Decisions

A survey of the methods used in managing natural resources with emphasis on forests, wildlife, and other renewable resources. Use of modelling and decision-making software. Topics include: 1) evaluating the effects of forest stand characteristics, tax policy, risk, and interest rates on management practices; 2) choosing among policy alternatives proposed by competing groups; and 3) employing optimization procedures and economic analysis. Prerequisites: Forestry 121 or equivalent, Forestry 312 or taken concurrently, or by permission. (Credit, full course.) Torreano.

328. Geology and Forest Ecology of the Yellowstone Country

A study of the geologic framework, hydrology, and forest ecology of Yellowstone National Park of the Northern Rocky Mountain region. Focuses on the interrelationships between geology and forest ecology, and on the influence of fire. An additional half course may be earned with successful completion of a field trip to the Yellowstone area. Prerequisites: Geology 121, permission of the instructors, and one of the following: Forestry 111, Forestry 121, Biology 114 or Biology 131. Spring of odd-numbered years. (Credit, full course.) Kuers, M. Knoll.
329. Geology and Forest Ecology of the Yellowstone Country (Field Trip)

Prerequisite: Geology 328. Summer of odd-numbered years. (Credit, half course.) Kuers, M. Knoll.

332. Junior Seminar

(Credit, half course.) Staff.

410. GIS Applications in Forestry and Geology

An introduction to Geographic Information Systems (GIS), with emphasis on the use of GIS in data analysis and interpretation, decision-making, management, and research in the fields of forestry and geology. Prerequisite: Forestry 121, Geology 121, and at least one upper level course (200 or above) in forestry and geology. (Credit, half course.) Knoll.

432. Natural Resource Seminar

Considers selected natural resources issues of concern to the region, nation, and world. Intended for senior natural resources majors. (Credit, half course.) Staff.

444A. Independent Study

An opportunity for student majors to explore a topic of interest in an independent or directed manner. (Credit, full course.) Staff.

444B. Independent Study

(Credit, half course.) Staff.

GEOLoGY

121. Physical Geology

Introduction to rocks and minerals, the composition and structure of the earth, and the dynamic processes operating within and upon the earth. Lecture, three hours; laboratory and field trips (including an overnight trip to the Great Smoky Mountains), three hours. (Credit, full course.) Staff.

215. Geological Resources

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. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, (Credit, full course.) Shaver.
221. Mineralogy

A study of the occurrence, crystal structure, crystal chemistry, and origin of minerals. Laboratory work includes identifying hand specimens and using the petrographic microscope. Lecture, three hours; laboratory and field work. Fall of odd-numbered years. (Credit, full course.) Shaver.

222. Historical Geology

History of the earth; physical environments, history of life, and tectonic development throughout geologic time as recorded in the rock record. Emphasis on North America. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips. Fall of odd-numbered years. (Credit, full course.) Potter.

225. Sedimentology

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. Discussion of the occurrence of oil and coal. Emphasis on rocks of the Cumberland Plateau and other nearby areas. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, full course. Fall of even-numbered years. (Credit, full course.) Potter.

228. Tectonics

A study of the genesis and evolution of continents and ocean basins within the broad framework of global geologic systems with special emphasis on mountain chains, earthquakes, and the plate tectonics paradigm. Spring of even-numbered years. (Credit, full course.) Potter.

230. Paleoecology

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 trip to the South Carolina State Museum and to the coastal plain. Prerequisite: Geology 121. (Credit, full course.) M. Knoll.

240. Island Ecology (also Biology 240 and Psychology 240)

This interdisciplinary field course combines the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. Taken in conjunction with Biology 240 and Psychology 240. Prerequisite: completion of Biology 140 or equivalent. Offered each summer. (Credit, half course.) Potter, Keith-Lucas, Conn, Evans.
314. Hydrology

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. Prerequisite: Geology 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll.

320. Igneous and Metamorphic Petrology

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 concepts of metamorphic belts and metamorphic facies. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Prerequisite: Geology 221. Lecture, three hours; laboratory and field trips, full course. Spring of even-numbered years. (Credit, full course.) Shaver.

322. Geology of the Western United States

The course focuses on several of the geologic provinces west of the Mississippi River. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to the western United States. Prerequisite: Geology 121 and permission of the instructor. Spring of even-numbered years. (Credit, full course.) Potter.

323. Geology of the Western United States (Field Trip)

A detailed journal is kept by students. Summer of even-numbered years. (Credit, half course.) Potter.

325. Field and Structural Geology

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. Prerequisite: Geology 121. Lecture, three hours; laboratory and field work. (Credit, full course.) Potter.

328. Geology and Forest Ecology of the Yellowstone Country

A study of the geologic framework, hydrology, and forest ecology of Yellowstone National Park of the Northern Rocky Mountain region. Focuses on the interrelationships between geology and forest ecology, and on the influence of fire. An additional half course may be earned with successful completion of a field trip to the Yellowstone area. Prerequisite: Geology 121, permission of the instructors, and one of the following: Forestry 111, Forestry 121, Biology 114 or Biology 131. Spring of odd-numbered years. (Credit, full course.) Kuers, M. Knoll.
329. Geology and Forest Ecology of the Yellowstone Country (Field Trip)

Prerequisite: Geology 328. Summer of odd-numbered years. (Credit, half course.) Kuers, M. Knoll.

330. Invertebrate Paleontology

Identification, classification, and history of the major invertebrate phyla. Special emphasis on the use of fossil marine invertebrates and trace fossils as stratigraphic and sedimentologic tools. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll.

332. Junior Seminar

(Credit, half course.) Staff.

410. GIS Applications in Forestry and Geology

An introduction to Geographic Information Systems (GIS), with emphasis on the use of GIS in data analysis and interpretation, decision-making, management, and research in the fields of forestry and geology. Prerequisite: Forestry 121, Geology 121, and at least one upper-level course (200 or above) in forestry and geology. (Credit, full course.) Knoll.

432. Natural Resource Seminar

Consideration of selected natural resources issues of concern to the region, nation and world. For senior majors in Forestry, Geology, or Natural Resources. (Credit, half course.) Staff.

444A. Independent Study

An opportunity for students to explore a topic of interest in an independent or directed manner. (Credit, full course.) Staff.

444B. Independent Study

(Credit, half course.) Staff.
The minimum requirement for a major is eight full courses at the 300- and 400-levels. After 301, 302, or 303, students are normally expected to take at least two additional courses at the 300-level (one of which must be 322) before registering for 400-level courses. A minimum of three 400-level courses is expected, with selection to be made according to the following formula: at least one course examining an early period (409 or 410), at least one middle-period course examining either the 17th or the 18th century (401 or 403), and at least one course examining a modern period (404 or 408). During their final semester, senior majors participate in the 435 tutorial, which ties together their upper-level coursework and prepares them for comprehensive examinations over their selected areas of focus within the three time periods. All 300- and 400-level courses are conducted in French.

French majors are required to study in France for at least one semester. The department advises students choosing an appropriate program and in selecting courses to be taken abroad. Majors are also expected to live in the French House for a minimum of one semester; application forms are kept in the offices of the French Department.

Majors may earn honors by achieving a 3.5 departmental grade point average, with a comparable performance on the comprehensive examination.

The minimum requirement for a minor is six full courses at the 300- and 400-levels. After 301, 302, or 303, students are expected to take at least one additional 300-level and two 400-level courses of their choosing. Minors are also expected to take two courses in a Summer-in-France program (320 and 321 in the “Sewanee in France” summer program, or the equivalent in another program approved by the department.) A written comprehensive examination over the material from one of the two 400-level courses chosen must be passed during the final semester of the senior year.

The department participates in several interdisciplinary majors (Social Science-Foreign Language, French-Fine Arts, and Comparative Literature), and it welcomes the opportunity to cooperate with other departments in designing joint majors.
103, 104. Elementary French; Intensive Courses

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. (Credit, full course.) Staff.

203. Intermediate French; Intensive Course

Review of grammatical structures; readings; written and oral comments on the texts; scheduled Travaux Pratiques in the computer and the language labs. Prerequisite: French 104 or placement by department. Four hours of class per week. (Credit, full course.) Staff.

301. Introduction to French Literature

Readings in representative authors chosen from the entire range of French literature. Prerequisite: French 203 or placement by department. (Credit, full course.) Staff.

302. Introduction to French Literature

Similar to French 301, though a more accelerated orientation designed for students interested in possibly becoming French majors or minors. May not be taken in addition to French 301 or 303. Prerequisite: French 203 or placement by department, and permission of the department. (Credit, full course.) Staff.

303. Introduction to Francophone Literature

Introduction to Francophone Literature. Readings in representative authors chosen from the entire range of francophone literature (the literature of French-speaking countries), accompanied by other cultural readings. May not be taken in addition to 301 or 302. Prerequisite: French 203 or placement by department. (Credit, full course.) Ramsey.

305. Survey of French Literature and Culture I

Readings in representative works from the Middle Ages to 1715, accompanied by an examination of the evolution of French history and culture. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Poe.

306. Survey of French Literature and Culture II

Readings in representative works from 1715 to the present, accompanied by an examination of the evolution of French history and culture. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Poe.
311. Composition

Advanced language review and emphasis on accuracy of expression in written French, with writing exercises constructed around thematic and compositional material found on the Internet. Enrollment limited. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Rung.

312. Conversation

Development or oral expression and vocabulary expansion. Materials used include audio, video, and electronic sources, as well as readings. Labwork required. Enrollment limited. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Ramsey.

317. Stylistics

Advanced practice in written French; through grammatical and stylistic exercises, analysis of short texts, translation, and composition writing, students will study and practice different levels of written French, both literary and non-literary. Enrollment limited. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Schaefer.

320. Advanced Language Abroad

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 French 321. Prerequisite: French 301, 302, or 303, and permission of the department. Scheduled for the summer of 1998 and alternating summers. (Credit, full course, Pass/Fail grading.) Ramsey.

321. Studies in Culture and Literature Abroad

Complimentary study of French language and civilization within the framework of the Sewanee-in-France summer program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. Prerequisite: French 301, 302, or 303 and permission of the department. (Credit, full course.) Ramsey.

322. Explication de Textes

An introduction to the technique and extended applications of explication de textes as a methodological and analytical tool. Oral presentation of explication by the students in class. Required of all majors. Enrollment limited. Prerequisite: French 301, 302, 303, or permission of the instructor. (Credit, full course.) Schaefer.
377. Modern France through Films and Other Texts

A view of modern France since World War II examined through films selected for their historico-cultural revealments (along with preparatory study of scripts and/or written works tied to the films), through literary and journalistic texts echoing significant events and social trends, and through audio recordings of famous speeches and songs—the texts of which are likewise to be studied within their societal context. Envisioned as a complement to French 306, the course is meant to offer a fuller understanding of modern-day France. Prerequisite: French 301, 302, 303, or permission of the instructor. (Credit, full course.) Poe.

381. Aspects of the French Language

An introduction to French linguistics. A survey of historical and theoretical issues such as syntax, morphology, and phonology. Considerable emphasis on phonetics and pronunciation. Aspects of applied linguistics include language variation, usage, and acquisition, as well as pedagogical concerns. Prerequisite: French 301, 302, or 303, and permission of the instructor. (Credit, full course.) Ramsey.

401. The 17th Century

Readings in baroque poets, Descartes, Pascal, La Fontaine, moralistes, Boileau, as well as in the great dramatists of the century: Corneille, Molière, and Racine. By permission of the department. (Credit, full course.) Rung.

403. The 18th Century

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 Charrière, André Chénier, among others. By permission of the department. (Credit, full course.) Poe.

404. The 19th Century

A survey of movements in prose and poetry from the Revolution into the years just following the Second Empire: Romantics, Parnassians, Realists. Emphasis on Chateaubriand, Lamartine, Vigny, Musset, Hugo, Balzac, Stendhal, Flaubert, Baudelaire, and Zola. By permission of the department. (Credit, full course.) McCrady.

408. Contemporary Literature

Antecedents of modern literary currents and a study of the novel, drama, and poetry of the twentieth century. By permission of the department. (Credit, full course.) Rung.
409. The Renaissance

Emphasis on the evolution of narratology and poetics: Rabelais, Montaigne, du Bellay, Ronsard, among others. By permission of the department. (Credit, full course.) Schaefer.

410. Literature of the Middle Ages

Reading and criticism of medieval texts from *La Chanson de Roland* to Villon’s poetry. Modernized versions when necessary. By permission of the department. (Credit, full course.) Schaefer.

435. Senior Tutorial

Preparation for the comprehensive examinations. Required of all majors. (Credit, full course.) Schaefer.

440. Directed Reading

To help majors who, for exceptional reasons, may have difficulty completing the departmental reading list. To be taken pass/fail. (Credit, half course.) Staff.

444. Independent Study

For senior majors seeking departmental distinction; application must first be made to the Department. Upon acceptance as a candidate for distinction, an independent thesis of some length is researched and composed, normally during the Advent Semester, under the supervision of a departmental advisor. (Credit, full course.) Staff.

GERMAN

PROFESSOR DAVIDHEISER
PROFESSOR ZACHAU, Chair
VISITING ASSISTANT PROFESSOR WÜNSCH

The requirement for majors in German is eight full courses at the 300-level and above, including 311 or 312, 321, 322 and 344. At least three of these courses must be at the 400-level. Also required is a period of study in Germany, Austria or Switzerland. Those planning to continue the German major in graduate school may wish to take more credit hours in the department. Both language and cultural proficiency are emphasized, along with reading and discussing literary texts.

As an alternative to dormitory living the department also maintains a German House, which comfortably accommodates seven students wanting to improve their conversational German on a daily basis. A German exchange student also resides in the House and helps students with their language learning. Occasional cultural events are also held there.
Students who have performed with distinction may apply in their penultimate semester for departmental honors. If approved, they will be requested to write a research paper in connection with a German 444 course (1-4 credits). Students demonstrating excellence in both this paper and their written comprehensives will be awarded departmental honors.

103, 104. Elementary German; Intensive Courses

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language. (Credit, full course each semester.) Davidheiser, Zachau.

203. Intermediate German; Intensive Course

Grammar review and reading of cultural and short literary works, together with increased emphasis on conversation. Prerequisite: German 103, 104. (Credit, full course.) Davidheiser, Zachau.

301, 302. Advanced Readings

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) Davidheiser.

303. Kafka and Werfel

Selected readings of works of Franz Kafka such as Die Verwandlung and Franz Werfel such as Jacobowsky und der Oberst. (Credit, full course.) Davidheiser.

304. Hesse and Mann

Readings from the works of Hermann Hesse (Demian and Siddhartha) and Thomas Mann (Tonio Kroger and Tristan). (Credit, full course.) Davidheiser.

305. Brecht and the Modern Theatre

A reading of one major Brecht play such as Der Kaukasische Kreidekreis or Mutter Courage and an analysis of its influence on modern post WWII German theatre. Selected readings of Weiss, Müller and others. (Credit, full course.) Zachau.

306. Modern Swiss Authors

A reading of one major work by both Friedrich Dürrenmatt (Der Besuch der alten Dame) and Max Frisch (Biedermann und die Brandstifter or Homo Faber), together with some short works of the lesser known authors like Peter Bichsel. (Credit, full course.) Davidheiser, Zachau.
307. Modern Austrian Authors

An introduction to 20th century Austrian literature beginning with short texts by authors such as Roth, Musil, Aichinger, and Bernhard and eventually focusing on novels such as Peter Handke’s *Die Angst des Tormanns beim Elfmeter* and *Dekurze Brief zum langen Abschied*. Background information on Austrian culture and civilization. (Credit, full course.) Staff.

308. Heinrich Böll

A reading of one major work by Heinrich Böll such as *Und sagte kein einziges Wort* or *Die verlorne Ehre der Katharina Blum* together with selected short stories and essays by Böll. (Credit, full course.) Zachau.

309. Kästner and Fallada

Readings of two of the best known authors of the Weimar Republic, Erich Kästner and Hans Fallada, such as Kästner’s childrens’ novels *Emil und die Detektive* or *Das fliegende Klassenzimmer* and Fallada’s classic novel about the Depression, *Kleiner Mann, was nun?* (Credit, full course.) Zachau.

311, 312. German Culture and Composition

Conversational exercises in colloquial German, including use of audio-visual materials. Regular practice in composition; While 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), 312 emphasizes social and political issues (advanced). Either 311 or 312 is required of all majors. Prerequisite: German 203. (Credit, full course.) Davidheiser, Zachau.

313. Contemporary Language and Usage

A one-semester advanced language and culture course designed to increase oral and written language skills to help the student deal with contemporary societies. Analysis and interpretation of current texts, composition, formal letter writing, and practical use of political, scientific, economic, journalistic, and social vocabularies. Prerequisite: 200-level courses. (Credit, full course.) Staff.

321, 322. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course each semester.) Zachau, Davidheiser.

331. Aspects of the German Language

The course is intended to introduce students to both the diachronic and synchronic aspects of the German language. Its historical focus is on Old High German and the creation of Modern High German. Contemporary language is also discussed. Prerequisite: German 203; does not satisfy language requirement. (Credit, full course.) Staff.
332. Advanced Grammar and Stylistics

Concentration on advanced grammatical structures, vocabulary enhancement, and various writing styles through analysis of German short stories. Emphasis as well on improvement of essay and letter writing. (Credit, three hours.) Davidheiser.

344. Junior Tutorial

Intensive practice in analyzing and comparing the style of outstanding German writers and in writing German. Introduction to the use of research materials. Required of all majors. (Credit, full course.) Davidheiser, Zachau.

351. Masterpieces of German Literature in Translation

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. Does not satisfy the language requirement. (Credit, full course.) Davidheiser, Zachau.

352. Kafka/Grass in Translation

Reading and discussion of the main works of Franz Kafka and Gunter Grass in English translation, including The Trial, The Castle, The Country Doctor, The Judgment, The Tin Drum, and Cat and Mouse. Does not fulfill the language requirement. (Credit, full course.) Davidheiser.

353. German Film

A survey of German film from the 1920s through the present times from a historical perspective. The course focuses on German cultural history through film making with representative examples from the Weimar Republic silent film period (“Nosferatu”), the Nazi period (“Jud Süss” 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. Does not satisfy the language requirement. (Credit, full course.) Zachau.

354. Modern German Civilization

An analysis of Germany’s development in the 20th century with emphasis on literary, social, industrial and cultural movements. The course will be taught in English but is also open to German students who will do some reading and writing in German. Does not satisfy the language requirement. (Credit, full course.) Davidheiser.

401. Medieval Literature

Representative reading of the period with particular emphasis on the Nibelungenlied, the courtly epic (Iwein, Parzival, Tristan) and Minnesang. (Credit, full course.) Staff.
403. German Literature from the Age of Enlightenment through the Storm and Stress

An intensive study of rational and irrational tendencies in German literature from about 1750 to 1784, with major focus on Klopstock, Lessing, Lenz, Goethe, Schiller, and Klinger. (Credit, full course.) Davidheiser.

405. German Romanticism

Readings in the principal writers of the Romantic Movement, including Novalis, Tieck, Eichendorff, Brentano and Hoffmann. (Credit, full course.) Davidheiser.

407. 19th Century Literature

Readings from the age of Poetic Realism. (Credit, full course.) Zachau.

408, 409. 20th Century German Literature

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. (Credit, full course.) Davidheiser, Zachau.

410. Goethe Seminar

Goetz, Werther, Faust, Iphigenie, and other selected works are read and analyzed, along with Goethe’s poetry. Prerequisite: a German course at the 300-level or above. (Credit, full course.) Davidheiser.

411. Schiller, Hölderlin, Kleist

Schiller’s dramas and poetry, Hölderlin’s Hyperion and poetry, and Kleist’s Der zerbrochene Krug, along with his prose works, are read and analyzed. Prerequisite: a German course at the 300-level or above. (Credit, full course.) Davidheiser.

413. Kafka and His Times

Examination and discussion in German of major works from the first quarter of the twentieth century by Kafka, Hesse, Mann, and Werfel. Prerequisite: At least two courses at the 300-level or above. (Credit, full course.) Davidheiser.

421. Lyric Poetry

Representative works of various German poets from the 17th century to the present. (Credit, full course.) Zachau.
422. German Drama

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: a German course at the 300-level or above. (Credit, full course.) Zachau.

427. East German Literature

An investigation of the connection between literature and society in East Germany. The course will show the historical development of East Germany through its literature. Readings will include works by Wolf, Plenzdorf, Strittmatter, Kant, Heym and Kunze. (Credit, full course.) Zachau.

444. Independent Study

For selected students. Prerequisite: German 321, 322 or the equivalent. (Credit, half to full course.) Staff.

