COLLEGE OF ARTS & SCIENCES
CATALOG & ANNOUNCEMENTS
2000-2001

SEWANEE
The University of the South

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ACADEMIC CALENDAR
COLLEGE OF ARTS & SCIENCES
SEWANEE, TENNESSEE

ACADEMIC CALENDAR
2000–2001

ADVENT SEMESTER – 2000
August 26, Saturday .................................................. New students arrive
August 27, Sunday .................................................... Orientation begins
August 29, Tuesday .................................................... Returning students arrive
August 30, Wednesday .............................................. Registration for all students
August 31, Thursday .................................................... Classes begin
September 4, Monday .......... Opening Convocation of the University
September 22-24, Friday-Sunday ............... Parents’ Weekend
October 10, Tuesday ................................................... Founders’ Day
October 14, Saturday .................................................... Alumni Homecoming
October 18, Wednesday .............................................. Mid-Semester
October 20, Friday ................................. Fall break begins at 5:00 p.m.
October 25, Wednesday ................................. Classes resume
November 1, Wednesday ................................. All Saints’ Day
November 22, Wednesday ................................. Thanksgiving holidays begin at 12:15 p.m.
November 27, Monday .................................................. Classes resume
December 12, Tuesday ................................................... Last day of classes
December 13, Wednesday .............................................. Reading day
December 14, Thursday ................................. Final examinations begin
December 20, Wednesday ................................. Final examinations end
December 21, Thursday ............................................. Dormitories close at noon

EASTER SEMESTER – 2001
January 14, Sunday .................................................... Dormitories open
January 15, Monday ................................................... Registration for all students
January 16, Tuesday .................................................... Classes begin
January 23, Tuesday ................................. Opening Convocation of the University
February 28, Wednesday ................................. Ash Wednesday
March 5, Monday .................................................... Mid-Semester
March 14, Wednesday ................................. Spring vacation begins at 5:00 p.m.
March 26, Monday ........................................... Classes resume
April 13, Friday ........................................... Good Friday
April 15, Sunday ........................................... Easter Day
May 2, Wednesday ....................................... Last day of classes
May 3, Thursday .......................................... Reading day
May 4, Friday ............................................... Final examinations begin
May 6, Sunday ............................................ Reading day
May 9, Wednesday ....................................... Final examinations end
May 12, Saturday ......................................... Baccalaureate
May 13, Sunday ............................................ Commencement Day
May 14, Monday ........................................... Dormitories close at noon

SUMMER SCHOOL – 2001
June 10, Sunday ............................................. Dormitories open
       .......................................................... Registration for all students
June 11, Monday ............................................ Classes begin
July 18, Wednesday ....................................... Last day of classes
July 19, Thursday .......................................... Reading day
July 20, Friday ............................................... Final examinations begin
July 21, Saturday .......................................... Final examinations end
July 22, Sunday ............................................. Dormitories close at noon
UNIVERSITY SENIOR ADMINISTRATION

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<thead>
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<th>Name</th>
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<tbody>
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<td>Karen D. Hoffman, '00</td>
<td>B.A., Hendrix College; M.A., Baylor University</td>
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<tr>
<td></td>
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<tr>
<td>Donald Charles Huber, Jr., '95</td>
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<tr>
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<tr>
<td>Larry Hudson Jones, '77</td>
<td>B.S., Wofford College; Ph.D., University of North Carolina</td>
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<tr>
<td></td>
<td>Professor of Biology and Associate Dean of the College and Director of Foreign Studies</td>
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<tr>
<td>Angela Alvarez Jordan, '99</td>
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<tr>
<td></td>
<td>Visiting Instructor in Spanish</td>
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<tr>
<td>Kazue Kaneko, '99</td>
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<tr>
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<td>B.M.E., Capital University, M.M.E.</td>
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<td>Winthrop College</td>
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<td></td>
<td>Lecturer in Music</td>
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<td>Thomas Allen Kazee, '99</td>
<td>B.A., Baldwin-Wallace College; Ph.D., Ohio State University</td>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
<td>Alfred Walter Negley Professor of Political Science</td>
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<tr>
<td>Timothy Keith-Lucas, '73</td>
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<td></td>
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<tr>
<td>Chris Kelson, '99</td>
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<tr>
<td></td>
<td>Visiting Instructor in Geology</td>
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<tr>
<td>Keiko Kimura, '99</td>
<td>B.A., Keio University</td>
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<td></td>
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<tr>
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<tr>
<td></td>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
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<tr>
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B.A., University of the Sacred Heart; M.L.A., Pontifical Catholic University of Peru; M.A., Ph.D., University of California, San Diego
Assistant Professor of History

KAREN LEAH MCGLOTHLIN, '97
B.S., M.S., East Tennessee State University; Ph.D., Clemson University
Assistant Professor of Biology

DEBRA ANNE MCGRATH, '99
B.A., University of Wisconsin; M.S., Ph.D., University of Florida
Adjunct Assistant Professor of Forestry

GAYLE ELAINE MCKEEN, '93
B.A., University of Massachusetts; M.A., Ph.D., University of Chicago
Assistant Professor of Political Science

JENNIFER DAVIS MICHAEL, '95
B.A., The University of the South; B.A., University of Oxford; M.A., Ph.D., Northwestern University
Assistant Professor of English

STEPHEN RAY MILLER, '95
B.A., University of Kansas; M.A., University of Chicago
Assistant Professor of Music

KATHRYN OLIVER MILLS, '97
B.A., University of Virginia; M.A., St. John's College; Ph.D., Yale University
Assistant Professor of French

YASMEEN MOHIUDDIN, '81
B.A., M.A., Karachi University; M.A., Ph.D., Vanderbilt University
Professor of Economics

ANTONIO E. MOMPLET, '00
C.P., Cambridge University; Ph.D., Universidad Complutense
Visiting Professor of Spanish and Art

NICHOLAS R. MOSCHOVAKIS, '97
A.B., Harvard College; M.A., Ph.D., Princeton University
Assistant Professor of English

MARIA JESUS MAYANS NATAL, '86
Bachiller, University of Seville; M.A., University of Texas; Ph.D., University of Florida
Associate Professor of Spanish

ERIC WOODFIN NAYLOR, '62
B.A., The University of the South; M.A., Ph.D., University of Wisconsin
William R. Kenan Professor of Spanish

RICHARD ALLAN O'CONNOR, '78
B.A., The College of William and Mary; M.A., Ph.D., Cornell University
Bielh Professor of International Studies

M. PAIGE OUZTS, '00
B.S., Furman University, M.S., The University of Alabama
Visiting Assistant Professor of Physics
JOHN RAYMOND PALISANO, '93  
B.S., Ph.D., University of Tennessee  
Professor of Biology

TAM K. PARKER, '00  
B.A., Macalester College; M.Div., Harvard Divinity School; Ph.D., Emory University  
Assistant Professor of Religion

CHRIS PARRISH, '88  
B.A., St. Mary's University; M.A., Ph.D., University of California, San Diego  
Professor of Mathematics and Computer Science

WILLIAM BROWN PATTERSON, '80  
B.A., The University of the South; M.A., University of Oxford; M.Div., Episcopal Divinity School; A.M., Ph.D., Harvard University  
Professor of History

PHOEBE STONE PEARIGEN, '87  
B.A., Birmingham-Southern College; M.F.A., Southern Methodist University  
Lecturer in Theatre Arts

ROBERT WESLEY PEARIGEN, '87  
B.A., The University of the South; M.A., Ph.D., Duke University  
Associate Professor of Political Science and Dean of Students

CHARLES RICHARD PERRY, '74  
A.B., Davidson College; A.M., Ph.D., Harvard University  
Professor of History

JAMES FRANKLIN PETERMAN, '80  
A.B., Kenyon College; M.A., Ph.D., University of California, Berkeley  
Professor of Philosophy

JAMES ROBERT PETERS, '84  
B.A., Northern Illinois University; M.A., Ph.D., Northwestern University  
Professor of Philosophy

RANDOLPH STUART PETERSON, '89  
B.S., M.S., Ph.D., University of Tennessee  
Professor of Physics

CHARLES SAMUEL PEYSER, JR., '68  
A.B., Hamilton College; M.A., Ph.D., Southern Illinois University at Carbondale  
Professor of Psychology

GARY ALLEN PHILLIPS, '98  
B.A., Lynchburg College, M.Div., Vanderbilt Divinity School, Ph.D., Vanderbilt University  
Professor of Religion

JOHN JAMES PICCARD, '78  
B.A., M.F.A., Florida State University  
Lecturer in Theatre Arts

GEORGE WILKINSON POE, '88  
A.B., Davidson College; M.A., Middlebury College; Ph.D., Duke University  
Professor of French

JAMES GREGORY POND, '99  
B.A., The University of the South; M.F.A., The University of Georgia  
Visiting Assistant Professor of Art

JOSELYN DORTHEA POPE, '95  
B.A., University of Detroit; Ph.D., University of Tennessee  
Assistant Professor of Psychology and Assistant Director of University Counseling Service

DONALD BRANDRETH POTTER, JR., '80  
B.A., Williams College; M.S., Ph.D., University of Massachusetts  
Professor of Geology and Director of the Sewanee Summer Seminar

RAYMOND MARK PRESLAR, '91  
B.A., Arizona State University; M.A., University of Arizona; Ph.D., University of Washington  
Assistant Professor of Russian

WILLIAM MCGOWEN PRIESTLEY, '67  
B.A., The University of the South; M.A., Ph.D., Princeton University  
Professor of Mathematics
EUGENE WYATT PRUNTY, '89
B.A., The University of the South; M.A., The Johns Hopkins University; Ph.D., Louisiana State University
Carlton Professor of English and Director of the Sewanee Writers' Conference

LAURIE ANNE RAMSEY, '92
B.A., The College of William and Mary; M.A., Ph.D., Indiana University
Assistant Professor of French

STEPHEN BOYKIN RAULSTON, '99
B.A., University of the South; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Spanish

REBECCA CELESTE RAY, '99
B.A., University of Florida; M.A., University of Edinburgh, Scotland, Ph.D., University of North Carolina, Chapel Hill
Assistant Professor of Anthropology

ERIC DOUGLAS REED, '96
B.M. University of Houston; M.M. University of Tennessee
Lecturer in Music

DEE ANN REEDER, '00
B.A., University of California, Berkeley; M.S., University of California, Davis
Visiting Instructor of Psychology

WILLIAM WOOD REGISTER, '92
B.A., The University of the South; M.A., Ph.D., Brown University
Associate Professor of History

JOHN VINCENT REISHMAN, '69
B.A., University of Notre Dame; M.A., Ph.D., University of Virginia
Professor of English and Director of Summer School

DALE EDWARD RICHARDSON, '73
A.B., Harvard College; M.A., University of Virginia; Ph.D., Princeton University
Nick B. Williams Professor of English

LESLIE BUCHMAN RICHARDSON, '80
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 Mediaeval Colloquium

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

CHRISTIAN AUGUSTIN
ALEXANDRE YVES ROBIN, '00
Doctorat d'état, University of Paris-Sorbonne
Visiting Professor of French

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

RUTH SANCHEZ IMIZCOZ, '95
Licenciatura en Geografia e Historia, Universidad de Valencia; B.A., The University of the South; M.A., Ph.D., University of Kentucky
Assistant Professor of Spanish

ARTHUR MCCUNY 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'Études Supérieures, University of Caen; Agrégation de l'Université, University of Paris-Sorbonne
Professor of French
PAIGE L. SCHNEIDER, '00
B.A., University of Florida; M.A., Florida Atlantic University; Ph.D., Emory University
Assistant Professor of Political Science

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
Professor of Geology

RICHARD SHEPHARD, '00
M.A., Corpus Christi College
Brown Foundation Fellow and Visiting Professor of Music

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

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

DANIEL ROBERT TAUB, '00
B.A., University of Massachusetts; Ph.D., State University of New York
Visiting Assistant Professor of Biology

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

THE REV. THOMAS R. WARD, JR., '94
B.A., The University of the South; B.A., M.A., Oxford University; M.Div., Virginia Theological Seminary
Instructor in English

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., The 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

JOHN CHARLES WILLIS, '91
B.A., Baylor University; M.A., Ph.D., University of Virginia
Associate Professor of History and Director of the Center for Teaching
Alicia Wilson, '00  
B.A., Mississippi University for Women;  
M.S., Purdue University; Ph.D.,  
University of Cincinnati  
Visiting Assistant Professor of Chemistry

Karen Pao-Ying Yu, '96  
B.S., Massachusetts Institute of Technology; M.A., Ph.D., Vanderbilt University  
Assistant Professor of Psychology

Scott Howard Wilson, '94  
B.A., Oberlin College; M.A., Ph.D.,  
Cornell University  
Assistant Professor of Political Science

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.

ROBERT M. AYRES, JR., DISTINGUISHED UNIVERSITY CHAIR

Established in 2000, by a gift from Gerald Louis De Blois, C’63, to honor the thirteenth vice chancellor of the University of the South. This chair may be held by a distinguished member of the faculty in either the College of Arts and Sciences or the School of Theology.

SAMUEL R. WILLIAMSON DISTINGUISHED UNIVERSITY CHAIR

Established in 2000 to honor the fourteenth vice chancellor of the University of the South. This chair may be held by a distinguished member of the faculty in either the College of Arts and Sciences or the School of Theology.

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.

**ART AND THE PERFORMING ARTS:** one course in art, art history, 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

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 general distribution 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.

THE GENERAL DISTRIBUTION 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 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, art history, 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 general distribution requirement with an Independent Study (444) course or courses.
4. The faculty expects a student to have completed all general distribution courses, except the final course in foreign literature, before the beginning of the fourth year.
5. General distribution 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-three majors to choose from:

- American Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Biology
- Chemistry
- Computer Science
- Economics
- English
- Forestry
- French
- French Studies
- Geology
- German
- German Studies
- Greek
- History
- Latin
- Mathematics
- Medieval Studies
- Music
- Natural Resources
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Russian
- Social Science-Foreign Language
- Spanish
- Theatre Arts
- Third-World Studies
For information on requirements for specific majors, please refer to departmental listings under “Courses of Study.”

A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of 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, a concentration, or another minor.

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 of at least 3.50 and less than 3.75 graduates *magna cum laude*. A student with a GPA of at least 3.25 and and less than 3.50 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 believes that conscientious and well-informed advising on an individual basis is an important part of the academic program. Each student is assigned an advisor from the faculty or administration, whose responsibility it is to help plan and supervise the student’s academic program and to be available on other matters. An academic advisor approves the student’s schedule of courses at registration and any subsequent changes.
Freshman students are divided into small groups within each dormitory, and each group is assigned an academic advisor for the year. An upperclassman residing in the same dormitory—an assistant proctor—works with the academic advisor and the group of freshmen in dealing with academic and personal matters.

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

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

Academic advisors work closely with the dean and associate dean of the college, the 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.
Dean’s List
To qualify for the Dean’s List, a student must have a semester average of 3.625 after completing a semester with credit for at least three and one-half academic courses, at least three of which were taken for a grade. This list is published each semester by the Office of the Dean of the College.

Student Classification
A freshman is a student who has fewer than 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 academic year:

A first-year freshman must pass at least five full courses (two first semester, three second semester) for the academic year and attain 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 explained above, 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 advisor. After that, the schedule adjustment form requires three signatures: the instructor of the course in question, the academic advisor, and the student. Through use of these forms, 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 advisor 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.

**Repeating a Course**

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

**Course by Examination**

Any course other than one that fulfills a general distribution
requirement (or a prerequisite for such a course) may be taken by examination for credit on a pass/fail basis. This must have the prior approval of the instructor and the associate dean of the college. An application (available in the Office of the Dean 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. (No credit will be accepted for a grade of C– or lower). 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 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, advisor, 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 or available in the office of the committee chair list requirements for these three types of schools: 1) Medical School Admission Requirements, United States and Canada; 2) ASDA’s Guide to Dental Schools: Admission Requirements; and 3) Veterinary Medical School Admission Requirements in the United States and Canada.

Students who expect to apply to professional programs in the health sciences during their senior year must take the appropriate admissions test before the beginning of their senior year. Preparation for both the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) include a year of biology (Biology 132 and Biology 131 or an advanced biology course chosen by the committee), a year of general chemistry (Chemistry 101 and 102), a year of organic chemistry (Chemistry 201 and 202), and a year of physics (Physics 101 and 102). These courses need to be completed prior to the senior year. Although not
required, additional courses in biology can provide excellent preparation for the MCAT. Students who are planning to take the Veterinary Admissions Test (VAT) may postpone physics until the senior year, since physics is not required for the VAT. Preveternary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight listed above, include math (or calculus), English (or humanities), psychology, and biochemistry. Courses that veterinary medical schools are most likely to require in addition to the ones above are microbiology, biochemistry, and animal science. A student who expects to apply to a school with an animal science requirement will need to consult the committee about methods of meeting this requirement. 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 should be aware of the fact that professional schools generally expect a letter of recommendation from the Premedical Advisory Committee in addition to any individual letters that a student may have submitted on their behalf. During the spring semester of the junior year or the fall semester of the senior year, all students applying to professional schools will be interviewed by members of the committee. This process is intended to assist the student in preparing for interviews at professional schools and to help the committee in preparing a letter of recommendation.

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 advisor 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. 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 four-member faculty committee that works closely with these institutions to advise prospective engineering students on their academic programs and help them decide whether engineering is an appropriate professional choice. After successful completion of three years of academic work recommended by the Sewanee 3-2 engineering committee, the student is eligible for admission to one of the above engineering schools, on recommendation by the committee. After two years in engineering school, the student receives baccalaureate degrees 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 areas in grades 7 to 12, and in visual and theatre arts in grades K to 12. Ours is a program of recognized quality which encourages the best and brightest students to become teachers. Because we believe that teachers must be well-grounded in the subject areas, we do not offer a major in education. Students major and/or minor in the content area/s they wish to teach, and also take 32 hours of professional education coursework, which culminates with a full-time, semester-long student teaching apprenticeship. Students interested in the program should discuss their plans with the chair of the program 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 eight-member Teacher Education Committee establishes policy for the program, recommends requirements and improvements, oversees the selection of candidates for admission, supervises progress and retention, and determines who will be recommended for licensure. Students apply for admission to the program during the second semester of the sophomore year. The committee expects applicants to have an overall grade point average of 2.50; satisfactory scores on the SAT, ACT,
or Pre-Professional Skills Test (PPST); a psychological test completed at the university counseling center; 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 chair or coordinator at least once per semester, as well as with the appropriate department chair or advisor. Late in the final semester, the student will be evaluated by the committee. In addition to the completion of the required program, satisfactory scores on the Core Battery and Specialty Area tests of the PRAXIS/NTE Examination are required for recommendation for licensure, as is a grade point average of 2.50 in the student’s major 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. Details of the requirements for each licensure area may be obtained from the chair, coordinator, or at the program web site www.sewanee.edu/Education

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

Students seeking licensure must complete the general education distribution requirements prescribed for the B.A. or B.S. degrees.

The professional education requirements are Education 161 and 162; Anthropology/Education 204; History/Education 279; Education 341, 343, or 355; Education 342 (2 course credits), and Education 401.
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 specified faculty coordinator, with other participating faculty, is responsible for advising students and administering comprehensive exams in each independent major. Major 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 playwrighting, 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 Art 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); 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 in Seville through the Center for Cross-Cultural Study in Spain and in Madrid through the Vanderbilt-in-Spain program in which the University of the South cooperates. Students in the Vanderbilt program 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), 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
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 media 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
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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 advisors. 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, McClurg Hall, is scheduled for completion in the spring of 2001.

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
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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 advisor, 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.

Delta Phi Alpha, is the national German honor society. Members are elected based on academic merit and interest in Germanic culture.

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
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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
Sewanee Volunteer 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 FESTIVAL

The Sewanee Summer Music Festival 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, 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.

During the 1990s, under the direction of Vice Chancellor Samuel R. Williamson, the university completed its most successful fund raising effort to date, the Campaign for Sewanee, which topped its $91.5 million goal by $16 million. The decade also saw numerous facility improvements, including a new athletic center and dining hall, the completion of a new strategic plan, increased enrollment, and a revision of the curriculum.

Sewanee's current vice chancellor, Joel Cunningham, was elected by a unanimous vote of the university's board of trustees and assumed office in July, 2000. A proponent of partnerships between universities and elementary and secondary schools and a strong advocate of community service, Cunningham believes in the importance of a broad-based liberal-arts education. He received a bachelor's degree, with majors in mathematics and psychology, from the University of Chattanooga (now the University of Tennessee at Chattanooga) in 1965. He earned a master's (1967) and a doctorate (1969) in mathematics from the University of Oregon.

