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ACADEMIC CALENDAR
2001-2002

ADVENT SEMESTER—2001

August 25, Saturday ........................................ New students arrive
August 26, Sunday ........................................... Orientation begins
August 28, Tuesday ......................................... Returning students arrive
August 29, Wednesday ..................................... Registration for all students
August 30, Thursday ........................................ Classes begin

September 3, Monday .................. Opening Convocation of the University
October 5-7, Friday-Sunday .................. Parents’ Weekend
October 9, Tuesday .............................. Founders’ Day
October 12, Friday ............................. Fall break begins at 5:00 p.m.
October 17, Wednesday ....................... Classes resume
October 19, Friday ..................................... Mid-Semester
October 20, Saturday ......................... Alumni Homecoming
November 1, Thursday ....................... All Saints’ Day
November 21, Wednesday ................ Thanksgiving holidays begin at 12:15 p.m.
November 26, Monday ....................... Classes resume
December 11, Tuesday ........................... Last day of classes
December 12, Wednesday ....................... Reading day
December 13, Thursday ....................... Final examinations begin
December 19, Wednesday ....................... Final examinations end
December 20, Thursday ....................... Dormitories close at noon

EASTER SEMESTER—2002

January 13, Sunday ....................................... Dormitories open
January 14, Monday ...................................... Registration for all students
January 15, Tuesday ...................................... Classes begin
January 22, Tuesday .................. Opening Convocation of the University
February 20, Wednesday ....................... Ash Wednesday
March 6, Monday .......................................... Mid-Semester
March 13, Wednesday ..................... Spring vacation begins at 5:00 p.m
March 25, Monday ............................... Classes resume
March 29, Friday ......................................... Good Friday
March 31, Sunday ....................................... Easter Day
May 1, Wednesday ................................................................. Last day of classes
May 2, Thursday ................................................................. Reading day
May 3, Friday ................................................................. Final examinations begin
May 5, Sunday ................................................................. Reading day
May 8, Wednesday ............................................................... Final examinations end
May 11, Saturday ................................................................. Baccalaureate
May 12, Sunday ................................................................. Commencement Day
May 13, Monday ............................................................... Dormitories close at noon

SUMMER SEMESTER—2002
June 9, Sunday ...... Dormitories open and registration for all students
June 10, Monday ................................................................. Classes begin
July 17, Wednesday ................................................................. Last day of classes
July 18, Thursday ................................................................. Reading day
July 19, Friday ................................................................. Final examinations begin
July 20, Saturday ................................................................. Final examinations end
July 21, Sunday ............................................................... Dormitories close at noon
UNIVERSITY SENIOR ADMINISTRATION

THE RT. REV. DON WIMBERLY
Chancellor

DR. JOEL CUNNINGHAM
Vice Chancellor and President

MR. THOMAS BONNER
Vice President for University Relations

MR. JERRY FORSTER
Treasurer

MR. RICHARD HENDERSON
Associate Provost for Information Technology

DR. THOMAS KAZEE
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DR. LINDA LANKEWICZ
Provost

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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 and Robert M. Ayres Distinguished University Chair

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

SCOTT HOWARD WILSON, ’94
B.A., Oberlin College; M.A., Ph.D., Cornell University
Associate Professor of Political Science

AYA YAMAKAWA, ’01
Instructor in Japanese

KAREN PAO-YING YU, ’96
B.S., Massachusetts Institute of Technology; M.A., Ph.D., Vanderbilt University
Assistant Professor of Psychology

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

FACULTY EMERITI

CHARLES O’CONOR BAIRD
B.S., University of Tennessee; M.F., Yale University; D.F., Duke University
Professor of Forestry, Emeritus

ALFRED SCOTT BATES
B.A., Carleton College; M.A., Ph.D., University of Wisconsin
Professor of Theatre Arts, Emeritus

CHARLES MATHEWS BINNICKER
B.A., University of the South; M.A., Florida State University; Ph.D., University of North Carolina
Professor of Classical Languages, Emeritus

JAMES WINSTON CLAYTON
B.A., New York University; B.D., S.T.M., Union Theological Seminary; Ph.D., Harvard University
Professor of Religion, Emeritus
WILLIAM TOMPHSON COCKE III  
B.A., The University of the South;  
Ph.D., Vanderbilt University  
Jesse Spalding Professor of English  
Literature, Emeritus

JAMES THOMAS CROSS  
A.B., Brown University; M.S., Harvard  
University; Ph.D., University of  
Tennessee  
Gaston S. Bruton Professor of  
Mathematics, Emeritus

JOSEPH DAVID CUSHMAN  
B.A., The University of the South;  
M.A., Ph.D., Florida State University  
Francis S. Houghteling Professor of  
American History, Emeritus

ROBERT ARTHUR DEGEN  
B.S., M.A., Syracuse University; Ph.D.,  
University of Wisconsin  
Professor of Economics, Emeritus

SHERWOOD FORREST EBAY  
B.A., Wheaton College; M.A., Ph.D.,  
Northwestern University  
Professor of Mathematics, Emeritus

CHARLES WILLIAM FOREMAN  
A.B., University of North Carolina;  
M.A., Ph.D., Duke University  
William Henderson Professor of  
Biology, Emeritus

MARVIN ELIAS GOODSTEIN  
B.S., New York University; Ph.D.,  
Cornell University  
Professor of Economics, Emeritus

WILLIAM BENTON GUENTHER  
A.B., Oberlin College; M.S., Ph.D.,  
University of Rochester  
F.B. Williams Professor of Chemistry,  
Emeritus

EDWARD BLEAKLEY KING  
B.A., The University of the South; B.D.,  
Seabury-Western Theological  
 Seminary; M.A., Florida State  
University; Ph.D., Duke University  
Professor of History, Emeritus

ROBERT SAMUEL LANCASTER  
B.A., D.Litt., Hampden-Sydney College;  
M.A., D.C.L., The University of the  
South; Ph.D., University of Michigan  
Professor of Political Science, Emeritus

THADDEUS CONSTANTINE LOCKARD, JR.  
B.A., University of Mississippi; M.A.,  
Harvard University; M.A., Vanderbilt  
University  
Professor of German, Emeritus

PHILIP JACK LORENZ, JR.  
B.S., Oglethorpe University; M.S.,  
Vanderbilt University  
Professor of Physics, Emeritus, and  
Associate Director of the Observatory

JAMES NORMAN LOWE  
B.S., Antioch College; Ph.D., Stanford  
University  
F. B. Williams Professor of Chemistry,  
Emeritus

ROBERT WILLIAM LUNDIN  
A.B., DePauw University; M.A., Ph.D.,  
Indiana University  
William R. Kenan Professor of  
Psychology, Emeritus

JAMES WARING deBERNIERES MCCRADY  
B.A., The University of the South; M.A.,  
Ph.D., University of North Carolina  
Professor of French, Emeritus

MARTHA MCCRARY  
B.M., University of Michigan; M.A.,  
University of Rochester  
Professor of Music, Emerita, and  
Director of the Sewanee Summer  
Music Center, Emerita

DOROTHY PITTTS  
B.A., University of Chattanooga; M.A.,  
Ph.D., University of North Carolina  
Professor of Spanish and French, Emerita

STEPHEN ELLIOTT PUCKETTE II  
B.S., The University of the South; M.S.,  
M.A., Ph.D., Yale University  
Gaston S. Bruton Professor of  
Mathematics, Emeritus
FACULTY EMERITI

GEORGE SHUFORD RAMSEUR
B.A., Elon College; M.Ed., Ph.D., University of North Carolina
Professor of Biology, Emeritus

JOSEPH MARTIN RUNNING
B.Mus., St. Olaf College; D.Mus., Florida State University
Professor of Music, Emeritus

ANSEL MIREE SHARP
B.A., Howard College; M.A., University of Virginia; Ph.D., Louisiana State University
Frank W. Wilson Professor of Political Economy, Emeritus

HENRY WILDS SMITH, JR.
B.A., Dartmouth College; M.F., D.For., Yale University
Annie B. Snowden Professor of Forestry, Emeritus

HERBERT STEPHENSON WENTZ
A.B., University of North Carolina; S.T.B., The General Theological Seminary; M.A., University of Oxford; Ph.D., University of Exeter
Professor of Religion, Emeritus

HARRY CLAY YEATMAN
A.B., M.A., Ph.D., University of North Carolina
William R. Kenan Professor of Biology, Emeritus
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.

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.

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.

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, Class of 1963, 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.
UNIVERSITY PURPOSE

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.

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, 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-four majors from which to choose:

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
Russian Studies
Social Science-Foreign Language
Spanish
Theatre Arts
Third World Studies
For information on requirements for specific majors, please refer to departmental listings under “Courses of Study.”

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

Current minors are offered in:

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

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

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 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. Grades are recorded in the Registrar's Office, and, with the exception of I, may not be changed except in cases of clerical error. The registrar mails formal grade reports after the end of each semester.

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>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>
</tr>
<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>
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<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 student 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, special permission 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, including those counting toward a student's major, minor, or concentration, 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 specific off-campus programs which bear a special sanction from the University of the South, 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. Preveterinary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight listed above, include math (or calculus), 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:

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

<table>
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<tr>
<th><strong>THIRD YEAR</strong></th>
<th><strong>FOURTH YEAR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of the Chemistry, Physics, and Biology requirements</td>
<td>Advanced Sciences</td>
</tr>
<tr>
<td>Major Courses</td>
<td>Major Courses</td>
</tr>
<tr>
<td>College Requirements</td>
<td>Electives</td>
</tr>
</tbody>
</table>

*At least one year of biology, two years of chemistry, and one year of physics should be completed by the end of the junior year in order to take most admissions tests.

**PRELAW PREPARATION**

The Association of American Law Schools (AALS) 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
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 8-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, 163,
and 164; 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 complete a form designed for special majors and submit this for consideration by the curriculum committee. 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 (usually two additional), 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.

ACADEMIC TECHNOLOGY CENTER
The Academic Technology Center (ATC), housed in duPont Library, provides a collection of twenty-first century resources for both classroom and personal use.

The main lab serves as the primary student computing facility for the College of Arts and Sciences, and hosts fifty-eight seats in roomy, forty-eight-inch-wide carrels and open tabletop areas. PCs and Apple computers occupy all but eight of these seats, which are reserved for laptop computer docking. Ten of the fifty-eight seats host multimedia workstations, equipped with multimedia software, flatbed or slide scanners, CD burners, or other special peripherals.

The Informational Resource Center (IRC) serves as a space for training and assisting students and faculty in the discovery, use, and management of electronic information resources. The Faculty Technology Development Center (FTDC) supports faculty activities of all ATC units, including the Instructional Technology Workshop (ITW), Academic Computing, and Media Services.

The ATC also includes two classrooms that are equipped with desktop computers for students and an instructor's station. There is one classroom each for Mac- and PC-based computing platforms.

UNIVERSITY OBSERVATORY
The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the Department of Physics and used for public observations. Programs throughout the year and open hours every Thursday evening from 8 until 10 PM (weather permitting) encourage both academic and enrichment activities.

The largest telescope for public observations is an 11-inch Schmidt-Cassegrain (Celestron Ultima) reflector. There are also smaller 10 and 3.5 inch telescopes which are often used, as well as large binoculars. 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.
For research purposes, 0.35 and 0.30 meter (14 and 12 inches) telescopes on computer controlled mounts are housed in a small roll-off shed on the roof of Carnegie. These telescopes have sensitive CCD detectors which are used to monitor newly discovered asteroids, comets, supernovas, gamma ray bursts, and variable stars.

**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**

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 of the courses required of major: Elements of Production, Elements of Performance, Elements of Design, and at least one, preferably two, studio
courses in their area of interest (acting, directing, design, etc.). 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 semester, year, or 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 of 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. IES is formally affiliated with forty-five colleges and universities (including The University of the South) and is informally associated with over fifty others.

The *Sewanee in China* summer program provides a unique opportunity based on “Problem-based Learning (PBL)” strategy of teaching, focusing on fieldwork-based academic courses using a multi-disciplinary approach. The project particularly focuses on collaboration of The University of the South with institutions in China, such as international agencies like the United Nations, the Chinese Ministry of Agriculture, and the Chinese Academy of Social Sciences (CASS). Course credits are generally in the areas of economics, history, or political science.
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 Russia is available during some summers.

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.

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 the north of England (York or Durham), and six weeks in Oxford. Subsequently, one group travels to a variety of medieval and Renaissance 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 Sewanee Semester in Spain program focuses on Muslim Spain and its legacy in contemporary Spain. It is interdisciplinary in nature, and particularly during the first six-week orientation period classes, papers, cultural activities, and writing will involve a variety of topics. The program consists of four full courses: Spanish 306, Advanced Spanish language; Spanish 310, Contemporary Spanish Culture and Civilization; History 369, Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain; Art History 315, Islamic Spain and Spanish Art.

The Institute for the 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. Internships are available with Parliament in London and with businesses and international organizations in other locations.

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 Canada is available through a new student exchange agreement with Renison College at the University of Waterloo.

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 Sweden* is available, in English, in the fields of biology, forestry, natural resources, and economics through an exchange agreement with the Swedish University of Agricultural Sciences in Uppsala.

*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.

Many Sewanee students have benefitted from direct enrollment in an institution abroad—most often England, Scotland, Ireland, Northern Ireland, Australia, or New Zealand. This may be arranged independently or through the service of the Institute for Study Abroad at Butler University or the Center for Education Abroad at Arcadia University. In addition, others choose the interdisciplinary integrative approach of the School for International Training, with locations worldwide.

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, and an additional new program in *Turkey*. 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 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 a 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 videotapes and CDs 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.

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.

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.

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 are 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.

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. Known as Advent Semester, fall semester begins in late August and ends before Christmas. Known as Easter Semester, spring semester begins in January and ends in May (see Academic Calendar).

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.

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 a center of extracurricular activity. It contains the Student Post Office (SPO), 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, two local fraternities, and seven local sororities provide intellectual and social enrichment. They serve as an outlet for athletic interests through intramural competition, provide a training ground for leadership and fiscal management, and help offset the academic routine with social events. The fraternities and sororities also sponsor the Annual Fall Fest and
participate in service projects such as the Red Cross Blood Drive, the Annual Help Week, the Sewanee Public School Halloween Carnival, and the Students Against Multiple Sclerosis fund-raising programs. Annual evaluations assure that their operations meet stated expectations in areas of academic achievement, group citizenship, fiscal management, property maintenance, alumni support, and community service.

Ten national social fraternities have chapters at Sewanee. They are; Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha, Lambda Chi Alpha, Phi Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. The Phi Society of 1883 and Gamma Sigma Pi are local fraternities. Each fraternity maintains a house that is used for meetings, social events, and everyday recreation. There are seven local sororities at Sewanee; Alpha Delta Theta, Alpha Tau Zeta, Kappa Omega, Phi Kappa Epsilon, Phi Sigma Theta, Theta Kappa Phi, and Theta Pi. The seven sororities share two houses for meetings and social events.

The fraternity and sorority rush programs are supervised by the Interfraternity and Intersorority Councils and are 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 Bela Fleck, the New York Gilbert & Sullivan Players, Peter Schikele with the Lark String Quartet, and the Chaksampa Tibetan Dance and Opera.

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, oboe, flute, 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 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 many 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.


**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.

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 freshman-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.

McClurg Hall, opened in January 2001, is Sewanee’s main dining facility and offers students a variety of freshly prepared foods. Built completely of Tennessee sandstone, much of it quarried in Sewanee, the new dining hall replaced Gailor Hall, which was constructed for just 500 students. This facility has the capacity to serve three times that number. Students pay a fee each semester for meals. Non-boarding students and visitors pay a per-meal fee.

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

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, the Associated Colleges of the South, and the Appalachian College Association. 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-Elliott 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
LIFE ON THE MOUNTAIN

later. Memorials to alumni, professors, residents, and benefactors are found throughout the building. Shapard Tower, given by the family of Robert P. Shapard, 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 one of the telescopes 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 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 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, 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 replaced 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.

**Residence halls:** Hodgson (1877; 1950), Emery (1916), Hoffman (1922), Elliott, formerly the Sewanee Inn (1922), Cannon (1925), Johnson (1926), Tuckaway Inn (1930), Phillips (1951), Gailor (1952), Quintard (1900, 1994), Gorgas (1952), Hunter (1953), Cleveland (1955), Benedict (1963), McCrady (1964), Courts (1965), Trezevant (1969), and Wiggins (1967; 1997).

## ADMISSION & 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>
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<tbody>
<tr>
<td>November 15</td>
<td>Early decision application deadline.</td>
</tr>
<tr>
<td>mid-December</td>
<td>Early decision notification.</td>
</tr>
<tr>
<td>January 1</td>
<td>Merit Scholarship application deadline.</td>
</tr>
<tr>
<td>January 15</td>
<td>Reservation fee due for early decision.</td>
</tr>
<tr>
<td>February 1</td>
<td>Regular decision application deadline.</td>
</tr>
<tr>
<td>April 1</td>
<td>Regular decision notification.</td>
</tr>
<tr>
<td>May 1</td>
<td>Reservation fee due for regular decision.</td>
</tr>
</tbody>
</table>

### Transfers

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Fall semester application deadline.</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring semester application deadline.</td>
</tr>
</tbody>
</table>

### Readmission

<table>
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<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Fall semester application deadline.</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring semester application deadline.</td>
</tr>
</tbody>
</table>
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 2001-2002**

<table>
<thead>
<tr>
<th></th>
<th>Advent Semester</th>
<th>Easter Semester</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$10,570</td>
<td>$10,570</td>
<td>$21,140</td>
</tr>
<tr>
<td>Fees</td>
<td>200</td>
<td>0</td>
<td>200</td>
</tr>
<tr>
<td>Room</td>
<td>1,525</td>
<td>1,525</td>
<td>3,050</td>
</tr>
<tr>
<td>Board</td>
<td>1,450</td>
<td>1,450</td>
<td>2,900</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$13,745</strong></td>
<td><strong>$13,545</strong></td>
<td><strong>$27,290</strong></td>
</tr>
</tbody>
</table>

This schedule shows the costs charged each student for the academic year 2001-2002. These amounts are approximately three-fourths of the actual cost per student of providing a student’s education; endowment and gift revenues pay the other one-fourth.

