



**SOUTHWESTERN
UNIVERSITY**

2025-27 Course Catalog



Southwestern University

COURSE CATALOG 2025-2027

Texas' First University, Chartered by the Republic of Texas February 4, 1840
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The Council of Independent Colleges

The Hispanic Association of Colleges and Universities

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<https://www.southwestern.edu/offices/success/services-for-students-with-disabilities/>

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Although every effort has been made to ensure the accuracy of the contents of the catalog, discrepancies may occur. Any comments or questions regarding the catalog should be directed to the Office of the Registrar.

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ACADEMIC CALENDAR 2025-2026 (APPROVED)

FALL 2025

August	16	Saturday	New students arrive on campus
	18	Monday	First-Year and Advanced-Entry Seminar classes begin.
	25	Monday	Classes Begin
September	1	Monday	SU closed – no classes
	2	Tuesday	Last day to register late
	4	Thursday	Last day to add courses
October	1	Wednesday	Last day to drop courses without record entry or change to/from P/D/F, audit
	3	Friday	Application for Diploma due: Fall candidates
	10	Friday	Fall break begins at 10 p.m. (October 13 - 14)
	15	Wednesday	Classes resume at 8 a.m.
	27	Monday	Mid-semester grades due at 5 p.m.
	28	Tuesday	SUnity Day – no classes
November	3	Monday	Last day to drop courses
	26-28	Wed – Fri	SU closed – no classes
December	1	Monday	Classes resume at 8 a.m.
	5	Friday	Last day of classes
	6-7	Sat – Sun	Study days – no classes
	8-12	Mon – Fri	Final examinations
	12	Friday	December Graduation Ceremony
	15	Monday	Grades due at 5 p.m.
January	5	Monday	Last day for removing “Incomplete” grades

SPRING 2026

January	19	Monday	SU closed – no classes
	20	Tuesday	Classes begin
	27	Tuesday	Last day to register late
	29	Thursday	Last day to add courses
February	13	Friday	Application for Diploma due: Spring and Summer candidates
	23	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	13	Friday	Spring Break begins at 10 p.m. (March 16 - 20)
	23	Monday	Classes resume at 8 a.m.
	31	Tuesday	Mid-semester grades due at 5 p.m.
April	3	Friday	SU Closed – no classes
	7	Tuesday	Last day to drop courses
	14	Tuesday	Spring Research and Creative Works Symposium (No Classes)
May	6	Wednesday	Last day of classes
	7-10	Thu – Sun	Study days – no classes
	11	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon
	11-15	Mon – Fri	Final examinations
	16	Saturday	Commencement
	20	Wednesday	Remainder of grades due by 5:00 p.m.
June	8	Monday	Last day for removing “Incomplete” grades

SUMMER 2026

Summer I Term
Summer III/Non-Residential Term
Summer III grades due

May 20 – June 25 (SU closed May 25, June 19 – no classes)
May 20 – August 20 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program)
August 28

ACADEMIC CALENDAR 2026-2027 (TENTATIVE)

FALL 2026

August	15	Saturday	New students arrive on campus
	17	Monday	First-Year and Advanced-Entry Seminar classes begin.
	24	Monday	Classes Begin
September	1	Tuesday	Last day to register late
	3	Thursday	Last day to add courses
	7	Monday	SU closed – no classes
	30	Wednesday	Last day to drop courses without record entry or change to/from P/D/F, audit
October	2	Friday	Application for Diploma due: Fall candidates
	9	Friday	Fall break begins at 10 p.m. (October 12 - 13)
	14	Wednesday	Classes resume at 8 a.m.
	26	Monday	Mid-semester grades due at 5 p.m.
	27	Tuesday	SUnity Day – no classes
November	2	Monday	Last day to drop courses
	25-27	Wed – Fri	SU closed – no classes
	30	Monday	Classes resume at 8 a.m.
December	4	Friday	Last day of classes
	5-6	Sat – Sun	Study days – no classes
	7-11	Mon – Fri	Final examinations
	11	Friday	December Graduation Ceremony
	14	Monday	Grades due at 5 p.m.
January	4	Monday	Last day for removing “Incomplete” grades

SPRING 2027

January	18	Monday	SU closed – no classes
	19	Tuesday	Classes begin
	26	Tuesday	Last day to register late
	28	Thursday	Last day to add courses
February	12	Friday	Application for Diploma due: Spring and Summer candidates
	22	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	12	Friday	Spring Break begins at 10 p.m. (March 15 - 19)
	22	Monday	Classes resume at 8 a.m.
	26	Friday	SU Closed – no classes
	30	Tuesday	Mid-semester grades due at 5 p.m.
April	6	Tuesday	Last day to drop courses
	13	Tuesday	Spring Research and Creative Works Symposium (No Classes)
May	5	Wednesday	Last day of classes
	6-9	Thu – Sun	Study days – no classes
	10	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon
	10-14	Mon – Fri	Final examinations
	15	Saturday	Commencement
	19	Wednesday	Remainder of grades due by 5:00 p.m.
June	7	Monday	Last day for removing “Incomplete” grades

SUMMER 2027

Summer I Term

Summer III/Non-Residential Term

Summer III grades due

May 19 – June 24 (SU closed May 31, June 18 – no classes)

May 19 – August 19 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program)

August 27

SOUTHWESTERN UNIVERSITY

A STATEMENT OF WHO WE ARE

Southwestern University is a selective, nationally recognized undergraduate liberal arts and sciences college located in Georgetown, Texas, which is situated on the northern edge of the Austin metro. Established in 1840, when Texas was still an independent republic prior to statehood, Southwestern is the first institution of higher learning in the state and in the Southwest. We are a private university that is home to approximately 1,500 students and 110 faculty from across the U.S. and 11 other countries.

Southwestern's residential campus offers an experiential education, with small classes as well as numerous opportunities for internships, collaborative research, and civic engagement. Our innovative Paideia and MOSAIC programs enable students to make connections across disciplines and between the classroom and cocurricular activities. Student organizations provide numerous ways to connect with people, explore special interests, and hone leadership skills. Our athletes compete in 20 National Collegiate Athletic Association Division III intercollegiate sports. Through immersive experiences inside and outside the classroom, our students learn how to discover, collaborate, communicate, adapt, and problem-solve from multiple perspectives. These lifelong skills enrich students' lives and prepare them to thrive in dynamic careers as scholars, artists, activists, and leaders. They learn to engage thoughtfully in their communities and make a positive difference as citizens of the world.

The University upholds the United Methodist tradition that education transforms the lives of individuals, strengthens communities, and benefits the well-being of society. Southwestern is fundamentally committed to academic freedom—to the informed debate in which new knowledge, new ethical insights, and richer spiritualities are grounded. Southwestern also shares the traditional Methodist concern for social justice: we seek to promote a sense of social responsibility and are committed to offering the benefits of higher education to those who confront adverse financial and social circumstances.

Southwestern is a small but inclusive community whose center is meaningful relationships. Our small size does not mean seclusion from the broader world of social and political conflict; instead, it affords a distinctive way of engaging that world. Our traditions of communal responsibility and global citizenship sustain our rigorous but nurturing teaching environment, which promotes lifelong learning and supports the academic, professional, and personal development of each student as a whole person.

Institutional Mission Statement

Officially adopted by the faculty and the Board of Trustees in 1972, amended in 2001, 2008, and 2011.

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions, and the professions of society. As a teaching–learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching, and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.

Southwestern University's Core Purpose

Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.

Southwestern University's Core Values

- Cultivating academic excellence.
- Promoting lifelong learning and a passion for intellectual and personal growth.
- Fostering diverse perspectives.
- Being true to oneself and others.
- Respecting the worth and dignity of persons.
- Encouraging activism in the pursuit of justice and the common good.

THE ACADEMIC PROGRAM

ACADEMIC STRUCTURE OF THE UNIVERSITY

The academic and instructional program at Southwestern University is organized through the Brown College of Arts and Sciences, the Garey School of Natural Sciences and the Sarofim School of Fine Arts.

The Brown College of Arts and Sciences

The Brown College of Arts and Sciences was named in 1975 to honor the George R. and Herman Brown families of Houston for their generosity. The Brown family has maintained a strong commitment to educational opportunity and a continuing interest in

the institutions that have shaped their own lives, including Southwestern University. The Brown Challenge was a gift providing resources of truly transformative scale to Southwestern's general endowment. Over the years, gifts from The Brown Foundation and Brown family have also recognized and promoted the potential of Southwestern's faculty and students. The Brown legacy at Southwestern is also present on campus today through the Shilling Lecture Series, in the exemplary teaching and scholarship carried out by Brown Chairs and Fellows, and in the presence on campus of the Brown Scholars, recipients of Southwestern's highest academic award.

The Brown College of Arts and Sciences comprises the Humanities Area and the Social Sciences Area. The Brown College encompasses 11 academic departments. The Brown College of Arts and Sciences makes available courses leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees.

Humanities

- Communication Studies
- English
- History
- Languages, Literatures, and Culture
- Philosophy
- Religion and Culture

Social Sciences

- Economics and Business
- Education
- Political Science
- Psychology
- Sociology and Anthropology

The Garey School of Natural Sciences

Formed in 2018, the Jack and Camille Garey School of Natural Sciences brings significant and focused attention to the University's leadership in educating physicians, medical professionals, engineers, physical and occupational therapists, and scientists in various fields. Named in honor of Jack and Camille Garey's significant contributions to the University, the school comprises the Natural Sciences Area, which houses five academic departments offering 14 majors and minors. The objective of the school is to foster the highest standards of scholarship and academic quality in science, technology, engineering, and mathematics (STEM) fields while prioritizing multidisciplinary connections with the humanities, fine arts, and social sciences.

Natural Sciences

- Biology
- Chemistry and Biochemistry
- Kinesiology
- Mathematics and Computer Science
- Physics

The Sarofim School of Fine Arts

The Sarofim School of Fine Arts has its roots in the University's original School of Music, which was established in 1888. In 1941, the Art Department was merged with the School of Music, and the School of Fine Arts offered its first courses with Dr. Henry Edwin Meyer as the first dean. In 1956, the Drama and Speech Department was incorporated into the school. In 1999, it became the Theatre Department, and the Sarofim School of Fine Arts evolved into its present configuration.

The purposes of the Sarofim School of Fine Arts are to prepare students for professions in the fields of studio art, art history, music, and theatre, including the teaching of those subjects; to provide them with a base of liberal arts subjects to afford them breadth and intellectual solidity; to provide opportunities for all University students to participate in studio, class, and ensemble activities; and to function as an aesthetic and cultural force for the University and the community.

Housed in the Alma Thomas Fine Arts Center and the Rufus Franklin Edwards Studio Arts Building, the Sarofim School of Fine Arts makes available courses leading to the Bachelor of Fine Arts degree in art, the Bachelor of Music degree, and the Bachelor of Arts in art, art history, music, and theatre.

Fine Arts

- Art and Art History
- Music
- Theatre

Interdisciplinary Programs

In addition, the University supports a series of interdisciplinary courses, including fields represented both by the Brown College of Arts and Sciences, the Garey School of Natural Sciences, and the Sarofim School of Fine Arts:

- Environmental Studies
- Feminist Studies
- International Studies
- Latin American and Border Studies
- Race and Ethnicity Studies

SOUTHWESTERN UNIVERSITY CURRICULUM

Rationale

At Southwestern University, we believe that the liberal arts must extend beyond a prescribed set of courses and experiences to include all we do. In structuring the academic curriculum, Southwestern University believes that all courses must contribute in a vital way to a liberal arts education. A liberal arts approach to teaching and learning requires that faculty in all disciplines provide courses that encourage students to challenge their own assumptions about the world and to become individuals who are capable of self-reflection and critical analysis and who are passionate about continued learning throughout their lives. A liberal arts approach requires that individual courses be placed in the context of the discipline, in relationship to other disciplines, and in relation to the liberal arts in general, such that students come to understand the essentially integrative nature of the liberal arts.

Southwestern University's *Paideia* centers on making connections between different ways of knowing and understanding complex issues, between academic coursework and campus life experiences, and between one's own life and world issues. *Paideia* encourages students to explore the complexity of life's challenges through integrating multiple viewpoints and perspectives and by engaging in intensive, varied experiences.

All Southwestern students participate in *Paideia* experiences throughout the curriculum. The First-Year or Advanced-Entry Seminar introduces students to the practice of making connections, with a special focus on incorporating perspectives from multiple disciplines. All other courses explicitly acknowledge the connections between ideas within their own course material; many will point to intersections with other courses. In the required Power and Justice course, students connect their learning to issues of diversity and inequality. All majors include an opportunity to consider how various skills and ideas connect across the department or program and culminate in a Capstone experience. In addition to the integrated *Paideia* experiences, Southwestern encourages students to choose a more intensive *Paideia* path that includes elements above and beyond the graduation requirements for all students. Any student who is selected to participate and successfully completes a *Paideia* seminar, at least one presentation at the on-campus Research and Creative Works Symposium, and one of the two approved intensive *Paideia* options will be recognized as having achieved *Paideia with Distinction*.

Students who experience such a liberal arts education should become literate, informed and critical persons capable of making the world more humane and just. To accomplish this goal, students should gain in-depth knowledge of a discipline through engagement in the rigorous study of a major field. Equally important, students should acquire a breadth of knowledge across a range of disciplines that allows them to learn from a variety of perspectives and that provides the opportunity to explore the ways in which disciplines interact and intersect in the formation of knowledge.

Objectives

- I. Southwestern University graduates will demonstrate:
 - a. the ability to read and think critically.
 - b. the ability to write and speak cogently.
 - c. proficiency in a language other than English.
 - d. the ability to apply disciplinary knowledge and skills in major projects or other intentional and significant assignments.
 - e. the ability to make connections across courses and experiences.

- II. Southwestern graduates will develop significant proficiency in their chosen academic major disciplines and will also demonstrate knowledge in the following areas:

Fine Arts:

These courses develop an understanding of the creative dimension of human existence and of aesthetic experience as a distinctive mode of perceiving the world. Courses that satisfy this requirement are marked in the catalog with (FA) following their descriptions.

Humanities:

These courses develop understandings of human experiences and cultures through close reading, writing, and critical analysis of histories, ideas, languages, literatures, and values. Courses that satisfy this requirement are marked in the catalog with (H) following their descriptions.

Natural Sciences:

These courses require students to understand and/or engage in quantitative or scientific reasoning to acquire knowledge of the natural world, analyze methods of inquiry, develop techniques of experimentation, and/or employ mathematical modeling or computational thinking. Courses that satisfy this requirement are marked in the catalog with (NS or NSL) following their descriptions.

Social Sciences:

These courses develop an understanding of the relationship between the individual and the social environment and of the ways in which that relationship can be understood. Courses that satisfy this requirement are marked in the catalog with (ScS) following their descriptions.

III. To develop proficiencies in students based on systematic and rigorous study of a particular field. Students may choose to focus their study on a discipline located within a particular academic department or on an interdisciplinary program.

Elements of the Curriculum

The Southwestern University curriculum consists of a number of elements, each of which contributes an essential component to the student's educational experience. Courses selected are designed to ensure breadth of study across the range of academic disciplines included in the liberal arts, and to foster the student's agency in shaping a program of study. Please see the following section "Degree Requirements" for specific requirements for individual degrees.

First-Year Seminar or Advanced-Entry Seminar

The First-Year/Advanced-Entry Seminar Program helps to bring new students into the Southwestern community. Each seminar cultivates a sense of belonging and inclusion among students, and exposes them to SU's expectations for their academic work. Though each faculty member teaching in the program organizes their seminar around a different topic, all of the seminars work towards developing a common set of skills. These include information literacy, reading critically, writing cogently, and participating in informed discussion and debate. In their seminars, students engage in a liberal arts mode of learning, which exposes them to a wide array of disciplinary approaches and topics. FYS/AES is the student's first introduction to the Paideia philosophy of making connections. They learn how seemingly disparate ways of thinking can be fully interwoven and how to connect liberal arts learning with the extra- and co-curricular activities and organizations in which they engage.

Languages and Cultures

Southwestern University students ordinarily must demonstrate proficiency at the intermediate level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in order to fulfill the Language and Culture requirement. Incoming students have the opportunity to demonstrate proficiency by achieving advanced placement on the regularly scheduled placement examinations. Please see the section about earning credit through placement on page 39. To fulfill the language requirement in a language not offered at Southwestern University, students may transfer coursework in with an official transcript or demonstrate proficiency through the Southwestern approved language placement exam. Through the sustained study of literature, film, or other forms of cultural expression in the target language, students gain a foundational understanding of communities and heritages other than their own. Students thereby become conversant in an increasingly interconnected global environment where proficiency in another language provides access to intellectual inquiry, effective interpersonal communication, and intercultural awareness. Southwestern allows students to seek fulfillment of the language requirement in languages not offered at Southwestern, or which are heritage languages other than English.

Power and Justice

Southwestern University's core values include fostering diverse perspectives, respecting the worth and dignity of persons, and promoting activism in the pursuit of justice. Southwestern requires all students to complete one course that provides them an opportunity to interrogate how interlocking systems of power and oppression (e.g. institutions, discourses, etc.) impact individual experiences with justice and injustice, as well as the activism in which people engage to promote a more just society. Courses that satisfy this requirement are marked in the catalog with (PJ) following their descriptions. This requirement may only be satisfied using Southwestern courses and cannot be completed via transfer credit.

Fitness and Recreational Activity

The objective of the Fitness and Recreational Activity (FRA) program is to develop knowledge, skills and physical abilities that contribute to the enjoyment of various sports and leisure-time activities throughout life, as well as to acquire techniques in developing and maintaining personal physical fitness. Students are encouraged to develop and practice a lifestyle that promotes wellness and physical fitness, and that incorporates recreational activities on a regular

basis. Students who complete a season of participation in intercollegiate athletics may satisfy the FRA course requirement for such participation.

Exploration and Breadth Courses

As designated by the requirements of each degree, students will take six courses, which must include one to two courses from each of the following areas of the university:

- Fine Arts Area
- Humanities Area
- Natural Sciences Area
- Social Sciences Area

Each area or school may specify the type of courses required to satisfy this requirement. All courses that satisfy Exploration and Breadth requirements are marked in the catalog by including the designation for each area or school that the course may satisfy. A course may only count as satisfying this requirement in one of the areas indicated for each course that carries multiple designations.

The Major

The major is the primary focus of study for a bachelor's degree. It is a comprehensive program that requires broad as well as in-depth coursework in a specific discipline, encompassing fundamental and advanced topics in the field and allowing students to achieve expertise in a chosen area. All majors require a minimum of 30 credits; some majors require considerably more than this minimum. Unless otherwise specified by the academic department, each course must be worth a minimum of 3 credits to meet major requirements. Credits counted toward the 30-credit minimum in a major may not be used to satisfy the 30-credit minimum required for general education, or the 30-credit minimum in another major. Courses used to satisfy a major requirement may not be double counted.

The Minor

The minor is a secondary focus of study that often complements the major. Involving fewer courses, it is, by definition, narrower and allows students to explore and gain competency in another field of interest, without the extensive commitment of a major. All minors require at least 18 credits. Students are limited to two minors. Unless otherwise specified by the academic department, each course must be worth a minimum of 3 credits to meet minor requirements. Double counting of courses is permitted for all minor requirements.

Certificate Programs

Certificate programs help students acquire specific knowledge and abilities that enhance graduate and professional applications. Comprised of a set of courses and at least one High-Impact Experience, certificates are targeted and practical, often focusing on applied skills and development. They are awarded upon completion rather than at graduation. Certificates require at least 18 credits and there is no upper limit of how many certificates students may pursue. Double counting of courses is permitted for all certificate requirements. Certificate requirements must be fulfilled with Southwestern courses only; transfer credit, AP/IB scores, or other non-residence SU credit are not accepted. No grade below C- may be counted toward the required credits in the certificate program, and a minimum 2.000 GPA is required for all certificate classes.. Information about the application to confirm certificate program completion is available on the Office of the Registrar's website.

Double Counting

Double counting of courses is only allowed for minors, teacher certification, required supporting courses and/or certificates. Students with an approved foreign language accommodation may only double count the courses in a minor.

Writing in the Disciplines

Students must not only learn how to write cogently but must also practice and refine writing skills as they progress through their various courses of study. Different disciplines or fields of knowledge have different writing styles and requirements, and graduates should be able to communicate effectively in their chosen fields. Each discipline develops and identifies courses that involve students in the process of writing as thinking, stimulate them to develop their ideas, and increase their facility with discipline-specific writing. The courses focus on issues, structures of thought and materials appropriate to their disciplines, but also place sustained emphasis on student writing. Courses that satisfy these criteria are marked in the catalog with (WA) following their descriptions.

Capstone Experience

One of the objectives of the study of a subject in depth is the development within students of the ability to organize and integrate their knowledge and experience within the field. A major or area of concentration is not simply a collection of courses; it involves the mastery of the subject and the ability to interrelate that knowledge. Each department and major program shall design its major(s) to include an appropriate summary or capstone experience. This may be a special course, a project in which students are expected to bring together and apply what they have learned, a comprehensive written and/or oral examination, or other experience appropriate to the area of specialization.

Paideia Integrated

All Southwestern students participate in Paideia experiences throughout the curriculum. The First-Year or Advanced-Entry Seminar introduces students to the practice of making connections, with a special focus on incorporating perspectives from multiple disciplines. All other courses explicitly acknowledge the connections between ideas within their own course material; many will point to intersections with other courses. In the required Power and Justice course, students connect their learning to issues of diversity and inequality. All majors include an opportunity to consider how various skills and ideas connect across the department or program and culminate in a Capstone experience.