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
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 the Rev. George William Douglas.

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

**Fulford Hall** (1890), the home of seven vice chancellors, became the location of admissions, financial aid, and 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.

The Chapel of the Apostles (2000) was designed by renowned Arkansan architect E. Fay Jones, and serves as a center of worship for the university’s School of Theology, providing an important space for the training of priests. The building seats approximately 250 people and is flexible to meet the varied needs of the liturgies of the Episcopal Church.

Funding for the chapel was aided by an anonymous $1 million donation, as well as a major gift from Paul and Evelyn Howell of Houston, Texas, whose contribution honors Bishop Allin, presiding bishop of the Episcopal Church, 1973-85.

McClurg Dining Hall (2000) is built completely of native sandstone, and replaces Gailor Hall, which was constructed for just 500 students. The new facility has the capacity to serve three times that number.

McClurg Dining Hall encompasses approximately 42,000 square feet, including a 450-seat formal dining hall, 250-seat informal room, a 150-seat outdoor dining area, as well as four meeting/dining rooms, a kitchen, serving area, lobby, and storage space.


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>December 15</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 course at Sewanee; most entering students have taken four years of math.
— 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
— well-written admission essay
— 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—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. Interviews or group information sessions are available year round. Campus tours are given regularly during the academic year 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.

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

**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 registration 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 applications from any other colleges.

Under this plan, the University of the South agrees:
1. To reach a decision on admission 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 in 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. an 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 must include two letters of recommendation from college instructors. In addition they must submit official transcripts from each college attended.

—Credit for transfer students is subject to approval by the Office of the Dean. The Degrees Committee, in consultation with the chair of departments 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.

READMISSION
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 art courses.

Credit for one elective course (four semester hours) may be earned in any of the following: anthropology, art history, biology, chemistry, classical languages, computer science, economics, English, 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 2000-2001

<table>
<thead>
<tr>
<th></th>
<th>Advent Semester</th>
<th>Easter Semester</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>$ 9,970</td>
<td>$19,940</td>
</tr>
<tr>
<td>Fees</td>
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<tr>
<td>Room</td>
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<tr>
<td>Board</td>
<td>1,345</td>
<td>1,345</td>
<td>2,690</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$12,965</strong></td>
<td><strong>$12,775</strong></td>
<td><strong>$25,740</strong></td>
</tr>
</tbody>
</table>

This schedule shows the costs charged each student for the academic year 2000-2001. These amounts are approximately two-thirds of the
actual cost per student of providing a student’s education; endowment and gift revenues pay the other one-third.

Approximately 40% of Sewanee’s students receive need-based financial aid to help pay their share.

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

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

All undergraduate students who live in college dormitories or in facilities associated with the residential life program of the college are required to purchase the university board plan.

The full board policy appears in the Student and Parents’ Handbooks and the Housing and Meals section of the college catalog.

Students without adequate health insurance coverage will not be allowed to register for classes. A student medical insurance plan offered through the university is available for students who do not already have adequate health insurance. The Dean of Students sends information about the insurance plan to all students before the beginning of each school year.

A reservation deposit of $300 is payable before pre-registration each semester to reserve a place in the college. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after the published refund dates, except for serious illness, loss of financial aid, or academic suspension. In planning college expenses, families should also take into consideration such items as books, supplies, and personal items; the cost of such expenses is estimated to be $1,360 per year.

**SPECIAL CHARGES**

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

- **Audit**, per course ................................................................. $ 600
- **Automobile registration**, per year ........................................ 40
**ADMISSION & FEES**

Bicycle registration, per year ........................................... 5  
Part-time students, per semester hour .................................. 725  
Special examinations, per course ......................................... 25  
Transcripts, per copy .......................................................... 2  

**Flight Instructions**—A formal ground school and the first 10 hours of flight time  
One semester ..................................................................... 850  

**Golf Club membership**—for use of the golf course  
Per Academic year .............................................................. 75  
A student may pay daily greens fee of $3.75 ($7.50 weekends) instead of buying a student membership.  

**Riding**—for riding lessons at the University Equestrian Center  
Per semester ..................................................................... 475  

**Physical Education Classes** **some courses require extra fees**  
See College Catalog

**FINES AND PENALTIES**

<table>
<thead>
<tr>
<th>Fine / Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Late registration fee</td>
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<tr>
<td>Late payment of semester tuition</td>
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</tr>
<tr>
<td>Returned check</td>
<td>20</td>
</tr>
<tr>
<td>Replacement of lost paycheck</td>
<td>20</td>
</tr>
<tr>
<td>Replacement of lost Campus card</td>
<td>10</td>
</tr>
</tbody>
</table>

**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 pro-rata share of the cost of repairs. Damage and other charges may be assessed upon completion of room inspection, after graduation or withdrawal, and must be paid to obtain a transcript of grades.

**PAYMENT**

The university bills students each semester for the full amount of the semester tuition, room and board. Fees for activities and a
post office box are billed upon initial enrollment for the academic year. Payment in full, less the reservation deposit and any financial aid actually awarded is due August 18, 2000 for the Advent semester, and January 5, 2001 for the Easter semester. Failure to pay by these dates will result in a $50.00 late charge. Because of the substantial amounts that must be paid in August and January, the university offers the following ways to assist families in making payments:

1) Significant amounts of financial aid and loans are available to students who qualify.
2) Payment plans are offered in cooperation with commercial lending organizations.
3) Credit cards are only accepted for tuition through Tuition Management Systems.

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

Any balance remaining on the student bill, after credit for financial aid or deferred payment plans, must be paid in full by the due date; the university accepts monthly or other deferred payment only by means of the plans mentioned above. Satisfactory handling of a student’s account is necessary to register and obtain a transcript of grades.

The Student Account’s Office mails tuition bills well in advance of the payment due dates. Bills are mailed to the student’s home address unless another billing address has been given.

**CAMPUS IDENTIFICATION CARD**

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

1) The card must be presented for cashing checks at the University Cashier’s Office, using the library, entering the dining hall and using the Fowler Center.
2) The card is not transferable—its loss should be reported immediately to the Telecommunications Office for replacement.
There will be a $10.00 charge for replacing the card. Cash stored on the low dollar CashStripe will be lost.

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

Students will have the option of using the SEWANEECard, cash, check, commercial credit card or ATM card at many university facilities. A full service automated teller machine (ATM) is located in front of the college bookstore.

**OTHER CHARGES**

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

**LONG DISTANCE PHONE CALLS**

Long distance telephone service provided through the university must be debited to the student’s account at AmSouth Bank, any other bank or charged to a credit card.

**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. The following policy applies:

**Financial Aid recipients without federal Title IV aid and non-aid recipients**—Refund of fees is made only for reasons of illness and if the percentage of the term completed is 60% or less. The refund is calculated by prorating fees for the period from the date of withdrawal to the end of the semester. The amounts to be prorated are one-half of the semester’s total tuition and room charges, and three-fourths of the board charge. No refund is made for any other fees, or if more than 60% of the term has been completed.

**Financial Aid recipients with federal Title IV aid**—Refund of fees is made only if the percentage of the term completed is 60% or less. Refunds to Federal Title IV funds are calculated according to the applicable Federal regulation (34 CFR 668.22). A student is not eligible for a refund of personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the college have been cleared. No refund is made if more than 60% of the term has been completed.
Examples of refund and repayment calculations may be seen in the Student Accounts Office.

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

OTHER FINANCIAL MATTERS

Students should take precautions to protect personal belongings from theft, fire, water damage, or other loss. University insurance does not cover personal losses; however, the family homeowner insurance may provide coverage for these losses. If separate coverage is desired, application for student personal property insurance from an independent carrier will be mailed to all students over the summer.

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

A student who participates in athletics must use his or her family insurance to pay for injury which occurs during practice, play, or travel. In such instances university insurance may cover a portion of medical expenses in excess of family coverage. University insurance does not, however, cover medical expenses for injuries incurred in a student activity or in off-campus programs.

Checks may be cashed at the cashier's office. AmSouth representatives will be available on campus at the beginning of the year to assist students in setting up a bank account which can be linked to their SEWANEECard.

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

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 $25,740 during the academic year 2000-2001. 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

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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.

**Charles M. Binnicker Classical Studies Foreign Study Endowment Fund**—Established in honor of Professor Charles M. Binnicker by a grateful student to assist worthy students in Classical Languages with educational costs associated with foreign study. The Department of Classical Language will select the most deserving student.

**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.

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

**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.

**Atlee 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.

**Atlee 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 Atlee 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.
Edwin Hagan Reeves Scholarship—Established in 1998 by a bequest from Tabitha Johnson Reeves. It is to be given to other than first-year students who are in need of financial assistance to continue to attend Sewanee.

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 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 1800s. 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.

**Harvey G. Booth Memorial Scholarship**—Established in 2000 by a gift from Varina Booth Webb in memory of her husband Harvey G. Booth, Honorary Alumnus 1959, Trustee of the University 1958-1960, and member of the Board of Regents 1962-1965. Preference will be given to students from Florida.

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

**James Aubrey Bradford Jr. Memorial Scholarship**—Established in 1996 by James and Lyn Bradford in memory of their son. Awarding of the scholarship is based on demonstrated financial need.


**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 Craigmiles 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.
SCHOLARSHIPS, GRANTS & LOAN FUNDS

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.

Elizabeth and Sumner Finch Scholarship—Established in 1999 by Elizabeth Finch, C’77 and Sumner Finch. Awards are made on the basis of financial need.

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, whose parents are not employed by the university.

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 Hariton Scholarship**—Established by Mrs. Anne Hariton 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 Ingrams.

Norman and Ruth K. Jetmundsen Scholarship—Established in 1998 as a tribute to their parents by a gift from their sons, Norman Jetmundsen Jr., C' 76, and Howard Walker Jetmundsen, C' 85. Awards are made on the basis of financial need with preference to students from Alabama.

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.

**Stiles B. Lines Memorial Outreach Scholarship**—Established in 1999 through gifts from friends of The Reverend Stiles B. Lines, to recognize Mr. Lines’ interest, during his tenure as Interim University Chaplain, in the development of a university outreach program. This scholarship shall be awarded to a deserving student to enable them to participate in the university’s outreach trips.

**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.
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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 Episcopalian 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

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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.

**Ted Stirling Scholarship**—Established in memory of Dr. Edwin M. “Ted” Stirling, a teacher in the Department of English from 1969 until his death in 1994. Awarding of the scholarship to an English major is based on demonstrated financial need.

**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
SCHOLARSHIPS, GRANTS & LOAN FUNDS

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
SCHOLARSHIPS, GRANTS & LOAN FUNDS

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.

The Jackson Cross C'30 Memorial German Prize—Established in 2000 by the family of Jackson Cross and friends of the German Department. The prize is awarded to a graduating senior for their outstanding work in German studies.

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.

**Robert Bowden Shepard Jr. Photography Award**—was established by Mr. Shepard's daughter, Elizabeth Thompson Haywood Shepard, C'98, in her father's memory. It is Ms. Shepard's intent for this award to provide photography students with financial relief for the additional expenses they incur in taking photography.

**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.

**Jack L. Stephenson Internship**—Established in 1998 to honor Jack L. Stephenson, C'49, former President of the Associated Alumni (1981-84) by his son Hugh L. Stephenson, C'80. The purpose of the Jack L. Stephenson Internship is to encourage undergraduates to research a career field of interest and to gain experience within it through a summer internship.

**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.

**UNIVERSITY ENDOWED LECTURESHIPS**

**Stacey Allen Haines Memorial Lectureship**—Established through gifts from family and friends in memory of Stacey Allen Haines, who became a Sewanee resident following his retirement from Sears, Roebuck and Co. in Chicago. To honor Mr. Haine's deep love of language, ideas, and the life of the mind, this lectureship will support visiting lecturers and imaginative young writers, who come to read from their works, whose subjects are pertinent to the English literature program.
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, Co-CHAIR
ASSISTANT PROFESSOR MCKEEN, Co-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, religion, and art. The junior seminar for majors, jointly taught by two 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 approved for the major.

4. All majors will take a written comprehensive examination.
   It is recommended, although not required, that students take History 201 and 202 and English 377 and 378 in 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
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 231, 232: African-American History
History 237, 238: Women in U.S. History
History 279: History of American Education
History 322: Southern Lives
History 323: Depression-Era South
History 325: Revolutionary America
History 327: The Old South
History 334: Mass Culture, Popular Amusements
History 339: Making of Modern America
History 347: American Civil Rights Movement
History 393: America’s Civil War
History 394: Reconstructing the South

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
ANThROPOLoGY

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
Adjunct Professor McCollough
Associate Professor Heck, Chair
Assistant Professor Wallace
Visiting Assistant Professor Ray

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 sub-fields 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.) Staff.

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.) Wallace.

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.

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.

340. FAMILIES IN ASIA
A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students will study anthropological approaches to understanding kinship and will read and view contextualized accounts of family life from several time periods. These accounts will include ethnographies, novels, children’s stories, religious and philosophical texts, folktales, films and Internet materials. To the extent possible, Chinese, Japanese, and/or Thai guests will visit and share their family stories. (Credit, full course.) Wallace.

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.
366. POWER AND VIOLENCE: THE ANTHROPOLOGY OF POLITICAL SYSTEMS

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

390. SOCIAL THEORY

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

401. ANTHROPOLOGICAL FIELD METHODS

Designed to train upper-division anthropology students to develop and carry out field research, the course first focuses on specific field methods used by anthropologists, ethnomethodology, network analysis, and statistical analysis. The second part of the course comprises a supervised field study where such methods can be tested. The last part of the course consists of data analysis and presentation. (Credit, full course.) Staff.

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. (Required of senior majors.) (Credit, full course.) Staff.

410. RESEARCH SEMINAR: IDENTITY, INDULGENCE AND DISCIPLINE

Caught between consumerism and its contraries, growing up in American culture today challenges the individual to construct an identity between the extremes of indulgence and discipline. On
one extreme is the substance abuse that ends in addiction. On the other is the substance denial that eating disorders embody. Our class will study the middle ground in campus life: how do students mediate between these extremes and how does the campus community construct these dilemmas? Students will conduct field research to answer class-generated queries about contemporary life. Can be taken pass/fail and included in the major. (Credit, full course) O’CONNOR.

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 G. CLARK, CHAIR

ASSISTANT PROFESSOR MANSFIELD

VISITING ASSISTANT PROFESSOR POND

INSTRUCTOR BRENNER

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

MAJOR IN ART HISTORY: The degree requirements for students majoring in art history consist of 11 full courses (44 hours) and a comprehensive examination to be taken during the final semester of the senior year. In order to receive departmental honors, a student must have a departmental GPA of 3.5 at the end of the final semester.
and have passed the comprehensive examination with distinction, that is, with an overall score of 88 on a 100-point scale. At least 16 courses (64 hours) must be taken outside the department.

Eight of the 11 required courses must be in art history and must include the following seven, all of which must be taken at Sewanee: a) two art history surveys (ArtH 103 and ArtH 104); b) the Junior Seminar (ArtH 317); c) the Senior Seminar; 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])

In addition, art history majors are required to take a selection of three full classes from three of the following course areas or courses: art (lower- or upper-division), music history (lower- or upper-division), anthropology (upper-division), history (upper-division), philosophy (upper-division); Chemistry and Art (Chem 108), Classical Mythology (ClSt 101), or Literary Criticism (Engl 401). 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 Art as part of the requirements for a degree in Art History will not count toward a major in Art.

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 Seminar; and (c) three upper-division (200-level or above) lecture or seminar courses. To assure that requirements are met in a timely manner, minors must complete both surveys by the time they take the Junior Seminar—that is, by their sixth semester. Subject to approval by the art history faculty, the department will accept
up to three courses (12 hours) in art history from other institutions, two of which may be beyond the introductory level. Exceptions to this limit will be decided upon by the chair.

**MAJOR IN ART:** The degree requirements for students majoring in art consist of 11 full courses (44 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 16 courses (64 hours) must be taken outside the department. Eight of the 11 required courses must be in art. 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 (ArtS 420 and 430); one art history class; and full courses in two of the following six 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 art will not count toward a major in art history.

There is no minor in art.

Subject to approval by the art faculty, the department will accept up to two courses (eight hours) in art 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 20th century. (Credit, full course.) STAFF.

106. HISTORY OF FILM (ALSO THEATRE 106)
A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films will be shown and analyzed. (Credit, full course.) L. RICHARDSON.

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

312. GREEK AND ROMAN ART
A chronological survey of the painting, sculpture, and architecture of the Greek, and Hellenistic worlds and Roman Empire from the eighth century B.C.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 SEMINAR
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 Senior Seminar, 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.

318. SPANISH MEDIEVAL ART
A survey of Spanish art from the Visigothic period through the fifteenth
ART AND ART HISTORY

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 13th to the close of the 16th 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 14th to the late 16th centuries. While the course will concentrate on Flemish and German panel painting, attention will also be paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. Prerequisite: ArtH 103, 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 better to understand 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. )

402. SENIOR SEMINAR IN HISTORIOGRAPHY

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.) (Credit, full course.) STAFF.

440. INDEPENDENT STUDY IN ART HISTORY

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

Art

131. INTRODUCTION TO DIGITAL ARTS

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

143. BEGINNING VIDEO/FILM PRODUCTION

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Films will be analyzed with written reviews and studied in terms of imagery and metaphor, narrative development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students will participate in a group film-making experience followed by three individual assignments. (Credit, full course.) 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, 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 introduces the student to the basics of form and space within the context of contemporary and traditional thought. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art will be integral to the course. (Credit, full course.) Pond.

191. BEGINNING PAINTING

The student is introduced to a variety of subjects, styles, and techniques in oil painting. A series of outside assignments accompanied by a statement of intent is required. Group and individual critiques and slide viewing will be integral to the course. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) Carlos.

251. INTERMEDIATE DRAWING

Further study of the art of drawing through both assigned and independent projects executed in new and traditional media. Content is emphasized as well as larger scale and further exploration of methods. Instruction is through group studio presentations, discussions, and individual critiques. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) Carlos.

291. INTERMEDIATE PAINTING

Oil painting is explored through assigned and independent projects executed in new and traditional media. Through group and individual critiques and ongoing studio painting, students experience a diversity in method through a related series of paintings, an emphasis on content, and a comparative approach to representational forms and abstract concepts. Prerequisite: ArtS 191 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, Art 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: ArtS 131. (Credit, full course.) Malde.

342. SCENE DESIGN (ALSO THEATRE 342)
Deals with script analysis; scene research techniques; periods and styles of production; exercises in scale, proportion, volume and color. The student is expected to complete a series of projects culminating in the complete design for a classic or contemporary play. Prerequisite: Theatre 241 or permission of instructor. (Credit, full course.) Backlund.

343. ADVANCED VIDEO/FILM PRODUCTION
Further study in video/film techniques and aesthetics emphasizing style, theme, and content. Master cinematographers, film photographers and auteur directors will be studied. Emphasizes a major project of one's own creation. Prerequisite: 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 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: ArtS 151 or permission of the instructor. (Credit, full course.) Carlos.

361. ADVANCED PHOTOGRAPHY
A continuation of ArtS 161. Prerequisites: ArtS 161. (Credit, full course.) Malde.
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.

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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.)

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

**440. INDEPENDENT STUDY IN ART HISTORY**

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

**Art**

**131. INTRODUCTION TO DIGITAL ARTS**

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

**143. BEGINNING VIDEO/FILM PRODUCTION**

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Films will be analyzed with written reviews and studied in terms of imagery and metaphor, narrative development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students will participate in a group film-making experience followed by three individual assignments. (Credit, full course.) **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, 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 introduces the student to the basics of form and space within the context of contemporary and traditional thought. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art will be integral to the course. (Credit, full course.) POND.

191. BEGINNING PAINTING
The student is introduced to a variety of subjects, styles, and techniques in oil painting. A series of outside assignments accompanied by a statement of intent is required. Group and individual critiques and slide viewing will be integral to the course. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) CARLOS.

251. INTERMEDIATE DRAWING
Further study of the art of drawing through both assigned and independent projects executed in new and traditional media. Content is emphasized as well as larger scale and further exploration of methods. Instruction is through group studio presentations, discussions, and individual critiques. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) CARLOS.