GERMAN STUDIES

Professor Flynn (History)
Professor Davidheiser (German)
Professor Zachau (German), Chair
Instructor J. Ward (Political Science)

The German Studies major is an interdisciplinary program combining study of the society, culture and literature of German-speaking countries. Students design their own programs of study by selecting courses in the humanities and social sciences related to German civilization. Selections are normally from the fields of German language, culture, literature, history and political science; however, related courses may be chosen from other fields of study. Each senior is required to complete German Studies 444, an independent research project reflecting the interdisciplinary nature of the program. The comprehensive examination at the end of the senior year is designed in accordance with the student’s elected program of study. The requirement for a major in German Studies is eight core courses and three related courses, depending on the student’s area(s) of interest in German studies. Also required is a period of study in a German-speaking country.

444. Independent Study (Credit, variable from half to full course.)
Staff
CORE COURSES
- German 321, 322
- German 410
- German 408 or 409
- History 268
- Political Science 401
- Political Science 423

Survey of German Literature
Goethe
20th Century German Literature
German History since 1500
European Politics
The European Community

RELATED COURSES
Any other 300- and 400-level German literature and culture courses listed in the catalog under German.
- Anthropology 303
- Economics 350
- Fine Arts 326
- Fine Arts 335
- History 309, 311
- History 396
- Music 206
- Music 208
- Philosophy 319
- Political Science 102
- Political Science 322
- Religion 327
- Religion 329

Peoples and Culture of Europe
Comparative Economic Systems
Northern Renaissance Art
19th Century Art
Politics and Society in Europe
The Origins and Conduct of the First World War, 1900-1919
Music of the Classical Period
Music of the Romantic Period
19th Century Philosophy
Modern Foreign Governments
United States Foreign Policy
Religious Thought: Marx to Tillich
Hegel, Nietzsche, Dostoevsky

HISTORY
PROFESSOR A. KNOLL
PROFESSOR PATTerson
PROFESSOR FLYNN
PROFESSOR GOLDBERG, Chair
PROFESSOR WILLIAMSON
PROFESSOR PERRY
ASSOCIATE PROFESSOR RIDYARD
ASSISTANT PROFESSOR WILLIS
ASSISTANT PROFESSOR REGISTER
ASSISTANT PROFESSOR McEVOY
ASSISTANT PROFESSOR ROBERSON
ASSISTANT PROFESSOR BEREITSKY
ASSISTANT PROFESSOR CHATURVEDI

Students who choose history as a major must select a field of concentration from among the following: 1) United States, 2) Europe, 3) Great Britain, 4) Africa/Asia/Latin America. A member of the faculty assigned as the student’s advisor will help the student plan a coherent program of study.
Required of all majors: 1) a grade point average in history courses no lower than 2.00; 2) History 100 or equivalent credit from the humanities sequence; 3) five courses in history in the field of concentration; 4) four courses outside the field of concentration, one of which must be in the Africa/Asia/Latin America field; 5) History 352; 6) a passing grade on the written comprehensive examination in the last semester of the senior year.

In order to minor in History, students must complete five courses above the 100-level, excluding History 352. No comprehensive examination is required.

Required for honors in History: 1) a grade point average in courses in history no lower than 3.3; 2) a grade of honors on a major research paper written during the first semester of the senior year and presented by the first day of the second semester of the senior year; 3) a grade of distinction on the written comprehensive examination in the last semester of the senior year.

Students enrolled in or credited with humanities courses will not receive credit for History 100, and no student will receive credit for more than one section of History 100.

100. Topics in Western Civilization

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. (Credit, full course.) Staff.

201, 202. History of the United States

A general survey of the political, constitutional, economic and social history of the United States. (Credit, full course.) Register, Willis, Berebitsky.

205, 206. History of England

A general survey of the political, constitutional, economic and social history of England and the British Empire since the Anglo-Saxon conquest. (Credit, full course.) Perry.

207, 208. History of Russia

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. (Credit, full course.) Goldberg.
211, 212. History of China and East Asia (also Third World Studies 211, 212)

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism. (Credit, full course.) Goldberg.

215. The United States and Vietnam since 1945 (also Third World Studies 215)

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. (Credit, full course.) Goldberg.

217. History of the Near East: Islamic Civilization (also Third World Studies 217)

Among the subjects addressed in this course are Mohammed, Islam, conquests undertaken during the caliphates, reasons for the breakup of Islamic civilization, Islam’s subsequent revival by the Seljuk and Ottoman Turks, the entrance of the Europeans into the Middle East, and the development of the Shia. (Credit, full course.) Knoll.

218. History of the Middle East since 1914 (also Third World Studies 218)

A contemporary history of the Middle East embracing such topics as Arab and Israeli politics, sources of the Arab/Israeli conflict, modernization in traditional societies, terrorism and counterterrorism, American foreign policy in the area, and Islamic revival. This continuation of History 217 may also be taken independently. (Credit, full course.) Knoll.

219. History of Africa: Traditional Africa (also Third World Studies 219)

A study of African institutions before the Europeans with emphasis on such factors as religion, art, warfare, and the economy. The African slave trade is also studied. (Credit, full course.) Knoll.

220. History of Africa: Modern Africa (also Third World Studies 220)

A survey of Africa since the slave trade, this course involves a study of the sociopolitical factors that have created contemporary Africa. (Credit, full course.) Knoll.
221. History of India

An examination of ancient and medieval India, exploring the cultural, religious, political, and social life of India before the arrival of Europeans. Topics will 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, the development of Islam, and important rulers. (Credit, full course.) Chaturvedi.

223. Latin American History to 1825

A study of the mixture of Indian and Spanish civilizations. Concentration on 16th 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). (Credit, full course.) McEvoy.

224. Latin American History after 1826

A study of nation building and strongman government in the 19th century, the Mexican Revolution 1910-20, Argentina under Peron, and 20th century Brazil. Special emphasis on the roles of women and blacks. (Credit, full course.) McEvoy.

226. Politics and Society in Contemporary America

This course will survey the history of the United States since World War II. It will focus on the nation’s emergence as an international superpower and the domestic political and social upheavals that accompanied this development. (Credit, full course.) Register.

227, 228. Intellectual and Cultural History of the United States

Explores selected problems in the development of American ideas and social structures, 1789-1980. The first semester (1789 to 1877) examines the conflicts and tensions associated with the emergence of a democratic, capitalist society. The second semester (1877 to present) extends the questions posed during the first semester by focusing on development of industrial and consumer capitalism in the 20th century. The course as a whole emphasizes in the analysis and discussion of primary texts and pays close attention to issues of race, gender and class. (Credit, full course.) Register, Roberson.

231. African-American History to 1865

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. (Credit, full course.) Roberson.
232. African-American History Since 1865

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. (Credit, full course.) Roberson.

237. Women in U.S. History, 1600-1870

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. (Credit, full course.) Berebitsky.

238. Women in U.S. History, 1870 to the Present

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. (Credit, full course.) Berebitsky.

267, 268. German History since 1500

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-19th century and focuses on the German nation’s political problems. (Credit, full course.) Flynn.

270. Women in European History Since 1750

This course surveys the roles and experiences of European women from the Enlightenment era to the present. With emphasis on individual lives and outlooks, the study will illuminate women’s quest for equality and dignity in the public sphere in Britain, France and Germany. Themes covered include the development of feminist movements, modern feminism, and sexual liberation. (Credit, full course.) Flynn.

279. History of American Education

Issues and institutions in the development of American education from the 17th century to the present day (Credit, full course.) Register.
294. **The Art of War from Ancient Times to the Present**

This survey will investigate how war has been waged through the ages. Although the course emphasizes battles in the Western World, it will include non-western contributions to the waging of war, particularly those of Africans and Middle Easterners. (Credit, full course.) Knoll.

**301. Ancient Greece**

Selected topics in the history of Ancient Greece from the early Bronze Age to the death of Alexander. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard.

**302. Ancient Rome**

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard.

**303, 304. Medieval Europe**

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard.

**305. The Renaissance**

The history of Europe during the 14th, 15th, and early 16th centuries, with emphasis on the Renaissance in Italy and in northern Europe and the emergence of Christian humanism. (Credit, full course.) Patterson.

**306. The Reformation Era (also Religion 306)**

The history of Europe, principally in the 16th century, with attention to ideas and the interaction of religion and society; includes the Protestant and the Catholic Reformations and the beginning of the era of religious wars. (Credit, full course.) Patterson.

**307. 17th Century Europe**

The “crisis” of the 17th century and the upheavals in the Netherlands, Germany, Spain, England, and France; the dominance of France in the age of Louis XIV; the character of the emerging states and national cultures of Europe by about 1715. (Credit, full course.) Patterson.

**308. The Revolutionary Era**

The transformation of state and society from the Old Regime to the time of Napoleon. Emphasizes the causes and phases of Europe’s first revolution, in France, 1750-1815. (Credit, full course.) Flynn.
309. Politics and Society in Europe 1815-1914

A study of the foreign and domestic policies of the principal states, problems arising from the Industrial Revolution, liberal democracy, nationalism, and socialism, and the origins of World War I. (Credit, full course.) Flynn.

311. Politics and Society in Europe after 1914

The external and internal development of the principal states, revolution, fascism, the search for a system of collective security, World War II, the Cold War, the democratic welfare state, and the European unity movement. (Credit, full course.) Flynn.

312. 18th Century England

A seminar in 18th century English studies with emphasis on social and cultural development. (Credit, full course.) Perry.

319. Movements toward Christian Unity in Late Reformation Europe (also Religion 319)

An investigation of the ideas, policies and programs that focused on finding a basis for religious unity among the divergent churches and religious points of view in Europe from about 1560 to 1648. Attention is given to the political and cultural as well as religious context of these developments. The chief focus is on Britain, France and Germany. (Credit, full course.) Patterson.

320. Victorian and Edwardian Britain

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. (Credit, full course.) Perry.

322. Southern Lives

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. (Credit, full course.) Willis.

323. The Depression-Era South (also American Studies 323)

This seminar explores both the perceptions and realities of the Depression-era South. Short lectures on the economic, political and social conditions of the time will serve as a foundation for extended attention to the literature, journalism, films and academic movements of the era. (Credit, full course.) Willis.
325. **Revolutionary America**

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. (Credit, full course.) Willis.

327. **The Old South**

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. (Credit, full course.) Willis.

329. **The New South**

An examination of Southern history from the end of Reconstruction to the early victories of the Civil Rights Movement. Students explore the transformation of the plantation system; map the influence of the section's new industries and cities; trace the roles of race, class, and gender in Southern society; examine the political issues and structures that governed the region; and probe the culture that has defined the South. (Credit, full course.) Willis.

333. **Topics in American History**

A seminar dealing with important political, social, and intellectual movements in American history. (Credit, full course.) Staff.

334. **Mass Culture and Popular Amusements in the United States, 1870-1945**

A seminar on the development of mass culture and popular amusements in the United States in the late 19th and early 20th centuries. Particular attention will be paid to the important roles of women in the invention of these new cultural forms and to social and economic tensions generated by the rise of a mass commercial culture. (Credit, full course.) Register.

339. **The Making of Modern America, 1877-1920 (also American Studies 339) (formerly History 337/American Studies 337)**

A seminar on the cultural history of the United States from the end of Reconstruction to the end of World War I, with emphasis on the problems of analyzing changes in politics, religion, labor and industrial production, retailing, amusement, and consumption. Underlying the class will be special attention to transformations of gender relations and identities at the turn of the century. (Credit, full course.) Register.
342. Topics in British History

Studies of important political, social and intellectual movements in British History. (Credit, variable half to full course.) Staff.

346. History of Socialism

A study of the development of socialism as an ideology in the 19th and 20th centuries. Among the major topics discussed will be: utopian socialism, Marxism, anarchism, German social democracy, Russian Marxism, and Chinese Marxism. (Credit, full course.) Goldberg.

347. The American Civil Rights Movement

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, Medgar 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. (Credit, full course.) Roberson.

352. Junior Tutorial

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. (Required of all junior majors.) (Credit, full course.) Staff.

356. Diplomatic History of Europe 1813-1914

A study of the methodology, practice and substance of European diplomacy from the collapse of the Napoleonic empire to the outbreak of World War I with particular emphasis on the Concert System and the international problems resulting from nationalism, industrialism and colonialism. (Credit, full course.) Staff.

357. Latin American Biographies

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. (Credit, full course.) McEvoy.
358. Women in Latin America

A seminar on the history of Latin American women from the 17th 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. (Credit, full course.) McEvoy.

359. United States and Latin America since 1898

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. Cross-listed with Third World Studies 359. (Credit, full course.) McEvoy.

360. Latin American Topics

A seminar designed to analyze a theme, period or topic of significance in the development of Latin America from colonial times to the present. (Credit, full course.) McEvoy.

363. Peasant Resistance and Rebellion in Latin America, 1500-1990

A seminar focusing on forms of resistance and accommodation of rural peoples in Latin American history—peasants, slaves, rural laborers, indigenous people and others—to the forces of cultural change and the impact of modernization over several centuries. Readings will examine theories of the peasantry as a social group as well as forms and cases of rural collective action in Latin American history. (Credit, full course.) McEvoy.

364. Topics in Russian History

An examination of significant developments in 19th and 20th century Russia. Topics may include: the peasant problem, the revolutionary movement, major personalities, 1917, Stalinization/de-Stalinization, and foreign policy. (Credit, full course.) Goldberg.

365, 366. Medieval England

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard.
371. Tudor England: 1485-1603

A study of the reigns of the Tudor monarchs with special attention to innovations in government; the humanist tradition; the English Reformation; and the influence of these factors on the political, religious, social, and cultural developments of the time. (Credit, full course.) Patterson.

372. Stuart England: 1603-1714

A study of the reigns of the Stuart monarchs and the mid-17th century interregnum with special attention to the origins of the English Civil War and its impact on English ideas and institutions through the reign of Queen Anne. (Credit, full course.) Patterson.

374. Anglicanism, 1350-1662 (also Religion 374)

A study of significant thinkers and events in the formation of the Anglican tradition from the English Reformation to the English Civil War and Restoration. Attention also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines will be considered in the contexts both of English and European history and of the intellectual currents of the period. (Credit, full course.) Patterson and Lytle.

375. British India (also Third World Studies 375)

A study of British imperial rule in the wealthiest of England's colonies. It examines the colonial condition to determine the impact of British rule on Hindu and Muslim societies and the adjustments made by subjects to the British overlords. (Credit, full course.) Knoll.

383. Topics in the History of Imperialism and Empire (also Third World Studies 383)

This seminar studies in topical arrangement issues such as the theses of imperialism, the balance sheet of empire, the types of colonial systems, and the response of the colonized in Africa, the Middle East and India. (Credit, full course.) Knoll, Chaturvedi.

384. African Art and Culture (also Fine Arts 384)

A survey of African art and culture primarily in West Africa, where settled agriculturists produced a superior plastic art. The course emphasizes intensive readings in ethnohistory and the ability to recognize and criticize African art forms, primarily masks and statuary. (Credit, full course.) Knoll.

390. Topics in European History

An examination of the significant social, political and intellectual movements in the history of Europe. Individual reports and class discussion. (Credit, variable from half to full course.) Visiting lecturers.
391, 392. Intellectual History of Contemporary Europe

Selected problems in the development of European intellectual culture from 1890 to the present with special attention to writings illustrating culture from an irrationalist view of life. (Credit, full course.) Flynn.

393. America’s Civil War

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. (Credit, full course.) Willis.

394. Reconstructing the South

This seminar investigates a variety of postbellum transitions in the United States South, as the defeated slaveholding society reluctantly conceded to less restrictive forms of labor and limited civil equality. Unlike traditional treatments of the era—which focus on politics and end with conservative overthrow of Republican rule—this course also considers changing modes of economic and social life, and concludes with the establishment of the Solid South in 1902. (Credit, full course.) Willis.

395. War and Society in the Modern Period

This seminar traces the development of European military thinking and practice from the French Revolution to the present. It examines the relationship of military thinking to changes in European society and shows how the social history of war might illuminate some pressing contemporary issues. (Credit, full course.) Knoll.

396. The Origins and Conduct of the First World War, 1900-19

This course examines the problem of how and why Europe went to war in 1914, then comments on the conduct of the war itself and the peacemaking that followed. Attention is on the following topics: operation of the alliance and entente systems, impact of intelligence operations on foreign policy, domestic organization of the European powers, relationship between strategic planning and decision making, and the role of ideas in modeling approaches to international politics. The fortunes and misfortunes of eastern Europe and especially Austria-Hungary will receive special emphasis. (Credit, full course.) Williamson.
397. The Origins and Conduct of World War II

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 1930’s, battles and strategies of the war, the Holocaust, and origins of the Cold War. (Credit, full course.) Goldberg.

398. Intelligence and Foreign Policy in the 20th Century

This course examines the impact of intelligence operations on the conduct of diplomacy and international politics. Covert operations, intelligence estimates, technological assessment, cryptography, and the evolution of intelligence organizations during the 20th century are covered. Special attention to outbreak of the First and Second World Wars and crises of the Cold War. (Credit, full course.) Williamson.

444. Independent Study

For selected students. (Credit, variable from half to full course.) May be taken more than once for credit. Staff.

INTERDISCIPLINARY HUMANITIES PROGRAM

TRADITION AND CRITICISM IN WESTERN CULTURE

PROFESSOR PATTERSON (History)
PROFESSOR D. RICHARDSON (English)
PROFESSOR W. CLARKSON (English), Director
PROFESSOR W. BONDS (Classical Studies)
ASSOCIATE PROFESSOR PETERMAN (Philosophy)
PROFESSOR SHRADER (Music)
ASSOCIATE PROFESSOR PETERS (Philosophy)
ASSISTANT PROFESSOR CLARK (Fine Arts)
ASSISTANT PROFESSOR RIDYARD (History)
ASSISTANT PROFESSOR J. GRAMMER (English)
ASSISTANT PROFESSOR GRIESER (Religion)
VISITING ASSISTANT PROFESSOR McKEEN (Political Science)
INSTRUCTOR BRENNER (Fine Arts)
INSTRUCTOR MILLER (Music)

The Interdisciplinary Humanities Program is a sequence of four chronologically arranged courses, ordinarily intended for freshmen and sophomores, which introduces the cultural history of the Western World. The program is team-taught, with joint lectures for all students and smaller discussion sections. It focuses on major phenomena in Western arts, literature, history, philosophy and religion.

Those who complete the entire Humanities sequence will receive credit for four college course requirements: Philosophy/Religion, History 100, Fine Arts, and English 101, as well as two course credits in the Writing-
Across-the-Curriculum Program. These credits will also satisfy 100-level prerequisites for upper-level courses in English, History, Philosophy, Religion, Music History, and Theater History, and for the upper-level courses in Fine Arts for which Fine Arts 103 is prerequisite. A student who receives credit for the full Humanities sequence may not receive credit for either English 101 or History 100.

Those who complete only part of the Humanities sequence will receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Students who complete two Humanities courses will receive one course credit in the Writing-Across-the-Curriculum Program. For students who complete the Humanities sequence and go on to major in English, Fine Arts, or History, the equivalent of one full course (4 semester hours) is considered part of the major field, and three courses (12 hours) will count as work done outside the major.

Individual courses are open to all students in the college for elective credit, when space is available.

101. Tradition and Criticism in Western Culture—The Ancient World

This interdisciplinary study of the ancient world emphasizes representative aesthetic and philosophical achievements of Greece and Rome, as well as the religious traditions of Judaism and early Christianity, and is designed as an introduction to the cultural roots and ideological tensions of Western civilization. Central monuments and texts include the Parthenon, Sophocles’ Antigone, Plato’s Apology of Socrates, Plato’s Republic, Vergil’s Aeneid, Genesis, Exodus, I and II Samuel, the Gospel of Luke, and Tacitus’ Annals of Imperial Rome. (Credit, full course.) Staff.

102. Tradition and Criticism in Western Culture—The Medieval World

This interdisciplinary study of the medieval world emphasizes the evolution and complexity of medieval society, institutions, and thought. Central monuments and texts include Augustine’s Confessions, Bede’s Ecclesiastical History of the English People, Beowulf, Chartres Cathedral, and Dante’s Inferno. Includes consideration of representative medieval theological and devotional texts. (Credit, full course.) Staff.