Paideia with Distinction

In addition to the integrated Paideia experiences, Southwestern encourages students to choose a more intensive Paideia path that includes elements above and beyond the graduation requirements for all students. Students who are accepted to participate and successfully complete a Paideia seminar, at least one presentation at the on-campus Research and Creative Works Symposium, and one of the following Paideia intensive options will be recognized as having achieved *Paideia with Distinction*:

- Option A: An approved Paideia Minor
 - Animal Studies
 - Data Science
 - Design Thinking
 - Early Modern and Medieval Studies
 - East Asian Studies
 - Environmental Studies
 - Feminist Studies
 - Health Studies
 - International Studies
 - Latin American and Border Studies
 - Neuroscience
 - Race and Ethnicity Studies
- Option B: Approval of two distinct Paideia Experiences, including, but not limited to,
 - Academic Internship
 - Community-Engaged Learning course
 - Cultivating Intercultural Perspectives and Language Proficiency
 - Faculty-Mentored Research
 - Project Funded by a King Creativity Grant
 - Study Abroad

Note: Detailed descriptions of each approved Paideia Experience are provided on page 38.

Paideia with Distinction is pursued with intentionality. Students interested in earning distinction should indicate their intentions through a pre-planning process with their advisor and the Director of Paideia, typically during the sophomore or junior year. This process includes applying for the Paideia seminar, which may be taken as early as the junior year, participating in at least one Research and Creative Works Symposium, and documentation for pursuit of either a Paideia minor or additional Paideia experiences.

All students who seek Paideia with Distinction must submit final documentation of all requirements to the Registrar's Office no later than November 15 for December graduates and April 15 for May/August graduates. Paideia with Distinction is pending successful completion of all requirements.

Elective Courses

Electives (credits vary depending on degree program and choice of major). These unrestricted courses give students the opportunity to pursue topics of personal interest that complement courses taken to satisfy degree requirements.

Majors and Minors Available at Southwestern

Majors

Anthropology
Applied Physics (Pre-Engineering)
Art (Studio)
Art History
Biochemistry
Biology
Business
Chemistry
Classical Civilizations
Classical Languages
Communication Studies
Computational Mathematics
Computer Science
Economics
Education
Education with Teacher Certification
EC - 6/Special Education, 4th - 8th Grade, 7 - 12th grade, EC-12th grade
English
Environmental Studies
Feminist Studies
French
German
History
International Studies
Kinesiology
Latin American and Border Studies
Mathematics
Music
Music Composition
Music Education
with EC-12th grade Teacher Certification: Choral/Vocal Emphasis, Instrumental Emphasis
without Teacher Certification: Choral/Vocal Emphasis, Instrumental Emphasis
Music Literature
Music Performance
Keyboard Performance, Instrumental Performance, Vocal Performance
Philosophy
Physics
Political Science
Psychology
Religion and Culture
Sociology
Spanish
Theatre Arts
Theatre Design and Production

Paired Majors

Art History and Business
Art History and History
Art History and International Studies
Art History and Studio Art

Business and Economics
English and Feminist Studies
English and History
Environmental Studies and Religion and Culture
Feminist Studies and Religion and Culture
French and International Studies
German and International Studies
History and Feminist Studies
History and International Studies
International Studies and Spanish
Latin American and Border Studies and Spanish

Minors

Anthropology
Applied Movement and Sport Studies
Art History
Biology
Business
Chemistry
Chinese
Classical Civilization
Classical Languages
Communication Studies
Computer Science
Data Analytics
Design Thinking
Early Modern and Medieval Studies
East Asian Studies
Economics
Education
English
Environmental Studies
Feminist Studies
French
Generic Special Education
German
Health Studies
History
International Studies
Kinesiology
Latin American and Border Studies
Mathematics
Music
Neuroscience
Philosophy
Physics
Political Science
Psychology
Race and Ethnicity Studies
Religion and Culture
Sociology
Spanish
Studio Art

Theatre

Certificates

Computer-Aided Design & 3D Printing Certificate

Legal Studies

Spanish for Healthcare Professions

The Independent Major (Area of Concentration)

The independent major (area of concentration) within the Bachelor of Arts degree is an alternative to a regularly offered major and minor. It gives students greater freedom to design an interdisciplinary course of study focusing on a theme or career plan. It must consist of no fewer than 56 credits, chosen in accordance with an overall plan that gives unity and coherence to the integrated course of study: 1) 28 credits from one subject area, 20 of which must be above the introductory level; and 2) 28 additional credits from other subject areas, 20 of which must be above the introductory level. Students' programs must be designed in consultation with the chairs of the departments/programs involved and must be endorsed by a vote of the department/program in which the first 28-credit block falls and then submitted to the Curriculum Committee for final approval. The capstone experience is dictated by the requirements of the subject area in the first 28-credit block. Courses used to satisfy the first 28-credit block may not be double counted.

DEGREE REQUIREMENTS

Southwestern University offers five bachelor's degrees requiring a minimum of 127 academic credits. A general outline of the requirements for each degree is given below. The departmental sections supplement this information with detailed requirements for majors and minors within a particular degree. All degrees require a minimum of 30 credits of general education coursework. General education credit includes any courses with the following designations: First-Year or Advanced-Entry Seminar; Fine Arts (FA); Humanities (H); Social Sciences (ScS); Natural Sciences (NS); and the Languages, Literatures, and Cultures.

Bachelor of Arts (BA)

The Bachelor of Arts degree requires a minimum of 127 credits.

● First-Year or Advanced-Entry Seminar	4 credits
● Languages and Cultures (<i>through third-semester proficiency</i>)	up to 12 credits
● Fitness and Recreational Activity ¹	1 credit
● At least one Power and Justice (PJ) course	3-4 credits
● Exploration and Breadth: Six courses from outside of the major(s) <i>Each of these courses must be 3 or 4 credits (or the equivalent²)</i>	18-24 credits
○ Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)	
Part I (Four courses) - One course from each of the four areas.	
Part II (Two courses) - One additional course from two of the four areas	
● The Major	at least 30 credits
● The Minor (<i>optional</i>)	at least 18 credits

Total, including approved electives: minimum of 127 credits

Bachelor of Fine Arts (Art) (BFA)*

The Bachelor of Fine Arts degree requires a minimum of 127 credits.

● First-Year or Advanced-Entry Seminar	4 credits
● Languages and Cultures (<i>through third-semester proficiency</i>)	up to 12 credits
● Fitness and Recreational Activity ¹	1 credit
● At least one Power and Justice (PJ) course	3-4 credits
● Exploration and Breadth: Six courses from outside of the major(s) <i>Each of these courses must be 3 or 4 credits (or the equivalent²)</i>	18-24 credits
○ Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)	
Part I (Four courses) - One course from each of the four areas.	
Part II (Two courses) - One additional course from two of the four areas	
● The Major	credits vary
● The Minor (<i>optional</i>)	at least 18 credits

Total, including approved electives: minimum of 127 credits

*Consult with the chairs of the departments in The Sarofim School of Fine Arts for details concerning BFA degree programs.

Bachelor of Music (BM)*

The Bachelor of Music degree requires a minimum of 127 credits.

● First-Year or Advanced-Entry Seminar	4 credits
● Languages and Cultures (<i>through third-semester proficiency</i>) <i>(See specific requirements for Vocal Performance Concentration and Music Education Concentration for exceptions)</i>	up to 12 credits
● Fitness and Recreational Activity ¹	1 credit
● At least one Power and Justice (PJ) course	3-4 credits
● Exploration and Breadth: Six courses from outside of the major(s) <i>Each of these courses must be 3 or 4 credits (or the equivalent²)</i>	18-24 credits
○ Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)	
Part I (Four courses) - One course from each of the four areas.	
Part II (Two courses) - One additional course from two of the four areas	
● The Major	credits vary
● The Minor (<i>optional</i>) <i>(see the Music Department section for specifics)</i>	at least 18 credits

Total, including approved electives: minimum of 127 credits

*Consult with the chairs of the departments in The Sarofim School of Fine Arts for details concerning BM degree programs.

Bachelor of Science (BS)

The Bachelor of Science degree requires a minimum of 127 credits.

● First-Year or Advanced-Entry Seminar	4 credits
● Languages and Cultures (<i>through third-semester proficiency</i>)	up to 12 credits
● Fitness and Recreational Activity ¹	1 credit
● At least one Power and Justice (PJ) course	3-4 credits
● Exploration and Breadth: Six courses from outside of the major(s) <i>Each of these courses must be 3 or 4 credits (or the equivalent²)</i>	18-24 credits
○ Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)	
Part I (Four courses) - One course from each of the four areas.	
Part II (Two courses) - One additional course from two of the four areas	
● The Major	at least 30 credits
● The Minor (<i>optional</i>)	at least 18 credits
● Specific Additional Course Requirements for the BS Degree (if not required in the major):	
I. Biology 50-173/171 or 50-183/181	4 credits
II. Chemistry 51-103/101	4 credits
III. Mathematics 52-164	4 credits
IV. Physics 53-154	4 credits
V. Two approved courses from different disciplines in the Natural Sciences Area, as specified by the major department, each of which serves to complete a year-long sequence.	8 credits
VI. At least two additional course requirements ³ in the Natural Sciences Area or Psychology, as specified by the major department	credits vary

Courses specified in I – IV may not satisfy requirements in both the major and the Additional Requirements for the BS Degree.

If a course is required for the major, the department must designate a replacement course. Each major specifies which courses may be used to satisfy requirements V and VI. In order to receive a Bachelor of Science degree, the major (or first major, if pursuing more than one) must be selected from the Natural Sciences Area or Psychology and satisfy the Bachelor of Science requirements for that major. See specific course requirements for majors and minors listed under departmental program descriptions.

Total, including approved electives: minimum of 127 credits

Bachelor of Science in Education (BSEd)

The Bachelor of Science in Education degree requires a minimum of 127 credits.

● First-Year or Advanced-Entry Seminar	4 credits
● Languages and Cultures (<i>through third-semester proficiency</i>)	up to 12 credits
● Fitness and Recreational Activity ¹	1 credit
● At least one Power and Justice (PJ) course	3-4 credits
● Exploration and Breadth: Six courses from outside of the major(s) <i>Each of these courses must be 3 or 4 credits (or the equivalent²)</i>	18-24 credits
○ Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)	
Part I (Four courses) - One course from each of the four areas.	

Part II (Two courses) - One additional course from two of the four areas	
• The Major	at least 34 credits
• The Minor (<i>optional</i>)	at least 18 credits

Total, including approved electives: minimum of 127 credits

¹ Students may only apply one FRA credit as an elective in fulfilling the 127-credit degree requirement.

² For example, the successful completion of three 1-credit applied music or ensemble courses is considered to be the equivalent of one 3-credit Fine Arts course in Exploration and Breadth Part I. Courses cannot be combined to satisfy the requirements in Part II.

³ If a department structures the BS in such a way that courses from the major discipline can be included in requirement VI, then these should represent course requirements that exceed those for the BA. (Disciplines are defined by the three-letter prefix.)

GRADUATION REQUIREMENTS

Each student is responsible for meeting all catalog requirements for graduation.

1. A minimum of 127 credits of academic work is required, of which at least 64 credits must be from Southwestern University. Students must complete their last 32 credits in-residence (see number 5 below). Both a minimum overall grade point average of 2.000 on all college-level work attempted and at least a 2.000 on all Southwestern University work is required for graduation.
2. At least 60 percent of the work in the major must be completed at Southwestern University. The minor, if any, must include at least 12 credits at Southwestern.
3. In addition to the overall minimum grade point average of 2.000 for graduation, no grade below C- may be counted toward the required credits in the major and/or minor and at least an average of C (2.000) must be presented in the major, minor and area of concentration. Some majors may require higher grades in their courses.
4. Students who enter Southwestern with more than 64 transfer credits may be exempted to allow up to 16 additional credits from an approved study abroad program. Course credits completed at approved study-abroad programs will count for the in-residence graduation requirement. This exemption does not pertain to other graduation requirements, including the requirement stating 60% of major classes must be taken at Southwestern University.
5. Seniors may complete up to two courses at a regionally accredited college or university on the following conditions: (1) they must have been in residence at Southwestern University for a period of four semesters; (2) they must apply for and receive approval for the work in advance from the Office of the Registrar and, if applicable, the appropriate department chair; (3) courses approved for transfer to fulfill major or minor requirements must be approved by the appropriate department/program chair; (4) students participating in programs approved by the Office of Study Abroad and International Student, and the New York Arts Program as approved by the Office of Internships, are exempt from the two course limitation. All work attempted at other institutions must be reported to Southwestern on official transcripts in time to meet deadlines for graduation certification.
6. A department may provide for a general evaluation of the students' competence in their fields before the beginning of the final year. The specific techniques employed are adapted to the discipline involved, and may include public performance (as in The Sarofim School of Fine Arts) or oral or written examination or both. A senior oral examination or other departmental evaluation may be required at the discretion of the department. Such requirements may be in addition to the capstone experience and will be noted within the department specific area of the catalog.
7. Candidates for degrees must file the necessary "Application for Diploma" and make satisfactory arrangements for the payment of all accounts due the University before the degree is awarded. Students in financial arrears to the University at the time of the awarding of the degree will not be eligible to receive their diploma or transcripts until their financial record is cleared. In the Application for Diploma, the student confirms degree(s), major(s), and minor(s), and additional credentials will not be added after the conferral of the degree. Only students returning to the University for a second degree can add credentials to the academic record.
8. The University only confers degrees in December, May and August. The Commencement Convocation is held once per year at the end of the spring semester. Candidates are expected to be present at the Commencement Convocation for the conferring of the degrees. Students with 12 or fewer credits to complete for summer graduation may participate in the Commencement Convocation provided (1) they intend to complete their degree during the following summer term, (2) all grades except those for remaining courses are submitted by the senior grade deadline (Monday prior to Commencement), and (3) they can provide evidence of summer registration for the missing credits. Should a candidate have a compelling

reason to be absent from Commencement, they must notify the Office of University Events. Recognition of University Honors will be determined after all degree requirements have been met and students have been cleared to graduate. The December commencement ceremony is restricted to students completing their requirements in the fall semester. Students who attend the December commencement ceremony are encouraged to attend the Commencement Convocation the following May.

ACADEMIC RIGHTS AND POLICIES

Academic Rights for Students

Free inquiry and expression are necessary to foster independent thought in students and start them on a sustained and independent search for truth. The freedom to learn is as inseparable from academic freedom as is the freedom to teach. This policy is designed to promote these ends by ensuring an open environment for learning that is also fair and explicit in the expectations placed on both students and faculty members. The following provisions are seen to be essential to the students' right to learn.

A. Freedom of Access to Higher Education

Southwestern University is committed to the principle of equal opportunity for all persons without regard to race, color, religion, age, sex, disability, sexual orientation or national or ethnic origin. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities.

B. Protection Against Improper Evaluation

Faculty members should encourage free thought and expression both in the classroom and out. Students are entitled to disagree with interpretation of data or views of a faculty member and reserve judgment in matters of opinion, but this disagreement does not excuse them from learning the content of any course for which they are enrolled or from demonstrating the skills and competencies required by a faculty member. Students should be evaluated solely on academic performance.

C. In the Classroom

1. **Course Syllabus:** At the beginning of every course, faculty members shall provide the students with a course syllabus containing the following basic pieces of information: a. attendance policy (including the policy on Absences Due to Religious and Cultural Traditions), b. grading policy (e.g., what percentage tests, papers, attendance, class participation, etc. count toward the course grade), required activities outside the normal class period (including tests, lectures, field trips, performances, and other events). These activities must be scheduled in accordance with the Scheduling Courses and Other Academic Activities Policy posted on the Dean of the Faculty's Office website (<https://www.southwestern.edu/faculty-dean/forms-documents/>). Students should be advised of revisions to the syllabus in a timely fashion; any syllabus changes that concern attendance policy, grading policy, or required activities outside the normal class period must be done in writing, with a copy sent to the department or program chair.

2. **Announcement of Tests, Papers and Projects in a Regular Semester:** All tests worth 10% or more of the final course grade shall be announced at least one week before they are administered. All papers and projects worth 10% or more of the final course grade shall be announced at least three weeks before they are due.

3. **Return of Assignments to Students:** All tests, papers, and projects shall be graded and made available to the student no more than three weeks after the assignment is turned in. No test worth 10% or more of the course grade shall be administered until at least one class period after the previous test worth 10% or more of the final course grade has been graded and made available to the student. No paper worth 10% or more of the final course grade shall be due until at least one class period after the previous paper worth 10% or more of the final course grade has been graded and made available to the student.

4. **Reading Load/Major Assignments at the End of a Regular Semester:** No more than 20% of the total reading load for the course shall be assigned during the last two weeks of the regular semester. No assignment worth 20% or more of the final course grade shall be initiated in the last full week of the regular semester. (In this context, an assignment is considered "initiated" when it is both assigned and students have gained the information, knowledge and skills necessary to be capable of beginning the assignment or studying/preparing for another form of assessment).

5. **Teacher Tardiness to Class:** Students may leave after they have waited ten minutes for a faculty member who is late for class. If the faculty member has notified the class that they will be late and requests that the students wait for their arrival, the ten-minute limit does not apply. This rule does not apply to final examinations. Students shall wait for the faculty member to arrive or until notice is received that the examination is canceled.

D. Procedure

Should a student have reason to believe that the “Academic Rights for Students” has been violated; the student should request a conference with the faculty member involved, within 14 days of the alleged violation. If no informal resolution between the student and the faculty member can be reached, the student should meet with the faculty member’s department chair. If no resolution is reached after meeting with the department chair, the student then requests a conference with the Director of Academic Success. The Director shall evaluate the alleged violation and advise the student about their academic rights and try to affect an informal resolution between the student and the faculty member involved.

If no satisfactory settlement is reached at this level, the alleged violation may serve as a basis for grade appeal. The student should follow the procedure for Appeal of Grades as stated in the Catalog on page 35, and the Faculty Handbook.

Software & Intellectual Rights

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Official Communication

During the academic year, official University correspondence and notices may be sent via telephone, electronic mail or letter. This assortment is necessary to allow quick, efficient and effective communication. The University provides every student with Internet access, an e-mail account and a postal box at the University Post Office.

To allow the University to contact students as needed, each student must maintain records of valid address information, including emergency contacts, telephone, e-mail, SU Box, local address (if living off campus) and permanent address. The latter two may not be the SU Box Number. The Office of the Registrar keeps information regarding each of these addresses as part of the directory information on the Student Record, and students must maintain accurate data there. Furthermore, students are responsible for claiming their accounts, ensuring that their mailboxes do not become too full, and regularly checking e-mail and their SU Box for important University communications. Students are responsible for the content contained in official messages.

Permanent Record

A permanent record of each student’s course credits, grades, degree plans and academic status is kept in the Office of the Registrar. Access to this record is governed by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

FERPA generally requires the student’s permission to release anything other than “directory information” about the student to any person outside the University. At Southwestern University, directory information includes:

- Student’s name
- Local and home residence addresses
- Mailing address
- Voicemail
- E-mail addresses
- Local and home phone numbers
- Date and place of birth
- Major field of study
- Participation in officially recognized activities or sports
- Weights and heights of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Student identification number assigned by the University (SU ID number)
- The most recent previous educational agency or institution attended by the student
- Photographs or other personal “imagery”
- Listings of candidates for degrees
- Full-time or part-time status
- Other similar information

Students may request to restrict the release of directory information by contacting the Office of the Registrar.

Southwestern University policy generally prohibits the release of student lists and their directory information outside the Southwestern community. It also generally prohibits release of address information for a specific student outside the Southwestern community.

Notification of Rights Under FERPA: Student's Records Access

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University Official will arrange access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is to disclose to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a person (including students) serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Southwestern University to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

The following departments and offices keep records as indicated:

- Office of Admission: Application for admission, including official transcripts from other institutions and references where applicable (prior to enrollment only).
- Business Office: Student accounts.
- Academic advisors, Center for Academic Success and Advising: Academic advising records.
- Office of the Vice President for Student Life and the Dean of Students: Personal information and records of judicial or disciplinary actions.
- Financial Aid Office: Applications for aid and supporting documents such as financial aid forms and record of actual aid granted.
- Office of the Registrar: Applications for admission and supporting documents, degree plans, semester grades, notices of academic deficiency, and permanent record of courses taken and grades and credits earned. Also, transcripts from high school and other universities.
- Health Services: Reports of medical history, physical examinations, and immunizations required for admission, and any medical treatment the student receives on campus.

In addition, Southwestern treats as personally identifiable information under FERPA, if known or disclosed, such information as a student's name at birth (if different than the name under which the student is registered), a student's sexual orientation and a student's gender identity if different than that assigned at birth.

The legislative act cited above provides that the student must make a formal request (in writing, signed, and dated) for access to a given record or records and that the institution has 45 days in which to respond. If the student wishes to challenge the accuracy of any record, they must be granted a hearing for this purpose. Southwestern University will grant such a hearing in which both the

person or persons keeping the record and the student will be heard, with any appropriate witnesses presented by either party. Specifically exempted from rights of access are the following:

1. Records about students made by teachers or administrators for their own use and which are not shown to others.
2. Records maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional persons for treatment purposes and which are available only to the persons providing the treatment.
3. Letters of recommendation which the student has voluntarily and formally waived their right to see.
4. Parents' confidential statement of finances.

The same act which gives the access rights to students or appropriate parents also gives the institution the right to publish and distribute "directory information" on students, unless the student specifically requests that such information as applies to them not be included, which is done by signing a form available in the Office of the Registrar. At SU, directory information includes the student's name, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, full-time/part-time status, home address/phone number, listings of candidates for degrees, and other similar information. The official list of directory information also may be found in the Catalog. SU policy precludes release of student addresses to persons outside the SU community.

DISABILITY AND ACCOMMODATION INFORMATION

Program and Classroom Modifications for Students with Disabilities

Southwestern University, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990, as amended, recognizes that qualified students who have made Southwestern University aware of diagnosed disabilities, including specific learning disabilities, are entitled to an equal opportunity to benefit from the educational program of the University and that reasonable academic accommodations may be necessary to provide that opportunity to students with disabilities.

The Center for Academic Success and Advising coordinates services for students with disabilities who need academic accommodations or program modifications.

