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ADVENT SEMESTER – 1999
August 21, Saturday ........................................ New students arrive.
August 22, Sunday ............................................ Orientation begins.
August 24, Tuesday .......................................... Returning students arrive.
August 25, Wednesday ................................. Registration for all students.
August 26, Thursday ........................................ Classes begin.
September 6, Monday............ Opening Convocation of the University.
October 1-3, Friday-Sunday ......................... Parents’ Weekend.
October 12, Tuesday ........................................ Founders’ Day.
October 13, Wednesday .................................... Mid-Semester.
October 15, Friday .......................................... Fall break begins at 5:00 p.m.
October 20, Wednesday ................................... Classes resume.
October 23, Saturday ................................. Alumni Homecoming.
November 1, Monday ....................................... All Saints’ Day.
November 24, Wednesday ...................... Thanksgiving holidays begin at 12:15 p.m.
November 29, Monday ...................................... Classes resume.
December 7, Tuesday ...................................... Last day of classes.
December 8, Wednesday ................................... Reading day.
December 9, Thursday ...................................... Final examinations begin.
December 11, Saturday ...................................... Reading day.
December 15, Wednesday ............................ Final examinations end.
December 16, Thursday .................................. Dormitories close at noon.

EASTER SEMESTER – 2000
January 16, Sunday ........................................ Dormitories open.
January 17, Monday ......................................... Registration for all students.
January 18, Tuesday ........................................ Classes begin.
January 25, Tuesday ............ Opening Convocation of the University.
February 20-February 22 ......................... Regents’ meetings.
March 6, Monday ........................................... Mid-Semester.
March 8, Wednesday ........................................... Ash Wednesday.
March 15, Wednesday ................................... Spring vacation begins at 5:00 p.m.
March 27, Monday ........................................... Classes resume.
April 21, Friday .................................................. Good Friday.
April 23, Sunday .................................................. Easter Day.
May 3, Wednesday ........................................... Last day of classes.
May 4, Thursday ............................................... Reading day.
May 5, Friday ................................................... Final examinations begin.
May 7, Sunday .................................................. Reading day.
May 10, Wednesday ........................................... Final examinations end.
May 13, Saturday ............................................... Baccalaureate.
May 14, Sunday ............................................... Commencement Day.
May 15, Monday ............................................... Dormitories close at noon.

SUMMER SCHOOL – 2000
June 11, Sunday ................................................. Dormitories open.
                                                      Registration for all students.
June 12, Monday ................................................ Classes begin.
July 19, Wednesday ........................................... Last day of classes.
July 20, Thursday .............................................. Reading day.
July 21, Friday ................................................... Final examinations begin.
July 22, Saturday ............................................... Final examinations end.
July 23, Sunday ................................................. Dormitories close at noon.
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B.A., Southwestern at Memphis; M.A., University of Virginia; M.A., Middlebury College
Instructor in Italian

SUSAN JANET RIDYARD, '89
B.A., M.A., Ph.D., University of Cambridge
Associate Professor of History and Director of the Sewanee Medieval Colloquium

HOUSTON B. ROBERSON, '97
B.A., Mars Hill College; M.A., Wake Forest University; Ph.D., University of North Carolina
Assistant Professor of History

CLAY CAMPBELL ROSS, JR., '73
B.S., University of Kentucky; M.A., Ph.D., University of North Carolina
Professor of Mathematics

DONALD CHARLES RUNG, '87
A.B., Harvard College; M.A., Ph.D., Princeton University
Assistant Professor of French

SUSAN KAY RUPERT, '78
B.M., University of Cincinnati College-Conservatory of Music; M.M., Northwestern University
Instructor in Music

ARTHUR MCCLUNY SCHAEFER, '66
B.A., M.A., Ph.D., University of Pennsylvania
Ralph Owen Distinguished Professor of Economics

JACQUELINE THIBAULT SCHAEFER, '67
Licence ès lettres, Diplôme d’Etudes Supérieures, University of Caen; Agrégation de l’Université, University of Paris-Sorbonne
Professor of French
JOHN DOUGLAS SEITERS, '71
B.A., The University of the South; M.A., Ph.D., Florida State University
Professor of Classical Languages

STEPHEN ALLEN SHAVER, '87
B.S., North Carolina State University; Ph.D., Stanford University
Associate Professor of Geology

JOHN HISASHI SHIBATA, '99
B.S., University of Washington; Ph.D., University of Washington
Assistant Professor of Chemistry

 STEVEN WYCK SHRADER, '76
B.A., The College of William and Mary; M.M., University of Cincinnati
College-Conservatory of Music; Ph.D., Northwestern University
Professor of Music

GLEN DON WILLIAM S MALLEY, '87
B.S., M.S., Michigan State University; Ph.D., University of Tennessee
Lecturer in Forestry

CHARLES KENNETH SMITH, '99
B.S., Colorado State University; M.Sc., Ph.D., University of Florida
Assistant Professor of Forestry and Geology

GERALD LAFAYETTE SMITH, '69
B.A., University of Richmond; B.D., Ph.D., Duke University
Professor of Religion and Marshal of the University Faculties

PETER THOMAS SMITH, '82
A.B., College of the Holy Cross; M.A., M.F.A., Ph.D., Case Western Reserve University
Professor of Theatre Arts

THOMAS DEAN SPACCArellI, '74
Diploma de Estudios Hispánicos, Universidad de Granada; A.B., University of Illinois at Chicago Circle; M.A., Ph.D., University of Wisconsin
Professor of Spanish

BENITO THEODORO SZAPIRO, '94
M.S., Ph.D., University of Buenos Aires
Assistant Professor of Physics

SCOTT TORREANO, '93
B.S., Michigan Technological University; M.S., North Carolina State University; Ph.D., University of Georgia
Assistant Professor of Forestry

MERLE WALLACE, '96
B.A., Temple University; M.A., University of Illinois, Springfield; Ph.D., University of Illinois at Urbana-Champaign
Assistant Professor of Anthropology and Director of Teacher Education

BARCLAY WARD, '75
A.B., Hamilton College; M.A., The Johns Hopkins University; Ph.D., University of Iowa
Professor of Political Science

JOAN STEVES WARD, '77
B.A., Duke University; M.A., The Johns Hopkins University
Instructor in Political Science

EDWIN CHAPELl WHITE, '93
B.A., Emory University; M.F.A., Ph.D., Princeton University
Visiting Professor of Music

E. DOUGLASS WILLIAMS, '99
B.A., University of the South, Ph.D, Northwestern University
Assistant Professor of Economics

SAMUEL RUTHVEN WILLIAMSON, '88
B.A., Tulane University; A.M., Ph.D., Harvard University
Professor of History and Vice Chancellor

JOHN CHARLES WILLIS, '91
B.A., Baylor University; M.A., Ph.D., University of Virginia
Assistant Professor of History

SCOTT HOWARD WILSON, '94
B.A., Oberlin College; M.A., Ph.D., Cornell University
Assistant Professor of Political Science
KAREN PAO-YING YU, '96
B.S., Massachusetts Institute of Technology; M.A., Ph.D., Vanderbilt University
Assistant Professor of Psychology

REINHARD KONRAD ZACHAU, '78
Staatsexamen, University of Hamburg; Ph.D., University of Pittsburgh
Professor of German

UNIVERSITY ENDOWed CHAIRS

QUINTARD CHAIR OF DOGMATIC THEOLOGY
Established in 1898 in memory of Charles Quintard, bishop of Tennessee and vice chancellor of the university, by the students in the School of Theology.

F.B. WILLIAMS PROFESSOR OF CHEMISTRY
Mr. Frank B. Williams, of New Orleans, in 1922, gave funds for the purpose of endowing the chair of chemistry in the university.

C.K. BENEDICT CHAIR OF PASTORAL THEOLOGY
Established in 1923 in recognition of the services and generous benefactions of Dr. Cleveland Keith Benedict, dean of the School of Theology, and his wife, Olivia Proctor Benedict, by the University Board of Regents.

FRANCIS S. HOUGHTELING PROFESSOR OF AMERICAN HISTORY
Mrs. James L. Houghteling, in 1923, began endowment of a chair in American history in memory of her son, an alumnus of the university and at one time instructor in history in the college.

JESSE SPALDING PROFESSOR OF ENGLISH LITERATURE
In 1928, Mrs. Hugh McK. Landon of Indianapolis, Indiana endowed a chair of English in memory of her father, a devoted churchman of Chicago.

ANNIE OVERTON BRINKLEY SNOWDEN PROFESSOR OF FORESTRY
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.

J.D. KENNEDY PROFESSOR OF ECONOMICS

The J.D. Kennedy Professorship of Economics was given in 1978 by James Drake and Jessie McKenzie Kennedy in recognition of their commitment to the principle of free enterprise.

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 graduated in 1985, with a bachelor’s degree in Physics.

THE UNIVERSITY PURPOSE

The mission of the university is set forth in the following statements adopted by the University 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 experience 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

The University of the South, popularly known as Sewanee, offers a challenging program in the liberal arts. Emphasizing the mastery of fundamental disciplines, the academic program of the College of Arts and Sciences develops the intellect and character of its students to prepare them for lives of service in a rapidly changing world. 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. The college aims to inspire personal initiative in social consciousness, aesthetic perception, intellectual curiosity and integrity, and methods of scientific inquiry while encouraging moral growth.

Core Curriculum

The core curriculum for students enrolled at the University of the South comprises the following elements:
LANGUAGE AND LITERATURE: one course in English and one course in a foreign language at the 300-level.

The required course in English prepares students to become critical readers of significant literary works, to apply a variety of interpretive approaches, and to learn effective techniques for writing clear, correct, and persuasive English prose. The required course in a foreign language at the 300-level allows students to develop an insight into the way language works, and provides an understanding of a different literature and culture. At the 300-level (the fourth semester, as languages are numbered here), a student should have considerable facility in speaking a modern foreign language and be able to read serious works of literature in that language, be it ancient or modern.

Students who begin foreign language study below the 300 level 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 a 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.

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 pursue mathematics and the natural sciences to gain an understanding of the methods involved in scientific work and an enhanced appreciation of the natural world. At least one of the two science courses must have a full laboratory. Labs meet for approximately the same number of hours as the lecture classes meet each week.

HISTORY AND THE SOCIAL SCIENCES: one course in history and one course in the social sciences.

Studying important historical themes is essential to a liberal arts education. The required history course introduces students to significant developments since classical antiquity. While it focuses primarily on the Western tradition, attention is given to others. The course also introduces students to methods of approaching historical study. A course in anthropology, economics, or political science enables students to approach social issues and problems with specific tools.
and techniques. Their work may also examine ways in which modern social problems can be alleviated.

**PHILOSOPHY AND RELIGION:** one course in philosophy or religion

Philosophy and religion are interrelated disciplines that examine the fundamental bases of human experience—the ways human beings think, form values, and conceive of human life and the cosmos. Introductory courses in philosophy and religion examine key ideas and texts from the Judeo-Christian and other traditions. 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 requirement also provides another perspective on moral and ethical problems discussed in complementary disciplines like English and history.

**THE FINE AND PERFORMING ARTS:** one course in art history, fine arts, music, or theatre

The aesthetic disciplines offer different options for expression. Students are required to take one course focusing on artistic activities that draw on intellectual, emotional, moral, and spiritual resources. The course provides a framework for understanding how techniques relate to the history and theory of the medium.
WRITING-INTENSIVE COURSES: two courses designated as writing-intensive

Clear and effective English prose is essential. 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 with expert guidance. Each student must take at least one course during the freshman year and one course during the sophomore or junior years in which frequent writing assignments, conferences with the instructor, and opportunities to rewrite and revise assignments sharpen these skills. As a result, Sewanee graduates are able to express themselves with clarity and precision.

PHYSICAL EDUCATION: two courses (not counted among the thirty-two full academic courses required for graduation)

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 courses offered by the physical education staff in order to learn about the proper care of the body, the value of regular exercise, and to obtain an appreciation of individual and team sports.

INTERDISCIPLINARY HUMANITIES PROGRAM: The Interdisciplinary Humanities Program is a sequence of four chronologically arranged courses, ordinarily intended for freshmen and sophomores, that introduces the cultural history of the western world. The team-taught program includes 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) and they have met the college requirement for two writing-intensive courses. These credits also satisfy 100-level prerequisites for upper-level courses in English, history, philosophy, religion, and music, and upper level courses in art history requiring Art History 103. A student who receives credit for the full humanities sequence will 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.
Degree Requirements and Academic Regulations

The following information pertains to those students who matriculated after August 1, 1991.

To earn a bachelor’s degree (Bachelor of Arts or Bachelor of Science), a student must:

• Complete thirty-two full academic courses (equal to 128 semester hours), plus two physical education credits;
• Meet the core requirements of the college;
• Complete an academic major;
• Attain a grade point average of at least 2.00 on all academic work at Sewanee;
• Spend at least four semesters in residence, including the final two semesters;
• Take a minimum academic load of three courses per semester.

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 ample electives.

The college offers a broad undergraduate education in the arts and sciences rather than a highly specialized education. Therefore, undergraduates are required to complete twenty-one full academic courses (eighty-four 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 eleven, whether or not the courses are designated as counting in the major, will mean that the student must complete more than the minimum of thirty-two 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. (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 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 language courses 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.
      • In forestry all courses except forestry 201, 212, and 319 may be counted toward this requirement.

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
   a. One course in either religion or philosophy
      • In philosophy, any course at the 100 or 200 levels (except Philosophy 201, Logic) will satisfy this requirement.

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

6. Physical Education
   a. Two semesters of physical education

**ADDITIONAL REQUIREMENTS FOR A BACHELOR OF SCIENCE OR SECOND BACHELOR’S 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 and computer science, 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.

**Additional Degree Policies**

1. Two half-courses constitute one full course.
2. Students may not receive hours credit for the same numbered course taken twice, 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 core courses, except the final course in foreign literature, before the beginning of the fourth year.
5. Core courses 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.

**Major Fields of Study**

To receive a bachelor's degree, a student must declare and complete the requirements for a major field of study. There are thirty-two majors to choose from:

- American Studies
- Anthropology
- Art History
- Biology
- Chemistry
- Computer Science
- Economics
- English
- Fine Arts
- Forestry
- French
- French Studies
- Geology
- German
- German Studies
- Greek
- History
- Latin
Mathematics  Psychology  Psychology  Psychology  Psychology
Medieval Studies  Religion  Religion  Religion  Religion
Music  Russian  Russian  Russian  Russian
Natural Resources  Social Science—Foreign Language  Social Science—Foreign Language  Social Science—Foreign Language  Social Science—Foreign Language
Philosophy  Spanish  Spanish  Spanish  Spanish
Physics  Theatre Arts  Theatre Arts  Theatre Arts  Theatre Arts
Political Science  Third-World Studies  Third-World Studies  Third-World Studies  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 study. Before graduation, a student must pass a comprehensive examination in the major, demonstrating critical and creative abilities as well as an understanding of the principles of the subject. Comprehensive examinations are graded either using the usual pattern (A+, A, A-, B+, etc.) or Pass/Fail, as each major department or committee chooses. Those using Pass/Fail grading may also choose the category “Pass with Distinction.”

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

1. To be accepted as a major in a particular field of study, a student must have maintained at least a 2.00 GPA in the courses already taken in that field. A student who has completed two years of study and is in good academic standing, but who has not achieved a 2.00 GPA in the intended major field of study, may be permitted to register for one additional year. A student who, at the end of an additional year, is still not qualified to declare a major will not be permitted to enroll again.

2. Each candidate for a degree will complete at least twenty-one full academic courses (eighty-four semester hours) outside the major field.

3. Each candidate for a degree will take a comprehensive exam in the major field of study. To be eligible to take the comprehensive exam, a student must have a 2.00 GPA in the major field and have been accepted as a major at the beginning of the semester before the semester in which the exam is to be taken.

4. Courses used to fulfill requirements for any major, minor, or
concentration (even if one is interdisciplinary) cannot be used to fulfill requirements for any other major, minor, or concentration.

**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. A student may declare a minor in the fourth semester, but no later than the end of the seventh semester. At the time of declaration, the student must have maintained at least a 2.00 GPA in the courses already taken in that subject. In addition, the student must graduate with at least a 2.00 GPA in the minor. 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 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, minor, or concentration.

Minors are currently offered in:

- Anthropology
- Art History
- Biology
- Chemistry
- Computer Science
- Economics
- French
- German
- German Studies
- Greek
- History
- Latin
- Mathematics
- Music
- Philosophy
- Physics & Astronomy
- Political Science
- Psychology
- Religion
- Spanish
- Theatre

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

**Academic Concentrations**

Concentrations emphasize interdisciplinary and interdepartmental studies. A concentration, which requires five to seven
courses, is similar to a minor in the college; however, concentrations represent academic areas which are not found in existing departments in the college and are not available as majors. Concentrations require that a student have a GPA no lower than 2.00 in the courses constituting the concentration.

A student may declare a concentration in the fourth semester but must do so before the end of the seventh semester. The student must have at least a 2.00 GPA in the courses already taken to fulfill concentration requirements at the time of the concentration declaration. Program courses may not count toward requirements for a major, minor, or other concentration. Concentrations do not require comprehensive exams, but do require some type of integrative experience.

Current concentrations are:
- Environmental Studies
- Women's Studies

Degrees with Honors, Valedictorian, and Salutatorian

A student who fulfills the degree requirements with a cumulative GPA of at least 3.75 graduates *summa cum laude*. A student with a GPA between 3.50 and 3.74 graduates *magna cum laude*. A student with a GPA between 3.25 and 3.49 graduates *cum laude*.

In addition, a student deemed worthy of special recognition in the department of the academic major graduates “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 declares 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 has ultimate responsibility for becoming familiar with and meeting graduation requirements, the college
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believes that conscientious and well-informed advising on an individual basis is an important part of the academic program. Each student is assigned an adviser from the faculty or administration, whose responsibility it is to help plan and supervise the student’s academic program and to be available on other matters. An academic adviser approves the student’s schedule of courses at registration and any subsequent changes.

Freshman students are divided into small groups within each dormitory, and each group is assigned an academic adviser for the year. An upperclassman residing in the same dormitory—an assistant proctor—works with the academic adviser and the group of freshmen in dealing with academic and personal matters.

Sophomores, to the extent practicable, are allowed to choose an adviser 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 majoring.

Academic advisers 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

Student work is evaluated according to the following system: A for excellent, B for good, C for satisfactory, D for passing, F for failing, I for incomplete work (see below), W for withdrawn, WF for withdrawn failing, and P for 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:
Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.

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 six full academic courses.
A sophomore has at least six full academic courses (twenty-four semester hours).
A junior has at least sixteen full academic courses (sixty-four semester hours).
A senior has at least twenty-four full academic courses (ninety-six 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, must pass three full courses to re-enroll the following semester. First semester freshmen must pass two full courses to re-enroll. Students taking less than three full courses are suspended and not allowed to complete the semester. Students who do not pass at least three full courses each semester (two for first semester freshmen) are suspended and cannot return the following semester.

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

A first-year freshman must pass at least five full courses (two first semester, three second semester) for the academic year and have attained a cumulative GPA of at least 1.20.
A second-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.60.
A third-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.80.
A fourth-year student must pass at least seven full courses for the academic year with a cumulative GPA 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 standard for each stage of academic residence.

Students 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 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; however, given the suspension criteria, it is not possible to place each student on warning prior to suspension.

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

Adding and Dropping Courses

A student may make a schedule change or change a class to pass/fail by submitting the appropriate form to the registrar. During the first week, this can be approved with the signature of the student and a faculty adviser. After that, the drop/add form requires three signatures: the instructor of the course in discussion, the academic adviser, and the student. In this way, the instructor may be notified of the student’s intention to drop, add, or change the class to pass/fail. After mid-semester, when changes of this kind are not advisable, the signature of the associate dean of the college is 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 2.00 GPA may take one graded course each semester on a pass/fail basis. Pass/fail designations must be made before mid-semester. No required course or prerequisite for a required course may be taken pass/fail. Of the thirty-two full courses needed for graduation requirements, no more than four may be taken pass/fail. (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.)

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 adviser and the course instructor. Rare exceptions to the mid-semester deadline may be made when reasons are sufficient, by approval of the associate dean of the college. With the permission of the instructor, a student may change from pass/fail to normal grading up to two weeks after mid-semester.

A senior with a 2.00 GPA or higher may take all courses on a pass/fail basis during the semester in which the comprehensive examination is scheduled, subject to the restrictions in the first paragraph.

The grade P, for pass, does not affect the grade point average. If a student fails a pass/fail class, the grade counts as an 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.

Course by Examination

Any course other than one that fulfills a core curriculum 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 of the College) must be filed in the Office of the Registrar at least thirty days in advance of the date of the examination. There is a fee of $20.
Transfer Credit and Study Abroad Credit

The registrar assesses credits for transfer students with the approval of the associate dean of the college. Academic work, with a grade of C or above, from other institutions is generally accepted for credit hours only. Grades will appear on the transcript, but they will not be figured for GPA, final class ranks, academic honors, or Order of Gownsmen status.

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 the program of the Associated Colleges of the South in Costa Rica.

Students planning to take courses during a summer session at another institution must obtain from the associate dean of the college permission to attend and approval of specific courses to be taken.

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

(See Foreign Study on page 47 for a description of programs.)

Release of Student Information

The official repository of the permanent academic records relating to students is maintained in the Office of the Registrar. Requests for transcripts must be submitted in writing and signed. The fee for each transcript is $2.00.

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 forty-five 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 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, adviser, major, 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

Students interested in medicine, dentistry, or veterinary medicine should register with the Premedical Advisory Committee soon after matriculation. Meetings with this committee will benefit students who seek academic advice, summer program recommendations, and other help in preparing for a career in these fields.

Since entrance requirements may vary from one medical/dental/veterinary school to another, the student should become acquainted with the requirements of likely candidate schools for graduate work. The following materials 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:

**FIRST YEAR**
- Chemistry, Physics, or Biology*
- Language
- Mathematics
- Humanities
  (or other requirements)
- Physical Education

**SECOND YEAR**
- Two courses from Biology, Chemistry, and Physics
- Language
- Humanities
  (or other requirements)

**THIRD YEAR**
- Completion of the Chemistry, Physics, and Biology requirements
- Major Courses
- College Requirements

**FOURTH YEAR**
- Advanced Sciences
- Major Courses
- Electives

*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) does not prescribe specific courses or activities for preparation to study law. The undergraduate is best advised to concentrate on areas of study aimed at developing oral and written expression, language comprehension,
critical understanding of the human institutions and values closely related to law, and a logical and systematic approach to solving problems.

The choice of a major field of study is far less important than the choice of courses designed to achieve these ends. The prelaw adviser consults with students interested in a career in law about appropriate courses of study and about specific law schools.

ENGINEERING PROGRAM

Engineers, to a large extent, are responsible for the building and maintenance of our industrial society. They put to practical use the discoveries of science and, by so doing, alter our way of life. But, because of the narrow scope of many engineering programs, several leading engineering schools cooperate with selected liberal arts colleges to combine the professional training found in the usual four-year engineering curriculum and the breadth of education given in liberal arts colleges. Such a program requires five years—three years in the liberal arts college and two years in the engineering school.

The University of the South has such programs in association with the following institutions: Columbia University, 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 an appropriate professional choice. 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. Students earn a bachelor’s and master’s degree in five years by spending three years at Sewanee, as a natural resources major, and two years at the Duke School of the Environment. (Students apply for admission to Duke early in their junior year.) Students must fulfill Sewanee degree requirements by the end of the junior year. The first year of work at Duke completes the BA or BS requirements, and the degree is awarded by the University of the South at the end of that year. Duke University awards the professional degree of master of forestry or master of environmental management at the end of the second year. Students in this program must complete a total of sixty units at Duke, which normally requires four semesters.

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.

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 sixty-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 to 12 and in visual and theatre arts in grades K to 12. 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 ten-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 (there is no education major). The committee expects applicants to have an overall GPA 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 adviser. 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 to 12, in the five areas listed below and in visual arts, K to 12, and theatre arts, K to 12, proposed. Contact the program director for details of the requirements for each endorsement area.

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.)
3. Mathematics
4. Science: biology, chemistry, earth science, physics
5. Social Sciences: economics, government, history (Students seeking endorsement in economics or government must also have an emphasis of twelve hours in history, while students seeking endorsement in history must also have an emphasis of twelve hours in either economics or political science.)
6. Visual Arts (K to 12 licensure.)
7. Theatre Arts (K to 12 licensure.)

Students seeking licensure must complete the general education
distribution requirements prescribed for the BA or BS 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 faculty or students and must provide benefits not obtainable through an established major. After consultation with the associate dean of the college, a student may submit a proposal to the curriculum committee with three faculty letters of support. If the proposal is accepted by the curriculum committee, it goes on to the faculty for approval.

A faculty coordinator, with other participating faculty, is responsible for advising students and administering comprehensive exams in each approved program. Program courses adhere to the rules of other majors with the additional requirement that no pass/fail courses are included in the interdisciplinary program (except 440 courses). Program courses cannot be counted toward a major, minor, or concentration in another field.