201. Tradition and Criticism in Western Culture—The Early Modern World, Renaissance to Revolution

An interdisciplinary study of the period spanning 1486-1787, which emphasizes the diverse and sometimes contradictory legacies of Renaissance humanism, the Protestant Reformation, and the Enlightenment. Central texts include More’s Utopia, Luther’s Christian Liberty, Shakespeare’s Tempest, Descartes’ Discourse on Method, Milton’s Paradise Lost, Locke’s Second Treatise of Government, Voltaire’s Candide, Handel’s “Messiah,” Mozart’s “Don Giovanni” and selected documents from the American Revolution. Includes consideration of representative passages from Copernicus, Galileo, and Francis Bacon. (Credit, full course.) Staff.
202. Tradition and Criticism in Western Culture—The Modern World, Romantic to Post-Modern

This interdisciplinary study of the period reaching from the latter years of the 18th century to the present day emphasizes the philosophical and aesthetic responses to the political, industrial, economic, and scientific revolutions of modernity. Designed as an introduction to the radical critiques of the humanities in the contemporary university, the course features such texts as Burke’s *Reflections on the Revolution in France*, Beethoven’s Ninth Symphony, Dickens’ *Hard Times*, Marx and Engels’ *Communist Manifesto*, Darwin’s *Origin of Species*, Nietzsche’s *Twilight of the Idols*, Verdi’s “La traviata,” Freud’s *Future of an Illusion*, Eliot’s *Waste Land*, Wiesel’s *Night*. Includes consideration of noncanonical texts and artists. (Credit, full course.) Staff.

ITALIAN
INSTRUCTOR L. RICHARDSON, Chair

Italian is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Only four semesters of Italian are offered; therefore it is not possible to major or minor in Italian. It is, however, possible to satisfy the University’s foreign language requirement with Italian 301.

103, 104. Elementary Italian; Intensive Courses

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. (Credit, full course.) Richardson.

203. Intermediate Italian; Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary, and reading facility. Prerequisite: Italian 104. Students completing this class may register for Italian 301. (Credit, full course.) Richardson.

301. Introduction to Italian Literature

Readings in the masterworks of Italian literature from Dante to Moravia. Conducted in Italian. Prerequisite: Italian 203. (Credit, full course.) Richardson.

440. Directed Reading

A study of works by important Italian writers from the 12th century to the present. Texts selected will vary each spring. Conducted in Italian. May be taken more than once for credit. Prerequisite: Italian 301. (Credit, full course.) Richardson.
JAPANESE
Instructor Koshida, Chair
Instructor Torimato

Japanese is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Only four semesters of Japanese are offered; therefore it is not possible to major in Japanese.

103, 104. Elementary Japanese; Intensive Courses

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills. Elementary readings and writings. Four class hours per week. (Credit, full course.) Staff.

203. Intermediate Japanese; Intensive Courses

Development of conversational skills, followed by increased emphasis on writing and reading. Prerequisites: Japanese 103, 104. (Credit, full course.) Staff.

301. Advanced Reading and Speaking

Reading and discussion in Japanese of selected works of Japanese writers. Advanced speaking with cultural manners. Prerequisite: Japanese 203. (Credit, full course.) Staff.

444. Independent Study

For selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff.

LIBRARY SCIENCE
Lecturer Watson

101. Library Resources

This course introduces students to the organization, collections and services of an academic library. The goal is to help them to become more competent in finding, evaluating and using both electronic and traditional print resources in the humanities, social sciences and sciences. The Internet, CD ROMs, and various electronic databases are included. (Credit, half course.) Staff.
The normal beginning course is Mathematics 101 (Calculus I). Students entering with a course in calculus from secondary school may be invited to enroll in Mathematics 102 (Calculus II), or Mathematics 207 (Multidimensional Calculus).

The department offers two distinct major fields of study: a major in mathematics and a major in computer science.

A student whose major subject is mathematics will take the equivalent of Mathematics 101, 102, 207, 215, and at least six courses selected from those numbered above 300. Mathematics majors are expected to take either Computer Science 157 or an advanced mathematics course that is computer-intensive.

Students whose major subject is mathematics are eligible for departmental honors if they have an average of at least 3.5 in mathematics courses beyond the freshman year. Eligible students who complete an independent study project and a paper approved by the faculty, make an oral presentation of it to the faculty and students, and earn an honors grade (A or B) on the comprehensive examination will receive departmental honors at graduation.

Students whose major subject is computer science will take courses in computer science that include the introductory courses: Computer Science 157, 257, 270, and advanced courses: Computer Science 310, 320, 376, and 428. Two additional elective courses in computer science will complete the major in computer science. These additional elective courses are to be chosen from among the computer science courses numbered 300 or above, and are to be selected in consultation with the departmental advisor. Mathematics 301, which emphasizes both numerical and symbolic computing, may serve as one of the required computer science elective courses. In addition, computer science majors will take courses in mathematics to include: Mathematics 101, 102, 215, and 302. With the permission of the department, students who are well prepared may begin their computer science sequence with Computer Science 257.

Students whose major subject is computer science are eligible for departmental honors if they have an average of at least 3.5 in computer science courses beyond the freshman year. Eligible students who complete
an independent study project and a paper approved by the faculty, make an oral presentation of it to the faculty and students, and earn an honors grade (A or B) on the comprehensive examination will receive departmental honors at graduation.

The department also offers two minors—one each in mathematics and in computer science. The requirements for a minor in mathematics are to complete the calculus sequence through Mathematics 207 and any four mathematics courses numbered above 207. The requirements for a minor in computer science are Computer Science 157 and 257 and any three advanced courses in computer science (those numbered 270 or above).

101. Calculus I

An elementary course introducing the student to the basic concepts of calculus: functions, transcendental functions, limits, derivatives, and integrals. Emphasis on problem solving. (Credit, full course.) Staff.

102. Calculus II

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. (Credit, full course.) Staff.

104. Finite Mathematics

Topics are chosen from among the following: logic, set theory, probability, number theory, mathematical induction, graph theory, and history of mathematics. The course may include some work on computer programming. (Credit, full course.) Staff.

204. Elementary Statistics

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. Prerequisite: either Mathematics 101/104 or sophomore standing in the College. Not open for credit with Economics 201. (Credit, full course.) Staff.

207. Multidimensional Calculus

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: Mathematics 102. (Credit, full course.) Staff.
215. Discrete Mathematical Structures

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, algebraic structures. The subject matter is to be of current interest to both mathematics and computer science students. Prerequisite: Mathematics 102. (Credit, full course.) Staff.

301. Numerical Analysis

Includes interpolation and curve-fitting, quadrature, iterative methods in linear and non-linear algebra, difference equations, and applications of the above to the approximate solution of ordinary and partial differential equations. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Parrish.

302. Linear Algebra

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 eigenvalues and canonical forms are considered. Prerequisite or corequisite: Mathematics 207. (Credit, full course.) Ross.

303. Intermediate Analysis

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. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Ross.

305, 306. Abstract Algebra

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. Prerequisite: Mathematics 215. (Credit, full course.) Staff.

311. Functions of a Complex Variable

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. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Haight.

312. Differential Equations

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. Prerequisite: Mathematics 207. (Credit, full course.) Ross.
314. **Topology**

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: Mathematics 215. (Credit, full course.) Cavagnaro.

316. **Algebraic Topology**

An introduction to algebraic and combinatorial topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. Prerequisite: Mathematics 314. (Credit, full course.) Haight.

321, 322. **Probability and Statistics**

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Staff.

330. **History of Mathematics**

A survey of classical mathematics from ancient times to the development of calculus, together with selected topics from the history of modern mathematics. Prerequisite: Mathematics 102. (Credit, full course.) Priestley.

332. **Mathematical Modeling.**

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. Prerequisites: Mathematics 215 and 312. (Credit, full course.) Ebey.

403. **Honors Seminar**

Study of a selected topic. Participants in the seminar include the mathematics faculty and invited students. (Credit, full course.) Staff.

410. **Mathematical Methods in Physics (also Physics 410)**

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisites: Mathematics 312. (Credit, full course.) Szapiro.

413. **Number Theory**

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: Mathematics 215. (Credit, full course.) Priestley.
420. Geometry

Topics in Euclidean and projective geometry are discussed. Particular emphasis will be placed on the role played by groups of transformations in the study of geometry. (Credit, full course.) Staff.

444. Independent Study

(Credit, half to full course.) Staff.

Computer Science

CS101. Introduction to Computer Science

An introductory survey of computer science designed for liberal arts students, including such topics as machine architecture, language translation, artificial intelligence, and noncomputability. (Credit, full course.) Staff.

CS157. Algorithmic Problem Solving

An introduction to designing algorithmic solutions to problems and implementing algorithms in a programming language. Problem-solving methods emphasize modularity and reliability, and students develop the fundamental programming skills needed for later courses. (Credit, full course.) Staff.

CS257. Data Structures

Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. Prerequisite: Computer Science 157. (Credit, full course.) Clarkson.

CS270. Computer Organization

Levels of computer organization, processors and related hardware components, instruction sets, program execution. Prerequisite: Computer Science 157. (Credit, full course.) Lankewicz.

CS310. Theory of Computation

An introduction to the theoretical foundations of computing including abstract models of computing machines, the grammars the machines recognize, and classes of languages. Prerequisite: Mathematics 215 and Computer Science 257. (Credit, full course.) Parrish.

CS320. Analysis of Algorithms

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. Prerequisites: Mathematics 215 and Computer Science 257. (Credit, full course.) Staff.
CS326. Functional Programming

Data abstraction and data-driven recursion, procedures as values, managing state, syntax expansion, streams, continuations. Prerequisite: Computer Science 257. (Credit, full course.) Staff.

CS356. Artificial Intelligence

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. Prerequisite: Computer Science 326 or 376. (Credit, full course.) Staff.

CS376. Programming Languages

Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Mathematics 215 and Computer Science 257. (Credit, full course.) Staff.

CS411. Computer Networks and Architecture

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. Prerequisite: Computer Science 270. (Credit, full course.) Lankewicz.

CS421. Compiler Writing

Regular and context-free languages, lexical and syntactic analysis, type checking, code generation and optimization. Prerequisites: Computer Science 310 and 376. (Credit, full course.) Parrish.

CS428. Operating Systems

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Mathematics 215 and Computer Science 270. (Credit, full course.) Staff.

CS430. Pattern Recognition.

Study of intelligent problem-solving, searching algorithms, inference systems, and machine intelligence. Topics covered include Bayesian decision theory and pattern recognition techniques such as neural networks, genetic algorithms, and traditional artificial intelligence methodologies. Prerequisite: Mathematics 302 and Computer Science 257. (Credit, full course.) Staff.

CS444. Independent Study

(Credit, half to full course.) Staff.
The Medieval Studies Program provides the structure within departmental course offerings for a comprehensive major in a particular area of concentration in the medieval period—such as literature, history or philosophy—chosen by the student and approved by the committee at the time the major is declared. The program consists of three parts:

I. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics: Medieval Latin (405)</td>
<td>full course</td>
</tr>
<tr>
<td>English: Earlier Medieval Literature, Chaucer (311, 312)</td>
<td>2 full courses</td>
</tr>
<tr>
<td>Fine Arts: Medieval Art (320)</td>
<td>full course</td>
</tr>
<tr>
<td>History: Medieval Europe (303, 304)</td>
<td>2 full courses</td>
</tr>
<tr>
<td>Philosophy: History of Philosophy (203)</td>
<td>full course</td>
</tr>
<tr>
<td>Medieval Philosophy (302)</td>
<td>full course</td>
</tr>
<tr>
<td>Religion (301)</td>
<td>full course</td>
</tr>
</tbody>
</table>

9 Full courses

II. Research Project and Paper

Majors are required to carry through a research project culminating in a paper of interdisciplinary character in the chosen area of concentration, whose subject is approved by the committee at the beginning of the senior year. The project is directed by a member of the committee but evaluated by an interdisciplinary panel. The paper must be presented by the first day of March in the senior year.

III. Electives

Elective courses are recommended by the committee in accordance with the student’s approved area of concentration from among upper-level course offerings in various disciplines.

Majors must pass a written comprehensive examination of interdisciplinary character devised and judged by an interdisciplinary panel. A citation of honors on the research paper and on the written comprehensive examination by a majority of the members of the examining panel will qualify the major for honors.

Majors are encouraged to satisfy the college language requirement with Latin as early as possible and to complete the program requirement in Latin at their first opportunity. Familiarity with a vernacular language other than English is desirable.
Travel and study abroad are highly desirable for students electing this major. They are encouraged to participate in British Studies at Oxford, European Studies, or other established programs.

444. Independent Study

May be taken more than once for credit. (Credit, half to full course.)

Staff.

MUSIC

VISITING PROFESSOR WHITE
PROFESSOR SHRADER, Chair
PROFESSOR DELCAMP
INSTRUCTOR RUPERT
INSTRUCTOR LEHMAN
INSTRUCTOR MILLER
LECTURER WHIPPLE
LECTURER WILKES

The department offers a variety of courses in music history and music theory in addition to performance instruction in selected areas. Courses of study are designed to meet the needs of both 1) the student who wants to study music as a discipline of the humanities within the context of a general liberal arts education, and 2) the student who wants to pursue graduate studies in musicology, music theory, church music, or one of the performance areas in which the department offers instruction.* Prospective majors should consult with the department as early as possible in their undergraduate careers to discuss their goals in music and determine the most profitable course of study.

All music majors must earn at least nine course credits in music, including 101, 301, 302, 260-261-360, the equivalent of one course (two semesters of study) in performance at the 300-level, one elective course in music history, and the equivalent of one course (four semesters of participation) of ensemble. Some students are advised to take 102 (Musicianship I) before enrolling in 260 (Musicianship II); this does not count toward the major.

Music minors must have earned the equivalent of six course credits in music, including: 1) Music 101 or Music 301, 302; 2) Music 260; and 3) the equivalent of one course in ensemble participation and/or applied study of an instrument or voice. Music 102 does not count toward the minor.

Students with strong applied skills may, with department consent, undertake a more rigorous course emphasizing music performance. Music performance concentrators must take the equivalent of two full courses in performance at the 300-level (in addition to the courses prescribed above) and must give a public recital of at least 30-minutes' duration. All majors must take a written comprehensive examination on the history and theory of music.
Music majors must demonstrate proficiency at the keyboard. Satisfactory completion of two semesters of 271 or 371 fulfills this requirement for students with little or no preparation in the keyboard instruments. Students who have already achieved intermediate or advanced proficiency at the keyboard may satisfy this requirement by examination. In addition, majors are expected to attend musical events sponsored by the department and by the University Performing Arts Series.

Music majors are advised that German, French, and Italian are the most useful languages in music research and are encouraged to fulfill their foreign language requirement by taking any two of these languages through the second-year level.

Membership in the University 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. Credit for ensemble participation is awarded on a pass/fail basis only.

Students seeking departmental honors in music are expected to have a 3.5 average in music courses, must contribute to the musical life of the University, must pass the comprehensive exam with distinction, and must submit an honors thesis on a topic approved by a faculty advisor. For music performance concentrators a public recital may be considered as the honors thesis.

*Applied instruction is presently offered in piano, organ, carillon, voice, violin, viola, cello, and the orchestral woodwinds.

The following courses are open to all students; no previous musical experience is required.

101. **Music of Western Civilization**

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. (Credit, full course.) Staff.

102. **Musicianship I**

A general introduction to the language of music is intended to help the student gain fluency in reading conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, scales, meter, tonality) are studied, and rudimentary applied skills (ear-training, sight-singing, keyboard harmony) are cultivated. Students with considerable musical preparation are urged to seek placement in Music 260 (Musicianship II). (Credit, full course.) Staff.

Some musical experience may be expected of the general college student in the following courses; consult with the department.
105. Introduction to World Music

An introduction to selected non-Western musics that broadly considers the function and aesthetics of music in non-Western cultures. Analytical terminology related to different musical genres and styles is also emphasized. To situate the music of the Southeastern U.S. in this same kind of cultural analysis, one unit looks at various folk music traditions from this region. A major assignment of the course involves preparing a cultural and stylistic assessment of a music group, genre, or repertory familiar to the student. (Credit, full course.) Miller.

205. Music of the Baroque Era

A survey of the history and literature of music from 1600 to 1750 culminating in the study of selected works by Bach and Handel. (Credit, full course.) Delcamp.

206. Music of the Classic Period

A study of the formulation of the classical style and its evolution in the hands of the Viennese classicists: Haydn, Mozart and Beethoven. (Credit, full course.) Shrader.

207. Music of the Romantic Period

A study of the history, literature and ethos of musical romanticism as it is expressed in the works of the great composers from Schubert to Mahler. (Credit, full course.) Shrader.

208. Music of the Twentieth Century

A study of the history and literature of music from the Impressionist period to the present day, encompassing neo-classicism, expressionism, serialism and electronic music. (Credit, full course.) Delcamp.

219. The Symphony

A study of the principal genre of orchestral composition from its birth in the 18th century to the present day. Selected works by Haydn, Beethoven, Brahms, Mahler and others will be closely examined. The evolution of the symphony orchestra will be considered. (Credit, full course.) Staff.

223. American Music

A chronological survey of music in the United States from the colonial period to the present day with emphasis on the music of the 20th century. The course examines both European-derived and vernacular styles (e.g., ragtime, jazz, and rock). (Credit, full course.) Shrader.
225. Music and Drama

A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works will be read in conjunction with the study of scores. (Credit, full course.) Shrader.

227. Survey of Keyboard Literature

A study of music composed for keyboard instruments from the time a distinct keyboard idiom appeared in the late Renaissance to the present day. Selected works by composers such as Bach, Chopin, Liszt, Debussy and Messiaen will be closely examined. (Credit, full course.) Delcamp.

229. The Mass in Music

An historical survey of musical settings of the mass from Gregorian chant to the 20th century. Settings by Palestrina, Machaut, Bach, Haydn, Beethoven, Verdi, and 20th century composers will be analyzed in detail. (Credit, full course.) Delcamp.

231. Music in the Anglican Church

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. (Credit, full course.) Delcamp.

235. Wagner and His Times

An intensive examination of the music dramas of Richard Wagner, considered from musical, dramaturgical and cultural perspectives. Study of Der Ring des Nibelungen, Tristan und Isolde, Die Meistersinger, and Parsifal constitutes the core of the course, but earlier works by Wagner and works by contemporaries such as Verdi and Brahms are also considered. Wagner’s position as one of the preeminent cultural figures of the latter 19th century is critically examined. (Credit, full course.) White.

237. The Life and Works of Ludwig van Beethoven

The course will focus most centrally on a limited number of Beethoven’s works that have remained as the staple masterpieces of Western music. Selected compositions from the piano sonatas, the symphonies, and the string quartets will be stressed; students will be expected to learn these in considerable detail. Beethoven’s relationship to his heritage from Mozart and Haydn will be studied, as well as the personal quality of his style and the changes his individuality brought to music. Finally, the class will attempt to account for the continuing power and attraction of Beethoven’s works throughout two centuries and into the present day. (Credit, full course.) White.
239. The Life and Works of Mozart

The major focus will be on Mozart’s mature works. The selected works, each of which will be studied in its entirety, will be drawn from a variety of genres, reflecting Mozart’s unparalleled universality. Study of Mozart’s life and career will deal with the place of music in society and also with the romantic “myth of Mozart as the eternal child.” Recent scholarship and controversies concerning performance practice will be included. (Credit, full course.) White.

The sequence of Music 260, 261, and 360 comprise a systematic view of the theoretical concepts and applied skills requisite to good musicianship. Required of music majors, the sequence is also appropriate for non-majors who are serious students of music performance or composition. Students may take Music 260 by successfully completing Music 102 or by passing a department-administered placement test on the rudiments of music.

260. Musicianship II

An introduction to the harmonic theory of the common practice period. The course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear-training and keyboard harmony are simultaneously cultivated. (Credit, full course.) Staff.

261. Musicianship III

A continuation of the study of the harmony of the common practice period, including an introduction to chromatic harmony (secondary function chords and diatonic modulation). The vocabulary of harmonic analysis is extended; aural skills on an increasingly sophisticated level are cultivated. Composition in traditional music idioms is undertaken. (Credit, full course.) Staff.

301, 302. History of Music

A chronological survey of the course of music history from the monophonic period to the present day. Music 301 covers the Medieval, Renaissance, and Baroque periods; Music 302 studies the Classical, Romantic and Modern Periods. The course assumes substantial previous contact with music history on the part of the student. Prerequisite: Music 101, Humanities 201-2, or consent of the instructor. (Credit, full course.) Staff.

360. Musicianship IV

Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of 20th century and pre-Baroque music theory and analytic vocabulary are introduced. Exercises in free composition are undertaken. (Credit, full course.) Staff.
401. Seminar in Musicology

An introduction to the methods and materials of music research. A series of musicological problems are addressed, and the specific problems involved in expository writing about music are discussed. Students are expected to produce a paper involving original research. (Credit, full course.) Shrader.