Academic Accommodations

Students at Southwestern who have a documented disability that substantially limits a major life activity may request appropriate and reasonable academic accommodations. The Associate Director of Academic Success assists students with obtaining accommodations. In order to determine qualification for and appropriateness of accommodations, the Associate Director may require documentation that establishes the functional impact of the disability and provides justification for accommodations requested. Information regarding what constitutes appropriate documentation is available in the Center for Academic Success and Advising or online at <https://www.southwestern.edu/offices/success/services-for-students-with-disabilities/>.

It is the student's responsibility to obtain appropriate documentation at their own expense and to share that documentation with the Center for Academic Success and Advising. The Center for Academic Success and Advising reserves the right to request additional information, evaluation or documentation if the documentation provided by the student is not sufficient to justify the requested accommodation.

To obtain accommodations the student should:

1. Provide any necessary documentation as described above to the Center for Academic Success and Advising.
2. Schedule a meeting with the Associate Director of Academic Success to discuss needs and make arrangements for appropriate services. This meeting will ideally be scheduled at the very beginning of the semester in which the accommodations are being requested; however, it may take place at any point in the semester. Please note that accommodations are not retroactive.
3. It is the student's responsibility to complete any forms or communications with professors needed to finalize accommodations. In some cases, accommodations cannot be provided without first communicating with the faculty member. The Associate Director will support students through the process of working with faculty as needed.
4. Accommodations do not automatically carry over each semester. It is the student's responsibility to communicate with the Associate Director at the beginning of each semester to set up accommodations for new classes.

The Associate Director may refuse an accommodation if it is not reasonable or documentation is not sufficient to justify it. If an accommodation request is denied, the student will receive written notification of the denial and the rationale for the

decision. The student has the right to appeal this decision (see Grievance Policy for Students with Disabilities on page 25).

Disability-Related Course Substitution Policy & Procedure

Policy

Students seeking a course substitution due to a disability must have documentation on file that provides evidence for the substitution request. The Associate Director of Academic Success will work with the student on a case-by-case basis to determine what documentation is required. Documentation alone does not guarantee that a course substitution will be approved.

Courses which are pre-approved as substitution courses will be maintained by the Center for Academic Success and Advising and the Office of the Registrar. Any courses that do not appear on this list, such as Special Topics Courses, must be approved by the Department Chair in the subject area for use as substitution courses.

Procedure: General Education

For course substitution requests within the General Education requirements the following procedures must be followed:

1. Meet with the Associate Director to discuss the need for course substitution and ensure that sufficient documentation is on file, or determine what further documentation is needed.
2. Submit a written request for a course substitution to the Associate Director. This letter must include information about why the student is requesting the course substitution, any previous efforts in the subject area, and any other mitigating factors regarding the request.
3. The Associate Director will notify the student within 10 business days of a decision. The Associate Director may consult with colleagues within the Center for Academic Success and Advising, Office of the Registrar, the Academic Standards Committee, and/or department faculty from the area of study in which the request is being made to reach a decision as to whether course substitution is warranted. Confidentiality of disability records will be maintained as an utmost priority.
4. If the substitution is **approved**, the student will work with the respective department faculty, their advisor and/or the Associate Director to determine the appropriate courses to substitute.
5. If the substitution is **denied**, the student must continue to meet the General Education requirements set forth by the University. The student has the option of continuing to work with the Associate Director to determine if there is further evidence that could be provided or if there are alternative accommodations that would support the student's success in the subject area.
6. Selected substitution courses for approved cases will be sent to the Assistant Registrar for inclusion on the student's degree plan. The student and advisor will be notified in writing of the approved courses from which the student may select.

Appeals Procedure

If a student is dissatisfied with the decision made by the Associate Director, they may appeal in writing to the Academic Standards Committee and submit another course substitution request. The student must provide new evidence before a request to the committee will be considered.

Students who wish to appeal the decision of the Academic Standards Committee may appeal in writing to the Office of Academic Affairs, to be considered by the Associate Vice President for Academic Affairs (AVP). Supporting evidence should accompany these appeals, and the student should explain why this evidence was not included in the original request for substitution.

The decision by the AVP is final. Once the AVP reviews the request, they will advise the student as to the final decision.

Attendance Accommodation Policy

Southwestern University policy allows faculty to set their own attendance policy for each class. The Center for Academic Success and Advising acknowledges the importance of attendance in the learning process for higher education. Due to the episodic and unpredictable nature of certain disabilities, however, some students qualify for flexibility with attendance as an accommodation. Attendance accommodations need to be established in advance by the Associate Director of Academic Success and cannot be applied retroactively. Once attendance accommodations are deemed warranted by the Associate Director, student, and faculty members(s) will work together to determine the parameters of the accommodation.

This accommodation does not provide for a specific number of absences; rather, it provides flexibility in the attendance policy of the individual faculty member. For example, this flexibility may mean that a faculty member is willing to offer

additional absences with additional (make-up) work, meet with the student one-on-one to cover the material missed, allow the student to make up classes by attending other sections of the same class, and/or extend the actual number of absences allowed.

To qualify for this accommodation, the student must have a disability that may impact attendance by its very nature. This includes chronic conditions, episodic conditions or the symptoms, treatment or side effects of a debilitating psychological condition. Documentation that addresses the functional limitations of a student's ability to attend class, work, or other recurring functions must be on file with the Associate Director, who will evaluate the documentation to determine if the condition warrants an attendance accommodation.

Students seeking consideration for leniency in attendance are strongly encouraged to request this accommodation at the beginning of each semester for which it is needed, preferably within the first two weeks of classes. This request must be made to the Associate Director. This accommodation is not retroactive and will not remove absences already accrued if requested later in the semester. If a condition presents itself during the course of a semester that fits the requirements of this policy, the Associate Director will work with the student and faculty on a case-by-case basis to determine the best course of action.

Faculty members are responsible for determining whether attendance is an essential requirement for the course and what amount of flexibility is permissible in discussing the accommodation with the individual student. The Associate Director is available for consultation in these matters. Once the faculty member and student have discussed the issue of attendance and the faculty member has determined and communicated to the student the appropriate level of flexibility for the class, the student is responsible for complying with the established plan. The student is responsible for following up with the faculty member if the plan requires adjustment. Students and faculty are encouraged to complete the Flexibility with Course Attendance Agreement together to ensure clear communication of responsibilities and expectations. The Associate Director can help facilitate these meetings and help with the creation of these forms.

In the event that a student with this accommodation is unable to attend class, they must notify each professor (or have the Associate Director send a notice to all of their professors). The student should make every attempt to deliver or have delivered any work that has been completed and is due to the professor. It may not be appropriate to discuss make-up work at the time the student notifies the professor of the need to be absent. Once they are able, the student is responsible for initiating conversation with the professor to determine what work or participation needs to be made up and how it will be completed.

Faculty may contact the Associate Director if the student exceeds reasonable absences, even with leniency provided by an accommodation. Faculty may handle these situations on a case-by-case basis, and the Associate Director can support efforts to assist the student in determining options.

In situations where the student's condition warrants flexibility with attendance as an accommodation, but the nature or structure of the class does not allow for this to occur, the student may work with the Associate Director to determine options.

Student Confidentiality

The Center for Academic Success and Advising and the Office of the Registrar respect and maintain student confidentiality. All information related to a student's interaction with these two offices is maintained by staff members. Information and documentation shared by a student with the Center for Academic Success and Advising and the Office of the Registrar is protected by the Family Educational Rights and Privacy Act (FERPA). Students must sign a release or give written permission authorizing the Center for Academic Success and Advising and the Office of the Registrar to share information with anyone outside of the University.

Grievance Policy for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), as amended, Southwestern University prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

The complaint resolution process at Southwestern University for accommodating the academic needs of students with disabilities is meant to address complaints about the provision of appropriate academic accommodations in classes in which students with disabilities are currently participating. The Complainant must be able to establish that they appropriately requested the desired accommodation in accordance with the Policy on Program and Classroom Accommodations for Students with Disabilities set forth in the *Catalog*.

If a complaint is brought by a student regarding denial of an accommodation needed in an ongoing class, the decision of the Associate Director of Academic Success to provide or deny said accommodation shall be implemented until such time as a formal resolution of the grievance process is achieved.

In situations where there is disagreement concerning the appropriateness of a particular accommodation, every effort should be made to resolve the disagreement as expeditiously as possible.

In the event that a student at Southwestern University believes that they are being denied a reasonable academic

accommodation, discriminated against within the academic environment based on a disability, or retaliated against due to an academic accommodation, the following grievance process is in place:

1. A meeting with the Associate Director must be scheduled no later than 10 working days* after the denial, alleged discrimination within the academic environment based on a disability, or retaliation due to an academic accommodation. In this meeting, a discussion of individual needs will take place in an attempt to address the complaint and work toward an appropriate resolution.
2. If the student is not satisfied with the outcome of the meeting with the Associate Director, they must, within 10 working days* of this meeting, contact the Senior Director of Academic Success at (512)863-1286 to schedule an appointment. The Associate Director makes all documentation of the student's disability available to the Senior Director.
3. If an academic accommodation and/or resolution of the complaint cannot be mutually agreed upon following the meeting with the Senior Director, the student must, within 10 working days* of this meeting, submit in writing a petition to the Academic Standards Committee. In the petition, the student should set forth in writing the basis for the complaint, including, but not limited to, a description of any academic accommodation sought by the student. All documentation of the student's disability will be made available to the Committee. The Committee will make a recommendation to the Associate Vice President for Academic Affairs. A written response by the Associate Vice President for Academic Affairs will be provided within 10 working days* from the day the student submits their petition to the Committee.
4. Students also have the right to file a complaint with the Office of Civil Rights within the Department of Education. In accordance with federal law, if a complaint is made to the Office of Civil Rights, all relevant records would be made available upon their request.

*Note: Working days are considered Monday through Friday (8 a.m. to 5 p.m.) and time periods when an academic term is in session. It does not include Southwestern University holidays or breaks between and during semesters.

CLASS ATTENDANCE

Class Attendance and Absence Policies

Southwestern students must attend classes in-person, and class attendance is required. Most faculty believe that more than three absences in one semester in one class is excessive, even in classes with no formal penalties for absences. Students should read the syllabi carefully to be sure that they understand attendance expectations. Recognize that if class participation, in-class quizzes or assignments, or graded homework constitutes a part of the grade, unexcused absences may lower the final grade considerably. More importantly, the work or information students miss when they do not attend class may not be covered in out-of-class reading or assignments, and students may find that they have considerable gaps in the information they need to complete the course.

Student Attendance and Excused Absences

The University Catalog states that students are expected to attend all regularly scheduled classes for which credit is granted. Individual faculty members establish specific attendance policies, which appear in the syllabus for each course. Official excuses are not normally issued except as described below.

In the case of extended illness or other emergency, the Center for Academic Success and Advising notifies faculty members by email, voicemail, or in writing. In consultation with the Center for Academic Success and Advising staff, the faculty member determines whether the situation justifies an excused absence for the student involved.

In the case of extended illness, extended stay in a hospital, or other medical emergency, students should contact the Senior Director of Academic Success and Advising regarding the ability to return to classes. The Senior Director will serve as the point of contact for the student, and will communicate with the faculty by email or voicemail regarding class absences. The student must provide a medical release from the care facility to the Senior Director before resuming classes. In consultation with the Center for Academic Success and Advising staff, the faculty member determines whether the situation justifies an excused absence for the student involved.

Whenever an excused absence has been granted, it is the student's responsibility to contact the professor about missed assignments, etc. The faculty member should offer the students an opportunity to complete missed examinations or other required work.

Students who are absent from class because they are participating in intercollegiate athletics competitions, class-related field trips, ensemble tours, interviews at graduate schools, or faculty-sponsored attendance at professional conferences will be excused from classes as follows:

A student's excused absence from class does not excuse any work missed during the absence (or require the extension of a due date), but it does excuse the student from any penalty that would otherwise be imposed by a professor's attendance policy.

The responsibility to complete missed work lies solely with the student, who must discuss the absence with the professor as far in advance as possible. In the case of intercollegiate athletic competitions, the student should inform their professors of their potential absences at the beginning of their season and/or the semester. The student and the professor will devise an appropriate means for the student to complete assignments, class work, examinations, labs, etc., scheduled during the absence. The student may be expected to submit assignments prior to their absences.

Coaches, sponsors, and professors should make every effort to schedule approved off-campus activities so as to produce the least conflict with classes. In the case of intercollegiate athletic competitions during the regular season, it is the expectation that athletes will not leave campus prior to 36 hours before the first scheduled event.

Professors whose courses require field trips should include the requirement in the University Catalog description of the course and indicate the scheduled dates of the trip in the course syllabus, to allow students time to resolve schedule conflicts or drop/add courses, if necessary.

For the kinds of absences described above to be excused, a statement of the nature and purpose of the activity, a list of names of the students and faculty members participating in the activity, and the dates and hours during which these participants will be off campus must be submitted in writing by the sponsor of the activity to the Center for Academic Success and Advising and the Office of the Vice President for Student Life. The Vice President for Academic Affairs or the Vice President for Student Life may restrict participation in off-campus activities of students who are on academic or disciplinary probation.

Religious Holidays Absence

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

- As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.
- The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

Procedures for Notifying Faculty of an Absence

It is the student's responsibility to notify faculty by phone or email regarding class absences.

The Center for Academic Success and Advising will notify a student's faculty if the student:

1. Is physically unable to communicate (a friend or RA may call the Center for Academic Success and Advising).
2. Must leave campus suddenly and does not have time to call each faculty before leaving.
3. Provides the Center for Academic Success and Advising with sensitive personal or medical information that the student prefers not to share with faculty.
4. Will miss class for more than three days due to illness or personal emergency.
5. Has a death, illness in the family, or other serious personal circumstances require the student to leave campus for an extended time.
6. Experiences medical, disability, or personal circumstances that will likely cause unpredictable absences in the future. The student must make an appointment with the Center for Academic Success and Advising to discuss needs and faculty notification.

Written notification of absences will indicate a serious medical or personal emergency and will only be sent when documentation is on file. The Center for Academic Success and Advising holds all medical and personal information confidential, and will discuss the information the student chooses to release.

Students must contact faculty as soon as they are able, preferably prior to the absence. Notification from the Center for Academic Success and Advising does **not** excuse the absence and does not protect students from any consequences under the professor's attendance policies. Students must work with each professor to determine if work may be made up, and to arrange to do so. If students are concerned that a medical or personal emergency may jeopardize academic progress and/or grade in any/all classes, it is the student's responsibility to make an appointment with the Center for Academic Success and Advising to discuss all available options.

Examinations and Evaluations

Final evaluations are required in all courses. The dates for final examinations are set by the Office of the Registrar and the Vice President for Academic Affairs and should be scrupulously followed. If a situation arises which causes special difficulties in the scheduling of an examination, the matter should be discussed with the Office of the Registrar. It is understood that final examinations will not be changed merely to move from a late date to an early date, as this usually creates more problems than it solves.

Re-examination or special projects to raise grades are prohibited for students who have failed the course or the final examination except in exceptional cases as approved by the Vice President for Academic Affairs.

The published Final Examination Schedule may not be altered. Students who have three (3) final examinations in one day may reschedule only the middle examination. Take-home examinations do not count in determining whether a student has three finals in one day. There is no fee for rescheduling the exam, and the student and faculty member may work out the time for the rescheduled exam without administrative intervention or approval. Students may take three examinations in one day if they so choose. Students with two finals in one day may not reschedule. Students must request that a final exam be rescheduled at least one week before final examinations begin; otherwise they must follow their examination schedule as it stands.

Study Days

Study Days consist of the days following the last day of class and preceding the start of finals week. No activities (curricular or extracurricular including tests, finals, makeup work, etc.) requiring student participation are scheduled during this time set aside for final preparations. Exceptions to this restriction must be approved in advance by the Vice President for Academic Affairs. Final examinations for seniors graduating in May must be scheduled before the five-day regular finals for the Spring semester.

Course Evaluations

Members of the faculty request that students evaluate their courses on the forms provided for that purpose. These evaluations are used to assist senior faculty members and the Vice President for Academic Affairs in their evaluations of a faculty member's teaching effectiveness, but they also serve the important purpose of allowing faculty members to learn what students think about the courses they take. The constructive criticism contained in these evaluations is intended to assist a faculty member in improving the quality of their teaching.

REGISTRATION AND ACADEMIC ADVISING

ACADEMIC ADVISING

The purpose of advising at Southwestern is to create a dynamic relationship where students collaborate with faculty and staff advisors to foster each student's academic potential through making connections among classes, experiential learning, and co-curricular programming. Advising at Southwestern University not only involves choosing a course of study and selecting appropriate courses each semester to complete the degree plan in a timely manner, but also provides students an opportunity to discuss and review their academic and life plans with an interested and experienced member of the campus community. The University affirms the importance of the advisor-advisee relationship by requiring at least one meeting between each student and advisor each semester. The Assistant Director of Advising assigns an academic advisor to each new student who enters the University. After the first semester, a student may change their advisor through the change of advisor form on Self-Service. More information on advising and student resources can be found at www.southwestern.edu/advising.

DECLARING A MAJOR

Students at Southwestern are urged to explore the options offered before making an official declaration of a major. However, in some degree programs, such as art, music, education, or the natural sciences, students must enter a sequence of courses in their first semester in order to complete the program in four years. The Assistant Director of Advising will assign entering students who indicate interest in such programs to academic advisors who will guide students accordingly.

Students who have completed 60 or more credits must declare a major from the list of majors in the catalog by submitting the online "Initial Declaration of Major" form to the Office of the Registrar. Students who experience difficulty in choosing a major are encouraged to contact their academic advisor. The Center for Career & Professional Development offers several interest and personality inventories to assist students in identifying how their interests and abilities may relate to a particular major. Students who are still undecided should make a tentative selection of a major and construct a course of study under a tentative degree plan.

DEGREE PLANS

Each student's progress toward graduation is recorded on a degree plan specifying the courses, grades, credits and other requirements for the particular degree and major that the student has chosen to pursue. Each student is responsible for meeting all catalog requirements for a particular degree and major. The degree plan assists the student, the student's academic advisor and the Office of the Registrar in tracking these requirements.

To guide students in planning their courses of study, many of the courses listed in this catalog indicate the semester in which the course is normally offered. However, the University does not guarantee that a course will be offered in a particular semester, as changing circumstances may dictate an alteration in the usual pattern of course offerings.

Degree requirements may change in a later catalog. The specified sets of requirements will expire six years from the end date of the catalog.

MULTIPLE MAJORS AND PAIRED MAJORS

A candidate may receive more than one major by completing all of the requirements in each of the majors. The credits associated with a course may not be used to satisfy the minimum credit requirements in more than one of the following categories: the major (30-credit minimum for each major), general education (30-credit minimum).

Certain departments and programs have agreed to “pair” majors. Students may not minor in either of the paired major disciplines nor may they declare each major individually as a “double major”. Refer to the appropriate departmental section of the catalog or contact the chairs of the applicable departments or programs for details.

In most cases, students at Southwestern can complete a major and a minor within eight semesters. Students considering more than one major should be aware that certain combinations of majors cannot be completed in four years. This can affect the student’s total cost of schooling and financial aid.

SECOND BACCALAUREATE DEGREE

To become eligible for a second baccalaureate degree, current students must complete the 127 credits required of the first degree plus a minimum of 30 additional credits in residence. Courses necessary to meet the specific requirements of the second degree must also be completed. Each degree must be different and have its own distinctive major. Two bachelor’s degrees can be awarded simultaneously to the same person. If the student pursues the second degree after receiving the first degree, the additional 30 credits must be completed after the awarding of the first degree. A student who completes the requirements for two majors without earning the additional credit required for a second degree will receive a single degree with a double major. The degree designation will follow that of the first listed major.

Transfer applicants seeking a second baccalaureate degree must comply with graduation requirements and cannot receive a second degree of the same type as the first degree (i.e. If a student has a Bachelor of Arts from another institution, they may not seek a second Bachelor of Arts degree from Southwestern University).

REGISTRATION

Registration follows procedures published by the Office of the Registrar. Students must register at the times designated. Students plan their class schedules in consultation with their academic advisors prior to registration. Clearances by the assigned academic advisor and the Business Office are required. If a student fails to submit payments by the deadline, the student’s registration may be canceled and the student must re-register. Priority registration is provided to students with approved qualifying disabilities, athletes in-season, and student veterans.

CHANGE OF CLASS SCHEDULE

Academic advisor approval is required for initial registration. Once registered, students may modify their schedules with the appropriate approvals as specified by the Office of the Registrar. Addition of courses is subject to approval by the instructor or academic department offering the course. Students may drop a class through the 8th class day without any approvals. After the 8th class day, approvals from the instructor and academic advisor are required. See the Office of the Registrar’s Web page for specific instructions for drop/add procedures.

Online adds and drops are also available within certain periods of time. After the online period expires, students must obtain permission of the advisor and instructor to submit an add or drop petition through Self-Service. Students who stop attending a course without following the procedures outlined above receive a grade of ‘F’ for the course.

Students may add courses through the 8th class day. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the 5th week of classes. From the beginning of the 6th week through the end of the 10th week of classes, students may drop courses with a record entry of “W.” The “W” will appear on the student’s transcript but will not be counted as part of their academic grade point average. After the last day of the 10th week of classes, students may not drop courses. All deadlines are at 5 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

THE ORGANIZATION OF COURSES

Courses are expressed in terms of credits. At Southwestern University, the normal student course load is four 4-credit courses per fifteen-week semester. This reflects the practice of many national liberal arts colleges and allows for a deep and rigorous learning experience for students. The options below represent minimum expectations for all 4-credit courses. While it is understood that the workload for some courses might exceed these expectations, no more than a total of 4 credits will be assigned to a single course (where the credit value of any course required to be taken as a corequisite is counted toward this total).

Courses yielding 4 credits at Southwestern University must meet one of the two following *minimum* standards:

Option A: A minimum of 150 minutes of direct faculty instruction per week with students expected to work outside of class a minimum of 2.5 hours per week, per credit. This translates to 10 hours per week of outside work and 3 hours per week of classroom instruction (including “passing time”).