STUDENT-INITIATED COURSES

During second semester, as many as three special courses may be offered based on student proposals. Students may request courses in departmental, interdepartmental, or extradepartmental areas. Proposals must be submitted during the first month of the preceding semester 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 must have the approval of the faculty.

FRENCH, GERMAN, SPANISH, AND RUSSIAN HOUSES

A certain number of students are accepted as residents in the French, German, Spanish, and Russian houses each year. Students enter at the beginning of the semester and agree to only speak the language of the house to enrich their language experience. Cultural and social events are also scheduled in each house.
LANGUAGE LABORATORY

The Edith Lodge Kellerman Language Laboratory houses audio, video, and computer equipment in an attractive language learning center.

UNIVERSITY OBSERVATORY

The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the Department of Physics. Programs throughout the year, and open hours every Thursday evening (weather permitting), encourage both academic and enrichment activities.

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.

**OAK RIDGE SEMESTER**

Students interested in experimental science may apply to spend a semester in residence at the Oak Ridge National Laboratory (ORNL). The student receives a semester of credit, the experience of working with an ORNL researcher, and the opportunity to develop original research. Participants are considered *in absentia* in the college and pay 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 during 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 by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Four faculty members from three departments teach in the program each spring and summer.

**THEATRE SEMESTER IN NEW YORK**

Students, usually Theatre Arts majors or minors in their junior year, may apply to spend a semester in intensive theatre study in New York City. The program is based at the Michael Howard Studio, a small professional theatre school. Participants generally take courses in acting, voice and speech, and movement. The program is flexible and can accommodate students with diverse interests, such as playwriting, directing, design, dance, or stage management. Students, as part of their study, may also arrange internships with professional theatre organizations in New York.

Those who successfully complete the program will receive four courses (sixteen semester hours) of credit for Theatre 444. Students who wish to apply must have at least a 2.5 GPA and have completed at least three, and preferably all five, of the courses required of majors (Fundamentals of Acting, Stagecraft, Directing, Design, and Theatre History). Individuals interested in the program may apply, usually in the second semester of their sophomore year, by writing to the program director.
COLLEGE SUMMER SCHOOL

The college’s six-week summer session serves students who wish to broaden or enrich their academic program, gain additional credits, or speed acquisition of their degree. Incoming freshman may wish to take summer classes to adjust to college challenges in a more relaxed atmosphere.

Regular college faculty provide the instruction. Course content and academic standards are the same as during the academic year. Both introductory and advanced courses are offered.

FOREIGN STUDY

Students in good academic and social standing are encouraged to broaden their educational experience with study in a foreign country for a semester, a summer, or a full year. Study abroad takes place, most often, during the junior year.

The associate dean of the college approves all study abroad and serves as the coordinator of foreign study. All students who intend to study abroad must complete and have approved the application forms necessary for a leave of absence for study abroad. Forms are available from the Office of the Dean and must be submitted by 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 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, have achieved a 2.5 GPA, and 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 Beijing, London, Madrid, Paris, and Salamanca 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 other locations. IES is formally affiliated with forty-five colleges and universities (including the University of the South) and is informally associated with over fifty others.

Sewanee in France is a five-to-six-week summer program, sponsored biennially by the Department of French, offering an opportunity for students to live with a French family and to study 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 in 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 early June and late July. The program offers credit for two full courses—Spanish 314: Introduction to Medieval Spain and The Road to Santiago; and 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.

Sewanee in Russia is available during some summers, and Sewanee in China, a program with a social science emphasis, was offered for the first time in 1999.

SEMESTER OR YEAR PROGRAMS

European Studies, 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 of International Education of Students (IES) provides opportunities to study for a semester or a year in the following European locations: Austria and Germany (Berlin, Freiburg, and Vienna); France (Dijon, Nantes, and Paris); Ireland (Dublin); Italy (Milan); Spain (Madrid and Salamanca); and the United Kingdom (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 École de Louvre in Paris. 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. Information in the Office of the Dean of the
College explains more about study in 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. 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 the German universities. Students are guests of the federation at a variety of 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. Knowledge of Japanese is required for admission to Rikkyo.

The Associated Colleges of the South (ACS), of which Sewanee is a charter member, has a study abroad program in Costa Rica which emphasizes sustainable development. In addition, affiliated ACS programs are located in Zimbabwe, Kenya, Senegal and Sierra Leone, Hong Kong, Japan, Melbourne (Australia), Oxford (British Studies), Copenhagen, (Denmark) Athens (Greece), Rome (Italy), Turkey and Israel (archaeological excavation at Sepphoris).

Service-Learning is 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 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 the Czech Republic, Ecuador, England, France, India, Israel, Jamaica, Mexico, the Philippines, Scotland, and South Dakota.

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 are eligible for supported summer internships in public affairs made possible by the Tonya Foundation in Chattanooga, Tennessee, and administered by the Department of Political Science. The grants are awarded, based on proposals, to work in federal, state, or local government, or in the private sector in an area related to public affairs.

INTERNSHIPS IN ECONOMICS
The Internship Program in Economics is for students interested 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. Sponsored with support of the Tonya Foundation, the program 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 the 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

The college may grant a leave of absence for up to two semesters for intellectual or personal development. A formal request for leave must be given 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, and terms of leave are met, the student is guaranteed readmission. 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, houses the university’s collection of 469,000 titles, 102,000 titles on microfilm, 2,800 periodical subscriptions, 12,000 records and tapes, 5,000 videotapes, online catalog access through the internet, and 400,000 government documents (it has been a federal documents depository since 1873). 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 addition to manual searches of printed reference sources.

LIFE ON THE MOUNTAIN

Sewanee has a population of nearly 2,500 year-round residents, who represent a wide variety of interests and vocations. Students find it easy to relate to and participate with community members in cultural, social, and other activities. Through organizations such as the Emergency Medical Service and the Volunteer Fire Department, students make a significant contribution to the health and safety of the community.

Administration of the College

The well-being of the College of Arts and Sciences rests with the Office of the Dean of the College, which administers academic regulations and provides scholastic counseling. Department chairs assist with administrative duties and advising of departmental majors.

The dean of students is responsible, in general, for matters of student life outside the classroom and for facilitating a respectful and collegial campus of students. With a full complement of student affairs professionals, the dean of students 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; and publishes the yearly crime statistics required by law.

The director of the University Counseling Service is a licensed
psychologist. Counseling staff members offer assistance for student mental health and emotional adjustment, substance abuse issues, crisis intervention, academic skills enhancement, personal growth and development, and career interest and decision making. Confidential services are available to individuals and groups.

The university chaplain and the chapel staff have offices in All Saints' Chapel and the Bishop's Common. They are available for counseling and other pastoral needs. The chaplains conduct weekly services in the Episcopal tradition and lead a variety of classes, lectures, and discussion groups. The University Choir provides music for the services and students serve as lay readers, ushers, acolytes, and sacristans. Other area churches are easily accessible. Nondenominational religious groups are part of the social life on the Mountain as well.

The director of financial aid oversees applications for financial aid and the distribution of need-based awards. The university makes every effort to meet 100% of demonstrated need.

The Office of Career Services provides resources to help students identify and pursue career goals, evaluate work experiences, explore graduate school opportunities, locate and secure internships, conduct job searches, write résumés and business correspondence, and prepare for interviews.

The University Health Service is staffed by a full-time nurse practitioner, a registered nurse, and an office manager. Physicians are available for referrals. The staff cares for illnesses, promotes preventative care, and offers health education programs.

The director of minority student affairs works to help minority students adjust to university life, both academically and socially, and assists the director of admission in representing the college to prospective minority students.

**ACADEMIC SCHEDULE**

The college's academic year is divided into two semesters. Advent Semester, known as fall semester, begins in late August and ends before Christmas. Easter Semester, known as spring semester, begins in January and ends in May (see Academic Calendar on page 5).

Classes are held five days a week, Monday through Friday. The normal schedule calls for classes to meet for three fifty-minute or two seventy-five minutes sessions per week.
Honor Code and Student Government

HONOR CODE

The concept of honor is strongly emphasized at Sewanee. Students commit to the ideals of integrity, self-discipline, individual responsibility, and mutual respect when they sign the Honor Code during freshman orientation. The Honor Code is upheld by the student-elected Honor Council. The Office of the Dean of the College serves in an advisory role to the Honor Council.

STUDENT GOVERNMENT

Sewanee’s student government 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. The assembly represents student opinion and makes recommendations to the faculty and administration. It legislates 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 chief executive officer of the Order of Gownsmen (OG) is the president, elected by members of the OG. Members are inducted into the body when they receive the appropriate grade point average. The OG advises the Student Assembly and strives to maintain and promote the spirit, tradition, and ideals of the university. The OG has legislative authority through its appointments to student and faculty committees and its ability to investigate student problems or concerns.

The Student Executive Committee includes the officers of the Student Assembly, the president and secretary of the OG, the head proctors, the chair of the Disciplinary Committee, the chair of the Honor Council, the editor of the Sewanee Purple, and the student members of the Board of Trustees.

STUDENT TRUSTEES

Two college students and one seminarian are elected to the University Board of Trustees. Many students also serve on a variety of college committees.
STUDENT HANDBOOK

The Student Handbook is the official source of information regarding student conduct, rules, and regulations. It contains detailed explanations of the Honor Code and social policies of the college. It is distributed each year through the Office of the Dean of Students.

Housing and Meals

Students live in university-approved housing, primarily dormitories. Each dormitory has a common room, kitchen, and an apartment for a head resident. Students usually share rooms. Single rooms are usually assigned to seniors. There are no freshmen-only dormitories.

Each room is furnished with: a single bed, a desk and chair, a bookcase, and closet. Students are expected to provide pillows and linens, and a desk lamp; they may bring other furnishings within reason.

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 who work with the dorm staff to provide a homelike atmosphere for students. Proctors have responsibility for rule enforcement, educational and recreational activities, and reporting repairs. Assistant proctors have freshman advisee groups and act as a liaison between freshmen and their faculty advisers. Dorm staff is available for student support and counseling.

Gailor Hall, the Bishop’s Common, and the Tiger Bay Pub serve meals during specified hours. All three venues are part of the university meal plan. Students pay a fee each semester for meals. Non-boarding students and visitors pay a per-meal fee. The new dining hall, the University Commons, is scheduled for completion in the fall of 2000.

Married students and those who live with their families are not expected to adhere to the housing and meal policies.

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

The dean of students and a student committee plan orientation activities each year. The schedule, which runs for several days before the college opens in the fall, includes social events, academic orientation, and information on all aspects of Sewanee life. Dining with the faculty adviser, signing the Honor Code, attending the induction of new students, and participating in a discussion of the summer reading are among the highlights of orientation. Through these activities, students and parents become familiar with the Sewanee community, upperclassmen, and faculty members. 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.

BISHOP’S COMMON

The Bishop’s Common, known as the BC, is the center of extracurricular activity. It contains the Student Post Office (SPO), a weekday dining area, the Tiger Bay Pub, lounges, conference rooms, a photographic darkroom, games, and student organization offices.
The Niles Trammell Communications Center on the upper level houses WUTS, the university’s radio station.

**SEWANEE OUTING PROGRAM**

The Sewanee Outing Program (SOP) promotes outdoor activities both on and off the Mountain. Canoeing, climbing, backpacking, caving, and skiing trips are all arranged through the SOP office throughout the year. Trips are conducted for various skill levels. Equipment is loaned out for student use.

The Bike Shop is a self-help repair facility staffed by students for minor repairs and maintenance. Arrangements can be made to have bikes worked on or to get help in learning bike repair.

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 paddlers depart from this site for practice and paddling trips. For more than twenty years, the canoe team has been highly successful in competition and in promoting the sport of canoeing.

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

**HONOR SOCIETIES**

The following honor societies have active chapters at the university. Phi Beta Kappa, a national honor society founded in 1776, encourages active scholarship and achievement. The Sewanee chapter, Beta of Tennessee, continues the fine tradition of the society. Students are eligible for election to the society after five consecutive semesters.

Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of Gownsmen who have distinguished themselves in scholarship, athletics, or publications.

Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. Prominent political science speakers are presented at its open meetings.

Sigma Pi Sigma, the national physics honor society, accepts
members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.

Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.

Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.

Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from premedical, predentistry, and preveterinary fields. Members are elected from junior and senior associate members.

Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.

SOCIAL ORGANIZATIONS

A variety of social organizations allows students to find a place to share their interests. Organizations sponsor events that are open to all. Sewanee’s ten national fraternities, one local fraternity, and six local sororities provide intellectual and social enrichment. 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. Annual evaluations assure that their operations meet stated expectations in areas of academic achievement, group citizenship, fiscal management, property maintenance, alumni support, and community service.

Ten 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 Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. The Phi Society of 1858 is a local fraternity. 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, Alpha Tau Zeta, 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 are supervised by the Interfraternity and Intersorority Councils and held at the beginning of the Easter Semester. Rush activities are designed to help those who take part become acquainted with all the fraternities and sororities. About sixty percent of men and women belong to fraternities or sororities.

Several other organizations promote women’s interests. The Sewanee Student Women’s Council involves representatives from each dorm and each sorority in sponsoring programs to address women’s issues. The Women’s Center at Bairnwick, run by the Women’s Center Board, also provides space and activities for students.

**SERVICE ORGANIZATIONS AND ACTIVITIES**

Increasing numbers of Sewanee students in the college and seminary help 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 cultural settings. The fall trip takes students to nearby Coalmont, Tennessee; the Christmas trip is held in 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, Louisiana; and Navajoland, Arizona. The outreach office, in conjunction with career services, also assists with summer and career job opportunities and internships in nonprofit, community service, and ministerial fields.

The Sewanee Youth Center depends on a number of student volunteers who help plan recreational and educational programs for the community’s young people.

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 are welcome to join publications staffs. The Sewanee Purple is the bimonthly campus newspaper. The yearbook, the Cap and Gown, is issued each September. Positions are generally available on each publication to write, edit, photograph, design, sell, and manage. The editors of each 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, an editor has responsibility for selecting a staff. The Publications Board, a joint faculty/student committee, advises staffs, mostly in 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.

Cultural Opportunities

LECTURE SERIES

The duPont Lectures, an endowed lectureship program, brings
internationally-known speakers to campus. The Student Forum, managed by members of the Order of Gownsmen, also brings noted lecturers to Sewanee.

Several other lecture series bring authors, historians, theologians, scientists, politicians, social scientists, activists, and others to campus throughout the year.

SEWANEE CONFERENCE ON WOMEN

During the Sewanee Conference on Women, prominent women are brought to campus to talk about their fields of interest and expertise. A student and faculty committee organizes each year’s program. Recent conference speakers have included women in medicine, law and politics, the arts, and 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 and student organization that presents six or more plays, concerts, dance performances, and other arts events each year. Recent presentations have included the Chieftains, the Tokyo String Quartet, Bela Fleck, Winton Marsalis, and Mummenschanz.

STUDENT MUSIC OPPORTUNITIES

The University Choir sings weekly for services in All Saints’ Chapel and performs a number of special concerts during the year. The annual Festival of Lessons and Carols draws crowds from across the Southeast. The choir also tours the United States during the summers, with a trip to England every fourth summer.

Students have an opportunity to participate in the University Orchestra, which performs several times a year, sometimes with choral groups or in association with theatrical productions. Individual instruction in piano, organ, violin, cello, French horn, clarinet, carillon, and voice also is available.

In addition to the music offered through the Performing Arts Series, there are frequent musical productions by the Department of Music. The university organist and carillonneur and their students 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 Shakespearean performances, and many other recordings of literary works.

**INTERNATIONAL STUDENTS**

Last year, the university welcomed twenty-nine students from countries outside the United States. Arrangements are made to match international students with host families in the Sewanee area. The vice chancellor also makes a special effort to welcome students from other countries, and make their time at Sewanee pleasant and valuable. Although most international students participate in a wide range of organizations, special clubs like the Organization for Cross Cultural Understanding sponsor social and educational events relevant to international issues. International students are also asked to share their views on world events during regular faculty/student discussions.

**FILMS, DRAMA, ART**

The Cinema Guild presents a series of free movies on Thursday nights at the Sewanee Union Theatre, highlighting art house and foreign films. The rest of the week, the Office of Student Activities offers current releases at the theatre.

Theatre Sewanee and Dionysus and Company produce a number of plays each year. A Shakespeare series and a Tennessee Williams festival complement other productions of the theatre department.

The University Gallery and the Department of Art and Art History provide shows of original painting, sculpture, photography, and other art. Traveling exhibitions, specially curated collections, and student works are all shown in the gallery.

**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 Sewanee 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.

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, who left a generous bequest to fund this prize and related activities.

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.

**MEDIEVAL COLLOQUIUM**

The annual Sewanee Medieval Colloquium brings scholars to campus to discuss various issues of the Middle Ages. Attendees spend several days on campus, meet with faculty and student groups, and speak to classes.

Recent themes of the colloquium have included law, religion, and the role of women in medieval society. Guest lecturers have come from prominent national and international institutions of higher learning.

The colloquium is sponsored by the university and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the college faculty. On occasion, student papers are included in the series.

**SEWANEE SUMMER MUSIC CENTER**

The Sewanee Summer Music Center has achieved an enviable reputation among musicians internationally, both for its training opportunities and performances. The five-week program attracts about 250 students along with a staff from around the globe. The program is in conjunction with the Department of Music.

Most students are 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 plethora 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.

UNIVERSITY BOOK & SUPPLY STORE

The University Book and Supply Store stocks all required textbooks. It also has a broad selection of books, CDs, periodicals, newspapers, notebooks, office supplies and Sewanee clothing and personal items.

LANGUAGE CLUBS

Organizations which provide cultural and academic opportunities focused on a particular language include the Spanish Club, Le Cercle Français, Der Deutsche Verein, and the English Speaking Union.

Athletic Program

Sewanee’s athletic program emphasizes physical education, intramurals, and intercollegiate competition. Sewanee is a Division III member of the National Collegiate Athletic Association (NCAA) and a member of the Southern Collegiate Athletic Conference (SCAC). While the college does not offer athletic scholarships, its intercollegiate program offers many opportunities for keen competition for men and women.

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, equestrian, field hockey, golf, soccer, softball, swimming, tennis, track, and volleyball. Club sports are also offered—bicycling, cricket, fencing, lacrosse, rugby, ski, crew, 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 seventy 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 (commonly called the Fowler Center) includes a nine-lane track pool with diving well, an indoor track with field event areas, multipurpose volleyball and basketball courts, batting cage, 1,000-seat performance gym, racquetball courts, squash court, training rooms and machines, locker rooms, dance studios, indoor tennis courts, and a classroom.
EQUESTRIAN CENTER

The university offers a riding program for all experience levels. Facilities include a spacious barn, outdoor rings, a dressage arena, stadium and cross country jumps, pasture, individual paddocks, and easy access to the Perimeter Trail.

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 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. Future plans look to 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.

THE UNIVERSITY

The University of the South consists of an undergraduate College of Arts and Sciences and a graduate School of Theology. It is owned by twenty-eight dioceses of the Episcopal Church, and is governed by a
board of trustees, most of whom are elected from these dioceses, and by the board of regents, which acts as the executive board of the trustees. Its chief executive officer is the vice chancellor and president. The chancellor, elected from among the bishops of the owning dioceses, serves as a 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 atop the Cumberland Plateau, approximately ninety miles from Nashville, the state capital, and fifty miles from Chattanooga.

Established with a donation 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, ten Episcopal dioceses agreed in 1856 to cooperate in creating a single university. Responding to their bishops’ invitation, clergy and lay delegates from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee, and Texas met at Lookout Mountain near Chattanooga, Tennessee, on July 4, 1857, to name the first board of trustees.

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

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

The university’s history can be divided into several periods. The “second founding” in 1866 was followed by years of uncertainty during Reconstruction. But from the end of that period until 1909, the university experienced steady growth.
Rising expenses forced the university to close the departments of dentistry, engineering, law, medicine, and nursing in 1909 allowing it to maintain its basic departments—a preparatory school, college, and seminary. Although the academic strength and reputation of the university grew, it lived with constant financial hardships.

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

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

From its opening in 1868 until 1981, the university included a preparatory school known successively as the Junior Department, the Sewanee Grammar School, the Sewanee Military Academy, and the Sewanee Academy. In April, 1981, the board of trustees voted to merge the 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 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. Williamson’s administration has been marked by additions to and renovations 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 1400; and by the successful completion of the Campaign for Sewanee which topped its $91.5 million goal by $16 million.

THE DOMAIN
Located on the western face of the Cumberland Plateau approximately fifty miles west of Chattanooga, the campus, residential areas, the village of Sewanee, lakes, forests, and surrounding bluffs
UNIVERSITY OF THE SOUTH

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 2,500.

ACCREDITATION

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.

CAMPUS AND BUILDINGS

The buildings of the College of Arts and Sciences and the School of Theology are constructed of native sandstone, much of it 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. St. Luke’s now houses The Sewanee Review, classrooms and faculty offices for the College of Arts and Sciences, Grosvenor Auditorium, and student rooms. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault.

Thompson Union (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 1974. It now houses the development and records offices for the Office of University Relations 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. It served as a library from 1901 to 1965. Breslin Tower, donated
by Thomas and Elizabeth Breslin, houses a clock and chimes given by

Walsh-EUett 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 communications 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) replaced the early wood structure
near the present site. It was left incomplete in 1907 and finished over
fifty years later. Memorials to alumni, professors, residents, and
benefactors are found throughout the building. Shaphard Tower, given
by the family of Robert P. Shaphard, contains a 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, faculty offices, studios
and darkrooms. 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.

The Snowden Forestry Building (1962) provides classrooms,
laboratories, and a greenhouse for the Department of Forestry and
Geology. It honors the late Bayard Snowden of Memphis. The rooms
and halls of this building are paneled with different kinds of wood,
which are identified by plaques. The building also houses a collection
of wood blocks with 8,600 species represented.

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,
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 for the vice president for business and community relations, the registrar, residential life, and minority affairs.

Hamilton Hall (1968), including Hamilton Annex (1968) and Hamilton Study Center (1948), is the home of the School of Theology. The hall and annex were originally built as part of the Sewanee Military Academy and the study center was formerly the SMA barracks. The lawn in front of Hamilton Hall is the site of the Chapel of the Apostles, designed by noted architect Fay Jones, which will serve as the chapel for the seminary.

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 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 features a varsity basketball court, a swimming pool and diving well, an indoor track, handball courts, workout rooms, coaches’ offices, and a classroom. 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.
The Alumni House (1996) houses the Office of Alumni Relations. Members of the Associated Alumni, all those who attended the university for two or more semesters, are welcome to take advantage of its facilities.

The Office of Career Services (1996) provides a spacious area for those who are using career service resources. Reference rooms, meeting rooms, and interview spaces are available to students, alumni, and recruiters.

The Tennessee Williams Center (1998) was built around the old Sewanee Military Academy gym. The J. Proctor Hill Theatre, inside the center, is named for a college alumnus who derived great joy from the theatre. A Computer Aided Drafting and Design (CADD) lab offers hardware and software for theatre projects. The facility also includes a dance studio, costume workshop and storage space, performance studio, and scene shop.


ADMISSION AND FEES

Admission

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.

ADMISSION CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15</td>
<td>Early decision application deadline.</td>
</tr>
<tr>
<td>December 15</td>
<td>Early decision notification.</td>
</tr>
<tr>
<td>January 1</td>
<td>Merit Scholarship application deadline.</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>
</tr>
</tbody>
</table>
Transfers
April 1 Fall semester application deadline.
December 1 Spring semester application deadline.

Readmission
May 1 Fall semester application deadline.
December 1 Spring semester application deadline.

SECONDARY SCHOOL PREPARATION
Sewanee admits students who are prepared for its challenging academic environment. The following are recommendations for competitive applicants.
—a challenging high school curriculum including at least:
  four years of English
  two or more years of a foreign language
  three or more years of math including algebra I and II and geometry*
  two or more years of lab science (most students have four)
  two or more years of social science, including history
*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; most entering students have taken four years of math.

ADMISSION REQUIREMENTS
—full high school transcript with strong high school GPA showing consistent or increased strength in class work
—competitive standardized test scores (ACT or SAT)
—extracurricular activities such as clubs, sports, church groups, or work experience
—admission essay written clearly and passionately
—positive recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators
—$45 application fee

COLLEGE ENTRANCE EXAMINATION
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.

**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 formal 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. Some Saturday appointments are available. 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. A group information session is available at 10:30 a.m. on select 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 ten days in advance. Overnight visits in dormitories are available to high school seniors at certain times during the academic year.

**EARLY DECISION PLAN**

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
below) the college does not guarantee an early decision.

3. Fulfill all testing requirements not later than the November test date of the senior year. Applicants taking the October SAT or November ACT should indicate this 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. Application decisions will not be made until the scores are received.

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 and financial aid, if applicable, by mid-December.

2. To guarantee an applicant who is not admitted early full consideration under the regular admission procedure with freedom to consider other colleges. 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**

Students may apply for admission after the junior year of high school. Although the University of the South does not encourage early admission to the college, this plan is sometimes appropriate for select students. The early admission candidate should have exhausted most of the academic courses offered by 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 the 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 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 APPLICANTS

Students seeking to transfer to the college from other accredited colleges complete the same forms as applicants from secondary schools and include two letters of recommendation from college instructors. In addition they must submit official transcripts from each college previously attended.