403. Form and Analysis

This systematic examination of the formal procedures of Western musical composition involves intensive study of selected musical masterpieces. (Credit, full course.) Shrader.

405. Counterpoint and Fugue

Analysis and writing in all 18th century contrapuntal and fugal forms. Prerequisite: Music 304. (Credit, full course.) Delcamp.

444. Independent Study

To meet the needs and particular interests of selected students. May be repeated. (Credit, half to full course.) Staff.

Ensemble

Participation in the University orchestra, the University choir, or other ensemble under the supervision of the music faculty. (Credit, half course for two consecutive semesters of participation.)

251. University Choir

Delcamp.

253. University Orchestra

Shrader.

Performance

The following performance courses may be taken only with the consent of the instructor and do not award credit. Weekly lessons with the instructor and daily practice are expected. The course may be taken more than once for credit.

271. Piano (No credit.) Shrader, Whipple.

273. Organ (No credit.) Delcamp.

275. Voice (No credit.) Rupert.

277. Strings (No credit.) Lehman.

279. Winds (No credit.) Wilkes.

281 Carillon (No credit.) Whipple.
Performance

The following performance courses may only be taken by students who are enrolled in—or have already completed—Music 260, 261, and 360. Consent of the instructor is required; the course may be taken more than once for credit. 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.

371. Piano (Credit, half course.) Shrader, Whipple.
373. Organ (Credit, half course.) Delcamp.
375. Voice (Credit, half course.) Rupert.
377. Strings (Credit, half course.) Lehman.
379. Winds (Credit, half course.) Wilkes.
381 Carillon (Credit, half course.) Whipple.
383. Conducting (Credit, half course.) Shrader, Delcamp.

NATURAL RESOURCES
(See Forestry and Geology)

PHILOSOPHY
PROFESSOR GARLAND
PROFESSOR PETERMAN, Chair
ASSOCIATE PROFESSOR J. PETERS
ASSISTANT PROFESSOR CONN

Any course not taken to satisfy a degree requirement may be taken on a pass/fail basis. Courses below the 300-level have no prerequisite. Philosophy 101 is offered every semester and is the normal prerequisite for 300- and 400-level courses. Philosophy 101, 201, 202, 203 and 204 all fulfill the philosophy/religion degree requirement.

A student majoring in philosophy is expected to take a minimum of ten courses in philosophy. Philosophy 101, 201, 202, 203, 204 are normally required of majors. In addition, it is required that students take the junior tutorial, offered in alternate years as 306 and 308. All entering majors are required to propose a concentration usually consisting of three courses at the 300- and 400-levels organized around some specific theme. In addition, each senior is required in his or her final semester to enroll in Philosophy 452 and to write an essay under the direction of an advisor. Qualified students may satisfy this requirement by writing an honors essay.
A minor in philosophy requires five courses in philosophy, one of which must be at the 300- or 400-level. Students minoring in philosophy are not required to take a comprehensive exam.

A written comprehensive examination is required for all majors. In selecting candidates for honors, the qualifications of each major will be considered on a case-by-case basis. The normal minimum requirements for honors are as follows: a B average in all course work; an A- average in all work in the department; B+ on the comprehensive examination; B+ on the honors essay and the oral examination on this essay.

101. Introduction to Philosophy

A systematic introduction to the major areas of philosophy through selected readings. (Credit, full course.) Staff.

151. Philosophy of Religion (also Religion 151)

A philosophical examination of rational responses to questions about the ultimate nature and meaning of existence—such as the reality of God, the rational legitimacy of faith, the significance of religious language, the good and evil of creation. (Credit, full course.) Carden.

201. Logic

An introductory study of classical logic, symbolic logic, and informal reasoning. (Credit, full course.) Garland.

202. Ethics

An introduction to the problems of moral philosophy through the reading of selected works of Plato, Aristotle, Kant, Mill, Nietzsche and Sartre. (Credit, full course.) Conn.

203, 204. History of Philosophy

A survey of important thinkers in Western civilization. First semester: Thales to William of Occam, with emphasis on Plato and Aristotle. Second semester: Descartes through Hume. (Credit, full course.) Conn, Peters.

220. The Self

This analysis of major turning points in developing the concept of the self in Western philosophical thought will elucidate the problems we have with our contemporary self-concept. In so doing, possible answers to questions about the nature of rationality, knowledge, faith, and the meaning of life will be proposed. (Credit, full course.) Peterman.

222. Contemporary Moral Issues

A philosophical examination of moral issues in contemporary life, such as abortion, euthanasia, sexual morality, capital punishment, environmental pollution, world hunger, and nuclear disarmament. Class
lectures and discussions will help clarify the nature of each issue and examine the various arguments that have been advanced. (Credit, full course.) Staff.

230. Environmental Ethics

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. (Credit, full course.) Peters.

235. Medical Ethics

This survey of moral issues surrounding the practice of medicine emphasizes the role of both implicit and explicit assumptions in determining what qualifies as an ethical issue. Topics may include human genome research, abortion, the practitioner/patient relationship, the distribution of care, institutional effects on practice, decisions to terminate life, and the use of animals and fetal tissue in experimental research. (Credit, full course.) Peterman.

252. Existentialism

A survey of existentialism as a philosophic movement conducted through a study of its origins in Kierkegaard and Nietzsche and its contemporary expression in the writings of such thinkers as Heidegger and Sartre. (Credit, full course.) Peterman.

300. Contemporary Problems in Philosophical Theology

A critical examination of selected writings of contemporary philosophers on key issues in philosophical theology. Special emphasis is given to current philosophical discussion of doctrines and problems of traditional Christian thought. (Credit, full course.) Peters.

302. Medieval Philosophy

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. (Credit, full course.) Peters.

306. Epistemology

An analysis of the philosophical problem of the nature of knowledge with specific emphasis on the problem of skepticism and solutions to that problem. (Credit, full course.) Peterman.
308. Metaphysics

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. (Credit, full course.) Garland, Peters.

309. Post-Modern Philosophy

A study of the major philosophers and movements in the 19th century and in the first part of the 20th century with special attention given to Kant, Hegel, Schopenhauer, Mill, Nietzsche, and selected texts from 20th century thought. (Credit, full course.) Garland.

311. American Philosophy

A study of the transcendentalism of Emerson and Thoreau and the pragmatism of Pierce, James, and Dewey with focus on the relationship between theories of reality and theories of value. (Credit, full course.) Garland.

317. Problems in Contemporary Political Philosophy

Examines a selected topic of major importance in current political thought, presenting opposing viewpoints and evaluating their arguments. The specific focus of the course may vary. Topics may include the nature of human rights, the meaning of justice, or the debate between capitalism and socialism. (Credit, full course.) Peters.

320. 20th Century Philosophy

This course will examine the development of Analytic Philosophy, which dominated academic philosophy in England and the United States for most of the 20th century. Special attention focuses on Russell’s and Moore’s rejection of 19th century idealism, American pragmatism, logical positivism, and ordinary language philosophy. Some of the recent postmodern critiques of analytic philosophy will also be considered. (Credit, full course.) Peterman.

325. Plato

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. (Credit, full course.) Garland.

350. Aristotle

A study of the components and the coherence of Aristotle’s general understanding of being, philosophy of nature, conception of truth, and theory of man and the state. (Credit, full course.) Peters.
360. Hume

An examination and evaluation of Hume’s skepticism concerning rationality, religion, and ethics with a special emphasis on Hume’s significance in the Enlightenment. (Credit, full course.) Peters.

402. Kant

A seminar devoted primarily to a study of Kant’s *Critique of Pure Reason*. (Credit, full course.) Conn.

403. Whitehead

The metaphysics of Alfred North Whitehead, studied both in its historical development and in its systematic expression in *Process and Reality*. (Credit, full course.) Garland.

411. Wittgenstein

An examination and evaluation of Wittgenstein’s philosophical views through a close reading of various writings from *Tractatus Logico-Philosophicus* to *Philosophical Investigations*. (Credit, full course.) Peterman.

415. Nietzsche

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. (Credit, full course.) Peterman.

426. Topics in Contemporary Philosophy

Examines contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. (Credit, full course.) Staff.

444. Independent Study

For selected students. May be taken more than once for credit. (Credit, variable from half-full to full course.) Staff.

451. Senior Tutorial

Students will write a senior thesis on a selected topic under supervision of the instructor and a faculty advisor. (Credit, full course.) Staff.

452. Senior Honors Tutorial

Seniors only, by invitation of the department. (Credit, full course.) Staff.
PHYSICAL EDUCATION AND ATHLETICS

DIRECTOR WEBB
INSTRUCTOR AFTON, Chair
TRAINER HARRISON
COACH BURNS
COACH C. KERN
COACH M. KERN
COACH LADD
COACH OBERMILLER
COACH C. SHACKELFORD
COACH J. SHACKELFORD
COACH THONI
COACH WINDHAM
ASSISTANT DILLON
ASSISTANT HAWKINS
ASSISTANT P. PEARIGEN
ASSISTANT SACCARELLI
ASSISTANT TAYLOR

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education.

This requirement may be completed at any time. Each class generally consists of two scheduled periods each week of one hour in length. (Credit of one semester hour is given for satisfactory work; these do not count toward the 32 academic courses required for graduation).

Among the objectives of this program are:
1. To develop an enthusiasm for playing some game well so that it may be enjoyed both in college and later life.
2. To develop agility and coordination of mind, eye, and body.
3. To grow in understanding of and develop skills in maintaining physical fitness for daily living.

The Department of Physical Education offers instruction in various activities throughout the year governed by student-expressed interest.

The intramural program for men offers competition in touch football, cross country, volleyball, basketball, racquetball, softball, golf, swimming, ping pong, pool, floor hockey, team handball 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, cross country, soccer, basketball, swimming, baseball, tennis, golf and track & field.

Athletic activities for women students include the following varsity sports: basketball, cross country, field hockey, golf, soccer, swimming, tennis, track & field, and volleyball.
While not varsity sports, the Sewanee Outing Program, the mountain bike club, the rugby club, and the lacrosse club are supported by the Department of Athletics. A fencing club and an equestrian club also provide regular intercollegiate competition.

103. **Weight Exercise.** Burns.

104. **Beginning Ballet.** P. Pearigen.

105. **Beginning Tennis.** J. Shackelford.

106. **Fencing.** Staff.

108. **Beginning Handball.** Spaccarelli/Reishman.

110. **Aerobics.** Hawkins.

113. **Beginning Jazz.** P. Pearigen.

115. **Beginning Riding.** Taylor.*

116. **Trail Riding.** Taylor.*

119. **Weight Training.** Windham.

123. **Beginning Tap Dance.** P. Pearigen.

150. **Lifetime of Fitness (Running, Swimming, Biking, Physical Fitness).**

    Staff.

170. **Yoga.** Goubeaud.

180. **Sport Aviation.** Backlund.

200. **Martial Arts.** Chain.

213. **Intermediate Jazz.** P. Pearigen.

214. **Pilgrimage to Santiago.** Spaccarelli.

215. **Intermediate Riding.** Taylor.*

250. **Lifetime of Wellness (Golf, Tennis, Weight Training).** Staff.

251. **SCUBA.** Afton.*

252. **Advanced SCUBA.** Afton.*

308. **Advanced Handball.** Spaccarelli/Reishman.

315. **Advanced Riding.** Taylor.*

325. **Canoe Team.** Staff.
326. Lacrosse. Staff.
330. Crew Team. Staff.
352. American Red Cross Lifeguard Instructor. Afton.
*Extra fee.

PHYSICS
PROFESSOR ELLIS
PROFESSOR F. HART
PROFESSOR PETERSON, Chair
ASSOCIATE PROFESSOR DURIG
ASSISTANT PROFESSOR SZAPIRO
ADJUNCT PROFESSOR PENDER

Three programs are available to students who want to major in physics:

A. An intensive major for students who intend to pursue graduate work in the physical sciences: eight one-semester lecture courses, four with laboratories; two half-course seminars; plus Chemistry 101, 102; Computer Science 157; Mathematics 207 and 312. The Graduate Record Examination is required as part of the comprehensive examination.
B. A broad major for students who intend to pursue graduate work in medicine, clinical engineering, biophysics, environmental sciences, health physics, or teaching: six one-semester lecture courses, four with laboratories, including Physics 203, 303, and 307; two half-course seminars; plus five full courses in other science or mathematics courses approved by the physics department.

C. The 3/2 plan for engineering students: six one-semester lecture courses including Physics 203 and 303, four with associated laboratories; one half-course seminar; plus Chemistry 101, 102; Computer Science 101; Mathematics 207 and 312.

Research participation and laboratory assistantship are encouraged in all three programs.

For a first-year student planning to major in physics, the following curriculum is recommended:

Physics 101, 102
Mathematics 101, 102
Foreign Language 103, 104

The second-year program should be planned in consultation with the department chair.

The Physics Department offers a minor in physics/astronomy. The requirements for a minor are Physics 250, Physics 251 and Physics 444B. In addition, each student must complete one of the following three sets of courses: Option A: Physics 201 and either Geology 121 or Geology 228; Option B: Physics 303 and Physics 304; Option C: Physics 307 and Physics 308. The total number of courses required for the minor is 4.5. An average grade of at least C is required for successful completion of the minor. Comprehensive examinations are not required, but each student must present the results of the Physics 444 project during a seminar.

101, 102. General Physics

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. Corequisite: Mathematics 101, 102. (Credit, full course.) Ellis, Hart, Szapiro.

123. Introduction to Fractals and Chaos

A study of the beauty and generality of nonlinear processes, from the point of view of fractals and chaos. Examples from art, economics, medicine, history, and traditional sciences will be explored through demonstrations and models. This is a one semester, non-laboratory course; no prerequisite. (Credit, full course.) Szapiro.
149. Survey of Astronomy

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 will be a out-of-class assignment to visit the observatory for a two-hour observing session twice a month on public viewing nights or during regularly schedule biweekly observing sessions. (Credit, full course.) Durig, Hart.

201. Optics

A study of the fundamental principles of geometrical and physical optics with lasers and holography used extensively in the laboratory. Lecture, three hours; laboratory, three hours. (Credit, full course.) Peterson.

202. Thermodynamics

Classical thermodynamics theory with applications and an introduction to statistical mechanics. Corequisite: Mathematics 207. Lecture, three hours; laboratory, three hours. (Credit, full course.) Peterson.

203, 204. Intermediate Electricity and Magnetism

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. Prerequisites Physics 101, 102, and Mathematics 101, 102. (Credit, full course.) Peterson.

250. Introductory Astronomy I

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 Physics 149 has been completed. Lecture, three hours; laboratory in the Observatory. (Credit, full course.) Durig.

251. Introductory Astronomy II

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. Prerequisite Physics 250 or Physics 149. Lecture, three hours; laboratory, three hours. (Credit, full course.) Durig.

303. Mechanics

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Prerequisite: Physics 101 and 102, Math 207. Lecture, three hours. (Credit, full course.) Szapiro.
304. Theoretical Mechanics

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. Prerequisite: Physics 303. (Credit, full course.) Szapiro.

307, 308. Introduction to Modern Physics

Surveys important developments in physics during the 20th century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Prerequisite Physics 101, 102. Lecture, three hours; laboratory, three hours. (Credit, full course.) Szapiro.

312. Seminar

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. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 1997 and alternate years. (Credit, half course.) Staff.

401. Quantum Mechanics and Modern Physics

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. (Credit, full course.) Szapiro.

407, 408. Physics Research

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. (Credit, variable each semester.) Staff.

410. Mathematical Methods in Physics (also Mathematics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisite: Mathematics 312, or permission of instructor. (Credit, full course.) Szapiro.

412. Seminar

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. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 1998, and alternate years. (Credit, half course.) Staff.
421. Advanced Electromagnetic Theory

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. (Credit, full course.) Hart.

444. Independent Study

For selected students. (Credit, variable.) Staff.

POLITICAL SCIENCE

PROFESSOR GILCHRIST
PROFESSOR KELEE
PROFESSOR BROCKETT, Chair
PROFESSOR DUNN
PROFESSOR B. WARD
ASSISTANT PROFESSOR R. PEARIGEN
ASSISTANT PROFESSOR WILSON
ASSISTANT PROFESSOR SPRAY
ASSISTANT VISITING PROFESSOR McKEEN
INSTRUCTOR J. WARD
VISITING INSTRUCTOR BRATCHER

Students fulfilling the social science requirement are advised that any course in this department may be used to fulfill that requirement.

Students majoring in Political Science are expected to take a minimum of nine courses in Political Science, including Comparative Politics (103); at least one course each in American politics, international politics, and political theory; and a seminar at the 400-level.

Comprehensive examinations will be offered in two areas of concentration: 1) politics (including the subfields of American politics, comparative politics, public law, and political theory) and 2) international relations (including the subfields of international politics and comparative politics). Students are expected to complete at least four courses above the 100-level in their area of concentration.

A minor in Political Science consists of five courses, at least three of which must be above the 100-level. There is no comprehensive examination for the minor.

Students who have taken a minimum of six political science courses with departmental average of at least 3.3 may request enrollment during either semester of their senior year in the Honors Tutorial (Political Science 450). As a condition for enrollment, a preliminary research proposal must first be approved by the intended faculty supervisor of the project. Honors candidates are encouraged to begin their project the prior
semester through an independent study. Departmental honors will be awarded to a student who maintains an average of 3.3 or better in departmental courses, passes the comprehensive examination with distinction, and submits an honors paper that the political science faculty believes merits the distinction of honors.

Students contemplating professional careers in international affairs are encouraged to take several upper-level economics courses (for example, microeconomics, macroeconomics, international economics).

Students considering graduate work in political science are encouraged to take Political Behavior (407), several economics courses, and at least one semester of upper-level Political Theory.

Students interested in prelaw are strongly urged to take courses in Anglo-American history and constitutional development, political theory, economics, and logic. The Law School Admissions Test is required by all law schools and should be taken early in the senior year.

101. American Government and Politics

A study of the United States federal government. (Credit, full course.) Staff.

103. Comparative Politics

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. (Credit, full course.) Staff.

105. Introduction to Political Theory

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. (Credit, full course.) Pearigen, McKeen.

150. World Politics

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. (Credit, full course.) B. Ward and Dunn.
201. Political Parties and Pressure Groups

The history, organization, and functions of political parties; the activities and importance of pressure groups and propaganda; the relationship between economic power and politics. (Credit, full course.) Gilchrist.

203. The Presidency

A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies. (Credit, full course.) Brockett.

204. Legislative Process

The composition, organization, procedure and powers of legislative bodies in the United States and abroad. (Credit, full course.) Gilchrist.

205. The Judicial Process

An examination of U. S. judicial process with particular emphasis on the federal court system in the context of the American political process. The central focus will be on judicial selection and socialization, the decision process, and the impact of judicial decisions. (Credit, full course.) Keele.

208. Environmental Policy

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. (Credit, full course.) Spray.

227. Africa in World Politics

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. (Credit, full course.) Dunn.

250. States and Markets in East Asia

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students will read and discuss dependency, statist, and cultural theoretical approaches to the political economy of the cases. What explains the dynamic growth of this region of the world during the post-war period. (Credit, full course.) Wilson.
255. Socialists, Reformers, and Dissidents

A survey of the development of socialist theory and responses to socialism. The course examines the theoretical foundations of socialism along with attempts to implement socialist ideas, reform socialism, and critiques of socialism by those who have lived through it. The course emphasizes the scientific and utopian elements in socialist theory. (Credit, full course.) Wilson.

301. History of Political Theory

The development of political thought in the West from the Greeks to the mid-17th century. (Credit, full course.) Gilchrist.

302. Recent Political Theory

A continuation of Political Science 301 from Locke to the 20th century. (Credit, full course.) Gilchrist.

303. Women and Politics

A study of leading women political theorists (and, thereby, major currents of contemporary social thought as well) including liberalism, socialism and post-modernism. The reading list will include selections from authors beginning with Mary Wollstonecraft, but will focus primarily on late 20th century writers such as Heidi Hartmann, Monique Wittig, Luce Irigary, Carole Pateman, Alison Jaggar and bell hooks. (Credit, full course.) McKeen.

304. American Political Thought

This course traces the emergence of different strands in American political thought, beginning with the rival interpretations of notions such as freedom and self-government during the period of the Founding. Selected topics include race and strategies for social change, communitarianism and neo-conservatism, feminism, Christian fundamentalism, green politics. (Credit, full course.) McKeen.