Option B: A minimum of 200 minutes of direct faculty instruction per week with students expected to work outside of class a minimum 2 hours per week, per credit. This translates to 8 hours per week of outside work and 4 hours per week of classroom instruction (including “passing time”).

Direct classroom instruction and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a 4-credit course.

Course Numbers

Most courses are designated by five digits. The first two digits denote the department in which the course is offered; third and fourth digits are the department’s numbers for the course; the fifth indicates the number of credits granted for the course. A 0 in the fifth digit indicates the course is a zero credit-hour course. In the department’s numbers, courses from 0 to 19 are generally used for introductory courses, and from 20 to 89 are upper-level courses. Courses numbered 90 and above are special offerings for advanced students. Consult each academic department section for specific information.

Example: In the course number ENG10-714-01, the following information is conveyed:

- ENG10 indicates the department (English Department)
- 71 is the department’s number for the course (it is above 19, and therefore an upper-level course)
- 4 indicates that the course grants four credits
- 01 indicates the course section

Courses with laboratory requirements show in their catalog descriptions the number of clock hours per week devoted to lecture and laboratory, respectively. For example, (3-3) following PHY53-154 indicates that there are three lecture hours and three lab hours per week associated with this course.

The numbering system in Applied Music is as follows: the first position is always “8”; the second position is a letter indicating the instrument being studied; the third position is a zero, indicating lower level; the fourth position is a zero; the fifth position is the number of credits being granted. Also, a two-digit suffix may be used to indicate multiple sections. For example, the course number APM8A-001-01 indicates that the course is section one of an introductory-level one-hour applied music piano course.

SPECIAL COURSE OPTIONS

Southwestern offers a number of special course options.

Independent Study

Independent study is offered to students after they have a sufficient command of the techniques needed to work independently. Independent Study projects are planned by the student and carefully examined by the supervising professor to assure that satisfactory scholarship is involved and that the program is suited to the student’s educational needs. Independent studies may not duplicate courses appearing in the catalog. A minimum of four contacts between teacher and student are required for any independent study project. A student may not take an independent study as the first course in a subject area. See course offerings for independent study numbers.

An Independent Project Description Form must be completed by the student and supervising faculty member giving the 1) Title, 2) Statement of Purpose, 3) Methods, and 4) Content. The completed form is due in the Office of the Registrar by the last day to add courses.

Research Courses

Research courses, available in certain departments, require special permission of the instructor and are available only to those students who have displayed exceptional competence and maturity in their field of endeavor. The research course is generally designed to provide guidance in the methodology of research in a discipline for one who plans to pursue the particular discipline in graduate school. Registration is made and credit given in the semester in which the research course is completed.

Tutorial Courses

On rare occasions, a student may petition to take a regularly offered course on an individual basis by contacting the faculty member responsible for teaching the course on a regular basis. In the petition, a student must provide a rationale for why the course cannot be taken in the semester in which it is regularly offered and outline a plan for the completion of the course based on the existing syllabus. At a minimum, weekly meetings with the faculty member are required. Students will register for Tutorial courses under the Tutorial course number in the appropriate department.

Seminars

Seminars are provided by some departments for small groups of students to participate more directly than in regular classes by involving them in the preparation and presentation of reports and papers. Classes remain under the general direction of a faculty member. Seminars meet regularly, but less frequently than regular courses.

Selected Topics

Selected topics are offered by some departments. These special courses are in addition to the department's regular course offerings and may be repeated for credit with changed content. Typically, the course number would be -304 (upper level) or -004 (lower level).

Honors Courses

Certain departments offer the opportunity to participate in the University's Departmental Honors Program to highly qualified junior or senior students. This program is described in the Academic Honors section of this catalog.

Academic Internships

Academic internships are offered by a number of departments and programs. These programs allow students to acquire field or on-the-job experience and are structured so that the students are encouraged to relate their classroom activities to their field experience. Internships for credit require significant academic work beyond on-site activities, such as keeping a journal, writing, research, classroom meetings and presentations. Good academic standing at the time of application is required (defined as a 2.000 cumulative grade point average). Unless otherwise specified, all internships are graded on a Pass/D/F basis. Students should consult the catalog for specific departmental or programmatic requirements regarding academic internships. General policies and procedures can be found in the Faculty Handbook and the Student Guide to Academic Internships. Students interested in academic internships must contact the Director of Academic Internships in the Center for Integrative Learning as early in the planning process as possible to complete the required forms prior to the established deadlines.

STUDENT STATUS

Normal Student Load

Students normally carry a load of 16 credits of academic work each semester. A regular full-time student is defined as one carrying at least 12 and not more than 19 credits. Students completing an average of 16 credits each semester for four years plus one credit of an FRA course will complete the minimum 127 credits required for all degrees.

Overloads

When students have proven their ability to do above-average work, they may carry more than a normal course load. Students requesting to add a larger than normal academic load must receive advisor approval and submit an appeal to the Office of the Registrar. 20 credits may be taken if a grade point average of 3.500 or better is achieved on a minimum of 16 credits taken the preceding semester. Overload appeal decisions will not be determined until final grades have been received from the preceding semester. No more than 22 credits may be approved. Students may not pre-register for an overload. There is an additional tuition charge per credit for all credits above 19.

Part-time Status

A part-time student is defined as one taking a course load of 11 credits or fewer. Students are expected to enroll as full-time students with at least 12 credits. Failure to enroll as a full-time student may carry consequences such as a change of academic status, financial aid penalties, or forfeiting of athletic eligibility. Students who need fewer than 12 credits to graduate may request an exception of full-time status by requesting approval from the Office of the Registrar. Students who wish to drop from full-time to part-time status must complete a Permission to Drop to Part-Time Status form and meet with a staff member in the Center for Academic Success and Advising to determine what consequences, if any, could result from such action.

Student Leave of Absence

Students in good standing may apply for a student leave of absence by meeting with a staff member in the Center for Academic Success and Advising, no later than one week prior to the beginning of the semester for which the leave is to begin. A leave of absence may be granted for up to one academic year. An application for readmission will not be required of students to return from leave of absence.

1. A student leave of absence may be granted for a program of work, study, or travel that will contribute significantly to a student's personal development (or program of study at Southwestern University). In addition, a leave may be granted for personal reasons including, but not limited to, medical, financial, or health.
2. The Request for Student Leave of Absence form must be submitted to the Center for Academic Success and advising no later than one week prior to the beginning of the semester for which the leave is to begin.
3. Students may apply for a student leave of absence for one semester or for a full academic year. A one-semester

leave may be extended to a full year, but a one-year leave may not normally be extended.

4. Students who are granted a student leave of absence will receive preregistration materials and campus housing requests (if applicable) for the semester in which they plan to return to campus.
5. An application for readmission will not be required of students on student leave of absence.
6. Students who return from a student leave of absence based on medical or health reasons are required to submit a physician's statement certifying that they are physically able to resume their studies.

Auditing

Auditing a class allows a student to participate in the course without earning a grade or course credit. Applied music courses, ensembles, studio art courses, and Fitness and Recreational Activity (FRA) courses may not be taken on an audit basis.

Degree-Seeking Students:

There is no audit fee for degree-seeking students unless their total load (including audited courses) exceeds 19 credits. In this case, they will pay an overload fee per credit above 19. Permission from the Registrar is required if a student's total load exceeds 19 credits.

Non-Degree Seeking/Visiting Students:

Non-degree seeking individuals interested in auditing a course should complete a Visiting Student application. Upon receipt of the application, the Assistant Vice President for Admission, in consultation with the instructor and the Registrar will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. See the Schedules of Special Fees and Deposits in the Catalog.

Non-degree seeking minors (i.e. a high school graduate who is not, or will not, be 18 at some point during their first year at Southwestern) who audit courses, must agree to abide by the policies established in the Southwestern University Student Handbook and Catalog and must have their legal guardian sign a waiver allowing the use of the campus network and computing resources.

Classification of Students

Students who have completed fewer than 30 credits are classified as first-year students; those who have completed at least 30 credits and fewer than 60 are classified as sophomores; those with at least 60 credits, and fewer than 90, as juniors; and those with at least 90 credits, as seniors. Students who have already earned degrees and are taking additional undergraduate work are classified as post-graduates.

Eligibility for Off-Campus Study

Students may choose from a variety of options for study abroad, all of which offer rigorous academic programs coupled with international experience. Additionally, these programs take advantage of course offerings and facilities not normally available on Southwestern's campus. Students applying for off-campus academic experiences (including internships, study abroad programs or other semester- or year-long off-campus study) must be in good academic standing at the time of application (defined as a 2.0 cumulative GPA). Students must work with the Office of Study Abroad and International Student Services (SAIIS) to ensure that an appropriate program of study is selected. In general, it is suggested that students make an initial appointment with the SAIIS office at least two semesters before the planned period of study abroad. Additional information pertaining to study abroad/study away may be found in the Study Abroad section of the catalog.

OFFICIAL TRANSCRIPTS

Transcripts of a student's permanent academic record may be requested via the Office of the Registrar's web page. These requests are subject to applicable charges. No transcript of credits, statement of standing, diploma or application for a teaching certificate will be granted to students who have a balance due on their account at Southwestern.

Southwestern University does not issue copies of transcripts (high school or post-secondary school) received from other institutions.

Repeated Courses

Courses may be repeated, but credits are counted only once unless otherwise specified, and the most recent satisfactory completion of the course is the one that grants credits on the student's degree plan. In computing students' grade point averages (cumulative, major, and minor), the grades for all attempts taken prior to the fall 2025 semester are included in the average.

Beginning in Fall 2025, students may repeat a course to replace a grade of D (+/-) or F, with only the highest grade being factored into their cumulative, major, and minor GPAs, provided the repeated attempt occurs in Fall 2025 or later and is taken at Southwestern University. Previous attempts will remain on the transcript with a note indicating the repeat and will only be

calculated into the corresponding semester GPA. If a student repeats a course in which they originally earned a C- or higher, all attempts will be calculated into the GPA and displayed on the transcript.

Pass/D/F Courses

All non-graded courses are evaluated Pass, D or F. Pass indicates a level of C- or better and is not included in the student's grade point average, but a D or F is included in the student's grade point average.

Students may take up to 16 total credits of elective credit in their junior and senior years at Southwestern on a "Pass/D/F" basis; however, these courses cannot replace regularly required courses of the major, minor, General Education, certificate, or University Requirements for the degree. Certain other courses have been designated "Pass/D/F only." These designated courses are treated the same as graded courses for major, minor and degree requirements and do not count as part of the 16 credits of Pass/D/F courses students may elect to take. Students may not change to or from Pass/D/F registration after the last date for dropping a course without record (the end of the 5th week of classes).

GRADES AND GRADING POLICIES

GRADING SYSTEM

Grades indicate quality of work done by students as follows:

- A Scholarship of excellent quality;
- B Above standard mastery of the subject matter in a course;
- C Standard mastery of the subject matter in a course. All required work is expected to be completed for this grade;
- D Below standard, but of sufficient quality and quantity to receive credit;
- F Failure.

The following grades do not affect students' grade point averages:

- P Pass in a Pass/D/F course; denotes C- or better;
- AU Audit;
- CR Credit by examination or in a credit/no credit course; denotes C- or better;
- NC No credit in a credit/no credit course.
- I An Incomplete grade. The grade of Incomplete shall be given only in the case of medical emergency or some other emergency situation beyond the student's control. The grade of Incomplete may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Office of the Registrar. If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the Center for Academic Success will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 p.m. on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Registrar.
- S Satisfactory. The grade of S indicates satisfactory performance at the midterm of a semester.
- U Unsatisfactory. The grade of U indicates unsatisfactory performance at the midterm of a semester.
- W Withdrawal from a course (without evaluation) after the end of the first one-third of the semester (the end of the 5th week for a regular semester course). Withdrawal privileges terminate at the end of the 10th week of a regular semester. After the 10th week but before the last day of the semester, exceptions for medical withdrawal may be approved by the Senior Director of the Center for Academic Success
- X Grade not yet reported.

The grades of A, B, C and D may be awarded with a plus or minus. In determining grade point averages, letter grades are given the following grade point values: A+, 4.000; A, 4.000; A-, 3.667; B+, 3.333; B, 3.000; B-, 2.667; C+, 2.333; C, 2.000; C-, 1.667; D+, 1.333; D, 1.000; D-, 0.667; F, 0.000. The Southwestern University transcript truncates the GPA to the thousandth decimal place.

Grades are available to students online. Midterm grades are issued at least 2 weeks prior to the final date to drop courses with record.

Reporting of Grades

End-of-semester grades: Semester grades are due in the Office of the Registrar as soon as possible after each final examination given. Grades are reported online and are recorded permanently in the Office of the Registrar. Students may view their grades online. The grade of "Incomplete" shall be given only in the case of a medical emergency or some other emergency situation beyond the student's control. The grade of "Incomplete" may not be given for the sole reason of permitting additional time to complete assigned coursework. Students must request the grade of "Incomplete" by submitting a form to the appropriate faculty member which explains the emergency situation surrounding the request. This form must be submitted to the Office of the Registrar by the faculty member at the time that the grade of "Incomplete" is assigned.

When the "Incomplete" is given, it must be removed within four weeks of the last day of class. All "Incomplete" grades are changed to "F" after the deadline unless the student has filed a written petition for an extension, approved by the student's faculty member and the Registrar. This petition must establish a new deadline for the removal of the "Incomplete".

Procedure for Changing Grades

Every effort should be taken to secure accurate and complete grade records in reporting to the Office of the Registrar. Changes to grades are typically initiated by an instructor when the original grade resulted from an error, or if the original grade was an I (Incomplete) or X grade. Grade changes must be initiated within one calendar year of the last day of classes for the semester in which the original grade was assigned. It is not possible to submit grade changes after the one calendar year expires. Note: Students wishing to appeal a grade must follow the Appeal of Grades procedures, as outlined in the subsequent section.

Appeal of Grades

Final responsibility for assigning grades to students in a course rests with the faculty member teaching that course. Requirements and specific expectations concerning the level and way in which requirements are to be met are specific to a given course; it is inappropriate to expect that evaluations of course work can be made by third parties.

Faculty members are expected to evaluate student performance based on the criteria and requirements outlined in course syllabi. All students are to be treated impartially and fairly in relation to those requirements. There are three bases for a grade appeal:

1. Alleged failure of a faculty member to assign the proper weight as stated in the course syllabus to various parts of the assessment elements that contribute to the final grade.
2. Alleged prejudicial treatment of a student in relation to the treatment afforded other students in the course.
3. Alleged violation of the Academic Rights for Students as stated in this catalog and the *Faculty Handbook*.

The student should be prepared to demonstrate a direct link between the circumstances of the awarding of their grade and one of the bases above.

An appeal cannot be based on a challenge to the difficulty of a course or on strictness of grading. Each faculty member is responsible for these standards, and, so long as they are applied equitably and fairly, their strict application is not a basis for an appeal.

Should a student have reason to appeal the final grade in a course, the following appeal procedure must be followed in the sequence indicated below with "Step 3" completed no more than 3 (three) calendar weeks from the first day of classes of the following regular semester. Students who are off campus while pursuing a grade appeal should work through the Senior Director of Academic Success and Advising who will serve as the student's liaison. In all cases, the Senior Director will be responsible for ensuring that the student, faculty member, and department chair involved are clear on the process and steps involved.

Step 1: The student first requests, schedules, and attends a face-to-face conference with the faculty member who taught the course to determine whether the matter can be settled between the student and the faculty member. A face-to-face meeting constitutes a conference; a conversation by voice mail, email, or telephone does not. In the event that a faculty member is no longer employed at Southwestern, the student should proceed to Step 2, working with the chair of the department who will attempt to facilitate the process with or without the former faculty member.

Step 2: After this conference, should the student continue to believe that fair and equitable treatment has not been given, the student must communicate that in writing to the instructor and the matter should be brought by the student to the faculty member's department/program chair. This conversation should also be face-to-face, not by telephone, email, or voicemail. If the faculty member who taught the course is also the department/program chair, the student should have a face-to-face conversation with the Associate Vice President for Academic Affairs.

Step 3: If a settlement is not reached after the conversation referenced in Step 2, the student should take the complaint to the Senior Director of Academic Success and Advising. The circumstances of the appeal will be confirmed by the Senior Director and they will review the grade appeal process with the student, providing feedback on the appropriateness of

the appeal. An official form detailing the completed steps and timeline of the grade appeal process will be filled out at this time by the Senior Director and the student. A copy of this form will be forwarded to the faculty member and the chair of the department regardless of the outcome of this conversation. Should the student choose to continue the grade appeal process, they will sign a statement indicating that intent on the form. This step should be completed within 3 (three) calendar weeks from the first day of classes of the semester immediately following the one in which the course was taught.

Step 4: Should the student wish to continue the grade appeal process, the Senior Director will ask the student to provide a written statement outlining the basis for the appeal, to be forwarded to the instructor. This statement must be submitted within 6 (six) calendar weeks from the first day of classes of the semester immediately following the one in which the course was taught. The Senior Director will then ask the faculty member to provide a written response. A copy of the faculty member's response will be given to the student. The student may elect to provide a reply to the faculty member's response which is shared with the faculty member. These documents and other relevant materials will then be reviewed by the Academic Standards Committee.

Step 5: The Academic Standards Committee is charged with evaluating such complaints and the evidence on which they are based. Meetings of the Academic Standards Committee are held in closed session. Should the committee conclude that there are not sufficient grounds for a student's claim of prejudicial or unfair treatment, it will be reported to the student and to the faculty member in writing and the matter will be closed. Should the committee determine that there is a basis for this claim, its recommendation will be reported in writing to the Associate Vice President for Academic Affairs.

Step 6: The Associate Vice President for Academic Affairs is then responsible for discussing the findings and recommendation of the Academic Standards Committee with the department chair and the faculty member involved. The department chair and the faculty member will then develop a solution for resolution of the complaint. Should the grade be changed, such change is reported by the faculty member to the Office of the Registrar on a Change of Grade Form. This will be reported to the student by the Associate Vice President for Academic Affairs in writing.

Step 7: In cases where a faculty member refuses to accept the recommendation of the committee and there is reason to believe that the faculty member's behavior was prejudicial or unfair, the Vice President for Academic Affairs may authorize that the grade in the course be changed to a "CR" or a "W." This will be reported to the student by the Associate Vice President for Academic Affairs in writing.

Retention of Examination Papers and Term Papers

Examination papers and term papers which are not returned to the student by the end of the semester should be retained by the instructor for at least one full additional semester.

ACADEMIC HONORS

The University seeks to recognize student academic achievement through a Dean's List each semester and by Academic Honors at the time of graduation.

Dean's List

Students are placed on the Dean's List for a given semester if they attain a grade point average for that semester of at least 3.600 on 12 academic credits of graded course work, and if they are in good standing with the University.

Latin Praise Honors

Each year, Latin Praise Honors are awarded upon graduation to students who have demonstrated high academic achievement, measured by their cumulative grade point averages. The faculty, upon recommendation of the Curriculum Committee, sets the cumulative grade point average requirements for graduation cum laude, magna cum laude and summa cum laude. The faculty seeks to recognize outstanding students of the graduating class with academic honors. Any change in the grade point averages required for graduation with honors will be made at least two years before it takes effect.

The most recently approved cumulative grade point averages, in effect since the May 1983 graduation, are at least 3.650 for cum laude, at least 3.800 for magna cum laude and at least 3.950 for summa cum laude. GPAs are not rounded up to qualify.

Students must earn a minimum of 64 credits of academic credit in residence at Southwestern to be eligible to graduate with academic honors. This does not include credit granted for scores on Advanced Placement, International Baccalaureate, CLEP or other examinations. Grades transferred from another institution are not included in cumulative grade point averages.

Latin Praise Honors are separate from the University Departmental Honors Program explained below. Recognition of Latin Praise Honors will be determined after all degree requirements have been met and students have been cleared to graduate.

Departmental Honors Program

The faculty of Southwestern University makes available to highly motivated and able students a Departmental* Honors Program, designed to allow students to engage in a substantial project in their major area of study near the end of their undergraduate career. The honors project is an independent endeavor that is developed and executed by the student in consultation with an honors advisor. The project research could take the form of a substantial paper based on empirical and/or bibliographic research, creative works and the like. The Departmental Honors Program is governed by the following provisions adopted by the faculty.

*“Departmental” is intended to include recognized interdisciplinary programs (e.g., Environmental Studies, Feminist Studies, International Studies, Latin American and Border Studies, and approved independent majors). In these cases, “department” and “department chair” refer to the committee that oversees the program and its chair.