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 .......................................................... $635
- **Automobile registration**, per year ................................ 40
- **Bicycle registration**, per year ........................................ 5
- **Part-time students**, per semester hour ............................ 770
- **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 ............................................. $950

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 Courses of Study

FINES AND PENALTIES
Failure to check out ....................................... $25
Late registration fee ....................................... 25
Late payment of semester tuition ....................... 50
Returned check ............................................. 20
Replacement of lost paycheck ............................ 20
Replacement of lost Campus card ....................... 10
Replacement of lost authorization codes-Long Distance .. 10

DAMAGE TO PROPERTY
When a student is assigned to a dormitory, it is understood that the assignment carries with it an obligation to protect university property. A student who intentionally or carelessly destroys dormitory property will be charged for damages plus a minimum fine of $25 and may also lose priority for room assignment the next year. Whenever the deans of students are unable to determine the person(s) responsible for dormitory damage which is clearly not the result of normal use, a minimum of $25 will be charged to each resident of that dormitory plus a 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 17, 2001 for the Advent semester,
and January 2, 2002 for the Easter semester. Failure to pay by these dates will result in a $50 late charge. Because of the substantial amounts that must be paid in August and January, the university offers the following ways to assist families in making payments:

1) Significant amounts of financial aid and loans are available to students who qualify.
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—it’s 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
SCHOLARSHIPS & NEED-BASED AWARDS

month period. Information on this installment payment plan may be obtained from the Office of Financial Aid.

SCHOLARSHIPS & 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 $27,290 during the academic year 2001-2002. Established in 1991, this most prestigious of Sewanee’s scholarship programs attracts students to the university who have demonstrated tremendous potential as scholars.

WILKINS SCHOLARSHIP PROGRAM

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

BALDWIN SCHOLARSHIP PROGRAM

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

**REGENTS’ SCHOLARSHIP PROGRAM**

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

**FRANKLIN COUNTY HIGH SCHOOL SCHOLARSHIP PROGRAM**

Established in 1998, this scholarship program awards two renewable full-tuition scholarships to exceptional graduates of Franklin County High School. All other Franklin County High School graduates enrolling at the university 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 Languages 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., Class of 1964. 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 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 in memory of Mr. Eustis, a former trustee, for undergraduates from the Diocese of Mississippi; nominated by the rector and wardens of St. Paul’s Church, Meridian, 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, Class of 1907, and awarded to a worthy senior student of scholastic attainment in economics. Designated by the vice chancellor and president and the head of the Department of Economics.

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

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

Dora Maunovich 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, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

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

Lee McGriff Jr. 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 Class of 1979, to assist, here and elsewhere, serious students pursuing his goal of the “unveiling of life through literature.” Nominations are invited from anyone, particularly from the Orr family and members of the faculty of the Department of English.

William T. Palfrey 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, Class of 1966, 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, & 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. 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, Class of 1916, to benefit children of naval personnel.

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

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

**J. 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, Class of 1932, 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, Class of 1927, and director of athletics at the university from 1930 until his death in 1952. Awarded to students in recognition of excellence in academic and extracurricular pursuits.

**Robert C. and Deborah R. Clark Scholarship**—Established in 1998 by a gift from Robert C. Clark, Class of 1976, and Deborah R. Clark, Class of 1977. 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, Class of 1931, 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, Class of 1985, 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, Class of 1930, European Study Abroad Scholarship**—
Established in 1997 by a gift from Anne Meyer Cross, in memory of her husband, Jackson Cross, Class of 1930. Awards are made on the basis of financial need for study in Europe under the university’s foreign study program, with preference to students who study in Germany.

Myra Adelia Craigmiles Cross Scholarship—Established by a bequest from Mrs. Cross.

James Robert Crumrine Memorial Scholarship—Established through gifts from family and friends in memory of James Crumrine, Class of 1987. Awards are made on the basis of financial need to a rising junior or senior majoring in classics or religion with preference to members of the Episcopal Church.

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. of 1986, 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.

Katherine Woodruff Sanford Deutsch Scholarship—Established by R. Woodruff Deutsch, Class of 1972, Judith A. Deutsch, and David S. Deutsch in memory of their mother, Katherine Woodruff Sanford Deutsch. Preference is given to women students in the College of Arts and Sciences.

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

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

Hilda Andrews Dodge Scholarship—Established by the bequest of Mrs. Dodge, with preference to members of the Church of the Advent, Birmingham, Alabama.
Byrd Douglas Scholarship—Bequeathed by Miss Mary Miller for Tennessee students.

Bishop Dudley Memorial Scholarship—Established by Mrs. Herman Aldrich in memory of her son-in-law, former bishop of Kentucky and chancellor of the university.

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

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

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

Jessie Ball duPont Scholarship—Established by Mrs. duPont.

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

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

Elizabeth and Sumner Finch Scholarship—Established in 1999 by Elizabeth Finch, Class of 1977, 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, Class of 1918, to assist outstanding incoming freshmen from Tennessee, New Mexico, and Kentucky public high schools and New York public and private high schools.

Combs Lawson Fort Jr. Memorial 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 given 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, Class of 1959, 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, Class of 1946.

**Zadok Daniel and George Hendree Harrison Memorial Scholarship**—Given by Edward Hendree Harrison, Class of 1935, in memory of his grandfather, Zadok Daniel Harrison, who served as a member of the Board of Trustees of the university from the Diocese of Georgia from 1886-1907 and from the Diocese of Atlanta from 1908-1923 and 1927-1929, and as a regent from 1911-1928; and his father, George Hendree Harrison, who served as a member of the Board of Trustees from the Diocese of Lexington from 1917-18 and from the Diocese of Florida from 1928-1933.

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

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

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

**James Hill 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, Class of 1974. 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., Class of 1976, and Howard Walker Jetmundsen, Class of 1985. 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, Class of 1962, in memory of their son Caldwell, Class of 1995. Preference in awarding is to "someone who loves the outdoors, and the woods, as Caldwell did."

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

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

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

George Shall Kausler 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., Class of 1936, and his sister, Mrs. Edward Duer Reeves, in memory of their parents. This fund was later increased regularly by Mrs. Frank Hugh Kean Jr. in memory of her husband.

Estes Kefauver-William L. Clayton 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.

Carlton Kimberly Memorial Scholarship—Established through a generous bequest to assist students in the College of Arts and Sciences.

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, Class of 1900.

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

Diocese of Lexington Scholarship—Established in 1997 by alumni and friends in the Diocese in recognition of the occasion of the Rt. Rev. Don Wimberly’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.

**Grover Maxwell Endowed Scholarship**—Established in 1998 by a gift from Grover C. Maxwell III, a member of the Class of 1977. Awards are made on the basis of financial need.

**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, Class of 1992, and John Leslie McDonald, Class of 1996. 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, Class of 1916, for students from Montana.

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

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

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

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

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

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

Nabit Family Scholarship—Established by Charles J. Nabit, Class of 1977, in honor of his parents, Mr. and Mrs. Merwin James Nabit, for the purpose of providing financial assistance to deserving young people whose prior academic achievements portend intellectual promise and leadership ability but who need financial assistance in order to attend the university.

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

A. Langston Nelson Scholarship—Established by Virginia P. Nelson
in memory of her husband, Class of 1923, to aid students in premedical studies.

**Stanford J. Newman Scholarship**—Established by his sons, Eric M. Newman, Class of 1970, and Robert C. Newman, Class of 1973, as a tribute to their father in loving appreciation for the many wonderful educational and life experiences he afforded them. The scholarship is need-based and preference is given to a well-rounded, outstanding student, preferably athletic—first from the Tampa Bay area and then from the State of Florida.

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

**Crawford Merritt Noble Memorial Scholarship**—Established through a bequest from Sibyl Noble Murray.

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

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

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

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

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

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

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

**Dr. Lance C. Price Memorial Scholarship**—Established in memory of Dr. Price, Class of 1930, by his family and friends.
Stephen Elliott Puckette III Memorial Scholarship—Established by family and friends the year following his graduation to honor this scholar and athlete.

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

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

Edward Randolph Scholarship—Established by a bequest from Julia Balbach Randolph in memory of an alumnus, Class of 1989.

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

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

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

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

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

John Adams Sallee 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, Class of 1966, and C. Jay Scott II, Class of 1965, 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., Class of 1942, 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
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Fiji (1974-79); and the University of the South’s distinguished alumnus (1983). Awarded to a needy student chosen by the family from university recommendations with preference given to Episcopalians from Alabama.

**Bettye Hunt Selden Scholarship**—Established in 1952 by G. Selden Henry, Class of 1950, 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, Class of 1903, former Trustee and Regent and endower in 1923 of the Department of Forestry, for forestry students from Shelby County, Tennessee.

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

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

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

**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, Class of 1963, in loving memory of his son, William Dorsett Trahan Jr., and in remembrance of all the sons and daughters of Sewanee who died in their youth. Selection is based upon demonstrated financial need by declared majors in economics, forestry, or natural resources who are entering their junior or senior years.

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

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

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

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

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

**Thomas Richard Waring and Anita Rose Waring Memorial Scholarship**—Established by Mr. and Mrs. Edmund B. Stewart in memory of Mr. Waring, Class of 1925, head of the Foreign Language Department, Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference to a Spanish-speaking student.

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

Laurence Moore Williams Scholarship—Established by the wife, son, and daughter of a devoted alumnus of the university, Class of 1901.

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

B. Franklin Williamson Scholarship—Established by Edwin D. Williamson, Class of 1961, 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, Class of 1918.

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

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

## Annual Scholarships and Awards

### SCHOLARSHIPS

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

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

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

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

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

### MEDALS AND PRIZES

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

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

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

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

**The Jackson Cross, Class of 1930, Memorial German Prize**—Established in 2000 by the family of Jackson Cross and friends of the
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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.

Gilchrist Music Award—Established through gifts from family and friends in memory of Dr. Gilbert F. Gilchrist, Class of 1949, and Professor of Political Science. Awarded at commencement to the student or students who give the best applied musical performance either in recital or in jury.

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

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

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

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

A.T. Pickering Prize—for excellence in Spanish, in recognition of the work of Professor Emeritus Pickering, former chair of the Department of Spanish, is awarded to a senior who exhibits merit above and beyond departmental honors.

E.G. Richmond Prize—for social science, founded by the late E.G. Richmond of Chattanooga, Tennessee, is awarded to the student with the best record for two years of work in political, sociological and economics study.

Ruggles-Wright Prize—for French was founded by Mrs. Ruggles Wright of New Jersey. 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, Class of 1998, 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, Class of 1949, former President of the Associated Alumni (1981-84) by his son Hugh L. Stephenson, Class of 1980. 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

The Alfred I. duPont Lecture Series—These lectures were established by a gift from Mrs. Alfred I. duPont. They are designed to allow the University to annually invite four distinguished speakers in the fields of the humanities, philosophy and theology, the natural sciences and the social sciences.

The Sherwood F. Ebey Lecture Fund—Named in honor of Sherwood F. Ebey, Professor Emeritus, in order to allow the University to annually host a lecture on subjects relating to mathematical sciences.

Georgescu-Roegen Lecture Fund—Established by Otilia and Nicholas Gerogescu-Roegen from Nashville, Tenn., to support an annual guest lecturer in the social sciences. The lecturer should be a distinguished scholar in the social sciences.

Anita S. Goodstein Endowed Lectureship in Women’s History—Established by the University in honor of Dr. Anita S. Goodstein in recognition of her service to the University and education. The annual lectures are to serve to enrich the learning environment on campus by presenting to students and faculty the latest thinking and research of outstanding historians.

Stacy Allen Haines Memorial Lectureship—Established through gifts from family and friends in memory of Stacy Allen Haines, who became a Sewanee resident following his retirement from Sears, Roebuck and Co. in Chicago. To honor Mr. Haines’ 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.

Michael Harrah Wood Memorial Lecture Fund—Established by the Wood family in memory of Michael Harrah Wood to provide for a lecture to be given by outstanding men or women in public, private,
religious or academic life on topics of lasting interest or importance in the fields of the arts, literature, science, history, religion, business, government, or contemporary events. It is the family’s intent that these speakers will stimulate students to realize the importance of service to one’s community.

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. The information in this catalog was correct as of June 15, 2001. An updated version of the catalog can be found at <http://sewaneetoday.sewanee.edu/catalog/>.

AMERICAN STUDIES

PROFESSOR O’CONNOR, ANTHROPOLOGY
ASSOCIATE PROFESSOR REGISTER, CO-CHAIR
ASSISTANT PROFESSOR MCKEEN, CO-CHAIR
ASSISTANT PROFESSOR RAY, ANTHROPOLOGY
VISITING ASSISTANT PROFESSOR E. GRAMMER, ENGLISH
INTERDISCIPLINARY FACULTY

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 420. Senior Research Seminar
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

420. SENIOR RESEARCH SEMINAR

Restricted to American studies majors. (Credit, full course.) Staff

444. INDEPENDENT STUDY

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

AMERICAN STUDIES:

American Studies 333: Junior Seminar for Majors
American Studies 420: Senior Research Seminar
American Studies 444: Independent Study

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

ART HISTORY:
Art History 340: American Art

ECONOMICS:
Economics 325: Southern Economic Development

ENGLISH:
English 212: Studies in Literature
English 377, 378: American Literature
English 379: The American Novel
English 391: Modern American Poetry
English 392: Modern American Fiction
English 393: Faulkner
English 394: Literature of the American South
English 395: African-American Literature
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: African-American History to 1865
History 232: African-American History Since 1865
History 237: Women in U.S. History, 1600-1870
History 238: Women in U.S. History Since 1870
History 279: History of American Education
History 301: Ancient Greece
History 310: Women in American History
History 322: Southern Lives
History 323: Depression-Era South
History 325: Revolutionary America
History 327: The Old South
History 329: The New South
History 330: Civil War and Reconstruction
History 333: Topics in American History
History 334: Mass Culture, Popular Amusements
History 337: Gilded Age, Progressive Era
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 214: Politics and the Media
Political Science 304: American Political Thought
Political Science 308: Public Policy
Political Science 310: Southern Politics
Political Science 322: U.S. Foreign Policy
Political Science 331: Introduction to Constitutional Law
Political Science 332: Contemporary Constitutional Law

**RELIGION:**
Religion 391: Southern Religion

**ANTHROPOLOGY**

**Professor O’Connor**

**Adjunct Professor Hamer**

**Adjunct Professor McCollough**

**Professor Heck, Chair**

**Assistant Professor Wallace**

**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
ANTHROPOLOGY

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

202. WORLD PREHISTORY

An introduction to world prehistory, this course begins by examining human origins in Africa and the spread of hominid populations across Africa, Asia, and Europe and will consider the origins and spread of agriculture and complex societies, beginning with those in Mesopotamia, Egypt, the Indus Valley, and China. Course topics also explore transitions from tribal societies to chiefdoms and proto-states in pre-Roman Europe. The course concludes by examining the varied paths to state-level societies in North America, Andean South America and Mesoamerica. (Credit, full course.) RAY

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

312. PLACE, RITUAL AND BELIEF: THE PHENOMENOLOGY OF LANDSCAPE

An upper division seminar designed to enhance students' research
skills and engage students in thoughtful examination of the relationship between religious beliefs and practices, and natural environments. While including the major religious traditions, the course would focus on indigenous traditions at the band, tribe, chiefdom and state levels. The influence on human-environmental relationships of religious syncretism due to historical conquest or latter 20th century globalization will be a special focus of the course as will be the continuation and revival of outdoor ritual associated with pilgrimage and “saint cults.” While avoiding deterministic and reductionistic explanations, the course invites students to look for correlations between subsistence strategy, environmental perspectives, and religious ritual in contemporary societies through ethnographic accounts and in historic/prehistoric societies through interpretations of the archaeological record. (Credit, full course.) Ray

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

444. INDEPENDENT STUDY

For selected students. May be repeated for course credit more than once. (Credit, variable.) Staff
ART & ART HISTORY

PROFESSOR CARLOS
PROFESSOR MALDE
ASSOCIATE PROFESSOR CLARK, CHAIR
ASSISTANT PROFESSOR MANSFIELD
ASSISTANT PROFESSOR BRENNENCKE
VISITING ASSISTANT PROFESSOR POND
VISITING ASSISTANT PROFESSOR GREGORY
VISITING INSTRUCTOR COHEN, BROWN FOUNDATION FELLOW

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 (ArtH 430); and d) at least one upper-division lecture or seminar course from each of the following three groups:

125
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.

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

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 (ArtH 317); 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 two courses (eight 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.) STAFF

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**

107. **THE FILMS OF ALFRED HITCHCOCK (ALSO THEATRE 107)**
“Rear Window” will serve as a model for Hitchcock’s persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of other Hitchcock films from the late twenties to the mid sixties will emphasize the director’s treatment of editing, framing, sound, and *mise en scène*. Students will become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock’s work. (Credit, full course.) **L. RICHARDSON**

204. **WORLD OF THE ANCIENT NEAR EAST: EGYPT, GREECE, AND MESOPOTAMIA**
An introduction to the art, history, and culture of the ancient Near East from the late fourth to the early first millennium B.C.E. (Credit, full course.) **COHEN**

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**

304. **THE ARCHAEOLOGY OF ANCIENT NEAR EASTERN RELIGION AND RITUAL**
This seminar will focus on the intersection of art, religion, and ritual in the Ancient Near East from the late fourth to the early first
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.) Cohen

315. ISLAMIC SPAIN AND SPANISH ART

A survey of Spanish Muslim art from the Emirate to the Nasrid period (8th to 15th centuries), including extensive discussion of the main monuments such as the mosque at Cordoba and the Alhambra palace of Granada. The course examines the presence and persistence of Islamic influence on Spanish Christian art of the late Middle Ages and the modern era. Special attention is given to mudéjar art. This course is part of the Sewanee Semester in Spain program. (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 century. Topics to include pre-Romanesque, Romanesque, Gothic, and Mudejar art in the Christian realms as well as the Spanish-Muslim art of Al Andalus. Special attention will be given to medieval Iberia as the crucible of Christian, Muslim, and Jewish cultures. (Credit, full course.) Momplet

320. MEDIEVAL ART

The art 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**

**322. ART AND DEVOTION IN LATE MEDIEVAL AND EARLY MODERN NORTHERN EUROPE**

This seminar explores the devotional art, literature, and thought of northern Europe in the late thirteenth, fourteenth, fifteenth, and sixteenth centuries. Manuscript illumination and female piety will be especially emphasized. (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, GREGORY**

**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, GREGORY**

**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, GREGORY**

**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.) MOMPLET

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

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 STUDIO ART
Prerequisite: Permission of the instructor. (Credit, full course.) Staff
ASIAN STUDIES

INTERDISCIPLINARY FACULTY

PROFESSOR WILSON, 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 364: 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; Economics 345: Policies for Economic Development; 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)

**MINOR IN ASIAN STUDIES:** A minor in Asian Studies requires five courses, including

(1) two courses in an Asian language
(2) Asian Studies 100 or History 211 or History 212
(3) two electives in Asian Studies, to be approved by the Asian Studies chair.