—Credit for transfer students is 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.

READEMISSION

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 on higher level exams, 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 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/thirty-two-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.

Fees and Finances

COSTS OF A SEWANEE EDUCATION 1999-2000

<table>
<thead>
<tr>
<th></th>
<th>ADVENT SEMESTER</th>
<th>EASTER SEMESTER</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,450</td>
<td>$9,450</td>
<td>$18,900</td>
</tr>
<tr>
<td>Fees</td>
<td>180</td>
<td>0</td>
<td>180</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,615</td>
<td>2,615</td>
<td>5,230</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$12,245</strong></td>
<td><strong>$12,065</strong></td>
<td><strong>$24,310</strong></td>
</tr>
</tbody>
</table>
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 third.

Sewanee meets 100% of calculated financial eligibility. Approximately 58% of Sewanee’s students receive some type of financial aid (see Financial Aid section, page 83).

FEE EXPLANATIONS

Tuition, fees for activities, post office box fees, room, and board are mandatory charges. These amounts provide for costs of instruction, twenty-one meals a week, 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.

The full board policy appears in the students’ 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.

RESERVATION DEPOSIT

A reservation deposit of $300 is payable before preregistration 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 $1,360 per year.

SPECIAL CHARGES

In addition to mandatory charges, a student may incur these charges:
Audit, per course ................................................................. $ 580
Automobile registration, per year ........................................ 40
Bicycle registration, per year ............................................... 40
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, per year .......................................... 75
A student may pay a daily greens fee of $3.75 ($7.50 weekends)
instead of buying a student membership.
Riding lessons at the University Equestrian Center,
per semester ........................................................................ 475
Fines and penalties
Failure to check out at end of semester ................................. 25
Late registration ..................................................................... 25
Late payment of semester tuition ......................................... 50
Returned checks .................................................................... 20
Replacement of lost paycheck ............................................... 20
Replacement of lost SEWANEECard ................................. 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.

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

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 13, 1999, for the Advent semester, and January 7, 2000, for the Easter semester. Failure to pay by these dates will result in a $50 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 for both need-based and merit-based awards.  
2) Payment plans are offered in cooperation with the university and 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.

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 AND BANKING OPPORTUNITIES**

A SEWANEECard will be issued to all students as a means of identification. Under the new campus card system, it may also be used for small purchases at vending machines, copiers, and at other locations by adding credit to the CashStripe. Students may wish to open an account with AmSouth Bank, which has an ATM on campus, and use their SEWANEECard as their ATM card.

1) The card must be presented for cashing checks at the University Cashier’s Office. Special arrangements will be made for any student who is unable by reason of disability to go to the cashier’s office. Notify the dean of students to request such assistance at
extension 1229.

2) The card must be presented for some library services, entering the dining hall, and using the Fowler Center.

3) The card is not transferable—its loss should be reported immediately to the Telecommunications Office for replacement. There will be a $10 charge for replacing the card. Cash stored on the CashStripe will be lost.

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

5) Long distance telephone service provided through the university may be debited to the student’s account at AmSouth Bank, if applicable, or charged to a credit card.

6) Students will have the option of using the SEWANEECard, cash, check, commercial credit card, or ATM card at many university facilities.

**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 administrative fee. Examples of refund and repayment calculations may be seen in the Student Accounts 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 the home address.

Refund insurance is available through an outside vendor. Information is sent with the fall semester billing and applications are available through the Office of Student Accounts.

BOARD REMISSION POLICY
See page 57 (in Life on the Mountain section).

INSURANCE AND LIABILITY FINANCES
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. For those desiring separate coverage, an 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.

FINANCIAL AID
The College of Arts and Sciences is committed to the principle that, if at all possible, no admitted student will be denied the opportunity to attend because of financial hardship. Aid is awarded based on calculated eligibility and academic promise. More than $7 million of aid is awarded each year. 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.

Sewanee allocates much of its aid funds to students for whom aid is a necessity 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 copy to Sewanee.

3. For information on electronic FAFSA filing, consult the Student Financial Aid Guide.

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

Whenever possible, students should apply for scholarships from local sources or other programs to augment Sewanee's aid. All applicants are required to apply for relevant state grants and for the Pell Grant awarded by the federal government. Failure to apply for aid from outside sources may result in the loss of eligibility for 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.

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.

**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
renewal of aid applications is March 1 of the academic year prior to the academic year for which aid is required.

Renewal applicants will receive their financial aid awards in June. Should they miss the March 1 financial aid deadline, their awards must wait until on-time applicants receive their awards, and they will see a reduction of $1,000 in the grant portion of their awards.

CONDITIONS FOR RENEWAL AND CONTINUATION OF AID

1. The student must enroll and complete a minimum number of hours during each semester for which aid is received. For scholarships this minimum is twelve semester hours. For all other financial aid programs this minimum is six semester hours.
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 GPA 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

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. In addition, the university awards scholarships and loans from university appropriations and annual gifts, and participates in two tuition exchange programs.

SPECIAL PAYMENT PROGRAMS

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 thirty 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 AND NEED-BASED AWARDS**

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.

Scholarships, need-based, and merit-based awards are administered through the Office of Admission and the Office of Financial Aid.

**Special 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 $24,310 during the academic year 1999-2000. 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 twenty-five 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.

**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 exemplify the characteristics of academic excellence, service, and personal leadership embodied by Dr. Lancaster.

**Endowed Scholarships**

**SCHOLARSHIPS WITH NOMINATION RESTRICTIONS**

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 Scholarship**—Established for students from the Diocese of Texas; nominated by the dean of Christ Church Cathedral, Houston.

**William T. Allen Memorial Scholarship**—Established in memory of Dr. Allen, a former chair of the Department of Physics at the university, to assist a physics major nominated by the department.

**Robert H. Anderson Memorial Scholarship**—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 alumnus of the School of Theology and a former trustee of the University of the South.

**Robert V. Bodfish Memorial Scholarship**—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 Scholarship**—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 Scholarship**—Nominated by the Rector of St. James’ Church, Wilmington, North Carolina.

**Carolyn Turner Dabney Memorial Scholarship**—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 premed 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 Scholarship**—Established by Mrs. Dibrell’s bequest; nominated by the rector of Christ Episcopal Church, Little Rock, Arkansas.

**Ezzell Dobson Memorial Scholarship**—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 Scholarship**—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 Scholarship**—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, Mississippi.

**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 Scholarship**—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 Scholarship**—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.

**Alee Heber Hoff Memorial Scholarship**—Established by his wife as a living memorial to her husband, C’07, 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.

**Alee Henkel Hoff Memorial Scholarship**—Established by his parents as a living memorial to their son, C’35, 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 Alee Heber Hoff Scholarships.

**Louis George Hoff Memorial Scholarship**—Established by his parents as a living memorial to their son, C’38, 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 Scholarship—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.

Charles Pollard Marks Memorial Scholarship—Given to honor his father by C. Caldwell Marks, C’42. 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, C’42. 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. Scholarship—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 Scholarship—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—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 C’79, 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 Scholarship—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 Scholarship—Given by the Sewanee Club of Atlanta, friends, classmates, and teammates, in memory of Lieutenant Reich, C’66, killed in Vietnam. The recipient is selected by the Sewanee
UNIVERSITY OF THE SOUTH

Club from nominations of the Committee on Scholarships.

**St. Matthew's Scholarship**—Established in 1998 by a gift from St. Matthew's Episcopal Church, Kosciusko, Mississippi, for either undergraduate or theological school scholars, in memory of Wade Harvey Moore and Henryce Armstrong Moore, for students from Attala County, Mississippi, or adjoining counties, nominated by the rector and wardens.

**Benjamin Strother Memorial Scholarship**—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 Scholarship**—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 Scholarship**—Established by Mr. Walker for students from the Diocese of Louisiana nominated by the bishop.

**UNIVERSITY SCHOLARSHIPS, GRANTS, AND LOAN FUNDS**

**Raymond Alvin Adams Scholarship**—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**—Bequeathed by Mr. Airth to provide scholarships for needy students.

**Alden Trust Fund Scholarship**—Established by a gift of the George I. Alden Trust of Worcester, Massachusetts. Awarded to needy students in the College.

**David Chappell Audibert Scholarship**—Established in 1998 by a bequest from Mrs. Blanche Audibert.

**Robert Moss Ayres Jr. Scholarship**—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.
Robert Moss Ayres Jr. Campaign Scholarship—Established by the University Board of Regents to honor Mr. Ayres' dedication during The Campaign for Sewanee.

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 Scholarship—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—Established in memory of Grace Mahl Baker, devoted wife of Dean George M. Baker, who during the thirty-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 Scholarship—Established for students from Jacksonville, Florida, by the bequest of Mrs. Baldwin.

William O. Baldwin Scholarship—Established by Captain Baldwin, C'16, 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. Edgeworth Beattie Memorial Scholarship—Established by the Beattie Foundation in memory of J. Edgeworth Beattie. Awarding of the scholarship is based on demonstrated financial need.

Elizabeth and George Bedell Scholarship—Established by the Bedells to assist female students first from the State of Florida, then to assist any female students.
Lawrence W. Bell Scholarship—Given by Mrs. Bell in memory of her husband, for students interested in the conservation of natural resources.

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

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


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

Clayton Lee Burwell Scholarship—Established in 1996 by Clayton Lee Burwell, C’32, to encourage and reward academic excellence and a demonstrated interest in Chinese and/or Oriental studies.

William Carl Cartinhour Scholarship—Established by a grant from the Cartinhour Foundation, Incorporated.

Francis and Miranda Childress Scholarship—Students who are children of clergy in the university’s owning dioceses may, but need not, be granted preference.

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 Scholarship—Established by Mrs. Martha Neal Dugan in memory of her late husband, C’27, 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—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 Scholarship—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 Flournoy Crockett Scholarship—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 Scholarship—Established by her bequest with at least one-half of said scholarships being awarded to women.

Jackson Cross C’30 European Study Abroad Scholarship—Established in 1997 by a gift from Anne Meyer Cross, in memory of her husband, Jackson Cross, C’30. 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 Craigimiles Cross Scholarship—Established by a bequest from Mrs. Cross.

Mary Susan Cushman Scholarship—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 Scholarship—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.

**Lavan B. Davis Scholarship**—Established to honor the Rev. Lavan Davis on the twenty-fifth anniversary of his ordination, with preference to students from St. Christopher's Episcopal in Pensacola, Florida, the city of Pensacola, or the Central Gulf Coast.

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

**Lenora Swift Dismukes Memorial Scholarship**—Established by John H. Swift.

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

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

**Bishop Dudley Memorial Scholarship**—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**—Awarded to undergraduate students at the University of the South who demonstrate the qualities of academic excellence and leadership.

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

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

**Jessie Ball duPont Scholarship**—Established by Mrs. duPont.

**Jessie Ball duPont/Frank A. Juhan Scholarship**—Established by Mrs. duPont with hope that recipients would later pass along the amount they received to other worthy students.

**Thomas P. Dupree Sr. Scholarship**—Established by the University Board of Regents to honor Mr. Dupree’s dedication during the Campaign for Sewanee.

**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 Scholarship for Freshmen**—Established in memory of his
parents and brother by Malcolm Fooshee, C'18, 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 Scholarship**—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. Scholarship**—Bequeathed by an alumnus of the Class of 1946 with preference given to students from the State of Louisiana.

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

**James Voorhees Freeman and Leslie Butts Freeman Memorial Scholarship**—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**—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**—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 Scholarship**—Established by Judge and Mrs. Goodwyn.

**Bishop Harold Gosnell Scholarship**—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 Scholarship—Established in recognition of Mrs. Mary D. Grant, a resident of Nashville, Tennessee, by the Grant Foundation of New York.

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

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

Hall Family Scholarship—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 Scholarship—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 fifty years and canon precentor for twenty-three years.

Alfred Hardman Memorial Scholarship—Established by Mr. James B. Godwin in memory of the Very Rev. Alfred Hardman, C'46.

Zadok Daniel and George Hendree Harrison Memorial Scholarship—Given by Edward Hendree Harrison, C’35, in memory of his grandfather, Zadok Daniel Harrison, who served as a member of the Board of Trustees of the university from the Diocese of Georgia from 1886-1907 and from the Diocese of Atlanta from 1908-1923 and 1927-1929, and as a regent from 1911-1928; and his father, George Hendree Harrison, who served as a member of the Board of Trustees from the Diocese of Lexington from 1917-18 and from the Diocese of Florida from 1928-1933.

James Edward Harton Scholarship—Established by Mrs. Anne Harton Vinton in memory of her brother, C'21.

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 Scholarship**—Established by a bequest from Mr. Hill. This is the earliest scholarship endowment in the college.

**Telfair Hodgson and Alice Cheatham Hodgson Parker Scholarship**—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**—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 Scholarship**—Bequeathed by Mrs. Venie Shute Hotchkiss in memory of her husband.

**Elmer L. and Catherine N. Ingram Scholarship**—Established through a bequest from the Ingrians.

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

**Elise Moore Johnstone-Henry Fraser Johnstone Scholarship**—Established for deserving college students by Mrs. Mary Lee Johnstone DeWald and the Hon. Edward H. Johnstone to honor Elise Moore Johnstone, dedicated supporter of the university, and her son, Henry Fraser Johnstone, who graduated with distinction from the College in 1923.

**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 Scholarship**—Bequeathed by Mr. Jordan, C’41, for students from West Virginia.
Charles James Juhan Memorial Scholarship—Established by Mrs. Alfred I. duPont in memory of Lieutenant Juhan, C'45, 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 Scholarship—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—Established by Frank Hugh Kean Jr., C'36, 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 Scholarship—Established by the Hon. William L. Clayton, in honor of Senator Kefauver, with preference to students in political science.

Estes Kefauver-Edmund Orgill Scholarship—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—Established by a gift of Mr. and Mrs. William K. Kershner.

Dr. and Mrs. Ferris F. Ketcham Scholarship—Established by Dr. and Mrs. Ketcham for academically outstanding graduates of Sewanee-area high schools.

Minnie Ketchum Memorial Scholarship—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 Scholarship—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 Scholarship—Bequeathed by Mr. Lea in memory of his son, C'00.
James Coates Lear Memorial Scholarship—Established in memory of Mr. Lear, C'36.

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’s election as chancellor of the university—the first Bishop of the Diocese of Lexington to be so named. 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.

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

Hinton Fort Longino Scholarship—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 Scholarship—Established through a bequest from Rosalie Duncan Lovell in honor of her mother.

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

Elizabeth and Shirley Majors Memorial Scholarship—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—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 Scholarship—Established by the bequest of Mrs. Louise S. McDonald for students of academic promise.


Norma Patteson Mills Scholarship—Established by the University
Board of Regents to honor her dedication during the Campaign for Sewanee.

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

Montana-Sewanee Scholarship—Established by the Rev. Dr. H.N. Tragitt, C’16, 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, C’59, in memory of his mother and father, with preference to students from the State of Mississippi.

Morris and Charles Moorman Scholarship—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 Scholarship—Established by Mrs. Myers for students wishing to prepare for the ministry.

Nabit Family Scholarship—Established by Charles J. Nabit, C’77, in honor of his parents, Mr. and Ms. Merwin James Nabit, for the purpose of providing financial assistance to deserving young people whose prior academic achievements portend intellectual promise and leadership ability but who need financial assistance in order to attend the university.

Frank Chadwick Nelms Scholarship—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 Scholarship—Established by Virginia P. Nelson in memory of her husband, C’23, to aid students in premedical studies.

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.

**Harold Scott Newton Class of 1968 Memorial Scholarship**—Established in 1975 by his family as a memorial to Mr. Newton, C'68, and graciously extended by the family in 1993 to honor the memory of all members of the class of 1968.

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

**James and Florence Oates Memorial Scholarship**—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 Scholarship**—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**—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 Scholarship**—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 Scholarship**—Established in memory of Dr. Price, C'30, by his family and friends.

**Stephen Elliott Puckette III Memorial Scholarship**—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, C'26, in memory of his parents.

**Burr James Ramage Scholarship**—Bequeathed by Mrs. Harriet Page Ramage in memory of her husband.
Edward Randolph Scholarship—Established by a bequest from Julia Balbach Randolph in memory of an alumnus, C’89.

Reader’s Digest Foundation Scholarship—Established through a gift of Reader’s Digest.

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.

Roberts Scholarship—Established in memory of the Rev. Leland Hyle Roberts, Mrs. Ellen M. Roberts and Mr. William E. Roberts, C’54, with preference to students from the diocese of West Texas.

Brian Wayne Rushton Scholarship—Established by his family in memory of Mr. Rushton, C’63, for forestry students.

Ernst Rust Jr. Scholarship—Established by Antoinette and Ernst Rust in memory of their son, C’46, for upperclassmen.

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

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—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.

Bettye Hunt Selden Scholarship—Established in 1952 by G. Selden Henry, C’50, in memory of his grandmother.

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

Adair Skipwith Scholarship—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 Scholarship—Bequeathed by Mr. Snowden, C'03, former Trustee and Regent and endower in 1923 of the Department of Forestry, for forestry students from Shelby County, Tennessee.

South Kent School Scholarship—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 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—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.

Algernon Sydney Sullivan Foundation Scholarship—A need-based award given on the basis of demonstrated aid eligibility and academic promise. Preference is given to students who demonstrate high personal character and a commitment to public service.

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

Will Trahan Scholarship—Established in 1996 by William Dorsett Trahan, C'63, in loving memory of his son, William Dorsett Trahan Jr.,
and in remembrance of all the sons and daughters of Sewanee who died in their youth. Selection is based upon demonstrated financial need by declared majors in economics, forestry, or natural resources who are entering their junior or senior years.

**Vernon Southall Tupper Scholarship**—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**—Established by two anonymous donors to be used by the College of Arts and Sciences.

**Lon S. Varnell Scholarship**—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**—Established by the bequest of Anastasia Howard, of Baltimore, Maryland.

**Johnson Bransford Wallace Scholarship**—Established in 1996 by a gift from the Louise Bullard Wallace Foundation in honor of J. Bransford Wallace, C’52. 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.

**Thomas Richard Waring and Anita Rose Waring Memorial Scholarship**—Established by Mr. and Mrs. Edmund B. Stewart in memory of Mr. Waring, C’25, head of the Foreign Language Department, Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference to a Spanish-speaking student.

**Watkins Scholarship**—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 Scholarship**—Established in 1977 by their family.

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

**Linda Wheat Grant for French Graduate Study in France**—
Bequeathed by Marjorie Warner Wheat, in honor of her daughter, to help defray the cost of graduate study in France for up to three consecutive years. The recipient shall be chosen by the Department of French on the basis of academic performance in the French or French Studies major. Selection is made at the end of the first semester of the senior year to allow the grantee adequate time to plan the following year.

James L. and Marjorie Williams Scholarship—Established in 1995 in memory of James L. Williams, an alumnus of the C'43, 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.

Laurence Moore Williams Scholarship—Established by the wife, son, and daughter of a devoted alumnus of the university, C’01.

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.

B. Franklin Williamson Scholarship—Established by Edwin D. Williamson, C’61, in honor of his father, Mr. B. Franklin Williamson, for the purpose of providing financial assistance to deserving young people from the Pee Dee area of South Carolina who need financial assistance in order to attend the university.

Joan and Samuel Williamson International Scholarship—Established by the University Board of Regents to honor the vice chancellor and his wife for their leadership and dedication during The Campaign for Sewanee, and to honor their commitment to Sewanee’s international students.

Woods Leadership Award—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 Scholarship—Established in memory of Mrs. Wortham, wife of Eben A. Wortham, C’18.

Georgia Roberts Wrenn Scholarship—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—Established in memory of Jerry E. Yates by his family. Awarding of the scholarship is based on demonstrated financial need.
Annual Scholarships and Awards

SCHOLARSHIPS

Deans' Scholarship—Established in 1997 by the Wright-Bentley Foundation of Chattanooga. The recipients should be conscientious students who participate in programs such as music, sports, or other university sponsored activities. Preference will be given to those students who are active contributors in civic and/or religious causes.

Marie L. Rose Huguenot Scholarship—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.

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

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

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

MEDALS AND PRIZES

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 a writing-intensive course.

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.

**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 C’20.

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

**Eugene Mark Kayden Award** for economics is awarded to the outstanding economics graduate, in honor of Professor Kayden, founder of the Department of Economics, who taught from 1924-1955.

**Charles Pollard Marks Memorial Scholarship** given to honor his father by C. Caldwell Marks, C’42. 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, C’42. 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. Awarded for the best performance of a senior major on the comprehensive exam in French or French Studies.

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

Alex Shipley Jr. Award was 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

Courses and faculty were correct at time of printing. Some changes may have been made. Contact the Office of the Registrar regarding changes or questions.

Departmental faculty are listed in ranking order. An alphabetical list of faculty members, with the year they joined the faculty, is on page 7.

AMERICAN STUDIES

INTERDISCIPLINARY FACULTY

ASSOCIATE PROFESSOR REGISTER, CHAIR

MAJOR IN AMERICAN STUDIES: 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 nontraditional 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. During the first semester of the senior year, students undertake an independent research project that combines at least two disciplines as approved by the program director. 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 a GPA of at least 2.00 in courses that qualify for the American studies major.

The requirements of the program are as follows:

1. Majors must take a minimum of eleven 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 and 202 and English 377 and 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 Appalachia and the South
Anthropology 306: Native Peoples of North America

**ART HISTORY:**

Art History 340: American Art

**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

**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

PROFESSOR O’CONNOR

ADJUNCT PROFESSOR HAMER
MAJOR IN ANTHROPOLOGY: 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; a written exam on anthropology, and 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.

MINOR IN ANTHROPOLOGY: 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 hominid evolution, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology will trace cultural evolution from foraging societies to the great civilizations of ancient times. Both course segments will include a review of pertinent methods and theories. (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
(ALSO EDUCATION 204)
A study of the cultural contexts of education which includes both the formal learning settings of schools and classrooms, and the informal learning settings of families and youth cultures around the world. Students will read ethnographic and theoretical texts, and will also conduct their own ethnographic field studies in local schools and other learning settings. Course topics may include literacy, social class, multicultural education and adolescence. (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.) Staff.

222. CELTIC CULTURE AND ARCHAEOLOGY
Grounded in the anthropological perspective, this course will explore ancient Celtic society through archaeology, ethnohistory, linguistics, and a focus on myth and religion. Our study initially focuses on the people of the European Iron Age (800 BC to Roman Conquest). Further course components consider the continuity and influence of Celtic traditions though the Middle Ages to the present in areas least impacted by Roman rule (Ireland, Scotland and parts of Wales), and the contemporary cultural phenomena known as Celtic Revivalism. (Credit, full course.) Ray.
298. ENVIRONMENTAL ANTHROPOLOGY
This course will examine human-environmental relationships from the anthropological perspective. Consideration of theoretical approaches and practical applications will be supplemented by archaeological, ethnographical and ethnohistorical case studies. We will consider various ecosystems and landscapes as palimpsests that reveal cultural “footprints” to the archaeologist and human choices to the ethnographer. We will explore how an understanding of both can greatly inform ecological studies and further new thinking about environmental policy. (Credit, full course.) Ray.

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 others 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.) **STAFF.**

**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.) **Staff.**

**360. CASH, COSMOLOGY, AND CAPITALISM: ANTHROPOLOGICAL PERSPECTIVES ON MODERN SOCIETY**

A cross-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.) **Staff.**

**361. RELIGION IN LATIN AMERICA**

This course focuses on the interaction between “official” and “popular” religious beliefs and practices at various times and places in Latin America, including the survival and transformation of pre-Hispanic 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.) **Staff.**

**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.) **Hecck.**

**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.**

**ART AND ART HISTORY**

**Professor Carlos**

**Associate Professor Malde**

**Associate Professor Clark, Chair**

**Assistant Professor Mansfield**

**Visiting Assistant Professor Pond**

**Instructor Brennecke**

The Department of Art and Art History offers courses in art history and studio art that satisfy the degree requirements toward the B.A. degree in art and art history. The studio arts prepare individuals for a life in the arts with a grounding in the technical, aesthetic, and critical aspects of
artistic production and exhibition; art history provides students with the methodological and critical tools for the analysis of visual culture and its role in history. The study of studio art and art history can significantly enrich a liberal-arts education, especially in a world that is increasingly shaped by images and the exchange of visual information.

**MAJOR IN ART HISTORY:** The degree requirements for students majoring in art history consist of eleven full courses (forty-four hours) and a comprehensive examination. In order to receive departmental honors, a student must have a cumulative departmental GPA of 3.5 and have passed the comprehensive examination with an overall score of 88 on a 100-point scale. At least sixteen courses (sixty-four hours) must be taken outside the department.

Eight of the eleven required courses must be in art history and must include: a) two art history surveys (ArtH 103 and ArtH 104); b) the Junior Practicum (ArtH 317); c) the Senior Tutorial in Historiography (ArtH 402); and d) at least one upper-division lecture or seminar course from each of the following three groups:

**Ancient and Medieval**

(includes Greek and Roman Art [ArtH 312], Spanish Medieval Art [ArtH 318], Medieval Art [ArtH 320])

**Renaissance and Baroque**

(includes Italian Renaissance Art [ArtH 325], Northern Renaissance Art [ArtH 326], 17th and 18th Century Art [ArtH 332])

**Modern and American**

(includes 19th Century Art [ArtH 335], American Art [ArtH 340], Modern Art [ArtH 345], Contemporary Art [ArtH 346])

These courses must be taken at Sewanee.