1. To be considered for admittance to the Departmental Honors Program, a student should have a minimum cumulative grade point average of 3.4 and a minimum grade point average of 3.6 in the major. Admission to the Honors Program requires approval of the department. Approval is based on an informal assessment of the student’s academic ability and motivation to carry out a substantial independent project, the coherence and feasibility of the project, and the availability and willingness of an appropriate faculty adviser and supervisory committee. No student will be formally admitted to the Departmental Honors Program without these elements.
2. Although admission to the Departmental Honors Program is formally “by departmental invitation,” students are encouraged to initiate communication with the faculty member with whom they might be interested in working. Whenever possible, such contact should be made well in advance of the proposed starting date. Note that interdepartmental honors projects are encouraged, in which case there may be co-advisors.
3. Eligible students register for honors course credit during at least two full semesters. A grade is assigned at the end of each semester. Each department has its own honors course number (XX-98X). Students may enroll for honors course credit no earlier than the second semester of their junior year and no later than the last day for adding courses in the first semester of their senior year. However, in some cases, groundwork for the honors project may be started in the fall of the junior year or earlier. Note that the optimal timing of the honors project varies by discipline. For instance, projects in the humanities are normally carried out in the senior year with groundwork begun the preceding summer, whereas in the sciences, an earlier start may be warranted.
4. At the discretion of the department involved, the honors project may be included in the total credits requirement for the major. However, it should not normally be substituted for regular curriculum requirements of the major, with the possible exception of the capstone. Substitutions require the advance approval of the department chair.
5. The honors advisor will normally be the member of the department who has the most knowledge and expertise in the general area of the honors project. The prospective advisor, the student and the department chair must approve of the selection. The honors advisor is solely responsible for determining the honors course grades.
6. The supervisory committee will be chosen by the honors advisor and the student, with the approval of the department chair. The committee will have at least three but not more than five members, including the honors advisor and one faculty member outside the department. The role of the committee is to provide guidance on an as-needed basis and, upon its completion, to judge whether or not the project warrants Departmental Honors.
7. When an honors project is approved, a timetable for its completion will be developed by the student and approved by the honors advisor. A final completion date for the project will be set sufficiently in advance of the student’s graduation for the assessment process and final revisions to be completed. Failure to meet this deadline will eliminate a student from consideration for University Honors.
8. If the honors project is not developed or satisfactorily executed as planned, it will be possible to convert registration in an honors course into registration for Independent Study. If this conversion is made, the project must meet the normal requirements for Independent Study.
9. Completed honors projects are presented in a public forum, attended by the honors advisor, supervisory committee and guests. This presentation will take the form of, or be supplemented by, a traditional oral “defense” in which the committee asks the honors student questions to assist in the evaluation of the project.
10. Upon completion, the honors advisor and supervisory committee members sign a document to certify that the product of the project is worthy of Departmental Honors. For honors projects that take the form of a manuscript, this “signature page” becomes the first page of the final document. The elements of the signature page are centered and arranged as follows: 1) the title of the report, 2) the author’s name, 3) the statement “A Thesis Submitted in Partial Fulfillment of the Requirements for Graduation with Honors in [name of the department or program],” and 4) Southwestern University, [year]. On the bottom half of the page, next to the word “Approved,” include one signature line for each member of the supervisory committee. Under each signature line, type the signatory’s name, role [“Honors Advisor” or “Committee Member”] and academic department. A copy of this page must be submitted to the Office of the Registrar prior to graduation.

11. The A. Frank Smith, Jr. Library Center retains both a print and an electronic copy of each honors thesis completed. The thesis, with the completed signature page included, is uploaded to Southwestern's institutional repository, SU Scholar. If requested, the library will also bind one printed copy as a gift to graduating honors students. Students should provide to the library a copy of their thesis, a copy of their signature page, a copy of the signed Faculty Consent Form, and the Digital Consent Form. If a bound personal copy is desired, the student's full name and future contact information also should be provided. All of this information should be submitted to suscholar@southwestern.edu or to the Info Desk in the library. For complete instructions, links to the forms, and more information please refer to the Library website.
12. The student who successfully completes an honors project will graduate "with honors" in their major, and "With Honors" will be designated on their permanent record and diploma. A student who graduates with a double major or a paired major and who completes an interdepartmental honors project involving the departments of those two majors will be awarded honors in both majors. Graduation with honors in a major is distinct from graduation with academic honors specified by Latin praise (cum laude), which is based on a student's overall grade point average. A student may earn both types of honors.

Paideia with Distinction

In addition to the integrated Paideia experiences, Southwestern encourages students to choose a more intensive Paideia path that includes elements above and beyond the graduation requirements for all students. Any student who is selected to participate and successfully completes a Paideia seminar, at least one presentation at the on-campus Research and Creative Works Symposium, and one of the two approved intensive Paideia options will be recognized as having achieved *Paideia with Distinction*.

Paideia with Distinction is pursued with intentionality. Students who are interested in pursuing the optional path to distinction should indicate their intentions through a pre-planning process with their advisor and/or the Director of Paideia, typically during the sophomore or junior year. This process includes applying for the Paideia seminar, which may be taken as early as the junior year, and documentation for pursuit of either a Paideia minor or additional distinct Paideia experiences.

Space is limited and a seminar seat is not guaranteed. The Director of Paideia will pre-register all students accepted into the seminar as scheduled. Students typically apply during their sophomore year for a junior or senior year seminar. The evaluation criteria and application may be found on the Paideia website. Students not accepted for a junior year seminar may reapply to take a senior year seminar. Students who complete the seminar but not one of the intensive options (Paideia minor or two distinct Paideia experiences) will not earn distinction.

Students seeking *Paideia with Distinction* must submit final documentation of all requirements to the Office of the Registrar no later than November 15 for December graduates and April 15 for May/August graduates. *Paideia with Distinction* is pending successful completion of all requirements.

Students who are accepted to participate and successfully complete a Paideia seminar, at least one presentation at the on-campus Research and Creative Works Symposium, and one of the following Paideia intensive options will be recognized as having achieved *Paideia with Distinction*:

Option A: Paideia Minor

Completion of a minor with a C- or better in each course is required to earn *Paideia with Distinction*.

- Animal Studies
- Data Science
- Design Thinking
- Early Modern and Medieval Studies
- East Asian Studies
- Environmental Studies
- Feminist Studies
- Health Studies
- International Studies
- Latin American and Border Studies
- Neuroscience
- Race and Ethnicity Studies

Option B: Approved Paideia Experiences

Students choose two distinct Paideia experiences from the list below:

- Community Engaged Learning (CEL) course – Students may complete an approved CEL course; faculty of these courses have elected to work with the Director of Public Engagement in order to enhance the CEL experience.

Typically, courses are designated in Student Planning in Self-Service but students should contact the Director of Public Engagement for a complete listing of CEL-tagged courses. Students are encouraged to present at the Research and Creative Works Symposium.

- Study Abroad / Study Away – Students seeking a study abroad or domestic, off-campus study experience are encouraged to contact the Office of Study Abroad and International Student Services (Prothro 232) well in advance, typically a year prior to departure. Scholarship funding is available and takes financial need and merit into consideration. Students submit an application, including an essay to explain how they anticipate making connections between their study abroad experience and other SU experiences. SU study abroad application deadlines are listed here: <https://www.southwestern.edu/study-abroad/apply-now/>
- Faculty-Mentored Research (including Summer SURF, SURF, and Undergraduate Research with gift, endowed, departmental, or external funds) – Students may engage in mentored research or creative work as one of the distinct experiences. In addition, they must present this research at the SU Research and Creative Works Symposium, and may also present at an appropriate external venue. This option requires students to go above and beyond the requirements for their capstone.
- Cultivating Intercultural Perspectives and Language Proficiency – Students seeking *Paideia with Distinction* by advancing their language proficiency beyond the Southwestern University language and culture requirement must document this requirement by obtaining the signature of a professor in the Department of Languages, Literatures, and Cultures or supply documentation of test scores. Students are encouraged to take additional advanced language courses in preparation for study abroad experiences which also provides greater preparation for advanced proficiency.

The required documentation form to qualify for distinction may be obtained from a professor in the student's chosen language of study. Documentation must be submitted to the Paideia Office no later than November 15 for December graduates and April 15 for May/August graduates.

Each language option has its own unique process for determining a student's proficiency in the chosen language:

- Spanish, French, German - Students may further their language proficiency and intercultural perspectives beyond Southwestern University's third-semester General Education Language and Culture requirement by taking at least two courses in the same language that are numbered 200 or higher in the Languages, Literatures and Cultures department and/or through approved courses taken while studying abroad. All courses, including those taken at Southwestern, must be taken in the target language. For languages not taught at Southwestern University or taken while abroad, students should score at least an Intermediate High on the STAMP or other standards-based proficiency assessment.
- Chinese - Oral Proficiency Interview (ACTFL OPI) at Intermediate Low OR Standard Based Measurement of Proficiency (STAMP) with a score of 4.5 OR Departmental Assessment for proficiency beyond the SU language and culture requirement, at appropriate level
- Greek and Latin - Departmental Assessment for proficiency beyond the SU language and culture requirement, at appropriate level
- Other Languages Not Taught at Southwestern - Oral Proficiency Interview (ACTFL OPI) at Intermediate High
- English Proficiency for Students whose First Language is a Language other than English (LOTE) - Test of English as a Foreign Language (TOEFL) score or International English Language Testing System (IELTS) score for admission to college or equivalent English proficiency
- King Creativity Grant – The King Creativity Grant funds “innovative and visionary projects” of enrolled students, supporting projects with amounts ranging from a few hundred to a few thousand dollars. Students who are awarded a King Creativity grant must present their project at the King Creativity Symposium and at the annual Research and Creative Works Symposium.

Grants are awarded by a committee composed of students, interested faculty, and an administrative advisor. Student members are selected from among those students previously awarded a King Creativity Fund grant.

Committee members base awards on creative merit, the soundness of the proposal, feasibility, potential for educational enhancement, qualifications of the student project directors, and budget projections.

- Academic Internship - Students may elect to complete an academic, Southwestern-funded, or pre-approved internship. Internships may be part-time or full-time; typically, they are part-time during the academic year with a 10-week minimum requirement, and full-time in the summer with a 6-week minimum requirement. To obtain credit for an academic internship students must begin by making an appointment with the Director of Academic Internships.

- Other approved High-Impact Experiences listed on the *Paideia with Distinction* website – Historically, these have included the St. David's Hospital Shadowing Program, the Community-Engaged Learning Student Associates program (CELSA), and the Financial Analyst Program (FAP), however not all opportunities are available to all students every year and new programs are often added. For a complete list, please see: <https://www.southwestern.edu/about-southwestern/paideia/paideia-with-distinction/>.

WITHDRAWALS

Withdrawal from the University: To withdraw, students must schedule an appointment with a staff member from the Center for Academic Success and Advising. During a semester, a student may withdraw from the university through the last date to drop courses. Withdrawals after the last date to drop courses may only occur with documented medical or emergency circumstances, and must be completed prior to the first day of final exams. Students who withdraw from the university are required to apply for readmission.

Involuntary Withdrawals: When, during the 6th to 10th week of class, excessive absences, as defined by the instructor in the course syllabus and the University Excused Absence Policy, jeopardize a student's ability to pass the class, the instructor may request that the Registrar drop the student from the course with a grade of "W". After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an "F." Students will be notified of this action by the Office of the Registrar.

Retroactive Withdrawals: Withdrawals initiated following the completion of the semester are referred to as retroactive withdrawals. Since students are expected to withdraw in the semester in which they are experiencing difficulty, retroactive withdrawals are rarely considered and may only be initiated in severe and unusual circumstances that were beyond a student's control. Examples of such circumstances include incarceration or severe medical or mental health circumstances that prevented communication of intent to withdraw during the semester.

In order to initiate a retroactive withdrawal, the following steps must be completed:

1. Student must meet with the Senior Director of Academic Success and Advising to confirm the severe and unusual circumstances that prevented the withdrawal during the semester;
2. If circumstances are confirmed by the Senior Director of Academic Success and Advising, the student must submit an appeal to the Academic Standards Committee. As part of the appeal, the student must submit documentation verifying the severe and unusual circumstances. These circumstances must have occurred during the semester for which the student is appealing. The documentation must be provided by an official source to verify those circumstances.

Retroactive withdrawals must be completed within one calendar year of the last day of the classes for the semester in which an appeal is submitted. The withdrawal must be for all graded courses; it is not possible to choose individual courses for withdrawal. Approved retroactive withdrawals will be effective as of the student's last date of class attendance. If unable to confirm a last date of attendance, it will be necessary to use a date at the 50% mark of the semester. It should be noted that any withdrawals prior to the 60% mark may require repayment of federal, state, and institutional financial aid, as applicable. The transcript will list withdrawn courses with grades of "W."

ACADEMIC STATUS AND ELIGIBILITY

Southwestern University reserves the right to determine academic standing, which can result in dismissal, academic probation, or academic warning. Academic probation and dismissal are denoted on the Southwestern University transcript.

Good Standing

Students remain in good standing academically as long as they are making satisfactory progress toward graduation, and are not on academic probation. "Good standing" is defined as earning at least a 2.000 cumulative grade point average, and completing at least 24 graded credits in an academic year. Academic standing is based only on coursework attempted at Southwestern.

Academic Warning

Full-time students not on academic probation will be placed on academic warning by meeting any of the following conditions:

1. Semester grade point average falls below 2.000, and cumulative grade point average is at least 2.000;
2. Semester grade point average is above a 2.000, but completed less than 24 credits in the academic year.

Students receive a letter notifying them of academic warning, but no entry is made on the students' transcripts. Students placed on warning are expected to:

1. Receive academic counseling as outlined by the Center for Academic Success;

2. Pass at least 12 graded credits in the next regular semester at Southwestern with a term GPA of at least 2.20;
3. Raise the cumulative GPA to at least a 2.000.

Academic Probation

New students will be placed on academic probation by meeting at least one of the following conditions:

1. Cumulative grade point average falls below 2.000 at end of second semester of attendance.
2. Pass fewer than 24 graded Southwestern credits at end of second semester of attendance.

After the first year, continuing students will be placed on academic probation if the cumulative grade point average falls below 2.000. To remove academic probation, students must:

1. Participate in the Planning for Academic Success Seminar (PASS) offered by the Center for Academic Success;
2. Pass at least 12 graded credits in the next regular semester at Southwestern with a semester grade point average of at least 2.20;
3. Raise their cumulative grade point average to at least 2.000.

Failure to meet these conditions may result in dismissal. Reasonable progress in removing academic probation is determined at the end of each regular semester by a committee composed of the Associate Vice President for Academic Affairs (or a designate), the Registrar (or a designate), the Senior Director of the Center for Academic Success and Advising, and the Vice President for Student Life (or a designate). This determination, and the notification of students affected, is made as soon as is practicable after semester grades are posted. Students who are making reasonable academic progress may be continued on academic probation for the following semester. Summer courses may be used toward the determination of academic standing for the subsequent semester. Courses taken from another institution may be applied toward total credits - but not GPA - and must be preapproved by the Senior Director of Academic Success and Advising. Upon completion of summer coursework, it is the responsibility of the student to appeal an academic status change to the Office of the Registrar.

Dismissal and Eligibility for Continuance

Students will be ineligible to return under the following conditions:

1. Completion of fewer than 8 credits in the first regular semester;
2. Failure of all courses in a semester;
3. Requirements to remove probationary status are not met.

Students declared ineligible to return the first time must wait one regular semester to be considered for readmission to the University.

Dismissal based on spring semester performance is effective following the summer session. Students who take Southwestern summer courses may use those credits toward the determination of their academic standing for the subsequent semester.

Students declared ineligible to return a second time must wait one year to be considered for readmission. Students declared ineligible to return a third time are permanently suspended from the University. Ineligible-to-return status and its duration are noted on students' transcripts.

Students declared ineligible to return to the University may appeal that decision as outlined in the following section. Students who sit out the period of ineligibility must apply for and be granted readmission in order to re-enroll at Southwestern. Students who are granted readmission to the University after being declared ineligible are readmitted on academic probation, but the ineligible-to-return status remains on the students' records and is considered in determining any subsequent terms of dismissal or readmission.

Appeal of Academic Ineligibility Decisions

The student submits an appeal, in writing, to the Office of the Registrar no later than the deadline specified in the letter of dismissal. If applicable, the letter should be accompanied by appropriate supporting documentation. The student also may submit other written materials with the written letter, including letters from faculty members supporting the appeal.

The Registrar convenes a meeting of the Academic Standards Committee, which studies the appeal letter, any supporting materials, and the student's records with input from the Dean of Students (or designate) and Vice President for Student Life (or designate). The decision by the Academic Standards Committee is final and is conveyed to the student by letter.

In cases where an ineligibility appeal is granted by the Academic Standards Committee, the student remains on academic probation, and the original dismissal status is used in determining the length of any subsequent ineligibilities.

Academic Standards Committee

The Academic Standards Committee, composed of four members of the faculty as well as administrative representatives,

reviews and hears student appeals relating to add/drop, late academic withdrawal, academic probation/dismissal, and modification of degree plans based on documented disabilities. Instructions for submitting an appeal to the Academic Standards Committee are available in the Center for Academic Success and Advising.

NON-SOUTHWESTERN CREDITS AND PLACEMENT

CREDIT BY TRANSFER

Southwestern University generally accepts credit from other regionally accredited institutions, including credit completed through approved dual credit programs, and evaluates all transfer work for its applicability to Southwestern programs of study. Courses accepted for transfer that are not approved as a specific Southwestern University departmental course number, will be assigned elective credit as ELEC-0XX (lower level courses) or ELEC-3XX (upper level courses).

Applicable courses are accepted if they have grades of C- or higher. Courses with grades of P or CR are not accepted. Transfer credits are not calculated in the student's overall grade point average.

Failure to report courses taken at another institution on an official transcript, either prior to admission or at any time prior to graduation at Southwestern, is considered to be a falsification of records and could result in severe disciplinary action.

Consult the Office of the Registrar web page for additional policy information on credit by transfer.

CREDIT BY EXAMINATION—PLACEMENT

If an entering first-year student has earned no previous college credit in the area being tested either at Southwestern or elsewhere, they may receive college-level credits or exemptions prior to enrollment through the College Board Advanced Placement examination, Caribbean Advanced Proficiency Examination, and/or through the International Baccalaureate Program.

Students who present both IB, AP and/or CAPE work in the same subject area will not be awarded double credit. Please contact the Office of the Registrar for additional information.

Caribbean Advanced Proficiency Examinations

Southwestern University recognizes the Caribbean Advanced Proficiency Examinations (CAPE) and awards college credit upon receipt of the official CAPE transcript for scores of 1 or 2 on Unit 1 and Unit 2 Subject examinations. Credit is not awarded on Technical subjects. The Office of the Registrar maintains a list of accepted CAPE subject examinations, scores, and equivalent credit on the Registrar's web page.

College Board Advanced Placement Examinations

College Board Advanced Placement (AP) examination credit scores of 4 or 5 are awarded credit. The Office of the Registrar maintains a list of accepted AP examinations, scores and equivalent credit on the Registrar's web page. AP credits may count for requirements in general education and for major or minor credit. No credit is given for scores on College Board Aptitude or Achievement Tests or ACT examinations. However, students who do well on these tests are encouraged to take the appropriate College Board Advanced Placement examinations through their high school to be awarded credit as stated above.

International Baccalaureate Program

Southwestern University recognizes the International Baccalaureate Program and awards college credit upon receipt of a score of at least 5 on the higher-level exam. The Office of the Registrar maintains a list of accepted International Baccalaureate examinations, scores and equivalent credit on the Registrar's web page.

CREDIT BY EXAMINATION—ADVANCED STANDING

Students who are currently enrolled may earn credit by taking advanced standing examinations in most subject areas. Native speakers who have been exempted from the foreign language requirement may not take an exam in their native languages. These examinations may be administered, after proper approval, in two ways: by CLEP subject examination or by a departmentally prepared examination. Petition forms for these examinations are available from the Office of the Registrar. An advanced standing examination in a subject must be taken prior to enrollment in a subsequent continuous course in the same subject.

An advanced standing examination may not be taken in the same subject more than once a semester and not at all in the same semester in which the student is enrolled in the corresponding course. Further, an advanced standing examination may not be taken to repeat a course which a student has unsuccessfully attempted previously. All advanced standing examinations must be completed and scores reported before the final week of classes to be included on the student's permanent record for that semester.

Advanced standing examination credits are treated like regular courses for degree plans and repeated courses, except that only a grade of CR is recorded. A level of C- or better is required to earn a grade of CR. Students are advised that certain professional certifications, medical schools, graduate programs, and other postgraduate programs may not accept a grade designation of CR for meeting certification or admission requirements.

CLEP Subject Examinations

In general, students should not take CLEP subject examinations prior to entering Southwestern. The only exception to the rule of not taking CLEP subject examinations before entering Southwestern is for the CLEP subject examinations in foreign language. Credit for appropriate scores on these examinations can be awarded without prior arrangement with Southwestern, but credit is not posted to the student's permanent record until Southwestern academic credit has been earned. Students currently enrolled may take CLEP subject examinations after prior approval from the appropriate department chair. In the case of chemistry, an American Chemical Society standardized examination is used in lieu of the CLEP subject examination. For these examinations, grades of CR are awarded based on the score level that the department concerned determines is appropriate. CLEP subject examinations may not be repeated within a three-month period. The testing service monitors this and will disallow repeated exams within the prohibited time period. *NOTE: Southwestern University does not grant credit for CLEP general examinations.*

Departmental Advanced Standing Examinations

Students may arrange to take a departmentally prepared advanced standing examination for credit with a professor who signs the petition form and administers the examination after the student has received all approvals and paid the appropriate advanced standing examination fee.

LANGUAGE PLACEMENT EXEMPTION

Students fulfilling the language requirement at Southwestern are expected to attain proficiency in oral and written expression, listening comprehension, reading, and cultural competency. These goals are usually attained at the end of a third semester college-level course. Thus, Southwestern students are required to study a language through course level XX-164.

All entering students take placement examinations, which are offered in Chinese, French, German, Greek, Latin, and Spanish. Individual results of this exam determine placement into one of the three required sequential courses (-144, -154, -164) or exemption from the language sequence. The language placement exam cannot be repeated without approval of the department and the Office of the Registrar. The language placement exam may not be taken once the student has begun the language sequence.

See the Languages, Literatures, and Cultures section in the catalog for detailed information specific to each language offered at Southwestern University. Additional information regarding testing for other languages not offered at Southwestern is available on the Office of the Registrar's website.

TOEFL and IELTS Exams

Generally, students whose native language is not English must achieve at least a score of 88 (internet-based test) on the TOEFL exam, or 6.5 on the IELTS exam, in order to be exempted from the foreign language requirement. Cases in which the 88 TOEFL or 6.5 IELTS scores may be waived include:

1. Students admitted to Southwestern under the auspices of a particular consortium, exchange agreement, or a test optional application review.
2. Students who have attended high school in the United States for at least two years and who have achieved a minimum of a 500 on the SAT Evidence Based Reading and Writing Section (or a 21 on the ACT English test).