No comprehensive examination.

To earn honors in Asian Studies a student must satisfy the following criteria: 1.) a 3.33 grade point average from courses within the major, 2.) awarding of a “B+” or better on the senior thesis, and 3.) 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 with 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

BIOLOGY

PROFESSOR H. CROOM
PROFESSOR JONES
PROFESSOR PALISANO
ASSOCIATE PROFESSOR BERNER, CHAIR
ASSOCIATE PROFESSOR EVANS
ASSISTANT PROFESSOR HASKELL
ASSISTANT PROFESSOR McGLOTHLIN
ASSISTANT PROFESSOR McGRATH
VISITING ASSISTANT PROFESSOR FRASER

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 Math 101 or 102, 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 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 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, full course.) JONES

220. THE MOLECULAR REVOLUTION IN MEDICINE
A survey of major molecular mechanisms of human disease which includes approaches to testing, prevention, treatment, and cure of disease conditions. Among the topics covered will be cancer, inborn errors of metabolism, microbial and viral pathogenesis, immune disorders, neurological, skeletomuscular, and cardiovascular disease. Laboratory class. Prerequisite: Biology 132 or permission of the instructor. (Credit, full course.) H. CROOM
221. ENVIRONMENTAL PHYSIOLOGY OF PLANTS
A study of how plant interaction with surrounding physical, chemical, and biological environments influences plant growth, reproduction and geographic distribution. The course will focus on basic principles of energy and carbon balance, water and nutrient relations, and interactions with other organisms. Students will examine evolutionary hypotheses related to plant traits, as well as the ecological ramifications of these traits in different environments. Adaptations in plant physiological ecology in response to environmental stress and human alterations of global-scale processes will also be discussed. Laboratories will focus on instrumentation and field methods for quantifying plant responses to environmental factors under natural and stressful conditions. Prerequisite: Biology 131 or Forestry 121 with consent of instructor. (Credit, full course.) McGRATH

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.) McGlothlin, Evans, Potter, and Keith-Lucas

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

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 BORDLEY, CHAIR

PROFESSOR KIRVEN

ASSOCIATE PROFESSOR DURIG

ASSISTANT PROFESSOR SHIBATA

ASSISTANT PROFESSOR SUMMERS

ASSISTANT PROFESSOR BACHMAN

Entering students who are considering a major in chemistry should discuss their plans with chemistry faculty members during orientation. Students interested in advanced placement into Chemistry 102 or 201 should also consult the department.

MAJOR IN CHEMISTRY: Minimum requirements for a major: Chemistry 101, 102 (or 104), 201, 202, 208, 305, 351, 352, 415, and one 400-level course that has 351 and 352 as a prerequisite. Chemistry 102 (or 104) is a prerequisite to all courses numbered 201 and higher. Mathematics 102. [Mathematics 207 is strongly recommended]

Physics 101, 102.

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, 351, or 352.

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. ORGANIC CHEMISTRY
A study of the nomenclature and the properties of the most
important classes of organic compounds with an emphasis on concepts relating molecular structure and properties. Stereochemistry, functional group transformations and reaction mechanisms are studied in depth. Lecture, three hours; laboratory, three hours. (Credit, full course.) **Kirven**

**202. ORGANIC CHEMISTRY**

A continuation of Chemistry 201. A portion of the course is devoted to the study of important classes of biochemical compounds. Lecture, three hours; laboratory, three hours. (Credit, full course.) **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.) **Bachman**

**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.) **Kirven**

**306. BIOCHEMISTRY**

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

**307. MECHANISTIC BIOCHEMISTRY**

This course examines all aspects of protein science—from protein biosynthesis through the mechanisms of enzyme catalysis, with particular emphasis on the biochemistry of enzyme catalysis. Prerequisite: Chemistry 202 and Biology 132, or consent of instructor. Lecture, three hours; laboratory, three hours. (Credit, full course.) **Summers**

**351. QUANTUM CHEMISTRY AND SPECTROSCOPY**

An introduction to quantum mechanics in chemistry and spectroscopy. Prerequisite: Chem 102, Math 102, and Phys 101 (may be taken as a corequisite) or permission of the instructor. Not open to students who have received credit for Chem 422. Lecture, three hours. (Credit, full course.) **Bordley**
352. THERMODYNAMICS AND KINETICS
An introduction to thermodynamics and kinetics. Prerequisite: Chem 102 and Math 102 or permission of the instructor. Prerequisite or corequisite: Phys 102. Not open to students who have received credit for Chem 322. Lecture, three hours; laboratory, three hours. (Credit, full course.) BORDLEY, 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 351 and 352 or permission of instructor. Lecture, three hours. (Credit, full course.) STAFF

415. INSTRUMENTAL ANALYSIS
An introduction to the use of chemical instrumentation in research. Prerequisite or corequisite: Chem 351. Not open to students who have received credit for Chem 315. Lecture, three hours; laboratory, three hours. (Credit, full course.) SHIBATA

425. INTRODUCTION TO ORGANOMETALLICS
A study of characterization and reactivity of compounds containing metal-carbon bonds. Emphasis includes transition metal organometallic systems such as metal carbenes, metal carbonyl complexes, as well as pi-bound allyl and arene compounds. The course also involves a survey of bonding, spectral interpretation, catalysis and the organometallic literature. Prerequisite: Chem 422. (Credit, full course.) STAFF

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**

**CHINESE**

**VISITING PROFESSOR KUN WANG**

**103. ELEMENTARY CHINESE**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. (Credit, full course.) **STAFF**

**CLASSICAL LANGUAGES**

**PROFESSOR SETTERS**

**PROFESSOR W. BONDS, CHAIR**

**VISITING ASSISTANT PROFESSOR HUBER**

**VISITING ASSISTANT PROFESSOR DAVIS**

**MAJOR AND MINOR 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. The department also offers a minor in Greek (which requires any six courses in ancient Greek) and a minor in Latin
CLASSICAL LANGUAGES

(which requires four courses in Latin numbered above 301).

DEPARTMENTAL PROGRAMS AND OPPORTUNITIES:
The university is a member of the Intercollegiate Center for Classical Studies in Rome, and majors are encouraged to study there for one semester. The James M. Fourmy Jr. Scholarship is awarded annually to a 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 (301) or the Odyssey (302) 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.) Davis

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, HUBER

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

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

311. ADVANCED GRAMMAR AND COMPOSITION
The principles of prose composition and advanced grammar. Written exercises are assigned for each class meeting. (Credit, full course.) STAFF

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

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

405. MEDIEVAL LATIN
Selections from the Latin prose and poetry of the fourth through fourteenth centuries, A.D. (Credit, full course.) BONDS

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

409. CAESAR
A study of the life, times, and writings of C. Julius Caesar with readings in the Commentaries on the Gallic and Civil Wars. (Credit, full course.) STAFF

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

444. INDEPENDENT STUDY
For students who offer an acceptable proposed course of study. May be taken more than once for credit. (Credit, half or full course.) STAFF
Classical Studies

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.) SETTERS

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, adulteress, 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.) STAFF

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.) **Staff**

**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**

**Associate Professor Hendrickson**

**Assistant Professor Williams**

**Visiting Assistant Professor Bradbury**

**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** (for students entering Sewanee prior to Advent semester of 2000): 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.

**MAJOR IN ECONOMICS** (for students entering Sewanee in the Advent semester of 2000 and after): The major requires a minimum of nine courses in economics. Five courses are prescribed for all majors: 101, 201, 305, 306, and a senior seminar. The first three of these should be completed by the end of the sophomore year, and 305 and 306 during the junior year. The senior seminar is taken in the senior year. In addition, four electives at the 300-level or above are required. Mathematics 101 (calculus) 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. (Note: the Honors requirements are currently being revised).

**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. (Note: these requirements are currently being revised).

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 (calculus) 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**

**302. ECONOMICS OF FINANCIAL MARKETS**
This course examines the economics of financial markets, with a focus on stock and security markets. Emphasis is on the economic theory and concepts that underlie financial markets and corporate finance. Topics include the capital budgeting decision of firms, asset pricing models, portfolio theory, efficient markets theory, security analysis and financial derivatives, including forward markets, future markets and options. Prerequisite: Econ 101. (Credit, full course.) **Williams**

**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.) MOHIUDDEN, GOTTFRIED

340. INTRODUCTION TO MATHEMATICAL ECONOMICS
Studies the mathematical formulation of economic theory by
ECONOMICS

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, Visual and Theatre Arts. (For requirements, see Teacher Licensure, pp. 44-46 or the program website <www.sewanee.edu/Education>.)

161. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
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

163. EXCEPTIONALITY IN THE CLASSROOM
This course covers the nature, origin, instructional needs, and concomitant psychological characteristics of students with exceptionalsities most commonly found in schools. Exceptionalities considered include specific learning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, and gifted and talented students. The diagnostic process and relevant legal issues are also addressed. (Credit, half course.) COLEMAN

164. INTRODUCTION TO EDUCATIONAL ASSESSMENT
Our focus will be on classroom assessment principles and practices,
with specific attention given to the development, interpretation and use of standardized tests, design of classroom assessment measures, and political and social issues likely to impact classroom assessment practice. With comprehensive coverage of both formative and summative methods, assessment is presented as an integral part of teaching that is naturally built into the instructional process. (Credit, half course.) Coleman

201. INSTRUCTIONAL TECHNOLOGY
This course examines the use of instructional technology in the middle and secondary school settings. Topics include pedagogical issues of the trend toward increasing technology use in education, the use of presentation programs, web page development, and the use of the internet as a curricular resource. (Credit, half course.) Sells

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 nonformal learning settings of families and youth cultures around the world. (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. Prerequisite: permission of the chair. (Credit, full course.) Wallace, Sells

342. STUDENT TEACHING
A full time, fifteen week student teaching apprenticeship experience
in the student's major field(s). 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. (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, feedback, and professionalism. The course also includes a series of guest lectures and workshops. This course must be website taken concurrently with ED 342, Student Teaching. (Credit, full course.) **Wallace**

**444. INDEPENDENT STUDY**

To meet the needs and interests of selected students. May be taken more than once for credit. (Credit, variable half or full course.) **Staff**
ENGLISH

PROFESSOR ARNOLD
PROFESSOR REISHMAN
PROFESSOR D. RICHARDSON
PROFESSOR CARLSON
PROFESSOR BENSON
PROFESSOR W. CLARKSON
PROFESSOR PRUNTY
PROFESSOR MACFIE
ASSOCIATE PROFESSOR J. GRAMMER, CHAIR
ASSOCIATE PROFESSOR MICHAEL
ASSISTANT PROFESSOR OUTKA
ADJUNCT PROFESSOR CORE
VISITING ASSISTANT PROFESSOR E. GRAMMER
VISITING ASSISTANT PROFESSOR ANDERSON
VISITING ASSISTANT PROFESSOR CRAIGHILL
TENNESSEE WILLIAMS FELLOW AND INSTRUCTOR FOOTE
TENNESSEE WILLIAMS FELLOW AND INSTRUCTOR SCHMITT
INSTRUCTOR STEPHENS

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
A course which examines 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
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.) STAFF

357. SHAKE SPEARE I
A study of several plays written before 1600. (Credit, full course.) MACFIE, RICHARDSON

358. SHAKE SPEARE II
A study of several plays after 1600. (Credit, full course.) MACFIE, RICHARDSON

359. RENAISSANCE LITERATURE I
A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the
sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the
mythological verse narratives of Marlowe and Shakespeare; the pastoral
poems of Spenser; and Books I and III of Spenser’s *Faerie Queene.*
(Credit, full course.) **Macfie**

360. RENAISSANCE LITERATURE II (WRITING-INTENSIVE)

A study of the major seventeenth-century poets, concentrating on
such poets’ redefinitions of genre, mode, and source. Readings
emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and
Marvell. (Credit, full course.) **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**

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**

**383. CONTEMPORARY BRITISH FICTION**

A consideration of British fiction from the 1930s to the present. The course will begin with the ending of high modernism and will
consider the new kinds of fiction that emerge from the radical innovations of Joyce, Woolf and others, as well as from changing cultural conditions, such as Britain’s decline as a political and economic power. Authors covered may include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, and others. (Credit, full course.) **OUTKA**

**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**

**390. MODERN DRAMA**
An exploration of modern drama from Ibsen’s ground-breaking naturalism to contemporary drama’s new variations. The course will consider the relationship between the theater and social reform, and will include issues of performance as well as close analysis of the plays themselves. The course will cover British, American, and important Continental dramatists, including Wilde, Shaw, Chekhov, Beckett, Williams, Stoppard, and others. (Credit, full course.) **OUTKA**

**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

395. AFRICAN-AMERICAN LITERATURE (ALSO AMERICAN STUDIES 395)

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Not open for credit for students who have completed Engl 212. (Credit, full course.) E. GRAMMER

397. CONTEMPORARY AMERICAN FICTION (WRITING-INTENSIVE)

A study of representative American fiction published after World War II, including work by Thomas Pynchon, Josephine Humphreys, Louise Erdrich, Ernest Gaines, Barbara Kingsolver, Robert Stone, and Tim O’Brien. (Credit, full course.) CARLSON, CLARKSON

398. CONTEMPORARY AMERICAN POETRY

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott will also be considered. (Credit, full course.) PRUNTY

409. CREATIVE WRITING: POETRY (WRITING-INTENSIVE)

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

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.) STAFF
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

419. ADVANCED CREATIVE WRITING: POETRY

Discussions will center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: Engl 409 or permission of instructor. (Credit, full course.) Prunty, Stephens

420. ADVANCED CREATIVE WRITING: FICTION

Discussions will center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: Engl 410 or permission of instructor. (Credit, full course.) Staff

421. ADVANCED CREATIVE WRITING: PLAYWRITING

Discussions will center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: Engl 411 or permission of instructor. (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.
   c. The Costa Rica Program (Sustainable Development in Costa Rica) fulfills the Environmental Studies humanities/social science requirement.
   d. The Island Ecology Program fulfills the Environmental Studies science requirement.

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. The Environmental Studies Capstone Seminar, ES 400 (See description below.)
b. 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.
c. 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.)
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.)

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
   The Costa Rica Program (Sustainable Development in Costa Rica)
   Economics 335*: Environmental Economics
   Economics 381*: Political Economy of Sustainable Development
   Forestry 201*: Natural Resource Issues/Policy
   Forestry 212*: Forestry in the Developing World
   Philosophy 230: Environmental Ethics
   Political Science 208: Environmental Policy
   Political Science 381: Political Economy of Sustainable Development
   Religion 341*: Religion and Ecology

2. Sciences list:
   Biology 114: Botany
Biology 115: Biological Conservation
Biology 131: Principles of Biology I
Biology 200*: Entomology
Biology 201*: Ornithology
Biology 202*: Invertebrate Zoology
Biology 206*: Plant Ecology
Biology 209: Conservation Biology
Biology 210*: Ecology
Biology 310*: Plant Evolution & Systematics
Biology 311*: Behavioral Ecology
Biology 312*: Global change Biology
Chemistry 104*: Environmental Chemistry
Forestry 121: Introduction to Forestry
Forestry 211*: Dendrology
Forestry 230*: Urban Forest Management
Fors 303/Geol 303*: Soils
Forestry 305*: Forest Ecology
Forestry 312*: Silviculture
Fors 314/Geol. 314*: Hydrology
Forestry 316*: Tropical & Boreal Forest Ecosystems
Forestry 319*: Natural Resource Management
Geology 121: Physical Geology
Geology 215*: Geological Resources
Geology 222*: Historical Geology
Geology 230*: Paleoecology
Geology 235*: Earth Systems and Climate Change
Geology 323*: Geology of the Western US
Geol 328/Fors 328*: Geology & Forest Ecology of Yellowstone Island Ecology Program
Physics 105: Environmental Physics
Psychology 353*: Animal Behavior

*Courses marked with an asterisk have a prerequisite.