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 (200-level or above), history (200-level or above), philosophy (200-level or above), religion (200-level or above), or comparative literature 401 (literary criticism). The three full courses may be taken at Sewanee, at another institution, or in a study-abroad program and may be taken on a pass-fail basis. Students who have completed the four-semester Interdisciplinary Humanities sequence need only take two of the three full courses.
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 (ArtH 103 and ArtH 104); b) the Junior Practicum (ArtH 317); c) the Senior Tutorial in Historiography (ArtH 402); 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 their sixth semester.

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

MAJOR IN FINE ARTS: The degree requirements for students majoring in fine arts consist of eleven full courses (forty-four hours) and a comprehensive examination. In order to receive departmental honors, a student must have a cumulative departmental GPA of 3.5 and have passed the comprehensive examination with distinction. At least sixteen courses (sixty-four hours) must be taken outside the department.

Eight of the eleven required courses must be in fine arts. The program offers classes in three general areas that include six disciplines:

1. Sculpture and Digital Arts
2. Photography and Video
3. Drawing and Painting

Majors are required to take two of the six disciplines to the 200- or 300-level, depending on the discipline; the two senior seminars (FinA 420 and 430); one art history class; and full courses in two of the following fields: anthropology, chemistry, education, music, philosophy, or theatre.

The department recommends that majors take, at the earliest opportunity, classes in each of the three general areas listed above. Juniors should take one of the Junior Tutorials.

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 (eight 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 survey of the architecture, sculpture, painting, and decorative arts of the West from prehistory to the end of the Middle Ages. (Credit, full course.) STAFF.

104. SURVEY OF WESTERN ART II
A continuation of ArtH 103, beginning with the art of the Italian Renaissance and concluding with the major artistic developments of the twentieth 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 filmmaking of the 1930s, to the films and movements of the present day. Representative films will be shown and analyzed. (Credit, full course.) L. RICHARDSON.

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.) SPACARELLI.

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.E. to the fourth century C.E. While emphasizing stylistic developments, political and cultural contexts will also be examined. Prerequisite: ArtH 103 or Interdisciplinary Humanities sequence. (Credit, full course.) CLARK.
317. JUNIOR PRACTICUM  
A seminar designed to introduce students to the research methods and interpretive approaches of art history. Written as well as oral assignments develop students’ research and communication skills. Each year the seminar focuses on a specific historical, cultural, or thematic topic chosen by the instructor. Prerequisite: ArtH 103 and ArtH 104. (Required of all majors and minors.) (Credit, full course.) STUDENTS.

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.) STUDENTS.

320. MEDIEVAL ART  
The art and architecture of Western Europe from the late Roman Empire to the dawn of the Renaissance. Emphasis will be placed on the development of monumental architecture and the regional peculiarities of sculpture, painting, and the minor arts over the course of this thousand-year period. Prerequisite: ArtH 103 or Interdisciplinary Humanities sequence. (Credit, full course.) CLARK.

325. ITALIAN RENAISSANCE ART  
A survey of painting, sculpture, and architecture in Italy from the late thirteenth to the close of the sixteenth century. While the artists and monuments of Florence, Rome, and Venice will be the principal foci, important developments in other centers will also be considered. Prerequisite: ArtH 103, ArtH 104, or Interdisciplinary Humanities sequence. (Credit, full course.) CLARK.

326. NORTHERN RENAISSANCE ART  
A study of northern European art from the early fourteenth to the late sixteenth centuries. While the course will concentrate on Flemish and German panel painting, attention will also be paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. Prerequisite: ArtH 103, ArtH 104, or Interdisciplinary Humanities sequence. (Credit, full course.) CLARK.
332. 17TH- AND 18TH-CENTURY ART
This course will address painting, sculpture, and architecture of seventeenth- and eighteenth-century Europe within a variety of social, historical, stylistic, and theoretical contexts in order to understand better the role and meaning of the visual arts in this period. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Mansfield.

335. 19TH-CENTURY ART
A survey of European painting and sculpture from the 1780s to 1900, with an emphasis on the social and political contexts in which the works were created. While the focus is on the art of France, that of Germany, Spain, and England is also discussed. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke.

340. AMERICAN ART
A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke.

345. MODERN ART
This course examines various trends in Western art from the 1860s through the 1950s. The role of the visual arts and the means of their production and reception underwent tremendous change during this period. Critics and historians have long referred to this century as the era of modernism. Understood variously as a stylistic, philosophic, social, political, or economic category, the notion of modernism and the significance of this concept for the visual arts provides a guiding theme for lectures and in-class discussions. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Mansfield.

346. CONTEMPORARY ART
An examination of the critical and thematic issues raised by visual artists working during the second half of the twentieth century. The changing definition of modernism and its relationship to contemporary artistic practice will be analyzed. Toward this end, the class will seek to define modernism and postmodernism as well as some of the myriad
other “isms” that have emerged in art and critical theory over the past fifty years. (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.) STAFF.

402. SENIOR TUTORIAL IN HISTORIOGRAPHY
This seminar addresses the history and methods of art history by exploring its philosophical development. The current state of the discipline as it negotiates the theoretical challenges of poststructuralism and postmodernism will also be explored. As in the Junior Practicum, written and oral assignments develop the students’ research and communication skills. Prerequisite: ArtH 103 and ArtH 104. (Required of all majors and minors.) (Credit, full course.) STAFF.

440. INDEPENDENT STUDY IN ART HISTORY
Prerequisite: Permission of the instructor. (Credit, variable from half to full course.) STAFF.

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 multimedia 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 in camera use, audio and visual editing, script planning, and direction. Students will apply these techniques to different types of cinematic structures while developing a continued thematic link throughout each project. Group critiques and discussions of other film and video works. A series of outside
assignments required. (Credit, full course.) **Pond**.

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 and 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.) **Malde**.

181. BEGINNING SCULPTURE

A series of studio problems exploring a variety of media and concepts of creating in three dimensional space. A series of outside assignments is required. Group and critiques and discussion of issues concerning contemporary and traditional sculpture. (Credit, full course.) **Pond**.

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 with an emphasis on cohesive development of theme, content, and structure. Group critiques and discussion of other film and video works. Outside assignments required. Prerequisite: Fine Arts 141. (Credit, full course.) Pond.

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.) Carlos.

361. ADVANCED PHOTOGRAPHY

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

381. ADVANCED SCULPTURE

Further study of sculptural concepts and media with emphasis on cohesive development of content. Both assigned and individual projects. Group critiques and discussions of issues of contemporary and traditional sculpture. Prerequisite: Fine Arts 181. (Credit, full course.) Pond.

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. Majors only. (Credit, full course.) **STAFF.**

**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.) **STAFF.**

**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.) **STAFF.**

**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.) **STAFF.**

**444. INDEPENDENT STUDY IN STUDIO ART**

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

*NOTE:* Other studio art courses listed in previous catalogs are offered occasionally.
BIOLOGY

PROFESSOR H. CROOM
PROFESSOR JONES
PROFESSOR PALISANO, CHAIR
ASSOCIATE PROFESSOR BERNER
ASSISTANT PROFESSOR EVANS
ASSISTANT PROFESSOR HASKELL
ASSISTANT PROFESSOR CARUSO
ASSISTANT PROFESSOR McGLOTHLIN

The biology department provides an outstanding and rigorous classroom and laboratory-based education to majors and non-majors and is committed to developing and supporting interdisciplinary innovations. The department places a high value on developing skills in critical thinking, collaborative work, and problem solving, while also fostering the values of integrity, responsibility, and empathy for other organisms. Promoting science as an integral part of the liberal arts, the department works to prepare students for understanding and responding to future global challenges. The biology major described below emphasizes a broad grounding in biology combined with opportunities for depth.

MAJOR IN BIOLOGY: 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.

**MINOR IN BIOLOGY:** 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 or chemistry elsewhere must seek prior approval for each such course taken after matriculating in the college. (Please refer to “Major in Biology” to see the physics requirement.)

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 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. It cannot be taken for credit if the student has already received credit for Biology 105, 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, 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.) Evans, 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.

131. PRINCIPLES OF BIOLOGY I
An introduction to the study of biology. Topics include evolution, Mendelian genetics, ecology, conservation biology, and a survey of the diversity, structure, and function of major groups of organisms. Laboratory class. (Credit, full course.) Staff.

132. PRINCIPLES OF BIOLOGY II
An introduction to the study of biology. Topics include the molecular basis of life, bioenergetics, molecular genetics, the structure and function of cells and vertebrate physiology. Biology 131 is not a prerequisite for this course. Laboratory class. (Credit, full course.) 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. Prerequisite: Biology 131 or permission of instructor. (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.

209. CONSERVATION BIOLOGY
A study of the scientific basis for conservation of biological diversity. A case-study approach will be used to address problems relating to species decline, habitat loss, and ecosystem degradation at local, regional, and global scales. Course will emphasize population modeling and GIS applications. Non-laboratory course. Prerequisite: Biology 131 or consent of instructor. (Credit, full course.) Evans.

210. ECOLOGY
A survey of the principles and applications of ecological science. Lecture will cover the ecology of individuals, populations, communities, and ecosystems. Lab will emphasize field experimentation in the local environment. Prerequisites Biology 131 or permission of instructor. A laboratory course. (Credit, full course.) Evans or Haskell.

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.

250. MOLECULAR EVOLUTION
An examination of the evolution of nuclear, viral, and organellar genomes and of protein structure and function. Topics covered will include the origin of life, the evolution of globin and other families of proteins encoded by nuclear genes, mitochondrial and chloroplast DNA, and molecular phylogenetic analysis. Use of computer algorithms for analyzing both nucleic acid and protein sequences will be introduced in the classroom. Prerequisites Biology 132 or permission of instructor. Non-laboratory course. (Credit, full course.) Groom.

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
A one semester survey of biochemistry. The following topics will be addressed: biochemical primary literature and internet resources, bioenergetics, acid-base balance, protein structure and function, enzyme function and kinetics, metabolism, topics in physiological biochemistry, and topics in molecular biology. Non-laboratory course. Prerequisites: Chemistry 201 and 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.) Croom.

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

ASSOCIATE PROFESSOR DURIG

ASSISTANT PROFESSOR KROGSTAD

ASSISTANT PROFESSOR SHIBATA

ASSISTANT PROFESSOR WILLIAMS

VISITING ASSISTANT PROFESSOR MORTON

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

MAJOR IN CHEMISTRY: Minimum major requirements:

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

Mathematics 101, 102.

Physics 101, 102.

Chemistry 102 or 104 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.

MINOR IN CHEMISTRY: 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 and 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.) Krogstad.

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.

104. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY
An alternative to Chemistry 102. Content parallels Chemistry 102 but with emphasis on applications related to environmental issues. Lecture, three hours; laboratory, three hours. (Credit, full course.) Krogstad.

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.

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.) **Kirven, Morton.**

**306. BIOCHEMISTRY**

Introduction to the major areas of biochemistry. Prerequisites: Chemistry 202 and one year of biology. Lecture, three hours. (Credit, full course.) **Lowe.**

**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.) **Kirven, Shibata.**

**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.) **Shibata.**

**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.) **Shibata.**

**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 Setters**

**Professor W. Bonds, Chair**

**Visiting Assistant Professor Huber**

**Visiting Assistant Professor Clark**

**MAJOR IN GREEK OR LATIN:** 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. 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.

**MINOR IN GREEK OR LATIN:** 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

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.) STAFF.

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.) STAFF.

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.) STAFF.

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.

Latin

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.) Seiters.

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.) STAFF.

307. OVID
Readings from the Ars Amatoria and Metamorphoses. (Credit, full course.) STAFF.

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.) Setters.

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 fourth through fourteenth centuries, A.D. (Credit, full course.) Bonds.

407. VERGIL
   Readings in the Eclogues, Georgics, and Aeneid. (Credit, full course.) Setters.

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.) Staff.

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.
301. CLASSICAL ETYMOLOGY IN ENGLISH
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.) STAFF.

345. LITERATURE AND MYTH: THE TRADITION OF CLASSICAL MYTHOLOGY IN EUROPEAN LITERATURE
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.) BONDS.

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.) STAFF.

ECONOMICS

PROFESSOR A. SCHAEFER
PROFESSOR INGLES
PROFESSOR GOTTFRIED
PROFESSOR MOHIUDDIN, CHAIR
ASSISTANT PROFESSOR WILLIAMS
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.

**MAJOR IN ECONOMICS:** 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.

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.

**MINOR IN ECONOMICS:** 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.

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.) Staff.

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.

215. FUNDAMENTALS OF FINANCIAL ACCOUNTING
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.) Staff.

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.) Ingles.

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 postwar 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
Examines the economic function of government: allocation of resources, distribution of income, stabilization. Revenue structure:
federal, state, and local taxation. Government expenditure: the federal budget, criteria for evaluating government expenditures, specific programs. Fiscal policy. (Credit, full course. ) **STAFF.**

**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. ) **STAFF.**

**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, and 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.) Staff.

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 O'Connor
Associate Professor Register
Assistant Professor Wallace, Chair
Assistant Professor Coleman

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. 42-44.)

161. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION I
An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. Includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. An active learning experience. (Credit, full course.) Wallace.

162. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II
The development and use of standardized and teacher-constructed assessment methods. The nature, origin, instructional
needs, and concomitant psychological characteristics of students with exceptionalities most commonly found in schools. Exceptionalities considered include specific learning disabilities, mental retardation, emotional and behavior disorders, visual and hearing impairments, orthopedic and health impairments, and gifted and talented students. The diagnostic process and relevant legal issues are also addressed. (Credit, full course.) COLEMAN.

204. ANTHROPOLOGY OF EDUCATION
(ALSO ANTHROPOLOGY 204)
A study of the cultural contexts of education which includes both the formal learning settings of schools and classrooms, and the informal learning settings of families and youth cultures around the world. Students will read ethnographic and theoretical texts, and will also conduct their own ethnographic field studies in local schools and other learning settings. Course topics may include literacy, social class, multicultural education and adolescence. (Credit, full course.) O’CONNOR, WALLACE.

279. HISTORY OF AMERICAN EDUCATION
(ALSO HISTORY 279)
The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the “family,” the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education. (Credit, full course.) REGISTER.

341. METHODS AND MATERIALS OF TEACHING
Study and practice of secondary school teaching. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. In addition to studying educational research, students will observe and reflect on local classrooms, and will develop and teach their own lessons. Prerequisite: permission of the chair. (Credit, full course.) WALLACE.

342. STUDENT TEACHING
A full time, fifteen week student teaching apprenticeship
experience in the student's major field(s). The student will be supervised by effective teachers at the middle and high school levels. Art and theatre students working toward K to 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 student teaching experiences and increase their expertise using methods to teach their subject areas. Topics vary, and are likely to include: classroom management, effective teaching, evaluation and feedback and professionalism. The course also includes a series of guest lectures and workshops. 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 be taken more than once for credit. (Credit, variable half or full course.) Staff.
ENGLISH

PROFESSOR ARNOLD
PROFESSOR REISHMAN
PROFESSOR D. RICHARDSON
PROFESSOR CARLSON
PROFESSOR BENSON
PROFESSOR W. CLARKSON
PROFESSOR PRUNTY
PROFESSOR MACFIE
ASSOCIATE PROFESSOR J. GRAMMER, CHAIR
VISITING ASSISTANT PROFESSOR E. GRAMMER
ASSISTANT PROFESSOR MICHAEL
ADJUNCT PROFESSOR CORE
INSTRUCTOR MOSCHOVAKIS
INSTRUCTOR COBB
VISITING LECTURER NOVAKOVICH
VISITING LECTURER ANDERSON

MAJOR IN ENGLISH: English majors must plan their academic curriculum carefully with their adviser. 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.)
ANDERSON, 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.

212. STUDIES IN LITERATURE (ALSO AMERICAN STUDIES 212)
A course which examines African American texts or, in alternate years, texts by white and black writers which focus on issues of race. Prerequisite: English 101 or Humanities 101-102. (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.) Cobb.

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 drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. 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.) Macfie, Moschovakis, Richardson.
359. RENAISSANCE LITERATURE I
A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser’s Faerie Queene. (Credit, full course.) MACFIE

360. RENAISSANCE LITERATURE II (WRITING-INTENSIVE)
A study of the major seventeenth-century poets, concentrating on such poets’ redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. (Credit, full course.) ARNOLD, MOSCHOVAKIS.

362. MILTON
A study of Milton’s poetry and prose in the context of religious and political upheavals in mid-seventeenth-century England. Particular emphasis is on Lycidas and Paradise Lost. Offered in 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 of 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 study 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
A study of selected poems of Tennyson, Browning, Arnold, Swinburne, and D. G. Rossetti and selected prose of Carlyle, Newman, Arnold, and Ruskin, which constitute the central texts for classroom discussion. (Credit, full course.) Reishman.

374. ORIGINS AND DEVELOPMENT OF THE ENGLISH NOVEL II
A study of the fiction of Charlotte and Emily Brontë, Dickens, Trollope, Eliot, and Hardy. (Credit, full course.) Reishman.

377. AMERICAN LITERATURE I
A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. (Credit, full course.) J. Grammer.

378. AMERICAN LITERATURE II
A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chesnutt, James, Jewett, Stephen Crane, and others. (Credit, full course.) J. Grammer.

379. THE AMERICAN NOVEL
A study of major nineteenth-century American novels, including works by Hawthorne, Mark Twain, James, and Wharton. (Credit, full course.) Carlson, E. 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 nineteenth- and twentieth-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 Duyn. 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.) Novakovich.

411. CREATIVE WRITING: PLAYWRITING (WRITING-INTENSIVE)

Discussions will center on students’ plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Staff.

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.

ENVIRONMENTAL STUDIES

INTERDISCIPLINARY FACULTY

PROFESSOR GOTTFRIED, CHAIR

The Environmental Studies concentration is an interdisciplinary
program that offers students an informed and broad understanding of the environment. The concentration is open to students majoring in any discipline. By adding the concentration to their chosen field of study, students will develop skills of inquiry, analysis, and stewardship that enable them to evaluate and address complex environmental issues from multiple perspectives. Shaped by strong traditions of liberal arts and basic science, and the extensive natural Domain of the university, the Environmental Studies concentration is a substantial component of the university's commitment to being a respected institution of environmental study and leadership.

CONCENTRATION IN ENVIRONMENTAL STUDIES:
Six courses are required for a student to complete the Concentration in Environmental Studies.

Note: All requirements must be completed within the Sewanee curriculum. Exceptions are made only with the prior approval of the environmental studies chair. Students majoring in one of the departments offering environmental courses must take at least one such course from within their major.

1. Environmental Studies 200. This is an introductory and interdisciplinary course. Students are encouraged to take this seminar early, but are not required to take it before taking other courses to be used in completing the concentration. (See description below.)

2. Four courses which are designated as environmental courses. (See list below.)
   a. Two of these courses must be from a list of humanities/social science courses designated as environmental courses. Both must be outside of the student's major department.
   b. Two of these courses must be from a list of science courses designated as environmental courses. Both must be outside of the student's major department. At least one must be a field course.

3. An integrative capstone experience of at least one course credit. The integrative experience does not need to be the last of the six courses taken, but must be taken after the introductory seminar has been completed. Acceptable capstone experiences include:
   a. An interdisciplinary capstone seminar with an environmental focus offered by an existing department, provided that the student significantly involves faculty from at least one other
department as part of the seminar final project and provided that the student's presentation of the seminar project be in a forum open to all Environmental Studies Faculty. Currently, only the Natural Resources Seminar [Forestry 432 or Geology 432] meets this description.

b. The Environmental Studies Capstone Seminar.

c. The Costa Rica Program.

d. The Island Ecology Program, along with successful completion of a policy-oriented paper related to the program that is publicly presented. Preparation of this paper must be supervised by a humanities or social science faculty member.

e. An interdisciplinary environmentally-focused research project involving Environmental Studies Faculty from at least two different departments. Results are to be publicly presented. (This option is allowed only with the permission of the Chair.)

ENVIRONMENTAL COURSES IN THE CURRENT CURRICULUM

* Courses marked with an asterisk have a prerequisite.

1. Humanities/Social Science list:

Anthropology 201: Global Problems: Anthropology and Contemporary Issues

Anthropology 298: Environmental Anthropology

Anthropology 307*: The Archaeology of Southeastern United States

Forestry 201*: Natural Resource Issues/Policy

Forestry 212*: Forestry in the Developing World

Economics 335*: Environmental Economics

Philosophy 230: Environmental Ethics

Political Science 208: Environmental Policy

Religion 341*: Religion and Ecology

2. Sciences list:

Biology 114: Botany (Non-Laboratory)

Biology 115: Biological Conservation (Non-Laboratory)

Biology 131: Principles of Biology I (Laboratory)

Biology 200*: Entomology (Laboratory)

Biology 201*: Ornithology (Laboratory)

Biology 202*: Invertebrate Zoology (Laboratory)

Biology 206*: Plant Ecology (Laboratory)

Biology 209: Conservation Biology (Non-Laboratory)
Biology 210*: Ecology (Laboratory)
Biology 310*: Plant Evolution & Systematics (Laboratory)
Biology 311*: Behavioral Ecology (Laboratory)
Chemistry 104*: Environmental Chemistry (Laboratory)
Forestry 121: Introduction to Forestry (Laboratory)
Forestry 211*: Dendrology (Laboratory)
Forestry 230*: Urban Forest Management (Non-Laboratory)
Fors 303/Geol 303*: Soils (Laboratory)
Forestry 305*: Forest Ecology (Laboratory)
Forestry 312*: Silviculture (Laboratory)
Forestry 314/Geol. 314*: Hydrology (Laboratory)
Forestry 316*: Tropical & Boreal Forest Ecosystems (Non-Laboratory)
Forestry 319*: Natural Resource Management (Non-Laboratory)
Geology 121: Physical Geology (Laboratory)
Geology 215*: Geological Resources (Laboratory)
Geology 222*: Historical Geology (Laboratory)
Geology 230*, Paleoecology (Non-Laboratory)
Geology 322*: Geology of the Western US (Non-Laboratory)
Geol 328/Fors 328*: Geology & Forest Ecology of Yellowstone (Non-Laboratory)
Physics 105: Environmental Physics (Non-Laboratory)
Psychology 353*: Animal Behavior (Laboratory)

ENVIRONMENTAL STUDIES 200
INTRODUCTION TO ENVIRONMENTAL STUDIES

A team-taught, interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. Because this course will not be counted in any major, it will be counted as hours outside the major field for all majors. (Credit, full course). STAFF.

(Note: The Environmental Studies Concentration was added in 1999. For changes, contact Professor Gottfried.)

FORESTRY AND GEOLOGY

PROFESSOR POTTER
Forestry, geology, and integrated environmental study are the emphasis of the Department of Forestry and Geology. Our students critically analyze geological, forest ecological, and related environmental phenomena in natural landscapes, including those influenced by human activity. Consideration of the economic and sociopolitical ramifications of these phenomena is essential. The department stresses training both within and outside the classroom, integrating detailed observations and careful data collection in the field and lab with theoretical and conceptual aspects of forestry and geology.

MAJORS IN FORESTRY, GEOLOGY, AND NATURAL RESOURCES: Three majors are offered within the department: forestry, geology, and natural resources. Students may select either a B.S. or B.A. degree from each of these. All three majors emphasize an interdisciplinary study of the natural world and the interrelationships between forest ecological and geological processes. Excellent forest and geological exposures on the university Domain and its environs are the focus of both lab and field study, and other sites in the Appalachians, Rocky Mountains, Colorado Plateau, and Georgia barrier island environments are studied in specific courses.

Students in all majors are expected to be competent in basic skills and in the application of computer, lab, and field equipment to the study of forested and geologic systems. These include skills in identifying and understanding the fundamental physical, biological, and chemical components of natural landscapes; skills in mapping and spatial analysis to document relationships among forest or geologic variables in the field; and computer skills (data base, word processing, and/or GIS software) appropriate to data
analysis and presentation. Graduating seniors must demonstrate a proficient knowledge of local, regional, and global issues influencing natural resources and must be competent in both oral and written communication of their observations and interpretations. Seniors within the department complete a collaborative and interdisciplinary senior research project prior to graduation.

Students interested in majoring 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. Students interested in careers in forestry or environmental study may also participate in a 3-2 program with Duke University, with three years of work at Sewanee and two years at Duke, to obtain both a Sewanee Bachelor’s degree and a Duke Master’s degree.

In Geology, all courses count toward fulfilling the college distribution requirements in the sciences. In Forestry, all courses except Forestry 201, 212, and 319 fulfill the science distribution requirement.

**NATURAL RESOURCES MAJOR:** The Natural Resources major is an interdisciplinary environmental major which requires approximately equal study of forest systems, geological systems, and their interrelationships. Natural resources majors must take at least three geology and three forestry courses, plus two additional departmental courses that complement their specific interests in forestry and/or geology. They must also take coursework in several other departments (biology, chemistry, and economics) and they must choose a concentrated suite of courses outside the major (three science or four non-science courses) related to environmental study and natural resources. Within the Department of Forestry and Geology, each major will complete at least eight full courses (including at least three courses each in Forestry and Geology), as well as the junior presentations and senior project seminars.