305. Politics of Everyday Life

This course examines culture as an arena of political conflict. The course begins with a discussion of Antonio Gramsci’s theory of cultural hegemony, which will serve as a guide through the rest of the semester. How do political actors try to use cultural media to shape the way people think about their world and politics? Students will discuss institutions and various forms of popular culture from the United States and elsewhere. (Credit, full course.) Wilson.

308. Public Policy

An analytical examination of public policy-making. Special attention is given to selected policy areas such as health, environment, income support, and the economy. (Credit, full course.) Brockett.
311. Politics of Central America and the Caribbean

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. (Credit, full course.) Brockett.

312. Comparative Politics: South America and Mexico

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. (Credit, full course.) Brockett.

320. Contemporary American Politics

This course focuses on major forces that shape the contemporary political landscape including: 1) race in American politics; 2) post-Watergate media; 3) the rise of religious conservative coalitions. Emphasis is given to how forces affect the response of political actors, political parties, and problem definition. Prerequisite: Political Science 101. (Credit, full course.) Spray.

322. United States Foreign Policy

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. (Credit, full course.) B. Ward.

326. Comparative Asian Politics

A survey of the development of East Asian politics during the 20th century, from the period of Japanese colonialism through the present. The course will examine political developments in Japan, China, Taiwan and South Korea. Particular attention will focus on the formation of centralized states, single-party rule, attempts to liberalize politics, and international integration. (Credit, full course.) Wilson.

329. Comparative African Politics

The course compares the politics of sub-Saharan Africa with the prime objective of addressing the crisis of African development from a political perspective. Nigeria, Senegal, Kenya, Liberia and South Africa will be among the countries highlighted. (Credit, full course.) Dunn.

331. Introduction to Constitutional Law

The origin of the U.S. Constitution and its development through judicial interpretation will trace significant court decisions involving legislative, executive and judicial powers, and intergovernmental relations. (Credit, full course.) Keele and Pearigen.
332. Contemporary Constitutional Law

An examination of selected contemporary problems in civil rights and civil liberties in the United States emphasizes judicial interpretations of the Bill of Rights and the 14th Amendment. (Credit, full course.) Keele, Pearigen.

344. Political Rhetoric and Gender

This course is concerned with myths that have played a prominent role in our nation’s self-conception and its political rhetoric—such as the myth of the frontier, the myth of success, and the notion of the American Dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the 20th century, and 2) the gender aspects of these myths. (Credit, full course.) McKeen.

350. Eastern Europe and the Former Soviet Union

This course explores the multitude of problems facing the new political regimes—even new countries—in the area we once knew as a major segment of the communist world. (Credit, full course.) B. Ward.

356. Diplomatic History of Europe 1813-1914

A study of the methodology, practice, and substance of European diplomacy from the collapse of the Napoleonic empire to the outbreak of World War I with particular emphasis on the Concert System and the international problems resulting from nationalism, industrialism, and colonialism. (Cross-listed with History 356.) (Credit, full course.) B. Ward.

360. Chinese Politics

A survey of Chinese political movements and institutions during three periods: the Republican period (1911-49), the Maoist collective era (1949-78), and the reform period (1978-present). The course will focus on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) Wilson.

362. Contemporary Intra-State Conflict Management

The course addresses the phenomenon of civil wars in contemporary international relations. Against the backdrop of the theoretical literature it takes up selected case studies, including Bosnia, Rwanda, Sri Lanka, Somalia, etc. (Credit, full course.) Dunn.

364. The European Union

A study of the development, institutions, decision-making processes, functions, and problems of the European Union—formerly the European Community—including its role in the world. (Credit, full course.) J. Ward.
366. **International Political Economy**

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. (Credit, full course.) Wilson.

368. **Arms Control and International Security**

Students in this course will examine such problems as disarmament, arms control, conventional arms transfers, and nuclear proliferation. Particular attention will be given to the diplomacy of attempting to reach agreements and to the relationship between arms control and international security. (Credit, full course.) B. Ward.

370. **International Law in International Relations**

The sources, subjects, and major principles of international law. The function of law in the international community. (Credit, full course.) J. Ward.

373. **African-American Political Thought**

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 19th century (Frederick Douglass, Booker T. Washington) and proceed into the late 20th century with selections from authors such as Martin Luther King, Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. (Credit, full course.) McKeen.

398. **Intelligence and Foreign Policy in the 20th Century** (also History 398)

This course examines the impact of intelligence operations on the conduct of diplomacy and international politics. Covert operations, intelligence estimates, technological assessment, cryptology, and the evolution of intelligence organizations during the 20th century are covered. Specific attention given to the outbreak of the First and Second World Wars and to the crises of the Cold War. (Credit, full course.) Williamson.

401. **Research Seminar in European Politics**

A comparative study of selected aspects of European political systems, concentrating on France, Britain, Germany, and Italy, and touching on the smaller European countries and Canada. The focus of analysis includes political parties and parliaments. (Credit, full course.) J. Ward.
402. Research Seminar: Political Economy

This course introduces the methods used in the study of political economy and some of their applications. Students will read about and research such topics as collective action, property rights, and the nature of the state and its relationship to the economy. The course addresses the interaction of politics and economics and the application of rational action models to political phenomena. (Credit, full course.) Wilson.

406. Jurisprudence

A study of the philosophy and development of law through the centuries. Particular emphasis will be on law in the classical period as well as the more modern historical, analytical, and sociological school of jurisprudence. (Credit, full course.) Pearigen.

407. Research Seminar in Political Behavior

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. (Credit, full course.) Brockett.

408. Research Seminar on Southern Politics

Politics in the American South is presented in three segments: 1) a survey of the themes and characteristics of Southern politics as they grow out of the history, culture and political economy of the region; 2) the structure and evolution of public opinion and behavior in the last two decades; 3) a detailed analysis of the politics of the individual states that comprise the region. Prerequisite: Political Science 101. (Credit, full course.) Gilchrist.

422. International Organization

A survey of the development of international organization to the present, analyzing the United Nations system and that of selected other contemporary international organizations. (Credit, full course.) Dunn.

425. Seminar on International Politics

Theories of international relations are examined as frameworks for analyzing the elements, organization and strategies of international politics. The course will combine use of empirical data with analysis of central concepts such as the balance of power, deterrence, national interest, sovereignty and bipolarity. (Credit, full course.) B. Ward.
426-428. Research Seminar on Intra-state Conflict Management

One of the consequences of the demise of the Cold War is a meteoric rise in the number and intensity of intra-state conflicts (civil wars). The seminar addresses this phenomenon through 1) a critical examination of the theoretical literature regarding political and bargaining strategies for coping with such conflicts, and 2) application of the strategies to a number of empirical cases with a view to exploring policy issues. (Credit, full course.) Dunn.

429. Seminar on Comparative Politics

A seminar on the comparative approach to the study of national politics and government will emphasize topics such as nation and state building, political culture, social cleavages, political parties and other linkage institutions, public policy making, and political change. (Credit, full course.) Staff.

430. Research Seminar: Topics in International Security

Students will join the instructor in exploring of a selected topic related to international security. Such topics could include arms control, security structures, regional instability, and the U. S. role in conflicts and in conflict resolution. (Credit, full course.) B. Ward.

432. Political Field Research

Students will study political ethnographies and works on ethnographic methods, including interviewing and participant observation. The student will complete a research project of some political subject in the community. (Credit, full course.) Wilson.

444. Independent Study

For selected students. May be repeated more than once for credit. (Credit, half to full course.) Staff.

450. Honors Tutorial

Seniors only. Permission of the department chairman required. (Credit, full course.) Staff.

453. Tutorial in Public Law

A course for specially selected seniors. A study of the most important works and major ideas in the field of law and jurisprudence. (Credit, full course.) Keele and Pearigen.
Students fulfilling the natural science core requirement in psychology are advised that 105 [no longer offered], 353, 354, and 357 are full laboratory courses. Either 107 or 108 may be taken as a non-laboratory science course. A student taking both 107 and 108 fulfills the entire requirement and receives one writing-intensive credit. No other courses may be used to fulfill this core requirement.

A major in psychology requires 10 or 11 courses in the department. A student must take four specific courses: 107, 108, 251 and 451. In addition, a major must take one course numbered in the 350s, one course at the 400-level other than 444 or 451, and complete a set of skills workshops.

For the B.A. degree, a student must also take two courses from a related area approved by the department, selected from among anthropology, biology, CprS 127, and Math 204.

For the B.S. degree a student must include three courses numbered in the 350s among the 10 or 11 psychology courses. In addition, the student must take either Math 204 or CprS 127, one laboratory course in biology approved by the department, and two other courses outside the department in science and mathematics.

Departmental honors are awarded based on evaluation of all work done in psychology. All majors with at least a 3.00 grade point average in psychology and at least a grade of B on the comprehensive examination are automatically considered.

A minor in psychology requires six courses in the department; 444 may not be counted as one of the six. A student must take two specific courses—107 and 108. In addition, a student must take one course at either the 300- or the 400-level. No comprehensive examination is required.

For those students planning to do graduate work in psychology, Mathematics 204 is highly recommended.

Students enrolled prior to August 1996 may substitute 105 for 107 and 106 for 108. Students intending to major or minor who take 106 and 107 should consult the department concerning special requirements.
107. Psychology I. Perception and Behavior

An introduction to the scientific study of sensory processes and perception, learning, and animal behavior that together with Psychology 108 (taken in either order or simultaneously) comprises an introduction to empirical psychology. Fulfills the science requirement or, combined with Psychology 108, the science and laboratory science requirements and one writing-intensive credit. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 105. (Credit, full course.) Staff.

108. Psychology II. Development and Personality

An introduction to the scientific study of psychological development, language, abnormal behavior, and individual differences, including the measurement of personality and intelligence. Together with Psychology 107, taken in either order or simultaneously, it introduces students to empirical psychology. Fulfills the science requirement or, combined with Psychology 107, the science and laboratory science requirements. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 106. (Credit, full course.) Staff.

201. Theories of Personality

A survey of major theories of personality and their associated methodology and research. Theories examined will include psychodynamic, social learning, humanistic, cognitive, and trait approaches. Prerequisite: 107 or 108. May not be taken by those with credit for 406. (Credit, full course.) Barenbaum, Pope.

203. Social Psychology

A study of the principles of social behavior and social influences on individual behavior. Major theoretical areas, including interpersonal attraction, attitude change, group behavior, conformity, prejudice, and self-presentation will be included. Class includes an oral presentation. Prerequisite: 107 or 108. (Credit, full course.) Tate, Huffman.

206. Industrial Psychology

Explores the application of psychological theories and research to business and industry. Studies how human abilities (visual, auditory, tactile, physical strength) are used in planning for equipment and procedures that optimize man/machine interactions in a technological society; employee selection, training, and motivation; corporate culture; consumer behavior. Prerequisite: 107 or 108 or junior standing. (Credit, full course.) Peyser.
208. Cognitive Psychology

An introduction to the study of cognition. Attention, memory, language, reasoning and problem-solving are included. The study of cognitive processes will focus on theoretical principles and their application to real-world issues such as eyewitness testimony and "flashbulb" memory. Prerequisite: 107 or 108. (Credit, full course.) Yu.

212. Behavior Disorders of Childhood

An examination of child psychopathology. Behavioral disturbances are considered in the context of psychological, biological, and sociocultural influences. Emphasis will be placed on the phenomenology of the child as well as on understanding childhood disorders as they exist within complex systemic relationships (e.g., families, schools, and communities). Prerequisites: Psychology 108. Offered Fall 1997 only. (Credit, full course.) Rosser.

240. Island Ecology (Biology 240 and Geology 240)

An interdisciplinary field course combining the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. Taken in conjunction with Biology 240 and Geology 240. Prerequisite: completion of Biology 140 or equivalent. Offered each summer. (Credit, half course.) Conn, Evans, Potter, Keith-Lucas.

251. Research Methods

Empirical techniques used by psychologists including sampling (subjects, experimenters, context, variable values), measurement, and basic data analysis. Emphasis is on the various strategies such as the field study, the true experiment (both between- and within-subject) and the quasi-experiment. Prerequisite: 107 or 108. (Credit, full course.) Peyser, Huffman.

302. Abnormal Behavior

An introduction to the principles, theoretical perspectives, and treatment approaches that address psychopathology and other dysfunctional patterns of human behavior. Major theoretical perspectives emphasizing biological, psychological, and sociocultural influences on development and treatment of dysfunctional behaviors will be explored, as well as an introduction to the cardinal concepts and methodology of empirical research in the field of psychopathology. Prerequisite: 3 courses in psychology including 108. May not be taken by those with credit for 202. (Credit, full course.) Pope, Hamilton.
353. Animal Behavior

A synthesis of comparative psychology, ethology, and the evolution of behavior—organized historically, with emphasis on primate behavior and its relationship to human behavior. Includes a laboratory that focuses on designing and conducting studies to answer empirical questions, followed by oral or written presentations. Includes a field trip to study a captive primate collection. Prerequisite: 251 or completion of three laboratory courses in the sciences. (Credit, full course.) Keith-Lucas.

354. Physiological Bases of Psychology

A functional examination of the role of the neural and endocrine systems in psychology. Included are neural conduction, brain organization, sensory systems, cognition, homeostasis and cyclicity, abnormal states, development and senescence, and injury. One laboratory per week. Prerequisite: 251 or three laboratory courses in the sciences. (Credit, full course.) Keith-Lucas, Yu.

357. Child Development

An examination of theoretical and research issues involved in the scientific study of infancy and childhood, including the influences of genetics and culture. Organized topically with emphasis on prenatal, memory, emotional, language, and social development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) designed to answer empirical questions on human development. Prerequisite: 108 and 251. (Credit, full course.) Tate, Huffman.

406. Seminar in Personality Theory and Research

A seminar on the psychological study of individual lives. Students will review classical and contemporary approaches to the study of lives (e.g., Freud, Erikson, Murray, Allport, narrative theories) and alternative methods (case study, analysis of personal documents such as letters and diaries, use of autobiographies, psychobiography). Students will read a number of case histories and life histories, review the application of alternate theories and methods to several individuals' lives, and prepare their own “life study.” Prerequisite: four courses in psychology including 201, or permission of the instructor. (Credit, full course.) Barenbaum.

408. Seminar in Abnormal Behavior

Explores the major conceptual approaches that are adopted as clinicians assess, define/understand, and conduct clinical interventions; the unique nature of the client/therapist relationship; results from empirical investigations of the outcomes of therapeutic interventions; selected ethical dilemmas in clinical practice and research; the particular problems within selected subspecialties, such as forensic psychology and community psychology. Prerequisite: four courses in psychology including 302, or permission of the instructor. (Credit, full course.) Pope.
409. Seminar in Behavior Modification

Intensive reading and discussion of the current empirical research on learning-based techniques of behavior change, including systematic desensitization, token economy, biofeedback, assertive training, and cognitive methods; use of parents and peers as change agents; the particular problems within selected settings such as prison, sports, behavioral medicine, the classroom, and the clinic & mental hospital. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Peyser.

410. Cognitive Illusions

An examination of cognitive illusions, with a particular emphasis on what such illusions reveal about human thought processes in general. Includes illusions of perception, memory, reasoning, and metacognition considered from biological, information-processing, and evolutionary perspectives. The prevalence of cognitive illusions, their patterns of occurrence, and their implications for such real-world issues as social interactions, choice of medical treatment, risk assessment, legal proceedings, political decisions, and financial judgments will be discussed. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Yu.

412. Psychology of Gender

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. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Barenbaum.

444. Independent Study

The student will design and execute an experimental research project terminating in a written report or will complete readings in an area of psychology. Prerequisite: permission of the instructor and administrative consent of the Chair. May be repeated. (Credit, half or full course.) Staff.

451. Senior Seminar

A seminar on the history of contemporary controversies in the field of psychology. The course will explore major areas in psychology through analysis of current issues (such as the mind/body problem and the nature/nurture controversy) in the context of their historical antecedents. Reading will be assigned from both the classic and contemporary literature. Required of senior majors. Prerequisite: seven courses in psychology or permission of the department. (Credit, full course.) Staff.
Religion 111 or a course in philosophy or humanities is prerequisite for all other courses, except as indicated below. A few courses with additional prerequisites are indicated below. Any religion course will satisfy the religion/philosophy requirement.

Before declaring a major a student should have completed ten religion courses. The following courses are required for a major: Religion 111, 241, 251, 261 (or 131, 141, 151, 161 in previous years) and six additional upper-level courses in religion. Each student must pass a written comprehensive examination in the final semester.

Departmental honors may be conferred on students considered worthy of that distinction. Most of the following accomplishments are generally expected: 1) an average of at least B+ with no grade below B- in religion courses; 2) a superior comprehensive examination; 3) a substantial paper, usually as part of a 444 course, and an oral defense of it; 4) additional courses in religion beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student’s work in religion; 5) ability to use a language other than English in the study of religion.

For a minor in religion a student must take at least six religion courses, maintaining in these courses a grade average of C (2.00) or higher.

111. Introduction to Religion

An examination of the nature of religion as an aspect of universal human experience. (Credit, full course.) Staff.

140. Introduction to the New Testament

A survey of the literature of the New Testament. No prerequisites, not open to students who have taken Religion 241 (Introduction to the Bible). (Credit, full course.) Grieser.

151. Philosophy of Religion

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. No prerequisite. (Not open to students who have taken Religion 251.) (Credit, full course.) Carden.
161. Comparative Religion

An exploration of the forms of the sacred in American Indian religion, Hinduism, Buddhism, Confucianism, or other traditions. No prerequisite. (Not open to students who have taken Religion 261.) (Credit, full course.) Smith.

200. The Christian Tradition: Themes and Variations

Historical introduction to major themes and their development in Christianity, including understandings of Christ, what it means to be Christian, nature of the church, role of the laity, contact with non-Christian traditions. (This course can be used in fulfillment of the general distribution requirement in Religion/Philosophy.) (Credit, full course.) Norman.

210. Images of Jesus

An examination of the significance of Jesus for human culture and religion. (Credit, full course.) Grieser.

300. The Rise of Christianity

The history of Christianity from its origins to 451 in its historical, religious, and social contexts. Prerequisites: Religion 200, Religion 241, or Humanities 102. (Credit, full course.) Wentz.

301. Christianity 100-1300

A survey of the development of Christianity from the early church through the high Middle Ages, including significant writers and their contexts, popular movements, minority voices, and artistic expressions. (Not open to students who have taken Religion 325.) (Credit, full course.) Norman.

302. Christian Thought: 1300-1800

A survey of Christian thought and its contexts with primary attention to major thinkers and their cultures as well as to contributions of popular movements, minority voices, and artistic expression. Prerequisite: one course in philosophy, religion or humanities, or permission of the instructor. (Credit, full course.) Norman.

303. American Christianity in Cultural Contexts

An historical examination of major Christian themes and movements in the United States in domestic and international contexts. Prerequisite, one course in Philosophy or Religion, or Humanities. (Credit, full course.) Norman.
305. Erasmus and His World

An exploration of Erasmus’s thought and its contexts including later perceptions of Erasmus and Christian humanism. Primary readings are drawn from Thomas More, the Italian humanists, De Groote, Luther and the Catholic evangelicals, as well as Erasmus and modern interpreters. Prerequisites: Religion 200, 301, or 302 or permission of instructor. (Credit, full course.) Norman.

307. Christianity and the Family

An examination of the relationships between Christianity and the family throughout history and in contemporary America. (Credit, full course.) Norman.

314. Spirituality in England

An introduction to English spirituality from Richard Rolle to John and Charles Wesley. Emphasis on worship and devotional practices, mystical literature, English Reformation. (Credit, full course.) Grieser.

316. The Mystical Way

An exploration of the concept of mysticism and examination of relevant texts from both Eastern and Western religious traditions. (Credit, full course.) Carden.

321. Introduction to Christian Theology

An examination of the basic features of the Christian faith with principal orientation toward present-day problems and issues. (Credit, full course.) Staff.

322. The Reality of God

The question of the reality of God as confronted in Christian and Jewish theology since 1940. Specific topics: the “Holocaust,” “death of God,” liberation theology and the feminist critique of religion, ecology and natural theology, and religious pluralism. (Credit, full course.) Carden.

323. Religious Language

Current theological discussion of the nature, function, and interpretation of religious language focuses on the nature and function of prayer; truth and meaning in the language of belief; myth, parable, and the theology of story; metaphor as a language of transcendence; God-language and gender. (Credit, full course.) Carden.

330. Questing and Waiting for God

Readings and reflection on the theme of lost divine reality in 19th and early 20th century Western religious thought. (Credit, full course.) Carden.
331. Principles and Problems in Religious Ethics

An examination of ethical principles and forms of moral reasoning articulated within a religious framework with special attention to the problem of applying such principles to concrete situations. (Credit, full course.) Carden.