291. INTERMEDIATE PAINTING
Oil painting is explored through assigned and independent projects executed in new and traditional media. Through group and individual critiques and ongoing studio painting, students experience a diversity in method through a related series of paintings, an emphasis on content, and a comparative approach to representational forms and abstract concepts. Prerequisite: ArtS 191 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, Art 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: ArtS 131. (Credit, full course.) Malde.

342. SCENE DESIGN (ALSO THEATRE 342)
Deals with script analysis; scene research techniques; periods and styles of production; exercises in scale, proportion, volume and color. The student is expected to complete a series of projects culminating in the complete design for a classic or contemporary play. Prerequisite: Theatre 241 or permission of instructor. (Credit, full course.) Backlund.

343. ADVANCED VIDEO/FILM PRODUCTION
Further study in video/film techniques and aesthetics emphasizing style, theme, and content. Master cinematographers, film photographers and auteur directors will be studied. Emphasizes a major project of one’s own creation. Prerequisite: 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 threedimensional scenic units. Prerequisite: permission of instructor. (Credit, full course.) Backlund.

351. ADVANCED DRAWING
This continuation of 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: ArtS 151 or permission of the instructor. (Credit, full course.) Carlos.

361. ADVANCED PHOTOGRAPHY
A continuation of ArtS 161. Prerequisites: ArtS 161. (Credit, full course.) Malde.
381. ADVANCED SCULPTURE
A continuation of ArtS 181 with further study of the art of sculpture through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: ArtS 181. (Credit, full course.) POND.

391. ADVANCED PAINTING
A continuation of ArtS 191. Prerequisite: ArtS 191. (Credit, full course.) CARLOS.

418. JUNIOR TUTORIAL IN 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 ART—II
The course will continue building on the objectives of Art 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 ART

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

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

ASIAN STUDIES

INTERDISCIPLINARY FACULTY

PROFESSOR O’CONNOR, CHAIR

Home to well over half the world’s population, Asia’s rich and varied traditions invite study as well as reflection. A major in Asian Studies combines study in Asia with courses in Sewanee so that a student may experience Asia, learn one of its languages, and explore its arts, history, cultures, religions, politics and economics.

MAJOR IN ASIAN STUDIES: Asian Studies is an interdisciplinary major that requires the following:

a. Completion of ten or more courses in Asian Studies from the lists below (requirements c–g) or from a study abroad program (with the approval of the Asian Studies Chair).

b. Study abroad for a summer or semester in an Asian country.

c. Completion of one or more courses in an Asian language at or above the 300-level or completion of an intensive language program abroad approved by the Asian Studies chair. (Meeting the major’s language requirement does not necessarily meet the college’s language requirement.)


e. Three or more courses on Asia in at least two of the humanities fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad. At least one of these courses must be History 211 and 212: History of China and East Asia; History 215: The United States and Vietnam since 1945; History 375: British India; Philosophy 215: Chinese Philosophy; Philosophy 219: Philosophical Problems in Buddhism; Religion 162: Introduction to Asian Religions; Religion 205: Women and Religion; Religion 262: Buddhism; Religion 263: Chinese Religion; Religion 264: Hinduism; Religion 346: Buddhist Ethics; Religion 361: New
Religions; Religion 363: Zen

f. Three or more courses on Asia in at least two of the social science fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad: Anthropology 340: Families in Asia; Anthropology 341: Culture and History of Southeast Asia; Economics 309: Women in the Economy; Economics 310: Economic Development in the Third World; Political Science 250: States and Markets in East Asia; Political Science 326: Comparative Asian Politics; Political Science 360: Chinese Politics.

g. Asian Studies 444. A senior reading and research paper on a topic agreed upon by a sponsoring faculty member and the student.

h. A comprehensive exam in two parts: a. a written set of questions that integrate courses taken by the student(s) b. a written set of questions on specific courses taken by the student(s)

To earn honors in Asian Studies a student must satisfy the following criteria: (i) a 3.33 grade point average from courses within the major, (ii) awarding of a “B+” or better on the senior thesis, and (iii) awarding of “distinction” on the comprehensive examination.

**SUMMER PROGRAM IN CHINA:** Under the direction of Professor Yasmeen Mohiuddin, Sewanee students may take advantage of summer study in China. The continuing focus of the program is the issue of economic development, with other subjects also included in different summers. The students will have the opportunity to visit a farm project and interview peasants about their changing economic lives.

**100. INTRODUCTION TO ASIAN STUDIES**

How have Asia's philosophical and religious traditions shaped its twentieth century economies, politics, and societies? Class discussion will focus on Shinto, Buddhism, Confucianism, and Islam and illustrative cases from East and Southeast Asia. Students will explore Asian conceptions of economic systems, morality, community, the nation, and statecraft. (Credit, full course.) **STAFF.**

**444. INDEPENDENT STUDY**

A reading and research paper on a topic agreed upon by a sponsored faculty member and the student. Restricted to Asian Studies majors. (Credit, full course.) **STAFF.**
We aim to provide an outstanding and rigorous classroom and laboratory-based education to majors and non-majors and are committed to developing and supporting interdisciplinary innovations. We place 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, we work 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 Physics 101 and 102. A student who takes only one course in physics in Sewanee must then take six upper level courses in biology—five of which must be laboratory courses. Or a student may take no physics courses in Sewanee but then must take seven upper
division courses in biology—five of which must be laboratory courses. However, 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 or 300 level. 2. Successful completion of four courses at the 200 or 300 level. 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 already 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.

**110. BIOLOGY AND WOMEN**
A topical study of the biological nature of women and their role in the natural order. Topics will include the following: women and scientific inquiry; genetics, evolutionary theory and women; social Darwinism and sociobiology; physiology and women’s health; sex
differentiation, hormones and a non-deterministic model of human sexuality; and biology from a feminist, ecological and third world perspective. Contributions of women to biological knowledge will be included. Non-laboratory course. (Credit, full course.) Croom.

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, 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. Non-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. Laboratory course. 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. Non-laboratory course. Prerequisite: one semester of biology or psychology, or permission of the instructor. (Credit, full course.) Berner.

209. ADVANCED 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, full 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, hydrology, marine biology, invertebrate zoology, maritime plant communities, and wildlife ecology in a single coastal island ecosystem. Taken in conjunction with Geology 240 and Psychology 240. Prerequisite: completion of Biology 140 and acceptance into the Island Ecology Program. Satisfies, in conjunction with Geology 240 and Psychology 240, the science and laboratory science requirements and one writing-intensive credit. Offered each summer. (Credit, half course.) MGLOTHLIN, EVANS, POTTER, 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.) Croom.

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.) Croom.

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 Shibata
Visiting Assistant Professor Brooks
Visiting Assistant Professor Morton
Visiting Assistant Professor Wilson

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, 315, 322, 422, 423, and one 400-level course that has 322 and 422 as a prerequisite.
Mathematics 101, 102. [Mathematics 207 is strongly recommended]
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 distinction, 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.) **STAFF.**

**101. GENERAL CHEMISTRY**
Atoms, molecules, and ions; stoichiometry; reactions in aqueous solutions; gases; thermochemistry; atomic structure; electron configurations and the periodic table; chemical bonds; molecular structure; states of matter and intermolecular forces. Lecture, three hours; laboratory, three hours. (Credit, full course, each semester.) **STAFF.**

**102. GENERAL CHEMISTRY**
Chemical kinetics; equilibrium; acids and bases; equilibrium of slightly soluble salts and complex ions; thermodynamics; electrochemistry; chemistry of representative elements; organic functional groups; polymers—both biochemical and man-made. 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.) Staff.

108. CHEMISTRY AND ART
   A study of the chemistry underlying some topics that are of particular
   interest to artists. Topics may include paper making, pigments and
   binders, photography, glass making and coloring, metal casting, and
   printmaking. The course is designed for the general student and meets
   the laboratory science requirement of the college. Lecture, three hours;
   laboratory, three hours. (Credit, full course.) Bordley.

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.) Lowe, Kirven.

208. INORGANIC CHEMISTRY
   A survey of the inorganic and organometallic chemistry of the
   elements excluding carbon. Prerequisite: Chemistry 102. Lecture,
   three hours; laboratory, three hours. (Credit, full course.) Staff.

305. QUANTITATIVE CHEMISTRY
   The theory and practice of the fundamental principles of analysis are
   introduced in this course. This course covers solution equilibria in acid-
   base, complex ion, and redox systems, as well as, measurement
   techniques with emphasis on wet chemical and separation methods.
   Lecture, three hours; laboratory, three hours. (Credit, full course.) Staff.

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

315. INSTRUMENTAL ANALYSIS
   An introduction into instrumental methods of analysis with major
emphasis on spectroscopic techniques including emission spectroscopy, atomic absorption, UV-visible and IR absorption, Fourier transform IR, x-ray techniques, neutron activation, and mass spectrometry. Prerequisite: Chemistry 102 or Chemistry 104. Lecture, three hours; laboratory, three hours. (Credit, full course.) Staff.

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 322 and 422 or permission of instructor. Lecture, three hours. (Credit, full course.) Staff.

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.) Bordley.

423. PHYSICAL CHEMISTRY LABORATORY
     Experiments in thermodynamics, kinetics, and spectroscopy. Prerequisite: Chemistry 322. Corequisite: Chemistry 422. Laboratory, six hours. (Credit, half course.) Shibata.

426. POLYMER CHEMISTRY
     A study of the chemistry of polymers drawing upon the traditional subdivisions of chemistry: analytical, organic, inorganic, physical, and biochemistry. Prerequisite: Chemistry 422 or permission of instructor. Lecture, three hours. (Credit, full course.) Shibata.

428. ADVANCED TOPICS IN ANALYTICAL CHEMISTRY
     This course covers the theory and practice of special methods and recent advances in analytical chemistry. Prerequisites: Chemistry 305, 315, 322 or permission of the instructor. Lecture, three hours. (Credit, full course.) Staff.
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 A. 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. The Charles M. Binnicker Endowment Fund for foreign study of classical languages provides aid to our students who wish to study abroad.
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.) CLARK.

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.) CLARK.

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.) CLARK.

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. (Credit, full course.) STAFF.
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.) Bonds.

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.) Seitters.

350. THE WOMEN OF GREEK POETRY IN SOCIAL AND INTELLECTUAL CONTEXT (ALSO WOMEN’S STUDIES 350)
This course surveys the women represented in Greek literature from Homer through the Hellenistic period, tracing the evolution of the central types of figure: faithful wife, adultress, bride, self-sacrificing virgin, captive, nursemaid, courtesan. It addresses how the different genres of Greek literature—epic, lyric and satiric poetry, tragedy and comedy, oratory and historical prose—express quite different sentiments on women and their traditional roles. Some comparative material from Greek art is included. (Credit, full course.) Clark.

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 Hendrickson
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. 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. Not open for credit with Math 204. (Credit, full course.) **Schaefer.**

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

This course uses microeconomic theory to analyze the economics of work. The demand for and the supply of labor are the basis for analyzing a wide range of observed outcomes in the labor market, including wage determination and employment. Topics with important policy implications include human capital and educational investments, economics of the highly paid, unions, immigration policy, fringe benefits, unemployment insurance, race and gender discrimination, minimum wage policies, welfare policy, and the distribution of income. (Credit, full course.) Williams.

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.

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.

329. LAW AND ECONOMICS
This course examines how legal rules and institutions create economic incentives and affect behavior. The course is organized around the three major areas of the common law—property, tort, and contract law—and criminal law. Both a jurisprudential and an economic theory of the law are introduced and developed. Economic analysis is used to predict the behavior and outcomes that will result from various legal rules and to evaluate which legal rules are “best” in terms of economic efficiency. (Credit, full course.) Williams.

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.) HENDRICKSON.

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.

333. RESEARCH METHODS IN ECONOMICS
This course introduces economic research methods and requires development of an individual research effort. Econometric (quantitative) analysis is also introduced and applied with the use of econometric software. Prerequisites: Economics 201, 305, and 306. (Credit, full course.) HENDRICKSON.

335. ENVIRONMENTAL ECONOMICS
A study of the causes of and solutions for pollution and environmental degradation weighs the value of ecosystems and their role in sustaining economic activity. Applies cost/benefit analysis to environmental issues and provides an introduction to economics of nonrenewable and renewable resources such as mines, forests, and fish. (Credit, full course.) GOTTFRIED.

337. INTERNATIONAL ECONOMICS
Presents historical, institutional, and theoretical study of international trade, finance, and the international monetary system. The position of the United States in the world economy is examined. International economic institutions, such as the International Monetary Fund, are analyzed. Attention is given to current developments and problems. Prerequisites: Economics 305; 301 or 306; or permission of instructor. (Credit, full course.) MOHIUDDIN, GOTTFRIED.

340. INTRODUCTION TO MATHEMATICAL ECONOMICS
Studies the mathematical formulation of economic theory by examining selected topics drawn from micro and macroeconomic models, general equilibrium analysis, input/output analysis, static and dynamic analysis, and linear programming. (Credit, full
course.) Schaefer.

345. POLICIES FOR ECONOMIC DEVELOPMENT
A study of the nature of the ‘development’ problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets and human capital formation, women’s empowerment, and international trade. (Credit, full course.) Mohiuddin.

381. THE POLITICAL ECONOMY OF SUSTAINABLE DEVELOPMENT
(ALSO POLISCI 381)
This course examines the different configurations of market, state, and cultural forces presented by societies as they respond to the challenges associated with attempting to meet present needs and demands without compromising their natural and social base for meeting the needs of the future. Theoretical discussions are combined with case studies, especially Costa Rica. (Credit, full course.) Gottfried, Brockett.

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.

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, full course.) Staff.
Most courses in education are open to the general student body. However, when field experiences or numbers necessitate limiting enrollment, first preference is given to students enrolled in the Teacher Education Program. Through successful completion of this program, students earn Tennessee teaching certification in English, Foreign Languages, Sciences, Social Sciences, Theatre and Fine Arts. (For requirements, see Teacher Licensure, pp. 43-44 or the program website — www.sewanee.edu/Education.)

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.
201. INSTRUCTIONAL TECHNOLOGY

This course will examine the use of instructional technology in the middle and secondary school settings. Topics include pedagogical issues related to the integration of technology in the curriculum and the social and political factors which drive the current trend toward increasing technology use in education. A critical component of this course will be the weekly lab work in which students will learn to use and apply instructional technologies commonly available in public school classrooms—presentation programs such as PowerPoint and desktop publishing, discipline-specific software tools, web page development and the use of the Internet as a curricular resource. (Credit, half course.) SELLS-LEWALLEN.

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, Sells-Lewallen.

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 R. BENSON
PROFESSOR W. CLARKSON
PROFESSOR PRUNTY
PROFESSOR MACFIE
ASSOCIATE PROFESSOR J. GRAMMER, CHAIR
VISITING ASSISTANT PROFESSOR E. GRAMMER
ASSISTANT PROFESSOR MICHAEL
ASSISTANT PROFESSOR MOSCHOVAKIS
ADJUNCT PROFESSOR CORE
VISITING ASSISTANT PROFESSOR ANDERSON
VISITING LECTURER GAY
TENNESSEE WILLIAMS FELLOW IN CREATIVE WRITING AND INSTRUCTOR FLEISCHMAN
VISITING INSTRUCTOR LEWIN

MAJOR IN ENGLISH: English majors must plan their academic curriculum carefully with their advisor. All majors are expected to take English 357 and 358 (Shakespeare) and at least two other courses in fields in English literature before 1750. Potential or actual English majors are strongly urged to take English 200 (Representative Masterpieces). Almost all majors take the full complement of eleven courses in English.

A student majoring in English will be required to pass a written comprehensive examination, which must be taken in the final semester. Majors who intend to qualify for teacher certification should check on the specific requirement for the program.
At the beginning of the final semester, an English major with an average of 3.5 or better in English courses may, at the discretion of the chair, elect a course of independent study—the English Tutorial. The student will be enrolled in English 452, will be assigned a tutor for direction, and will write a major essay as a step toward departmental honors. Students enrolled in English 452 who demonstrate excellence in their tutorial papers and in the written comprehensive examination will be invited to take a one-hour oral examination in order to qualify for departmental honors.

The creative writing courses (English 409, 410, and 411) are excluded from coverage on the comprehensive examination, and they count as courses outside the major.

101. LITERATURE AND COMPOSITION

This introduction to literature written in English focuses on several plays by Shakespeare, introduced by an examination of lyric poems—either by Shakespeare or by one of his contemporaries. The course is designed to develop the student’s imaginative understanding of literature along with the ability to write and speak with greater clarity. It is intended to be of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. There are at least six writing assignments, with student writing a frequent topic for classroom discussion. Most sections are writing-intensive. A student who receives credit for the Humanities sequence 101 through 202 may not receive credit for English 101. (Credit, full course.) STAFF.

200. REPRESENTATIVE MASTERPIECES

An examination of several masterpieces of Western literature, including Homer’s *Iliad* and Dante’s *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.) STAFF.

351. NON-CHAUCERIAN MEDIEVAL LITERATURE

A study of several key works in translation from the Anglo-Saxon and Middle English, chiefly Beowulf, Sir Gawain and the Green Knight, some extracts from Malory, and a number of shorter Anglo-Saxon poems. (Credit, full course.) BENSON.

352. CHAUCER

A study of the Canterbury Tales and other poems by Chaucer. A term paper is usually expected. (Credit, full course.) BENSON.

353. ENGLISH DRAMA TO 1642

A study of the 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
soures, 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.) Macfie.

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 Humphrey, 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.) Gay.

411. CREATIVE WRITING: PLAYWRIGHTING
(WRITING-INTENSIVE)
Discussions will center on students’ plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) 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)
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.
FORESTRY AND GEOLOGY

PROFESSOR POTTER
PROFESSOR SHAVER
ASSOCIATE PROFESSOR M. KNOLL, CHAIR
ASSOCIATE PROFESSOR TORREANO
ASSOCIATE PROFESSOR KUERS
ASSISTANT PROFESSOR K. SMITH
ADJUNCT PROFESSOR SMALLEY
ADJUNCT PROFESSOR McGRATH
VISITING ASSISTANT PROFESSOR LARRICK
VISITING INSTRUCTOR KELSON

DEPARTMENT MISSION

Forestry, geology, and environmental study are the emphases of the Department of Forestry and Geology. Our students analyze the physical, biological, and chemical components of natural landscapes, and also address the economic, social, and political aspects of environmental issues as part of their study. We stress work both within and outside the classroom, and train students to integrate their field observations with theoretical concepts and analytical data.

MAJORS OFFERED: 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. Offerings available to both majors and non-majors include introductory to advanced courses in forestry and geology, including environmentally applicable coursework in hydrology, forest ecology, tropical forestry, resource management, and natural resource policy.

All three majors emphasize an interdisciplinary study of the natural world and the interrelationships between geological and forest ecological processes. Excellent forest and geological exposures on the university Domain and its environs are the focus of both lab and field study. Other sites in the Appalachians, Rocky Mountains, Colorado Plateau region, Yellowstone and Grand Teton National Parks, and St. Catherine’s barrier island environment are also studied in specific courses.
Students in all majors develop skills appropriate to the study of forested and geologic systems. These include skills in computer use/analysis (database, word processing, and/or GIS software), field identifications, laboratory analysis, and mapping and spatial analysis of variables in the field. Graduating seniors must demonstrate a broad knowledge of environmental issues (local, regional, and global) and must be competent in both oral and written communication skills. As part of this goal, all juniors in the department complete an oral presentations course and all seniors complete a collaborative and interdisciplinary senior field research project.

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:** An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with other environmental coursework.

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 one course each in biology, chemistry, statistics, and economics, and they must choose a concentrated suite of courses outside the major (three science or four non-science courses) which relate to environmental study and natural resources. A total of eight full department courses, plus the junior presentations and senior project seminars, are required.

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
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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: A study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.

Forestry majors at Sewanee must be broadly trained and must integrate traditional forestry coursework (dendrology, silviculture, biometrics, forest ecology, and natural resource management) with courses outside the department in economics, biology, statistics, chemistry, and mathematics. Courses in soils, hydrology, tropical and boreal forestry, wildlife management, and natural resource policy are also encouraged or required. A total of nine full department courses, plus the junior presentations and senior project seminars, are required.

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), Orthithology (Biol 201), Fungi (Biol 215), Island Ecology (Biol 240), Genetics (Biol 301), Plant Physiology (Biol 305), or Systematic Botany (Biol 310).