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

283. ENVIRONMENTAL HISTORY
A study of critical environmental issues, particularly in Africa and the Middle East, with a focus on the increasing scarcity of renewable resources and the consequent rise of violent conflicts. (Credit, full course.) A. Knoll

300. SEMINAR IN ECOLOGY AND ETHICS
Students will analyze and evaluate scientific and ethical arguments from selected environmental issues. Emphasis will be on exploring the relationship between science and ethics. A research project is required. Fulfills the capstone experience of the Environmental Studies concentration. Prerequisite: one course from each of the two groups of Environmental Studies courses (science and humanities/social science) or permission. This course will count as hours outside the major field for all majors unless it is accepted in fulfillment of a requirement for a specific major. (Credit, full course.) Peters and Haskell

301. INTRODUCTION TO SPATIAL INFORMATION SYSTEMS AND FIELD MAPPING
An introduction to the ArcView Geographic Information System and the concepts and uses of Spatial Information Systems, the analytic side of GIS. The course will focus on the use of GIS in natural systems but will have modules and exercises in the social science aspects including crime mapping and human demographics. The course will also contain three modules on field mapping. No prerequisites but trigonometry very useful and students should know the basics of Windows and Excel. Not open for credit to students who have completed Forestry/Geology 410. (Credit, full course.) Staff

400. SEMINAR IN ENVIRONMENTAL STUDIES
A capstone experience for the Environmental Studies concentration. An examination of selected environmental issues from a variety of perspectives in the natural and social sciences and humanities. Special emphasis on student research on the Domain and in the region. (Credit, full course.) Staff
FORESTRY & GEOLOGY

Professor Potter
Professor Shaver
Associate Professor M. Knoll, Chair
Associate Professor Torreano
Associate Professor Kuers
Assistant Professor K. Smith

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 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 Paleocology (Geol 230) 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.) K. 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
FORESTRY

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). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips (including one weekend trip). (Credit, full course.) **M. KNOLL, POTTER, SHAVER.**

#### 215. ECONOMIC GEOLOGICAL RESOURCES
A study of economically valuable minerals and rocks (including metals, nonmetals, industrial minerals, and hydrocarbons) in terms of their origin, tectonic settings, extraction, and use. Topics include global distribution and genesis of deposits in relation to plate tectonic theory, prospecting techniques, mining methods, mining laws, economics of the mineral and petroleum industries, and environmental problems associated with exploration and development. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, (Credit, full course.) **SHAVER**
221. MINERALOGY
A study of the occurrence, crystal structure, chemistry, and origin of minerals, with special emphasis on geological environments that form or modify them. Laboratory work includes hand-lens, microscopic, and X-ray diffraction analysis of minerals. Lecture, three hours; laboratory and field work. Fall of odd-numbered years. (Credit, full course.) Shaver

222. HISTORICAL GEOLOGY
A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. Prerequisite: Geology 12L. 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. 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

235. EARTH SYSTEMS AND CLIMATE CHANGE
A study of climate change, its causes, and the impact of such change on sea level, glacial regimes, and the development of life through geologic time. Special emphasis on evidence for past and recent climate
change. Prerequisite: Geol 121. (Credit, full course.) 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, three hours. (Credit, full course.) K. SMITH, TORREANO

314. HYDROLOGY

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Prerequisite: Geology 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. KNOLL

320. IGNEOUS AND METAMORPHIC PETROLOGY

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics to include origin and crystallization of different magma types, metamorphic processes, and tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Prerequisite: Geology 221. Lecture, three hours; laboratory and field trips. Spring of even-numbered years. (Credit, full course.) SHAVER

322. GEOLOGY OF THE WESTERN UNITED STATES

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course
may be earned with successful completion of a field trip to the western United States. Prerequisite: Geology 121 and permission of the instructor. Spring of even-numbered years. (Credit, full course.) Potter

323. GEOLOGY OF THE WESTERN U.S.
A detailed field notebook is kept by students on this three-week trip. Early summer of even-numbered years. (Credit, half course.) Potter

325. FIELD AND STRUCTURAL GEOLOGY
A study of deformed rocks and an introduction to tectonics. Preparation and interpretation of geologic maps; solution of basic structural problems. Field work emphasizes geologic mapping on the Cumberland Plateau and in more structurally deformed areas in eastern Tennessee. Prerequisite: Geology 121. Lecture, three hours; laboratory and field work. Spring of odd-numbered years. (Credit, full course.) Potter

328. GEOLOGY AND FOREST ECOLOGY OF THE YELLOWSTONE COUNTRY
A study of the geologic framework, hydrology, and forest ecology of Yellowstone National Park of the Northern Rocky Mountain region. Focuses on the interrelationships between geology and forest ecology, and on the influence of fire. An additional half course may be earned with successful completion of a field trip to the Yellowstone area. Prerequisite: Geology 121, permission of the instructors, and one of the following: Forestry 121, Forestry 211, Biology 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)
Prerequisite: Geology 328. Three-week field trip to the Yellowstone-Grand Teton region of Wyoming and Montana. Late summer of odd-numbered years. (Credit, half course.) M. Knoll, Kuers

330. INVERTEBRATE PALEONTOLOGY
Identification, classification, and history of the major invertebrate phyla. Special emphasis on the use of fossil marine invertebrates and trace fossils as stratigraphic and sedimentologic tools.
GEOLOGY

Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, three hours. Fall of even-numbered years. (Credit, full course.) M. KNOLL

332. JUNIOR PRESENTATIONS

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

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

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

444A. INDEPENDENT STUDY

An opportunity for students to explore a topic of interest in an independent or directed manner. (Credit, full course.) STAFF

444B. INDEPENDENT STUDY

(Credit, half course.) STAFF
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 art history 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 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 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, and 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, Sarrasine, 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, CHAIR

PROFESSOR ZACHAU

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.

MINOR IN GERMAN: A student wishing to increase proficiency in German and complement another field of study, such as economics, English, geology/forestry, history, political science, religion or the sciences, may minor in German by taking at least five courses in German language, literature and culture at the 300 level and above. A period of study/work abroad is desirable. No comprehensive exam is required.

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.)

**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.)

**306. MODERN SWISS AUTHORS**

A reading of one major work by both Friedrich Dürrenmatt (Der Besuch der alten Dame) and Max Frisch (Biedermann und die Brandstifter or Homo Faber), together with some short works of the lesser known authors like Peter Bichsel. (Credit, full course.)

**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.)

**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.)

**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.)

**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 Günter 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), CHAIR
PROFESSOR ZACHAU (GERMAN)

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.

355. THE NAZI PERIOD

An examination of the connection between Nazi ideology and German culture of the 1930s and 1940s. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. Included are examples from the works of Thomas Mann, Bertolt Brecht and Gunter Grass, along with film screenings such as Triumph of the Will, Jacob the Liar, and Europa Europa. The course will be taught in English and does not fulfill the language requirement. (Credit, full course.) Zachau

444. INDEPENDENT STUDY

(Credit, variable from half to full course.) Staff

CORE COURSES

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

RELATED COURSES:

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

ANTH 303: Peoples and Culture of Europe
ArtH 326: Northern Renaissance Art
ArtH 335: 19th Century Art
ECON 350: Comparative Economic Systems
HIST 309, 311: Politics and Society in Europe
HIST 396: The Origins and Conduct of the First World War, 1900-1919
MUS 206: Music of the Classical Period
MUS 208: Music of the Romantic Period
PHIL 319: 19th Century Philosophy
HISTORY

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 RIDDARD
ASSOCIATE PROFESSOR WILLIS
ASSOCIATE PROFESSOR REGISTER
ASSOCIATE PROFESSOR MCEVOY
ASSISTANT PROFESSOR ROBERSON
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

283. ENVIRONMENTAL HISTORY
A study of critical environmental issues, particularly in Africa and the Middle East, with a focus on the increasing scarcity of renewable resources and the consequent rise of violent conflicts. (Credit, full course.) A. Knoll
298. THE ART OF WAR FROM ANCIENT TIMES TO THE PRESENT

This survey will investigate how war has been waged through the ages. Although the course emphasizes battles in the Western World, it will include non-western contributions to the waging of war, particularly those of Africans and Middle Easterners. (Credit, full course.) Knoll

301. ANCIENT GREECE

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

302. ANCIENT ROME

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

303, 304. MEDIAEVAL EUROPE

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

305. THE RENAISSANCE

The history of Europe during the fourteenth, fifteenth, and early sixteenth centuries, with emphasis on the Renaissance in Italy and in northern Europe and the emergence of Christian humanism. (Credit, full course.) Patterson

306. THE REFORMATION ERA (ALSO RELIGION 306)

The history of Europe, principally in the sixteenth century, with attention to ideas and the interaction of religion and society; includes the Protestant and the Catholic Reformations and the beginning of the era of religious wars. (Credit, full course.) Patterson

307. 17TH-CENTURY EUROPE

The "crisis" of the seventeenth century and the upheavals in the Netherlands, Germany, Spain, England, and France; the dominance of France in the age of Louis XIV; the character of the emerging states and national cultures of Europe by about 1715. (Credit, full course.) Patterson
308. THE REVOLUTIONARY ERA
The transformation of state and society from the Old Regime to the time of Napoleon. Emphasizes the causes and phases of Europe’s first revolution, in France, 1750-1815. (Credit, full course.) FLYNN

309. POLITICS AND SOCIETY IN EUROPE 1815-1914
A study of the foreign and domestic policies of the principal states, problems arising from the Industrial Revolution, liberal democracy, nationalism, and socialism, and the origins of World War I. (Credit, full course.) FLYNN

311. POLITICS AND SOCIETY IN EUROPE AFTER 1914
The external and internal development of the principal states, revolution, fascism, the search for a system of collective security, World War II, the Cold War, the democratic welfare state, and the European unity movement. (Credit, full course.) FLYNN

312. 18TH-CENTURY ENGLAND
A seminar in eighteenth-century English studies with emphasis on social and cultural development. (Credit, full course.) PERRY

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 Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcom 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, 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, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. (Credit, full course.) Roberson

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 (ALSO THIRD WORLD STUDIES 359)
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. (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
369. MUSLIM SPAIN: GLORY, DECLINE, AND LASTING INFLUENCE IN CONTEMPORARY SPAIN

A study of the rise of al-Andalus and the caliphate of Cordoba. The succeeding Taifa kingdoms, Almohad and Almoravid dynasties, and the Nasrid rule in Granada will be studied as well as the Reconquest by the Christian kingdoms of the north. Special attention to the concepts of *convivencia* and *mudejarismo*. This course is part of the Sewanee Semester in Spain. (Credit, full course.) CEPEDA/CHICO

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

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**

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, half to 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 PETERMAN (PHILOSOPHY)
PROFESSOR W. CLARKSON (ENGLISH)
ASSOCIATE PROFESSOR WILLIS (HISTORY)
ASSOCIATE PROFESSOR J. GRAMMER (ENGLISH)
ASSOCIATE PROFESSOR RIDYARD (HISTORY)
ASSISTANT PROFESSOR MILLER (MUSIC)
ASSISTANT PROFESSOR RAULSTON (SPANISH)
Assistant Professor Outka (English)
Assistant Professor Brennecke (Art History)
Visiting Assistant Professor Huber (Classical Studies)
Visiting Assistant Professor Dover (History)
Visiting Assistant Professor Gregory (Art History)

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 Homer’s *Odyssey*, the Parthenon, Sophocles’ *Antigone*, Plato’s *Apology of Socrates*, Plato’s *Symposium*, Vergil’s *Aeneid*, Genesis, Exodus, Hosea, The Gospel of Luke, and I Corinthians. (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*, *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**

An interdisciplinary study of the period spanning 1486-1787, which emphasizes the diverse and sometimes contradictory legacies of Renaissance humanism, the Protestant Reformation, and the Enlightenment. Central texts include More’s *Utopia*, Luther’s *Christian Liberty*, Shakespeare’s *Twelfth Night*, Monteverdi’s *Vespers of the Blessed Virgin*, Descartes’ *Discourse on Method*, Milton’s *Paradise Lost*, Locke’s *Second Treatise of Government*, Voltaire’s *Candide*, Mozart’s *Don Giovanni*, and selected documents from the American Revolution. (Credit, full course.) **STAFF**

**202. TRADITION AND CRITICISM IN WESTERN CULTURE—THE MODERN WORLD, ROMANTIC TO POST-MODERN**

This interdisciplinary study of the period reaching from the late eighteenth century to the present day emphasizes the philosophical and aesthetic responses to the political, industrial, economic, and scientific revolutions of modernity. Designed as an introduction to the radical critiques of the humanities in the contemporary university, the course features such texts as Burke’s *Reflections on the Revolution in France*, Beethoven’s *Ninth Symphony*, Dickens’ *Hard Times*, Marx and Engels’
ITALIAN


ITALIAN

INSTRUCTOR L. RICHARDSON, CHAIR

Italian is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Only four semesters of Italian are offered; therefore it is not possible to major or minor in Italian. It is, however, possible to satisfy the 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 Tsuji
INSTRUCTOR Yamakawa

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

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

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

203. INTERMEDIATE JAPANESE
Development of conversational skills. Works on longer expressions, especially related to time. Acquisition of the third type of Japanese scripts: Kanji. Reading and writing of short texts which contain Katakana, Hiragana, and a limited number of Kanji. (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 Hitchcock
INSTRUCTOR Lowry

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

MATHEMATICS & COMPUTER SCIENCE

Professor Alvarez, Chair
Professor F. Croom
Professor Ross
Professor Priestley
Professor Parrish
Professor J. Cunningham
Associate Professor Lankewicz
Associate Professor Cavagnaro
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 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 mathematics’ 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. 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.) **ALVAREZ**

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.) **Ross**

**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.) **PRIESTLEY**

**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.) **CAVAGNARO**

**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.) **PRIESTLEY**

**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.) Puckette

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.) Cavagnaro

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.) Priestley

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

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.) Alvarez

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
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.) Parrish

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

344. ROBOTICS
An overview of the field of robotics with special emphasis on motion planning. In addition to basic computer science concepts, introductions to the necessarily related fields of mechanical and electrical engineering will be provided as appropriate. Computer simulations will be used and students will get hands-on experience with “real world” robotics through assignments using project component kits. Prerequisite: CprS 157. (Credit, full course.) Dale

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

360. PRINCIPLES OF INTERACTIVE COMPUTER GRAPHICS
Introduction to interactive computer graphics including 2D and 3D viewing, clipping, hidden line/surface removal, shading, interaction handling, geometrical transformations, projections, and hierarchical data structures. Brief introductions to related and dependent fields of physically-based modeling and scientific visualization will be included. Prerequisite: Computer Science 257. (Credit, full course.) Dale

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

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. Prerequisite: Computer Science 270. (Credit, full course.) Lankewicz

421. COMPILER WRITING

Regular and context-free languages, lexical and syntactic analysis, type checking, code generation and optimization. Prerequisites: Computer Science 310 and 376. (Credit, full course.) Parrish

428. OPERATING SYSTEMS

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Mathematics 215 and Computer Science 270. (Credit, full course.) Lankewicz

430. PATTERN RECOGNITION

Study of intelligent problem-solving, searching algorithms, inference systems, and machine intelligence. Topics covered include Bayesian decision theory and pattern recognition techniques such as neural networks, genetic algorithms, and traditional artificial intelligence methodologies. Prerequisite: Mathematics 302 and Computer Science 257. (Credit, full course.) Staff

444. INDEPENDENT STUDY

(Credit, half to full course.) Staff

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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Medieval Art (320)</td>
<td>full course</td>
</tr>
<tr>
<td>Classics</td>
<td>Medieval Latin (405)</td>
<td>full course</td>
</tr>
<tr>
<td>English</td>
<td>Earlier Medieval Literature, Chaucer (311, 312)</td>
<td>2 full courses</td>
</tr>
<tr>
<td>History</td>
<td>Medieval Europe (303, 304)</td>
<td>2 full courses</td>
</tr>
<tr>
<td>Philosophy</td>
<td>History of Philosophy (203)</td>
<td>full course</td>
</tr>
<tr>
<td></td>
<td>Medieval Philosophy (302)</td>
<td>full course</td>
</tr>
</tbody>
</table>

TOTAL: 8 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.

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
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, 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

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.) Shradar

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.) Shradar

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

255. WORKSHOP FOR THE SINGING ACTOR

Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course will cover a variety of musical styles with emphasis on Broadway and opera scenes. Prerequisite: permission of instructor. (Credit, full course.) Rupert

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

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

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

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

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 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

240. CONTROVERSIES IN FEMINIST ETHICS (ALSO WOMEN'S STUDIES 240)
An examination of the debates and issues that are central to feminist ethics. Topics covered include some of the following feminist challenges to traditional Western ethical theories: that traditional ethical theories have overlooked the significance of the emotions for moral reasoning and justification, that traditional theories have incorrectly emphasized justice, universality, and impartiality rather than care and attachments to particular individuals, and that Western ethics includes problematic assumptions about the atomistic nature of human beings. The course also explores the contemporary debates surrounding applied issues of particular interest to feminist authors, such as filial obligations, marriage, sexuality, abortion, prostitution, and pornography. (Credit, full course.) STAFF
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

340. KIERKEGAARD
An examination of the philosophy of Soren Kierkegaard through a close reading of such primary texts as Either/Or, The Sickness Unto Death, Philosophical Fragments, Concluding Unscientific Postscript, and The Concept of Anxiety. Prominent themes may include, among other things, Kierkegaard's conception of the self and the various types of despair that constitute a misrelation of the self; his conception of the differing aesthetic, ethical and religious spheres of existence; his critiques of modern philosophy and the modern church; and his understanding of the significance of various philosophical and religious beliefs and activities for living well. (Credit, full course.) Staff
PHILOSOPHY

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 & ATHLETICS

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/MOONEY

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. YOGA
(No course credit) Goubeaud

180. SPORT AVIATION
(No course credit) Backlund

190. BEGINNING BOULDERING
Explanatory note: Bouldering is a type of low-to-the-ground rock climbing that does not utilize ropes or most other technical climbing equipment. Sewanee, with its sandstone crags, is ideally suited to this popular sport. The course covers the basics of the sport, with special emphasis on safety. (No course credit) M. Knoll

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) Staff

252. ADVANCED SCUBA
(No course credit) Staff

253. RESCUE SCUBA
(No course credit) Staff

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) **STAFF**

326. LACROSSE  
(No course credit) **STAFF**

330. CREW TEAM  
(No course credit) **STAFF**

351. AMERICAN RED CROSS LIFEGUARD  
(No course credit) **OBERMILLER**

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

401. WATER SAFETY INSTRUCTION  
(No course credit) **STAFF**

438. SPORTS MEDICINE  
(No course credit) **STAFF**

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) **BAKER**

453. VARSITY BASKETBALL  
(No course credit) **BOOKER, 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) **HEITZENRATER**
458. VARSITY FOOTBALL
(No course credit) Windham

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

460. VARSITY CROSS COUNTRY
(No course credit) Heitzenrater

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 F. Hart
Professor Peterson, Chair
Associate Professor Durig
Associate Professor Szapiro
Adjunct Professor Pender
Visiting Assistant Professor Ouzits

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/astronomy. The requirements for a minor are Physics 250, Physics 251, and Physics 444B. In addition, each student must complete one of the following three sets of courses:

Option A: Physics 201 and either Geology 121 or Geology 228; Option B: Physics 303 and Physics 304; Option C: Physics 307 and Physics 308.