332. Religious Selfhood

Reflection on the imagery and meaning of human selfhood within religious contexts and the traditions. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) Carden.

341. Religion and Ecology

Considers the relationship between the natural and the sacred in selected traditions such as Amerindian religions, Hinduism, Buddhism, Taoism, Judaeo-Christian tradition, and contemporary “eco-religion.” Emphasizes analysis of latent ecological/environmental resources or conflicts in each tradition studied. Offered 1995-96 and alternate years. (Credit, full course.) Smith.

343. Popular Culture and Religion in America

An examination of the religious forms implicit in selected aspects of American popular culture. Emphasis on interpreting theoretical studies and on critical analysis of typical examples. (Credit, full course.) Smith.

346. Religion and Modernity

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options. (Credit, full course.) Smith.

361. New Religions

A comparative study of new religious movements of the 20th century including Japanese New Religions, selected cult phenomena, ‘New Age’ and spiritual movements, and new religions from south Asia and the Middle East. Some attention to North American quasi-religious movements such as occult spiritualism, religiously inspired political movements, and paramilitary religious movements. (Credit, full course.) Smith.

362. Buddhism

An historical and intellectual survey of Buddhism from its origin in classical Hinduism to its culmination as the great tradition of Asia. Focus on the Mahayana tradition, with consideration of parallels and connections between Buddhism and Christianity. Additional prerequisite: Religion 161/261. (Credit, full course.) Smith.
391. Southern Religion

An historical and comparative analysis of the religious traditions of the Southeastern United States with particular reference to the interactions between these traditions with the social, political, and economic culture of the region. (Credit, full course.) Smith.

Advanced Courses

401, 402. Seminar for Majors

(Credit, full course.) Staff.

444. Independent Study

For selected students. (Credit, variable from half or full course.) May be repeated indefinitely. Staff.

Russian

Professor Lumpkins, Chair
Assistant Professor Preslar
Assistant Professor Kolojartseva

A major consists of not less than six full courses selected from courses numbered 300 or higher.

The requirements for honors in Russian are: 1) a B average or better in courses offered for the major, 2) a grade of B or better on the comprehensive examination, and 3) presentation of a satisfactory honors thesis during the senior year.

103, 104. Elementary Russian; Intensive Courses

An intensive introduction to the fundamentals of the language with emphasis on developing proper pronunciation and basic skills in reading, writing and conversation. Use of language laboratory required. Four hours of class each week. (Credit, full course.) Staff.

203. Intermediate Russian; Intensive Course

Completion of grammar and review of basic structures; intensive readings and discussion of short fiction of the 19th and 20th centuries with emphasis on continued development of conversational and writing skills. Prerequisite: Russian 104 or placement by the department. Four hours of class each week. (Credit, full course.) Staff.

301, 302. Readings in Russian Literature

Prerequisite: Russian 203 or equivalent. (Credit, full course.) Staff.
303. Introduction to Russian Verse

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: Russian 302 or equivalent. (Credit, full course.) Lumpkins.

309. Russian Culture: Study Abroad

Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre and dance. The course is conducted in English and does not fulfill the language requirement. (Credit, full course.) Preslar.

310. Russian Civilization

An historical, cultural and linguistic survey of Russian civilization and culture from its ancient proto-Slavic beginnings to the present. The course is conducted in English and does not fulfill the language requirement. (Credit, full course.) Preslar.

311. Composition and Conversation

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: Russian 301 or equivalent. (Credit, full course.) Preslar.

351, 352. Russian Literature in English Translation

A study of the masterpieces of Russian literature of the 19th and 20th centuries. No knowledge of Russian is required. Does not fulfill language requirement. (Credit, full course.) Staff.

361, 362. Tolstoy and Dostoevsky in English Translation

A survey of the major novels. 361: Tolstoy/362: Dostoevsky. No knowledge of Russian required. Does not fulfill language requirement. (Credit, full course.) Staff.

401, 402. The 19th Century

A study of representative novels and stories from Pushkin to Tolstoy. Prerequisite: Russian 302. (Credit, full course.) Staff.

440. Advanced Readings

Variable topics for selected students. May be taken more than once for credit. (Credit, full course.) Staff.
444. Independent Study

For selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff.

RUSSIAN AREA STUDIES
PROFESSOR LUMPKINS (Russian), Chair
PROFESSOR GOLDBERG (History)
PROFESSOR B. WARD (Political Science)
ASSISTANT PROFESSOR PRESLAR (Russian)

The Russian Area Studies major offers students an interdisciplinary framework for systematic and detailed investigation of the societies and cultures of Russia and former republics of the Soviet Union. Each student designs an integrated program of study by selecting courses in the humanities and social sciences that pertain to Russian civilization. Selections are normally from the fields of Russian language and literature, history, economics and political science; however, related courses may be chosen from other fields of study. Each senior will be required to complete an independent research project reflecting the interdisciplinary nature of the program. The comprehensive examination at the end of the senior year is designed in accordance with the student’s elected program of study. The requirements for honors in the major are: 1) an average of B or better in courses offered for the major, 2) a grade of B or better on both the comprehensive examination and the senior research project.

A student is admitted to the major upon approval of his or her chosen plan of study by the Russian Area Studies Committee.

444. Independent Study

For selected students. May be repeated. (Credit, variable from half or full course.) Staff.

EXAMPLE CORE COURSES

| Russian 301, 302. | Readings in Russian Literature |
| Russian 351, 352. | Russian Literature in English Translation |
| Russian 361, 362. | Tolstoy and Dostoevsky in English Translation |
| Russian 401, 402. | The 19th Century |
| History 207, 208. | Russian History |
| History 364. | Topics in Russian History |
| Political Science 350 | Eastern Europe and the Former Soviet Union |

Independent Study 444
A major in social science-foreign language provides students with an opportunity to pursue an integrative, interdisciplinary study program with a concentration in one language and one social science. The title of each student’s major specifies the two concentrations (for example, “Economics with French”).

The program has three principal parts: 1) Four courses above the 200-level in German, Russian or Spanish; or five courses above the 200-level in French. 2) Five courses in anthropology, economics, or political science. 3) A full course of supervised readings and research using the foreign language in the social science concentration (SSFL 440). In addition to these requirements for the major, students are strongly encouraged to complete five courses in related social science disciplines.

The comprehensive examination will consist of written parts covering both the foreign language and the social science disciplines. A student will be awarded departmental honors by maintaining a B average in courses in the major, by receiving a grade of B or higher in the comprehensive examination, and by presenting an acceptable honors thesis to a committee representing both the student’s foreign language and social science departments.

Study Abroad

As a rule, majors are expected to study abroad or to participate in some other program abroad for at least a summer (but preferably for a semester) in a country of their elected foreign language. The course of study or other program must be approved by the committee. Students are also encouraged to explore the possibility of internships abroad.

Foreign Language Proficiency Certificate

Majors who wish to do so may elect to take an examination in their junior or senior year to ascertain their level of language ability. Those students whose scores are sufficiently high will be awarded a certificate of proficiency.
FOREIGN LANGUAGE AND CULTURAL CONCENTRATION

All majors will be required to take courses in a specific modern language chosen from French, German, Russian or Spanish. Five full courses will be taken in French. Four full courses will be taken in German, Russian, or Spanish. These courses will be distributed among three general areas as follows:

**French:**

I. Culture (two courses at the 300-level)
II. Advanced Language (two courses at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

**German and Spanish:**

I. Culture (two courses at the 300-level)
II. Advanced Language (one course at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

**Russian:**

I. Culture (one course at the 300-level)
II. Advanced Language (two courses at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

Each student’s program will be worked out with the foreign language department concerned.

**Readings and Research Project**

All majors will be required to integrate the components of their joint major by presenting a paper on a topic related to the social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project will be supervised by advisors designated from both the social science and foreign language departments. It will carry one full course credit as Social Science-Foreign Language 440.

**Methodology Tutorial**

A student may elect to take a tutorial with a member from each of his/her designated foreign language and social science departments to enhance ability to discover and comprehend social science content in works of literature. This tutorial is taken as an independent study (444) course in Social Science-Foreign Language with a one-half course credit.

**Social Sciences**

Students will complete five courses in one of three social sciences: anthropology, economics, or political science. In addition, it is strongly
recommended that students complete five courses in related social sciences, including two courses each in the two social sciences in which the student is not concentrating. Although the related courses should be especially chosen to strengthen each student’s particular program, the following are generally recommended: Introductory Cultural Anthropology (Anthropology 104), Introduction to Economics (Economics 101), and Foreign Governments (Political Science 102).

**Anthropology**

A. Required of all students concentrating in anthropology:
   - Introduction to Cultural Anthropology (104)
   - Social Theory (390)
   - Anthropology Field Methods (401)
   - Senior Seminar (402)

B. Electives, one full course chosen from among courses in anthropology.

**Economics**

A. Required of all students concentrating in economics:
   - Introduction to Economics (101)
   - Microeconomics (305)
   - Money and Banking (301) or Macroeconomics (306)
   - History of Economic Thought (401)

B. Electives, one full course taken at Sewanee chosen from:
   - Economic Development in the Third World (310)
   - International Economics (337)
   - Independent Study (444)

**Political Science**

A. Required of all students concentrating in political science, one full course chosen from:
   - Comparative Politics (103)
   - World Politics (150)
   - Seminar on International Politics (425)

B. Area courses related to language concentration, two full courses:

**French:**
   - Africa in World Affairs (227)
   - African Political Thought (228)
   - Comparative African Politics (329)
   - Diplomatic History of Europe 1813-1914 (356)
   - The European Union (364)
   - European Politics (401)

**German:**
   - Eastern Europe and Former Soviet Union (350)
   - Diplomatic History of Europe 1813-1914 (356)
   - European Politics (401)
   - The European Union (364)
Russian:  Eastern Europe and Former Soviet Union (350)
        Diplomatic History of Europe 1813-1914 (356)
        European Politics (401)
Spanish:  Politics of Central America and the Caribbean (311)
        Comparative Politics: South America and Mexico (312)
        Diplomatic History of Europe 1813-1914 (356)
        The European Union (364)
        European Politics (401)

C. Electives, two full courses chosen from:
        U.S. Foreign Policy (322)
        Contemporary Intra-State Conflict Resolution (362)
        Arms Control and International Security (368)
        International Law (370)
        International Organization (422)
        Seminar on Comparative Politics (429)
        Research Seminar: Topics in International Security (430)
        Independent Study (444)

440. Readings and Research

Focuses on preparation and presentation of a paper on a topic related to the student's social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project will be supervised by a designated advisor from the social science department and a designated advisor from the foreign language department. Required of all social science/foreign language majors. (Credit, full course.) Staff.

450. Honors Tutorial

The topic for a social science/foreign language honors paper must relate to both social science and foreign language concentrations, although one of the two may be emphasized. The paper may further develop the SSFL 440 Readings and Research topic or take up a new subject. A principal advisor and two readers will be assigned to work with the student and evaluate presentation of the paper. If the written work is of honors level (a minimum grade of B), the student may be invited to present the paper in a seminar of interested students and faculty. In order to be considered for honors, the final draft of the paper must be submitted no later than the first day of the last comprehensive period of the semester. Other honors requirements are described under the description of the program. (Credit, half course to full course.) Staff.
Students who have completed two or more years of Spanish in secondary school must take the departmental placement examination. Students who elect to enroll at a course level beneath that indicated by the placement examination will receive credit only if departmental permission is obtained prior to registration. Only Spanish literature and culture courses may be used to complete the language and literature requirement for graduation.

Prerequisite for all 400 courses: a semester at the 300-level or permission of the department.

The minimum requirement for a Spanish major is eight full courses beyond 203. As the major requires a knowledge of the Spanish language and both Spanish and Latin American culture and literature, the student is expected to select courses from all of these fields. The program divides literature into three sections: Spanish literature before 1700, Spanish literature after 1700, and Latin American literature. Each student should have at least one course at the 300- or 400-level in each of these three fields. Spanish 311 and 312 are the courses indicated for study of Hispanic culture. The written comprehensive examination in Spanish will cover the above areas plus grammar and phonetics. The oral examination will consist of a taped presentation on a topic chosen by the student in conjunction with members of the department. With prior departmental approval, as much as a year of foreign study may be applied to the major. All majors are urged to take a year or more of another foreign language.

Toward the end of the penultimate semester of study, students with a 3.5 (or better) average in Spanish courses may apply for permission to present themselves for departmental honors, select a topic for a research essay, be assigned a director, and prepare an outline of the proposed paper. Depending on the nature of the topic the student will, in the last semester of study, enroll either for a full course or a half-course of Independent Study (Spanish 444) dedicated to preparing a paper. For half-course credit, a paper of at least 13 pages should be produced; for full-course credit, the paper must number at least 25 pages. Students so enrolled who demonstrate excellence in both their honors paper and in the written comprehensive examination will be invited to take a one-hour oral examination in order to earn departmental honors.
The minor in Spanish will include six courses above Spanish 203, two in the civilization of Spain and Latin America, one in advanced language, and one at the 400-level. There is no comprehensive examination.

103, 104. Elementary Spanish; Intensive Course

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 as well as laboratory time. (Credit, full course each semester.) Staff.

203. Intermediate Spanish; Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Prerequisite: Spanish 104 or three years of high school Spanish. Students having completed this class may register for courses on the 300-level. Four class hours per week as well as laboratory time. (Credit, full course.) Staff.

300. Introduction to Hispanic Literature

Readings from a number of authors and periods introduce the student to the variety of genres, themes and styles that predominate in the Hispanic literatures. Grammar review and language analysis will be an integral part of the course. (Credit, full course.) Staff.

301, 302. Introduction to Spanish Literature

Survey of Spanish authors and texts. First semester: El Cid to 1700. Second semester: 1700 to present. (Credit, full course.) Staff.

303. Introduction to Latin American Literature

A survey of the principal movements and authors, concentrating on contemporary literature. (Credit, full course.) Staff.

305. 20th Century Spanish-American Poetry

A study of the major figures and movements beginning with Rubén Darío and modernismo. Special emphasis on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegria. (Credit, full course.) Spaccarelli.

311, 312. Hispanic Culture and Civilization

A cultural survey of Spain and Latin America emphasizing history, literature and the arts. First semester: Spain. Second semester: Latin America. Taught in Spanish. Prerequisite: Spanish 203 or consent of instructor. (Credit, full course.) Spaccarelli, Naylor, Natal.
314. Introduction to Medieval Spain and the Road to Santiago

An introduction to the history, literature and culture of medieval Spain. Selected texts from the Spanish medieval canon, monastic culture, and the complex relationships among Christians, Muslims and Jews. Emphasis on the phenomenon of the pilgrimage road that crosses northern Spain. This course is part of the Sewanee Summer-in-Spain program. Prerequisite: Spanish 203. (Credit, full course.) Spaccarelli, Momplet.

314. The Road to Santiago

An interdisciplinary approach to the phenomenon of the pilgrimage road that crosses northern Spain. This course is part of the Sewanee Summer-in-Spain program. Prerequisite: Spanish 203. Spaccarelli, Momplet.

331. Spanish Phonetics

A descriptive study of the basic structures of the sound system of Spanish; linguistic terminology; practice in phonetic perception, transcription, and articulation. Intensive laboratory work required. (Credit, full course.) M. Bonds.

332. Advanced Grammar and Composition

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. (Credit, full course.) Natal.

333. Advanced Conversation

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. Consent of instructor required. (Credit, full course.) Natal.


Intensive oral practice based on ETS and ACTFL guidelines. The language, literature, and culture of the cinema will provide the basis for developing aural/oral proficiency. By emphasizing aspects of technical, formal and ideological settings of each film, the student will develop cinematic knowledge along with language skills. Prerequisites: A course at the 300-level and permission of the instructor. (Credit, full course.) Natal.

351. Representative Masterworks in Translation

A study of texts from the whole range of Spanish literature in English translation. No knowledge of Spanish is required. Does not fulfill the language requirement. (Credit, full course.) M. Bonds.
401, 402. The Spanish Classics

Study of several great classical authors and their works. Outside readings correlate authors to Hispanic culture. (Credit, full course.) Naylor, M. Bonds.

403, 404. Spanish Literature before 1700

A survey of the principal authors and movements with emphasis on the Golden Age. (Credit, full course.) Naylor.

405. Spanish American Novel

A general survey with focus on the contemporary period and the evolution of narrative form. Included are discussions of the indigenous forms and colonial prose forerunners of romantic and realistic novels. (Credit, full course.) Natal.

407, 408. Tutorial for Majors

The study of topics of special interest. (Credit, full course.) Naylor.

409. Cervantes and Don Quixote

(Credit, full course.) Naylor.

410. Spanish American Short Fiction

A study of the development of the short narrative in Spanish America will consider its antecedents in Pre-Colombian and colonial literature although course emphasis will be on the contemporary period. (Credit, full course.) Spaccarelli.

411, 412. Modern Spanish Literature

An advanced survey of the 18th, 19th, and 20th centuries. (Credit, full course.) M. Bonds.

414. Modern Spanish Literary Movements

Generation of 1898 and after. (Credit, full course.) Natal.

415, 416. Spanish Prose Fiction

The first semester, through the 17th century; the second semester, through the 20th century. (Credit, full course.) Naylor, M. Bonds.

417, 418. Spanish Poetry and Drama

An integrated study of these two genres read in unabridged texts. First semester, Medieval, Renaissance, and Golden Age; second semester, 1700 to present. Prerequisite: a 300-level course. (Credit, full course.) Naylor, M. Bonds.
422. Major Hispanic Women Writers

A study of major literary works by women writers of the Hispanic world throughout its literary history, including both feminist and antifeminist background readings and critical essays. (Credit, full course.) M. Bonds, Natal.

431. The Contemporary Hispanic World

A study of the basic social, political, economic and artistic issues of contemporary Spain and Latin America. The course will use non-traditional materials such as videos, slides, movies, and newspaper and magazine articles, as well as full-length books and short stories. Literary works from authors such as Borges, Vargas Llosa, Fuentes, Cela, Delibes, Martín Gaite, and Montero will be read. (Credit, full course.) Natal.

440. Directed Readings

Announced topics for selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff.

444. Independent Study

For selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff.

THEATRE ARTS
PROFESSOR LANDON
PROFESSOR P. SMITH, Chair
ASSOCIATE PROFESSOR BACKLUND, Acting Chair
INSTRUCTOR L. RICHARDSON
INSTRUCTOR COOK
LECTURER PICCARD
LECTURER P. PEARIGEN

The major in theatre arts is designed to offer the student a background in the various areas of theatre: acting, directing, stage design, history, literature and criticism. The department expects its majors to gain knowledge and experience in these disciplines by active participation in the production program of the University theatre. The department also encourages its majors to supplement their work in theatre arts with courses offered by other departments—particularly language, literature, music and fine arts.
Students working toward the Bachelor of Arts in theatre are expected to fulfill the following requirements.

1. Completion of a minimum of ten courses in theatre arts, including:
   131: Technique and Scene Study
   221: Theatre History.
   242: Stagecraft.
   342: Scene Design.
   351: Fundamentals of Stage Direction.
2. Successful completion of a written and oral comprehensive examination covering all aspects of theatre arts.

The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate will complete with distinction 11 courses in theatre arts and related courses; pass the comprehensive examination with distinction; and demonstrate a particular competence in acting, directing, design, history, playwriting, literature and criticism.

A student choosing to minor in theatre arts may do so as early as the fourth but no 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.

A total of five courses necessary to minor in theatre arts include either Theatre 101: Intro to Theatre or Theatre 102: Intro to Film; Theatre 131: Technique and Scene Study; Theatre 242: Stagecraft; and two electives to be chosen by the student. A student must graduate with at least a “C” (2.00) average in the minor. There will be no comprehensive examination.

101. Introduction to Theatre

An introduction to aesthetics and the art of the theatre through an analysis of stage development and production technique. (Credit, full course.) Smith, Backlund, Cook.

102. Introduction to Film. (also Fine Arts 102)

Study of basic film techniques, vocabulary, themes and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) Staff.

104. Beginning Ballet Technique

Beginning ballet will introduce the vocabulary and technique of classical ballet and begin a basic foundation for the dance form. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. (Credit, half course.) P. Pearigen.
106. History of Film (also Fine Arts 106)

A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films will be shown and analyzed. (Credit, full course.) L. Richardson.

113. Beginning Jazz

An introduction to dance technique utilizing the rhythms of jazz and rock for accompaniment. The vocabulary and techniques of jazz dance, including the Luigi and Mattox systems, will be introduced. (Credit, full course.) P. Pearigen.