ACADEMIC DEPARTMENTS AND PROGRAMS

ART AND ART HISTORY DEPARTMENT

The Sarofim School of Fine Arts

Sergio Arzac, MA, Part-Time Instructor of Art

Ron Geibel, MFA, Associate Professor of Art

Heidi Hogden, MFA, Associate Professor of Art

Allison Miller, PhD, Professor of Art History

Kimberly Smith, PhD, Professor of Art History

Rachel Daphne Weiss, PhD, Visiting Assistant Professor of Art History

Ariel Wood, MFA, Visiting Assistant Professor of Art

A full listing of department chairs is available on the Registrar's web page.

The Art and Art History Department offers courses leading to a BA degree with majors in Studio Art, Art History, and paired majors in Art History with Business, History and International Studies; a BFA degree in Studio Art, and minors in Studio Art and Art History.

STUDIO ART (ART)

The Studio Art Department at Southwestern University offers a dynamic and comprehensive experience for students interested in creative expression within a liberal arts context. The overarching goal of the program is to cultivate sustained intellectual and creative inquiry, encouraging students to explore art through an interdisciplinary lens that enriches their artistic and academic development.

The curriculum is intentionally designed to address the diverse and evolving landscape of contemporary art, including an exploration of a wide range of materials, ideas, and processes. Students have the opportunity to develop both technical and formal skills across various media, including drawing, painting, sculpture, ceramics, and printmaking. The program places a strong emphasis on critical thinking and creative problem-solving as essential components of an artist's development. As part of their education, students develop an individualized body of artwork, which reflects their personal vision and artistic voice. This approach helps prepare them for professional careers in the arts or other creative industries, fostering versatility, innovation, and the ability to adapt to a variety of artistic and professional contexts.

The department offers two primary degree tracks: a Bachelor of Arts (BA) and a Bachelor of Fine Arts (BFA). The BA provides a broad, well-rounded approach to studio art, while the BFA offers a more focused, immersive experience that culminates in a professional exhibition of the student's work. This track is particularly suited for students aiming to build a deep, specialized practice in the visual arts.

Studio Art Goals:

Develop Creative Expression and Technical Skills: Students enhance their artistic abilities through hands-on practice in various media, mastering both traditional and contemporary techniques while cultivating their unique voice.

Encourage Critical Thinking and Conceptual Growth: Students explore artistic conventions, engage with cultural, historical, and philosophical contexts, and focus on creating works that communicate complex ideas.

Foster Interdisciplinary Connections and Collaboration: Students integrate art with other fields, collaborating across disciplines and blending intellectual and creative approaches in their work.

ART HISTORY (ARH)

Art history is a humanistic discipline that investigates objects and images through stylistic analysis, study of cultural and historical contexts, and theoretical models of interpretation. The Art History major enables the student to develop visual literacy and critically to assess the complex meanings of material culture within diverse settings. To foster such understanding, Art History courses take a broadly contextual approach, situating art objects in relation to their contemporary political and historical events; issues of race, gender, class and power structures; intellectual history and aesthetic criticism. All Art History courses are “writing attentive.”

Department Goals:

1. Develop students' abilities to recognize, describe and analyze informational and formal elements of works of art and their contexts.
2. Provide an awareness of the basic theoretical models of the discipline.
3. Provide the basis for a life of continued intellectual engagement with the history of art.

The Art History major offers preparation for any field which requires critical evaluation of evidence and interpretations, broad cultural knowledge, and research and writing skills. In addition to preparing students for application to M.A. and Ph.D. programs in art history, it is an appropriate major for work in other areas of the visual arts, such as arts administration or museums, as well as other academic disciplines (history, philosophy, etc.). It can also prepare for application to professional schools such as law, international cultural properties management and education administration. Students preparing for graduate work in art history are encouraged to develop strong skills in at least one foreign language, since this is essential for advanced research. Students are also encouraged to incorporate a study away experience into their degree plan.

Students majoring in art history are required to take a one-semester foundation introductory course (000s), one course in each of the four areas of East Asian Art (200s), Non-Western Art (200s, 300s), Pre- or Early Modern European Art or (400s) and Modern Art (500s), an annual topics course taken in advance of the capstone (71-614), a capstone research seminar taken in the fall of senior year (71-824), and two further electives.

The capstone research seminar, in which students pursue an advanced research topic of their own choosing with faculty approval, must be taken in the FALL SEMESTER OF SENIOR YEAR.

The best prepared students may also be invited to initiate an honors project in spring of their junior or fall of senior year, and interested students should approach a likely faculty sponsor. Honors projects count toward eight credits of University electives, but students may opt to develop the topic from their capstone seminar, which counts toward the major, thus requiring only four university electives to complete an honors project.

Students may receive credit toward their major or minor for one academic internship.

Major in Studio Art (BA): 11 courses

- ART68-104 Drawing I
- ART68-204 Drawing II
- ART68-114 Design I
- ART68-224 Ceramics I
- ART68-244 Painting I
- ART68-234 Sculpture I
- One course from the following:
 - ART68-314 Ceramics II
 - ART68-334 Painting II
 - ART68-254 Printmaking I
 - ART68-344 Printmaking II
 - ART68-324 Sculpture II
- ART68-404 Seminar
- ART68-504 Capstone
- One Studio Art elective from the following:
 - ART68-314 Ceramics II
 - ART68-354 Design II
 - ART68-374 Drawing III
 - ART68-334 Painting II
 - ART68-254 Printmaking I
 - ART68-344 Printmaking II
 - ART68-324 Sculpture II.
- One Art History course

Typical 4 Year Overview:

Year 1: ART68-104 Drawing I, ART68-114 Design I, ART68-204 Drawing II.

Year 2: ART68-244 Painting I, ART68-224 Ceramics I, ART68-234 Sculpture I.

Year 3: Take one of the following level II studio art courses (ART68-324 Sculpture II, ART68-314 Ceramics II, ART68-334 Painting II, or ART68-344 Printmaking II), Art History course, Elective Studio Art Course

Year 4: ART68-404 Seminar, ART68-504 Capstone

Optional senior art exhibition: BA students may seek approval for a senior art exhibition – see the professor in the focus area and the department chair for requirements. Students who are approved must take ART68-512 Exhibition Practicum in the semester of their senior exhibition.

Note on course numbering: 100 level courses are introductory. 200-300 are introductory and mid-level courses listed by medium; 400 are seminar and advanced-level courses listed by medium; 500 are capstones and practicums; 900 level courses are tutorials, honors, internships, and independent study.

Bachelor of Fine Arts in Studio Art:

The Bachelor of Fine Arts (BFA) degree offers a more immersive experience, culminating in a professional art exhibition showcasing a unique creative vision. To be admitted to the BFA degree program, students must submit a formal application and pass a portfolio jury during the sophomore or junior year. BFA students must maintain a B- (2.67) grade point average and pass regular reviews by the studio faculty as a whole to continue in the program. Contact the department chair for the program requirements.

Major in Studio Art (BFA): 18 courses

- ART68-104 Drawing I
- ART68-204 Drawing II
- ART68-374 Drawing III
- ART68-114 Design I
- ART68-354 Design II
- ART68-224 Ceramics I
- ART68-244 Painting I
- ART68-234 Sculpture I
- One course from the following
 - ART68-314 Ceramics II
 - ART68-334 Painting II
 - ART68-254 Printmaking I
 - ART68-344 Printmaking II
 - ART68-324 Sculpture II
- ART68-404 Seminar
- ART68-512 Exhibition Practicum
- ART68-504 Capstone
- Four courses from the following Studio Art electives:
 - ART68-314 Ceramics II
 - ART68-414 Topics in Ceramics
 - ART68-334 Painting II
 - ART68-424 Topics in Painting
 - ART68-254 Printmaking I
 - ART68-344 Printmaking II
 - ART68-434 Topics in Printmaking
 - ART68-324 Sculpture II
 - ART68-444 Topics in Sculpture
- Two Art History courses

Required Supporting Course in the Studio Art major (BFA): 1 course

- One course in any Humanities field tagged Writing Attentive “WA”

Typical 4 Year Overview:

Year 1: ART68-104 Drawing I, ART68-114 Design I, ART68-204 Drawing II, Writing Attentive Humanities course.

Year 2: ART68-244 Painting I, ART68-224 Ceramics I, ART68-234 Sculpture I, Art History Course, 1 Elective Studio Art Course

Year 3: ART68-374 Drawing III, One of the following level II studio art courses (ART68-324 Sculpture II, ART68-314 Ceramics II, ART68-334 Painting II, or ART68-344 Printmaking II), Art History course, 2 Elective Studio Art Courses,

Year 4: ART68-404 Seminar, ART68-512 Exhibition Practicum, ART68-504 Capstone, 1 Elective Studio Art course

Paired Major in Art History and Studio Art (BA): 17 courses

Introductory courses:

- One Introduction to Art History course (any ARH71-0X4 course)
- ART68-104 Drawing I

Distribution/Focus courses*:

- One East Asian Art History course (any -200 level course)
- One additional Non-Western Art History course (any -200 or -300 level course)
- One Pre- or Early Modern European Art History course (any -400 level course).
- One Modern Art History course (any -500 level course).
- One Ceramics course:
 - ART68-224 Ceramics I
 - ART68-314 Ceramics II
- One Painting course:
 - ART68-244 Painting I
 - ART68-334 Painting II
- One Sculpture course:
 - ART68-234 Sculpture I
 - ART68-324 Sculpture II
- One Studio Art course from:
 - ART68-224 Ceramics I
 - ART68-314 Ceramics II
 - ART68-244 Painting I
 - ART68-334 Painting II
 - ART68-254 Printmaking I
 - ART68-344 Printmaking II
 - ART68-234 Sculpture I
 - ART68-324 Sculpture II

Upper-level courses:

- ART68-204 Drawing II
- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar.)
- ART68-404 Seminar (Note: these courses are offered only once per year)

Elective courses:

- One additional course (3-4 credits) in Studio Art
- One additional upper level course in Art History (level 200+)

Capstones:

- ARH71-824 Capstone Research Seminar (Fall senior year)
- ART68-504 Capstone (Note: these courses are offered only once per year)

Optional senior art exhibition: BA students may seek approval for a senior art exhibition – see the professor in the focus area and the department chair for requirements. Students who are approved must take ART68-512 Exhibition Practicum in the semester of their senior exhibition.

Note: Only one -0X4 level ARH course counts toward the major. Any second -0X4 ARH course counts as a general elective credit.

Minor in Studio Art: 5 courses

- ART68-104 Drawing I
- ART68-114 Design I
- Three additional Studio Art courses from the following:

ART68-224 Ceramics I

ART68-314 Ceramics II

ART68-354 Design II

ART68-204 Drawing II

ART68-374 Drawing III

ART68-244 Painting I

ART68-334 Painting II

ART68-254 Printmaking I

ART68-344 Printmaking II

ART68-234 Sculpture I

ART68-324 Sculpture II

Major in Art History: 9 courses

Introduction:

- One Introduction to Art History course (any -0X4 course)

Distribution:

- One East Asian Art History course (any -200 level course)
- One additional Non-Western Art History course (any -200 or -300 level course)
- One Pre- or Early Modern European Art History course (any -400 level course).
- One Modern Art History course (any -500 level course).

Electives:

- Two additional courses in Art History, which must be upper-level (-200 level or above).

Upper-Level Courses:

- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar.)
- ARH71-824 Capstone Research Seminar (to be taken fall of senior year)

Paired major in Art History and Business: 17 courses

- One Introduction to Art History course (any ARH71-0X4 course)
- ECO31-104 Principle of Economics
- BUS30-114 Fundamentals of Accounting
- BUS30-214 Foundations of Business
- BUS30-474 Finance

- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar.)

Distribution courses for Art History:

- One East Asian Art History course (any -200 level course).
- One additional Non-Western Art History course (any -200 or -300 level course).
- One Pre- or Early Modern European Art History course (any -400 level course).
- One Modern Art History course (any -500 level course).

Electives:

- Four additional upper-level courses in or contributing to Business or Economics (3-4 credits each)
- One additional upper-level course in Art History (level 200+)

Capstones:

- ARH71-824 Capstone Research Seminar
- BUS30-964 Capstone in Business

Paired major in Art History and History: 16 courses

Introductory courses:

- One Introduction to Art History course (any ARH71-0X4 course)
- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Culture in World History
 - HIS16-094 Topics in World History

Area courses:

- One East Asian Art History course (any -200 level course).
- One additional Non-Western Art History course (any -200 or -300 level course).
- One Pre- or Early Modern European Art History course (any -400 level course).
- One Modern Art History course (any -500 level course).
- One History course from four of the following six areas:

Africa:

- HIS16-114 History of Modern Africa
- HIS16-204 African Environmental History
- HIS16-504 Topics in African History

East Asia:

- HIS16-124 History of East Asia to 1800
- HIS16-134 History of East Asia since 1800
- HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
- HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
- HIS16-514 Topics in Asian History

Europe:

- HIS16-184 History of Early Modern Europe

HIS16-194 History of Modern Europe

HIS16-404 History of the British Isles since 1688

HIS16-414 Modern France and Empire

HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend

HIS16-434 History of Europe's Muslims

HIS16-444 The Tudors: Politics & Culture, 1485- 1603

HIS16-454 Histories of Race in Europe

HIS16-464 History of Human Rights

HIS16-554 Topics in European History

Latin America:

HIS16-144 History of Colonial Latin America

HIS16-154 History of Modern Latin America

HIS16-264 Latin American History in Film and Literature

HIS16-274 Reproductive Histories in Latin America

HIS16-284 The Mexican Revolution

HIS16-524 Topics in Latin American History

United States:

HIS16-164 History of the U.S.: From Colonies to Nation

HIS16-174 History of the U.S.: From Nation to World Power

HIS16-294 Texas History

HIS16-314 History of the Civil Rights Movement

HIS16-324 Rise of the Right: History of the U.S. Conservative Movement

HIS16-334 Sport and Society in Modern America

HIS16-344 The History of the U.S. West

HIS16-534 Topics in U.S. History

Transregional:

HIS16-364 Slavery and Freedom in the Atlantic World

HIS16-374 History of the Islamic World

HIS16-3844 Sciences and Its Publics

HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens

HIS16-544 Topics in Transregional History

Additional courses:

- ARH71-614 Annual Topics in Art History
- HIS16-604 Historiography
- One additional upper-level course in Art History (level 200+)
- One additional upper-level course in History

Capstones:

- ARH71-824 Capstone Research Seminar
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444

Paired Major in Art History and International Studies: 16 courses

- One International Studies Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- One ARH71-0X4 Introduction to Art History course
- Foreign Language courses:
 - Three 200+ level foreign language courses in the same language,
or
 - Two 200+ level foreign language courses from the same language, **and**
One foreign language course spoken in the study abroad location.
- Six Art History courses, two of which should be taken within the International Studies Global Society and Culture track:
 - One course from East Asian Art and Architecture (any -200 course)
 - One course from Non-Western Art (any -300 course)
 - One course from Pre- or Early Modern Europe or Architectural History (any -400 course)
 - One course from Modern Art (any -500 course)
 - Two additional courses in Art History, which must be upper-level (-200 or above).
- Two additional non-Art History courses taken from the International Studies Global Society and Culture track, at least one must be upper level.
- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar)
- ARH71-824 Capstone Research Seminar (to be taken fall of senior year)
- INS38-894 Capstone

Minor in Art History: 5 courses

- One Introduction to Art History course (any ARH71-0X4 course).
- One course in at least two of the four following areas (2 courses total):
 - East Asian Art History (any -200 level course).
 - Other Non-Western Art History (any -300 level course).
 - Pre- or Early Modern European Art History (any -400 level course).
 - Modern Art History (any -500 level course).
- Two additional upper level courses in Art History, at or above the 200-level.

Note on course numbering: 71- indicates art history. -000 level courses are introductory. -200-500 level courses are period and culture courses (-200 East Asia; -300 Other Non-Western; -400 Pre-Modern and Early Modern Europe ; -500 Modern). -600-800 level courses are upper-level courses. -900 level courses are tutorials, honors, internships, and independent study.

Art Education: See the Education Department for information regarding teacher certification in Art.

Studio Art (ART)

68-104

DRAWING I. This beginning studio art course introduces students to drawing as a visual language. Through investigating the expressive and technical qualities of drawing, this course sets the foundation for future courses in studio art. Students will leave with a solid foundation in drawing

	methods, and a new appreciation for their own creative abilities and potential. Intended for first-year students; No previous experience required. Contributes to Design Thinking. (Fall and Spring) (FA)
68-114	DESIGN I. This beginning studio art course introduces students to the principles of design through hands-on experience. Through investigating the elements of 2-D and 3-D design, this course sets the foundation for future courses in studio art. Students will leave with a solid foundation in design methods, and a new appreciation for their own creative abilities and potential. Intended for first-year students; No previous experience required. Contributes to Design Thinking. (FA)
68-164	ARCHITECTURAL STUDIO I: INTRODUCTION TO DRAFTING AND PROGRAMMATIC DESIGN. Introduction to fundamentals of architectural drafting (drawing plans, sections, elevations, mechanical perspective, rendering, model building) and principles of design (design to a program, parti, formal systems), site analysis and presentation, and introduction to design with structure. Material is presented in terms of one long and one or two short projects. Lab required. Contributes to Design Thinking. (Fall) (FA)
68-204	DRAWING II. This studio art course encourages students to develop figurative drawing skills through direct observation of the human form. Focusing on principles of proportion, value, and composition, students will work to create technically proficient and expressive drawings. Throughout the course, they will explore a range of materials and techniques, drawing inspiration from both historical and contemporary approaches to figure drawing. Intended for first-year students; Contributes to Design Thinking. Prerequisite: Art 68-104. (Spring) (FA)
68-224	CERAMICS I. A beginning studio art course exploring the creative possibilities of the pottery wheel for creating functional, utilitarian objects. It examines the history of craft, its evolution, and how traditional techniques continue to inform and inspire contemporary artistic practices. The course places particular emphasis on cultivating aesthetic values and technical skills in the forming, surfacing, and glazing of wheel-thrown ceramics. Art 68-114 is recommended but not required. Lab required. Contributes to Design Thinking. (Fall) (FA)
68-234	SCULPTURE I. This studio art course explores the fundamentals of three-dimensional form, space, and materiality. Students will engage with a variety of sculptural techniques, including additive, subtractive, and modeling processes. The course emphasizes understanding the physical and conceptual aspects of sculpture, developing technical skills, and experimenting with materials. Art 68-114 is recommended but not required. Lab required. Contributes to Design Thinking. (Spring) (FA)
68-244	PAINTING I. This studio art course introduces students to the fundamentals of oil painting through direct observation. Emphasizing principles such as color, value, application, and composition, students will develop the technical skills necessary to build and develop paintings from life. Through hands-on experience, participants will gain a deeper understanding of the creative process and develop the ability to translate the world around them onto canvas. Art 68-104 is recommended but not required. Lab required. Contributes to Design Thinking. (Fall) (FA)
68-254	PRINTMAKING I. This studio art course introduces students to the core techniques of relief printmaking. Focusing on a variety of processes—such as monotype, woodcut, and intaglio—students will gain the technical skills needed to establish a solid foundation in the art of printmaking. Art 68-104 is recommended but not required. Lab required. Contributes to Design Thinking. (FA)
68-264	ARCHITECTURAL STUDIO II: HISTORICAL DESIGN. Five three-week design projects designing with the formal vocabularies and structural systems of ancient Greek, French Neo-Classicism, Italian Baroque, Gothic, and early Frank Lloyd Wright. Prerequisite: Art 68-164 or ability to draw plans, sections and elevations. Lab required. Contributes to Design Thinking. (Spring, even years) (FA)
68-314	CERAMICS II. This studio art course investigates the historical and contemporary significance of clay as an artistic medium, and introduces a range of handbuilding techniques. The course challenges students to explore conceptual ideas as the foundation for creating functional and sculptural ceramics, emphasizing the relationship between craft and intent through hands-on techniques in forming, surfacing, and glazing. Lab required. Contributes to Design Thinking. (Spring) (FA)
68-324	SCULPTURE II. This studio art course investigates sculpture as it relates to installation, site-specificity, and spatial relationships. Emphasis will be placed on designing sculptural works that engage with or alter their environments. Students will experiment with a variety of materials and techniques to create works that challenge traditional ideas of sculpture. Art 68-234 is recommended but not required. Lab required. Contributes to Design Thinking. (Fall) (FA)

68-334 PAINTING II. This studio art course invites students to further refine their painting skills by exploring contemporary themes and ideas. Emphasizing both technical mastery and conceptual development, students will engage in hands-on projects that encourage personal expression and thoughtful exploration. Through this process, they will create sophisticated works that reflect their unique artistic voice while engaging with relevant themes in today's visual culture. Art 68-244 is recommended but not required. Lab required. Contributes to Design Thinking. (Spring) (FA)

68-344 PRINTMAKING II. This studio art course invites students to explore print techniques that engage with multiple images, text, and narrative such as Risograph, Typography, and Lithography. Students will develop both their technical abilities and creative expression through written and visual language, learning to harness the unique qualities of each medium. Art 68-254 is recommended but not required; Lab required. Contributes to Design Thinking. (FA)

68-354 DESIGN II. This studio art course encourages students to incorporate their studio practice and digital media, with a focus on photo documentation, website development, and multimedia projects that integrate writing and publication. Emphasis is placed on cultivating critical thinking skills and engaging with contemporary cultural critique, examining the impact of digital media in the art world. A portfolio of previous artistic work is recommended, as it will enhance students' ability to engage with the course material. Art 68-114 is recommended but not required. (FA)

68-364 ARCHITECTURAL STUDIO III: MODERN STRUCTURES. Empirical introduction to design with modern structures with three projects in different media: poured in place concrete; steel frame and truss; tensile, or curtain wall skyscraper. Prerequisite: Art 68-164 or ability to draw plans and sections. Lab Required. Contributes to Design Thinking. (Spring, odd years) (FA)

68-374 DRAWING III. This studio art course challenges students to explore contemporary drawing practices, with a strong emphasis on creative problem-solving strategies. As they advance, students will cultivate their unique artistic vision and voice, fostering personal expression. The course also encourages a critical examination of drawing's role in both artistic practice and contemporary context, inspiring students to engage thoughtfully with the medium. Prerequisite: Art 68-104. Lab required. (Fall) (FA)

68-404 SEMINAR. This advanced studio art course invites students to investigate contemporary art and artistic production with emphasis on theoretical foundations and professional practices. Through critical analysis and hands-on experience, students will refine their artistic practice while deepening their understanding of how their work engages with broader cultural, social, and historical contexts. Intended for senior art majors; Prerequisites: two Studio Art courses in the same medium, from Ceramics, Painting, Printmaking, or Sculpture; Lab required. (Fall)

68-414 TOPICS IN CERAMICS. This upper-level ceramics course focuses on the exploration of advanced techniques and the development of individual artistic expression. Prerequisites: Art 68-224, 68-314 and Instructor approval. (Fall and Spring)

68-424 TOPICS IN PAINTING. This upper-level painting course focuses on the exploration of advanced techniques and the development of individual artistic expression. Prerequisites: Art 68-244, Art 68-334, and Instructor approval. (Spring)

68-434 TOPICS IN PRINTMAKING. This upper-level printmaking course focuses on the exploration of advanced techniques and the development of individual artistic expression. Prerequisites: Art 68-254, Art 68-344, and Instructor approval. (Fall and Spring)

68-444 TOPICS IN SCULPTURE. This upper-level sculpture course focuses on the exploration of advanced techniques and the development of individual artistic expression. Prerequisites: Art 68-234, 68-324, and Instructor approval. (Fall and Spring)

68-504 CAPSTONE. This advanced studio art lecture course challenges students to critically explore their personal expressions and creative strategies within the context of contemporary art practice. Drawing on current issues and professional methodologies, students will develop a cohesive body of work in the studio, culminating in a portfolio that will serve as the foundation for their capstone in Studio Art. Intended for senior art majors; Lab required. Prerequisite: Art 68-404 Seminar, or permission of instructor. (Spring)

68-512 EXHIBITION PRACTICUM. This course provides students with practical experience in planning, organizing, and executing art exhibitions. Students also gain insight into marketing, gallery practices, and the professional responsibilities involved in presenting artwork to the public. The course culminates in a public exhibition, offering BFA students the opportunity to showcase their work in a

	professional setting. Intended for senior art majors. Prerequisites: two Studio Art courses in the same medium from Ceramics, Painting, Printmaking, or Sculpture. (Fall and Spring)
68-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
68-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
68-901, 902, 903, 904	TUTORIAL.
68-941, 942, 943, 944	ACADEMIC INTERNSHIP. Related to specific field of study. Must be taken Pass/D/F.
68-951, 952, 953, 954, 956	INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor. See departmental policy on maximum credits that may count toward the major.
68-984	HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single in-depth project at the invitation of a faculty advisor and with the approval of the studio art faculty. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. Otherwise the credits may count as independent study (68-954) or may in some cases be counted toward the studio art seminar and studio art capstone numbers in the appropriate medium.