GEOLOGY MAJOR: A study of processes affecting the earth—geological, hydrological, and chemical.
Geology majors study present-day and past interrelationships between earth components and earth processes—rocks, minerals, fossils, landforms, structural features, earthquakes, glaciers, magmas, volcanoes, atmospheric gases, surface water, subsurface water, and environmental pollutants. Required coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics. A total of nine full department courses, plus the junior presentations and senior project seminars, are required.

Required departmental courses include 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 are 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 fieldwork, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours, laboratory and field trips. (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.

204. FOREST WILDLIFE MANAGEMENT
A survey and analysis of how vertebrate animals affect forest processes, with particular emphasis on forest regeneration on the Cumberland Plateau. This discussion-oriented class will also address the history and current status of U.S. and international wildlife management, and the effects of forest management on game and non-game species. Students will interact with wildlife management professionals in Tennessee and will design and implement a field study to quantify the effects of vertebrate animals on forest growth and development. Fall of even-numbered years. (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. (Credit, full course.) K. Smith, Torreano.

305. FOREST ECOLOGY
Explores the interrelationships between structure and function of forested ecosystems, approaching the forest community from a physiological perspective. Emphasizes the influence of microclimate, nutrient cycling, and disturbance on community productivity and composition. Prerequisites: Forestry 121 or 211, and Biology 114 or 305, or permission of the instructor. Spring of even-numbered years. Lecture, three hours; laboratory and field trips. (Credit, full course.) Kuers.

307. BIOMETRICS
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.) 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. Spring of odd-numbered years. (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. Spring of odd-numbered years. (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 modeling and decision-making software to address problems in managing multiple resources. Emphasis will be on (1) evaluation of the effects of land characteristics, tax policy, risk, and interest rates on management; (2) choice among policy alternatives proposed by competing groups; and (3) application of concepts of management, policy, economics, and spatial analysis to land management. Practicums will involve analysis of resource data and presentation of preferred strategies. Prerequisite: Economics 101, Forestry 121, and Forestry 312.
or written permission. Fall of even-numbered years. (Credit, full course.) Torreano.

**322. 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 critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in Forestry, Geology, or Natural Resources. (Credit, half course.) Staff.

**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 114, 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)**

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

**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 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). Environ-
mental 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
Students having studied French at the secondary-school level must take the departmental placement examination. Those who wish to enroll at a level beneath that indicated by the placement examination will receive credit only if departmental permission is obtained prior to registration in the course. Through the sequence of courses designed for Sewanee students choosing to meet their language requirement in French, an operative level of oral and written proficiency will be obtained, and students will likewise be capable of reading important works in French and reacting to them critically.

The study of French language, culture, and literature should ultimately provide Sewanee students with a paradigmatic set of tools for a lifetime of cultural exploration and a sympathetic understanding of otherness. For those wishing to go beyond the required sequence in French, the department sponsors two major tracks—one in French and one in French Studies, with minors available in both areas. These two programs offer Sewanee students the opportunity, in the former case, to deepen their understanding of French literature and thought through an approach interweaving period with theme, or, in the latter case, to obtain a firm grounding in the evolution of French history, culture, and language.

**MAJOR IN FRENCH:** The minimum requirement for a French major is seven full courses beyond French 300 and at least a semester of study abroad in a French-speaking country (the department helps students find appropriate programs). After 302, majors 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 seminar 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.

**MINOR IN FRENCH:** The minimum requirement for a French minor is four full courses beyond French 300 and participation in a summer-abroad program in a French-speaking country (Sewanee’s own summer program when offered, or a similar program approved by the department in off-years). After 302, students are expected to take at least one additional 300-level course and two 400-level courses of their choosing.

**MAJOR IN FRENCH STUDIES:** The French Studies major is an interdisciplinary program combining substantial core work in the Department of French and abroad (one semester minimum in a French-speaking country) on the language, history, culture, and society of France and of other Francophone 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
  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 Tutorial

— 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 four full courses according to the following formula: after 303, at least one course among 311, 312, 313, 317, and 381; at least one course among 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 participate in a summer program in a French-speaking country (Sewanee’s own summer program when offered, or a similar program approved by the department in off-years).

All majors (and minors where possible) are expected to try to live in the French House for at least one semester; application forms are obtainable from the department. The French House also serves as the major site for most Cercle Français activity, and majors and minors are likewise expected to participate in the Cercle’s cultural program, just as they should come regularly to the weekly Table Française.

Majors in French and French Studies may obtain honors by achieving a 3.5 departmental GPA, including the grade for culminating work done in 435 or 436.

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

**103. 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.**

**104. ELEMENTARY FRENCH: INTENSIVE COURSES**

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use
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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.) STAFF.

300. ADVANCED FRENCH

Readings from various authors, periods, genres, and Francophone countries. Specific grammatical structures will be studied in parallel to the readings, and progress in oral and written French will also be stressed. The normal course for completing the language requirement. Prerequisite: French 203 or placement by department. (Credit, full course.) STAFF.

302. INTRODUCTION TO FRENCH LITERATURE

Readings in representative authors chosen from the entire range of French literature; particularly appropriate for students interested in becoming French majors or minors. Prerequisite: French 300 or permission of the department. (Credit, full course.) STAFF.

303. 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 appropriate for students interested in becoming French Studies majors or minors. Prerequisite: French 300 or permission of the department. (Credit, full course.) RAMSEY.

311. 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.) RUNG.
312. 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.) 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. Next scheduled for the summer of 2002 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. Next scheduled for the summer of 2002 and alternating summers. (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 historical-cultural revelations (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, Sarrutte, 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 SEMINAR**

Preparation for the French comprehensive examinations. Required of all French majors. (Credit, full course.) **Staff.**

**436. FRENCH STUDIES SENIOR RESEARCH TUTORIAL**

Preparation, within the course of the tutorial, of an in-depth research paper on a topic approved by the tutorial 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

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. 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.) DAVIDHEISER, ZACHAU.

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.) **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. ADVANCED READINGS**

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) **DAVIDHEISER.**

**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 Dürenmatt (*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 verlorene 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. 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.**

**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. SURVEY OF GERMAN LITERATURE
The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course.) DAVIDHEISER, ZACHAU.

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.) 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, full course.) 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 (Nosfertu), 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
Götz, 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
list 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
PROFESSOR GOLDBERG
PROFESSOR WILLIAMSON
PROFESSOR PERRY, CHAIR
ASSOCIATE PROFESSOR RIDYARD
ASSOCIATE PROFESSOR WILLIS
ASSOCIATE PROFESSOR REGISTER
ASSISTANT PROFESSOR MCEVOY
ASSISTANT PROFESSOR ROBERSON
VISITING ASSISTANT PROFESSOR BEREBITSKY
VISITING ASSISTANT PROFESSOR FLETCHER
VISITING ASSISTANT PROFESSOR DOVER

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 advisor 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.

225. EMPIRE IN THE NEW WORLD: INCAS AND AZTECS
This course offers a comparative perspective on the processes that led to the emergence of the Incas and the Aztecs. The course focuses on primary sources and texts from a variety of experts and scholars concerned with issues of state-building, self-sustained economy, warfare, aesthetics, rituals, religion, and culture. (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.

230. LEADERSHIP AND HISTORY: STUDIES IN HISTORICAL BIOGRAPHY

This course examines the impact of political leaders upon different historical epochs, with particular attention to their conceptual approaches, their political skills, their visions of leadership, and their effectiveness—for good or ill—in history. Using a biographical approach, the course will also examine theories of leadership and provide opportunities for students to explore their own leadership models and to reflect upon issues of morality and ideology in political life. (Credit, full course.) Williamson.

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.) REGISTER.

294. THE ART OF WAR FROM ANCIENT TIMES TO THE PRESENT
This survey will investigate how war has been waged through the ages. Although the course emphasizes battles in the Western World, it will include non-western contributions to the waging of war, particularly those of Africans and Middle Easterners. (Credit, full course.) KNOLL.

301. ANCIENT GREECE
Selected topics in the history of Ancient Greece from the early Bronze Age to the death of Alexander. Emphasis on reading, papers, discussion. (Credit, full course.) RIDDARD.

302. ANCIENT ROME
Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. (Credit, full course.) RIDDARD.

303, 304. MEDIEVAL EUROPE
Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. (Credit, full course.) RIDDARD.

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.

317. AFRICAN-AMERICAN INTELLECTUAL HISTORY
This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnutt, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neale Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcolm X, Martin Luther King, Jr., Toni Morrison, and Cornel West. (Credit, full course.) Roberson.

318. AFRICAN AMERICAN WOMEN AND RELIGION (ALSO WOMEN'S STUDIES 318)
This class will examine African American Women’s participation and critical role in religious life in America. It will explore black women’s place in the formation of revival culture, the creation of religious ritual, and the institutional establishment of the black
churches. Further, it will investigate black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course shall address the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it will explore the myriad ways African American women contested and critiqued their place in the church and the community, while simultaneously supporting and furthering black churches and promoting the health of religious life. (Credit, full course.) ROBERSON.

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.

345. THE AGE OF THE ENLIGHTENMENT
An examination of the political, social, and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. Includes the extension of European power and influence in other parts of the world. Attention also given to the ideas and events of the age in relation to the Revolutionary era that followed. (Credit, full course.) Patterson.

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, Medgar Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. (Credit, full course.) Roberson.

348. THE MEXICAN REVOLUTION
This course examines the Mexican Revolution (1910-1940), describing the ideologies and political programs of its rival leaders and forces. Emphasis is placed on analysis of the revolutionary movement as a mosaic of local
uprisings, each with its own roots and objectives. The social origins of the participants, both followers and leaders, the causes of the insurrection, the objectives proclaimed by each faction, and the changes actually accomplished, will be the main topics of discussion. The heterogeneity and ambiguity of the Mexican Revolution will be explored by examining different approaches to the insurrection through biographies, novels, political theory and historical account. (Credit, full course.) McEvoy.

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 ART 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.


This course examines the evolution of the Habsburg position in Central Europe, the emergence of the Balkan states, the Habsburg clashes with these states in the early twentieth century, the adjustments which took place between the two world wars, the impact of the Second World War and the Cold War on the Balkans, and the different paths taken by individual Balkan states since the late 1980s. (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 W. Bonds (Classical Studies)
Professor Shrader (Music)
Professor Macfie (English), Director
Professor Peters (Philosophy)
Professor G. Smith (Religion)
Professor G. Phillips (Religion)
Associate Professor Willis (History)
Associate Professor J. Grammer (English)
Associate Professor Ridyard (History)
Assistant Professor Mansfield (Art History)
Assistant Professor Miller (Music)
Assistant Professor Michael (English)
Assistant Professor Raulston (Spanish)
Assistant Professor McKeen (Political Science)
Visiting Assistant Professor Huber (Classical Studies)
Visiting Assistant Professor Dover (History)
Instructor Brennecke (Art History)
Instructor T. Ward (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,
art, 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 art for which Art 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, art, 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
ITALIAN 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 Italian folktales and selections from the works of Dante, Boccaccio, Petrarch, Ungaretti, Montale, and Calvino. Conducted in Italian. Prerequisite: Italian 203. (Credit, full course.) Richardson.

440. DIRECTED READING

A study of Italian literature 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: Kanzi. Reading and writing of short texts which contain Katakana, Hiragana, and a limited number of Kanzi. (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. (Full credit, four hours per week.) Staff.

LIBRARY SCIENCE

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.) Staff.

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
Mathematics and computer science

Professor Alvarez, Chair
Professor F. Croom
Professor Ross
Professor Priestley
Professor Parrish
Associate Professor Lankewicz
Assistant Professor Cavagnaro
Assistant Professor Dale
Instructor Haight
Instructor Craft
Lecturer M. Clarkson

The department offers two majors: mathematics and computer science. A student majoring in mathematics or computer science must present twenty-one full course credits (eighty-four hours) from outside the major. A student with a double major in the department must take a

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
comprehensive exam in each major, and must take sixteen full course credits (sixty-four hours) outside the department.

**MAJOR IN MATHEMATICS:** The standard entry-level course is Mathematics 101 (Calculus I). Students entering Sewanee with a strong background in mathematics may be invited to enroll in Mathematics 102 (Calculus II), Mathematics 207 (Multidimensional Calculus) or a more advanced mathematics course.

A major in mathematics must successfully complete the equivalent of Mathematics 101, 102, 207, 210, 215, and successfully complete the following five requirements:

1) Six advanced mathematics courses selected from differential equations and mathematics courses numbered 300 or above.
2) One course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology.
3) One two-course sequence selected from the following: abstract algebra, analysis, topology, probability and statistics.
4) Computer Science 157 or a computer-intensive advanced mathematics course.
5) A public talk on an advanced mathematical topic during the senior year.

A mathematics major with an average of at least 3.5 in mathematics courses numbered 200 and higher may elect to apply for departmental honors. Those who complete an independent study project and a paper approved by the faculty, present the paper in public, and earn an honors grade (A or B) on the comprehensive examination will receive departmental honors at graduation.

**MAJOR IN COMPUTER SCIENCE:** A major in computer science must take the introductory courses: Computer Science 157, 257, 270, advanced courses: Computer Science 310, 320, 376, and 428, and two elective courses in computer science chosen from among the computer science courses numbered 300 or above to be selected in consultation with the departmental advisor. Mathematics 301, which emphasizes both numerical and symbolic computing, may serve as one of the required computer science elective courses. In addition, computer science majors must take Mathematics 101, 102, 210, and 215. With the permission of the department, students who are well prepared may begin their computer science sequence with Computer Science 257.

A computer science major with an average of at least 3.5 in computer
science courses numbered 300 and higher may petition to be a candidate for departmental honors. A candidate for honors must complete an investigation of a research topic and give an oral presentation demonstrating high quality academic scholarship and originality. Upon approval of the computer science faculty the student will receive departmental honors at graduation.

MINORS: The department also offers a minor in mathematics and a minor in computer science. A minor in mathematics requires the successful completion of the calculus sequence through Mathematics 207 and any four mathematic’s courses numbered above 207. A minor in computer science requires the successful completion of Computer Science 157 and 257 and three courses numbered 270 and above.

Mathematics Courses

100. TOPICS IN MATHEMATICS
The beauty and the power of mathematics are explored through an intensive study of an important area of mathematics. (Credit, full course.) Staff.

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.

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 or sophomore standing in the College. Not open for credit with Economics 201. Does not satisfy college mathematics requirement. (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.

210. 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.) Staff.

212. 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.

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.

303. ANALYSIS I
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.) Staff.

305, 306. ABSTRACT ALGEBRA
A study of these important algebraic structures: integral domains,
polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. Prerequisite: Mathematics 215. (Credit, full course.) STAFF.

311. FUNCTIONS OF A COMPLEX VARIABLE
An introduction to analytic functions. Rational, exponential, logarithmic, and trigonometric functions in the complex plane, Cauchy’s integral formula, Taylor series, Laurent series, residues, poles, and conformal mapping are considered along with applications to physical problems and other areas of mathematics. Prerequisites: Mathematics 207 and 215. (Credit, full course.) STAFF.

313. ALGEBRAIC 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.

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.

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.) STAFF.
401. ANALYSIS II
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.) STAFF.

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.

416. ALGEBRAIC TOPOLOGY
An introduction to algebraic and combinatorial topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. Prerequisite: Mathematics 314. (Credit, full course.) STAFF.

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 Courses

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.) LANKIEWICZ.

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.) LANKIEWICZ.

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.

MEDIEVAL STUDIES

INTERDISCIPLINARY FACULTY

PROFESSOR R. BENSON, CHAIR

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

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

TOTAL: 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, Artistic Director SSMF
Professor Delcamp, Chair, University Organist
Visiting Professor White
Visiting Professor Shephard, Brown Foundation Fellow
Assistant Professor Miller
Instructor Rupert
Instructor Lehman
Lecturer Reed
Lecturer S. Kazee
Lecturer Burnett

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 advisor. For music performance concentrators a public recital may be considered as the honors thesis.

*Applied instruction is presently offered in piano, organ, carillon, voice, violin, viola, cello, 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.**

**111. KNOWING THE SCORE: MUSIC AND ELECTRONIC MEDIA**

This course allows students to develop musical literacy and, concurrently, to explore the ways electronic keyboards and computers communicate. Participants use a new technique for learning musical notation that combines the aural experience of music with its visual representation on the computer monitor. Hands-on experience with computers and piano keyboards is important, as students learn the rudiments of music making and notation, composing their own melodies and rhythms. Basics of MIDI—Musical Instrument Digital Interface, the communication protocol between musical instruments and computers—will be covered.

The course follows a historical progression, examining a few representative masterpieces of Western classical music. Initially, early music and its relatively simple melodic organization provide students
with an entrée to notation, but as literacy skills increase, more recent compositions come under analysis, culminating in nineteenth- and twentieth-century works. The music theory skills acquired here allow the student to advance into Music 260. (Credit, full course.) **Miller.**

**112. BEGINNING MUSIC COMPOSITION**

A course designed to introduce the student to the techniques of writing music. A series of projects will be required. Individual instruction, group critiques, and discussion of various issues concerning the art of writing music will be an integral part of the course. Prerequisite: Music 102/111 or permission of the instructor. (Credit, full course.) **Shephard.**

**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.) MILLER.

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.

260. MUSICIANSHIP II
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. 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 201-202, or consent of the instructor. (Credit, full course.) STAFF.

360. MUSICIANSHIP IV
Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of 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.
MUSIC

253. UNIVERSITY ORCHESTRA
SCHRADER.

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, BURNETT.

273. ORGAN
(No credit.) DELCAMP.

275. VOICE
(No credit.) RUPERT.

277. STRINGS
(No credit.) LEHMAN.

279. WINDS
(No credit.) KAZEE.

281 CARILLON
(No credit.) STAFF.

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, BURNETT.

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.) Staff.

383. CONDUCTING
(Credit, half course.) Delcamp, Shrader.

NATURAL RESOURCES
see Forestry and Geology

PHILOSOPHY

Professor Garland
Professor Peterman, Chair
Professor J. Peters
Assistant Professor Conn
Visiting Assistant Professor Hoffman

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 advisor. Qualified students
PHILOSOPHY

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 non-human species and natural ecosystems. (Credit, full course.) Peters.

235. MEDICAL ETHICS
This survey of moral issues surrounding the practice of medicine emphasizes the role of both implicit and explicit assumptions in determining what qualifies as an ethical issue. Topics may include human genome research, abortion, the practitioner/patient relationship, the distribution of care, institutional effects on practice, decisions to terminate life, and the use of animals and fetal tissue in experimental research. (Credit, full course.) Peterman.

252. EXISTENTIALISM
A survey of existentialism as a philosophic movement conducted through a study of its origins in Kierkegaard and Nietzsche and its contemporary expression in the writings of such thinkers as Heidegger and Sartre. (Credit, full course.) 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.) 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
Examines contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. (Credit, full course.) **Staff.**

451. SENIOR TUTORIAL
Students will write a senior thesis on a selected topic under supervision of the instructor and a faculty advisor. (Credit, full course.) **Staff.**

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

PHYSICAL EDUCATION AND ATHLETICS

**Instructor Afton, Chair**
**COACH C. SHACKELFORD**

**Director Webb**
**COACH J. SHACKELFORD**

**Trainer Harrison**
**COACH THONI**

**Coach Burns**
**COACH WINDHAM**

**Coach Camp**
**ASSISTANT UNDERWOOD**

**Coach Heitzenrater**
**ASSISTANT HAWKINS**

**Coach C. Kern**
**ASSISTANT P. PEARIGEN**

**Coach M. Kern**
**ASSISTANT SPACCARELLI**

**Coach Ladd**
**ASSISTANT STUBBLEFIELD**

**Coach Obermiller**

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education. This requirement may be completed at any time. Each class generally consists of two scheduled periods each week of one hour in length. (Credit of one semester hour is given for satisfactory work; these do not count toward the 32 academic courses required for graduation).

Among the objectives of this program are:
1. To develop an enthusiasm for playing some game well so that it may be enjoyed both in college and later life.
2. To develop agility and coordination of mind, eye, and body.

3. To grow in understanding of and develop skills in maintaining physical fitness for daily living.

The Department of Physical Education offers instruction in various activities throughout the year governed by student-expressed interest.

The intramural program for men offers competition in touch football, cross country, volleyball, basketball, racquetball, softball, golf, swimming, ping pong, pool, floor hockey, team handball, and ultimate frisbee.

Women's intramural athletics include volleyball, basketball, softball, football, soccer, cross country, racquetball, and tennis.

Schedules are maintained in the following men's varsity sports: football, cross country, soccer, basketball, swimming, baseball, tennis, golf, and track & field.