The total number of courses required for the minor is 4.5. An average grade of at least C is required for successful completion of the minor. Comprehensive examinations are not required, but each student must present the results of the Physics 444 project during a seminar.

101, 102. GENERAL PHYSICS

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra and calculus. Lectures: three hours; laboratory, three hours. Corequisite: Mathematics 101, 102. (Credit, full course.) 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 FRAC TALS 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 an 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

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.) OZTIS

304. THEORETICAL MECHANICS
Moving coordinate systems, rigid-body dynamics, Lagrangian
mechanics, and variational principles. Prerequisite: Physics 303. (Credit,
full course.) OZTIS

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.) **PETERSON**

**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.) **PETERSON**

**444. INDEPENDENT STUDY**

For selected students. (Credit, variable.) **STAFF**
POLITICAL SCIENCE

Professor Keele
Professor Brockett
Professor Dunn, Chair
Professor B. Ward
Professor T. Kazee
Associate Professor R. Pearigen
Associate Professor Wilson
Assistant Professor McKeen
Assistant Professor Schneider
Visiting Assistant Professor Warner

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.) McKeen, Pearigen

150. WORLD POLITICS
An introduction to the study of international relations concentrating on perspectives and policies of major countries, principal institutions, international law and international organization, and selected topics—for example, arms races and arms control, economic and political integration, disparities of income, problems of food and population, and human rights. Course requirements may include simulation. (Credit, full course.) B. Ward and Dunn

201. POLITICAL PARTIES AND PRESSURE GROUPS
The history, organization, and functions of political parties; the activities and importance of pressure groups and propaganda; the relationship between economic power and politics. (Credit, full course.) Staff

203. THE PRESIDENCY
A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies. (Credit, full course.) Brockett and Kazee

204. LEGISLATIVE PROCESS
The composition, organization, procedure, and powers of legislative bodies in the United States and abroad. (Credit, full course.) Kazee

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**

**214. POLITICS AND THE MEDIA**

An assessment of the role mass media play in American politics. Particular emphasis is given to interactions between the news media and major American political institutions, such as Congress and the presidency. The course investigates as well the impact the media may have at the individual level (e.g., on the formation and change of political attitudes among the mass public) and at the systemic level (e.g., on public policy making). (Credit, full course.) **Kazee**

**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,
POLITICAL SCIENCE

and critiques of socialism by those who have lived through it. The course emphasizes the scientific and utopian elements in socialist theory. (Credit, full course.) **Wilson**

260. **EUROPEAN POLITICAL RELATIONS**

This course focuses on the trends of political relations among European countries since 1945. The principal topic is political and economic integration as seen in the development of the European Union. Other topics include the Atlantic relationship as seen in NATO, the institutionalization of a human rights regime, the dynamics of East-West relations, and the international issues facing the former communist states of the East. (Credit, full course.) **B. Ward**

301. **HISTORY OF POLITICAL THEORY**

The development of political thought in the West from the Greeks to the mid-seventeenth century. (Credit, full course.) **McKeen**

302. **RECENT POLITICAL THEORY**

A continuation of Political Science 301 from Locke to the twentieth century. (Credit, full course.) **McKeen**

303. **WOMEN AND POLITICS**

A study of leading women political theorists (and, thereby, major currents of contemporary social thought as well) including liberalism, socialism, and post-modernism. The reading list will include selections from authors beginning with Mary Wollstonecraft, but will focus primarily on late twentieth-century writers such as Heidi Hartmann, Monique Wittig, Luce Irigary, Carole Pateman, Alison Jaggar, and bell hooks. (Credit, full course.) **McKeen**

304. **AMERICAN POLITICAL THOUGHT**

This course traces the emergence of different strands in American political thought, beginning with the rival interpretations of notions such as freedom and self-government during the period of the founding. Selected topics include race and strategies for social change, communitarianism and neo-conservatism, feminism, Christian fundamentalism, and green politics. (Credit, full course.) **McKeen**

305. **POLITICS OF EVERYDAY LIFE**

This course examines culture as an arena of political conflict. The
course begins with a discussion of Antonio Gramsci's theory of cultural hegemony, which will serve as a guide through the rest of the semester. How do political actors try to use cultural media to shape the way people think about their world and politics? Students will discuss institutions and various forms of popular culture from the United States and elsewhere. (Credit, full course.) Wilson

308. PUBLIC POLICY
   An analytical examination of public policy-making. Special attention is given to selected policy areas such as health, environment, income support, and the economy. (Credit, full course.) Brockett

311. POLITICS OF CENTRAL AMERICA AND THE CARIBBEAN
   An intensive study of political life in selected countries in the region, including both domestic and foreign influences and policies. Substantial attention is given to United States relations with the region. (Credit, full course.) Brockett

318. COMPARATIVE POLITICS: SOUTH AMERICA AND MEXICO
   A general survey of political life in Latin America, as well as specific study of the most important countries—Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies. (Credit, full course.) Brockett

320. CONTEMPORARY AMERICAN POLITICS
   This course focuses on major forces that shape the contemporary political landscape including: 1) race in American politics; 2) post-Watergate media; 3) the rise of religious conservative coalitions. Emphasis is given to how forces affect the response of political actors, political parties, and problem definition. Prerequisite: Political Science 101. (Credit, full course.) Staff

322. UNITED STATES FOREIGN POLICY
   An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations. (Credit, full course.) B. Ward
326. COMPARATIVE ASIAN POLITICS
A survey of the development of East Asian politics during the twentieth century, from the period of Japanese colonialism through the present. The course will examine political developments in Japan, China, Taiwan, and South Korea. Particular attention will focus on the formation of centralized states, single-party rule, attempts to liberalize politics, and international integration. (Credit, full course.) WILSON

329. COMPARATIVE AFRICAN POLITICS
A comparison of the politics of sub-Saharan Africa. An exploration of state-society relationships in independent Africa and the challenges of warlord politics to the African state system. (Credit, full course.) DUNN

331. INTRODUCTION TO CONSTITUTIONAL LAW
The origin of the U.S. Constitution and its development through judicial interpretation will trace significant court decisions involving legislative, executive and judicial powers, and intergovernmental relations. (Credit, full course.) KEELE and PEARIGEN

332. CONTEMPORARY CONSTITUTIONAL LAW
An examination of selected contemporary problems in civil rights and civil liberties in the United States emphasizes judicial interpretations of the Bill of Rights and the Fourteenth Amendment. (Credit, full course.) KEELE and PEARIGEN

333. HUMAN RIGHTS
The course introduces human rights conditions in today’s world. While it covers varying philosophical traditions of human rights, major emphasis is placed on how different actors and institutions are able to influence human rights conditions, both from an international and domestic perspective. (Credit, full course.) STAFF

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 and Schneider

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 (ALSO HISTORY 356)
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.) 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

366. INTERNATIONAL POLITICAL ECONOMY
This course examines the dynamics of international political and
economic relations. Issues of trade, monetary and financial networks, investment, North-South relations, and the international system will be explored. The international context of development will receive particular attention. (Credit, full course.) **Wilson**

**368. ARMS CONTROL AND INTERNATIONAL SECURITY**

Students in this course will examine such problems as disarmament, arms control, conventional arms transfers, and nuclear proliferation. Particular attention will be given to the diplomacy of attempting to reach agreements and to the relationship between arms control and international security. (Credit, full course.) **B. Ward**

**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**

**381. THE POLITICAL ECONOMY OF SUSTAINABLE DEVELOPMENT (ALSO ECONOMICS 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
POLITICAL SCIENCE

combined with case studies. Course is identical to PolS 461 with the exception that special attention is given to research in 461. Students taking this course may not take PolS 461. (Credit, full course.) BROCKETT

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

402. RESEARCH SEMINAR: POLITICAL ECONOMY

This course introduces the methods used in the study of political economy and some of their applications. Students will read about and research such topics as collective action, property rights, and the nature of the state and its relationship to the economy. The course addresses the interaction of politics and economics and the application of rational action models to political phenomena. (Credit, full course.) WILSON

406. JURISPRUDENCE

A study of the philosophy and development of law through the centuries. Particular emphasis will be on law in the classical period as well as the more modern historical, analytical, and sociological schools of jurisprudence. (Credit, full course.) PEARIGEN

407. RESEARCH SEMINAR IN POLITICAL BEHAVIOR

A study of the political opinion and behavior (including voting) of the general public, with special attention given to developing appreciation of, and skill in, empirical analysis. (Credit, full course.) BROCKETT
408. RESEARCH SEMINAR ON SOUTHERN POLITICS

Politics in the American South is presented in three segments: 1) a survey of the themes and characteristics of Southern politics as they grew out of the history, culture, and political economy of the region; 2) the structure and evolution of public opinion and behavior in the last two decades; 3) a detailed analysis of the politics of the individual states that comprise the region. Prerequisite: Political Science 101. (Credit, full course.) STAFF

422. SEMINAR ON TOPICS IN INTERNATIONAL ORGANIZATION

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

425. SEMINAR ON INTERNATIONAL POLITICS

Theories of international relations are examined as frameworks for analyzing the elements, organization and strategies of international politics. The course will combine use of empirical data with analysis of central concepts such as the balance of power, deterrence, national interest, sovereignty, and bipolarity. (Credit, full course.) B. WARD

426. SEMINAR ON PUBLIC POLICY

An analytical examination of public policy-making with attention to selected policy areas such as health, environment, income support, and the economy. Course is identical to PolS 308 with the exception that special attention is given to research in 426. Students taking this course may not take PolS 308. (Credit, full course.) BROCKETT

429. SEMINAR ON COMPARATIVE POLITICS

A seminar on the comparative approach to the study of national politics and government will emphasize topics such as nation and state building, political culture, social cleavages, political parties and other linkage institutions, public policy making, and political change. (Credit, full course.) STAFF
430. RESEARCH SEMINAR: TOPICS IN INTERNATIONAL SECURITY

Students will join the instructor in exploring a selected topic related to international security. Such topics could include arms control, security structures, regional instability, and the U.S. role in conflicts and in conflict resolution. (Credit, full course.) B. WARD

432. POLITICAL FIELD RESEARCH

Students will study political ethnographies and works on ethnographic methods, including interviewing and participant observation. The student will complete a research project of some political subject in the community. (Credit, full course.) WILSON

440. TUTORIAL IN PUBLIC LAW

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

444. INDEPENDENT STUDY

For selected students. May be repeated more than once for credit. (Credit, half to full course.) STAFF

450. HONORS TUTORIAL

Seniors only. Permission of the department chairman required. (Credit, full course.) STAFF

461. SEMINAR ON THE POLITICAL ECONOMY OF SUSTAINABLE DEVELOPMENT

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. Course is identical to PolS 381/Econ 381 with the exception that special attention is given to research in 461. Students taking this course may not take Econ 381/PolS 381. (Credit, full course.) BROCKETT
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**

133. **PRINCIPLES OF PSYCHOLOGY**

A survey of three approaches to modern psychology—psychoanalytic (Freud updated with Erikson), behavioral (applications of the work of Pavlov and Skinner), and social cognitive (Rotter and Bandura)—followed by a comparison of the approaches using novels. Not open for credit for students who have completed either Psyc 107 or Psyc 108. Prerequisite: Junior standing. (Credit, full course.) **PEYSER**

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. (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**

205. **ANXIETY AND TREATMENT METHODS**

A review of the medical classification and causes of DSM-IV Anxiety Syndromes. The course will introduce cognitive-behavioral procedures used to reduce anxiety in clinical populations. Students will learn to apply these procedures to personal nonclinical conditions and will compare theoretical applications vs. their experience. Students will present a literature review on a selected anxiety topic such as an assessment instrument, a specific anxiety syndrome, a selected population or an advanced procedure. The class is only offered on a pass/fail basis and attendance at all classes is an essential requirement for a pass. Prerequisite: 108 or junior standing. Permission of the instructor is required. (Credit, half credit.) **SPAULDING**

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**

230. ADULT DEVELOPMENT AND AGING

An introduction to theoretical models and empirical methods in the study of the three phases of adulthood (young, middle, and older adulthood). Topics will include the major biological/physiological, cognitive, personality, social, and cultural influences associated with each phase of the adult life cycle. Myths and realities regarding adulthood and the aging process will be examined and discussed. There will also be exploration of the normative challenges of adulthood, adult coping skills, death and dying, and occupational, social, and family roles. Prerequisite: Psyc 107 or Psyc 108. (Credit, full course.) **POPE**

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.) Lohr, 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 (ALSO WMST 412)
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 and/or women's studies, 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 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.

Religion 111 or a course in philosophy or humanities is considered foundational for all other courses, except as indicated below. A few courses with specific prerequisites are indicated below. Any religion course will satisfy the religion/philosophy core requirement.

**MAJOR IN RELIGION:** The major in Religion is satisfied by the completion of at least ten religion courses. The following courses are required for the major: Religion 111, 121, 141, 151, 161 (or 162) and five additional upper-level courses in religion. Students may focus their upper-level course work in a particular sub-field (ethics, Asian religions, philosophical theology, scripture or religion and culture). Each student must pass a two-part written comprehensive examination in their senior year.

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: 1) an average of at least B+ with no grade below a B– in religion course; 2) a superior performance on the comprehensive examination; 3) a substantial essay or original project, usually as part of a 444 course, and oral defense or presentation of the work; 4) additional course work in religion beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student's work in religion; 5) ability to use a language other than English in the study of religion.

**MINOR IN RELIGION:** For a minor in religion a student must take at least six religion courses, maintaining in these courses a grade average of C (2.00) or higher.
111. INTRODUCTION TO RELIGION
An examination of the nature of religion as an aspect of universal human experience. (Credit, full course.) STAFF

120. INTRODUCTION TO JUDAISM
Survey of Judaism and its emergence from Israelite Religion as evidenced in the Tanakh (Jewish Bible) into the Rabbinic culture of interpretation and Halakah (Jewish law). Approach is both historical and thematic. Focus is upon key periods of Judaism’s development and the major ideas, movements and practices central to ancient and modern Jewish life and thought. Attention paid to the role of sacred Jewish texts and interpretation, community, covenant and halakhic observance. (Credit, full course.) PARKER

121. THE RESPONSIBLE SELF
Examination of the role of religion, reason and desire in the shaping of the form and content of ethical decision-making and action. Focus is upon major currents of Western ethical theory and Jewish, Christian and atheistic analyses of the self. Issues include moral authority and judgment and responsibility to self, other and community. Works include Hebrew Bible, Kant, Aristotle, H.R. Niebuhr, Walter Wurzburger, James Cone and Laurie Zoloth-Dorfman. (Credit, full course.) PARKER

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**

220. THE HOLOCAUST, RELIGION AND MORALITY
An examination of the Holocaust from theological, historical and social psychological perspectives. Exploration of diverse religious and moral worldviews with particular attention to the ethical and unethical responses of victims, perpetrators and witnesses. What are the implications of the Holocaust for transformation of moral thought and behavior? Topics include cruelty, social conformity, altruism, forgiveness, survival and the function of conscience during and in the aftermath of atrocity. Authors include Emil Fackenheim, Elie Wiesel, Raul Hilberg, Christopher Browning, Primo Levi, Marion Kaplan, Philip Hallie, and Lawrence Langer. (Credit, full course.) **Parker**

223. FEMINIST AND WOMANIST RELIGIOUS ETHICS
Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus will be upon religious and non-religious ethical thought as it relates to the construction of gender identity, and the implications for an understanding of economic justice, racism, familial relations and gendered participation with religious traditions
and theological communities. Authors include Katie Canon, Sharon Welch, Delores Williams, Judith Plaskow, Rachel Adler and Audre Lourde. (Credit, full course.) **PARKER**

### 224. JEWISH ETHICS
Examination of the sources, traditions and applications of Jewish ethical thought and practice. Focus will be on biblical, rabbinic and contemporary Jewish ways of understanding ethical practice and normative principles. Special attention given to nature of covenantal relation to God in Halakah (Jewish law) and Jewish social and familial structures, and the special challenge presented by the Holocaust. Authors include Eugene Borowitz, David Novak, Appel Gerson, Raciel Biale, Eliezer Berkovitz, Louis Newman and Blu Greenberg. (Credit, full course.) **PARKER**

### 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**

### 265. ETHICAL THOUGHT AND THE AFRICAN AMERICAN EXPERIENCE
Examination of the ethical thought and action of African American
social movements and religious communities. Focus is upon the traditions of moral reasoning and practical action within Black religious and political communities, and the communal and individual responses to systemic racism and institutional and random violence. Texts include spiritual autobiography, African slave narratives, political treatises, fiction, and theological and philosophical writings. Authors include Howard Thurman, Martin Luther King, Jr., Toni Morrison, Cornel West, W.E.B. DuBois, Alice Walker and Malcom X. (Credit, full course.) Parker

300. THE RISE OF CHRISTIANITY

The history of Christianity from its origins to 451 in its historical, religious, and social contexts. Prerequisites: Religion 200, Religion 241, or Humanities 102. (Credit, full course.) Staff

301. CHRISTIANITY: 100-1300

A survey of the development of Christianity from the early church through the high Middle Ages, including significant writers and their contexts, popular movements, minority voices, and artistic expressions. (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

304. THE ETHICS OF DIALOGUE

Examination of the religious and philosophical tradition of dialogical ethics. Focus will be on the classical, modern and contemporary understanding of the “living speech” within Jewish and Christian thought. In particular, attention given to existentialist, feminist and Levinasian ethical theory and their efforts to explain reciprocity, Divine-human and interhuman relationship, justice and duty. Authors include
Plato, Martin Buber, H.R. Niebuhr, Gabriel Marcel, Emmanuel Levinas and Seyla Benhabib. Prerequisite: permission of instructor. (Credit, full course.) PARKER

316. THE MYSTICAL WAY
An exploration of the concept of mysticism and examination of relevant texts from both Eastern and Western religious traditions. (Credit, full course.) CARDEN

321. INTRODUCTION TO CHRISTIAN THEOLOGY
An examination of the basic features of the Christian faith with principal orientation toward present-day problems and issues. (Credit, full course.) STAFF

322. THE REALITY OF GOD
The question of the reality of God as confronted in Christian and Jewish theology since 1940. Specific topics: the “Holocaust,” “death of God,” liberation theology and the feminist critique of religion, ecology and natural theology, and religious pluralism. (Credit, full course.) CARDEN

323. MANTRA, MYTH, AND METAPHOR
Current theological discussion of the nature, function, and interpretation of religious language 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.)