Art History (ARH)

71-024	INTRODUCTION TO ART HISTORY: EAST ASIAN ART & ARCHITECTURE. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of the art and architecture of China, Korea, and Japan. Emphasis will be placed on how the distinctive styles, genres, and traditions of each region emerged in relation to one another and in the context of a shared East Asian cultural heritage. Open only to first- or second-year students, or with consent of the instructor. Contributes to Early Modern and Medieval Studies, East Asian Studies and International Studies. (Annually) (FA) (WA)
71-054	INTRODUCTION TO ART HISTORY: MODERN. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of European and American art from the 18 th to the 20 th centuries. Open only to first- or second-year students, or with consent of the instructor. May contribute to International Studies. (Annually) (FA) (WA)
71-064	INTRODUCTION TO ART HISTORY. An introduction to the disciplinary methods and concepts of art history. Open only to first- or second-year students, or with consent of the instructor. May be repeated with change in topic. (FA) (WA)
71-214	ARTS OF CHINA. This course surveys the arts of China from the Neolithic to the contemporary period. Each lecture will consist of an in-depth examination of one of twenty-three landmarks of Chinese art. A variety of works will be considered including jades, ancient bronzes, calligraphy, Buddhist murals, landscape paintings, Chinese gardens, temples, contemporary works, and more. Each work will be examined in its historical context, introducing students to China's social and political history, as well as its major religious and humanistic traditions including Confucianism, Buddhism, and Daoism. Contributes to Early Modern and Medieval Studies, East Asian Studies and International Studies. (Biennially) (FA) (WA)
71-234	ANCIENT CHINESE ART AND CIVILIZATION. This course covers China's rich and complex ancient civilization, beginning in the Neolithic and concluding with the fall of China's first long-lasting imperial administration, the Han dynasty. It considers the development and trajectory of Chinese art and architecture in relation to the formation of local states, kingdoms, and the early Chinese empires. Topics covered include painted ceramics, jades, oracle bones, bronze vessels and bells, lacquer works, mummies, gold ornaments, stone shrines, early palaces and cities, silk, and much more. Art works will be studied in the archaeological context in which they were discovered and in relation to the material culture surrounding them. Contributes to East Asian Studies and International Studies. (Biennially) (FA) (WA)
71-254	TOPICS IN EAST ASIAN ART. Thematic courses with a focus on East Asian art. May be repeated with change in topic. Contributes to East Asian Studies and International Studies. (FA) (WA)
71-264	ART IN CHINA SINCE 1911. This course presents an overview of the development of visual arts in China from the late 19 th century to the present. Students will consider the ways that recent works created by Chinese artists responded to the turbulent politics of the 20 th century, the global art market, and past traditions of Chinese art. Works in a range of mediums will be considered—from painting and calligraphy to architecture, film, and performance works. Contributes to East Asian Studies,

	Feminist Studies, International Studies, and Race and Ethnicity Studies/Allied Course. (Biennially) (FA) (WA) (SJ) (PJ)
71-354	TOPICS IN NON-WESTERN ART. Thematic courses with a focus on non-Western art. May be repeated with change in topic. Contributes to International Studies. (FA) (WA)
71-454	TOPICS IN PRE- OR EARLY MODERN EUROPEAN ART. Thematic courses with a focus on pre- or early modern European art. May be repeated with change in topic. Contributes to International Studies. (FA) (WA)
71-484	WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY. A survey of several major architectural traditions and their cultural contexts from prehistory to the present. The presentation of each culture poses the same sequence of questions: topography; chronology; social and power structure; belief structure and rituals; economy; technology; building techniques; systems of ornament; and building types and functions, proceeding from urban and utilitarian to the most expressive monuments. The course terminates by looking at Euro-American Modern within the same framework of questions as the other cultures. Contributes to Classical Civilizations and International Studies. (Biennially) (FA) (WA)
71-494	MODERN ARCHITECTURE. A survey of Euro-American architecture from c. 1750 through present day. Material considers the context of intellectual history, industrial and political revolutions, mass culture and technological innovation. It is also an introduction to issues of architectural theory and the history of the modern architectural profession. Contributes to International Studies. (Biennially) (FA) (WA)
71-534	MODERNISM AND THE 20 TH C. AVANT-GARDES. Encompasses the visual arts produced in Europe and the United States between 1900 and 1945. Organized according to chronological developments in the history of twentieth-century art, concentrating on <i>fin de siècle</i> design, Fauvism, Cubism, Expressionism, the Russian avant-garde, De Stijl, photography and painting between the wars, Surrealism, and art under totalitarian regimes. The course also focuses on thematic issues including primitivism and the colonial imaginary; gender and modern art; abstraction in theory and practice; and the politics of modernism. Contributes to International Studies. (Biennially) (FA) (WA)
71-554	TOPICS IN MODERN ART. Thematic courses with a focus on modern art. May be repeated with change in topic. May contribute to International Studies. (FA) (WA)
71-614	ANNUAL TOPICS IN ART HISTORY. Focuses on a particular theme, region, or period in art history. Includes an intensive approach to art historical research and writing. Subject changes from year to year. Can be repeated with change of topic. Prerequisite: one course in Art History. (Fall) (FA)
71-824	CAPSTONE RESEARCH SEMINAR. A research seminar on various topics of the students' choosing with faculty approval. Open to majors only, except with permission of instructor. Must be taken in fall semester senior year. Prerequisite: Art History 71-0X4 (71-024, 71-054, or 71-064), and four additional upper-level courses (71-200, -300, -400, -500) in Art History, and 71-614 Annual Topics in Art History. (Fall)
71-001, 002, 003, 004	SPECIAL PROJECTS. May be repeated with a change in topic.
71-301, 302, 303, 304	SPECIAL PROJECTS. May be repeated with a change in topic.
71-901, 902, 903, 904	TUTORIAL.
71-941, 942, 943, 944	ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F. No more than 4 credits of internship credit will count toward the major or the minor.
71-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor.
71-984	HONORS. At least eight credits of work over two semesters on a single independent in-depth research project chosen in consultation with a faculty advisor and with the approval of the art history faculty. Students work on their project during their capstone seminar, fall semester senior year, and continue with further research and writing spring semester senior year. The spring semester course will count as a university elective. A student may also opt to develop the honors project independently of the capstone seminar, in which case all eight credits must count as University electives. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. If Honors are not awarded, the credits count as independent study (71-954).

BIOLOGY DEPARTMENT

Natural Sciences Area

Erin Borbee, PhD, Assistant Professor

Stacie Brown, PhD, Associate Professor and Director of First-Year Laboratories

Romi Burks, PhD, Professor

Maria Cuevas, PhD, Professor

Martín Gonzalez, PhD, Associate Professor

Alex Klattenhoff, PhD (ABD), Visiting Instructor

Kimberly McArthur, PhD, Assistant Professor

Sunny Scobell, PhD, Assistant Professor

Shreya Saha, PhD, Part-Time Assistant Professor

Daniel R. (Max) Taub, PhD, Professor

Maria C. Todd, PhD, Professor

A full listing of department chairs is available on the Registrar's web page.

The Biology Department presents students with the challenge and excitement of learning about living organisms and their relationships to their environment. The courses offered by the department include a focus on molecular and cell biology and ecology and evolutionary biology as well as the connections between these areas that includes integration of organismal biology. We offer courses with and without laboratories. Laboratories are conducted in Fondren-Jones Science Hall facilities, the Southwestern Community Garden, and in various field locations.

Department Goals:

1. Students will understand and apply knowledge and concepts about the functioning of living systems.
2. Students will accurately and thoughtfully identify, evaluate and critique research and research literature on biological phenomena.
3. Students will clearly, accurately and in appropriate styles, communicate about biological phenomena and research orally, in writing and graphically.
4. Students will accurately, appropriately and safely perform physical techniques of biological investigation.
5. Students will accurately and appropriately apply quantitative reasoning and methods to biological problems.

Introductory courses in the Biology Department can either serve as prerequisites for further study for the biology major/minor or satisfy the Natural Sciences area course requirement for General Education. We design advanced courses for students seeking more in-depth information across the areas of cell and molecular biology as well as ecology and evolutionary biology. In addition, some courses serve as requirements for students with specific vocational aims.

The Biology Department offers majors as BA and BS degrees as well as a minor. The Biology BA includes 32 credits of Biology courses, 8 credits of Chemistry and 4 credits of Statistics for a total of 44 credits. The Biology BS includes 36 credits of Biology, 12 credits of Chemistry, 8 credits of Mathematics/Computer Science, and 8 credits of Physics for a total of 64 credits. The Biology Department also supports the interdisciplinary major in Environmental Studies and supports several interdisciplinary minors.

By appropriate selection of course combinations, students can prepare for various options, such as entrance into graduate or professional schools (dental, medical, physician assistant, physical therapy, clinical laboratory scientist, nursing, optometry, pharmacy and veterinary) and acquisition of positions in industry, government, public health and teaching. Students should consult with their academic advisors and other members of the department for assistance in making proper course selections that will prepare them for their chosen career directions. The BS degree is recommended for students seeking entrance into professional schools, graduate schools or technician positions in industry, while the BA degree allows flexibility.

NOTE: Students must complete the first-year Biology sequence (Biology 50-173/171, 50-183/181) with a grade of C- or better before enrolling in either Biology 50-222 or 50-232. Students must complete the first-year biology sequence and either Biology 50-222 or 50-232 (see specific prerequisites for each advanced-level course) with a grade of C- or better before enrolling in any additional courses above the introductory level.

Note on course numbering: Students should consider 100 level courses as introductory. Intermediate 200 level courses follow and require successful completion of introductory courses. Courses carrying the 300-500 level reflect advanced level expectations and require a minimum of the introductory biology sequence and at least one Methods course as pre-requisites. The Biology Department recommends that a student consult with their advisor as to the appropriate advanced courses to take after completion of either one or both of the Methods courses (50-222 and 50-232). As for additional prerequisites, please refer to the

course description for specifics. 900 level courses include capstone options, tutorials, honors, internships, research, and independent study.

Major in Biology (BA): 11-12 courses

- Two introductory courses:
BIO50-173 Molecular and Cellular Foundations of Biology, **and**
BIO50-183 Evolutionary and Ecological Foundations of Biology
- Two accompanying introductory laboratory courses:
BIO50-171 Inquiries in Biology, **and**
BIO50-181 Investigations in Biology
- Two intermediate courses:
BIO50-222 Methods in Ecology and Evolutionary Biology, **and**
BIO50-232 Methods in Cellular/Molecular Biology
- One advanced cellular/molecular course from:
BIO50-304 Special Topics (with permission of Department Chair when offered)
BIO50-354 Neurobiology
BIO50-394 Developmental Biology
BIO50-404 Cancer Biology
BIO50-464 Molecular Biology
BIO50-484 Microbiology
BIO50-494 Biology of Reproduction
BIO50-514 Cellular Physiology
BIO50-534 Fundamentals of Immunology
BIO50-604 Principles of Biochemistry, **or**
CHE51-604 Principles of Biochemistry
BIO50-624 General Biochemistry II, **or**
CHE51-624 General Biochemistry II
- One advanced ecology/evolutionary biology course from:
BIO50-304 Special Topics (with permission of Department Chair when offered)
BIO50-314 Genetics
BIO50-334 Evolutionary Biology
BIO50-374 Human Genetics and Evolution
BIO50-384 Conservation Biology
BIO50-414 Plant Ecology
BIO50-434 Ecology
BIO50-444 Invertebrate Ecology
BIO50-474 Genetics, Genomics and Medicine
- Two additional courses (4 credits each) at 300-level **or** higher. . Excluding the Capstone seminar, at least two of the four total 300-level or above courses for the BA must have a lab component.
- Capstone, Option 1:
BIO50-97X Research in Biology (3 total credits required), **and**
BIO50-991 Biology Capstone Seminar

OR

Capstone, Option 2:
BIO50-994 Biology Capstone Seminar

Required supporting courses in the Biology major (BA): 5 courses

- CHE51-103 General Chemistry I
- CHE51-101 Chemical Methods and Techniques Lab I
- CHE51-203 General Chemistry II
- CHE51-201 Chemical Methods and Techniques Laboratory II
- MAT52-114 Introduction to Statistics

Major in Biology (BS): 12-13 courses

- Two introductory courses:
BIO50-173 Molecular and Cellular Foundations of Biology, **and**
BIO50-183 Evolutionary and Ecological Foundations of Biology
- Two accompanying introductory laboratory courses:
BIO50-171 Inquiries in Biology, **and**
BIO50-181 Investigations in Biology
- Two intermediate courses:
BIO50-222 Methods in Ecology and Evolutionary Biology, **and**
BIO50-232 Methods in Cellular/Molecular Biology
- One advanced cellular/molecular course from:
BIO50-304 Special Topics (with permission of Department chair when offered)
BIO50-354 Neurobiology
BIO50-394 Developmental Biology
BIO50-404 Cancer Biology
BIO50-464 Molecular Biology
BIO50-484 Microbiology
BIO50-494 Biology of Reproduction
BIO50-514 Cellular Physiology
BIO50-534 Fundamentals of Immunology
BIO50-604 Principles of Biochemistry, or
CHE51-604 Principles of Biochemistry
BIO50-624 General Biochemistry II, or
CHE51-624 General Biochemistry II
- One advanced ecology/evolutionary biology course from:
BIO50-304 Special Topics (with permission of Department chair when offered)
BIO50-314 Genetics
BIO50-334 Evolutionary Biology
BIO50-374 Human Genetics and Evolution
BIO50-384 Conservation Biology
BIO50-414 Plant Ecology
BIO50-434 Ecology

BIO50-444 Invertebrate Ecology

BIO50-474 Genetics, Genomics and Medicine

- Three additional courses (4 credits each) at 300-level or higher. Excluding the Capstone seminar, at least three of the five total 300-level or above courses for the BS must have a lab component.
- Capstone, Option 1:

BIO50-97X Research in Biology (3 total credits required), **and**
BIO50-991 Biology Capstone Seminar

OR

Capstone, Option 2:

BIO50-994 Biology Capstone Seminar

Required supporting courses in the Biology major (BS): 10 courses

- CHE51-103 General Chemistry I
- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-203 General Chemistry II
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-313 Organic Chemistry I
- CHE51-311 Organic Chemistry Laboratory Techniques, **or**
CHE51-322 Organic Chemistry Laboratory
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

Minor in Biology: 7-8 courses (minimum 18 credits)

- Two introductory courses with accompanying laboratory courses:
BIO50-173 Molecular and Cellular Foundations of Biology, **and**
BIO50-171 Inquiries in Biology
BIO50-183 Evolutionary and Ecological Foundations of Biology, **and**
BIO50-181 Investigations in Biology
- At least one intermediate course:
BIO50-222 Methods in Ecology and Evolution, **or**
BIO50-232 Methods in Cell and Molecular Biology
- 8 credits of upper-level biology, 300-level or above (at least one course with lab component)

See the Education Department for information regarding teacher certification in Biology (Life Sciences).

Biology (BIO)

50-114

EXPLORATIONS IN BIOLOGY (3-0). The course approach will combine inquiry-based learning with content delivery and an integration of laboratory skills. Explorations in Biology provides a natural science course designed for students who do not intend to major in Biology. The content of this course will vary according to the specialization of the instructor but will emphasize contemporary topics in the field of biology. Together, this course helps promote observation, experimentation and analytical skills. This course is intended for students seeking to fulfill general education requirements. Contributes to Health Studies. NS

50-154

CLIMATE CHANGE (3-0). This course examines the science behind climate change, current and future impacts on the natural world, and current strategies to mitigate climate change. Students will discuss the impacts of climate change on the cryosphere, extreme weather events, food security and

biodiversity. Students will compare and contrast different mitigation and adaptation strategies and discuss the efficacy of each. Contributes to Environmental Studies. (NS)

50-171 INQUIRIES IN BIOLOGY (0-3). This course provides students an opportunity to participate in the process of science by developing and applying laboratory skills to questions in biology. Contributes to Animal Studies, Health Studies, and Spanish for Healthcare Professions Certificate. To be taken concurrently with either Biology 50-173 or 50-183. (NSL)

50-173 MOLECULAR AND CELLULAR FOUNDATIONS OF BIOLOGY (3-0). This course introduces students to fundamental concepts in molecular and cell biology, including the molecular basis of genetic information, gene expression, cell structure and function, and cellular bioenergetics. This course is required for students majoring in Biology or seeking a Bachelor's of Science. Not intended for students solely seeking to fulfill general education requirements. Contributes to Animal Studies, Health Studies, and Spanish for Healthcare Professions Certificate. To be taken concurrently with Biology 50-171 or 50-181. (NS)

50-181 INVESTIGATIONS IN BIOLOGY (0-3). This course provides students with an opportunity to participate in the process of science by applying knowledge and concepts to investigation of biological processes. Contributes to Animal Studies, Environmental Studies, Health Studies, and Spanish for Healthcare Professions Certificate. To be taken concurrently with either Biology 50-173 or 50-183. (NSL)

50-183 EVOLUTIONARY AND ECOLOGICAL FOUNDATIONS OF BIOLOGY (3-0). This course introduces students to the diversity of life, how different organisms interact with the environment and with each other, principles of heredity, and microevolutionary processes. This course is required for students majoring in Biology or seeking a Bachelor's of Science. Not intended for students solely seeking to fulfill general education requirements. Contributes to Animal Studies, Environmental Studies, Health Studies, and Spanish for Healthcare Professions Certificate. To be taken concurrently with Biology 50-171 or 50-181. Prerequisite: Biology 50-173. (NS)

50-194 SCIENCE OF CHOCOLATE (3-0). This course explores the biology and chemistry of *Theobroma cacao*, the plant from which people make chocolate. Topics in the course will include pollination ecology, genetics, antioxidants and health and climate change. In addition, production versus consumption of chocolate will be discussed in light of economics and social justice issues including child slavery, indigenous communities and agricultural goods. Class activities will include a combination of inquiry-based projects, class discussion and quantitative reasoning. Contributes to Environmental Studies. (SJ) (PJ) (NS)

50-222 METHODS IN ECOLOGY AND EVOLUTIONARY BIOLOGY (3-3; half semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in ecology and evolutionary biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs, and developing specific laboratory and field research skills for ecology and evolutionary biology. Contributes to Data Analytics and Data Science. Prerequisite: Biology 50-173/171 and 50-183/181, and Mathematics 52-114. (Fall and Spring) (NSL) (WA)

50-232 METHODS IN CELLULAR/MOLECULAR BIOLOGY (3-3; half-semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in cellular/molecular biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs and developing specific laboratory skills for cellular/molecular biology. Contributes to Data Analytics and Data Science. Prerequisites: Biology 50-173/171, 50-183/181, and Chemistry 51-103. Chemistry 51-203 is recommended. (Fall and Spring) (NSL) (WA)

50-251 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY I. See Kinesiology 48-251. This course is required for all students pursuing a BS in Kinesiology but may be taken by students seeking to fulfill general education requirements. Also Kinesiology 48-251. Contributes to Health Studies. This laboratory course must be taken concurrently with Biology 50-253. Prerequisites: Kinesiology 48-123/121. (NS)

50-253 HUMAN ANATOMY AND PHYSIOLOGY I. See Kinesiology 48-253. This course is required for all students pursuing a BS in Kinesiology but may be taken by students seeking to fulfill general education requirements. Also Kinesiology 48-253. Contributes to Health Studies. This course must be taken concurrently with Biology 50-251. Prerequisites: Kinesiology 48-123/121. (NS)

50-261 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY II. See Kinesiology 48-261. This course is required for students pursuing a BS degree in Kinesiology. It is not intended for students solely seeking to fulfill general education requirements. This is the second of a two-course sequence in the study of human anatomy and physiology. Also Kinesiology 48-261. Contributes to Health Studies and Neuroscience. This laboratory course must be taken concurrently with Biology 50-263. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. (NS)

50-263 HUMAN ANATOMY AND PHYSIOLOGY II. See Kinesiology 48-263. This course is required for students pursuing a BS degree in Kinesiology. It is not intended for students solely seeking to fulfill general education requirements. This is the second of a two-course sequence in the study of human anatomy and physiology. Contributes to Health Studies and Neuroscience. Also Kinesiology 48-263. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. (NS).