Required courses in the department are: Introduction to Forestry (Forestry 121); at least one additional core forestry course [Dendrology (Fors 211), Soils (Fors 303), Forest Ecology (Fors 305), or Silviculture (Fors 312)]; one additional forestry course elective;
Physical Geology (Geol 121); at least one additional core Geology course [Economic Geological Resources (Geol 215), Mineralogy (Geol 221), Historical Geology (Geol 222), Sedimentology (Geol 225), Structural Geology (Geol 325), or Invertebrate Paleontology (Geol 330)]; one additional geology course elective; and at least two additional full courses within the department (either forestry or geology); plus Junior Presentations (Fors or Geol 332) and Senior Interdisciplinary Field Project (Fors or Geol 432).

Courses required outside the department are: General Chemistry 101, Economics 101, Statistics (Math 204), and one course in Botany (Biol 114) or General Biology (Biol 131 or 132). General Chemistry 102 or 104 is also recommended.

**FORESTRY MAJOR:** The forestry major stresses an understanding of the environmental components and processes (biological, physical, and/or chemical) that affect the functioning of forested ecosystems. Forestry majors at Sewanee must be broadly trained, and must integrate traditional forestry courses (such as dendrology, silviculture, biometrics, forest ecology, and natural resource management) with wide-ranging coursework in complementary areas such as economics, philosophy, biology, statistics, chemistry, mathematics, soils, hydrology, and geology. Nine full courses within the department are required, as well as the junior presentations and the senior project seminars.

Required departmental courses are: Introduction to Forestry (Fors 121), Physical Geology (Geol 121), Dendrology (Fors 211), Silviculture (Fors 312), Forest Ecology (Fors 305), Biometrics (Fors 307), Natural Resource Management (Fors 319), either Natural Resource Issues and Policies (Fors 201) or Tropical and Boreal Forest Ecosystems (Fors 316), and either Soils (Geol 303) or Hydrology (Geol 314), plus Junior Presentations (Geol 332) and Senior Interdisciplinary Field Project (Geol 432).

Requirements outside the Department of Forestry and Geology include Economics 101, two semesters of General Chemistry (101 and either 102 or 104), Statistics (Math 204), one semester of Calculus (Math 101 or higher), one course in Botany (Biol 114) or General Biology (Biol 131 or 132), and at least two of the following additional courses: Environmental Ethics (Phil 230), Entomology (Biol 200), Ornithology (Biol 201), Fungi (Biol 215), Island Ecology
UNIVERSITY OF THE SOUTH

(Biol 240), Genetics (Biol 301), Plant Physiology (Biol 305), or Systematic Botany (Biol 310).

**GEOLOGY MAJOR:** The geology major stresses analysis and understanding of geological and environmental processes affecting the earth, including processes that operate both today and in the geologic past, and those that occur both on and below the earth’s surface. Geology majors must be firmly grounded in physical and chemical components of the earth (rocks, minerals, fossils, landforms, structural features, surface and subsurface waters, and environmental pollutants). They must also be able to critically evaluate the temporal and causative interrelationships between these components and the earth processes (magmatism, glaciation, weathering, erosion, stream flow, sedimentation, tectonic activity, biochemical precipitation, and/or species evolution) that generate them. Coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics. The geology major requires nine full courses, as well as the junior presentations and the senior project seminars, within the Department of Forestry and Geology.

Required departmental courses are: Physical Geology (Geol 121), Introduction to Forestry (Fors 121), Historical Geology (Geol 222), Mineralogy (Geol 221), Igneous and Metamorphic Petrology (Geol 321), Sedimentology (Geol 225), Structural Geology (Geol 325), either Paleoecology (Geol 230) or Invertebrate Paleontology (Geol 330), and either Soils (Forestry 303) or Hydrology (Fors 314), plus Junior Presentations (Geol 332) and Senior Interdisciplinary Field Project (Geol 432).

Requirements outside the department include two semesters of General Chemistry (101 and either 102 or 104), and two courses in Math/Computer Science (chosen in consultation with the department). A summer geology field camp taken at another institution is strongly recommended and required for admission to many graduate schools. Physics 101 and 102 are also recommended.

**Forestry**

**121. INTRODUCTION TO FORESTRY**

An environmental survey course which addresses the important features, processes, and issues of forested landscapes. Topics
include major tree species, forest biology and ecology, tree structure and function, silviculture, forest management, forest products, and U.S. forest policy and laws. The focus on North American forests is set within a context of global forest issues. Lab exercises emphasize field work, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours, laboratory and field trips. (Credit, full course.) Staff.

201. NATURAL RESOURCE ISSUES AND POLICIES

An overview of the contemporary use of renewable and nonrenewable natural resources on local, national, and international scales. This discussion-oriented class focuses on the controversial social and environmental issues that have shaped the formation of natural resource policy in the United States and the world. (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, species distribution across the landscape, and responses 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 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.) Smith.

230. URBAN FOREST MANAGEMENT

Study of the environmental stresses associated with urban landscapes and their impact on establishing and maintaining trees
in urban environments. Topics include the theory and practice of individual tree care; biology of tree response to stress, disease, and nutrient assessment; impacts of trees on urban climate; and urban forest inventory and planning. Prerequisites: Forestry 121, or Biology 106, or permission of instructor. Lecture and field trips. Spring of odd-numbered years. (Credit, full course.) **KUERS.**

**240. SPECIAL TOPICS IN FORESTRY**
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: Geology 121 and Chemistry 101; or permission of the instructor. Lecture, three hours; laboratory and field trips, full course. (Credit, full course.) **K. SMITH, TORREANO.**

**305. FOREST ECOSYSTEMS**
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 121 or 211, and Biology 106 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**
Principles and methods employed in the estimation of forest and other natural resource parameters. Introduction to the uses of statistical models in drawing inferences about biological populations with an emphasis on sampling theory and field methods. Topics include: the scientific method, methods to assist students in the interpretation of both experimental and observational data, and elements of experimental design with an emphasis on biological applications. Prerequisites: Forestry 121 and either Mathematics 101 or 204; or permission of the instructor. Fall of odd-numbered years. (Credit, full course; lab.) **TORREANO.**
312. SILVICULTURE
Principles and practices of establishing, tending, and harvesting forest stands on a sustainable basis. Emphasis on ecologically sound techniques of managing forests to meet diverse landowner objectives such as watershed management, wildlife habitat enhancement, recreational use, insect and disease control, and/or timber production. Prerequisites: Forestry 121 and 211, 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.

316. TROPICAL AND BOREAL FOREST ECOSYSTEMS
A detailed examination of important components and processes in tropical and boreal forest ecosystems, which collectively comprise over 75% of the Earth's forests. Topics will include: the climate, soils, and unique plant life that characterize these two biomes; carbon and nutrient dynamics in undisturbed forests; and the effects of land-use change on properties of these forested systems. Prerequisites: Forestry 121 or Biology 114 or Biology 131 (with permission from instructor). (Credit, full course.) K. Smith.

319. NATURAL RESOURCE MANAGEMENT AND DECISIONS
A survey of theory and methods used in natural resource management analysis and decision making with an emphasis on forests and some other renewable resources such as wildlife. Students will use resource modelling and decision-making software to address problems in managing multiple resources. Emphasis will be on (1) evaluation of the effects of land characteristics, tax policy, risk, and interest rates on management; (2) choice among policy alternatives proposed by competing groups; and (3) application of concepts of management, policy, economics, and spatial analysis to land management. Practicums will involve analysis of resource data
and presentation of preferred strategies. Prerequisite: Economics 101, Forestry 121, and Forestry 312, or written permission. Fall of even-numbered years. (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 121, Forestry 211, Biology 106, or Biology 131. Spring of odd-numbered years. (Credit, full course.) M. KNOLL, KUERS.

329. GEOLOGY AND FOREST ECOLOGY OF THE YELLOWSTONE COUNTRY (FIELD TRIP)

Prerequisite: Geology 328. Three-week field trip to the Yellowstone-Grand Teton region of Wyoming and Montana. Late summer of odd-numbered years. (Credit, half course.) M. KNOLL, KUERS.

332. JUNIOR PRESENTATIONS IN FORESTRY AND GEOLOGY

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and analyze oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in Forestry, Geology, or Natural Resources. (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.
432. SENIOR INTERDISCIPLINARY FIELD PROJECT

An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area’s geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. Prerequisites: Senior status in Forestry, Geology, or Natural Resources. (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

A study of the geological features and processes that shape the earth’s surface and subsurface. Lectures detail major components of the earth and the dynamic processes that generate them (including rocks, minerals, fossils, mountain belts, ocean basins, tectonic activity, magma formation, and climate change). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips (including one weekend trip). (Credit, full course.) M. Knoll, Potter, Shaver.

215. ECONOMIC 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, chemistry, and origin of minerals, with special emphasis on geological environments that form or modify them. Laboratory work includes hand-lens, microscopic, and X-ray diffraction analysis of minerals. Lecture, three hours; laboratory and field work. Fall of odd-numbered years. (Credit, full course.) Shaver.

222. HISTORICAL GEOLOGY
A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. 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. 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 field trip. Prerequisite: Geology 121. Fall of odd-numbered years. (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.) EVANS, KEITH-LUCAS, McGLOTHLIN, POTTER.

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 101, or permission of the instructor. Lecture, three hours; laboratory and field trips, full course. (Credit, full course.) K. SMITH, 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.

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 tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Prerequisite: Geology 221. Lecture, three hours; laboratory and field trips. Spring of even-numbered years. (Credit, full course.) SHAVER.
322. GEOLOGY OF THE WESTERN UNITED STATES

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to the western United States. 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 field notebook is kept by students on this three-week trip. Early 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. Spring of odd-numbered years. (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 121, Forestry 211, Biology 106 or Biology 131. Spring of odd-numbered years. (Credit, full course.) M. Knoll, Kuers.

329. GEOLOGY AND FOREST ECOLOGY OF THE YELLOWSTONE COUNTRY (FIELD TRIP)

Prerequisite: Geology 328. Three-week field trip to the Yellowstone-Grand Teton region of Wyoming and Montana. Late summer of odd-
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. Fall of even-numbered years. (Credit, full course.) M. Knoll.

332. JUNIOR PRESENTATIONS IN FORESTRY AND GEOLOGY
Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and analyze oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in Forestry, Geology, or Natural Resources. (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.) Staff.

432. SENIOR INTERDISCIPLINARY FIELD PROJECT
An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty.
and seniors. Prerequisites: Senior status 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.**

**FRENCH AND FRENCH STUDIES**

**Professor J. Schaefer**

**Professor McCrady**

**Professor Poe, Chair**

**Associate Professor Rung**

**Assistant Professor Ramsey**

**Assistant Professor Mills**

**The Major and Minor Programs in French**

**Major in French:** The minimum requirement for a French major is eight full courses at the 300 and 400 levels. After 301 or 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, French-major 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 seventeenth or the eighteenth century (401 or 403), and at least one course examining a modern period (404 or 408). Senior French majors participate, during their final semester, in the 435 tutorial which ties together their upper-level coursework and prepares them for their comprehensive
examinations covering their selected areas of focus within the three aforementioned periods. All 300-level and 400-level courses are conducted in French.

**MINOR IN FRENCH:** The minimum requirement for a French minor is six full courses at the 300 and 400 levels. After 301 or 302 or 303, students are expected to take at least one additional 300-level course and two 400-level courses of their choosing. French 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).

The Major and Minor Programs in French Studies

**MAJOR IN FRENCH STUDIES:** The French Studies major is an interdisciplinary program combining substantial core work in the Department of French and abroad on the language, history, culture, and society of France and of other French-speaking countries with complementary coursework in two or three related fields; acceptable courses in the related fields are specified in the following program layout.

- **Six core French courses at Sewanee (and one advanced French language course abroad; any other core coursework proposed to be taken abroad must be approved by the Department of French prior to departure):**
  - FREN 303: Introduction to Francophone Literature, or FRE 301: Introduction to French Literature, or FRE 302: Introduction to French Literature (accelerated)
  - FREN 311: Composition or FREN 312: Conversation or FREN 313: Contemporary Language and Usage or FREN 317: Stylistics (With another advanced language course abroad, of different emphasis from the one chosen above)
  - FREN 376 Culture through History
  - FREN 377 Modern France through Films and Other Texts
  - FREN 381 Aspects of the French Language
  - FREN 436 French Studies Senior Research Seminar

- **Four related courses in two or three of the following departments at Sewanee, with at least one course below in art history, music, or theatre (courses proposed as substitutes to be taken abroad must be approved by the Department of French prior to departure):**
ANTH 303 Peoples and Cultures of Europe
ANTH 304 Peoples and Cultures of Africa
ArtH 320 Medieval Art
ArtH 332 17th and 18th Century Art
ArtH 335 19th Century Art
ArtH 345 Modern Art
HIST 219 History of Africa: Traditional Africa
HIST 220 History of Africa: Modern Africa
HIST 270 Women in European History Since 1750
HIST 305 The Renaissance
HIST 306 The Reformation Era
HIST 307 17th Century Europe
HIST 308 The Revolutionary Era
HIST 309 Politics and Society in Europe 1815-1914
HIST 311 Politics and Society in Europe after 1914
HIST 356 Diplomatic History of Europe 1813-1914
HIST 384 African Art and Culture
HIST 395 War and Society in the Modern Period
HIST 396 The Origins and Conduct of the First World War, 1900-19
HIST 397 The Origins and Conduct of World War II
MUS 205 Music of the Baroque Era
MUS 207 Music of the Romantic Period
MUS 208 Music of the Twentieth Century
MUS 225 Music and Drama
MUS 301 History of Music I
MUS 302 History of Music II
PHIL 204 History of Philosophy II
POLS 103 Comparative Politics
POLS 227 Africa in World Politics
POLS 329 Comparative African Politics
POLS 356 Diplomatic History of Europe 1813-1914
POLS 364 The European Union
POLS 401 Research Seminar in European Politics
THEA 106 History of Film
THEA 334 The Art of Comedy for Actors
Note: One of the department’s upper-level French literature courses, or a literature course abroad, may possibly be substituted for one of the four “related courses” above, upon special arrangement with the department, or prior to departure in the case of a literature course to be taken abroad.

**MINOR IN FRENCH STUDIES**: French Studies minors, like French minors, must take a minimum of six full courses according to the following formula: after FREN 303 (or possibly 301 or 302), at least one course among FREN 311, 312, 313, 317, and 381; at least one course among FREN 376 and 377; and at least one course in art history, music, or theatre from the related-courses list above for the French Studies major (for a substitute course to be taken abroad in answer to this fine arts expectation, it must be approved by the Department of French prior to departure). French Studies minors are also expected, again like French minors, to take two courses in a summer-in-France program (FREN 320 and 321 in the Sewanee in France summer program, or the equivalent in another program approved by the department).

Majors in both French and French Studies are required to study in France or in another French-speaking country for at least one semester. The department advises students in the choice of appropriate programs and in the selection of courses to be taken abroad. All majors (and minors where possible) are also expected to live in the French House for a minimum of one semester; application forms are obtainable from the department.

Majors in French and French Studies may obtain honors by achieving a 3.5 departmental GPA, with a comparable performance on the comprehensive examinations.

The department also participates in interdisciplinary programs such as Social Science–Foreign Language and Women’s Studies.

**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**

An intensive course in the basic elements of the language: pronunciation,
structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. Prerequisite: French 104 or placement by department. (Credit, full course.)\textsc{Staff}.

\textbf{301. \textsc{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.)\textsc{Staff}.

\textbf{302. \textsc{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.)\textsc{Staff}.

\textbf{303. \textsc{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; particularly well-suited for students interested in becoming French Studies majors or minors. May not be taken in addition to 301 or 302. Prerequisite: French 203 or placement by department, and permission of the department. (Credit, full course.)\textsc{Ramsey}.

\textbf{311. \textsc{Composition}}

Advanced language review and emphasis on accuracy of expression in written French, with writing exercises constructed around thematic and compositional material sometimes found on the Internet. Enrollment limited. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.)\textsc{Rung}.

\textbf{312. \textsc{Conversation}}

Development of 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.)\textsc{Ramsey}.
313. CONTEMPORARY LANGUAGE AND USAGE
A one-semester advanced language course designed to increase oral and written language skills, with particular attention to advanced syntax and to vocabulary expansion. Prerequisite: French 301, 302, 303, or equivalent. (Credit, full course.) Staff.

317. STYLISTICS
Advanced practice in written French; through grammatical and stylistic exercises, analysis of short texts, translation, and compositional 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 2000 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 311, 312, 313, 317, or equivalent. (Credit, full course.) Schaefer.

376. CULTURE THROUGH HISTORY
A study of the historical and societal frames within which the weave of French civilization has spun itself forward through the
centuries. Close attention will be paid to moments of national crisis and to political arrangements, to daily life within the periods examined, and to aesthetic achievement and stylistic trends along the way. Prerequisite: French 311, 312, 313, 317, or equivalent. (Credit, full course.) Poe.

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. Prerequisite: French 311, 312, 313, 317, or equivalent. (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 311, 312, 313, 317, or equivalent. (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. (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. (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. (Credit, full course.) Mills.

408. CONTEMPORARY LITERATURE
A study of twentieth-century poetry, prose, and theater. Emphasis on Apollinaire, Valéry, Breton, Michaux, Ponge, Camus, Sarraute, Robbe-Grillet, Giraudoux, Sartre, and Anouilh. (Credit, full course.) Rung.

409. THE RENAISSANCE
Emphasis on the evolution of narratology and poetics and on the specific role of women in the flowering of sixteenth-century literature: Rabelais, Maurice Scève, Jeanne Flore, Pernette du Guillet, Louise Labé, Marguerite de Navarre, du Bellay, Ronsard, and Montaigne, among others. (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. (Credit, full course.) Schaefer.

435. FRENCH SENIOR TUTORIAL
Preparation for the French comprehensive examinations. Required of all French majors. (Credit, full course.) Staff.

436. FRENCH STUDIES SENIOR RESEARCH SEMINAR
Preparation, within the course of the seminar, of an in-depth research paper on a topic approved by the seminar director pertaining to French language, history, or culture. Research strategies for obtaining source materials in French will be explored, and writing techniques and style will be fine-tuned. Required of all French Studies majors. (Credit, full course.) Staff.

440. DIRECTED READING
To help majors who, for exceptional reasons, may have difficulty completing the department reading list. (Credit, half course, Pass/Fail grading.) Staff.

444. INDEPENDENT STUDY
For majors who wish to pursue, during the Advent semester of their senior year, a readings and research project culminating in a paper of some length on a chosen topic. Applicants for this project must have a 3.5 GPA in French, and a brief abstract of the proposed study must be
submitted to the department for approval prior to enrollment in the course. (Credit, full course.) **STAFF.**

**GERMAN**

**PROFESSOR DAVIDHEISER**

**PROFESSOR ZACHAU, CHAIR**

**VISITING ASSISTANT PROFESSOR NEUHAUS**

**MAJOR IN GERMAN:** 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 twentieth 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 *Der kurze 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 children's 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 audiovisual 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.) DAVIDHEISER.

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.) DAVIDHEISER, ZACHAU.

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 twentieth 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)

MAJOR IN GERMAN STUDIES: 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
GER 321, 322 Survey of German Literature
GER 410 Goethe
GER 408 or 409 20th Century German Literature
HIST 268 German History since 1500
POLS 401 European Politics
POLS 423 The European Community

RELATED COURSES
Any other 300- and 400-level German literature and culture courses listed in the catalog under German.

ANTH 303 Peoples and Culture of Europe
ArtH 326 Northern Renaissance Art
ArtH 335 19th Century Art
ECON 350 Comparative Economic Systems
HIST 309, 311 Politics and Society in Europe
HIST 396 The Origins and Conduct of the First World War, 1900-1919
MUS 206 Music of the Classical Period
MUS 208 Music of the Romantic Period
PHIL 319 19th Century Philosophy
POLS 102 Modern Foreign Governments
POLS 322 United States Foreign Policy
REL 327 Religious Thought: Marx to Tillich
REL 329 Hegel, Nietzsche, Dostoevsky

HISTORY

PROFESSOR A. KNOLL
PROFESSOR PATTERSON
PROFESSOR FLYNN
MAJOR IN HISTORY: 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 adviser will help the student plan a coherent program of study.

Required of all majors: 1) a GPA 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.

Required for honors in history: 1) a GPA 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.

MINOR IN HISTORY: In order to minor in history, students must complete five courses above the 100-level, excluding History 352. No comprehensive examination is required.
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.) BEREBITSKY, REGISTER, WILLIS.

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.) Staff.

223. LATIN AMERICAN HISTORY TO 1825

A study of the mixture of Indian and Spanish civilizations. Concentration on sixteenth-century culture of Aztecs and Incas, the
evolution of Spanish colonial empire, the historical background to strongman government, the art and architecture of the colonies, and the Independence Period (1810-25). (Credit, full course.) McEvoy.

224. LATIN AMERICAN HISTORY AFTER 1826
A study of nation building and strongman government in the nineteenth century, the Mexican Revolution 1910-20, Argentina under Peron, and twentieth-century Brazil. Special emphasis on the roles of women and blacks. (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 twentieth century. The course as a whole emphasizes 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-nineteenth 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 seventeenth century to the present day (Credit, full course.)

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 fourteenth, fifteenth, and early sixteenth 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 sixteenth 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 seventeenth 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 eighteenth-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 nineteenth and early twentieth 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 nineteenth and twentieth 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, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal
strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. (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 seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students will examine several theoretical approaches to gender studies together with specific case studies. (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 nineteenth- and twentieth-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-seventeenth 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.) Lytle, Patterson.

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.

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, 1900-1919

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 1930s, 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 twentieth 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. May be taken more than once for credit. (Credit, variable from half to full course.) STAFF.
INTERDISCIPLINARY HUMANITIES PROGRAM
TRADITION AND CRITICISM IN WESTERN CULTURE

PROFESSOR PATTERSON (HISTORY)
PROFESSOR W. CLARKSON (ENGLISH), DIRECTOR
PROFESSOR W. BONDS (CLASSICAL STUDIES)
PROFESSOR SHRADER (MUSIC)
ASSOCIATE PROFESSOR PETERMAN (PHILOSOPHY)
ASSOCIATE PROFESSOR MACFIE (ENGLISH)
ASSOCIATE PROFESSOR PETERS (PHILOSOPHY)
ASSISTANT PROFESSOR RIDYARD (HISTORY)
ASSISTANT PROFESSOR MANSFIELD (ART HISTORY)
VISITING ASSISTANT PROFESSOR HUBER (CLASSICAL STUDIES)
VISITING ASSISTANT PROFESSOR MCKEEN (POLITICAL SCIENCE)
INSTRUCTOR BRENNECKE (ART HISTORY)
INSTRUCTOR MILLER (MUSIC)
INSTRUCTOR MOSCHOVAKIS (ENGLISH)
VISITING INSTRUCTOR COBB (ENGLISH)

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, and satisfy the two course requirements for writing intensive courses. 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 writing intensive course credit. For students who complete the humanities sequence and go on to major in English, fine arts, or history, the equivalent of one full course (four semester hours) is considered part of the major field, and three courses (twelve 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, Dante’s Inferno, and selections from Chaucer’s Canterbury Tales. 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 Twelfth Night, Monteverdi’s Vespers of the Blessed Virgin, Descartes’ Discourse on Method, Milton’s Paradise Lost, Locke’s Second Treatise of Government, Voltaire’s Candide, Mozart’s Don Giovanni and selected documents from the American Revolution. (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 late eighteenth 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

LESLIE 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 college’s foreign language requirement with Italian classes.
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 twelfth 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 Kaneko**

**Instructor Kimura**

Only four semesters of Japanese are offered; therefore it is not possible to major or minor in Japanese. It is, however, possible to satisfy the college's foreign language requirement with Japanese classes.

103. ELEMENTARY JAPANESE

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on minimal expressions. Acquisition of one of
the three types of Japanese scripts: Katakana. (Full credit, four hours per week.) **Staff.**

**104. ELEMENTARY JAPANESE**
An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on longer expressions, especially related to direction. Acquisition of one of the three types of Japanese scripts: Hiragana. Reading and writing of short texts which contain both Katakana and Hiragana. (Full credit, four hours per week.) **Staff.**

**203. INTERMEDIATE JAPANESE**
Development of conversational skills. Works on longer expressions, especially related to time. Acquisition of the third type of Japanese scripts: Kanji. Reading and writing of short texts which contain Katakana, Hiragana, and a limited number of Kanji. Four hours per week. (Full credit, four hours per week.) **Staff.**

**301. ADVANCED JAPANESE**
Further development of conversational skills. More free discussions. Many expressions related to family will be introduced. Advanced reading and writing of Japanese texts. Four hours per week. (Full credit, four hours per week.) **Staff.**

**LIBRARY SCIENCE**

**Instructor Smith**

**Instructor Reynolds**

**101A. LIBRARY RESOURCES IN THE HUMANITIES**
This course introduces students to the organization, collections and services of an academic library and enables them to become more competent in finding, evaluating and using electronic and traditional print resources in the humanities. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LS101 course. (Pass/fail only, half course.) **D. Smith.**
101B. LIBRARY RESOURCES IN ECONOMICS
This course introduces students to the organization, collections and services of an academic library and enables them to become more competent in finding, evaluating and using electronic and traditional print resources in economics. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LS101 course. (Pass/fail only, half course.) K. REYNOLDS.