Athletic activities for women students include the following varsity sports: basketball, cross country, 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
(No course credit.) Burns.

104. BEGINNING BALLET
(No course credit.) P. Pearigen.

105. BEGINNING TENNIS
(No course credit.) J. Shackelford.

106. FENCING
(No course credit.) Staff.

108. BEGINNING HANDBALL
(No course credit.) Reishman, Spaccarelli.

110. AEROBICS
(No course credit.) Hawkins, Little.

113. BEGINNING JAZZ
(No course credit.) P. Pearigen.
115. BEGINNING RIDING
(No course credit.) STUBBLEFIELD.*

116. TRAIL RIDING
(No course credit.) STUBBLEFIELD.*

119. WEIGHT TRAINING
(No course credit.) WINDHAM.

123. BEGINNING TAP DANCE
(No course credit.) P. PEARIGEN.

150. LIFETIME OF FITNESS
Running, Swimming, Biking, Physical Fitness. (No course credit.) STAFF.

170. STRETCH AND RELAX
(No course credit.) GOUBEAUD.

180. SPORT AVIATION
(No course credit.) BACKLUND.

200. MARTIAL ARTS
(No course credit.) CHAIN.

213. INTERMEDIATE JAZZ
(No course credit.) P. PEARIGEN.

214. PILGRIMAGE TO SANTIAGO
(No course credit.) SPACCARELLI.

215. INTERMEDIATE RIDING
(No course credit.) STUBBLEFIELD.*

250. LIFETIME OF WELLNESS
Golf, Tennis, Weight Training. (No course credit.) STAFF.

251. SCUBA
(No course credit.) AFTON.*

252. ADVANCED SCUBA
(No course credit.) AFTON.*

253. RESCUE SCUBA
(No course credit.) AFTON.*

270. TAI CHI
(No course credit.) JIANG.
308. ADVANCED HANDBALL
(No course credit.) Reishman, Spaccarelli.

315. ADVANCED RIDING
(No course credit.) Stubblefield.*

325. CANOE TEAM
(No course credit.) Allen.

326. LACROSSE
(No course credit.) Staff.

330. CREW TEAM
(No course credit.) Staff.

351. AMERICAN RED CROSS LIFEGUARD
(No course credit.) Afton, Obermiller.

352. AMERICAN RED CROSS LIFEGUARD INSTRUCTOR
(No course credit.) Afton.

401. WATER SAFETY INSTRUCTION
(No course credit.) Afton.

438. SPORTS MEDICINE
(No course credit.) Harrison.

449. CHEERLEADING
(No course credit.) Hawkins.

450. VARSITY SWIMMING/DIVING
(No course credit.) Obermiller.

451. VARSITY TENNIS
(No course credit.) C. Shackelford, J. Shackelford.

452. VARSITY BASEBALL
(No course credit.) Staff.

453. VARSITY BASKETBALL
(No course credit.) Thoni.

454. VARSITY GOLF
(No course credit.) Ladd.
455. VARSITY SOCCER
(No course credit.) **Burns, M. Kern.**

456. VARSITY TRACK AND FIELD
(No course credit.) **Afton.**

458. VARSITY FOOTBALL
(No course credit.) **Windham.**

459. VARSITY FIELD HOCKEY
(No course credit.) **C. Kern.**

460. VARSITY CROSS COUNTRY
(No course credit.) **Afton.**

461. VARSITY VOLLEYBALL
(No course credit.) **Ladd.**

462. VARSITY SOFTBALL
(No course credit.) **Staff.**

463. VARSITY EQUESTRIAN
(No course credit.) **Stubblefield.**

* Extra fee.

**PHYSICS**

**Professor Ellis**

**Professor F. Hart**

**Professor Peterson, Chair**

**Associate Professor Durig**

**Assistant Professor Szapiro**

**Adjunct Professor Pender**

**Visiting Assistant Professor Ouzts**

**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 212. 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 157; Mathematics 207 and 212.

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/astrophysics. 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, Ouzts.**

**105. ENVIRONMENTAL PHYSICS**
A study of the basic physical principles which control the transport of matter and energy in the environment. An analysis of conduction, and radiation as transport mechanisms follows an introduction to thermodynamic and mechanical principles. Various sources of energy are discussed. Projects involve the use of computers for modeling and for the acquisition of data. (Credit, full course.) **Hart.**

**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, Ouzts.**

**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.) Ouzts.

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 2002, and alternate years. (Credit, half course.) **STAFF.**

**421. ADVANCED ELECTROMAGNETIC THEORY**

Boundary-value problems in rectangular, spherical, and cylindrical coordinates are discussed. The solutions of the wave equation for conducting and non-conducting media are applied to selected topics in optics and plasma physics. (Credit, full course.) **HART.**

**444. INDEPENDENT STUDY**

For selected students. (Credit, variable.) **STAFF.**
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:** Political science is a critical engagement with the competing values and interests that guide and orient politics. It analyzes concepts and principles that deal with the nature, purpose, and characteristics of government and political change. Political science encompasses the theoretical and empirical study of government institutions, leadership, conflict resolution between and within states, political ideas and ideologies, political culture and discourse, political economy, and the politics of gender, race, and class. The political science department offers a wide range of courses that address these topics of study.

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 higher in departmental courses, submits an honors paper that the political science faculty believes merits the distinction of honors, and demonstrates strength in the comprehensive exam.

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.) McKean, 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, 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.) Staff.

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
POLITICAL SCIENCE

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 Irigaray, 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.) Keele, 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.) Keele, Pearigen.

344. POLITICAL RHETORIC AND GENDER
This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric—such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the 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.
POLITICAL SCIENCE

(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.) 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.) 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,
PSYCHOLOGY

full course.) **Keele, 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 Instructor Reeder**

Psychology is a diverse discipline that borders on the biological and social sciences. It is at once a science and a means of promoting human welfare. Reflecting its historical roots in philosophy, physiology, and clinical practice, it embraces a variety of theoretical perspectives, methodologies, and areas of study. The Department of Psychology at Sewanee provides majors and non-majors with the basic principles of psychology within the context of a liberal arts education. Our curriculum emphasizes scientific thinking and equips majors with multiple perspectives and research methods with which to understand behavior and mental processes. Graduates of our program pursue advanced study and careers in a variety of areas, including psychology (e.g., industrial, developmental, clinical, school), other helping professions (e.g., social work, physical therapy) and other fields (e.g., law, medicine, education, business).

The psychology major combines a broad grounding in psychology with opportunities for depth in selected areas. Majors in psychology begin with two introductory courses, each of which has a half-laboratory component
(a laboratory that meets alternate weeks): a course that introduces principles of learning, perception, and cognition, and a course introducing developmental, personality, and abnormal psychology. A course in research methodology prepares students to design and carry out research. Students also choose survey, seminar, and upper-level laboratory courses in areas such as abnormal, animal behavior, behavior modification, cognitive, developmental, gender, industrial, personality, physiological, and social psychology. Within the major, students choose upper-level courses according to individual interests.

Advanced students may study independently or conduct research under faculty supervision, work as laboratory assistants, or aid faculty members with research. Students have presented their research at Scientific Sewanee and at professional psychology conferences. Summer internships are available through the Tonya program for those who are interested in gaining experience in business or public service.

**NATURAL SCIENCE CORE REQUIREMENT:** Students fulfilling the natural science core requirement in psychology are advised that 353 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.

**REQUIREMENTS FOR A B.A. WITH A MAJOR IN PSYCHOLOGY:** The B.A. major requires the following courses, all of which must be taken for grades (not P/F):

1. 107-108 (Introductory I and II).
2. 251 (Research Methods).
3. One 350-level advanced laboratory course.
4. One 400-level primary literature seminar (not 444).
5. Five or six other courses in psychology.
6. Two courses from a related area, approved by the Psychology Department.*
7. The comprehensive examination.

*The following courses will be approved automatically. Others may be proposed by the student.

Anthropology: All courses except 307, 309, 310
Biology: 100, 105, 110, 112, 113, 115, 131, 132, 203, 208, 210, 213, 301, 311, 320
Computer Science: 101, 157, 356
Economics: 201
Math: 204
Political Science: 407, 432

REQUIREMENTS FOR A B.S. WITH A MAJOR IN PSYCHOLOGY: The B.S. major requires the following courses, all of which must be taken for grades (not P/F):

1. 107-108 (Introductory I and II).
2. 251 (Research Methods).
4. One 400-level primary literature seminar (not 444).
5. Three or four other courses in psychology.
6. Math 204 or a computer science course approved by the Psychology Department.
7. One laboratory course in biology approved by the Psychology Department.
8. Two additional courses from biology, chemistry, computer science, forestry, geology, mathematics, or physics.
9. The comprehensive examination.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY: A minor in psychology requires 6 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 numbered 300 or above. All courses for the psychology minor must be taken for grades (not P/F). No comprehensive examination.

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.

**213. COMPARATIVE SEXUAL BEHAVIOR**

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species,
across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. Prerequisite: Psyc 107 or 108 or junior standing. (Credit, full course.) PEYSER.

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.

254. NEUROPSYCHOLOGY

A survey of physiological topics of importance to psychologists. The course begins with an overview of neural function and the organization of the brain. The reminder of the course is divided into three major sections: development of the brain, including sexual and abnormal development; abnormal states of the brain, including injuries, diseases, and mental illness; and psychotropic drugs, including both medication and drug abuse. Emphasis in each area is on application to other fields of psychology. Prerequisite: 107 or completion of the natural science requirement. (Credit, full course.) KEITH-LUCAS.

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.

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. CASE STUDIES IN PERSONALITY
A seminar on the psychological study of individual lives. Students will review classical and contemporary approaches to the study of lives (e.g., Freud, Erikson, Murray, Allport, narrative theories) and alternative methods (case study, analysis of personal documents such as letters and
diaries, use of autobiographies, psychobiography). Students will read a number of case histories and life histories, review the application of alternate theories and methods to several individuals’ lives, and prepare their own “life study.” Prerequisite: four courses in psychology including 201, or permission of the instructor. (Credit, full course.) Barenbaum.

408. SEMINAR IN ABNORMAL BEHAVIOR

Explores the major conceptual approaches that are adopted as clinicians assess, define/understand, and conduct clinical interventions; the unique nature of the client/therapist relationship; results from empirical investigations of the outcomes of therapeutic interventions; selected ethical dilemmas in clinical practice and research; the particular problems within selected subspecialties, such as forensic psychology and community psychology. Prerequisite: four courses in psychology including 302, or permission of the instructor. (Credit, full course.) Pope.

409. SEMINAR IN BEHAVIOR MODIFICATION

Intensive reading and discussion of the current empirical research on learning-based techniques of behavior change, including systematic desensitization, token economy, biofeedback, assertive training, and cognitive methods; use of parents and peers as change agents; the particular problems within selected settings such as prison, sports, behavioral medicine, the classroom, and the clinic 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.

**RELIGION**

**PROFESSOR G. SMITH**

**PROFESSOR PHILLIPS, CHAIR**

**ASSOCIATE PROFESSOR CARDEN**

**ASSISTANT PROFESSOR BROWN**

**ASSISTANT PROFESSOR PARKER**

The primary purpose of the religion department is the academic study of religion. The study of religion is central to a liberal arts education and thus to the mission of the University of the South: to be liberally educated, Sewanee students ought to have a direct, critical encounter with religion and the most basic questions of meaning and purpose that religion addresses. Religion courses are designed to raise and reflect upon the central and abiding questions that challenge us all: What is the nature of religion? How does religion live in so many different and interesting ways in human culture? How do human beings throughout history express their deepest beliefs, concerns and faiths? Where do we find and how do we make sense of the Holy? What are our moral commitments and obligations? As citizens of the new millennium, how then shall we live in light of computers and in the shadow of concentration camps? From antiquity to postmodernity, China to Chattanooga, religion is to be encountered shaping human experience. At Sewanee the religion department, students and faculty together, through formal classes, independent study, and co-curricular activities investigate the role of
RELIGION

religion and the many faces it presents.

Religion is not one field of study but many; by nature the study of religion is a multi-disciplinary effort that requires investigation of history, culture, values, sacred texts, theology, and philosophical thought. Such study requires familiarity with methods of historical analysis, literary criticism, phenomenological description, and cross-cultural, comparative study. For this reason the study of religion complements well other majors, academic concentrations (from environmental studies to women’s studies), and curricular interests.

The religion department is made up of five full-time faculty who teach introductory and upper-level courses in several sub-fields: Asian religions, philosophical theology, ethics and culture, American/Southern religion, and biblical studies. All department faculty teach Introduction to Religion (Relg 111), a course that serves as a gateway into the academic study of religion for majors, minors and for students seeking to meet their general distribution requirement.

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 it 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,
RELIGION

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. (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

323. MANTRA, MYTH, AND METAPHOR
Current theological discussion of the nature, function, and interpretation of religious language with focus 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)
III. Advanced Language (two courses at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

**German and Spanish:**

I. Culture (two courses at the 300-level)
II. Advanced Language (one course at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

Russian:
I. Culture (one course at the 300-level)
II. Advanced Language (two courses at least at the 300-level)
III. Literature (one full course at the 400-level taken at the University of the South)

Each student’s program will be worked out with the foreign language department concerned.

READINGS AND RESEARCH PROJECT
All majors will be required to integrate the components of their joint major by presenting a paper on a topic related to the social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project will be supervised by advisors designated from both the social science and foreign language departments. It will carry one full course credit as Social Science-Foreign Language 440.

METHODOLOGY TUTORIAL
A student may elect to take a tutorial with a member from each of his 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 advisor from the social science department and a designated advisor from the foreign language department. Required of all social science/foreign language majors. (Credit, full course.) STAFF.

450. HONORS TUTORIAL
The topic for a social science/foreign language honors paper must relate to both social science and foreign language concentrations, although one of the two may be emphasized. The paper may further develop the SSFL 440 Readings and Research topic or take up a new subject. A principal advisor and two readers will be assigned to work with the student and evaluate presentation of the paper. If the written work is of honors level (a minimum grade of B), the student may be invited to present the paper in a seminar of interested students and
faculty. In order to be considered for honors, the final draft of the paper must be submitted no later than the first day of the last comprehensive period of the semester. Other honors requirements are described under the description of the program. (Credit, half or full course.) **STAFF.**

**SPANISH**

**PROFESSOR NAYLOR, CHAIR**

**PROFESSOR SPACCARELLI**

**PROFESSOR M. BONDS**

**ASSOCIATE PROFESSOR NATAL**

**ASSISTANT PROFESSOR SANCHEZ IMIZCOZ**

**ASSISTANT PROFESSOR RAULSTON**

**ASSISTANT PROFESSOR ALFONSO-PINTO**

**VISITING PROFESSOR MOMPLET**

**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 chosen by the student in conjunction with members of the department, plus grammar and phonetics. There is also an oral examination consisting of a taped presentation on a chosen topic.

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 Art 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, upon the approval of the department, 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, one 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. (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.
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
Assistant Professor Matthews
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 art.

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 ART 143)

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

154. BEGINNING MODERN DANCE

Beginning modern dance will introduce its vocabulary and
technique and build a basic foundation of the dance form, emphasizing
the Horton technique. Among the course requirements, students must
attend a total of three theatre/dance/music performances during the
semester (at least one dance performance) and write a review of the
performance. (Credit, full course.) P. Pearigen.
204. INTERMEDIATE BALLET TECHNIQUE
A study of intermediate techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen.

213. INTERMEDIATE JAZZ
Continued study of the jazz technique: the vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, full course.) P. Pearigen.

221. THEATRE HISTORY
A survey of the history of the theatre with particular emphasis on the development of theatrical presentation and stage space. Prerequisite: sophomore standing or above. (Credit, full course.) Smith.

223. INTERMEDIATE TAP
A continuation of the study of the tap technique. The vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, full course.) P. Pearigen.

225. MUSIC AND DRAMA (ALSO MUSIC 225)
A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works will be read in conjunction with the study of scores. (Credit, full course.) Shrader.

235. VOICE AND INTERPRETATION
Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. (Credit, full course.) Smith.

242. STAGECRAFT
A study of the basic principles and techniques in the design and
construction of scenery, lighting, properties, costumes and sound for the theatre. (Credit, full course.) **Piccard.**

**243. INTERMEDIATE VIDEO/FILM PRODUCTION (ALSO ART 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: Art 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 lazi 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 ART 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 ART 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: Art 241. (Credit, full course.) Carlos.

344. LIGHTING DESIGN (ALSO ART 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 ART 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 ART 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, Art 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.

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, 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, half to full course.) Staff.

THIRD WORLD STUDIES

Professor Brockett (Political Science)
Professor Goldberg (History), Chair
Professor Spaccarelli (Spanish)
Professor Dunn (Political Science)
Professor O'Connor (Anthropology)
Professor Peterman (Philosophy)
Professor Gottfried (Economics)
Professor Mohiuddin (Economics)
Associate Professor Heck (Anthropology)
Assistant Professor Wilson (Political Science)
Assistant Professor McEvoy (History)
Assistant Professor Brown (Religion)
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. Students benefit from this multidisciplinary approach which includes faculty members from the departments of anthropology, economics, history, Japanese, philosophy, political science, religion and Spanish and focuses on Asia, Africa, the Middle East, and Latin America. All majors take courses from anthropology or religion, history or political science, and courses entitled Economic Development of the Third World and Senior Seminar on Third World Studies. All majors choose an area of concentration (Asia, Africa-Middle East, or Latin America) and take up to five courses in this concentration; in addition all majors take at least one course from each area of concentration.

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-Middle East, or Latin America) and take up to five courses from that area
3. All majors will take at least one course from each area of concentration
4. All majors will complete a written comprehensive examination

The Third World studies program is divided into three areas:
1. Asia (Anthropology 341; History 211, 212, 215, 216, 375, 389; Philosophy 215; Political Science 250, 326, 360; Religion 161, 162, 262, 263, 264, 363, 364).
3. Latin America (Anthropology 351, 361; History 223, 224, 225, 357, 358, 359, 360, 363; Political Science 311, 312; Spanish 303, 304, 305, 312, 405, 406, 410).

Departmental honors will be awarded to students who maintain
a grade point average of 3.3 (B+) 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 Asia, Africa, or Latin America, and summer study in China.

**MINOR IN THIRD WORLD STUDIES:** The minor consists of at least five courses from the Third World Studies Program with at least one course in each of the three regional areas of concentration (Asia, Africa-Middle East, and Latin America), and three different disciplines. 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.

### Third World Studies Courses

- Anthropology 104. Introduction to Cultural Anthropology
- Anthropology 201. Global Problems: Anthropology and Contemporary Issues
- Anthropology 220. The Culture of Capitalism
- 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 401. History of Economic Thought
- Economics 402. Seminar in Radical Economics
- Forestry 212. Forestry and the Developing World
- History 211. History of China and East Asia to 1650
- History 212. History of China and East Asia to the present
- History 215. The United States and Vietnam Since 1945
- History 217. History of the Middle East (I)
- History 218. History of the Middle East (II)
- History 219. History of Africa (I)
- History 220. History of Africa (II)
- History 223 History of Latin America to 1825
- History 224. History of Latin America since 1825
THIRD WORLD STUDIES

History 225. Empire in the New World
History 348. The Mexican Revolution
History 357. Latin American Biographies
History 358. Women in Latin America
History 359. United States and Latin America Since 1898
History 360. Latin American Topics
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
Philosophy 215. Chinese Philosophy
Political Science 103. Comparative Politics
Political Science 227. Africa in World Politics
Political Science 230. Politics in Nigeria and South Africa
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 162. Introduction to Asian Religion
Religion 262. Buddhism
Religion 263. Chinese Religion
Spanish 303. Introduction to Latin American Literature (I)
Spanish 304. Introduction to Latin American Literature (II)
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.
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.

444. INDEPENDENT STUDY
Advanced work for women’s studies concentrators. Students must receive the approval of the Women’s Studies Committee prior to enrolling. May be repeated once for credit. (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 ELECTIVES

AMERICAN CHURCH HISTORY
(Credit, full course.) DONALD ARMENTROUT.

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.

INTERMEDIATE GREEK: READING THE PROPERS
(Credit, full course.) RICHARD SMITH.

CHRISTIAN MYSTICISM
(Credit, full course.) STAFF.

INTRODUCTION TO PATRISTIC THEOLOGY AND WRITINGS
(Credit, full course.) EDWARD DE BARY.

LEADING & FACILITATING SMALL GROUP MINISTRIES
(Credit, full course.) DENNIS CAMPBELL.