123. Beginning Tap

Beginning tap dance will introduce the vocabulary and technique of tap and build a basic foundation of the dance form. (Credit, full course.) P. Pearigen.

131. Fundamentals of Acting: Technique and Scene Study

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. (Credit, full course.) Landon.

132. Fundamentals of Acting: Improvisation

The development of intuitive and creative performance technique through improvisational exercises. Prerequisite: consent of the instructor. (Credit, full course.) Smith.

143. Beginning Video/Film Production (also Fine Arts 143)

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Ten films will be analyzed with written reviews. Other films will be studied in terms of imagery and metaphor, narrative development, presentation and development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students will participate in two group film-making experiences, followed by two individual assignments. (Credit, full course.) Carlos.
154. Beginning Modern Dance

Beginning modern dance will introduce its vocabulary and technique and build a basic foundation of the dance form, emphasizing the Horton technique. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performance. (Credit, full course.) P. Pearigen.

204. Intermediate Ballet Technique

A study of intermediate techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen.

213. Intermediate Jazz

Continued study of the jazz technique: the vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, full course.) P. Pearigen.

221. Theatre History

A survey of the history of the theatre with particular emphasis on the development of theatrical presentation and stage space. Prerequisite: Sophomore standing or above. (Credit, full course.) Smith.

223. Intermediate Tap

A continuation of the study of the tap technique. The vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, full course.) P. Pearigen.

225. Music and Drama (also Music 225)

A comparative and historical examination of works for the Lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works will be read in conjunction with the study of scores. (Credit, full course.) Shrader.

235. Voice and Interpretation

Work in voice production, articulation and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. (Credit, full course.) Smith.
242. Stagecraft

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes and sound for the theatre. (Credit, full course.) Piccard.

243. Intermediate Video/Film Production (also Fine Arts 243)

Video/film techniques (editing, cinematography, narrative and episodic development, time sequence augmentation, and light process) are explored through film analysis, interpretation and practical experience. Ten films will be analyzed with written reviews. Number and length of student/film/tape productions to be individually negotiated between professor and student. Prerequisite: Fine Arts 141. (Credit, full course.) Carlos.

323. Aspects of Contemporary Theatre

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. Prerequisite: Junior (or above) standing or consent of instructor. (Credit, full course.) Smith.

334. The Art of Comedy for Actors

An exploration of some of the fundamentals of playing comedy. The work will include improvisation, mask exercises, classic lazzi from the Commedia dell’ Arte, clown sketches, and scenes from such authors as Shakespeare, Moliere, Feydeau, Ionesco and Orton. Prerequisite: Permission of the instructor. (Credit, full course.) Landon.

335. Performing Shakespeare

An approach, for actors, to the particular challenge of playing Shakespeare and of making his language play. Students work on a variety of scenes and monologues, and the course normally includes a performance project. Prerequisite: Permission of the instructor. (Credit, full course.) Landon.

342. Scene Design (also Fine Arts 342)

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: Theatre 241 or permission of the instructor. (Credit, full course.) Backlund.
343. Advanced Video/Film Production (also Fine Arts 343)

Further study in video/film techniques and aesthetics emphasizing style, theme and content. Master cinematographers, film photographers and auteur directors will be studied. There will be an emphasis on an approved individual major project of one’s own topic to be created. Prerequisite: Fine Arts 241. (Credit, full course.) Carlos.

344. Lighting Design (also Fine Arts 344)

Exercises in script analysis, research options, styles of production, lighting theory, techniques and equipment. Through journals and projects, students interpret and communicate with light. (Credit, full course.) Backlund.

347. Scene Painting (also Fine Arts 347)

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. Prerequisite: Permission of the instructor. (Credit, full course.) Backlund.

348. Advanced Scenography (also Fine Arts 348)

A study of advanced problems in performing arts design. The student will be introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers will work together to create design solutions for different performance media. Prerequisite: Theatre 342 or 345 (Fine Arts 342 or 345 and permission of instructor. (Credit, full course.) Backlund.

351. Fundamentals of Stage Direction

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire. (Credit, full course.) Smith.

352. Advanced Stage Direction

A continuation of 351. Further application of directorial technique to staging problems in classical and modern plays. Prerequisite: 351 or consent of instructor. (Credit, full course.) Smith.

361. Costume Design

Fundamentals of costume design and construction taught through principles of design, concept development, play analysis, character study, and visual metaphor. The laboratory will include basic methods of pattern making and costume construction. (Credit, full course.) Staff.
362. Advanced Costume Design

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. Prerequisites: Theatre 361 or consent of instructor. (Credit, full course.) Staff.

421. Studies in Advanced Acting

An opportunity for the serious acting student to work on specific problems. The course may be repeated to a maximum of six hours. Prerequisite: permission of the instructor. (Credit, variable from half to full course.) Staff.

431. Projects in Performance

An opportunity for advanced students to work on particular acting, directing, design, or technical problems—either in production situations or in special workshops. Repeatable to a maximum of six hours. Prerequisite: junior standing or above and permission of instructor. (Credit, half to full course.) Staff.

444. Independent Study

Advanced work for selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff.

The Third World Studies major is an interdisciplinary program designed to provide students with an understanding of the traditions, cultures, and problems of non-Western societies. The program offers students the opportunity to benefit from a multi-discipline approach to one geographic non-Western region, i.e. Africa—the Middle East, Asia, or Latin America. In contrast to regular departments, the program is administered by a
committee of faculty members from the areas of Anthropology, Economics, History, Political Science, Religion and Spanish who meet to discuss and evaluate the program on a regular basis.

Courses used in fulfillment of requirements for any interdisciplinary major or minor cannot be used in fulfillment of requirements for any other major or minor.

The requirements of the program are:
1. All majors will take from the list of approved courses:
   a. two courses from anthropology or religion
   b. two courses from history or political science
   c. Economic Development of the Third World (Economics 310)
   d. Third World Studies 444 (for seniors)
2. All majors will choose an area of concentration (Asia, Africa and the Middle East, or Latin America) and take no more than four courses from that area
3. All majors will take at least one course from each area of concentration
4. All majors will take a written comprehensive examination

The minor consists of at least five courses from the Third World Studies roster—at least one course in each of the three regional areas of concentration (Latin America, Africa/Near East, and Asia), and three different disciplines outside the major. In the event a student takes a course from his or her major, a sixth Third World Studies course would be required. No comprehensive examination is required.

The Third World Studies program is divided into three areas:
1. Asia (Anthropology 341; Fine Arts 207; History 211, 212, 215, 216, 375, 389; Political Science 250, 326, 360; Religion 161, 262).
2. Africa and the Middle East (Anthropology 304; Fine Arts/History 384; French 351; History 217, 218, 219, 220; Political Science 227, 228, 323, 329; Religion 385).
3. Latin America (Anthropology 351, 361; Economics 444; History 223, 224, 358/359; Political Science 311, 312; Spanish 303, 305, 312, 405, 406, 410).

Departmental honors will be awarded to students who maintain a grade point average of 3.25 or better in all Third World Studies courses and who achieve a grade of B+ or better on the Third World Studies senior research paper and comprehensive examination.

Third World Studies also offers students the possibility of foreign study in China, Japan, Singapore, Liberia, or Latin America.
THIRD WORLD STUDIES COURSES

Anthropology 104. Introduction to Cultural Anthropology
Anthropology 201. Global Problems: Anthropology and Contemporary Issues
Anthropology 304. Peoples and Cultures of Africa
Anthropology 305. Anthropology of Peasant Peoples
Anthropology 341. Culture and History of Southeast Asia
Anthropology 351. Peoples & Cultures of Latin America
Anthropology 361. Religion in Latin America
Biology 117. Great Neglected Diseases
Economics 310. Economic Development in the Third World
Economics 444. Independent Study. (Asian, African, or Latin American Economic Problems)
Fine Arts 207. Survey of Eastern Arts
Fine Arts/History 384. African Art and Culture
Forestry 112. Forestry and the Third World
Forestry 155. The Tropical Rain Forest
French 351. Representative Masterworks in Translation: Third World French Literature
History 211, 212. History of China
History 215. The United States and Vietnam Since 1945
History 216. History of Japan
History 217, 218. History of the Middle East
History 219, 220. History of Africa
History 223, 224. History of Latin America
History 358/359. United States and Latin America Since 1898
History 363. Peasant Resistance and Rebellion in Latin America
History 375. British India
History 383. Topics in the History of Imperialism and Empire
History 389. Rise of Modern China
Political Science 103. Comparative Politics
Political Science 227. Africa in World Politics
Political Science 250. States and Markets in East Asia
Political Science 311. Politics of Central America and the Caribbean
Political Science 312. Comparative Politics: South America and Mexico
Political Science 323. Politics of the Middle East
Political Science 326. Comparative Asian Politics
Political Science 329. Comparative African Politics
Political Science 360. Chinese Politics
Religion 161. Introduction to Comparative Religion
Religion 262. Buddhism
Religion 385. Judaism and Islam
Spanish 303. Introduction to Latin American Literature
Spanish 305. 20th Century Spanish American Poetry
Spanish 312. Culture and Civilization of Latin America
Spanish 405, 406. Spanish American Prose Fiction
Spanish 410. Spanish American Short Fiction

444. Independent Study
For selected students. May be taken more than once for credit. (Credit, half to full course.) Staff.

NON-DEPARTMENT COURSES

NDC 218. Securities and Investments
A course designed as an introduction to individual and institutional management of money. Topics covered include the following: types of investment, the nature of securities, the operation of securities exchanges, investment analysis, mutual funds, governmental regulation, corporate reporting, the brokerage industry. (Credit, full course.) Gilchrist.

NDC 340. Linguistics.
Preslar.
SCHOOL OF THEOLOGY ELECTIVES

Aramaic. (Credit, full course.) Arnold Betz.

Beginning Biblical Hebrew I. (Credit, full course.) Arnold Betz.

Beginning Biblical Hebrew II. (Credit, full course.) Rebecca Wright.

Intermediate Biblical Hebrew. (Credit, full course.) Arnold Betz.

Beginning New Testament Greek. (Credit, full course.) Richard Smith.

New Testament Greek II. (Credit, full course.) Richard Smith.

Intermediate Greek: Reading the Propers. (Credit, full course.) Richard Smith.

Liturgical and Conversational Spanish I. (Credit, full course.) Maria Lytle.

Liturgical and Conversational Spanish II. (Credit, full course.) Maria Lytle.

American Church History. (Credit, full course.) Donald Armentrout.

Christian Mysticism. (Credit, full course.) Michael Battle.

Leading & Facilitating Small Group Ministries. (Credit, full course.) Dennis Campbell.

Introduction to Patristic Theology and Writings. (Credit, full course.) Edward de Bary.

Studies in Nonviolence. (Credit, full course.) Michael Battle.

The Doctrine of Creation. (Credit, full course.) Edward de Bary.

The Epistle of Paul to the Romans (in Greek). (Credit, full course.) Christopher Bryan.

The Gospel According to Mark. (Credit, full course.) Christopher Bryan.


Thinking Theologically: A Course on 20th Century Theological Method. (Credit, full course.) Joseph Monti.
OFFICERS OF INSTRUCTION

Frederick Rhodes Whitesell
A.B., A.M., University of Michigan;
Ph.D., University of California, Berkeley
Professor of German, Emeritus

Charles Edward Cheston
B.S., Syracuse University; M.F., Yale University
Annie B. Snowden Professor of Forestry, Emeritus
Deceased

Robert Samuel Lancaster
B.A., D.Litt., Hampden-Sydney College;
M.A., D.C.L., The University of the South; Ph.D., University of Michigan
Professor of Political Science, Emeritus

Thaddeus Constantine Lockard, Jr.
B.A., University of Mississippi; M.A., Harvard University;
M.A., Vanderbilt University
Professor of German, Emeritus

Brinley Rhys
B.A., George Peabody College for Teachers;
M.A., Vanderbilt University; Ph.D., Tulane University
Jesse Spalding Professor of English Literature, Emeritus

John Maurice Webb
B.A., Duke University; M.A., Yale University;
Ph.D., Duke University
Francis S. Houghteling Professor of American History, Emeritus

Harry Clay Yeatman
A.B., M.A., Ph.D., University of North Carolina
William R. Kenan Professor of Biology, Emeritus

Dorothy Pitts
B.A., University of Chattanooga;
M.A., Ph.D., University of North Carolina
Professor of Spanish and French, Emerita

Joseph Martin Running
B.Mus., St. Olaf College; D.Mus., Florida State University
Professor of Music, Emeritus
Robert Arthur Degen  
B.S., M.A., Syracuse University; Ph.D., University of Wisconsin  
Professor of Economics, Emeritus

Charles O’Connor Baird  
B.S., University of Tennessee; M.F., Yale University;  
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In 1928, Mr. John Bayard Snowden of Memphis, Tennessee, an alumnus of the University, endowed a Chair of Forestry as a memorial to his mother.

William Henderson Professor of Biology

A portion of the estate of Miss Sarah F. Henderson of New Orleans came to the University in 1951 to establish the William Henderson professorship in memory of her brother.

Brown Foundation Fellow

The Brown Foundation Tutorial Fellowship was established in 1971 by a gift from the Brown Foundation of Houston, Texas. An endowed fund enables the University to appoint distinguished scholars to teach for a limited period of time in one of the disciplines represented in the College of Arts and Sciences.

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William R. Kenan, Jr. Professor

Without specifying the field of study, the Trustees of Kenan Charitable Trust of North Carolina endowed this Chair in 1980 to recognize excellence in teaching and scholarship.

John D. MacArthur Assistant Professor

The John D. and Catherine T. MacArthur Foundation of Chicago established a professorship in 1981 to assist in bringing new and promising faculty members to the College in any academic field.

Alfred Walter Negley Professor of Political Science

The Brown Foundation of Houston, Texas established the Alfred Walter Negley Chair in Political Science in 1982 in honor of the late Mr. Negley, a graduate of the Sewanee Military Academy, who had been active in civic and political affairs in Texas.

Frank W. Wilson Chair of Political Economy

Established by the Tonya Memorial Foundation of Chattanooga, Tennessee in 1985, this Chair honors the memory of Frank W. Wilson who served as Federal District Judge of the Eastern District of Tennessee until his death in 1982.

Frank A. Juhan Chair of Pastoral Theology

To honor the twelfth Chancellor of the University and fourth Bishop of Florida, the Jessie Ball duPont Religious, Charitable, and Educational Fund endowed the Juhan Chair in 1985.

Ralph Owen Distinguished Professor of Economics

Commemorating her husband's career in business and active life in the church, Mrs. Ralph Owen and her family established this professorship honoring Ralph “Peck” Owen, Nashville, Tennessee, in 1985.

Ogden D. Carlton II Distinguished Professor

This chair was established in 1988 by Mr. Ogden D. Carlton II “to enable the University to take advantage of special opportunities to strengthen the College’s academic programs by attracting scholars and teachers of distinction to the University.” The appointment may be in any discipline taught in the College.
Nick B. Williams Professor of English

The Nick B. Williams Professorship in English was established in 1989 by the Harry and Grace Steele Foundation of California to honor Mr. Nick B. Williams, a distinguished journalist who was an alumnus of the College in the class of 1926.

Gaston Swindell Bruton Professor of Mathematics

The Gaston Swindell Bruton Chair in Mathematics was established in 1989 by friends and former students of Dr. Bruton to recognize his longtime service to the University as professor and administrator.

David Edward Underdown Chair of Modern European History

This chair was established in 1991 by Gerald L. DeBlois in honor of Professor David Edward Underdown who taught in the Department of History from 1953-62.

Carl Gustav Biehl, Jr. Chair of International Studies

Two chairs in international studies were established by the Biehl family in 1993 to commemorate the distinguished career of Carl Gustav Biehl, Jr., a noted international businessman.

Tom Costen Chair in Physics

This chair, established in 1994 by an anonymous donor, honors U. S. Navy Lt. William T. “Tom” Costen who was shot down in the early hours of the Gulf War in January 1991. A St. Louis native, Costen attended the University of the South, where he graduated in 1985, with a bachelor’s degree in Physics.
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Carpenter, Timothy Houston .................................................. Sewanee, Tennessee
Carr, Kathryn Winslett ........................................................ New Roads, Louisiana
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Hanni, Erin Lindsay ............................................. Evansville, Indiana
Hansford, Mary Frances Stokely ................................ Tuscaloosa, Alabama
Hardee, William Baker ......................................... Tampa, Florida
Harder, Elizabeth Cary ......................................... Pasadena, California
Hardesty, Margaret McMillan ................................ Clarksburg, West Virginia
Hardin, Claire Louise ........................................... Augusta, Georgia
Harding, Edward Henry III ................................... Louisville, Kentucky
Harding, Ventana Therese ..................................... Slidell, Louisiana
Hargrove, Hilary Kate .......................................... Murfreesboro, Tennessee
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Harker, David Byron ........................................... Danville, Virginia
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Hudson, William Basil II ........................................... San Antonio, Texas
Humphries, Thomas Lee Jr. ........................................ Little Rock, Arkansas
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Johnson, Tomeka Renese ........................................... Chattanooga, Tennessee
Johnson, Virginia Holland ........................................ Pass Christian, Mississippi
Johnson, William Bradley ........................................... Sewickley, Pennsylvania
Johnston, Abigail Schuenemann .................................. Charlotte, North Carolina
Johnston, Andrew Shackford ....................................... Annapolis, Maryland
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Longinotti, Gina Maria .................................................. Little Rock, Arkansas
Love, Hannah Pauline .................................................. Wichita, Kansas
Love, Travis Chad .......................................................... Kershaw, South Carolina
Lowe, Ryker James ......................................................... Jasper, Georgia
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<td>Osborne, Granger Christian Jr.</td>
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Ostrom, Bradford Jerome ........................................ Houston, Texas
Ouzts, Laura Leigh .................................................. Florence, South Carolina
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Shaw, Susan Michele ........................................................ Cookeville, Tennessee
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Wilhoite, Kathryn Lynn........................................... LaFayette, Georgia
Wilkes, Lauren Clark............................................... Memphis, Tennessee
Wilkinson, Howard Martin......................................... Charlotte, North Carolina
Williams, Jajuan Chandria......................................... New Orleans, Louisiana
Williams, Jonathan Graham......................................... Atlanta, Georgia
Williams, Jaclyn Marie............................................. Newport News, Virginia
Williford, Frances Olivia.......................................... Morganton, Georgia
Williford, Kenneth Hart........................................... Lake Mary, Florida
Wilmes, Elizabeth Boone........................................... Lexington, Kentucky
Wilson, Jason Lee..................................................... Monteagle, Tennessee
Wilson, Jesse Winchester.......................................... Sevierville, Tennessee
Wilson, Kathi Ann..................................................... Monteagle, Tennessee
Wilson, Katherine Quinn........................................... Ashland City, Tennessee
Wilson, Marcus Emory .......................................................... Dallas, Texas
Wishart, John Yates ......................................................... Southborough, Massachusetts
Withers, Jennifer Rebekkah ................................................. Davidson, North Carolina
Womack, Kenneth Scott .................................................... Bradenton, Florida
Wood, Robert Grant ......................................................... Dallas, Texas
Woodard, Amber Elaine ..................................................... Alpharetta, Georgia
Woodcock, Augusta Hayes .................................................. Macon, Georgia
Wooddell, Mara Christine .................................................. Sewanee, Tennessee
Woodrum, Christopher Michael ........................................... Live Oak, Florida
Woodrum, Timothy Mark .................................................... Live Oak, Florida
Woody, Charles Melvin ...................................................... Sewanee, Tennessee
Woody, John Michael Jr. ..................................................... Edmond, Oklahoma
Woodyard, Caroline Scott .................................................. Statesboro, Georgia
Wray, Jennifer Thompson ................................................... Nashville, Tennessee
Wright, Matthew Hudson .................................................. New Orleans, Louisiana
Wylam, Holly Jean ............................................................ Salem, Oregon
Yackira, Steven Frank ....................................................... Palm Beach Gardens, Florida
Yahng, Michelle Ru-mei .................................................... Oakland, California
Yancey, Richard Steele ...................................................... Bristol, Tennessee
Yeh, Eddie ................................................................. Jackson, Tennessee
Young, Elisa Clare .......................................................... Southern Pines, North Carolina
Young, Lindsay Kathryn .................................................... Monteagle, Tennessee
Young, Natychia LaShea .................................................... Chattanooga, Tennessee
Zada, Laal Shah .............................................................. Memphis, Tennessee
Ziegler, Martha Earlene ..................................................... Jasper, Tennessee
Zoghiby, Emily Marie ....................................................... Mobile, Alabama
Zucchero, Theresa Marie .................................................. Chesterfield, Missouri