101C. LIBRARY RESOURCES IN THE SOCIAL SCIENCES
This course introduces students to the organization, collections and services of an academic library and enables them to become more competent in finding, evaluating and using electronic and traditional print resources in the social sciences. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LS101 course. (Pass/fail only, half course.) D. SMITH.

101D. LIBRARY RESOURCES IN POLITICAL SCIENCE
This course introduces students to the organization, collections and services of an academic library and enables them to become more competent in finding, evaluating and using electronic and traditional print resources in political science. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LS101 course. (Pass/fail only, half course.) K. REYNOLDS.

MATHEMATICS AND COMPUTER SCIENCE

PROFESSOR EBAY

PROFESSOR ALVAREZ, CHAIR

PROFESSOR F. CROOM

PROFESSOR ROSS

PROFESSOR PRIESTLEY

PROFESSOR PARRISH
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 major in mathematics and/or computer science must present sixteen full course credits (sixty-four hours) from outside the department. A double major in the department will take a comprehensive exam in each major.

**MAJOR IN MATHEMATICS:** 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.

**MAJOR IN COMPUTER SCIENCE:** 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 adviser. 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, and 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.) **Cavagnaro.**

**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.) **Parrish.**

**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.) Haigt.

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.) Haigt.

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 combinational topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. Prerequisite: Mathematics 314. (Credit, full course.) Haigt.

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.

401. MATHEMATICAL ANALYSIS
A concentrated study of the theory of functions of a real variable. Abstract methods are emphasized. Students are active participants in the presentation. Prerequisite: Mathematics 303. (Credit, full course.) PARRISH.

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.) STAFF.

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. Prerequisites: Mathematics 215 and 311. (Credit, full course.) STAFF.

444. INDEPENDENT STUDY
(Credit, half to full course.) STAFF.
Computer Science

101. 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.

157. 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.

257. 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.

270. COMPUTER ORGANIZATION

Levels of computer organization, processors and related hardware components, instruction sets, program execution. Prerequisite: Computer Science 157. (Credit, full course.) LANKEWICZ.

310. 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.

320. 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.) LANKEWICZ.

326. FUNCTIONAL PROGRAMMING

Data abstraction and data-driven recursion, procedures as values, managing state, syntax expansion, streams, continuations. Prerequisite:
Computer Science 257. (Credit, full course.) **Parrish.**

**356. 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.**

**376. PROGRAMMING LANGUAGES**
Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Mathematics 215 and Computer Science 257. (Credit, full course.) **Parrish.**

**411. 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.**

**421. 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.**

**428. 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.) **Lankewicz.**

**430. 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.**

**444. INDEPENDENT STUDY**
(Credit, half to full course.) **Staff.**
MAJOR IN MEDIEVAL STUDIES: 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

Classics: Medieval Latin (405) full course
English: Earlier Medieval Literature, Chaucer (311, 312) 2 full courses
Fine Arts: Medieval Art (320) full course
History: Medieval Europe (303, 304) 2 full courses
Philosophy: History of Philosophy (203) full course
Medieval Philosophy (302) full course
Religion (301) full course
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

PROFESSOR SHRADER, CHAIR
PROFESSOR DELCAMP
VISITING PROFESSOR WHITE
ASSISTANT PROFESSOR S. MILLER
INSTRUCTOR RUPERT
INSTRUCTOR MILLER
LECTURER PELLIGRINO
LECTURER S. KAZEE
LECTURER REED

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.

**MAJOR IN MUSIC:** All music majors must earn at least nine course credits in music, including 101, 301, 302, and the series 260, 261, and 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.

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 thirty-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.

**MINOR IN MUSIC:** 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.

Membership in the university’s choir, orchestra, and other performance ensembles is open to all qualified students. Ensemble participation earns one half-course credit for two consecutive semesters.
of participation. 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 adviser. 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, guitar, 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 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 neoclassicism, 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 eighteenth 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 twentieth 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 twentieth century. Settings by Palestrina, Machaut, Bach, Haydn, Beethoven, Verdi, and twentieth-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 nineteenth 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. MUSICIANSHP IV
Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of twentieth-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 eighteenth-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

273. ORGAN
(No credit.) DELCAMP.

275. VOICE
(No credit.) RUPERT.

277. STRINGS
(No credit.) LEHMAN.

279. WINDS
(No credit.) KAZEE.

281 CARILLON
(No credit.) DAVIS.

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.

373. ORGAN
(Credit, half course.) DELCAMP.

375. VOICE
(Credit, half course.) RUPERT.

377. STRINGS
(Credit, half course.) LEHMAN, REED.
379. WINDS
(Credit, half course.) KAZEE.

381 CARILLON
(Credit, half course.) DAVIS.

383. CONDUCTING
(Credit, half course.) DELCAMP, SHRADER.

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, 202, 203, and 204 all fulfill the philosophy/religion degree requirement.

**MAJOR IN PHILOSOPHY:** A student majoring in philosophy is expected to take a minimum of ten courses in philosophy. Philosophy 101, 201, 202, 203, and 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 adviser. Qualified students may satisfy this requirement by writing an honors essay.

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.

**MINOR IN PHILOSOPHY:** 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.

**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 nonhuman 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.) STAFF.

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 nineteenth century and in the first part of the twentieth century with special attention given to Kant, Hegel, Schopenhauer, Mill, Nietzsche, and selected texts from twentieth-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 twentieth century. Special attention focuses on Russell’s and Moore’s rejection of nineteenth-century idealism, American pragmatism, logical positivism, and ordinary language philosophy. Some of the recent post-modern 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
Examine 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 adviser. (Credit, full course.) STAFF.

452. SENIOR HONORS TUTORIAL
Seniors only, by invitation of the department. (Credit, full course.) STAFF.

PHYSICAL EDUCATION AND ATHLETICS

INSTRUCTOR AFTON, CHAIR
COACH OBERMILLER

DIRECTOR WEBB
COACH C. SHACKELFORD

TRAINER HARRISON
COACH J. SHACKELFORD

COACH BURNS
COACH THONI

COACH CAMP
COACH WINDHAM

COACH FLYNN
ASSISTANT UNDERWOOD

COACH HEITZENRATER
ASSISTANT HAWKINS

COACH C. KERN
ASSISTANT P. PEARIGEN

COACH M. KERN
ASSISTANT SPACCARELLI

COACH LADD
ASSISTANT STUBBLEFIELD

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
UNIVERSITY OF THE SOUTH

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, equestrian, field hockey, golf, soccer, softball, 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 also provides regular intercollegiate competition.

103. WEIGHT EXERCISE
Burns.

104. BEGINNING BALLET
P. Pearigen.

105. BEGINNING TENNIS
J. Shackelford.

106. FENCING
Staff.
108. BEGINNING HANDBALL
Reishman/ Spaccarelli.

110. AEROBICS
Hawkins/ Little/ Mooney.

113. BEGINNING JAZZ
P. Pearigen.

115. BEGINNING RIDING
Stubblefield.*

116. TRAIL RIDING
Stubblefield.*

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
Stubblefield.*

250. LIFETIME OF WELLNESS
(Golf, Tennis, Weight Training) Staff.
251. SCUBA
AFTON.*

252. ADVANCED SCUBA
AFTON.*

253. RESCUE SCUBA
AFTON.*

270. TAI CHI
Jiang.

308. ADVANCED HANDBALL
Reishman/Spaccarelli.

315. ADVANCED RIDING
Stubblefield.*

325. CANOE TEAM
Allen.

326. LACROSSE
Staff.

330. CREW TEAM
Staff.

351. AMERICAN RED CROSS LIFEGUARD
Afton/Obermiller.

352. AMERICAN RED CROSS LIFEGUARD INSTRUCTOR
Afton.

401. WATER SAFETY INSTRUCTION
Afton.

438. SPORTS MEDICINE
Harrison.

449. CHEERLEADING
Hawkins.

450. VARSITY SWIMMING/DIVING
Obermiller.
451. VARSITY TENNIS
C. Shackelford, J. Shackelford.

452. VARSITY BASEBALL
Flynn.

453. VARSITY BASKETBALL
Thoni.

454. VARSITY GOLF
Ladd.

455. VARSITY SOCCER
Burns, M. Kern.

456. VARSITY TRACK AND FIELD
Afton.

458. VARSITY FOOTBALL
Windham.

459. VARSITY FIELD HOCKEY
C. Kern.

460. VARSITY CROSS COUNTRY
Afton.

461. VARSITY VOLLEYBALL
Ladd.

462. VARSITY SOFTBALL
Staff.

463. VARSITY EQUESTRIAN
Stubblefield.

*Extra fee.

PHYSICS

Professor Ellis

Brown Foundation Fellow Professor Coffey

Professor F. Hart
MAJOR IN PHYSICS: 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
- Humanities 101, 102
- Mathematics 101, 102
- Physical Education
- Foreign Language 103, 104

Students may seek advanced placement in physics, mathematics, and foreign language.

The second-year program should be planned in consultation with the department chair.

MINOR IN PHYSICS/ASTRONOMY: 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 scheduled 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 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 149 or Physics 250. 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 twentieth
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.) Peterson.

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 2001 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.) Hart.

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 2000, 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 nonconducting 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 KEELE

PROFESSOR BROCKETT, CHAIR

PROFESSOR DUNN

PROFESSOR B. WARD

PROFESSOR T. KAZEE

ASSOCIATE PROFESSOR R. PEARIGEN

ASSISTANT PROFESSOR WILSON

VISITING ASSISTANT PROFESSOR MCKEEN

VISITING ASSISTANT PROFESSOR BRATCHER

INSTRUCTOR J. WARD

Students fulfilling the social science requirement are advised that any course in this department may be used to fulfill that requirement.

MAJOR IN POLITICAL SCIENCE: Students majoring in political science are expected to take a minimum of ten 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.

MINOR IN POLITICAL SCIENCE: 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.) McKeen, Pearigen

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.) Staff.

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.) Bratcher.

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.) STAFF.

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.

230. POLITICS IN NIGERIA AND SOUTH AFRICA
An exploration of the historical backgrounds, political institutions and processes of Nigeria and South Africa. Emphasis will be on Nigeria’s difficult transition to accountable government and on post-Apartheid consolidation in South Africa. (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 postwar 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-seventeenth century. (Credit, full course.) **STAFF.**

302. RECENT POLITICAL THEORY
A continuation of Political Science 301 from Locke to the twentieth century. (Credit, full course.) **STAFF.**

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 twentieth-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, and 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.

318. 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.) Staff.

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 twentieth 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
A comparison of the politics of sub-Saharan Africa. An exploration of state-society relationships in independent Africa and the challenges of warlord politics to the African state system. (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.) KEENE 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 Fourteenth Amendment. (Credit, full course.) KEENE and 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 twentieth century, and 2) the gender aspects of these myths. (Credit, full course.) MCKEEN.

346. CONTEMPORARY SOCIAL MOVEMENTS

This course examines 1) some of the major social and political ideologies of the 20th century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world (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. CIVIL WARS IN CONTEMPORARY WORLD POLITICS
An examination of the phenomenon of civil wars in the post-Cold War world. The course will focus on the assertion of group identities within many countries, the challenge of political accommodation (access) and the prospect of political divorce (exit). The role of international organizations and other actors in the management of such conflicts is also explored. (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 nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. (Credit, full course.) McKeen.

380. PAN-AFRICANISM/THE OAU

An examination of the origins and development of the concept of pan-Africanism among Diaspora Africans and the joining of this phenomenon with the development of macro-nationalism on the African continent. The course will also focus on the significance of the 1945 Manchester Pan-African Congress, and will trace the political events leading to the creation of the Organization of African Unity. (Credit, full course.) Dunn.

390. THE UNITED NATIONS

The nature, organization, and function of the United Nations in a changing world environment. An emphasis on the U.N.'s work on peace as well as social, economic, and humanitarian issues. (Credit, full course.) Dunn.

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 twentieth 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 schools 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 grew 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.) STAFF.

422. SEMINAR ON TOPICS IN INTERNATIONAL ORGANIZATION

With a grounding in the theories of international organization, the course will focus on global problem management through governmental and
non-governmental organizations. Among the topics to be included: global resource management, the World Trade Organization and trade, international regionalism, international criminal courts and other legal issues, humanitarianism across borders, human rights, and the advancement of women. (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.

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 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.

440. TUTORIAL IN PUBLIC LAW
A course for specially selected seniors. A study of the most important works and major ideas in the fields of law and jurisprudence. (Credit, full course.) KEELE and PEARIGEN.

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.**

**PSYCHOLOGY**

**Professor Peyser**

**Professor Keith-Lucas**

**Associate Professor Barenbaum, Chair**

**Assistant Professor Pope**

**Assistant Professor Yu**

**Assistant Professor Coleman**

**Visiting Assistant Professor Craft**

Students fulfilling the natural science core requirement in psychology are advised that 105 [no longer offered], 353, 354, and 357 are full laboratory courses. A student taking both 107 and 108 fulfills the entire natural science requirement and receives one writing-intensive credit. No other courses may be used to fulfill this core requirement.

**MAJOR IN PSYCHOLOGY:** A major in psychology requires ten or eleven 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 ten or eleven 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.

**MINOR IN PSYCHOLOGY:** 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.

203. SOCIAL PSYCHOLOGY

A study of the principles of social behavior and social influences on individual behavior. Major theoretical areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and self-presentation will be covered. Class includes an oral presentation. Prerequisite: 107 or 108. (Credit, full course.) COLEMAN.

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.

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.) EVANS, KEITH-LUCAS, McGLOTHLIN, POTTER.

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, Yu.

276. PSEUDOPSYCHOLOGY
An examination of the empirical evidence for a wide range of controversial phenomena such as extrasensory perception, graphology, eugenics, and various urban legends. Divination will be considered in its various forms, from entrails and numerology to oracles to phrenology and astrology to contemporary "cold reading". Selected writings of prominent psychologists and insights provided by personality and social psychology. An emphasis throughout on critical thinking, changing standards of evidence, and a skeptical, data-based approach. Prerequisite: 107 or 108 or junior standing. (Credit, full course.) Peyser.

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: three courses in psychology including 108. May not be taken by those with credit for 202. (Credit, full course.) Pope.

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 the physical, cognitive, social, and emotional development of children and adolescents, with a primary emphasis on theoretical issues and scientific methodology. Development will be presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through adolescent periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Prerequisite: 108 and 251. (Credit, full course.) **Coleman.**

**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.
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 and 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 such 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

PROFESSOR G. SMITH

PROFESSOR PHILLIPS, CHAIR

ASSOCIATE PROFESSOR CARDEN

ASSISTANT PROFESSOR BROWN

VISITING ASSISTANT PROFESSOR BEISE

VISITING ASSISTANT PROFESSOR GABRIELSON

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.

MAJOR IN RELIGION: Before declaring a major a student should have completed ten religion courses. The following courses are required for a major: Religion 111, 141, 151, 161 (or 162) 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.

MINOR IN 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.

141. INTRODUCTION TO THE BIBLE
An examination of the origins, nature and content of representative literature from the Old and New Testaments. (Credit, full course.) PHILLIPS.

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.) BROWN, SMITH.

162. INTRODUCTION TO ASIAN RELIGIONS
An introduction to the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, Daoism and Shintoism and their views of reality and humanity. (Credit, full course.) BROWN.

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. (Credit, full course.) STAFF.

205. WOMEN AND RELIGION
An examination of how women's lives have been affected by religious traditions and how women have shaped religious traditions. Emphasis is placed on Christianity and Buddhism and the use of biographical and autobiographical works. (Credit, full course.) BROWN.
210. IMAGES OF JESUS
An examination of the significance of Jesus for human culture and religion. (Credit, full course.) PHILLIPS.

243. GOSPELS
An examination of the canonical and extracanonical gospel narratives with attention to their historical, literary and religious significance. Special attention is given to the cultural production and reception of Gospels in art, film and drama. (Credit, full course.) PHILLIPS.

262. BUDDHISM
A philosophical and historical examination of Buddhism from its origins in India to more recent manifestations in the United States. Attention will be paid to Buddhism as it has been and is currently being lived. (Credit, full course.) BROWN.

263. CHINESE RELIGION
An exploration of the native Chinese religions of Daoism and Confucianism with attention also to gods, ghosts and ancestors. Emphasizes the examination of texts including Confucius’ Analects, the Daodejing, and the Zhuangzi. (Credit, full course.) BROWN.

264. HINDUISM
An introduction to the main themes, philosophies, and myths of Hinduism as its has grown and changed over 3,500 years. (Credit, full course.) BROWN.

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.) STAFF.

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.) STAFF.

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.) **STAFF.**

**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.) **STAFF.**

**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. MANTRA, MYTH, AND METAPHOR**

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. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) **CARDEN.**

**328. PARABLES IN JEWISH AND CHRISTIAN TRADITIONS**

An examination of the role of parables and their tellers in Judaism and Christianity. Attention given to the historical, literary and
hermeneutical character of these distinctive religious texts and their paradoxical aesthetic form and ethical function. Focus on the second century Rabbis, the Hassidim, Jesus, the Gospel writers, Kierkegaard and Kafka. Prerequisite: Introduction to Bible or humanities. (Credit, full course.) PHILLIPS

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.

333. SCRIPTURE, STORY AND ETHICS
An examination of Jewish and Christian narrative as a vehicle for moral and religious reflection. Attention given to Jewish (Genesis, Exodus) and Christian (Gospel) foundation narratives from literary and hermeneutical perspectives associated with modern and postmodern writers and literary critics, including Zora Neale Hurston, Steiner, Alter, Auerbach, Kermode, Yosipovici, and Ferrucci. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) PHILLIPS.

334. READING BIBLE, READING CULTURE
An investigation of the complex relationship of the Bible and Western culture from antiquity to postmodernity with special attention to aesthetic, literary, philosophical and ethical issues. Prerequisite: Introduction to Bible, or Humanities. (Credit, full course.) PHILLIPS.

341. RELIGION AND ECOLOGY
Considers the relationship between the natural and the sacred in
selected traditions such as Amerindian religions, Hinduism, Buddhism, Daoism, Judaeo-Christian tradition, and contemporary "eco-religion." Emphasizes analysis of latent ecological/environmental resources or conflicts in each tradition studied. Offered 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.

363. ZEN

A philosophical and historical introduction to Zen Buddhism as it arose in China as Ch’an, moved and changed through East Asia, and came to the west. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) BROWN.

364. BUDDHIST ETHICS

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of ahimsa, the inviolability or sanctity of life. Attention will be paid to ethical beginnings with the birth of Buddhism (563 B.C.E.) and ending with modern Buddhist contributions to issues such as environmentalism. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) BROWN.

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.**

**401, 402. SEMINAR FOR MAJORS**
(Credit, full course.) **Staff.**

**444. INDEPENDENT STUDY**
For selected students. May be repeated indefinitely. (Credit, variable from half or full course.) **Staff.**

**RUSSIAN**

**Professor Lumpkins, Chair**

**Assistant Professor Preslar**

**MAJOR IN RUSSIAN:** 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 nineteenth and twentieth 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 nineteenth and twentieth 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.

Social Science-
Foreign Language

Professor Lumpkins (Russian)
Professor Gottfried (Economics)
Professor B. Ward (Political Science)
Professor Zachau (German)
Associate Professor Heck (Anthropology)
Associate Professor Natal (Spanish), Chair
Assistant Professor Rung (French)

Major in Social Science-Foreign Language:
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 student’s social science/foreign language 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 advisers 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 or 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)
   - The European Union (364)
   - European Politics (401)

**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 adviser from the social science department and a designated adviser 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 adviser 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.

SPANISH

PROFESSOR NAYLOR, CHAIR
PROFESSOR SPACARELLI
PROFESSOR M. BONDS
ASSOCIATE PROFESSOR NATAL
ASSISTANT PROFESSOR SANCHEZ IMIZCOZ
ASSISTANT PROFESSOR RAULSTON
ASSISTANT PROFESSOR ALFONSO-PINTO
INSTRUCTOR FISHER
VISITING INSTRUCTOR JORDAN

Only Spanish literature and culture courses taken at the University of the South may be used to complete the college language and literature requirement for graduation. Prerequisite for all 400 courses is a semester at the 300 level or permission of the department.

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 in the course.

MAJOR IN SPANISH: The minimum requirement for a Spanish major is eight full courses at the 300 or 400 level, although most majors find it advisable to take the full complement of eleven courses in Spanish. As the major requires a mastery of the Spanish language, of literature and of culture, the student is expected to select courses from all of these fields.

The program for majors 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 which is taken in the final semester of the senior year covers the above areas plus grammar and phonetics. There is also an oral examination consisting of a taped presentation on a chosen topic. Chosen by the student in conjunction with members of the department.

Majors are strongly encouraged to spend time studying in a Spanish speaking country, and with prior departmental approval, as much as a year of foreign study may be applied to the major. Students with financial assistance may make arrangements to transfer portions of their funding to assist in previously approved study abroad programs.

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

SEWANEE SUMMER IN SPAIN is an interdisciplinary approach to the study of Medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program offers credit for two full courses: Spanish 314 and Fine Arts 214, plus Physical Education 214.

THE HONORS PROGRAM: 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 thirteen pages should be produced; for full-course credit, the paper must number at least twenty-five 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.

MINOR IN SPANISH: The minor in Spanish consists of a minimum of six courses at the 300- or 400-level. These shall normally include one course on the culture of Spain on the culture of Latin America, and one dedicated to some advanced aspect of language study. A minimum of one course of the 400-level must be taken. Students who
need to vary this program in any way must make written application to
the Department of Spanish. There is no comprehensive examination.

The department also participates in the Teacher Education Program.

**THE SPANISH HOUSE:** The Spanish department maintains
a Spanish House where six or seven undergraduate residents live
in a communal setting and, overseen by a graduate native speaker,
use only Spanish. The house sponsors various cultural and social
activities. Application forms are kept in the offices of the Spanish
department.

**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 of Spanish America. (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 Alegría. (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.) NATAL, NAYLOR, RAULSTON.

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.

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.
345. ORAL PROFICIENCY THROUGH SOUNDS AND IMAGES IN THE SPANISH CINEMA

With 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 both cinematic knowledge and language skills. Prerequisites: A course at the 300-level and permission of the instructor. (Credit, full course.) Natal.

367. WRITING THE NATION: LITERATURE, NATIONALISM AND THE SEARCH FOR IDENTITY IN LATIN AMERICA: 1810-PRESENT (ALSO HISTORY 367)

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos’ concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. (Credit, full course). McEvoy, Spaccarelli.

401, 402. THE SPANISH CLASSICS

Study of several great classical authors and their works. Outside readings correlate authors to Hispanic culture. (Credit, full course.) M. Bonds, 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 eighteenth, nineteenth, and twentieth 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 seventeenth century; the second semester, through the twentieth century. (Credit, full course.) M. Bonds, Naylor.

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.) M. Bonds, Naylor.

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 nontraditional 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 D. LANDON
PROFESSOR P. SMITH
ASSOCIATE PROFESSOR BACKLUND, CHAIR
INSTRUCTOR L. RICHARDSON
INSTRUCTOR COOK
LECTURER PICCARD
LECTURER P. PEARIGEN

MAJOR IN THEATRE ARTS: 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 eleven 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.
MINOR IN THEATRE ARTS: 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 Theatre 131: Technique and Scene Study; Theatre 221: Theatre History; Theatre 242: Stagecraft; and either Theatre 342: Scene Design or Theatre 351: Fundamentals of Stage Direction and one elective 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.) Backlund, Cook, Smith.

102. INTRODUCTION TO FILM (ALSO ART HISTORY 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 ART HISTORY 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. PEARIKEN.

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. PEARIKEN.

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. PEARIKEN.

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.

THIRD WORLD STUDIES

Professor Brockett (Political Science)
Professor Goldberg (History)
Professor Spaccarelli (Spanish)
Professor Dunn (Political Science)
MAJOR IN THIRD WORLD STUDIES: 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 and 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

MINOR IN THIRD WORLD STUDIES: 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; History 211, 212, 215, 216, 375, 389; Political Science 250, 326, 360; Religion 161, 262).
2. Africa and the Middle East (Anthropology 304; 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)
Forestry 112. Forestry and the Third World
Forestry 155. The Tropical Rain Forest
History 211, 212. History of China
History 215. The United States and Vietnam Since 1945
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
Political Science 366. International Political Economy
Religion 161. Introduction to Comparative Religion
Religion 262. Buddhism
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.