LITURGICAL AND CONVERSATIONAL SPANISH I
(Credit, full course.) MARIA LYTLE.

LITURGICAL AND CONVERSATIONAL SPANISH II
(Credit, full course.) MARIA LYTLE.
NEW TESTAMENT GREEK II
(Credit, full course.) Richard Smith.

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.
OFFICERS OF ADMINISTRATION

ADMISSION
LEE ANN M. AFTON
Director of Admission
STEPHEN R. JACKSON
Assistant Director of Admission
DREW M. LINEBERGER
Assistant Director of Admission
KATHRYN C. MCKENNA
Assistant Director of Admission
REBECCA L. PEEK
Assistant Director of Admission
EMILY E. RUE
Assistant Director of Admission
VICTORIA M. TUCK
Assistant Director of Admission
JONATHAN A. WEBSTER
Assistant Director of Admission

BILLY EUGENE BARRY
Athletic Business and Facilities Director
MARGOT A. BURNS
Women’s Soccer Coach
CHARLES BUTLER
Assistant Football Coach
TIMOTHY DAVID CAMP
Assistant Football Coach
CHARLES BRAD HARRISON
Athletic Trainer
TRACY HAYWORTH
Assistant Football Coach
JEFF HEITZENRATER
Men’s Track Coach and Men’s Cross Country Coach
CARSON JEFFERS
Assistant Football Coach
JAMES R. JORALEMON
Wellness Director
JANE CHAPMAN DAVIS KERN
Field Hockey Coach and Assistant Trainer
MATTHEW ERIC KERN
Men’s Soccer Coach and Men’s Golf Coach
NANCY BOWMAN LADD
Volleyball Coach, Women’s Golf Coach, Senior Women’s Administrator and Assistant Athletic Director
MAX DAVID OBERMILLER
Swimming Coach and Swimming Pool Manager
CONCHIE GEMBORYS
SHACKELFORD
Women’s Tennis Coach
JOHN AYCOCK SHACKELFORD
Men’s Tennis Coach
MEGAN D. STUBBLEFIELD
Director of Equestrian Program

ALL SAINTS’ CHAPEL
CHRISTOPHER BRYAN
Priest Associate
ROBERT GRANVILLE DELCAMP
Professor of Music and University Organist and Choirmaster
KELLAURA JONES
Assistant to the Staff
ANNWN HAWKINS MYERS
Associate Chaplain
S. DIXON MYERS
Coordinator of Outreach Ministries
BUDE VAN DYKE
Assistant Chaplain
THOMAS R. WARD JR.
University Chaplain

ATHLETICS
CLIFFORD JAMES AFTON
Women’s Track Coach, Cross Country Coach, and Physical Education Director

300
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFICERS OF ADMINISTRATION</strong></td>
<td></td>
</tr>
<tr>
<td>REBECCA TAYLOR</td>
<td>Assistant Coach of Equestrian Program</td>
</tr>
<tr>
<td>JOSEPH WILLIAM THONI</td>
<td>Men’s Basketball Coach and Assistant Athletic Director</td>
</tr>
<tr>
<td>JOSEPH UNDERWOOD</td>
<td>Assistant Men’s Basketball Coach</td>
</tr>
<tr>
<td>MARK FOUTCH WEBB</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>JOHN DAVID WINDHAM</td>
<td>Football Coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>ARTHUR BEN CHITTY</td>
<td>Historiographer</td>
</tr>
<tr>
<td>ELIZABETH NICKINSON CHITTY</td>
<td>Associate Historiographer</td>
</tr>
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<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td><strong>HISTORIOGRAPHERS</strong></td>
<td></td>
</tr>
<tr>
<td>ANNE ARMOUR</td>
<td>Head of Archives and Special Collections</td>
</tr>
<tr>
<td>PENNY ELKIN COWAN</td>
<td>Automation and System Librarian</td>
</tr>
<tr>
<td>JAMES WARREN DUNKLY</td>
<td>Librarian of the School of Theology, Associate University Librarian</td>
</tr>
<tr>
<td>BARBARA DYKES</td>
<td>Head of Circulation</td>
</tr>
<tr>
<td>ELIZABETH MOREECE GRANT</td>
<td>Head of Acquisitions</td>
</tr>
<tr>
<td>ELOISE RAMSEY HITCHCOCK</td>
<td>Head of Reference</td>
</tr>
<tr>
<td>JOHN JANEWAY</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>JOE DAVID MCBEE</td>
<td>Head of Serials and Binding</td>
</tr>
<tr>
<td>MARY PATRICIA O’NEILL</td>
<td>Reference Librarian and Art Slide Librarian</td>
</tr>
<tr>
<td>STEPHEN WAYNE REAS</td>
<td>Head of Media Services</td>
</tr>
<tr>
<td>KEVIN REYNOLDS</td>
<td>Head of Government Documents</td>
</tr>
<tr>
<td>PATRICIA THOMPSON</td>
<td>Head of Cataloging</td>
</tr>
<tr>
<td>TOM WATSON</td>
<td>University Librarian</td>
</tr>
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<tr>
<td><strong>INFORMATION AND TECHNOLOGY SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Computing</td>
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</tr>
<tr>
<td>SUSAN GOFF MCBEE</td>
<td>Director of Academic Computing</td>
</tr>
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<tr>
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<tbody>
<tr>
<td>Administrative Office</td>
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<tr>
<td>RICHARD HENDERSON</td>
<td>Associate Provost</td>
</tr>
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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Computing and Network Services</td>
<td></td>
</tr>
<tr>
<td>PEGGY JOYCE GREEN</td>
<td>Director of Computing and Network Services</td>
</tr>
<tr>
<td>MICHAEL GUYEAR</td>
<td>Network Analyst</td>
</tr>
<tr>
<td>JOHANNES JOHANNSSON</td>
<td>Assistant Director of Computing and Network Services</td>
</tr>
</tbody>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>SUE ELLEN GRAY ARMENTROUT</td>
<td>Reference Librarian</td>
</tr>
</tbody>
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<th>Name</th>
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<tr>
<td>MINNIE COLLEEN RAYMOND</td>
<td>Director of Print Services</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Systems and Programming</td>
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</tr>
<tr>
<td>PAMELA CHURCH</td>
<td>Senior Computer Programmer/Analyst</td>
</tr>
<tr>
<td>SUSAN GIPSON</td>
<td>Programmer/Analyst</td>
</tr>
<tr>
<td>JAMES WAYNE HURST</td>
<td>Director of Systems and Programming</td>
</tr>
</tbody>
</table>
OFFICERS OF ADMINISTRATION

TRACIE SHERRILL
Programmer/Analyst

Telecommunications
JEANNE JANSENEN
Director of Telecommunications
GENO SCHLICHTING
Communications Specialist

FINANCIAL AID
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BETH A. LOWE
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MARTHA D. MEEKS
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KARL W. FISHER
Director

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Vice President for Business and Community Relations

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Director of Minority Student Affairs
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Assistant Dean of Students and Director of Student Activities and Organizations
ROBERT W. PEARIGEN
Dean of Students

MICHELLE THOMPSON
Assistant Dean of Students and Director of Residential Life

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CATHERINE SWARINGEN
Associate Director of Career Services
MELISSA WEBB
Internship Coordinator

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JOSELYN D. POPE
Assistant University Counselor
HEATHER S. SCOTT
Assistant University Counselor
ROBERT TUCKER SPALDING
Consulting Psychiatrist
DAVID LEE SPAULDING
Director of the University Counseling Service and University Counselor

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DORETHA FOWLKES
JANET GAERHAN
NICOLE HUNT
PATRICIA JACKSON
JEAN JERVIS
PAMELA LAW
DAYLE PRINGLE
DANIEL RICHARDS
ANNE SMITH
JANET SMITH
WALLI STEVENS
MARGARET VARN
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RN
DIANE L. PETRILLA
Health Services Medical Chief of Staff
ANNE M. SITZ
Director of University Health Services

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Coordinator of International Students
TRUDY CUNNINGHAM
Senior Consultant for Admission
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THOMAS A. KAZEE
Dean of the College of Arts and Sciences
JOHN VINCENT REISHMAN
Director of the Summer School

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DONALD SMITH ARMENTROUT
Associate Dean for Academic Affairs
GUY FITCH LytLE III
Dean of the School of Theology and Director of Anglican Studies
DAVID CLARK MOORE
Associate Dean for Programs Coordination, Planning and Management

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HOPE ELIZABETH BAGGENSTOSS
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CAROLYN INGLE
Accounts Receivable Manager
JIN ZHI SHEN
Accountant
SARAH P. SUTHERLAND
Assistant Treasurer, Chief Accountant

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DAN BACKLUND
Assistant Provost for Summer Programs
CAROLINE RENEE BLAIR
Executive Assistant to the Vice Chancellor
FREDERICK HAILEY CROOM
Provost
JOEL L. CUNNINGHAM
Vice Chancellor and President
RICHARD HENDERSON
Associate Provost for Information Technology
DONNA L. PIERCE
Legal Counsel

PERSONNEL AND UNIVERSITY SERVICES
JEAN CAMPBELL
Benefits Manager
MARCI A SHONNARD CLARKSON
Director of Personnel and University Services
MONICA GELINAS
Payroll Manager
LAURIE A. KIANKA
Director of Rental Housing

PAUL WILEY
Director of Institutional Research and Registrar
OFFICERS OF ADMINISTRATION

THOMAS LEWALLEN
General Maintenance Coordinator

EARNEST LOUISE LUMPKINS
Purchasing Manager and Assistant to the Director of Auxiliary Services

RANDALL KEITH TAYLOR
Director of Auxiliary Enterprises

SEWANEE THEOLOGICAL REVIEW

CHRISTOPHER BRYAN
Editor

JAMES JONES
Business Manager

SUPPORT SERVICES FOR CAMPUS

MALCOM K. CAMPBELL
Structural Maintenance Supervisor

DONALD E. GREEN
Construction and Facilities Inspection Manager

TRAVIS MONTGOMERY HAWKINS
Grounds, Forestry Operations, and Motor Pool Supervisor

JAMES M. HAWKINS JR.
General Services Supervisor

DANIEL T. HENON
Special Projects Manager

FRANK H. LANKEWICZ
Director of Environmental Health and Safety Office

JEFFERY A. MALLORY
HVAC Foreman

MARVIN E. PATE III
Director of Physical Plant

JERRY PAULSRUD
Maintenance and Service Support Manager

ANN SHERRILL
Guest Rooms Resident Manager

DELORES TAYLOR
Custodial Supervisor

TENNESSEE WILLIAMS CENTER

DANIEL STEVEN BACKLUND
Producer, Scenographer

DAVID MACRAE LANDON
Associate Director

JENNIFER K. MATTHEWS
Costume Designer

JOHN JAMES PICCARD
Technical Director

PETER THOMAS SMITH
Artistic Director of the University Theatre

THE CORDELL-LORENZ OBSERVATORY

DOUGLAS TYBOR DURIG
Director of the Observatory

PHILIP JACK LORENZ JR.
Director of the Observatory

THE SEWANEE REVIEW

GEORGE CORE
Editor

ROBERT JONES
Business Manager

UNIVERSITY RELATIONS

DIANNE P. ANSLEY
Planned Giving Officer

SUSAN ASKEW
Associate Director of Annual Giving

MARY WARNER BLOUNT
Associate Director of Alumni Relations

THOMAS P. BONNER
Vice President for University Relations
OFFICERS OF ADMINISTRATION

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Director of Sports Information Relations

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ANNE CHENOWETH
Major Gifts Officer

KIMBERLY HATFIELD
HEITZENRATER
Director of Annual Giving

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LINDA LATCHFORD
Associate Director of Annual Giving

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Director of Publications

SARAH MOORE
Director of Church Communications and Associate Director of Communications

KEN MORRIS
University Designer

KEN POOLEY
Web Content Developer

ELIZABETH RATHER
Director of Donor Relations

RACHEL ROBINSON
Assistant Director of Alumni Relations

JOSEPH ROMANO
Executive Director of Communications

MUHAMMAD MOHIUDDIN SIDIQI
Director of Prospect Research

BETH WILEY
Director of Alumni and Development Services

TERRI WILLIAMS
Director of Development

UNIVERSITY SUPPORT SERVICES

JAMES C. PARROTT
Chief of Police

ROY SHEDD
Director of Emergency Medical Services
FACULTY SENATE 2000

Joel L. Cunningham, Chair

Robert L. Keele
Eric W. Naylor
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
Thomas M. Carlson
David M. Landon
James C. Davidheiser
John L. Bordley
David W. Lumpkins
Robert G. Benson
Christopher Bryan
William E. Clarkston
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 III
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. Shragen
David C. Moore
Margaret E. Bonds
John R. Palisano
George W. bonds
Donald B. Potter
J. Neil Alexander
Pamela R. Macfie
James R. Peters
Gary A. Phillips
Thomas A. Kazee
Joseph G. Burnett
Stephen A. Shaver
Patricia R. Heck

Dates indicate end of term.

Vice Chancellor Joel L. Cunningham

ALABAMA
The Rt. Rev. Onell A. Soto, D.D., Assistant Bishop
The Rev. Maurice L. Goldsmith (Feb. 2001)
Maibeth J. Porter (Feb. 2003)
C. McGavock Porter (Feb. 2002)

ARKANSAS
The Rt. Rev. Larry E. Maze
The Rev. Jo Ann Barker (Feb. 2002)
Steven L. Thomason (Feb. 2003)
Ann Talbot (Feb. 2001)

ATLANTA
The Rt. Rev. Robert G. Tharp, Interim Bishop
The Rev. Fred L. Jones (alternate)
Laurin McSwain (Dec. 2002)
Haynes Roberts (Dec. 2000)

CENTRAL FLORIDA
The Rt. Rev. John W. Howe, D.D.
The Rt. Rev. Hugo Pina Lopez, Assistant Bishop
William McKee (Jan. 2001)

CENTRAL GULF COAST
The Rt. Rev. Charles F. Duvall, D.D.
Ruth C. Seawell (Feb. 2002)
Edward C. Greene (Feb. 2001)

DALLAS
The Rt. Rev. James M. Stanton, D.D.
The Rt. Rev. D. Bruce MacPherson, Suffragan Bishop
John Norman (Oct. 2002)
Josiah M. Daniel III (Oct. 2001)

EAST CAROLINA
The Rt. Rev. Clifton Daniel III, D.D.
Griff Garner (Feb. 2003)
Frank Wakefield (Feb. 2001)

EAST TENNESSEE
The Rt. Rev. Charles G. vonRosenberg

The Rev. Dr. H. Hunter Huckabay, Jr. (Feb. 2002)
James G. Cate, Jr. (Feb. 2003)
David C. Mouron (Feb. 2001)

FLORIDA
The Rev. Joan C. Bryan (Dec. 2001)
Blucher B. Lines (Dec. 2000)
Pamela Jordan Anderson (Dec. 2002)

FORT WORTH
The Rt. Rev. Jack L. Iker, D.D.
The Rev. Dr. William H. Risinger, Jr. (Dec. 2003)
Scott F. Anderson (Dec. 2001)
Kent S. Henning (Dec. 2002)

GEORGIA
The Rt. Rev. Henry I. Louttit, Jr., D.D.
The Rev. Robert D. Fain (Feb. 2002)
Gilmer White (Feb. 2003)
Paul B. Salter, Jr. (Feb. 2001)

KENTUCKY
The Rt. Rev. Edvin F. Gulick, D.D.
The Rt. Rev. David B. Reed, D.D. (Honorary)
The Rev. John Hines (March 2002)
Leslie Newman (Feb. 2003)
Carol Crowe Carraco (Feb. 2001)

LEXINGTON
The Rt. Rev. Rogers Harris, Assisting Bishop
The Rev. Robert F. Kirkpatrick (Jan. 2001)
Sarah M. Jackson (Jan. 2001)
John Milward (Jan. 2001)

LOUISIANA
The Rev. Ralph M. Byrd, Jr. (Feb. 2002)
Maude S. Sharp (Feb. 2003)
Harry W. Lombard (Feb. 2001)

MISSISSIPPI
The Rt. Rev. Alfred Clark Marble, Jr., D.D.
The Rev. Duncan M. Gray III, Bishop Coadjutor
Phillip Carpenter (Jan. 2001)
Russell Lockey (Jan. 2003)

MISSOURI
The Rt. Rev. Hays H. Rockwell, D.D.
The Rev. Llewellyn M. Heigham (Nov. 2000)
Michael H. Moisio (Nov. 2002)
Samuel Mounger (Nov. 2001)

NORTH CAROLINA
The Rt. Rev. J. Gary Gloster, Suffragan
The Rev. Michael Bruce Curry
Joanne Kilpatrick (Jan. 2002)
Jeffrey William Runge (Jan. 2001)

NORTHWEST TEXAS
The Rt. Rev. C. Wallis Ohl, D.D.
Ken Baxter (Oct. 2002)
Donald Griffis (Oct. 2002)

SOUTHWEST FLORIDA
The Rt. Rev. Edward L. Salmon, Jr., D.D.
The Rt. Rev. John L. Said, Suffragan
William Moore (Oct. 2002)
Tim Kilpatrick (Oct. 2001)

SOUTHEAST FLORIDA
The Rt. Rev. Calvin O. Schofield, Jr., D.D.
The Rt. Rev. John L. Said, Suffragan
William Moore (Oct. 2002)
Tim Kilpatrick (Oct. 2001)

SOUTHERN FLORIDA
The Rt. Rev. John B. Lipscomb, D.D.
The Rev. Dennis D. Kezar (Oct. 2001)
Albert Roberts III (Oct. 2000)
R. Andrew Duncan (Oct. 2000)

TENNESSEE
The Rt. Rev. Bertram N. Herlong, D.D.
Russell Daniel (Jan. 2003)
W. A. Stringer (Jan. 2003)

TEXAS
The Rt. Rev. Claude E. Payne, D.D.
The Rt. Rev. Don Wimberly, Assistant Bishop
The Rt. Rev. Leopoldo Alarid, Suffragan
The Rev. Canon Rayford B. High, Jr. (Feb. 2002)
James Key (Feb. 2001)
John P. Vineyard III (Feb. 2003)

UPPER SOUTH CAROLINA
The Rt. Rev. Dorsey F. Henderson, Jr., D.D.
The Rev. Canon Patricia C. Moore (Feb. 2002)
Doak J. Wolfe (Feb. 2003)
Margaret Cameron Graham (Feb. 2001)

WEST TENNESSEE
The Rt. Rev. James M. Coleman, D.D

The Rev. Joseph N. Davis (March 2002)
George G. Clarke, Jr. (March 2003)
Ross B. Clark II (March 2001)

WEST TEXAS
The Rt. Rev. James E. Folts, D.D.
The Rt. Rev. Robert B. Hibbs, Suffragan
The Rev. Ramiro Lopez (Feb. 2003)
Laura Boyer Talbot (Feb. 2002)
Iain Littlejohn (Feb. 2003)

WESTERN LOUISIANA
The Rt. Rev. Robert J. Hargrove, Jr., D.D.
The Rev. John Moloney (Feb. 2001)
Michael S. Ingram (Feb. 2002)
Cheryl Boute (Feb. 2003)

WESTERN NORTH CAROLINA
The Rev. Jane G. Smith (Nov. 2001)
Benjamin Powell (Nov. 2002)
Kelmer W. Brown (Nov. 2000)

ASSOCIATED ALUMNI
Samuel Roberts Blount (Aug. 2001)
Christopher M. Boehm (March 2002)
John B. Colmore (March 2003)
Katherine E. Elberfeld (March 2002)
John F. Evans (March 2001)
Lisa Howick (March 2001)
Kate Belknap Huster (Aug. 2000)
Nora Frances McRae (March 2002)
Jon E. Meacham (March 2003)
Thomas H. Pope III (Aug. 2001)
Tom Rue (May 2002)
The Rev. Canon James Yeary (March 2001)

FACULTY TRUSTEES
Nancy Bemer (May 2002)
The Rev. Dr. Robert D. Hughes III (May 2002)
Thomas M. Carlson (July 2001)

STUDENT TRUSTEES
Glenda Curry (2001) School of Theology
Mirth Stevenson (2000) College of Arts and Sciences
Katherine Koepke (2001) College of Arts and Sciences

OFFICERS OF THE BOARD
The Rt. Rev. Don A. Wimberly (May 2003)
Gerald L. Smith, Secretary (Oct. 2002)
BOARD OF REGENTS 2000-2001

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The Rev. Dr. Winston B. Charles (2005)—Raleigh, North Carolina
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Mr. Edward N. Boehm (2005)—Chattanooga, Tennessee
Mrs. Edwina L. Hefner (2004)—Nashville, Tennessee
Ms. Janet A. Kübler (2003)—Atlanta, Georgia
Mr. Blucher B. Lines (2003)—Quincy, Florida
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Admiral William O. Studeman (2002)—Great Falls, Virginia

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Vice President for Planned Giving: Ms. Susan Hine Duke, C'83
Vice President for Reunions: Cathy Ellis Connery, C'76
Vice President for Admission: Mr. Craig S. Wilson, C'82
Vice President for Sewanee Annual Fund: Mr. Charles J. (Chuck) Nabit, C'77
Vice President for Career Services: Marsey Waller, C'91
Vice President for Regions: Mr. Rhea Bowden, C'76
DEGREES AWARDED 1999-2000
Honorary Degrees

FOUNDERS’ DAY CONVOCATION,
OCTOBER 12, 1999

James Hadley Billington, Doctor of Letters
John Frank Kermode, Doctor of Letters
John Shelton Reed, Doctor of Letters
Mary Maples Dunn, Doctor of Civil Law
The Rt. Rev. Peter Hess Beckwith, Doctor of Divinity

EASTER SEMESTER OPENING CONVOCATION,
JANUARY 25, 2000

Ellen Douglas, Doctor of Letters
Henry William Hoffman, Doctor of Letters
The Rt. Rev. Jackson Cunningham Biggers, Doctor of Divinity
The Rev. H. Hunter Huckabay, Jr., Doctor of Divinity
The Rt. Rev. Wayne Parker Wright, Doctor of Divinity
Robert Kirk Walker, Sr., Doctor of Civil Law

COMMENCEMENT, MAY 14, 2000

Nell Boylan Dale, B.S., M.A., Ph.D., Doctor of Science
David Wertz Ellis, B.A., M.A., Ph.D., Doctor of Civil Law
Leopoldo Jesus Alard, B.A., M.Div., Doctor of Divinity

School of Theology

Degrees were presented in the following order at the May 2000 Commencement.