Garden 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.)

Garden 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.)

Garden 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.

MINOR IN RUSSIAN: A minor in Russian consists of a minimum of four courses at the 300 or 400 levels, including

(1) one course in Russian Civilization and Culture (either 309 Russian Culture: Study Abroad or 310 Russian Civilization) and

(2) either Russian 401, 402, or 440.

No comprehensive examination.

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

RUSSIAN STUDIES

INTERDISCIPLINARY FACULTY

ASSISTANT PROFESSOR PRESLAR, CHAIR

MAJOR IN RUSSIAN STUDIES: Russian Studies is an interdisciplinary major that enables majors to combine advanced study in Russian language, literature, and culture with courses in history and the social sciences of anthropology, economics, and political science.

The major is comprised of eight core courses in Russian, history, and political science. As one of the core requirements majors will write a senior interdisciplinary paper. Majors will also select three related courses in history and the social sciences.

The Russian Studies Committee will advise majors on opportunities for study in Russia and in Central Europe.

CORE COURSES
One course selected from:
- Russian 301. Readings in Russian Literature I
- Russian 302. Readings in Russian Literature II
- Russian 303. Introduction to Russian Verse

One course selected from:
- History 207. History of Russia I
- History 208. History of Russia II
- Political Science 350. Eastern Europe and the Former Soviet Union
- Russian 311. Composition and Conversation
- Russian 351. Russian Literature in English Translation I
- Russian 352. Russian Literature in English Translation II
- Russian 361. Tolstoy in English Translation
- Russian 362. Dostoevsky in English Translation
RELATED COURSES
Majors will select three courses from the following:
Anthropology 303. Peoples and Cultures of Europe
Economics 335. Environmental Economics
History 346. History of Socialism
History 356. Diplomatic History of Europe 1813-1914 (also Political Science 356)
History 396. The Origins and Conduct of the First World War, 1900-1919 (also Political Science 396)
History 397. The Origins and Conduct of World War II
History 398. Intelligence and Foreign Policy in the 20th Century
Political Science 103. Comparative Politics
Political Science 322. United States Foreign Policy
Political Science 356. Diplomatic History of Europe 1813-1914 (also History 356)
Political Science 368. Arms Control and International Security
Political Science 396. The Origins and Conduct of the First World War, 1900-1919 (also History 396)
Political Science 401. Research Seminar in European Politics
Political Science 402. Research Seminar: Political Economy
Political Science 429. Seminar on Comparative Politics
Political Science 430. Research Seminar: Topics in International Security

SOCIAL SCIENCE-FOREIGN LANGUAGE

PROFESSOR LUMPKINS (RUSSIAN)
PROFESSOR GOTTFRIED (ECONOMICS)
PROFESSOR B. WARD (POLITICAL SCIENCE)
PROFESSOR ZACHAU (GERMAN)
MAJOR IN SOCIAL SCIENCE-ForeIGN LANGUAGE: A major in social science-foreign language provides students with an opportunity to pursue an integrative, interdisciplinary study program with a concentration in one language and one social science. The title of each student’s major specifies the two concentrations (for example, “economics with French”).

The program has three principal parts: 1) four courses above the 200-level in German, Russian, or Spanish; or five courses above the 200-level in French; 2) five courses in anthropology, economics, or political science; 3) a full course of supervised readings and research using the foreign language in the social science concentration (SSFL 440). In addition to these requirements for the major, students are strongly encouraged to complete five courses in related social science disciplines.

The comprehensive examination will consist of written parts covering both the foreign language and the social science disciplines. A student will be awarded departmental honors by maintaining a B average in courses in the major, by receiving a grade of B or higher in the comprehensive examination, and by presenting an acceptable honors thesis to a committee representing both the student’s foreign language and social science departments.

STUDY ABROAD: As a rule, majors are expected to study abroad or to participate in some other program abroad for at least a summer (but preferably for a semester) in a country of their elected foreign language. The course of study or other program must be approved by the student’s social science/foreign language committee. Students are also encouraged to explore the possibility of internships abroad.

FOREIGN LANGUAGE PROFICIENCY CERTIFICATE: Majors who wish to do so may elect to take an examination in their junior or senior year to ascertain their level of language ability. Those students whose scores are sufficiently high will be awarded a certificate of proficiency.

FOREIGN LANGUAGE AND CULTURAL CONCENTRATION

All majors will be required to take courses in a specific modern
language chosen from French, German, Russian, or Spanish. Five full courses will be taken in French. Four full courses will be taken in German, Russian, or Spanish. These courses will be distributed among three general areas as follows:

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

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

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

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

**READINGS AND RESEARCH PROJECT**
All majors will be required to integrate the components of their joint major by presenting a paper on a topic related to the social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project will be supervised by 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/
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**

**Associate Professor Sanchez Imizcoz**

**Assistant Professor Raulston**

**Assistant Professor Alfonso-Pinto**

**Instructor Fisher**

**Visiting Instructor Jordan**

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

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

**MAJOR IN SPANISH:** The minimum requirement for a Spanish major is eight full courses at the 300 and 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.

**SEWANESE 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 History 214, plus Physical Education 214.

**SEWANESE SEMESTER IN SPAIN** focuses on Muslim Spain and its legacy in contemporary Spain. Classes meet in Madrid with professors and tutors from Madrid’s Complutense University. The program offers four full courses: Spanish 306, Advanced Spanish language; Spanish 310, Contemporary Spanish Culture and Civilization; History 369, Muslim Spain: Glory, Decline, and lasting influence in
contemporary Spain; Art History 316, Islamic Spain and Spanish Art. A two-week field trip to Andalucia and Morocco forms an integral part of the program.

**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 literature course numbered 305 or above 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, 304. 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**

306. ADVANCED SPANISH LANGUAGE

Grammar review and drill on colloquial speech and idioms. Expository writing will be emphasized. Tutorial visits to cultural sites form part of the work of this class, as does the language component of film study. This course is part of the Sewanee Semester in Spain. Prerequisite: Spanish 203. (Credit, full course.) **SPACCARELLI**

310. CONTEMPORARY SPANISH CULTURE AND CIVILIZATION

An in-depth study of contemporary Spain using the city of Madrid as laboratory and extended field trip. Topics include cinema, art, family...
structure, education, current politics, religion, daily social patterns, unique urban structures, etc. This course is part of the Sewanee Semester in Spain. (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, Spaccarelli**

**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**

**346. WRITING THROUGH HISPANIC LITERATURE**

An advanced course in literary interpretation and analytical writing in Spanish. This course will use readings from Spanish and Spanish American literature to expose students to a variety of interpretive
approaches and to the concepts and terminology appropriate to critical analysis in Spanish. Emphasis will be placed on essays, short stories and novels by a representative variety of authors and from periods ranging from Modernismo to the Post-Modern era, that is from the 1880s to today. (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

420. MODERN SPANISH DRAMA
A study of the evolution of Spanish Drama during the 20th Century. Especial attention will be given to the influence of historical events and literary movements that affected the development of drama. All plays will be read in full unabridged texts. (Credit, full course.) Sanchez Imizcoz

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 strong foundation in all areas of the theatre: acting, directing, design, history, literature, and theory. The department expects its majors to augment their knowledge and experience in these disciplines by active participation in the full production program of Theatre Sewanee, the university theatre. The department also encourages its majors to supplement their work in theatre arts with courses offered by other departments—particularly in language, literature, music, art, and art history.

Students working toward the Bachelor of Arts in theatre are expected to fulfill the following requirements.

1. Completion of a minimum of ten (44 semester hours) courses in theatre arts, including:
   • Four full courses:
     • Thea 111—Elements of Production (4)
     • Thea 112—Elements of Performance (4)
     • Thea 114—Elements of Design (4)
     • Thea 221—Theatre History (4)
   • One full theatre course chosen from each Studio:
### A - Performance Studio
- Directing
- Acting Studies
- Improvisation
- Music and Drama
- Dance (All)
- Voice and Interpretation
- Makeup
- Music for the Actor
- Topics

### B - Design/Production Studio
- Scene Design
- Costume Design
- Lighting Design
- Scene Painting
- Stagecraft
- Adv. Production/SFX
- CADD
- Costume tech
- Topics

### C - Dramaturgy Studio (12)
- Contemporary Theatre
- Non-Western Theatre
- Design and Decor
- Outside Department courses
- Dramatic Literature
- Shakespeare
- Screenwriting
- Playwriting
- Topics

- 16 additional hours in theatre from Studio offerings in major interest areas. (16)
- The department also encourages a PhEd class every semester. (Dance, yoga, martial arts, fencing, scuba, riding, aviation, etc.)

2. The completion of six Theatre Practicums, one in each studio area, plus three additional. The Practicum is intended to link our production program more closely to our academic program. Each major must complete six practicums in order to participate in the comprehensive exam. One practicum must be completed from each Studio area, and the other three are left to individual choice. Each practicum will have a faculty advisor and, if the practicum is not completed satisfactorily, it will not appear on the transcript.

3. Successful completion of a comprehensive examination that includes a Senior Project that demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory, and a written examination that covers all aspects of theatre arts.

**MINOR IN THEATRE ARTS:** A student choosing to minor in theatre arts may do so as early as the fourth, but not later than the end of the seventh semester. The student must have maintained at least a “C” (2.00) average in departmental courses already taken.

Students working toward the Minor in theatre are expected to fulfill the following requirements.

1. Completion of a minimum 20 hours in theatre arts, including:
   - Thea 111—Elements of Production (4)
   - Thea 112—Elements of Performance (4)
   - Thea 114—Elements of Design (4)
• Eight hours chosen by the student (8)

**HONORS:** The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate will complete with distinction 11 (44 semester hours) courses in theatre arts and all other related courses; pass the comprehensive examination with distinction; pass the senior thesis with distinction; and demonstrate a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

**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**

**107. THE FILMS OF ALFRED HITCHCOCK (ALSO ART HISTORY 107)**
"Rear Window" will serve as a model for Hitchcock's persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of other
Hitchcock films from the late twenties to the mid sixties will emphasize the director's treatment of editing, framing, sound, and mise en scène. Students will become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work. (Credit, full course). L. Richardson

111. ELEMENTS OF PRODUCTION

An examination of the collaborative contributions costume, scenery, lighting, and property technicians make to the art of theatre. An introduction to the materials, technologies, equipment, structures, and best practices used in contemporary theatre production. (Credit, full course). Matthews, Piccard

112. ELEMENTS OF PERFORMANCE

An analysis of theatre as a collaborative art form with an introduction to the materials, forms, and functions of theatrical art. A discussion of genre, dramatic structure, and theory of performance. An introduction to vocal technique and the work of the performer. (Credit, full course.) Smith

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

114. ELEMENTS OF DESIGN

An analysis of theatrical design as a collaborative art form with an introduction to the materials, forms, and functions of design. An introduction to the research, analysis, graphics, materials, and techniques used in contemporary theatre design. (Credit, full course.) Backlund

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

231. THE ACTOR’S WAY OF WORK

A structured series of exercises and scenes designed to introduce the student to the actor’s art as it has evolved over the centuries and primarily in the last one hundred years. The exercises seek to awaken the actor’s creativity, imagination, and spirit of play, and to develop physical and vocal expressiveness. The scene work seeks to develop the actor’s ability to read a text and make bold, active rehearsal choices that illuminate the character and the world of the play. (Credit, full course.) Landon

233. SHAKESPEARE AND THE ACTOR

An introduction to the actor’s art through work on Shakespeare. Exercises to connect the actor physically and vocally to the text, and to meet the demands of performing heightened language. Work includes the use of the neutral and half mask, verbal improvisation, and scenes and monologues. Attention is also given to the heightened performance demands of the classic Greek theatre. (Credit, full course.) Landon

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 lazzi from the Commedia dell’Arte, clown sketches, and scenes from such authors as Shakespeare, Moliere, Feydeau, Ionesco and Orton. Prerequisite: Permission of the instructor. (Credit, full course.) **Landon**

**335. PERFORMING SHAKESPEARE**
An approach, for actors, to the particular challenge of playing Shakespeare and of making his language play. Students work on a variety of scenes and monologues, and the course normally includes a performance project. Prerequisite: Permission of the instructor. (Credit, full course.) **Landon**

311
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)
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; Asian Studies 100; History 211, 212, 375, 388, 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, 348, 357, 358, 359, 360, 363; Political Science 311, 318; 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.

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
Asian Studies 100. Introduction to Asian Studies
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 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
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 388. The US and Vietnam Since 1945
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 318. 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 333. Human Rights
Political Science 360. Chinese Politics
Political Science 362. Civil Wars in Contemporary World Politics
Political Science 366. International Political Economy
Political Science 380. Pan-Africanism
Political Science 381. Political Economy of Sustainable Development
Religion 161. Introduction to Comparative Religion
Religion 162. Introduction to Asian Religion
Religion 262. Buddhism
WOMEN’S STUDIES

Religion 263. Chinese Religion
Religion 264. Hinduism
Religion 363. Zen
Religion 364. Buddhist Ethics
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. Spanish American Novel
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

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
Biology 110. Women and Biology
Classical Studies 350. The Women of Greek Poetry
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 318. African American Women and Religion
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
Philosophy 240. Controversies in Feminist Ethics
Philosophy 250. Women, Knowledge and Reality
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

Each semester, courses for undergraduate credit are offered by the School of Theology. Consult the Schedule of Classes to determine which courses are being offered in a particular semester.
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Construction and Facilities Inspection Manager

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Grounds, Forestry Operations, and Motor Pool Supervisor

JAMES M. HAWKINS, JR.
General Services Supervisor

DANIEL T. HENON
Special Projects Manager

FRANK H. LANKIEWICZ
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

THOMAS P. BONNER
Vice President for University Relations

B.B. BRANTON
Director of Sports Information

SUSAN C. BYERLY
Assistant Director of Annual Giving

ANNE CHENOWETH
Major Gifts Officer

JAY FISHER
Executive Director of Alumni Relations

KRISTEN JONES HARRISON
Assistant Director of Alumni Relations

KIMBERLY HATFIELD HEITZENRATER
Director of Annual Giving

SARAH METZGAR
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 SIDDIQI
Director of Prospect Research

BETH WILEY
Director of Alumni and Development Services

TERRI WILLIAMS
Director of Corporate and Foundation Services

UNIVERSITY SUPPORT SERVICES

JAMES C. PARROTT
Chief of Police

ROY SHEDD
Director of Emergency Medical Services
FACULTY SENATE 2001

Joel Cunningham, Chair

Robert L. Keele
Eric W. Naylor
Laurence R. Alvarez
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. Clarkson
Timothy Keith-Lucas
Charles D. Brockett
Henrietta B. Croom
Harold J. Goldberg
Samuel R. Williamson
J. Douglas Seitters

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. Shrader
David C. Moore
Margaret E. Bonds
John R. Palisano
George W. Poe
Donald B. Potter
Pamela R. Macfie
James R. Peters
Gary A. Phillips
Thomas A. Kazee
Joseph G. Burnett
Stephen A. Shaver
Patricia R. Heck
Linda Lankewicz
Pradip Malde
Dates indicate end of term.

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

ARKANSAS
The Rt. Rev. Larry E. Maze, D.D.
The Rev. Jo Ann Barker (Feb. 2002)
Steven L. Thomason (Feb. 2003)
Ann Polk Talbot (Feb. 2004)

ATLANTA
The Rev. Dr. J. Neil Alexander, Bishop
The Rt. Rev. Robert G. Tharp, D.D.,
Assisting Bishop
The Rev. Susan Johnson (Dec. 2001)
Laurin McSwain (Dec. 2002)

CENTRAL FLORIDA
The Rt. Rev. John W. Howe, D.D.
Catherine Ford (Jan. 2004)

CENTRAL GULF COAST
The Rt. Rev. Philip Duncan
Ruth C. Seawell (Feb. 2002)
W. Alexander Mosley (Feb. 2004)

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)
G. Deanes Gorno (Feb. 2004)

EAST TENNESSEE

The Rev. Dr. H. Hunter Huckabay, Jr. (Feb. 2002)
James G. Cate, Jr. (Feb. 2003)
PRESTINE Crosby Huckabay (Feb. 2004)

FLORIDA
The Rev. Joan C. Bryan (Dec. 2001)
Blucher B. Lines (Dec. 2003)
Pamela Jordan Anderson (Dec. 2002)

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

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. 2004)

KENTUCKY
The Rt. Rev. Edwin 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. 2004)

LEXINGTON
The Rt. Rev. Stacy Sauls
The Rev. Whayne M. Houglund, Jr. (March 2004)
L. Ashleigh Parson (March 2004)
Shelby C. Kincaid, Jr. (March 2004)

LOUISIANA
The Rev. Ralph M. Byrd, Jr. (Feb. 2002)
Maude S. Sharp (Feb. 2003)
Drew Broach (Feb. 2004)

MISSISSIPPI
The Rt. Rev. Alfred Clark Marble, Jr., D.D.
The Rev. Duncan M. Gray III, Bishop Coadjutor
The Rev. William B. Carlin II (Feb. 2002)
Deborah Selph Davis (Feb. 2004)
BOAD OF TRUSTEES

John Davis (Feb. 2003)

MISSOURI
The Rt. Rev. Hays H. Rockwell, D.D.
The Rev. Llewellyn M. Heigham, Jr. (Nov. 2003)
Michael H. Moisio (Nov. 2002)
Samuel Mounger (Nov. 2001)

NORTH CAROLINA
The Rt. Rev. Michael Bruce Curry
The Rt. Rev. J. Gary Gloster, Suffragan
Joanne Kilpatrick (Jan. 2002)
John R. Swallow (Jan. 2004)

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

SOUTH CAROLINA
The Rt. Rev. Edward L. Salmon, Jr., D.D.
The Rt. Rev. William J. Skilton, Suffragan
Henry C. Hutson (Mar. 2003)
E. Horry Parker (Mar. 2001)