WOMEN’S STUDIES

INTERDISCIPLINARY FACULTY

VISITING ASSISTANT PROFESSOR BEREBITSKY, CHAIR
The concentration in Women’s Studies invites students to examine contributions and representations of women through an interdisciplinary program that employs gender as a fundamental category of analysis. Students will engage the scholarly methods and theories of women’s studies in ways that complement traditional disciplinary inquiry. The concentration encourages students to investigate the historical and contemporary contributions of women as well as the significance of gender in the social and natural sciences, in the arts and literature, and in religion. The program further invites students to analyze gender in relation to other categories of difference, such as race, class, and ethnicity. The goal of Women’s Studies is to stimulate critical examination of assumptions about gender in cultures past and present.

**REQUIREMENTS FOR THE CONCENTRATION:** Students concentrating in Women’s Studies must complete six courses. Two courses, described below and entitled Introduction to Women’s Studies and Women’s Studies Seminar, are required and must be taken at Sewanee. At least two more courses must be chosen from those formally cross-listed as Women’s Studies courses (see below). The remaining two courses may be chosen from the wide array of courses offered in the college, including those which are already cross-listed as Women’s Studies courses. For a course which is not already cross-listed this way to be counted in fulfillment of a concentration requirement, the course must be approved in advance (i.e., before the student registers for it) by the concentration committee. Approval will be given after consultation with the instructor and agreement that in the context of the course the student will complete either a major project or major paper on a topic relevant to women’s studies. Departmental independent studies may be included.

**NOTE:** A student may not use in fulfillment of the requirements of the concentration any course which is used in fulfillment of requirements in a major, minor, or other concentration for that student.

**Women's Studies Courses**

**100. INTRODUCTION TO WOMEN'S STUDIES**

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

448. WOMEN'S STUDIES SEMINAR

An interdisciplinary seminar for students completing the concentration in women’s studies and for other interested students with the permission of the instructor. Topics will vary. (Credit, full course.) Staff.

CROSS-LISTED COURSES

Anthropology 203 Male and Female: The Anthropology of Gender
Economics 309 Women in the Economy
History 237 U.S. Women 1600-1870
History 238 U.S. Women 1870-Present
History 270 Women in European History since 1750
History 358 Women in Latin America
History 349 American Women’s Cultural and Intellectual History
History/Spanish 367 Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America, 1815-present
Political Science 303 Women and Politics
Political Science 344 Political Rhetoric and Gender
Psychology 412 Psychology of Gender
Religion 205 Women and Religion

SCHOOL OF THEOLOGY ELECTIONS

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.) STAFF.

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.) STAFF.

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.

THE GOSPEL ACCORDING TO MATTHEW
(Credit, full course.) Jim Dunkly.

THINKING THEOLOGICALLY: A COURSE ON 20TH CENTURY THEOLOGICAL METHOD
(Credit, full course.) Joseph Monti.

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JANET SMITH

WALLI STEVENS

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Director of University Health Services

DIANE LOUISE PETRILLA
Medical Chief of Staff of the University Health Service

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R. DAVIS SMITH
Associate University Counselor

JOSELYN D. POPE
Assistant University Counselor

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JOHANNES JOHANNSSON
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Programmer/Analyst

TRACIE SHERRILL
Programmer/Analyst

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MINNIE COLLEEN RAYMOND
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University Chaplain

ANNWN HAWKINS MYERS
Associate University Chaplain

CHRISTOPHER BRYAN
Priest Associate

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Professor of Music and University Organist and Choirmaster

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Wellness Director

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TIMOTHY DAVID CAMP
Softball Coach
Assistant Football Coach

THOMAS FLYNN
Baseball Coach

JEFF HEITZENRATER
Men’s Track Coach

JANE CHAPMAN DAVIS KERN
Field Hockey Coach
Assistant Trainer

MATTHEW ERIC KERN
Men’s Soccer Coach and Director of Men’s Intramurals

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Senior Women’s Administrator
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Swimming Coach
Swimming Pool Manager

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SHACKELFORD
Women's Tennis Coach

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Assistant Football Coach

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Men's Basketball Coach

JOHN DAVID WINDHAM
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CHARLES BUTLER
Assistant Football Coach

HUGH KENNETH JONES
Assistant Football Coach

REBECCA TAYLOR
Assistant Director of Equestrian Program

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ELIZABETH NICKINSON CHITTY
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Editor

ROBERT JONES
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SEWANEE THEOLOGICAL REVIEW

CHRISTOPHER BRYAN
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HVAC Foreman

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Assistant Treasurer, Chief Accountant

RICHARD MOORE  
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WILLIAM SIMMONS  
Accountant

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University Librarian

JAMES WARREN DUNKLY  
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Associate University Librarian

SUE ELLEN GRAY ARMENTROUT  
Head of Interlibrary Loans and Reference

ANNE ARMOUR  
Head of Archives and Special Collections

PENNY ELKINS COWAN  
Automation and Systems Librarian

BARBARA DYKES  
Head of Circulation

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Head of Reference

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Head of Non-Print Services

KEVIN REYNOLDS  
Head of Government Documents

PATRICIA THOMPSON  
Head of Cataloging

MARY PATRICIA O’NEILL  
Reference Librarian and Slide Librarian

DEREK GORDON SMITH  
Reference Librarian

JOHN JANEWAY  
Library Assistant

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Director of the Observatory

PHILIP JACK LORENZ JR.  
Associate Director of the Observatory
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Vice President for University Relations

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Executive Director of the Associated Alumni

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Planned Giving Officer

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Associate Director of Annual Giving

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Associate Director of Alumni Relations

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SARAH MOORE
Director of Church Communications and Associate Director of Communications

KEN MORRIS
University Designer

H.E. NEALE
Director of Capital Giving

KEN POOLEY
Web Content Developer

JOSEPH ROMANO
Executive Director of Communications

MUHAMMAD MOHIUDDIN SIDDIQI
Director of Research

MARY H. WEBSTER
Director of Stewardship

TERRI WILLIAMS
Director of Corporate and Foundation Support Services

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Chief, Law Enforcement

RONALD E. DANIEL
Chief, Emergency Medical Services

TENNESSEE WILLIAMS CENTER

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DAVID MACRAE LANDON
Associate Director

DANIEL STEVEN BACKLUND
Scenographer

JOHN JAMES PICCARD
Technical Director
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Samuel R. Williamson, Chair

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Eric W. Naylor
Sherwood F. Ebey
Laurence R. Alvarez
James N. Lowe
Arthur J. Knoll
Eric H. Ellis
Arthur M. Schaefer
Jacqueline T. Schaefer
Henry F. Arnold
J. Edward Carlos
W. Brown Patterson
Donald S. Armentrout
Francis X. Hart
William J. Garland
Frederick H. Croom
Clay C. Ross
John F. Flynn
William M. Priestley
Gerald L. Smith
John V. Reishman
Dale E. Richardson
Charles S. Peyser
J. Waring McCrady
Thomas M. Carlson
David M. Landon
James C. Davidheiser
John L. Bordley
David W. Lumpkins
Robert G. Benson
Christopher Bryan
William E. Clarkson
Timothy Keith-Lucas
Charles D. Brockett
Henrietta B. Croom
Harold J. Goldberg
Samuel R. Williamson
J. Douglas Seiters
Thomas D. Spaccarelli
E. Wyatt Prunty
D. Elwood Dunn
Larry H. Jones
Barclay Ward
Christopher Parrish
Charles R. Perry
Guy F. Lytle
Robert W. Pearigen
Robert D. Hughes, III
Jerry L. Ingles
Richard A. O’Connor
Reinhard K. Zachau
William S. Bonds
Edward P. Kirven
Thomas R. Ward
James F. Peterman
Robert R. Gottfried
Peter T. Smith
Robert G. Delcamp
Yasmeen Mohiuddin
Randolph S. Peterson
Steven W. Shrader
David C. Moore
Margaret E. Bonds
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George W. Poe
Donald B. Potter
J. Neil Alexander
Pamela R. Macfie
James R. Peters
Gary A. Phillips
THE UNIVERSITY STANDING COMMITTEES 1999-2000

ADMINISTRATIVE COMMITTEES

University Advisory Committee on Athletics
Vice Chancellor Williamson (Ex Officio), Provost Croom, M. Webb (Secretary), Dean Pearigen, N. Ladd, M. Brennecke, P. Smith, T. Spaccarelli, Y. Anderson, Students elected in fall

Faculty NCAA Representative: Dean Pearigen

Leases:
Vice Chancellor Williamson (Ex Officio), Provost Croom, Vice President Simpson (Chair), T. Bonner, M. Pate, M. Thompson, Lizzie Clark Duncan, C. Potter, P. Peterson, J. Davidheiser, A. Knoll, B. Schlichting (Ex Officio, Secretary)

Minority Affairs:
Provost Croom, Dean Kazee, Dean Pearigen, Dean Lytle, Dr. Spaulding, E. Benjamin (Chair), D. Gelasas, D. Myers, M. Priestley, L. Afton, N. Natal, D. Seipers, W. Register, E. Dunn, E. Mcauley, Student elected in fall

Safety:
Chief Butner (Secretary to the Committee), F. Lankewicz, Provost Croom (Ex Officio), E. Kirven, R. Pearigen, D. Green, M. Pate, M. Hawkins, E. Koenig, R. Shedd, H. Baggenstoss, D. Pierce, M. Clarkson, Students elected in fall

Strategic Planning:
Vice Chancellor Williamson (Ex Officio), Provost Croom, Associate Provost Henderson, Vice President Simpson, Vice President Bonner, Dean Kazee, Dean Lytle, Chaplain Ward, Dean Pearigen, Librarian Watson, W. Clarkson, H. Goldberg, G. Poe, M. Bonds, W. Priestley, L. Richardson, T. Carlson, C. Bryan, W. Fowler (Student), M. Stevenson (Student), K. Koepeke (Student)

FACULTY COMMITTEES

Academic Computing Advisory Committee:
C. Parrish (Chair), K. Kuers, D. Rung, J. Willis, R. Hughes, S. McBee (Ex Officio)

Budget Priorities Committee:
P. Bosmyer-Campbell (Chair), R. O'Connor, B. Potter, Y. Mohiuddin, G. Phillips

Committee on Committees (Joint Faculties):
N. Barenbaum (Chair), J. Flynn, D. Armentrout, K. Mcglothlin for J. Palisano, M. Bonds

Performing Arts:
W. Clarkson (Ex Officio), P. Smith (Ex Officio), S. Shrader (Chair), C. Bryan, R. Delcamp, S. Rupter, L. Carden, C. Cavagnaro, T. Watson; Students elected in fall

Financial Aid (University)
Provost Croom, Dean Kazee, Dean Lytle, Associate Dean Moore, D. Gelinas, H. Baggenstoss, D. Armentrout, W. Clarkson, L. Alvarez, C. McEvoY, Students elected in fall

Library:
Professors L. Ramsey (Chair), B. Ward, B. Szapiro, B. Patterson, N. Alexander, J. Dunkly (Ex Officio), T. Watson (Ex Officio), E. Grant, J. Fiore (Student), One other student elected in fall

Mortgage Loan:
Provost Croom (Ex Officio), H.

Vice Chancellor Samuel R. Williamson

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Maibeth J. Porter
C. McGavock Porter

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Jerry B. Adams
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Robert E. Hess
William McKee

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The Rev. William B. Trimble, Jr.
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UNIVERSITY OF THE SOUTH

Baggenstoss (Ex Officio), B. Schlichting (Ex Officio), D. Simpson (Chair), D. Lumpkins

Publications Board:
J. Reishman (Chair), C. Brockett, Ms. H. Baggenstoss (Ex Officio), E. Hartman, S. Sutherland, Students elected in fall

Research Grants:
H. Croom (Chair), D. Armentrout, S. Ridyard, C. McEvoy, N. Moschovakis

University Lectures:
W. Register (Chair), J. Dunkly, D. Haskell, E. Dunn, M. Wallace, E. Gerber (Student), One other student elected in fall

Committee of Advice on Grievances:
P. Macfie (Chair), J. Monti, J. Ward, L. Carden

Regent-Senate Committee on Honorary Degrees:
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Retirement:
Provost Croom (Ex Officio), Dean Kazee (Ex Officio), Dean Lytle (Ex Officio), M. Clarkson (Ex Officio), Professor S. Ebey

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Ms. Lindsay C. Patterson

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Michael H. Moisio
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DEGREES AWARDED 1998-99

Honorary Degrees

FOUNDERS' DAY CONVOCATION, OCTOBER 13, 1998
Doris June Betts, Doctor of Letters
Mary Susan L. Cushman, Doctor of Civil Law
Martha McCrory, Doctor of Music
The Rt. Rev. Charles Wallis Ohl Jr., Doctor of Divinity
Ralph Douglas Porch, Doctor of Letters

SPECIAL CONVOCATION, MARCH 12, 1999

COMMENCEMENT, MAY 16, 1999
Orrin H. Pilkey, Doctor of Letters
The Rev. Luis Leon, Doctor of Divinity
The Rev. Dr. Harry Brown Bainbridge III, Doctor of Divinity
Robert M. Quade, Doctor of Music
School of Theology

DOCTOR OF MINISTRY

Dennis Gail Campbell, B.S, M.A., M.Div. ............ Sewanee, Tennessee

Peggy Bosmyer-Campbell, B.A., M.Div. ............ Sewanee, Tennessee


Project: “Maturing in Christ: A Mentoring Program of Formation for Young People Preparing for Confirmation in the Episcopal Church”

David Michael Harr, B.A., M.Div. ............... Chattanooga, Tennessee
Project: “Ministry with Older Adult Caregivers: Design of a Needs Assessment Instrument”

Ralph Kelley Hawkins, B.A., M.A. ................. Sewanee, Tennessee
Project: “A Heritage in Crisis: Where We’ve Been, Where We Are and Where We’re Going in Churches of Christ”

Malcolm Fraser Murchison, B.A., M.A.T.S., M.Div. ........... Vero Beach, Florida
Project: “A Commentary on C. S. Lewis’s Space Trilogy: With Emphasis on Biblical and Theological Motifs”

Nancy Marie Turner, B.Mus., M.M., M.Div. ....... Lexington, Kentucky
Project: “Worship—Structure and Freedom in Celebration of God”

MASTER OF SACRED THEOLOGY

David Stetson Langdon, B.A., S.T.B., D.Min. (in absentia) ..... Sumner, Mississippi
MASTER OF DIVINITY

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Michael Nussbaum Armstrong, B.G.S. (Florida) ...... Jacksonville, Florida
Robert William Beauchamp, B.A. (Southwestern Virginia)
......................................................... Wytheville, Virginia
Mary Helen Berry, A.A., B.S. (Florida) ................ Tallahassee, Florida
Thomas Nelson Booker, B.A. ............................. Altavista, Virginia
Samuel Lee Boyd, A.A., B.B.A. .................................. Chandler, Texas
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Brian Kendall Burgess, A.A., B.S. (Southwest Florida) ... Fort Myers, Florida
........................................................................ El Paso, Texas
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Sean Daniel Ferrell, B.A. (West Missouri) (in absentia) ..... Overland Park, Kansas
Robert Kent Gieselmann, B.S., M.S., J.D. (East Tennessee) (in absentia)
........................................................................ Knoxville, Tennessee
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Shirley McWhorter, A.A., B.A. (Central Florida) .... Palm Bay, Florida
Melanie Althea Mudge, B.S. (North Carolina) ............ Raleigh, North Carolina
Thomas Padraic Murray, B.A. (South Carolina) ...... Hartsville, South Carolina
Carol Morris Phillips, B.A. (Upper South Carolina) .... Columbia, South Carolina
Mary Kathryn Rackley, B.A., B.A. (Georgia) .......... Martinez, Georgia
Frankie Paul Rodriquez, B.A. (Texas) .................... La Marque, Texas
Virginia Beth Royalty, B.S. (Atlanta) ..................... Atlanta, Georgia
John Ander Runkle, A.S., B.A., B.Arch. (Southwestern Virginia)
........................................................................ Staunton, Virginia
Daniel Kent Schieffler, B.S., J.D. (Arkansas) .......... Helena, Arkansas
James Boyd Stutler, B.A., J.D. (South Carolina) ...... Kingstree, South Carolina
Suzanne Freeman Tubbs, B.A., M.Ed. (Georgia) ... Phoenix, Arizona
Robert Herschel Van Dyke II, B.S. (Alabama) ..... Monteagle, Tennessee
† with honors
MASTER OF ARTS
Pamela Kay Abernathy Van Dyke, B.G.S. .......Monteagle, Tennessee

College of Arts and Sciences

BACHELOR OF ARTS

James Tindal Acken (Medieval Studies—honors) (magna cum laude)
................................................................. Sumter, South Carolina
Elizabeth Bolling Allison (English) (cum laude) ....... Atlanta, Georgia
Mary-Stuart Anderson (Psychology) ................... Rainsville, Alabama
William Lang Anderson (German Studies) (cum laude) . Dallas, Texas
Daniel Isaac Archibald (Theatre Arts) .............. Tallahassee, Florida
Kinion Lynne Asmus (French) (Art History) ....... Mobile, Alabama
Robert Trent Bahr (English) ............................ Knoxville, Tennessee
Luke Elliott Barnett (Anthropology) ................... Auburn, Alabama
Raquel Florita Leslie Battle (Psychology) ...... Belize, Central America
Thomas Bass Beasley (History) ........................ Memphis, Tennessee
*Colleen Gabrielle Beecken (Economics—honors) (summa cum laude)
................................................................. Jasper, Georgia
Charles Stuart Beene (Economics—honors) (cum laude) ... Oak Ridge, Tennessee
Charlotte Jane Bell (Art History) (cum laude) ....... Covington, Lousiana
Carolyn Gray Bender (English) (cum laude) ....... Jacksonville, Florida
Michael Kenneth Berkholtz (Political Science) (cum laude) ...... Marietta, Georgia
David Wilson Berry (English) (cum laude) .......... Nashville, Tennessee
Mary Farrar Betts (English) ............................ Rocky Mount, North Carolina
Christopher Lacey Biles (Psychology) .............. Tullahoma, Tennessee
Robert Ford Birdsey (Philosophy) (Spanish) Brevard, North Carolina
Felix Milton Bivens III (Political Science—honors) (English) (cum laude) ............................................ Fayetteville, Tennessee
Peter McNeil Blount (Economics) ...................... Denver, Colorado
Christopher Leeds Boehme (Fine Arts—honors) ........ Austin, Texas
Leslie Elaine Bradbury (Economics) (cum laude) ...... Southern Pines, North Carolina
Donna Sue Brewer (English) (cum laude) .......... Winchester, Tennessee
Sarah Peyton Skipwith Broaddus (Psychology) .. Mechanicsville, Virginia
UNIVERSITY OF THE SOUTH

*Corey Tronnier Brown (Theatre Arts) (History) *(summa cum laude)* .................................................... Tulsa, Oklahoma

Jordan David Brown (History) ......................... Randolph, New Jersey

*Katherine Mattox Brown (History) *(summa cum laude)* Georgetown, Kentucky

Lori Lynn Brown (Economics) .......................... Cowan, Tennessee

Lee Barrett Bryars (American Studies—honors) Tuscaloosa, Alabama

Philip Brantly Buck (German) .............................. Little Rock, Arkansas

Nancy French Bunch (Psychology) ............ Columbia, South Carolina

Richard Davis Buntin (Economics) (History) .... Jackson, Mississippi

Kimberly Steffens Burke (English) *(cum laude)* Aiken, South Carolina

Caulyne Nichole Burton (Theatre Arts) .......... Glendale, Arizona

Stephanie Sarah Cagley (Spanish) ..................... Dallas, Texas

*Lara Christie Caldwell (Third World Studies—honors) *(magna cum laude)* ........................................... Norcross, Georgia

Sara Molloy Cameron (Anthropology) .................. Lutz, Florida

Jennifer Lynn Velma Campbell (English) ......... Memphis, Tennessee

Nicolette Bernadette Campbell (Psychology) ........ Johannesburg, South Africa

Christopher McKay Carrere (Economics) .............. Tampa, Florida

Kathleen Brown Carroll (English) ................. Rye, New York

Sally Ann Cassady (English) ............................... Gulfport, Mississippi

*Christina Michelle Castrichini (American Studies—honors) *(summa cum laude)* ....................... Hampton Cove, Alabama

Caroline Henley Cheves (Latin) *(cum laude)* .... Greenville, South Carolina

Alexander Jacob Christman (History) .......... Desoto, Texas

Mary McConnell Clarke (Spanish) ...................... Atlanta, Georgia

Malinda Kathleen Clowe (History) ................... Colleyville, Texas

Clifton Parks Clyborne (History) ................... San Antonio, Texas

Alison McCauley Clyde (Third World Studies) .... Lancaster, Ohio

Patrick Aaron Coby (Political Science) .......... Hatfield, Massachusetts

Alexander Chisolm Coleman (English) .......... Wadmalaw Island, South Carolina

Jennifer Elizabeth Coleman (Political Science) Vicksburg, Mississippi

Stuart Whitley Coleman (History) ................. Wilmington, North Carolina

Catherine Hails Condon (German) ................... Mooresville, Alabama

*Catherine Clark Cotter (Religion) *(magna cum laude)* .... Sparks, Nevada

Joeanna Chandley Crawford (History) ............. Memphis, Tennessee
Michael Walker Creswell (History) (English) .... Macon, Georgia
*Casey Elizabeth Crosthwait (English) (magna cum laude) .... Jackson, Mississippi
*Emily Foster Crow (History) (magna cum laude) Spartanburg, South Carolina
Auburn Kiess Daily (Political Science—honors) (Spanish) (cum laude) ......................................................... Madison, Wisconsin
Harwell McCoy Darby III (Psychology) ............ Roanoke, Virginia
Katherine Stanhope Daughtrey (Political Science with Spanish)
......................................................... Lakeland, Florida
Christopher Burney Dawkins (Economics) .... Jacksonville, Florida
John Eriksson Day (History) (cum laude) .......... Lake Forest, Illinois
Virginia Estes DeBardeleben (Economics) .... Birmingham, Alabama
Ashley Elizabeth Denham (English) ................. Mobile, Alabama
Nicholas Allen DiCiaula (History) ............ Murfreesboro, Tennessee
Sara Blair Dicks (Economics) ...................... Charlotte, North Carolina
Arch Huddle Dixon (English) (Fine Arts) .... Sweetwater, Tennessee
*Lisa Gail Dixon (English—honors) (summa cum laude) .. Dillwyn, Virginia
John Phillip Donnelly, Jr. (Psychology) .......... Nashville, Tennessee
*Sarah Jean Downey (Latin) (summa cum laude) .... Erie, Pennsylvania
Christy Lee Drake (Latin) ............................ Vinemont, Alabama
Kelly Michelle Drawbaugh (Economics) .. Charlotte, North Carolina
Annelies Christine Echols (Theatre Arts) ........... Monroe, Lousiana
Kenneth Carter Eddings (History) ................. Roswell, Georgia
Dexter Dunn England (English) ..................... Roanoke, Virginia
Martha Hancock Entwistle (Art History—honors) (cum laude) ......................................................... Anchorage, Kentucky
Jamie Noel Evans (Political Science) (cum laude) .... Kingsville, Texas
Jonsie Elizabeth Evans (Economics—honors) (magna cum laude) ......................................................... Charlotte, North Carolina
Lydia Wickliffe Fenet (History—honors) (Art History—honors) ......................................................... Baton Rouge, Lousiana
Douglas Knowlton Finlay (History) .................. Lynchburg, Virginia
Christopher Beleny Fischer (Political Science—honors) (cum laude) ......................................................... Alpharetta, Georgia
Janna Carrie Futch (Third World Studies) ......... Valdosta, Georgia
Caroline Henderson Garrett (Anthropology) ...... Charleston, South Carolina
Harold Rudolph Gertner III (Religion) ............... Gainesville, Florida
Brittany Leigh Glenn (American Studies) (cum laude) ... Atlanta, Georgia
Constantine Basil Gogos (Economics) ... Washington, District of Columbia
Margaret Ryals Graham (English) ..................... Singer Island, Florida
Anna Catherine Gray (Psychology) ........ Lexington, North Carolina
Harrison Wells Grubbs (English) ..................... Christiansburg, Virginia
Jason David Hamilton (Spanish) ..................... Nashville, Tennessee
Mark Joseph Hancock (Philosophy) ........ Flower Mound, Texas
Janna Elisabeth Hanks (English—honors) (cum laude) ...... Asheville, North Carolina

William Baker Hardee (Economics—honors) (cum laude) ... Tampa, Florida
Stephanie Ann Harkess (History) ....................... Anchorage, Kentucky
Sarah Josephine Lee Harper (Religion) (Spanish) (cum laude)
........................................................................ Coral Gables, Florida
George Owens Haskell IV (Political Science) (cum laude) ...... Macon, Georgia

Cynthia Anne Heller (Art History) ...................... Princeton, New Jersey
*Virginia Lauryl Hicks (History—honors) (English—honors) (summa cum laude) ............. Asheville, North Carolina
Haley Kimberly Holmes (Psychology) ............... Pensacola, Florida
John Barksdale Holmes III (Religion) (cum laude) .... Houston, Texas
James Bentley Bringhurst Holyer (Music—honors) (English) (magna cum laude) ............... Batesville, Arkansas