DOCTOR OF MINISTRY

Robert George Nichols III, B.A., M.Div. ................. Mobile, Alabama
Project: “A Time to Gather: A Changing Catechesis for a Changing Church”

Linda Louise Lowry, B.A., M.A., M.Div. ................. Perry, Florida
Project: “A Journey in Faith: A Catechumenate for the Episcopal Church Lesson Plans for Use in Christian Initiation, the Catechumenate, and Evangelism”

Ruth Bradbury LaMonte, B.A., M.A., Ph.D. .. Birmingham, Alabama
DEGREES AWARDED 1999-2000

Janet Meacham Fromm, B.A., M.A., M.Div. ...... Lexington, Kentucky
Project: “Ecclesial Caregiving: A Model of Pastoral Care Built on the
Theology of Urban T. Holmes III”

Christopher Charles Dover, B.A., M.Div. ...... Lupton City, Tennessee
Project: “Christian Kinetics: Spiritual Formation Through the Use of
the Spiritual Disciplines, Spiritual Gifts, and Classical Christian
Literature”

Project: “The Householder’s Treasure: Congregational Development
in an Episcopal Parish”

Mark Edward Brown, B.A., M.Div. .................... Bridgeport, Alabama
Project: “Answering the Call of Jesus: A Disciple’s Walk Through the
New Testament—A Model for Teaching Christian Discipleship”

McGaheysville, Virginia
Project: “Preaching and Teaching the Statement of Faith of the United
Church of Christ as Interpreted Through Roger L. Shinn”

MASTER OF SACRED THEOLOGY

James Maxey Parker, A.A., B.S. ....................... Moultrie, Georgia
Thesis: “A Comparative Analysis of Church Development Programs”

MASTER OF DIVINITY

Jill Marie Zook-Jones, B.A. (Tennessee) ........ Nolensville, Tennessee
James Wilson Webb, Jr., B.A. (Mississippi) ....... Oxford, Mississippi
Michael Radford Sullivan, B.A., J.D. (optime merens) (Upper South Carolina)
........................................ Columbia, South Carolina
James August Sorvillo, Sr., A.A., B.A. (Central Florida)
.............................................. Ormond Beach, Florida
Patsy Ann Smith, B.S., M.Ed. (North Carolina) (in absentia)
........................................ Durham, North Carolina
Christine Elizabeth Schutz, B.A. (Iowa) ............. Bettendorf, Iowa
Frederick Julian Richardson, Jr., B.A. (optime merens) (Tennessee)
........................................ Nashvillle, Tennessee
Barbara Jean Dudek Petersen, B.S. (optime merens) (Nebraska)
........................................... Waverly, Nebraska
David Hale Peeples, B.S. (Alabama) ............... Huntsville, Alabama
James David Nunez, B.S. (in absentia) ............... Madison, Alabama
DEGREES AWARDED 1999-2000

Mark William McDonald, B.B.A., M.B.A. (Central Gulf Coast) ......................................................... Mobile, Alabama
Nancee Martin-Coffey, A.A., B.A., M.A. (optime merens) (Colorado) ...................................................... Boulder, Colorado
Anthony Kodjo Kowbeidu, B.S., Dip. Theo. (South Carolina) ................................................................. Charleston, South Carolina
Francis Marion Covington King, B.A., J.D. ........ New Orleans, Louisiana
Kathleen Andrea Jones, A.A. (Iowa) ....................... Mount Vernon, Iowa
John R. Jacobs, B.A., J.D. (optime merens) (Central Florida) ........ Orlando, Florida
Frank Dixon Gough II, B.A. (Central Florida) ........... Melbourne, Florida
Jacob Charles George, Jr., B.A. (West Texas) .......... San Antonio, Texas
William Young Fowler IV, B.A., J.D. (optime merens) (West Texas) ...................................................... Llano, Texas
Warren Lee Domenick, Jr., B.A. (East Carolina) ........... Wilmington, North Carolina
Sherry Lynn Coulter, A.A.S., B.A. (West Tennessee) ....... Memphis, Tennessee
Allan Hunter Cole, B.A. (East Carolina) ................. Elizabethtown, North Carolina
Howard Wallace Bushey, Jr., B.A., M.A., J.D. (Louisiana) (in absentia) ................................................ Batong Rouge, Louisiana
Joseph Scott Baker, B.S. (Upper South Carolina) .............. Easley, South Carolina

MASTER OF ARTS

David Kingsley McCarthy, B.A................................ Decatur, Georgia
Kevin Edwin Greene, B.A. ....................................... Sewanee, Tennessee

DIPLOMA IN ANGLICAN STUDIES

Patrick Scott Allen ........................................... Yorges Island, South Carolina
Kathleen Lambert Doherty-Ogea (in absentia) ........... Jennings, Louisiana
Hayden Michael Hill (in absentia) ......................... Mobile, Alabama
Herman Joseph Ogea (in absentia) ......................... Jennings, Louisiana
CERTIFICATE OF THEOLOGICAL STUDY
Reagan Winter Cocke (in absentia).........................San Antonio, Texas
Terry Warner Forbes (in absentia)..........................Elberta, Alabama
Sandra Crow Mayer (in absentia)...........................Mobile, Alabama
Nancy Lee Pickering (in absentia).........................Knoxville, Tennessee
Olivia Ann Boul Walling (in absentia).....................Hilton Head Island, South Carolina

College of Arts and Sciences

BACHELOR OF ARTS
Steven Frank Yackira (Economics) ............ Palm Beach Gardens, Florida
Holly Jean Wylam (Political Science—honors) (cum laude)..... Salem, Oregon
John Michael Woody, Jr. (Spanish) ...............Edmond, Oklahoma
Timothy Mark Woodrum (Psychology) .............Live Oak, Florida
Augusta Hayes Woodcock (History) ..................Macon, Georgia
Marcus Emory Wilson (Psychology) ..................Dallas, Texas
Jonathan Graham Williams (English—honors) (cum laude) ...Atlanta, Georgia
Katherine Marie Wheeler (English) (Art) ............Hampton, Virginia
Kathryn Weller (Theatre Arts) (English) .............Eagle Lake, Texas
Barrette Quinn Welch (History) .......................Bradenton, Florida
Katherine Elizabeth Wasden (Political Science) ......Savannah, Georgia
William Christopher Warren (Economics) ............Charlotte, North Carolina
Rebecca Marion Waller (Psychology) ...............Nashville, Tennessee
Natalie Bradford Wallace (Economics) ..............Signal Mountain, Tennessee
John Joseph Wallace IV (English) .....................Elkins, West Virginia
Logan Paine Verner (Political Science) ..............Nashville, Tennessee
Wayne Paulk Turner, Jr. (History) ....................Montgomery, Alabama
Victoria Michele Tuck (Art—honors) .................Jonesboro, Georgia
Timothy Steele Truitt (Mathematics) (Latin) (cum laude) ......Versailles, Kentucky
*Elizabeth Kay Traister (Latin) (summa cum laude) ............Windber, Pennsylvania
James Brent Totton (History) .....................Chattanooga, Tennessee
Roy Kenneth Tonning, Jr. (History) ...............Jacksonville, Florida
Eva Christine Thoren (French Studies—honors) ......Wilmette, Illinois
Peter James Thompson (Economics) ..................Atlanta, Georgia
*John David Thompson (English) (Art History—honors) (magna cum laude) ..................................................Allen, Texas
Sylvester George Tan (English) (cum laude) ............... Atlanta, Georgia
Jonathan Andrew Talbot (History) (English) ........... Jacksonville, Florida
Lewis Carl Tackett (Art History) ......................... Dresden, Tennessee
Zachary Lloyd Sutton (American Studies) .............. Oxford, Maryland
William Lawrence Stirling V (Economics) .............. Atlanta, Georgia
Emily Anne Stewart (Art History) ....................... Boulder, Colorado
Danielle Faye Stevens (Philosophy) ...................... Las Vegas, Nevada
Bryan Lawrence Starr, Jr. (English) .................... Atlanta, Georgia
Dixon Stapleton (History) ................................... Albany, Georgia
Christiana Joy St. Clair (Psychology) ..................... Gainesville, Georgia
Vanessa Claire Squires (History) ......................... Dallas, Texas
Elizabeth Duvall Spruill (Political Science) ........... Columbia, South Carolina
*John David Spiller, Jr. (Philosophy—honors) (summa cum laude)
.............................................................................. Baton Rouge, Louisiana
Robert Cathcart Smith III (English) ...................... Conway, South Carolina
Louis Cody Smith (History) (in absentia) .............. Columbia, South Carolina
*Kelly Margaret Smith (English—honors) (summa cum laude) ...... Athens, Tennessee
Megan Jessica Shepherd (Natural Resources) .......... Danville, Kentucky
Christie Suzanne Shaver (Theatre Arts) ................. Grayson, Georgia
Mary Virginia Shasteen (English) ......................... Huntsville, Alabama
Charles Barret Seymour (Economics) ..................... Atlanta, Georgia
Jere Stuart Segrest (History—honors) (cum laude) Birmingham, Alabama
Alexis Niswonger Seccombe (History—honors) (cum laude) ...... Boulder, Colorado
Charles Étien Schneider (Art History) ................. St. Francisville, Louisiana
Joseph Elliott Schilleci (History) ......................... Birmingham, Alabama
William Clinton Sasser III (History) ..................... Mt. Pleasant, South Carolina
William Parker Sanders (Economics) (cum laude) Columbus, Mississippi
Moises Tannon Sabina (English) (Latin) ................. Gorham, Maine
*Robert Nelson Rust IV (Political Science—honors) (summa cum laude)
.............................................................................. Allentown, Pennsylvania
Jennifer Lee Russell (Psychology—honors) (cum laude) .... Germantown, Tennessee
John Dickson Rudolph (Political Science) ............ Alexandria, Virginia
Jacob Michael Rothwell (English) ....................... Baltimore, Maryland
Grace Denning Robinson (Spanish) (cum laude) .... Aiken, South Carolina
Haynes Reeves Roberts, Jr. (Political Science) (cum laude) ........ Atlanta, Georgia
DEGREES AWARDED 1999-2000

Elizabeth Rose Robbins (Art History) ..... Rocky Mount, North Carolina
David Charles Robb (History) ......................... Savannah, Georgia
Maris Tobler Riddell (Religion) ....................... Sewanee, Tennessee
James Speed Rich (Theatre Arts) .................... Nashville, Tennessee
Eric Reynolds Reish (Economics) (magna cum laude) ..... New Orleans, Louisiana

Hilary Anne Ramsey (History) ......................... Charleston, West Virginia
Kristin Ashley Queen (History) ....................... San Antonio, Texas
*Katharina Andrea Probst (Computer Science—honors) (summa cum laude) ..................... Wemding, Germany
Patrick Ryan Plummer (English) ...................... New Orleans, Louisiana
Katharine Camden Pittman (Psychology) ....... Waxhaw, North Carolina
Norman Adams Pickron (Economics) .............. Birmingham, Alabama
William Anthony Phillips (Art—honors) ............ Pensacola, Florida
Michael Allen Philips (Economics) ................ Grayson, Georgia
John Bryce LaBruce Perry (English) (cum laude) ... Hendersonville, North Carolina

Hale Zeynep Percinel (Economics) ..................... Evansville, Indiana
Joshua Walker Pease (History) ......................... Atlanta, Georgia
Raegen Leigh Payne (Theatre Arts) (English) (cum laude) ... Dallas, Texas
Jason Adam Payne (Economics) ....................... Hoover, Alabama
Daniel Marvin Pate (Art) .............................. Sewanee, Tennessee
Catherine Alison Olah (Psychology) .............. Wyomissing, Pennsylvania
Natalie Patricia Nimerala (Anthropology) (magna cum laude) ..................... Las Vegas, Nevada

Ashley Cassandra Nielsen (Psychology) (Religion) .... Clearwater, Florida
Virginia Moser Newton (Art History) ............... Forsyth, Georgia
Lois Priscilla Karr Navolio (Art History) ....... Versailles, Kentucky
Mary Katharine Nard (Art) ........................... Asheville, North Carolina
Rachel Leith Nance (Art—honors) (cum laude) .... Beverly, Massachusetts
Kimberly Anne Nadell (History) (cum laude) ..... New Orleans, Louisiana
Matthew Mahon Myers (History) ..................... Tampa, Florida
Jennifer Kaye Murphy (English) ...................... Birmingham, Alabama
William McIntosh Morris (English) ............... Birmingham, Alabama
Leah Dell Moore (Economics) ...................... Resaca, Georgia
Cary Charlton Moore (English) ..................... Westmoreland, Tennessee
Mavora Evie Monk (English) ......................... Sweet Briar, Virginia
Meredith Cameron Mochel (English—honors) ....... Signal Mountain, Tennessee

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Mary Katherine Mitch (English) ..................... Birmingham, Alabama
Mary Blinn Missbach (Economics) ..................... Dunwoody, Georgia
Shawna Marie Miller (History) (cum laude) .......... Ft. Collins, Colorado
Paul Jarrett Michau (Economics) ..................... Istanbul, Turkey
*Meredith Laura Medley (Spanish) (summa cum laude) .... Montgomery, Alabama

*Cary Irene McStay (History—honors) (magna cum laude)
.................................................................................. Houston, Texas
Bridget Theresa McNeese (History) ..................... Houston, Texas
Kelley Nicole McNamara (Economics) ................. Cleveland, Tennessee
Kathryn Clark McKenna (English—honors) (magna cum laude)
.................................................................................. Lynchburg, Virginia
Meredith Culbreath McInnis (American Studies) ...... Tampa, Florida
William Joseph McGaughey (History) ................. Windsor, Connecticut
Christopher James McDermott (Art) ..................... Mt. Juliet, Tennessee
Amanda Grace McComb (German) (cum laude) ...... Leawood, Kansas
Lameticha Devon Mays (Spanish) ....................... Memphis, Tennessee
Daniel Luke Massey (Natural Resources) ............ St. Louis, Missouri
Phebe Callaway Mason (English) ....................... Chevy Chase, Maryland
Summer Louise Martins (Anthropology) (cum laude) .... Stockton, California

William Brooks Marks (Philosophy) ................. Birmingham, Alabama
Charlotte Campbell MacKinlay (German) (cum laude) .... Lexington, Virginia

Ryker James Lowe (History) .............................. Jasper, Georgia
Gina Maria Longinotti (Anthropology—honors) ...... Little Rock, Arkansas
Shepherd Fitz-Hugh Lewis II (History) ............... Tappahannock, Virginia
Billy Wayne Lewis, Jr. (Political Science) (Economics) ......... Wetumpka, Alabama

Lauren Garrett Leslie (Psychology—honors) (magna cum laude) ........ Atlanta, Georgia
Kenneth George Leonczyk, Jr. (English) ......... Charlotte, North Carolina
Tarashai Monique Lee (Theatre Arts) (Mathematics) ..... Birmingham, Alabama