**SUMMARY**
**COLLEGE 1997–98**

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### RELIGIOUS DISTRIBUTION OF STUDENTS
#### COLLEGE 1997-98

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### GEOGRAPHICAL DISTRIBUTION OF STUDENTS
#### COLLEGE 1997-98

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| Total               | 1294   |
FOUNDERS' DAY  
October 14, 1997

HONORARY DEGREES

**Doctor of Civil Law**
Norma Patteson Mills, B.S. ........................................... Chattanooga, Tennessee
Harry Charles Payne, B.A., M.A., M. Phil., Ph.D. ..... Williamstown, Massachusetts

**Doctor of Divinity**
Willis Barnum Coker McCarty, B.A., MDiv. ....................... Jacksonville, Florida

**Doctor of Letters**

AWARDS AND PRIZES

**The Susan Beatty Prize**  
(for improvement in General Chemistry)  
Khalid Kamal of Tennessee

**The Ellen Davies-Rodgers History Scholarship**  
(to a deserving History major at the end of the junior year)  
Katrina Anne Nelson of Massachusetts

**The Class of 1935 I. Croom Beatty Prize**  
(for improvement in Organic Chemistry)  
Daniel Clark Files of Mississippi  
Carrie Anna Geisburg of South Carolina

**The Robert Woodham Daniel Prize**  
(in Expository Writing)  
Haynes Reeves Roberts, Jr. of Georgia

**The Arthur B. Dugan Memorial Prize**  
(for the outstanding junior major in Political Science)  
Wendy Ruth-Alexandra Orlow of Wisconsin  
Michael Todd Sansbury of Georgia

**The Freshman Prize**  
(for the sophomore who completed the freshman year with the highest academic average)  
Edwin Paul Gerber of Connecticut

**The Chemical Rubber Company Handbook Award**  
(for the outstanding student in General Chemistry)  
Garry Erskine Finke of Tennessee  
Tracy Jane Terry of Alabama
The Atlee Heber Hoff Memorial Scholarship
(for attainment in Economics)
Ning Tang of China

The Atlee Henkel Hoff Memorial Scholarship
(for attainment in Economics)
Helen Marie Comer of Tennessee

The Robert Hooke Prize
(for achievement in Calculus)
Edwin Paul Gerber of Connecticut

The Louis George Hoff Memorial Scholarship
(for attainment in Chemistry)
Anne Katherine Jones of Georgia

The Robert Samuel Lancaster Scholarship
(for attainment in Political Science)
George Owens Haskell IV of Georgia
Justin Dutch Horchem of Texas
Rory Daniel Kent of New York

The William A. Griffin Fellowships
(for study in the Holy Land by seminarians)
Sandra McMahan Mizirl of Texas

The Charles Pollard Marks Scholarship
(for the outstanding junior man and member of the Order of Gownsmen exemplifying Integrity, Leadership, and Scholarship)
Ronald David Briggs of Tennessee

The Isabel Caldwell Marks Memorial Scholarship
(for the outstanding junior woman and member of the Order of Gownsmen exemplifying Integrity, Leadership, and Scholarship)
Felysha L’Auquera Jenkins of Tennessee

The Thomas O’Conner Scholarship
(for the highest scholastic attainment for three years by a junior)
Anne Katherine Jones of Georgia

The Bain Swiggett Poetry Prize
John Jeremiah Sullivan of Ohio

The Woods Leadership Award Scholarships
Jonathan Leonard Morris of Kentucky (College of Arts and Sciences)
Robert Emerson deWetter of Texas (School of Theology)

International Scholarships
Doriana Angelova Basamokov of Bulgaria
Seetangshu Prasad Katlita of India
Peter Kusek of Slovakia
Andrew Muia Ngau of Kenya
EASTER SEMESTER CONVOCATION
January 27, 1998

HONORARY DEGREES

Doctor of Civil Law
Thomas Parmelee Dupree, Sr., B.S. ....................... Lexington, Kentucky
Julian Hart Robertson, Jr., B.S. ............................. New York, New York
Adolpho Augustus Birch, Jr., B.A., J.D. .................. Nashville, Tennessee
Patricia Shield Ayres, B.A. ................................ Austin, Texas
Muhammad Yunus, B.A., M.A., Ph.D. ..................... Dhaka, Bangladesh

Doctor of Science
Stephen Elliott Puckette, B.S., M.S., M.A., Ph.D. ..... Sewanee, Tennessee

Doctor of Divinity

COMMENCEMENT
May 17, 1998

Valedictory Oration
James Buchanan Wallace

Salutatory
Anne Katherine Jones

AWARDS AND PRIZES

The Outstanding Teacher Award
(to exceptional secondary school teachers
nominated by members of the senior class in the College)
Wade Hall of Pine Bluff High School
Pine Bluff, Arkansas

Joyce Helmick of Olive Branch High School
Olive Branch, Mississippi

College of Arts and Sciences

The Clarence Day Community Service Award
Scott Griffith Evans of Indiana
Leigh Elizabeth van Rij of Tennessee
The Barron-Cravens Cup  
(for the outstanding male athlete)  
David Berton Emerson of Alabama

The Charles Hammond Memorial Cup  
(for the male athlete who best exemplifies excellence in scholarship and leadership)  
Ryan Hart Harrigan of New Mexico  
Joshua Hendry Reams of Georgia

The John Flynn Memorial Trophy  
(for the outstanding intramural athlete)  
Andrew Loften Sturtevant of South Carolina

The Outstanding Senior Female Athlete Award  
Katrina Anne Nelson of Massachusetts

The Michaux Nash Award  
(for outstanding performance in men’s track)  
Andrew Courtland King of South Carolina

The Bishop Juhan Award  
(for excellence in swimming)  
Brian Lee Spurlock of Tennessee

The Stephen Elliott Puckette III Memorial Award  
(for an outstanding senior man exemplifying academic and athletic attributes)  
Jon Seaward Trussler of Tennessee

The Phillip Evans Award  
(to the outstanding Economics graduate)  
Helen Marie Comer of Tennessee

The Guerry Award  
(for excellence in English)  
Walter Justin Adams of Tennessee

The Tennessee Williams Award for Playwriting  
Robert Craige Hoover of Tennessee

The Tennessee Williams Award for Creative Writing  
Ronald David Briggs of Tennessee  
Bessie Wolfe Gantt of South Carolina

The Tennessee Williams Scholarship in English  
Meredith Lee Arthur of Arkansas  
Mish Boatwright Boland of South Carolina  
Ronald David Briggs of Tennessee  
Corinna Erwin Byrd of North Carolina  
Bessie Wolfe Gantt of South Carolina  
Robert Craige Hoover of Tennessee  
Kathryn Cole Tufts of Georgia
Fine Arts Award for Distinction in Art History
Rachel Elizabeth Hildebrandt of Tennessee

The John McCrady Memorial Award for Excellence in Arts
Daniel James Lacher of Florida
Elizabeth Thompson Haywood Shepard of North Carolina

The Allen Farmer Award
(for excellence in Forestry and Geology)
Jason Brian Price of Alabama
Barbara Hayes Swinney of North Carolina

The Walter Guerry Green Medal
(for excellence in Latin)
Katherine Stackley Aiken of South Carolina

The Isaac Marion Dwight Medal
(for Philosophical and Biblical Greek)
Eric Jacob Steinmehl of Alabama

The A.T. Pickering Prize
(for excellence in Spanish)
Rachel Elizabeth Carlson of Louisiana

The Judy Running Memorial Music Prize
Elizabeth Joy Ellington of Washington

The E. G. Richmond Prize in Social Science
Wendy Ruth-Alexandra Orlow of Wisconsin
Michael Todd Sansbury of Georgia

The Robert Hooke Prize
(for achievement in Mathematics)
Christopher Nathan Brodsky Hammond of North Carolina
Anne Katherine Jones of Georgia

Social Science-Foreign Language Award
Richard Michael Waller of Mississippi

The Hugh Harris Caldwell, Jr. Award
(for excellence in Philosophy)
Samuel Graves Backfield of Virginia

The Alex Shipley, Jr. Award
Wendy Ruth-Alexandra Orlow of Wisconsin
Michael Todd Sansbury of Georgia

U.S. Forest Service Science Award
Barbara Hayes Swinney of North Carolina
The Andrew Nelson Lytle Award  
*(for academic excellence)*
James Buchanan Wallace of Mississippi

**Fulbright Scholarship**
Samuel Lee Whitt of Tennessee

**NCAA Post Graduate Scholarship**
Ryan Hart Harrigan of New Mexico

**Rotary International Fellowship**
Wendy Kristin Watterson

**National Science Foundation Graduate Fellowship**
Anne Katherine Jones of Georgia

**Rhodes Scholarship**
Anne Katherine Jones of Georgia

**Thomas J. Watson Fellowship**
Abigail Dowden Mann of Georgia  
Jason Brian Price of Alabama  
Christian Josef-Benedict Setzer of Wisconsin  
Samuel Lee Whitt of Tennessee

**The Comer Foundation Graduate Fellowship in Medicine**
Eric Jacob Steinmehl of Alabama

**The Algernon Sydney Sullivan Medallion**
Felysha L’Auquera Jenkins

**School of Theology**

**The American Bible Society Award**  
*(for Seniors showing excellence in biblical studies)*
Margaret Louise Adams of Tennessee

**The George Thomas Shettle Prize**  
*(for excellence in liturgical reading)*
Alston Boyd Johnson of Mississippi

**The Urban T. Holmes III Prize**  
*(for excellence in preaching)*
Jerrilee Parker Lewallen of Alabama

**The Lowry Seminary Community Service Award**
Whayne Miller Hougland, Jr. of Kentucky  
Bruce Alan White of Iowa

**Diploma in Anglican Studies**
Elizabeth Parish Beasley of Indiana
Degrees Awarded

College of Arts and Sciences

Bachelor of Arts

Douglass Johnson Adair (History) .......................................................... Atchison, Kansas
&Walter Justin Adams (English—honors) .................................................. Cowan, Tennessee
(summa cum laude) .................................................................................
Katherine Stackley Aiken (Latin) .............................................................. Greenville, South Carolina
Christopher Robert Aikin (English) ......................................................... St. Louis, Missouri
Bret Steven Alexander (Economics) (French) (cum laude) ....................... Birmingham, Alabama
(Emily Susan Allenburger (Psychology) ................................................... Jackson, Mississippi
Sara Elizabeth Anderson (Psychology) ..................................................... Nashville, Tennessee
Stewart Paterson Armbrrecht (Economics) .............................................. Mobile, Alabama
Elizabeth Anne Arnett (Spanish) ............................................................. Spartanburg, South Carolina
Meredith Lee Arthur (English) (cum laude) ............................................. El Dorado, Arkansas
Charles Woodbridge Atwood (Economics) .............................................. Nashville, Tennessee
Samuel Graves Backfield (Philosophy—honors) ....................................... Williamsburg, Virginia
(magna cum laude) ...................................................................................
Virginia Lee Bailey (Art History—honors) (cum laude) ............................ Rock Hill, South Carolina
William Allen Baker IV (Theatre Arts) .................................................... Ruxton, Maryland
Ryan Edward Bandy (History) ............................................................... Estill Springs, Tennessee
Margaret Allison Batton (Anthropology) ................................................ Port Gibson, Mississippi
Daniel Thomas Batts (English) ............................................................... Hixson, Tennessee
Melissa Grace Bennett (Religion) ............................................................ Madison, Georgia
Edward Norman Boehm, Jr. (History) ..................................................... Chattanooga, Tennessee
Mish Boatwright Boland (History) ............................................................ Columbia, South Carolina
(magna cum laude) ...................................................................................
Ian Nabiu Brauner (Psychology) (cum laude) ..... New Orleans, Louisiana
Ronald David Briggs (English—honors) .................................................. Maryville, Tennessee
(Spanish) (summa cum laude) ................................................................
Patrick Nelson Broyles (English) ............................................................. Baton Rouge, Louisiana
(magna cum laude) ..................................................................................
(Nicholas Paul Bruner (German Studies—honors) (magna cum laude) (in absentia) .......................................................... Nashville, Tennessee
Ashley Lynne Burkhardt (Anthropology) ................................................ Sturgeon Bay, Wisconsin
&Corinna Erwin Byrd (English—honors) .................................................. Asheville, North Carolina
(magna cum laude) ..................................................................................
Katherine Rollins Cameron (English) ....................................................... Lutz, Florida
&Rachel Elizabeth Carlson (Spanish—honors) (summa cum laude) .......... Metairie, Louisiana
(Spanish) (cum laude) ............................................................................
Susan Singleton Carrison (Art History) ..................................................... Greensboro, North Carolina
(magna cum laude) .................................................................................
Matthew Edward Cathey (Mathematics) (Music) ................................. Belfast, Tennessee
Edward Austin Chapman (Natural Resources) ........................................ Charlotte, North Carolina
William Morrison Christie III (Economics) ... Matthews, North Carolina
Thomas Haughton Clough (History) ................. Hollis, New Hampshire
Edna Beatriz Cochez
(Political Science with Spanish) .......... Panama, Republic of Panama
Edward Lawrimore Cole (English) ............. Spartanburg, South Carolina
Catherine Adelaide Coleman (English)
(Psychology—honors) (magna cum laude) ......... Savannah, Georgia
Helen Marie Comer (Economics—honors)
(summa cum laude) .......................... Beersheba Springs, Tennessee
Elizabeth McLain Cook (Economics) .......... Bowling Green, Kentucky
Larry Don Cook, Jr. (English) ..................... Skokie, Illinois
Wesley McCabe Cook (Philosophy) (cum laude) .... Kenner, Louisiana
Katherine Taylor Creecy (Political Science)
(English) ...................................... Nashville, Tennessee
Bruce Travis Creighton (History—honors)
(cum laude) .................................... Tracy City, Tennessee
Ian Rutherford Cross (History—honors) (French)
(magna cum laude) ............................ Shepherdstown, West Virginia
John Hampton Cude (Fine Arts) ..................... Dallas, Texas
Elizabeth Lloyd Cunningham (English) ........ Mobile, Alabama
David Revere Dansby (History) .................... Ashland, Kentucky
Thomas Land Deleot, Jr. (History) .......... Winston-Salem, North Carolina
Michael Joseph Douglas (Psychology) ......... Flat Rock, North Carolina
Danny Moulder Dukes, Jr. (History) .......... Bowling Green, Kentucky
Thomas Alan Dykstra (Political Science) ..... Dandridge, Tennessee
Allen Hall Eager (Anthropology with Spanish) .... Valdosta, Georgia
Katharine Salter Edwards (Anthropology—honors)
(magna cum laude) ............................ Plattsburgh, New York
Amy Leigh Eikenbery (History) (magna cum laude) ........ Dayton, Ohio
Elizabeth Joy Ellington (Music) (cum laude) ...... Richland, Washington
David Berton Emerson (English) ................. Birmingham, Alabama
Jason Andrew Emery (Anthropology—honors) ..... Greenfield, Indiana
Turner Paul Emery (Latin) ......................... Knoxville, Tennessee
Craig Lingle Evans (Art History) ............... Charlotte, North Carolina
Scott Griffith Evans (Psychology) ................ Greencastle, Indiana
Amy Elise Fannon (Anthropology) ............... Alexandria, Virginia
Kimberly Susanne Fellman (Religion) .......... Stafford, Virginia
Brian Wheeler Field (History) .................... Charlotte, North Carolina
James Hunter Flack III (English) (in absentia) ... Birmingham, Alabama
Jessica Noelle Fletchall (French—honors)
(History—honors) (summa cum laude) .......... Cheshire, Oregon
Harriet LeAnn Foss (Spanish—honors) ............ Armuchee, Georgia
Keller Cogswell Foster (English) ................. Spartanburg, South Carolina
Alfred Nash Gallimore (History) .................... Jackson, Mississippi
Bessie Wolfe Gantt (American Studies—honors)
(magna cum laude) ............................ Isle of Palms, South Carolina
Janece Marsha Garrison (French) ................. Augusta, Georgia
Elisabeth Hobson Getten (History) ............... Coconut Grove, Florida
Christiane Amy Ginther (Economics) ............ Los Angeles, California
Don Weir Gladders (History) ..................... St. Louis, Missouri
Jonathan Robert Glasscox (History) ........................................ Oneonta, Alabama
Mary Bertha Godwin (History) ........................................... Greenville, Alabama
Richard Thomas Goldsmith (English) ............................... Birmingham, Alabama
Leslie Dawn Green (English) (cum laude) ......................... Cowan, Tennessee
Sallie Elizabeth Green (Political Science) ..........................
                        (in absentia) ............................................. Sewanee, Tennessee
Kevin Edwin Greene (Religion) ........................................ Madison, Alabama
*Elizabeth Dillon Greenfield (Art History—honors) ..........
                        (summa cum laude) ................................... Memphis, Tennessee
*Kelly Michelle Grey (English—honors) .......................
                        (magna cum laude) .................................... Rolling Hills Estates, California
Roger Paulson Hailes, Jr. (English) ............................... Richmond, Virginia
Una Maia Allschild Hall (Philosophy) ............................. Sebastopol, California
*Christopher Nathan Brodsky Hammond
                        (English—honors) (Mathematics—honors)
                        (summa cum laude) ..................................... Durham, North Carolina
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Andrew Lofton Sturtevant (Natural Resources) ......... Greenville, South Carolina

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Jared Parnell Culley (Biology) ............................ Arlington, Texas
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Elizabeth Tyler Deitz (Mathematics) ..................... Little Rock, Arkansas
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George Cameron Drennan
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Molly Beth DuBray (Psychology) ...................... Sioux Falls, South Dakota
Catherine Spearing Evans (Chemistry) ............ Shreveport, Louisiana
Scott Austin Fosgate (Natural Resources) .......... Orlando, Florida
Jeffrey David Frazier (Natural Resources) ........ Tullahoma, Tennessee
James Quarterman Freeman
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John Sedwick Holden (Biology) ......................... Chesapeake, Virginia
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Travis Chad Love (Psychology) .............................. Kershaw, South Carolina

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Olivia Jane Merritt (Biology) .................................. Minden, Louisiana

Jarrett Daunty Moore (Forestry) .................................. Macon, Georgia

Ryland Bennett Moore (Natural Resources) .......... Roanoke, Virginia

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Jason Brian Price (Geology—honors) (*cum laude*) .... Hoover, Alabama

William Carl Ray III (Chemistry) (*cum laude*) ......... Birmingham, Alabama

Joshua Hendry Reams (Chemistry) (*cum laude*) ....... Thomasville, Georgia

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Shanna Leigh Thompson (Biology) .......................... Rome, Georgia

April Roberts Varn (Geology) ..................................... Augusta, Georgia

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in Ecumenical Settings of Long-Term Care”

Donald Allston Fishburne, B.A., M.Div. ...................... Augusta, Georgia  
Project: “A New Clergy Development Program  
for the Diocese of Georgia”
Sandra Ann Frazen Holmberg, B.A., M.Div., M.S. (in absentia) .............................................. Fargo, North Dakota
Project: "With Gladness and Singleness of Heart: Spiritual Formation as a Part of Ministry Development"

Sidney Ross Jones, B.A., M.Div. (in absentia) .................. Tulsa, Oklahoma
Project: "Satellite Technology and Congregational Ministry"

George William Pursley, A.B., M.S.S., M.Div. ............. Lancaster, Ohio
Project: "A Present Duty: Episcopal Chaplains in Confederate Service 1861-65"

Project: "The New Physics: An Examination of Its Origins in Nineteenth Century Thought and Its Impact Upon Theology in the Twentieth Century"

John Nathan Wilson, B.Mus., M.S.M., Th.M. .......... Kingsport, Tennessee
Project: "The Reconciling Congregation Program: One Church’s Struggle"

Master of Sacred Theology

Thesis: "The Catechumenate: The Christian Initiation of Adults"

Master of Divinity

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Whayne Miller Hougland, Jr., B.A. (Lexington) ...... Versailles, Kentucky
Alston Boyd Johnson, B.A. (Mississippi) .............. Winchester, Tennessee
Jerrilee Parker Lewallen, B.A., J.D. (Alabama) ........ Huntsville, Alabama
David Andrew Luckenbach, B.A. (West Texas) ..... Corpus Christi, Texas
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Frank Fenn Wilson, A.B., M.Ed. (Atlanta) (in absentia) ......................................................... Acworth, Georgia

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Doctor of Letters
Mr. John Nicholas Popham, B.A., J.D. ............... Lookout Mountain, Georgia
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