James Bernard Hood (Political Science) Charleston, South Carolina
Justin Dutch Horchem (Art History—honors) (Economics) (cum laude) ........................................... Winsboro, Texas
Anna Elise Igou (French) (English) ............... Fort Payne, Alabama
Anna Ashley Ivey (Psychology) ......................... Fulton, Kentucky
Kelly Anne Johnson (English) (cum laude) ............ Honolulu, Hawaii
William Bradley Johnson (Psychology) (cum laude) ........ Sewickley, Pennsylvania

Kristin Lee Jones (English) ......................... Nashville, Tennessee
Peter Murray Jones (Economics) ...................... Marietta, Georgia
Charles Loring Joslin IV (Political Science) ...... Alexandria, Virginia
Rory Daniel Kent (History—honors) (Political Science—honors) (magna cum laude) ............... New Hyde Park, New York
Michael John Ketchum (History) ...................... Atlanta, Georgia
Skye Elizabeth Kilgore (Religion) (cum laude) ... Tuscaloosa, Alabama
Miles Carter Knickerbocker (Psychology—honors) .... Bristol, Virginia
Mary Emma Koppel (Spanish) ..................... New Orleans, Louisiana
*Kristine Susan Laudadio (Religion) (Theatre Arts) (summa cum laude) ........................................... San Antonio, Texas
Bérénice Virginie LeMarchand (American Studies—honors) (cum laude) ........................................... Nantes, France
Katherine Grace Lindyberg (English) (magna cum laude) .... Baldwin, Maryland
Stephanie Anne Littlefield (Spanish) (cum laude) ...... St. Simons Island, Georgia

Michael Kells Loftin (Economics) ..................... Jacksonville, Florida
Hannah Pauline Love (Philosophy—honors) (cum laude) ... Wichita, Kansas
Carter Dalton Lyon (History—honors) (cum laude) .... Lexington, Kentucky
Gillian Mary Martlew (Art History) ............. Canyon Country, California
Scott Allen Maule (Philosophy—honors) (Political Science—honors) (magna cum laude) ...................... Broken Arrow, Oklahoma
Rafe Desmond Lippitt Mauran (Psychology) ........ Conyers, Georgia
Craig Michael May (Psychology) ................... Bradenton, Florida
James Wendell May (History) (cum laude) .. Davidson, North Carolina
Heather McAdams (Spanish) .......................... Roswell, Georgia
*Dennis Wesley McKay (Greek) (summa cum laude) ... Munford, Alabama
Emily Suzanne McKee (Psychology—honors) (cum laude)Winter Park, Florida
Mary Scott McKeogh (Art History) ..................... Metairie, Louisiana
Lindsay Katharine McLellan (German—honors) (cum laude) .... Slidell, Louisiana
Stanley Owen McNulty (History) ..................... Sherrill, Arkansas
Emily Blythe McWhorter (American Studies) (in absentia) .... Fairfax, Virginia

Catharine Frampton Mebane (Art History) (cum laude) ... Greenville, South Carolina
Jane Bacot Mebane (Art History—honors) (cum laude) ...... Greenville, South Carolina

Martin Arthur Miller (History) ....................... Hinsdale, Illinois
Lauren Manning Millichap (History) ................... Atlanta, Georgia
Alexander Sharpe Moore (Economics with Spanish) ... Roanoke, Virginia
Jonathan Leonard Morris (Theatre Arts) (magna cum laude) ...... Berea, Kentucky
Theodore Gilbert Morrissey (Economics) ........ Nashville, Tennessee
Jeremiah Daniel Murphy (Theatre Arts) ............. South Hamilton, Massachusetts

*Fairfax Virginia Nabers (History—honors) (magna cum laude) .................................................. Birmingham, Alabama
Joseph Straughan Nagel (Political Science) ........ Rockingham, North Carolina

*Yancey Ann Carney Norris (Psychology—honors) (English) (magna cum laude) .................................................. Hixson, Tennessee
Brooks Jennings Orrick (American Studies) Greenwich, Connecticut
Seth Alexander Pajcic (History—honors) (magna cum laude) .................................................. Jacksonville, Florida
Kushalappa Karumbaya Paleyanda (Math) (in absentia) .... Mumbai, India

Anne Robertson Parker (English) ...................... Richmond, Virginia
Elizabeth Ellen Pollitt Parsley (Theatre Arts) .... Hollywood, Georgia
Laura Ashleigh Parson (English) .................... Somerset, Kentucky
Ann Scott Pate (Spanish) (cum laude) .... Winston-Salem, North Carolina
Seema Thakor Patel (Psychology) .................... Atlanta, Georgia
Peter Elliott Paulus (History) ....................... Mobile, Alabama
*John Day Peake III (History—honors) (French—honors) (magna cum laude) .................................................. Mobile, Alabama
Demian Christian Perry (English—honors) (magna cum laude)..... Bradford, Vermont
Melissa Elizabeth Perry (History—honors) (magna cum laude) ..... Newton, Massachusetts

Amber Tenille Pewitt (Anthropology) ............... Nashville, Tennessee
Hanni Ann Pfluger (Spanish) ........................ Cedar Rapids, Iowa
Andrew Lee Scholl Phelps (English) ............. Tullahoma, Tennessee
George Randolph Phelps (Fine Arts) ............ Granby, Massachusetts
William Erwin Phillips II (Philosophy) (English) ........ Rogersville, Tennessee
Margaret Jane Pierce (Religion) (magna cum laude) ....... Sewanee, Tennessee

Rebecca Amelia Pitts (English) ......................... Conyers, Georgia
*Jennifer Alisha Polk (Math) (magna cum laude) .. Loretto, Tennessee
David Loizeaux Price (American Studies) .............. Troy, Alabama
Thomas Tyson Pulliam (French—honors) (magna cum laude) ..... Conyers, Georgia
Elizabeth Brookfield Rafferty (English) ..... Medfield, Massachusetts
Melissa Ann Rauschuber (Economics with Spanish—honors) (cum laude) .................................. Austin, Texas
Catherine Read Ravenel (History) ..... Mt. Pleasant, South Carolina
Donald Philip Renaldo II (Political Science) Denver, North Carolina
Gwynne Stuart Richards (Economics) ..... Charlotte, North Carolina
Andrew Lyerly Ridenour (Political Science—honors) (French) (cum laude) .................................. Baton Rouge, Lousiana
Abram Colter Ring (Latin) (cum laude) ............. Hillsboro, Tennessee
David Ryan Ritchie (Anthropology) ............. Jamestown, New York
Lawrence Kevin Rivers (Economics—honors) (magna cum laude) .................................. Chattanooga, Tennessee
Jessica Rosien (Anthropology) (cum laude) ............. Hof, Germany
Emily Elizabeth Rue (Art History—honors) (magna cum laude) ..... Mobile, Alabama
Matthew Houston Schauss (Spanish) ............. Great River, New York
Jean Page Scully (Religion) .................................. Atlanta, Georgia
Robert O’Daniel Sealand II (Psychology) ......... Memphis, Tennessee
Inela Selimovic (Spanish) (Russian) ............. Bihac, Bosnia-Herzegovina
Preston Brent Shaffer (Theatre Arts) ............. Nashville, Tennessee
Mary Kathryn Shannon (Theatre Arts) ............. Arlington, Texas
Amy Katherine Shavers (Psychology) ............. Shelbyville, Tennessee
Jonathan William Shehee (Fine Arts—honors) (English) (cum laude) .................................. College Park, Georgia
Amanda Marie Smart (Art History) ............. Atlanta, Georgia
Andrew James Smith (Economics) ............. Annapolis, Maryland
Amy Soto (Spanish) (magna cum laude) .... Huntington, Massachusetts
Culver Stapleton (English) .................................. Albany, Georgia
Kristin Anne Sturges (Economics) ............. Charlotte, North Carolina
Samantha Anne Sutphin (Anthropology) ........ Little Rock, Arkansas
*Anne Jefferson Tate (English—honors) (magna cum laude) .... Atlanta, Georgia
Anne Taliaferro Thompson (Anthropology) ..... Richmond, Virginia
Jennifer Campbell Thornton (Anthropology with French) ..... Winston-Salem, North Carolina
Kalah Marie Tompkins (History) ........ Laurinburg, North Carolina
Stephanie Mae Tourk (Political Science) .... Highland Village, Texas
Joshua Todd Trahan (Economics) ......................... Pensacola, Florida
Kathryn Cole Tufts (French) .............................. Atlanta, Georgia
Karen Marie Turney (Anthropology—honors) ........... Houston, Texas
*Frances Elizabeth Van Hoose (English—honors) (magna cum laude) .................................................. Waterbury, Connecticut
David Aloysius Vazzana (Political Science) ............ Middleburg, Virginia
*Jennifer Anne Vibul (German—honors) (magna cum laude) .... Evansville, Indiana

John Ellison Vickers III (American Studies) (cum laude) .... Montgomery, Alabama

Bianna Maria von Weimer (French) (cum laude) ... Arlington, Virginia
Dee Dee Johnson Wade (History) .......................... Franklin, Tennessee
Victoria Joanne Waimey (Political Science) (Russian) ..... Pacific Palisades, California

Chadwick Michael Wall (English) (Spanish) .... Covington, Louisiana
Katherine Hall Wassum (English) ......................... Newport News, Virginia
Quentin Mills Watkins (Religion) .......................... Dallas, Texas
John Henry Watson (English—honors) ..................... Atmore, Alabama
Shannon Noel Weiler (Economics) . Winston-Salem, North Carolina
Matthew Holland Welden (English) (Economics) (cum laude) .................................................. Hampton, Georgia

Dale Michael Wellman (History) .......................... Versailles, Kentucky
Warner McNeill Wells IV (Economics) ................. Greenwood, Mississippi
Evelyn Corrie Westbrook (Psychology—honors) (Anthropology—honors) (cum laude) ................................ Hoover, Alabama
Kenneth Scott Womack (Psychology) ..................... Bradenton, Florida
Amber Elaine Woodard (Anthropology with French) ..... Alpharetta, Georgia
Christopher Michael Woodrum (Economics) ......... Live Oak, Florida
Michelle Ru-mei Yahng (Political Science) (cum laude) ...... Oakland, California

Elisa Clare Young (Art History) .......... Southern Pines, North Carolina
Natychia LaShea Young (Math) .......................... Chattanooga, Tennessee

**BACHELOR OF SCIENCE**

Alli Martina Antar (Chemistry) .......................... Winchester, Tennessee
*Paul Callis Atwood (Forestry—honors) (magna cum laude) ...... Nashville, Tennessee

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Courtney Lee Ball (Biology) ........................................... Goshen, Kentucky
Dorothy Jane Becker (Forestry) .................................... Sewanee, Tennessee
Joshua Nathan Beddingsfield (Biology) (cum laude) .......... Ardmore, Tennessee

*Jennifer Luise Berg (Biology) (magna cum laude). Nassau, New York
Jamie Barton Blythe (Natural Resources) (cum laude) .... Town Creek, Alabama
Margaret Gray Bresnahan (Biology) .............................. Meridian, Mississippi
Geoffrey Peter Brodersen (Biology) .............................. Jacksonville, Florida
Robert Holt Bunch, Jr. (Natural Resources) ................. Columbia, South Carolina

Lauren Joyce Caldwell (Biology) ................................. Baton Rouge, Louisiana
James Lamar Walton Comer (Physics) (Math) .... Prattville, Alabama
Jeffrey Patrick Conyers (Biology) ............................... Nashville, Tennessee
Jeffrey William Covington (Natural Resources) (Russian) .... Blue Springs, Mississippi

Caroline Lee Ann Coward (Forestry—honors) (cum laude) .... Aiken, South Carolina
Andrea Leah Day (Biology) (cum laude) ....................... Seneca Falls, New York
Elizabeth Matthews Day (Natural Resources) .............. Mobile, Alabama
Christopher David Demaree (Computer Science) .......... Warrenton, Virginia
Amy Katherine DeSaix (Natural Resources) ................. Chapel Hill, North Carolina

Elizabeth Tipton Richards Dooley (Geology) ................. Dallas, Texas
Paige Elizabeth Eagan (Chemistry) ........................... Wright Patterson AFB, Ohio
Micah Richard Elliott (Mathematics & Computer Science) ... Muscle Shoals, Alabama

Kelly Haggerty Falconi (Natural Resources) ... Kensington, Maryland
James Robinson Fargason (Natural Resources) ........... Mobile, Alabama
Andrew Dorsey Ferguson (Natural Resources) ............ Atlanta, Georgia
Daniel Clark Files (Biology) (cum laude) ..................... Ridgeland, Mississippi
Robert Sanford Finch (Biology) ................................. Birmingham, Alabama

*Rebekah Rea Flowers (Math) (magna cum laude) .... Little Rock, Arkansas
Rex Nicholas Gall (Chemistry) ........................................ Pataskala, Ohio
Andrew Raymond Gallian (Physics) (cum laude) Crystal River, Florida
Carrie Anna Geisberg (Chemistry) (cum laude) ............ Anderson, South Carolina
Mary Elizabeth Sperry Getz (Chemistry) (Political Science) .... Angleton, Texas

*Rayid Ghani (Computer Science—honors) (Math) (summa cum laude) ................................................................. Karachi, Pakistan
Laura Brooke Gibson (Natural Resources) ...... Lexington, Kentucky
Kelly Nicole Godby (Biology) (cum laude) ................. Vidalia, Georgia
Thomas Anthony Hall (Natural Resources) ...... Nashville, Tennessee
Wendell Malcolm Rogan Heard (Biology) .... New Orleans, Louisiana

*Abby West Howell (Geology—honors) (magna cum laude) .. Phoenix, Arizona

Tara Jane Howell (Biology) .............................................. Medina, Tennessee
Edgar Forrest Jesse III (Biology) ..................... Richmond, Virginia
Mackenzie Rice Johnson (Natural Resources—honors) (cum laude) ................................................................. Gainesville, Georgia
Elissa Ashley Jones (Natural Resources) .............. Atlanta, Georgia
Roger Starner Jones, Jr. (Biology) .................. Pontotoc, Mississippi

*Kristopher James Kimball (Psychobiology) (magna cum laude) ................................................................. Atlanta, Georgia
Jonathan Vance Kindig (Biology) ....................... Wayne, Maine

*Kenneth Michael Kingdon (Biology) (magna cum laude) .... Missouri City, Texas

Amy Marie Knupp (Biology) (cum laude) .................. Akron, Ohio
Samuel Clark Ligon, Jr. (Chemistry) ........... Greenville, South Carolina
Thomas Francis Manning II (Chemistry) ........... Tulsa, Oklahoma
Michael Dempsey Mathis, Jr. (Physics) (cum laude) .... Raleigh, North Carolina

William Howard Alford McBride (Physics) ........ Huntsville, Alabama
Sarah Elizabeth McCarthy (Biology) ................. Neenah, Wisconsin
Amanda Catherine McCrarey (Math) ............ Germantown, Tennessee
Samuel Baggett McLamb III (Biology) .......... Chapel Hill, North Carolina
Nicole Mavis Mes (Biology) (cum laude) ................. Lafayette, Lousiana

*Irene Zenobia Mihai (Biology—honors) (French—honors) (summa cum laude) ........................................ Jacksonville, Florida

Joe Dick Mobley III (Biology) (cum laude) .......... Paris, Tennessee
Brett Alan Moldenhauer (Forestry) ............... East Aurora, New York
Wilson Parker Moore (Natural Resources) ........ Chapel Hill, North Carolina

Alicia Nicolle Kunz Nunley (Natural Resources) .... Tracy City, Tennessee
Granger Christian Osborne, Jr. (Natural Resources) ..... Mt. Pleasant, South Carolina
Samuel Britt Owens, Jr. (Chemistry) .................. Decatur, Alabama
Karin Leigh Palmintier (Biology—honors) (cum laude) ..... Richmond, Virginia
Brian Robert Plaster (Natural Resources) .......... Las Vegas, Nevada
Jacquelyn Elizabeth Presley (Biology) ................. Palestine, Nevada
Charles Cate Pringle (Natural Resources—honors) (Economics—honors) (magna cum laude) ............. Chapel Hill, North Carolina
Russell Clayton Prugh (Natural Resources) ...... Alexandria, Virginia
*Dandapani Mylapore Radhakrishnan (Computer Science—honors) (magna cum laude) ............... Madras, India
Adam Bolgiano Reynolds (Biology) (in absentia) .......... Chattanooga, Tennessee
Matthew Scott Robinson (Chemistry) (cum laude) (in absentia) ....... Holly Springs, Mississippi
Frederick Landrum Saussy (Geology) .............. Sewanee, Tennessee
Robert Jamison Schlichting (Natural Resources) Sewanee, Tennessee
John Ryan Shackleton (Geology—honors) ............ Atlanta, Georgia
*Kristina Anne Steenson (Biology—honors) (Spanish) (summa cum laude) ......................... Fort Worth, Texas
*Jacqueline Elizabeth Tate (Biology—honors) (summa cum laude) ........................................ Panama City, Florida
Robert Guerin Thompson III (Geology) .......... Columbia, Tennessee
Kristen Elizabeth Touhey (Biology) (cum laude) .. San Antonio, Texas
Jason Scott Vinton (Computer Science) (summa cum laude) .... Dallas, Texas
Jaclyn Marie Waddey (Biology) ...................... Antioch, Tennessee
James Grier Wallace, Jr. (Biology—honors) Charlotte, North Carolina
Geoffrey Bryant West (Biology) .................... Harpers Ferry, West Virginia
Jonathan Rhett Wieland (Biology) (cum laude) ........ Belton, Texas
Martha Earlene Ziegler (Biology) (cum laude) ...... Jasper, Tennessee
Theresa Marie Zucchero (Biology) (Music) (cum laude) ..... St. Louis, Missouri

*Phi Beta Kappa

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AWARDS AND PRIZES
COMMENCEMENT 1999

Awards and Prizes for the School of Theology

THE AMERICAN BIBLE SOCIETY PRIZE IN GREEK
— for Seniors showing excellence in Greek
Mary Kathryn Rackley — of the Diocese of Georgia

THE AMERICAN BIBLE SOCIETY PRIZE IN HEBREW
— for Seniors showing excellence in Hebrew
Daniel Kent Schieffler — of the Diocese of Arkansas

THE GEORGE THOMAS SHETTLE PRIZE
— for excellence in liturgical reading
Brian Kendall Burgess — of the Diocese of Southwest Florida

THE URBAN T. HOLMES III PRIZE
— for excellence in preaching
Laverne Harold Fenters, Jr. — of the Diocese of South Carolina

THE LOWRY SEMINARY COMMUNITY SERVICE AWARD
Virginia Beth Royalty — of the Diocese of Atlanta

DIPLOMA IN ANGLICAN STUDIES
Ann Biddle Barker — of Georgia
William Overstreet Field — of Kentucky
Ralph Kelley Hawkins — of Tennessee
Eric Christopher Long — of Kansas
David L. Thom — of Tennessee

CERTIFICATE OF ADVANCED THEOLOGICAL STUDIES
Robert Norman Cooper — of Louisiana
Marianne Rockett Williams — of Tennessee
Awards for the College of Arts and Sciences

VALEDICTORIAN
Irene Zenobia Mihai—of Florida

SALUTATORIAN
Corey Tronnier Brown—of Oklahoma

ALGERNON SYDNEY SULLIVAN MEDALLION FOR CHARACTER.
Christina Michelle Castrichini—of Alabama

THE CLARENCE DAY COMMUNITY SERVICE AWARD
Felix Milton Bivens III—of Tennessee
Alison McCauley Clyde—of Ohio

THE BARRON-CRAVENS CUP
—for the outstanding male athlete
Theodore Gilbert Morrissey—of Tennessee

THE CHARLES HAMMOND MEMORIAL CUP
—for the male athlete who best exemplifies excellence in scholarship and leadership
Kristopher James Kimball—of Georgia

THE JOHN FLYNN MEMORIAL TROPHY
—for the outstanding intramural athlete
Charles Stuart Beene—of Tennessee
Jennifer Anne Vibul—of Indiana

THE OUTSTANDING SENIOR FEMALE ATHLETE AWARD
Kalah Marie Thompkins—of North Carolina

THE MICHAUX NASH AWARD
—for outstanding performance in men’s track
Jason David Hamilton—of Tennessee

THE BISHOP JUHAN AWARD
—for excellence in swimming
Jonathan Leonard Morris—of Kentucky
THE STEPHEN ELLIOTT PUCKETTE III MEMORIAL AWARD
—for an outstanding senior man exemplifying academic and athletic attributes
Joshua Nathan Beddingfield—of Tennessee

THE HARRY C. YEATMAN AWARD IN BIOLOGY
Sarah Elizabeth McCarthy—of Wisconsin
Jacqueline Elizabeth Tate—of Florida

THE PHILLIP EVANS AWARD
—to the outstanding Economics graduate
Colleen Gabrielle Beecken—of Georgia

THE GUERRY AWARD
—for excellence in English
Virginia Lauryl Hicks—of North Carolina

THE TENNESSEE WILLIAMS AWARD FOR CREATIVE WRITING
Frances Elizabeth Van Hoose—of Connecticut

THE TENNESSEE WILLIAMS SCHOLARSHIP IN ENGLISH
Kathryn Cole Tufts—of Georgia

ART AND ART HISTORY AWARD FOR DISTINCTION IN ART HISTORY
Emily Elizabeth Rue—of Alabama

THE JOHN MCCCRADY MEMORIAL AWARD FOR EXCELLENCE IN FINE ARTS
Jonathan William Shehee—of Georgia

THE ALLEN FARMER AWARD
—for excellence in Forestry and Geology
Abby West Howell—of Arizona
John Ryan Shackelton—of Georgia

THE RUGGLES-WRIGHT AWARD IN FRENCH
Irene Zenobia Mihai—of Florida
THE LINDA WHEAT GRANT—for graduate study in French
Thomas Tyson Pulliam—of Georgia

THE WALTER GUERRY GREEN MEDAL
—for excellence in Latin
Sarah Jean Downey—of Pennsylvania

THE ISAAC MARION DWIGHT MEDAL
—for Philosophical and Biblical Greek
Dennis Wesley McKay—of Alabama

THE JAMES MCCARDELL FOURMY, JR. GRADUATE
SCHOLARSHIP IN CLASSICAL LANGUAGES
Sarah Jean Downey—of Pennsylvania
Dennis Wesley McKay—of Alabama

THE JUDY RUNNING MEMORIAL MUSIC PRIZE
James Bentley Bringhurst Holyer—of Arkansas

THE E.G. RICHMOND PRIZE IN SOCIAL SCIENCE
Colleen Gabrielle Beecken—of Georgia

SOCIAL SCIENCE-FOREIGN LANGUAGE AWARD
FOR EXCELLENCE
Melissa Ann Rauschuber—of Texas

THE HUGH HARRIS CALDWELL, JR. AWARD
—for excellence in Philosophy
Scott Allen Maule—of Oklahoma

THE ALEX SHIPLEY, JR. AWARD
Auburn Kiess Daily—of Wisconsin
Rory Daniel Kent—of New York
Scott Allen Maule—of Oklahoma

U.S. FOREST SERVICE SCIENCE AWARD
Paul Callis Atwood—of Tennessee

THE ANDREW NELSON LYTLE AWARD
—for academic excellence
Lisa Gail Dixon—of Virginia
THE OUTSTANDING TEACHER AWARD to exceptional secondary school teachers nominated by members of the senior class in the college.

Artie Carlucci—of Sewanhaka High School, Pleasantville, New York
Ms. Rose Mary K. Paschal—The Harpeth Hall School, Nashville, Tennessee

NATIONAL GRADUATE SCHOLARSHIPS IN THE COLLEGE OF ARTS AND SCIENCES

FULBRIGHT SCHOLARSHIP
Mackenzie Rice Johnson—of Georgia

THOMAS J. WATSON FELLOWSHIP
Jonathan Leonard Morris—of Kentucky
Kristina Anne Steenson—of Texas
STUDENT BODY STATISTICS FOR THE ADVENT SEMESTER 1998–99

COLLEGE OF ARTS AND SCIENCES

<table>
<thead>
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<th>ENROLLMENT</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tr>
<td>Continuing Students (from 1998 Easter Semester)</td>
<td>410</td>
<td>430</td>
<td>840</td>
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<tr>
<td>Reentering Students</td>
<td>31</td>
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<td>Transfer Students</td>
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<td>New Freshmen</td>
<td>184</td>
<td>198</td>
<td>382</td>
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<td>Total Full-Time Enrollment</td>
<td>631</td>
<td>666</td>
<td>1297</td>
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<tr>
<td>Unclassified Students (Part-Time)</td>
<td>11</td>
<td>21</td>
<td>34</td>
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<tr>
<td><strong>TOTAL ENROLLMENT (1998 Advent Semester)</strong></td>
<td>642</td>
<td>687</td>
<td>1329</td>
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<table>
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<tr>
<th>CLASSIFICATION</th>
<th>Men</th>
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<tr>
<td>Seniors</td>
<td>118</td>
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<td>Juniors</td>
<td>124</td>
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<td>Sophomores</td>
<td>202</td>
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<tr>
<td>Freshmen</td>
<td>187</td>
<td>196</td>
<td>383</td>
</tr>
<tr>
<td>Total Full-Time Enrollment</td>
<td>631</td>
<td>666</td>
<td>1297</td>
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Office of the Registrar • September 14, 1998

GEOGRAPHICAL DISTRIBUTION

United States

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