Hilary Anne Larsen (Anthropology) ..................... Boulder, Colorado
*Joshua Strycker Lange (Political Science) (summa cum laude)
.................................................................................. Woodstock, New York
Mary S. Waties Kennedy (Art—honors) ............... Columbia, South Carolina
Marion Reed Kays IV (Economics) ..................................... Atlanta, Georgia
Tegan Marie Karl (Psychology) ..................................... Annandale, New Jersey
Jessica Lee Jurkovich (Psychology) ................................. Sacramento, California
Thomas Worthington Jones III (English) ......................... Memphis, Tennessee
*Olivia Hays Jones (French—honors) (English—honors) (summa cum laude)
.................................................................................. Charlotte, North Carolina
Kellaura Beth Jones (Art History—honors) ....................... Morrisville, New York
*Timothy Matthew Johnston (History—honors) (German) (magna cum laude)
.................................................................................. Dallas, Texas
Andrew Shackford Johnston (Political Science—honors) (cum laude)
.................................................................................. Annapolis, Maryland
Katherine Jean Johnson (History) ................................. Port Angeles, Washington
Eleanor Cromwell Johnson (History) ............................... Birmingham, Alabama
Erica Brooke Jensen (Psychology—honors) (cum laude) ........ Omaha, Nebraska
Kelly Elizabeth Jarrett (Religion) (cum laude) .............. Meridian, Mississippi
Rebecca Leigh Jansenius (Political Science with Spanish) ........ Sewanee, Tennessee
Kimberly Kay Jackson (Psychology) ............................... Memphis, Tennessee
Jennifer Elizabeth Jackson (Art History) ......................... Dallas, Texas
Glen Franklin Ivey (English) ........................................... Fulton, Kentucky
Louise Porcher Gray Irwin (Psychology) ....................... Richmond, Virginia
Mercedes Angelica Ingles (English) ................................. Sewanee, Tennessee
Emily Trammell Holmes (Art) ................................. Spartanburg, South Carolina
Lindsey Rachel Hollin (History) (Spanish) ...................... Fredericksburg, Texas
Robert Preston Holley (American Studies) ................. Pinson, Alabama
Clay R. Holland (Spanish) ........................................... Kingwood, Texas
*Michael Patrick Hoffman (Philosophy—honors) (magna cum laude)
.................................................................................. Boerne, Texas
Shannon Elizabeth Hoff (French) (Third World Studies) .......... Greenwood, Indiana
Kimberly Anne Hitchcock (Economics) ................... The Woodlands, Texas
Leslie Wells Higgins (History) .................................... Bowling Green, Kentucky
David Robert Helmick (Psychology) ......................... Cincinnati, Ohio
Emily Brock Hartley (Art History) ............................... Lexington, Kentucky
Pat Wyatt Hart (History) ............................................ Pensacola, Florida
Charles Black Habirreutinger (History) ..................... Spartanburg, South Carolina
Mary Leigh Scales Gregory (Psychology) .................. Lancaster, South Carolina
Lonsdale MacFarland Green (American Studies) (cum laude)  ............................................. Columbia, Tennessee
Graham Curtis Green (Philosophy) ................................ Tallahassee, Florida
Margaret Fraser Gray (Spanish) ................. Winston-Salem, North Carolina
Sarah Dorine Grams (Political Science) ................. Malibu, California
Pablo Gonzalez (English) ........................................ New Orleans, Louisiana
Harriet Howell Gettys (Art) (History) ................. Columbia, South Carolina
Margaret Cobb George (English) .......................... St. Louis, Missouri
Casey Elizabeth George (Spanish) (cum laude) ........ Houston, Texas
James Joyner Gannaway IV (History) ....................... Collierville, Tennessee
*Michelle Valentina Gaines (Psychology—honors) (summa cum laude) ........................................ Winchester, Tennessee
Christina Wells Frazier (Natural Resources) .... Lynyburg, Virginia
Frank Fratello (Political Science) .......................... Cary, North Carolina
Kate Chesnee Foster (Psychology) ..................... Spartanburg, South Carolina
Mary Elizabeth Fosgate (Psychology) .................... Orlando, Florida
Amy Colleen Flynn (Anthropology) ...................... San Antonio, Texas
David Rayburn Flowers (English) .......................... Dothan, Alabama
Lyle Charles Fiore, Jr. (Theatre Arts) ................. Cincinnati, Ohio
Jeffrey Paul Fiore (Political Science) (Music) ........... Swedesboro, New Jersey
Brian Matthew Fiore (History) (Political Science) ...... Swedesboro, New Jersey
Patrick Cason Field (History) .............................. Charlotte, North Carolina
Elizabeth Leigh Ferguson (Economics) .................... Austin, Texas
Nathan Andrew Erdman (History—honors) (cum laude) .................................................. Joplin, Missouri
*Elena Stoyanova Eneva (Computer Science—honors) (summa cum laude) .................................. Sofia, Bulgaria
Michael Richard Elmore (English) ....................... Thibodaux, Louisiana
Mark Bradford Elberfeld (English) (Art History—honors) (cum laude) ...................................... Alexandria, Virginia
John Clayton Earl (History) .............................. Little Rock, Arkansas
Heather Kay Dyer (Spanish) (magna cum laude) ...... Dayton, Tennessee
Elizabeth Waring DuPre (English) ....................... Mt. Pleasant, South Carolina
Lander Goodspeed Dunbar (Art History) ............... New Orleans, Louisiana
David Matthew Driscoll (Psychology) ...................... Selmer, Tennessee
Elizabeth Anne Downey (Music) (cum laude) ........... Erie, Pennsylvania
Katherine Conrad Doss (English) (cum laude) .. Lawrenceville, New Jersey
Jonathan William Doolan (English) .......................... Knoxville, Tennessee
Jennifer Marie Donahue (Anthropology) ........ Vestavia Hills, Alabama
Forrest Thornton Deleot (History) ........ Winston-Salem, North Carolina
Dervla Aideen Delaney (Political Science) ........ Dallas, Texas
Tricia Ann Davis (American Studies) .......... Morristown, New Jersey
Michael Sean Cullinan (Political Science) .... Macon, Georgia
Antonio Markie Crook (Religion) ............. Bay Minette, Alabama
Laurel Elizabeth Creek (French) ............. Fullerton, California
Summer Vann Covington (English) .......... Hillsborough, North Carolina
Leslie Cleapor Corwin (Economics) (Music—honors) (cum laude)
.......................... Marietta, Georgia
Jessica Lin Copeland (History) ............ Franklin, Tennessee
Martha Lynn Coon (English—honors) (cum laude) ........ Huntsville, Alabama
Shannon Martha Conley (Spanish—honors) (magna cum laude)
........................................ Ruidoso Downs, New Mexico
Nathan Charles Clendenin (Philosophy—honors) (magna cum laude)
...................................... Culver, Indiana
Tiffani Nicole Cavender (Philosophy) ........ Arlington, Texas
Jonathan Houston Carnett (History) ......... Albuquerque, New Mexico
Randolph Clayton Capps (History) .......... Macon, Georgia
*Carl Dwight Campbell III (History—honors) (magna cum laude) ........ Jasper, Tennessee
Caroline Porcher Byrd (Psychology—honors) (magna cum laude)
.......................................... Metairie, Louisiana
Michael Wesley Butler (History) ............ Macon, Georgia
Lesley Elizabeth Burton (Anthropology—honors) (cum laude)
........................................ Birmingham, Alabama
*Jennifer Caroline Bulkeley (Political Science—honors) (summa cum laude)
........................................ Galesburg, Illinois
Stuart Laidlaw Brown (History) ............. Little Rock, Arkansas
Sander Powell Brooks (History) ............ Delray Beach, Florida
Andrew Gentry Briggs (Psychology) ........ West Granby, Connecticut
Joseph Patrick Blankinship, Jr. (Economics) .... Memphis, Tennessee
Catherine Helen Ione Bishop (Anthropology—honors) (cum laude)
........................................ Oxford, Mississippi
Natascha Marie Berryman (Philosophy—honors) (magna cum laude)
........................................ Tonopah, Arizona
Elizabeth Anne Belt (Political Science with Spanish) ........ Washington, District of Columbia

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DEGREES AWARDED 1999-2000

*Polly Wyatt Beckington (French—honors) (magna cum laude) ........................................ Alexandria, Virginia
Leigh Anna Bartholow (Spanish) (Political Science) ........... Dallas, Texas
Gregory Brooks Banwarth (English) .......................... Higganum, Connecticut
Mary Jacklyn Bailey (Philosophy) ................................. Decatur, Alabama
Katherine Martin Avery (History) ............................. Spartanburg, South Carolina
Clifford Marshall Athey (Economics) .......................... Owings Mills, Maryland
Amy Elizabeth Atcheson (English) (magna cum laude) ........ Dallas, Texas
*Brandon Cole Ashcraft (History) (summa cum laude) .......... Tupelo, Mississippi

Jenny Christine Antill (Art—honors) .................................... Houston, Texas
Maxmillian Angerholzer III (Political Science) (magna cum laude) ........................................ Mobile, Alabama
Hugh Turner Ammerman III (English) .......................... Mount Airy, North Carolina
Jeremiah Daniel Allen (Political Science) ....................... Winter Park, Florida
*Erin Shea Wright Allen (Spanish—honors) (summa cum laude) ........................................ Batesville, Arkansas
Eric Christopher Allen (Economics) .......................... Clarksville, Tennessee
Christopher Thomas Abrunzo (History) ........................... Tampa, Florida

BACHELOR OF SCIENCE

*Anna Margaret Thomas (Biology) (summa cum laude) Atlanta, Georgia
Tracy Jane Terry (Chemistry—honors) (magna cum laude)....... Tuscaloosa, Alabama
Edward Allen Stewart (Biology) (cum laude) .................. Fort Wayne, Indiana
Martha Jane Stevenson (Forestry) ............................... Titusville, Pennsylvania
Sara Elizabeth Smetzer (Biology) (cum laude) .................. Dallas, Texas
Janet Liddell Shannon (Natural Resources) (cum laude) .... Birmingham, Alabama

*Marie Diana Schroder (Psychology—honors) (summa cum laude) ........................................ Bristol, Tennessee
Molly Catherine Schneider (Natural Resources) ............... Amarillo, Texas
Ashley Elizabeth Saunders (Psychology) ...................... Richmond, Virginia
Edward Lloyd Salmon III (Geology) .............................. St. Louis, Missouri
Kristine Anne Reynolds (Biology) ............................... Largo, Florida
Robert Anthony Petrochko (Biology) (magna cum laude) ..... Winchester, Tennessee

Jeffrey Harrington Perry (Natural Resources) .................. Atlanta, Georgia
Jay Arthur Perry (Geology) ......................................... Houston, Texas
DEGREES AWARDED 1999-2000

Perihan Ayse Percinel (Chemistry) (cum laude) ....... Evansville, Indiana
Kathryn Ann Pender (Biology) ......................... Rock Hill, South Carolina
Benjamin Neal Pearson (Geology—honors) (magna cum laude)
........................................................................... Morganton, North Carolina
Bradford Jerome Ostrom (Natural Resources—honors) (cum laude)
........................................................................... Houston, Texas
Cynthia Lynn Norris (Biology) (magna cum laude) .... Monroe, Louisiana
Lucas Christopher Nemeth (Natural Resources) .......... Auburntown, Tennessee
Benjamin Lawrence Myers (Forestry) .................... McMinnville, Tennessee
Stephanie Branch Murray (Natural Resources) ...... Metairie, Louisiana
Nicholas Arthur McKenny (Computer Science) .......... Warrenton, Virginia
Laura Williamson Martin (German) (Natural Resources)
........................................................................... Houston, Texas
Melissa Jane Mann (Biology) ................................. Hollow Rock, Tennessee
Joel Elliott Lightner, Jr. (Chemistry) ....................... Newnan, Georgia
Nathaniel Scott Leedy (Biology) .............................. Harrisburg, Pennsylvania
*Ann Marie Kulungowski (Biology) (Spanish) (summa cum laude)
........................................................................... Harlingen, Texas
Amy Elizabeth Koether (Natural Resources) ............. Farmville, Virginia
James Edward Klingler, Jr. (Mathematics) (Natural Resources)
........................................................................... Montgomery, Alabama
Ruth Elizabeth Kirkpatrick (Natural Resources) ..... Danville, Kentucky
Brian Jamie Hunt (Chemistry) ............................... Clinton, Tennessee
Meredith Cheryl Hitch (Biology) ............................. Montgomery, Alabama
Justin Shepard Hickey (Biology) ............................. St. Louis, Missouri
Hilary Kate Hargrove (Natural Resources) (cum laude) .... Murfreesboro, Tennessee
Margaret McMillan Hardesty (Natural Resources) ....... Clarksburg, West Virginia
Madelaine Michele Haddican (Biology) (magna cum laude) (in absentia)
........................................................................... Metairie, Louisiana
Elizabeth Ann Hackett (Chemistry) .......................... Atlanta, Georgia
*Robin Michelle Grant (Chemistry) (magna cum laude) .... Louisville, Kentucky
Terry Melinda Gilliland (Chemistry) (cum laude) .... Millington, Tennessee
Hilary Lucia Getz (Geology—honors) (magna cum laude) .... Lawrence, Kansas
DEGREES AWARDED 1999-2000

*Edwin Paul Gerber (Mathematics) (Chemistry) (summa cum laude) ........................................ Manchester, Connecticut
Sarah Tinsley Gaines (Biology) ........................................ Tifton, Georgia
John Knox McEwen Frank (Natural Resources) ............ Tappahannock, Virginia
Rachel Dianne Foreman (Chemistry) (cum laude) ....... Decatur, Alabama
*Garry Erskine Finke (Chemistry) (magna cum laude) ........ Tullahahoma, Tennessee
*Gregory Scott Estoll (Forestry—honors) (summa cum laude) (in absentia) ......................................... Fair Oaks, California
Michael Ryan Epley (Geology) ........................................ Midland, Texas
*William Evans Duncan (Computer Science) (summa cum laude) .......................................................... Monrovia, Liberia
Erik Karl Doell (Mathematics) ........................................ Kingsport, Tennessee
*Peter Jon Deschenes, Jr. (Mathematics) (Forestry—honors) (summa cum laude) ........................................ Littleton, North Carolina
Ellerbe Godfrey Dargan (Natural Resources) (Economics) ..... Darlington, South Carolina
Benjamin Hunter Culbertson (Chemistry) .......... Cookeville, Tennessee
Katherine Ida Crook (Biology) (German) (cum laude) ...... Plano, Texas
Lee R. William Corey (Mathematics) ........... Chapel Hill, North Carolina
Lark Lee Arwen Cofer (Biology) (cum laude) .......... Boulder, Colorado
Loren Wagoner Carver (Natural Resources) .......... Alvaton, Kentucky
David McGee Carmines (Natural Resources) .......... Hilton Head Island, South Carolina
Sterling August Brothers (Natural Resources) ...... Wetumpka, Alabama
*Leah Elizabeth Braswell (Biology) (summa cum laude) .......... Little Rock, Arkansas
Emmanuel Paye Bessay (Chemistry) (Biology) .......... Monrovia, Liberia
Rashmi Latika Becker (Geology—honors) (magna cum laude) ...... Huntsville, Alabama
James William Baxter (Natural Resources) .......... Little Rock, Arkansas
Alena Borisovna Babayan (Biology) (Russian) (cum laude) ...... Hixson, Tennessee
Courtney India Askew (Natural Resources—honors) (cum laude) .......................................................... Birmingham, Alabama

*Phi Beta Kappa
AWARDS AND PRIZES
COMMENCEMENT 2000
Prizes and Awards for
the School of Theology

THE AMERICAN BIBLE SOCIETY PRIZE IN GREEK
—for Seniors showing excellence in Greek
Frederick Julian Richardson—of The Diocese of Tennessee

THE AMERICAN BIBLE SOCIETY PRIZE IN HEBREW
—for Seniors showing excellence in Hebrew
Kevin Edwin Greene—of Sewanee

THE AMERICAN BIBLE SOCIETY: CHRISTIAN
EDUCATION PRIZE
—for creativity and excellence in biblical teaching
Warren Lee Domenick, Jr.—of The Diocese of East Carolina
Barbara Jean Petersen—of The Diocese of Nebraska

THE ISAAC MARTON DWIGHT MEDAL
—for excellence in Greek
Patrick Scott Allen—of The Diocese of South Carolina

THE GEORGE THOMAS SHETTLE PRIZE
—for excellence in liturgical reading
Patsy Ann Smith—of The Diocese of North Carolina

THE URBAN T. HOLMES III PRIZE
—for excellence in preaching
Barbara Jean Petersen—of The Diocese of Nebraska

THE LOWRY SEMINARY COMMUNITY SERVICE
AWARD
—Internal
Anthony Kodjo Kowbeidu—of The Diocese of South Carolina

THE LOWRY SEMINARY COMMUNITY SERVICE
AWARD
—External
Sherry Lynn Coulter—of The Diocese of West Tennessee
David Hale Peeples—of The Diocese of Alabama
THE WILLIAM A. GRIFFIN SCHOLARSHIPS
—for study in the Holy Land
  Nancee Martin-Coffey—of The Diocese of Colorado
  Anthony Kodjo Kowbeidu—of The Diocese of South Carolina
  Barbara Jean Petersen—of The Diocese of Nebraska
  James Wilson Webb, Jr.—of The Diocese of Mississippi

Prizes and Awards for the College of Arts and Sciences

THE OUTSTANDING TEACHER AWARD
—to exceptional secondary school teachers nominated by members of the senior class in the college
  Mr. Larry McGiboney—Windber Area High School, Windber, PA

THE CLARENCE DAY COMMUNITY SERVICE AWARD
  Ashley Cassandra Nielsen—of Florida
  Holly Jean Wylam—of Oregon

THE BARRON-CRAVENS CUP
—for the outstanding male athlete
  Antonio Markie Crook—of Alabama

THE CHARLES HAMMOND MEMORIAL CUP
—for the male athlete who best exemplifies excellence in scholarship and leadership
  Timothy Steele Truitt—of Kentucky

THE JOHN FLYNN MEMORIAL TROPHY
—for the outstanding intramural athlete
  Clifford Marshall Athey—of Maryland
  Elizabeth Anne Downey—of Pennsylvania

THE OUTSTANDING SENIOR FEMALE ATHLETE AWARD
  Jennifer Caroline Bulkeley—of Illinois
  Heather Jo Stone—of Tennessee

THE MICHAUX NASH AWARD
—for outstanding performance in men’s track
  Benjamin Lawrence Myers—of Tennessee
AWARDS & PRIZES

THE BISHOP JUHAN AWARD
—for excellence in swimming
  Casey Elizabeth George—of Texas
  Charles Barret Seymour—of Georgia

THE STEPHEN ELLIOTT PUCKETTE III MEMORIAL AWARD
—for an outstanding senior man exemplifying academic and athletic attributes
  Billy Wayne Lewis, Jr.—of Alabama

THE HARRY C. YEATMAN AWARD IN BIOLOGY
  Emmanuel Paye Bessay—of Liberia
  Melissa Jane Mann—of Tennessee

THE PHILLIP EVANS AWARD
—to the outstanding Economics graduate
  Eric Reynolds Reish—of Louisiana

THE GUERRY AWARD
—for excellence in English
  Jonathan Graham Williams—of Georgia
  Olivia Hays Jones—of North Carolina

THE TENNESSEE WILLIAMS AWARD FOR CREATIVE WRITING
  Jonathan Graham Williams—of Georgia

THE AWARD FOR DISTINCTION IN ART HISTORY
  Kellaura Beth Jones—of New York

THE JOHN MCCCRADY MEMORIAL AWARD FOR EXCELLENCE IN ART
  Rachel Leith Nance—of Massachusetts

THE ALLEN FARMER AWARD
—for excellence in Forestry and Geology
  Benjamin Lawrence Myers—of Tennessee
  Martha Jane Stevenson—of Pennsylvania

THE U.S. FOREST SERVICE SCIENCE AWARD
  Peter Jon Deschenes, Jr.—of North Carolina

THE RUGGLES-WRIGHT PRIZE IN FRENCH
  Olivia Hays Jones—of North Carolina
  Eva Christine Thoren—Illinois
THE LINDA WHEAT GRANT
— for French graduate study in France
Olivia Hays Jones— of North Carolina

THE JACKSON CROSS MEMORIAL GERMAN PRIZE
— for outstanding achievement in German
Timothy Matthew Johnston— Texas
Charlotte Campbell MacKinlay— of Virginia

THE COLONIAL DAMES GRANT-IN-AID
— for excellence in American History
Carl Dwight Campbell III— of Tennessee
Nathan Andrew Erdman— of Missouri

THE WALTER GUERRY GREEN MEDAL
— for excellence in Latin
Elizabeth Kay Traister— of Pennsylvania

THE ISAAC MARION DWIGHT MEDAL
— for Philosophical and Biblical Greek
Patrick Scott Allen— of South Carolina

THE ROBERT HOOKE PRIZE
— for achievement in Mathematics
Edwin Paul Gerber— of Connecticut

THE GILBERT GILCHRIST MEMORIAL MUSIC AWARD
Jeffrey Paul Fiore— of New Jersey

THE E.G. RICHMOND PRIZE IN SOCIAL SCIENCE
Robert Nelson Rust IV— of Pennsylvania

THE HUGH HARRIS CALDWELL, JR. AWARD
— for excellence in Philosophy
John David Spiller, Jr.— of Louisiana

THE ALEX SHIPLEY, JR. AWARD
Jennifer Caroline Bulkeley— of Illinois

THE A.T. PICKERING PRIZE
— for Outstanding Interpretive Work in Latin American Poetry
AWARDS & PRIZES

Erin Shea Wright Allen—of Arkansas

THE SCHAUSS AWARD
—for excellence in Spanish
Shannon Martha Conley—New Mexico
Peter Jon Deschenes—North Carolina

THE ANDREW NELSON LYTLE AWARD
—for academic excellence
Kelly Margaret Smith—of Tennessee

National Graduate Scholarships
in the College of Arts and Sciences

FULBRIGHT SCHOLARSHIP
Jennifer Caroline Bulkeley—of Illinois
Marie Diana Schroder—of Tennessee

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION POST GRADUATE SCHOLARSHIP
Jennifer Caroline Bulkeley—of Illinois

THOMAS J. WATSON FELLOWSHIP
Elizabeth Anne Downey—of Pennsylvania
Sylvester George Tan—of Georgia

ALGERNON SYDNEY SULLIVAN MEDALLION
—for character
Jennifer Caroline Bulkeley—of Illinois
# Student Body Statistics for the Advent Semester 1999-2000

**College of Arts and Sciences**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Continuing Students (from 1999 Easter Semester)</td>
<td>411</td>
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<tr>
<td>Reentering Students</td>
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<tr>
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<td>Total Full-Time Enrollment</td>
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<tr>
<td>Unclassified Students (Part-Time)</td>
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<td><strong>Total Enrollment (1999 Advent Semester)</strong></td>
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<td>719</td>
<td>1332</td>
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## Classification

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<td>Seniors</td>
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<td>Juniors</td>
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Office of the Registrar • September 27, 1999

## Geographical Distribution

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<th>United States</th>
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<tr>
<td>South Carolina</td>
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328
Tennessee ........................................ 275
Texas .............................................. 103
Virginia ........................................... 71
Vermont ............................................ 1
Washington ....................................... 1
West Virginia .................................... 5
Wyoming ........................................... 2

**Other**
Bulgaria .......................................... 6
France ............................................ 1
Germany .......................................... 3
India ............................................... 2
Japan ............................................... 4
Kenya ............................................... 1
Liberia ............................................ 2
Moldova .......................................... 1
Pakistan .......................................... 2
Russia ............................................. 1
Slovakia .......................................... 1
South Africa .................................... 1
Spain ............................................... 1
Turkey ............................................. 1

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**RELIGIOUS DISTRIBUTION**
Baptist ........................................... 78
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Episcopal ....................................... 438
Jewish ............................................ 1
Lutheran .......................................... 20
Methodist ....................................... 102
Presbyterian ................................... 92
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Christian ....................................... 53
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