SOUTHEAST FLORIDA
The Rt. Rev. Leopold Frade, D.D.
The Rt. Rev. John L. Said, Suffragan
Tim Kilpatrick (Oct. 2001)

SOUTHWEST FLORIDA
The Rt. Rev. John B. Lipscomb, D.D.
The Rev. Dennis D. Kezar (Oct. 2001)
Albert Roberts III (Oct. 2002)
R. Andrew Duncan (Oct. 2003)

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 J. Alard, Suffragan
The Rev. Canon Rayford B. High, Jr. (Feb. 2002)
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)
James Burchfield (Feb. 2004)

WEST TENNESSEE
The Rt. Rev. Dr. Don E. Johnson, D.D.
The Rev. Joseph N. Davis (March 2002)
George G. Clarke, Jr. (March 2003)
Ross B. Clark II (March 2004)

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. Edmund Dohoney (Jan. 2004)
Michael S. Ingram (Feb. 2002)
Cheryl Boutte (Feb. 2003)

WESTERN NORTH CAROLINA
The Rev. Jane G. Smith (Nov. 2001)
Benjamin Powell (Nov. 2002)
Richard Davis Howe (Nov. 2004)

ASSOCIATED ALUMNI
Samuel Roberts Blount (Aug. 2001)
Christopher M. Boehm (March 2002)
John B. Colmore (March 2003)
The Rev. Katherine F. Elberfeld (March 2002)
Nora Frances McRae (March 2002)
Jon E. Meacham (March 2003)
Thomas H. Pope III (Aug. 2001)
Tom Rue (Oct. 2001)
Serena Satcher (March 2004)

FACULTY TRUSTEES
Nancy Berner (May 2002)
The Rev. Dr. Robert D. Hughes III (May 2002)
OFFICERS OF THE BOARD
Joel Cunningham, Vice Chancellor
Gerald L. Smith, Secretary (Oct. 2002)

BOARD OF REGENTS 2001-2002

Dr. Joel L. Cunningham, Vice Chancellor, Ex Officio—Sewanee, Tennessee
Mr. Blucher B. Lines, Chair (2003)—Quincy, Florida
Mr. Jon E. Meacham (2007)—New York, New York
The Rev. Dr. Winston B. Charles, Secretary (2005)—Raleigh, North Carolina
Mr. Nicholas C. Babson (2005)—Chicago, Illinois
Mr. Edward N. Boehm (2005)—Chattanooga, Tennessee
Mrs. Edwina L. Hefner (2004)—Nashville, Tennessee
Ms. Janet A. Kibler (2003)—Atlanta, Georgia
Mr. John B. Scott (2007)—Arlington Heights, Illinois
Ms. Nora Frances Stone McRae (2006)—Jackson, Mississippi
Mr. Olan Mills II (2002)—Chattanooga, Tennessee
Mr. William W. Moore (2005)—North Palm Beach, Florida
The Very Rev. Martin L. Agnew, Jr. (2007)—Shreveport, Louisiana
Mr. Joel A. Smith III (2004)—Columbia, South Carolina
Admiral William O. Studeman (2002)—Great Falls, Virginia

ASSOCIATED ALUMNI OFFICERS 2000-2001*

President: Mr. Thomas S. Rue, C’68
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

*New officers elected October 2001
DEGREES AWARDED

Honorary Degrees

FOUNDERS' DAY CONVOCATION
OCTOBER 10, 2000

Horton Foote, Doctor of Letters
Hays Hamilton Rockwell, A.B., M.A., M.Div., Doctor of Divinity
Charles Glenn vonRosenberg, B.A., M.Div., Doctor of Divinity
David Peacock, B.A., M.A., Doctor of Divinity

EASTER SEMESTER OPENING CONVOCATION
JANUARY 23, 2001

John Robert Lewis, B.A., Doctor of Civil Law
Thaddeus Goode Holt, B.A., M.A., Doctor of Civil Law
Frank Tracy Griswold, A.B., B.A., M.A., Doctor of Divinity
Barry Robert Howe, A.B., M.Div., Doctor of Divinity
Creighton Leland Robertson, B.S., J.D., Doctor of Divinity
William Jones Skilton, B.S., Doctor of Divinity
Brian Lee Hawkins, B.A., M.A., Ph.D., Doctor of Science

COMMENCEMENT
MAY 13, 2001

Martha Moore Johnston Horne, A.B., M.Div., Doctor of Divinity
Duncan Montgomery Gray, B.A., M.Div., Doctor of Divinity
Michael Bruce Curry, B.A., M.Div., Doctor of Divinity

College of Arts and Sciences

BACHELOR OF ARTS

Martha Austin Adams (English) .................. Columbia, South Carolina
Emily Ahlquist (Political Science) .................. Decatur, Georgia
Forrest David Allen (Political Science) ............ Barrington, Rhode Island
*Jonathan Wesley Arnold (Psychology) ............ Alexandria, Louisiana
Charlotte Hampton Atwood (History) ................ Nashville, Tennessee
Martha Caroline Barran (Biology) ................... Huntsville, Alabama
Matthew Foster Bartlett (American Studies) .... St. Simons Island, Georgia
Doriana Angelova Basamakova (Political Science) (Russian)
.......................................................................................... Assenovgrad, Bulgaria
Adrienne Autumn Beck (Asian Studies) ............ Mohnton, Pennsylvania
Prince Lavon Bell, Jr. (Religion) ....................... Nashville, Tennessee
Lindy Suzanne Berry (Mathematics) ............ Spartanburg, South Carolina
James Gordon Biel (History) ............ Hilton Head Island, South Carolina
Frank Marshall Binford (History) ..................... Atlanta, Georgia
*Bojana Bjelicic (Art History) ..................... Cookeville, Tennessee
Ann Elizabeth Blankenship (Political Science) ..... Denver, Colorado
Charles Kirk Blizzard (Religion) .................... Athens, Alabama
Chrysta Gwendolynn Bond (Political Science) ...... North Bend, Oregon
Benjamin Ford Bowersox (American Studies) ....... Corpus Christi, Texas
Ransom Davis Boynton (Theatre Arts) ............ Franklin, Tennessee
Joshua Aaron Brickey (Religion) .................... Kingsport, Tennessee
Caroline Rebecca Brooks (Political Science) ........ Kent, Ohio
George Willcox Brown III (Philosophy) ............. Portsmouth, Virginia
Kaylene Marie Bruner (Religion) ................. Hermitage, Tennessee
Sarah Huger Bryan (Psychology) .................... Jacksonville, Florida
Haley Woodward Burton (Economics) ............ Charlotte, North Carolina
Rocco West Calandruccio (History) .............. Knoxville, Tennessee
Christopher Michael Cannon (History) ............ Carmel, Indiana
Severin-Alexis Parker Carlson (Political Science) ... Carson City, Nevada
Kathryn Winslett Carr (Anthropology) ............ New Roads, Louisiana
Colin Michael Cheek (History—honors) ............ Tampa, Florida
Catherine Pope Christenberry (Anthropology) ...... Knoxville, Tennessee
Courtney Anne Christy (Economics) .............. Mountain Brook, Alabama
*Andrew John Clark (English—honors) (summa cum laude) ...... Glenside, Pennsylvania

Victoria Anne Cogan (English) ....................... Houston, Texas
Laura Kathryn Cook (Art History) (cum laude) ........ Sturgis, Michigan
*Margaret Del Cooke (Music—honors) (English—honors) (magna cum laude) .............................................. Signal Mountain, Tennessee
*Nicole Marie Cottrell (French) (English—honors) (summa cum laude) ......................................................... Longmont, Colorado
Patrick Alexander Craig (English) ............ Greenville, South Carolina
Keri Amanda Creed (History) (cum laude) ........ Ft. Lauderdale, Florida
Margaret Elizabeth Currie (Religion) (cum laude) .......... Charlotte, North Carolina

Leigh Helene Cutler (History—honors) (magna cum laude) ..... Houston, Texas
Josiah Martin Daniel IV (Third-World Studies—honors) (cum laude) .............................................................. Dallas, Texas
Elizabeth McNeely Davis (Spanish) (cum laude) ........ Savannah, Georgia
Antony Mikel DeJongh (History) .................................... The Colony, Texas
Anne Carter Dice (English) ........................................... Tuscaloosa, Alabama
Jennifer Faye Dickson (History) .................................... Memphis, Tennessee
Walter Nicholas Dietzen IV (English) ......................... New Orleans, Louisiana
Christine Ruth Dillard (Economics) ..................... Signal Mountain, Tennessee
*Jennifer Ellen Dockstader (English) (Spanish) (magna cum laude) .......................................................... Raymond, Mississippi
*Thomas Michael Dolan, Jr. (Political Science—honors) (History—honors) (summa cum laude) .................. Pittsburgh, Pennsylvania
Anne Elizabeth Dorsey (Philosophy) ......................... Brandon, Mississippi
Sara Winslow Dunwody (Anthropology) ............ Highlands, North Carolina
Holly Marissa Eberly (Spanish) (magna cum laude) .... Chesterfield, Virginia
Stephanie Leigh Ebert (Spanish) ............................ Charlotte, North Carolina
Sloan Lorraine Edenfield (Theatre Arts) ............. Swainsboro, Georgia
Virginia Katherine Elliott (English) ......................... Decatur, Illinois
Lauren Heath Ligon Evans (Psychology) ............ Charlotte, North Carolina
*Lindsay Rebecca Fields (Spanish) (summa cum laude) ........ Oakman, Georgia
Charles Bays Flowers (Economics) ......................... Columbia, South Carolina
Melissa Beth Fortson (English) (magna cum laude) .......... Birmingham, Alabama
Scott Steven Frederick (History) (cum laude) ......... Gadsden, Alabama
Maxwell Carson Fuller (English) .......................... Nashville, Tennessee
Denise Anne Gallagher (Art) ................................. Hendersonville, Tennessee
Savannah Lee Garman (Art History—honors) (magna cum laude) .......................................................... Birmingham, Alabama
Leslie Wren Garmon (English) (cum laude) ............ Dahlonega, Georgia
Stephen Leigh Garrett (Conservation Studies) ........ Conway, South Carolina
Suzanne Gail Garrett (English) (cum laude) ............... Tyrone, Georgia
Taryn Elise Gassner (English) (cum laude) ............. Manasquan, New Jersey
Douglas Vandever Getten (English) ........................ Metairie, Louisiana
Michael Brennan Gill (Psychology) ......................... Oakton, Virginia
Zachary Taylor Goodyear (Political Science) .... New Orleans, Louisiana
Jason Lyle Green (English) .................................. Scottsville, Kentucky
DEGREES AWARDED 2000-2001

Abigail McKnight Griffis (Third-World Studies) San Angelo, Texas
Susannah Winn Groves (History) Hummelstown, Pennsylvania
Peyton Hofler Grubbs (Anthropology) Christiansburg, Virginia

Beth Ann Hackethorn (Spanish) (cum laude) College Station, Texas
Austin Millar Hall (English) Atlanta, Georgia
*Rachel Ann Hall (Anthropology—honors) (magna cum laude) Chattanooga, Tennessee

Scott Bartlett Hall (History) New Orleans, Louisiana
Taylor Elliott Hall (History) Bowie, Texas
Mary Frances Stokely Hansford (English) Dahlonega, Georgia
Elizabeth Cary Harder (English) Pasadena, California
Ventana Therese Harding (Political Science) Slidell, Louisiana
Micah Andrew Hargrove (Art—honors) (cum laude) Christiana, Tennessee

William Blake Harkey (American Studies—honors) (cum laude) Dallas, Texas
Whitney Keras Hart (History) Nashville, Tennessee
*Lauren Elizabeth Hash (Political Science) (magna cum laude) Gulfport, Mississippi

Matthew Bryant Haskell (English) Goodlettsville, Tennessee
Patrick Joseph Hayden (Anthropology) Maplewood, New Jersey
Kathryn Jessica Henderson (History) Lexington, Kentucky
Jason Eugene Herrington (Economics) (cum laude) Franklin, Tennessee

Elisha Diane Hodge (English) Shelbyville, Tennessee
Amber Renee Hodges (Art) Lilburn, Georgia
Beverly Key Hodgson (Economics) Nashville, Tennessee
Jessica Lohring Hoey (Art History) Fernandina Beach, Florida
James Hughie Holland III (English) Austin, Texas
Mary Genevieve Holmes (Theatre Arts) (cum laude) Cedartown, Georgia

John Michael Milford Holyer (Philosophy) (cum laude) Ashland, Virginia
Brenton Whitt Hubbard (English) Richmond, Virginia
William Basil Hudson II (Theatre Arts) San Antonio, Texas
Carrie Elizabeth Hunsicker (Philosophy) Oxford, Mississippi
Yuki Ito (Anthropology—honors) (magna cum laude) Tokyo, Japan
DEGREES AWARDED 2000-2001

Adam Russell Jackson (Spanish) (cum laude) ................. Vienna, Virginia
Tomeka Renese Johnson (English) ......................... Chattanooga, Tennessee
Andrew Luten Jones (History) ............................... Flomaton, Alabama
Charlotte Clare Jones (History) ........................... Greenville, South Carolina
Stephanie Jean Jowers (French) (cum laude) ............ Columbiana, Alabama
*Jane Elizabeth Keeler (Russian) (Political Science—honors)
  (summa cum laude) ........................................ Lake City, Florida
Russell Britton Kelly (Spanish) (Political Science) .... Jasper, Tennessee
*Joy Elizabeth Kerlin (English—honors) (Music) (summa cum laude)
  ........................................................................ McDonough, Georgia
Keiko Kimura (Third-World Studies) ....................... Yokohama, Japan
Barbara Eve King (Psychology) .............................. Sewanee, Tennessee
*Katherine Ann Koepke (History—honors) (magna cum laude)
  ........................................................................ Monroe, Louisiana
*Anna Maria Krasniewska (Social Science-Foreign Language)
  (summa cum laude) ............................................. Fargo, North Dakota
*Peter Kusek (Economics—honors) (summa cum laude) ...... Kosice, Slovakia
Thomas Austin Lacy (Russian) (cum laude) .............. Winter Park, Florida
Aaron David Lawyer (Economics) ............................. Paris, Kentucky
Valerie Karen Leo (History) ..................................... Atlanta, Georgia
Hansel Eli Lightner II (Economics) ............................ Newnan, Georgia
Stephen Mark Lineberry (Economics) ....................... Herndon, Virginia
Matthew Allen Lozier (Spanish) ......................... Brevard, North Carolina
Kristina J. Lueck (Economics) (cum laude) ................ Alder, Montana
Robert Huntley Luna (Economics) ........................... Dallas, Texas
*Kendall Marie Lynch (Theatre Arts) (magna cum laude) .... Tullahoma, Tennessee
Laura Bryan Mackintosh (Economics) ......................... Hong Kong, People's Republic of China
Remy Wright Maguire (Anthropology) ..................... Auburn, Maine
Ryan Matthew Mahoney (English) .......................... St. Petersburg, Florida
Russell Shane Mainord (History) ......................... Gruetli-Laager, Tennessee
Charles Wallace Marsh IV (English) ..................... McMinnville, Tennessee
Romeo Jarrett Martin (Economics) ......................... Beaufort, South Carolina
Bronwyn Elizabeth Massey (English) (cum laude) ...... Mobile, Alabama
William Adam Masters (Theatre Arts) .................... Easley, South Carolina
Anna Ruth Mayfield (Economics) ............................. Knoxville, Tennessee
Benjamin Whitman Mayo (Economics) .................... Spartanburg, South Carolina
Raymond William McAnally (Philosophy) (Theatre Arts) .... Franklin, Tennessee
John Michael McCauley (Psychology) .................. Nashville, Tennessee
John Bryg McCloskey (Computer Science) (Economics) .... Lytle, Texas
Carmen Rae McCoy (French Studies) (History) .......... Van Wert, Ohio
Julia Elizabeth McDaris (Political Science) (cum laude) .... Cleveland, Tennessee
Enrique Gabriel Madico McEvoy (Art) .................. San Diego, California
William Alexander McKnight (History) .................. Nashville, Tennessee
John Anderson Merrick (History) ......................... Richmond, Virginia
Stephen Abraham Mikell (History) ...................... La Fayette, Georgia
Benjamin Taylor Miles (Philosophy) ...................... Danville, Kentucky
*Brian Christopher Miller (Music) (History—honors) (magna cum laude)

*William Terry Miller, Jr. (Political Science) (summa cum laude)
Linda June Millikan (History) .............................. Raleigh, North Carolina
Frances Sayle Milne (Spanish) .............................. Cleveland, Tennessee
Rhonda Virginia Mims (Mathematics) ..................... Bay Minette, Alabama
Joanna Debney Mobley (Religion) ........................ Junction, Texas
Samuel Cory Morgan (Physics) ............................ Hermitage, Tennessee
James Andrew Morock, Jr. (Latin) (English) .......... New Orleans, Louisiana
Andrew Brett Morphis (American Studies) ............ Shelbyville, Tennessee
William Brian Morrison (Economics) .................... Birmingham, Alabama
Samuel Iredell Moss (Art History) ...................... Atlanta, Georgia
Charles Ellsworth Mountjoy (History) (magna cum laude) ..... Owensboro, Kentucky
Ivy Lee Nalley (Psychology) ............................... Augusta, Georgia
Lora Lee Napier (Theatre Arts) (cum laude) .......... Dowelltown, Tennessee
Karoline Elizabeth Neumann (Psychology) ............. Maitland, Florida
Andrew Muia Ngau (Computer Science) (cum laude) ..... Nairobi, Kenya
William Lytle Nichol V (English) (magna cum laude) .......... Memphis, Tennessee
Leah Anne Nicholson (Political Science) .................. Sea Island, Georgia
Jeremy Adam Nivakoff (Medieval Studies) ............ New Canaan, Connecticut
Lynn Bailey Norman (Religion) ............................ Chattanooga, Tennessee
John William O'Donnell IV (Anthropology) .......... Springfield, Tennessee
Mark Robert Orr (Political Science) ..................... Knoxville, Tennessee
Mauricio Silvio Papapietro (History—honors) ....... Birmingham, Alabama
Elizabeth Leigh Pate (Economics) (cum laude) .......... Winston-Salem, North Carolina
Anne Lawton Pearson (English) ......................... Charlotte, North Carolina
Margaret Elizabeth Peel (English) ...................... Nashville, Tennessee
Jennifer Elizabeth Phillips (Anthropology) .......... Memphis, Tennessee
Katharine Elizabeth Preston (French) ........... Spartanburg, South Carolina
Andrew Sampson Raish (English) ....................... Shreveport, Louisiana
*Susannah Rainer Ray (English—honors) (summa cum laude) .............................................. Birmingham, Alabama
*Kelly Elaine Reynolds (English) (summa cum laude) ........... Meridian, Mississippi
Clifford Armstrong Robb (Psychology—honors) (cum laude)
........................................................................ Tuscaloosa, Alabama
Leigh Ann Robbins (History—honors) (cum laude) .... Huntsville, Alabama
*Freeman Thomas Rogers (English) (magna cum laude) .... Travelers Rest, South Carolina
Nikel Ayanna Rogers (Psychology) ....................... Lafayette, Louisiana
Amanda Rosanne Ross (Art History) ............ Greensboro, North Carolina
Katherine Leemann Rowe (Anthropology) .... Chattanooga, Tennessee
Clarissa Diane Rugaber (Political Science) (magna cum laude)
........................................................................ Atlanta, Georgia
Seth Jason Sabbath (Political Science) .................. Macon, Georgia
Adam Vincent Sadlowski (History) (Political Science) .... Parma, Ohio
Elizabeth Flower Saer (Anthropology) (cum laude) .......... Little Rock, Arkansas
Cara Elizabeth Sanders (Philosophy) (magna cum laude) ........ Gaffney, South Carolina
Lisa Carol Scanlan (Economics) ......................... Bristol, Tennessee
William August Scheel (Spanish) ....................... Waco, Texas
John Oliver Schmick (History) ......................... Lutherville, Maryland
Kathleen Tracy Schmidt (Political Science) ...... New Orleans, Louisiana
Ian Mitchell Scott (Anthropology) (Art—honors) .......... Nashville, Tennessee
Kelly Jane Shafer (Political Science) .................... Miami, Florida
*Daniel Ethan Shaver (Latin) (magna cum laude) ............. Memphis, Tennessee
Meredith Blake Shell (Art) ............................... Newnan, Georgia
Nora Dicks Bowden Shepard (History) ........ Raleigh, North Carolina
Mary Elizabeth Sherrard (Art History) ............... Nashville, Tennessee
Thomas Johnson Sherrard IV (English) ............... Nashville, Tennessee
Sidney Fitzhugh Short (Political Science) ........ Houston, Texas
Kip Sikora (Religion) (*cum laude*) ...................... Houston, Texas
Paul Knapp Simons, Jr. (Economics) ..................... Aiken, South Carolina
Andrew Bryan Smith (History) (*cum laude*) .......... Oviedo, Florida
Anne Hunter Smith (Spanish) ........................... Richmond, Virginia
Emily Brooks Smith (English) (*cum laude*) .......... Gulfport, Mississippi
Jacquelin Suzanne Smith (English) ................. Cowan, Tennessee
Jennifer Wilson Smith (Economics) .................. Tallahassee, Florida
Newell Greer Smith (Art History) ................. East Liverpool, Ohio
Ruth Ann Smith (English) .................................. Houston, Texas
Tanya Lynn Smith (History) ............................... Germantown, New York
Elizabeth Ashley Spear (Art—honors) (English) (*magna cum laude*)
........................................................................ Slocum, Texas
John Clayton Stanley (Economics) (*cum laude*) ...... Corinth, Mississippi
Michael Jerome Stanley II (Economics) ............ Stone Mountain, Georgia
Rebecca Faye Steel (English) ............................. Jackson, Tennessee
Abby Christine Stephens (Psychobiology—honors) (*magna cum laude*)
........................................................................ Lexington, Kentucky
Courtney Ross Stiff (Economics) ......................... Lexington, Kentucky
Stephen Wright Still, Jr. (Political Science) ........ Birmingham, Alabama
Susan Valerie Stromberg (English) .................... Jacksonville, Florida
Virginia Burnice Talley (Spanish—honors) (*cum laude*)........... Bastrop, Texas

*Kayaneh Marie Tasian (Art History—honors) (*magna cum laude*)
........................................................................ Dallas, Texas
Stephen Edward Taylor (American Studies) ........ Chesapeake, Virginia
Claire Frances Templin (Spanish) (*cum laude*) ...... San Antonio, Texas
Andrew Cordner Thomas (English) ..................... Fort Thomas, Kentucky
Joseph Grant Thomas, Jr. (Political Science) ........ Louisville, Kentucky
Carrie Margaret Thompson (Political Science) .... Knoxville, Tennessee
*Emily Marie Thompson (English—honors) (*magna cum laude*)
........................................................................ Ooltewah, Tennessee
Molly Moon Thorn (Theatre Arts) .......................... Jackson, Wyoming
David Burch Tipton, Jr. (History) ....................... Fort Worth, Texas
Nancy Ruth Tourk (Political Science) ............... Highland Village, Texas
Mark Hearne Tucker (Economics) ...................... Atlanta, Georgia
Brian Keith Tyler (Religion) .......................... Stockton, Alabama
Elizabeth Knox Caldwell van Nagell (History) (*cum laude*) ...... Lexington, Kentucky
Julia Suzanne Vanlerberghe (English) (*cum laude*) ............ Dimondale, Michigan
Julie Marguerite Vibul (Economics) ..................... Evansville, Indiana
Stephanie Elaine Vlahakos (English) ..................... Houston, Texas
*Graham Andrew Walker (History—*honors*) (*magna cum laude*) ..... Taylor, Louisiana
Krissy Lashelle Walker (Political Science) .......... McMinnville, Tennessee
William Nicholas Wallingford (English) .......... Lexington, Kentucky
William Franklin Ware (Theatre Arts) .............. Maryville, Tennessee
Shane Patrick Warren (Economics—*honors*) (*magna cum laude*)
........................................................................ Oklahoma City, Oklahoma
*Justin Damon Wear (Political Science—*honors*) (*magna cum laude*)
........................................................................ Columbia, Tennessee
Susannah Bell Weathers (English) ................. Columbia, South Carolina
Adam Hayes Whiteside (Psychology) ............... Glasgow, Kentucky
Jaclyn Marie Williams (American Studies) ........ Williamsburg, Virginia
Frances Olivia Williford (English) ..................... Vidalia, Georgia
Elizabeth Boone Wilmes (Psychology) ............... Lexington, Kentucky
Jason Lee Wilson (Art—*honors*) ..................... Monteagle, Tennessee
Katherine Quinn Wilson (Religion) ................. Ashland City, Tennessee
Robert Grant Wood (German) (*cum laude*) ............ Dallas, Texas
Caroline Scott Woodyard (History) (Art History) (*cum laude*)
........................................................................ Panama City, Florida
Jennifer Thompson Wray (History) ................. Nashville, Tennessee
Matthew Hudson Wright (Economics) .......... New Orleans, Louisiana
Richard Steele Yancey II (English) .................. Bristol, Tennessee
Eddie Yeh (Economics) ................................. Jackson, Tennessee

**BACHELOR OF SCIENCE**

Caroline Marie Alcazar (Biology) ................. Fort Lauderdale, Florida
Mark Nicholas Asmussen (Natural Resources) (Anthropology—*honors*)
(*cum laude*) ............................................. Sewanee, Tennessee
James Goodling Brantley (Natural Resources) ........ Atlanta, Georgia
Claire Ruth Burns (Natural Resources) .......... Greenwood, South Carolina
*David Christopher Coffey (Physics—honors) (Mathematics) (summa cum laude) ....................... Boulder, Colorado
Matthew Melton Cole (Geology—honors) (magna cum laude) ............................................. Johnson City, Tennessee
Carrie Adele Dean (Geology—honors) (cum laude) ........... Spring Creek, Nevada
Anthony Lane DeFilippo (Physics) (in absentia) ............ Houston, Texas
Thomas Edward Dickinson (Forestry) ...... Chapel Hill, North Carolina
*Haley Kathleen Elder (Biology—honors) (summa cum laude) ............................................. Birmingham, Alabama
Jeffrey Mark Elrod (Biology) (cum laude) .................... Sparta, Tennessee
Elizabeth Kirstin Erickson (Geology) (Russian) (cum laude) ..... Hatfield, Massachusetts
Edward Scott Garland (Mathematics) ................. Charlottesville, Virginia
Leanne Dowd Goss (Biology) ............................. Lilburn, Georgia
William Douglas Gregorie IV (Natural Resources) ............... Aiken, South Carolina
Evelyn Ann Greiner (Natural Resources) (Art—honors) ...... Roanoke, Virginia
Audrey Marie Hammond (Forestry) .......................... Abilene, Texas
Edward Henry Harding III (Natural Resources) .............. Louisville, Kentucky
Megan Catherine Hintz (Biology) ............................ Metairie, Louisiana
*Linda Jean House (Biology) (summa cum laude) .......... Birmingham, Alabama
*Thomas Lee Humphries, Jr. (Philosophy—honors) (Forestry—honors) (magna cum laude) .............................. Little Rock, Arkansas
Catharine Dunwody Jackson (Biology) .................... Thomasville, Georgia
Julia Ann Jenkins (Forestry) ............................... Boston, Massachusetts
Lindsay Alison Jones (Natural Resources) (in absentia) ...... Englewood, Colorado
Melinda Danetra Jones (Physics) ............................. Macon, Georgia
Seetangshu Prasad Kalita (Computer Science) (magna cum laude) ............................................ Rangia, Assam, India
Khalid Kamal (Chemistry) (in absentia) .................. Nashville, Tennessee
Justin Howe Kelly (Biology) ............................... Pittsburgh, Pennsylvania
Megan Claire Kime (Chemistry) ............................. Pittsburgh, Pennsylvania
John Gordon Kleckner (Mathematics) (in absentia) ...... Newberry, Florida
Michael Patrick Lafargue (Chemistry) Lawrenceville, Georgia
Kathryn Ryan McInnis (Biology)Hopkinsville, Kentucky
Walter Joshua Mixon (Biology) Hendersonville, Tennessee
Kathryn Rebecca Moore (Natural Resources—honors) magna cum laude
.......................................................... Sewanee, Tennessee
Holly Susan Norrod (Biology) magna cum laude Lufkin, Texas
Stacey Renee Oppenheimer (Chemistry) Gallatin, Tennessee
Jonathan Trapper Pendleton (Natural Resources) Bowling Green, Kentucky
Joseph Britt Pickett (Biology) Huntingdon, Tennessee
Robert Scott Polancich (Biology) Lexington, Kentucky
Caleb Sloan Rafuse (Natural Resources) Bellingham, Massachusetts

Amy Michelle Rice (Biology) magna cum laude Lilburn, Georgia
Gregory Philip Robinson (Forestry) Mobile, Alabama
Kai Johannes Rodning (Biology) cum laude Semmes, Alabama

*David Bennett Rose (Mathematics) summa cum laude Medina, Tennessee
Keith Douglas Salazar (Biology) Hampton Cove, Alabama
Jamie Lynn Sexton (Biology) Hazel Green, Alabama
Susan Michele Shaw (Art) (Biology) Cookeville, Tennessee
David Maxwell Snow (Natural Resources) Tuscaloosa, Alabama
Cas William Sochacki (Natural Resources) Danville, Kentucky
Phillip John Stafford (Natural Resources) Fortson, Georgia
Heather Jo Stone (Biology) (in absentia) Chattanooga, Tennessee
Rosalie Wyman Stone (Biology) Greenville, South Carolina
William Granville Tabb IV (Natural Resources) New Orleans, Louisiana

Amelia Rachel Taylor (Biology) cum laude Pass Christian, Mississippi
Jennie McRae Trimble (Biology) Jacksonville, Florida
Howard Martin Wilkinson (Forestry) Charlotte, North Carolina
Laal Shah Zada (Biology) Memphis, Tennessee

*Phi Beta Kappa
AWARDS & PRIZES FOR COMMENCEMENT 2001

The College of Arts and Sciences

THE OUTSTANDING TEACHER AWARD
— for exceptional secondary school teachers nominated by members of the senior class in the College

Ms. Samantha Stevens—Grundy County High School, Coalmont, Tennessee
Ms. Rosalie Andrews—Cookeville High School, Cookeville, Tennessee

THE CLARENCE DAY COMMUNITY SERVICE AWARD
Katharine Elizabeth Preston—of South Carolina

THE BARRON-CRAVENS CUP
—for the outstanding male athlete
Ian Mitchell Scott—of Tennessee

THE CHARLES HAMMOND MEMORIAL CUP
—for the male athlete who best exemplifies excellence in scholarship and leadership
Kai Johannes Rodning—of Alabama

THE JOHN FLYNN MEMORIAL TROPHY
—for the outstanding intramural athlete
Jason Eugene Herrington—of Tennessee

THE OUTSTANDING SENIOR FEMALE ATHLETE AWARD
Katherine Ann Koepke—of Louisiana
Virginia Katherine Elliott—of Illinois

THE MICHAUX NASH AWARD
—for outstanding performance in men’s track
Stephen Edward Taylor—of Virginia
Kai Johannes Rodning—of Alabama
THE BISHOP JUHAN AWARD
—for excellence in swimming
Adam Hayes Whiteside—of Kentucky
Elizabeth Leigh Pate—of North Carolina

THE STEPHEN ELLIOTT PUCKETTE III MEMORIAL SCHOLARSHIP
—for the outstanding senior man exemplifying academic and athletic attributes
William Brian Morrison—of Alabama

THE PHILLIP EVANS AWARD
—for the outstanding Economics graduate
Peter Kusek—of Slovakia

THE GUERRY AWARD
—for excellence in English
Andrew John Clark—of Pennsylvania

THE TENNESSEE WILLIAMS AWARD FOR CREATIVE WRITING
Freeman Thomas Rogers—of South Carolina
Andrew Bryan Smith—of Florida

AWARD FOR DISTINCTION IN ART HISTORY
Kayaneh Marie Tasian—of Texas

THE JOHN MCCRADY MEMORIAL AWARD
—for excellence in Art
Evelyn Ann Greiner—of Virginia

THE ALLEN FARMER AWARD
—for excellence in Forestry and Geology
Carrie Adele Dean—of Nevada
Elizabeth Kristin Erickson—of Massachusetts

U.S. FOREST SERVICE SCIENCE AWARD
Thomas Lee Humphries, Jr.—of Arkansas

THE RUGGLES-WRIGHT PRIZE IN FRENCH
Nicole Marie Cottrell—of Colorado

THE LINDA WHEAT GRANT
—for French graduate study in France
Nicole Marie Cottrell—of Colorado
THE JACKSON CROSS MEMORIAL GERMAN PRIZE
Robert Grant Wood—of Texas

THE WALTER GUERRY GREEN MEDAL
—for excellence in Latin
Daniel Ethan Shaver—of Tennessee

THE ROBERT HOOKE PRIZE
—for achievement in Mathematics
David Bennett Rose—of Tennessee

THE GILBERT GILCHRIST MEMORIAL MUSIC AWARD
Gerald Paul Senechal—of Massachusetts

THE JUDY RUNNING MEMORIAL MUSIC PRIZE
Joy Elizabeth Kerlin—of Georgia

THE E.G. RICHMOND PRIZE IN SOCIAL SCIENCE
Thomas Michael Dolan, Jr.—of Pennsylvania

THE SOCIAL SCIENCE-FOREIGN LANGUAGE AWARD
Anna Marie Krasniewska—of North Dakota

THE HUGH HARRIS CALDWELL, JR. AWARD
—for excellence in Philosophy
George Willcox Brown III—of Virginia

THE WILLIAM T. ALLEN MEMORIAL SCHOLARSHIP
David Christopher Coffey—of Colorado

THE ALEX SHIPLEY, JR. AWARD
Thomas Michael Dolan, Jr.—of Pennsylvania

THE ANDREW NELSON LYTLE AWARD
—for academic excellence
Graham Andrew Walker—of Louisiana

THE SHEPARD PHOTOGRAPHY AWARD
Denise Anne Gallagher—of Tennessee
AWARDS & PRIZES

THE JAMES MCCARDELL FOURMY, JR. GRADUATE SCHOLARSHIP
Daniel Ethan Shaver—of Tennessee

THE ARTHUR B. DUGAN AWARD
Justin Damon Wear—of Tennessee

PHI BETA KAPPA
Jonathan Wesley Arnold—of Louisiana
Bojana Bjelicic—of Tennessee
Andrew John Clark—of Pennsylvania
David Christopher Coffey—of Colorado
Margaret Del Cooke—of Tennessee
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Lindsay Rebecca Fields—of Georgia
Rachel Ann Hall—of Tennessee
Lauren Elizabeth Hash—of Mississippi
Linda Jean House—of Alabama
Thomas Lee Humphries, Jr.—of Arkansas
Jane Elizabeth Keeler—of Florida
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Anna Maria Krasniewska—of North Dakota
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Brian Christopher Miller—of Ohio
William Terry Miller, Jr.—of Florida
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Daniel Ethan Shaver—of Tennessee
Kayaneh Marie Tasian—of Texas
Emily Marie Thompson—of Tennessee
Graham Andrew Walker—of Louisiana
Justin Damon Wear—of Tennessee
National Graduate Scholarships in the College of Arts and Sciences

THOMAS J. WATSON FELLOWSHIP
  George Willcox Brown III—of Virginia
  Ian Mitchell Scott—of Tennessee
  Jason Lee Wilson—of Tennessee

ALGERNON SYDNEY SULLIVAN MEDALLION
  —for character
  Margaret Elizabeth Currie—of North Carolina
STUDENT BODY STATISTICS FOR THE ADVENT SEMESTER 2000-2001

COLLEGE OF ARTS AND SCIENCES

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Office of the Registrar • Advent 2000

GEOGRAPHICAL DISTRIBUTION

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**Total Enrollment**  1385

**International Students**  29

**Countries Represented**  18

**RELIGIOUS DISTRIBUTION**

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**Total**  1385
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