50-314 GENETICS (3-3). An introduction to the study of genetics, including the principles of heredity, structure and variation of chromosomes, the molecular nature of genetic information, DNA replication, transcription, translation, control of gene expression, genomics, quantitative genetics and population genetics. The course includes discussion of current findings of genetic research. Laboratory exercises emphasize hypothesis testing and the analysis of genetic crosses, along with techniques and concepts of genetics. Contributes to Health Studies. Prerequisites: Biology 50-173/171 and 50-183/181; and one of the following: Biology 50-222, Biology 50-232, Kinesiology 48-214, Psychology 33-204, 33-214, or 33-224. (Cellular and Molecular Biology, Ecology and Evolutionary Biology) (NSL)

50-324 BEHAVIORAL NEUROSCIENCE (3-0). See Psychology 33-534. Contributes to Animal Studies, Health Studies, and Neuroscience. Prerequisite: Take 50-173/171 or 50-183/181, and one of the following: Psychology 33-204, Psychology 33-214, Psychology 33-224, Kinesiology 48-214, Biology 50-222 & 50-232, or Chemistry 51-862; or permission of instructor. (Cellular and Molecular Biology) (Spring)

50-334 EVOLUTIONARY BIOLOGY (3-0). An exploration of the possible mechanisms of evolution. Topics to be discussed include natural selection, punctuated evolution, population genetics, adaptation, units of selection, speciation, evolutionary biogeography and macroevolution. Contributes to Animal Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Ecology and Evolutionary Biology) (NS)

50-354 NEUROBIOLOGY (3-0). A deep dive into the biology of the nervous system, focusing on cellular, molecular, and systems neuroscience. Students will learn the fundamentals of neurobiology, with an emphasis on the relationship between structure and function in the nervous system. Students will also discuss research at the cutting-edge of neuroscience, as well as the interface between neurobiology, ethics, and society. Contributes to Neuroscience. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-232, Chemistry 51-862, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Cellular and Molecular Biology) (NS)

50-364 COMPARATIVE VERTEBRATE MORPHOLOGY (3-3). After a brief consideration of the lower chordates, this course deals with the functional anatomy of the vertebrates. Although there is some study of vertebrates in natural environments, primary emphasis is on laboratory dissections of preserved specimens. Contributes to Animal Studies and Computer-Aided Design & 3D Printing Certificate. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Biology 50-232, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (NSL)

50-374 HUMAN GENETICS AND EVOLUTION (3-0). An exploration of major themes and case studies in human variation and human evolution, including polygenic traits, gene by environment interaction, molecular evidence of natural selection, epigenetics, and variation in life history traits. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Ecology and Evolutionary Biology) (NS)

50-384 CONSERVATION BIOLOGY (3-0). A survey of the field of conservation biology through global and local conservation case studies, including threats to biodiversity, solutions to conservation problems and protection of endangered species. Contributes to Animal Studies and Environmental Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Ecology and Evolutionary Biology) (NS)

50-394 DEVELOPMENTAL BIOLOGY (3-3). An exploration of the principles and processes that generate a complex organism from a single cell. Students will take a guided tour of early animal development and organogenesis, emphasizing the self-organizing nature of the embryo. Students will also draw

connections between developmental biology and evolution. Weekly lab sessions will include a combination of benchwork with living organisms and group discussions of related topics. Contributes to Neuroscience. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)

50-404 **CANCER BIOLOGY** (3-0). An interdisciplinary approach to the study of human cancer, including in-depth analysis of the variety of molecular mechanisms that contribute to cancer development and progression, examination of how biomedical research findings are “translated” into clinical practice and issues related to patient care. Contributes to Health Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NS)

50-414 **PLANT ECOLOGY** (3-3). This course explores the diversity within the plant kingdom using field and laboratory experiences. Students will be introduced to the structure and function of plants through an investigation of plant cells, tissues, organs, and basic physiological processes. Students will also discuss the economic importance, human uses, and significance of plants to society. Contributes to Environmental Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, Psychology 33-204, 33-214, or 33-224, or Environmental Studies 49-224, or instructor permission. (Ecology and Evolutionary Biology) (NSL)

50-424 **ORGAN PHYSIOLOGY** (3-3). Processes/functions of organ systems: nervous, muscular, cardiac, circulatory, respiratory, renal, digestive and endocrine. Human physiology is emphasized. Contributes to Health Studies and Neuroscience. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-232, Chemistry 51-862, Kinesiology 48-214, or Psychology 33-204, or permission of instructor. (Cellular and Molecular Biology) (NSL)

50-434 **ECOLOGY** (3-3). This class explores the interactions of organisms with their biotic and abiotic environment. In particular, the course looks at the influence of nutrients, climate, competition, predation and symbiotic relationships on individuals, populations and communities. Contributes to Animal Studies and Environmental Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Ecology and Evolutionary Biology) (NSL)

50-444 **INVERTEBRATE ECOLOGY** (3-3). This class explores the amazing diversity found across marine, terrestrial and aquatic habitats. The lecture component involves taxonomic descriptors of different groups, but more specifically focuses on the ecology of these organisms through critical reading of the primary literature. Through the semester, the course confronts topics that impact many invertebrates, such as exotic species, habitat degradation, chemical communication, predator-prey interactions and competition. In weekly lab sessions, special emphasis is placed on conducting experiments, learning to identify organisms, and investigating the role of aquatic insects in ponds and streams through field work. Contributes to Animal Studies. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. Biology 50-434 is recommended but not required. (Ecology and Evolutionary Biology) (NSL)

50-454 **TISSUE MECHANICS** (3-0). See Kinesiology 48-454. Contributes to Health Studies. (NS)

50-464 **MOLECULAR BIOLOGY** (3-3). This course focuses on the molecular aspects of genetic systems in prokaryotes, eukaryotes and viruses. Topics include: molecular methods and their applications, cell cycle control, gene expression, regulation of gene expression, gene arrangement, DNA mutagenesis and repair, mobile genetic elements and viral replication. Laboratory includes independent projects using molecular biology techniques. Prerequisite: Biology 50-173/171 and 50-183/181, Chemistry 51-313, and one of the following: Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)

50-474 **GENETICS, GENOMICS, AND MEDICINE** (3-3). An exploration of human phenotype, including Mendelian, polygenic and environmental influences, using approaches ranging from family studies and evolutionary medicine to population genomics. The lab will focus on bioinformatic resources in genetics, genomics, and medicine. Contributes to Data Analytics and Data Science. Prerequisite: Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-222, Kinesiology 48-214, or Psychology 33-204, 33-214, or 33-224. (Ecology and Evolutionary Biology) (NSL)

50-484 **MICROBIOLOGY** (3-3). An introduction to the study of microbes. This course is not strictly a bacteriology course as some attention is given to fungi and viruses. This course includes microbial cell structure and function, growth, metabolism and genetics. Microbial diversity is a recurring theme throughout the course. The course includes a weekly laboratory session. Prerequisite: Biology

	50-173/171 and 50-183/181, Chemistry 51-313, and one of the following: Biology 50-232 or Chemistry 51-862. or permission of instructor. (Cellular and Molecular Biology) (NSL)
50-494	BIOLOGY OF REPRODUCTION (3-0). This course takes a comprehensive look at the process of reproduction by examining the role of hormones, developmental and genetic sex, the process of puberty, and the production of offspring. Emphasis is given to human reproduction, although other species are studied to assist in the understanding of reproduction. Contributes to Neuroscience. Biology 50-173/171 and 50-183/181, and one of the following: Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NS)
50-514	CELLULAR PHYSIOLOGY (3-3). The general functions of eukaryotic cells are studied primarily in animal cells. Topics include transcription, translation, protein functions, cell motility, secretion and endocytosis, cell signalling and cell cycling. Laboratory experiments teach techniques and concepts of cellular physiology. Contributes to Health Studies. Prerequisite: Biology 50-173/171 and 50-183/181, Chemistry 51-313, and one of the following: Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)
50-524	ENDOCRINOLOGY (3-3). This course undertakes a detailed exposure to the structure and function of the endocrine system. The course emphasizes the biosynthesis, mechanism of action and homeostatic function of hormones. Topics demonstrate the chemical and physiological principles of hormonal integration with emphasis on humans. Contributes to Neuroscience. Prerequisite: Biology 50-173/171 and 50-183/181, Chemistry 51-313, and one of the following: Biology 50-232 or Chemistry 51-862, or permission of the instructor. (Cellular and Molecular Biology) (NSL)
50-534	FUNDAMENTALS OF IMMUNOLOGY (3-0). An introduction to the immune system as studied in mammals. Emphasis is placed on acquired immunity, specifically as it pertains to the humoral and cell-mediated immune responses. This course deals with the cellular and biochemical mechanisms involved in the education and regulation of both the humoral and cell-mediated immune responses. Prerequisite: Biology 50-173/171 and 50-183/181, Chemistry 51-313, and one of the following: Biology 50-232 or Chemistry 51-862. Chemistry 51-334 and 51-604 are recommended but not required; or permission of instructor. (Cellular and Molecular Biology) (NS)
50-604	PRINCIPLES OF BIOCHEMISTRY (3-0). Also Chemistry 51-604. This course provides an overview of the major classes of biological macromolecules (proteins, carbohydrates, lipids and nucleic acids) and their functions in cellular structure, information pathways, and enzyme catalysis, and bioenergetics. This foundation will support an introduction to metabolism and key concepts in regulation of central metabolic pathways. This course is designed for students majoring in one of the natural sciences but who do not require a two-semester course in biochemistry. This course does not fulfill the requirements for a chemistry or biochemistry major or the chemistry minor. Approved as a cellular/molecular course for use in the Biology major. Prerequisite: Chemistry 51-323. (NS) (Fall)
50-624	GENERAL BIOCHEMISTRY II (3-0). Also Chemistry 51-624. This course focuses on the metabolism (break-down and formation) of carbohydrates, lipids and proteins in the human body and the energy involved with such processes. It is the second course of a two-semester comprehensive sequence and is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Approved as a cellular/molecular course for use in the Biology major. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS) (Spring)
50-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
50-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
50-901, 902, 903, 904	TUTORIAL.
50-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Prerequisite: Permission of instructor.
50-951, 952, 953, 954	INDEPENDENT STUDY. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.
50-971, 972, 973, 974	RESEARCH IN BIOLOGY. Students must plan with a faculty member in the Biology Department prior to enrolling in this course. May contribute to Neuroscience. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.
50-984	HONORS. By invitation only.
50-991, 994	BIOLOGY CAPSTONE SEMINAR. Topics vary by interest, but biology students will expand their knowledge of the scientific literature, write a research paper and present their work to their peers. Biology majors that have pursued at least three credits of total credit in Research in Biology

(BIO50-97X) will have the opportunity to complete their research paper and present their work in an integrated one credit hour version of the seminar. Biology majors that have not pursued three credits of total credit in Research in Biology (BIO50-97X) will take the four-hour version of the seminar. Accordingly, the Biology Capstone may involve group and/or individual research projects. The seminar will also provide time and preparation for all students to take the Biology Major Field Test (MFT). (Fall and Spring). Prerequisite: Senior Standing.

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Natural Sciences Area

Isaac Blythe, PhD, Assistant Professor

Paul Handali, PhD, Visiting Assistant Professor

Dilani Koswatta, Assistant Professor and Director of General Chemistry Laboratories

Chelsea Massaro, PhD, Assistant Professor

Sara Massey, PhD, Assistant Professor

Emily D. Niemeyer, PhD, Professor

Debamita Paul, PhD, Part-Time Assistant Professor

Carmen Velez, PhD, Assistant Professor and Director of Organic Chemistry Laboratories

Maha Zewail-Foote, PhD, Professor

A full listing of department chairs is available on the Registrar's web page.

The Chemistry and Biochemistry Department seeks to provide a variety of educational experiences for students who desire a better understanding of the chemical, physical and biological world around them. Courses are offered in a flexible program designed to provide a strong understanding and knowledge of chemistry for a wide variety of students. Research opportunities are also available for students interested in working directly with faculty in an intensive laboratory experience.

Department Goals:

1. Chemistry and biochemistry students will have a mastery of the central concepts within core areas of our discipline (sub-disciplines including analytical, biochemistry, organic, inorganic, and physical chemistry).
2. Majors will have competency in conducting chemical or biochemical research.
3. Non-science majors will demonstrate a basic level of competency in understanding of the fundamental principles of chemistry.

The Chemistry and Biochemistry Department offers majors and minors within the BA and BS degrees. The department is accredited by the American Chemical Society (ACS) and offers an option for students to pursue an ACS-certified BS degree in chemistry. For students who wish to enter graduate school in chemistry or a related field upon completion of their degree, the ACS-certified chemistry major offers a strong foundation in all fields within the chemical sciences. The department also offers a major in biochemistry under the BS degree. The biochemistry curriculum is designed to guide students in developing a strong foundation in the fundamentals of chemistry and biology and is shaped by suggestions of the educational division of the American Society for Biochemistry and Molecular Biology (ASBMB).

In addition to their regular coursework, chemistry and biochemistry majors are strongly encouraged to become involved in laboratory research during their junior and/or senior years. All chemistry and biochemistry majors are required to complete a capstone in their senior year.

Note: Students must earn a grade of C- or better for all prerequisite classes before enrolling in a given chemistry course.

Note on course numbering: 000 level courses are for non-majors. 100 level courses are introductory. 200–800 level courses are upper-level and require introductory or other courses as prerequisites. 900 level courses are capstone, research, tutorials, honors, internships, and independent study.

Major in Chemistry (BA): 15 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-313 Organic Chemistry I¹

- CHE51-323 Organic Chemistry II¹
- CHE51-321 Organic Chemistry Laboratory Applications **and** CHE51-311 Organic Chemistry Laboratory Techniques **or**
CHE51-322 Organic Chemistry Laboratory **and** CHE51-332 Organic Chemistry Lab Intermediate
- Four upper-level chemistry courses (300–700 level)
- Two additional advanced laboratory classes (800 level)
- CHE51-932 Senior Chemistry Capstone, **or**
CHE51-922 Senior Biochemistry Capstone

Required supporting courses in the Chemistry major (BA): 2 courses

- MAT52-164 Modern Calculus I
- PHY53-154 Fundamentals of Physics I

¹ At least one course from CHE51-313 Organic Chemistry I and CHE51-323 Organic Chemistry II must be taken at Southwestern.

Major in Chemistry (BS): 15-16 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-313 Organic Chemistry I¹
- CHE51-323 Organic Chemistry II¹
- CHE51-321 Organic Chemistry Laboratory Applications **and** CHE51-311 Organic Chemistry Laboratory Techniques **or**
CHE51-322 Organic Chemistry Laboratory **and** CHE51-332 Organic Chemistry Lab Intermediate
- CHE51-514 Quantitative Chemical Analysis
- CHE51-704 Physical Chemistry: Thermodynamics and Kinetics, **or**
CHE51-714 Quantum Mechanics
- Two upper-level chemistry courses (400–700 level)
- Two additional advanced laboratory classes (800 level)
- CHE51-934 Senior Chemistry Capstone
or
CHE51-932 Senior Chemistry Capstone **with**,
Two credits of CHE51-91X Methods in Laboratory Research, **or**
Two credits of CHE51-94X Academic Internship (must be in chemistry or biochemistry)

Required supporting courses in the Chemistry major (BS): 6 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- BIO50-173/171 Molecular and Cellular Foundations of Biology /lab, **or**
BIO50-183/181 Evolutionary and Ecological Foundations of Biology /lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- One course from:

- BIO50-173/171 Molecular and Cellular Foundations of Biology /lab
- BIO50-183/181 Evolutionary and Ecological Foundations of Biology /lab
- CSC54-184 Computer Science I
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- PHY53-214 Modern Physics
- PHY53-404 Electronics

¹ At least one course from CHE51-313 Organic Chemistry I and CHE51-323 Organic Chemistry II must be taken at Southwestern.

Major in Chemistry (American Chemical Society (ACS) certified) (BS): 21 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-313 Organic Chemistry I¹
- CHE51-323 Organic Chemistry II¹
- CHE51-321 Organic Chemistry Laboratory Applications **and** CHE51-311 Organic Chemistry Laboratory Techniques **or**
CHE51-322 Organic Chemistry Laboratory **and** CHE51-332 Organic Chemistry Lab Intermediate
- One class in Inorganic Chemistry (400 level)
- One class in Analytical Chemistry (500 level)
- One class in Biochemistry (600 level)
- CHE51-704 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-714 Quantum Mechanics
- Two additional upper-level courses (4 credits each) approved by the Department Chair
- Three additional advanced laboratory classes (800 level)
- Two credits of CHE51-91X Methods in Laboratory Research
- CHE51-932 Senior Chemistry Capstone

Required supporting courses in the Chemistry major (BS): 6 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- BIO50-173/171 Molecular and Cellular Foundations of Biology /lab, **or**
BIO50-183/181 Evolutionary and Ecological Foundations of Biology /lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- One course from:
 - BIO50-173/171 Molecular and Cellular Foundations of Biology /lab
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology /lab
 - CSC54-184 Computer Science I
 - MAT52-364 Modern Calculus III

MAT52-674 Linear Algebra

PHY53-214 Modern Physics

PHY53-404 Electronics

¹ At least one course from CHE51-313 Organic Chemistry I and CHE51-323 Organic Chemistry II must be taken at Southwestern.

Major in Biochemistry (BS): 16-17 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-313 Organic Chemistry I¹
- CHE51-323 Organic Chemistry II¹
- CHE51-321 Organic Chemistry Laboratory Applications **and** CHE51-311 Organic Chemistry Laboratory Techniques **or**
CHE51-322 Organic Chemistry Laboratory **and** CHE51-332 Organic Chemistry Lab Intermediate
- CHE51-614 General Biochemistry I²
- CHE51-624 General Biochemistry II²
- One additional course in Biochemistry (600 level)
- One course from:
 - CHE51-404 Inorganic Chemistry and Biological Systems
 - CHE51-424 Fundamentals of Material Science and Engineering
 - CHE51-504 Instrumentation in Environmental and Biological Analysis
 - CHE51-514 Quantitative Chemical Analysis
 - CHE51-704 Physical Chemistry: Thermodynamics and Kinetics
- One upper-level Biology course in the Cellular/Molecular area (300 level or above)
- CHE51-862 Advanced Lab in Biochemistry
- One additional advanced laboratory course (800 level)
- CHE51-924 Senior Biochemistry Capstone
or
CHE51-922 Senior Biochemistry Capstone **with**,
 - Two credits of CHE51-91X Methods in Laboratory Research, **or**
 - Two credits of CHE51-94X Academic Internship (must be in chemistry or biochemistry)

Required supporting courses in the Biochemistry major (BS): 6 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II, **or**
MAT52-114 Introduction to Statistics
- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab
- BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

¹ At least one course from CHE51-313 Organic Chemistry I and CHE51-323 Organic Chemistry II must be taken at Southwestern.

² Both CHE51-614 General Biochemistry I and CHE51-624 General Biochemistry II courses must be taken at Southwestern

Minor in Chemistry: 11 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-313 Organic Chemistry I¹
- CHE51-323 Organic Chemistry II¹
- CHE51-321 Organic Chemistry Laboratory Applications **and** CHE51-311 Organic Chemistry Laboratory Techniques **or** CHE51-322 Organic Chemistry Laboratory **and** CHE51-332 Organic Chemistry Lab Intermediate
- Two additional upper-level chemistry or biochemistry courses
- One advanced laboratory class (800 level)

Chemistry (CHE)

51-014	CHEMISTRY APPRECIATION (2-2). A presentation of historic and modern theories and concepts of the nature of matter and bonding. Current problems dealing with synthetic and natural products and their pollutants will be discussed in light of their impact on society. Individual experiments and group demonstrations will be conducted in the laboratory. Contributes to Health Studies. (NS)
51-024	CHEMISTRY OF THE ENVIRONMENT (2-2). This course provides an overview of basic chemical principles and their importance in understanding the complexities of our natural environment. In particular, the course will discuss fundamental chemical concepts such as equilibrium, solubility and acid-base chemistry and their application to environmental processes. Major topics that will be covered include atmospheric and aquatic chemistry, energy production and usage, and principles of toxicology. Contributes to Environmental Studies. (NS)
51-034	CHEMISTRY OF FOOD (3-0). Students in this course will develop a better understanding of food, cooking, and nutrition using basic chemical concepts. Topics that will be discussed include the impact our food choices make on the environment; modern agricultural practices; and the economic, political and social justice issues surrounding the use of food and its availability. Contributes to Environmental Studies. (NS)
51-080	FUNDAMENTALS OF CHEMISTRY RECITATION. This course provides students with additional time to practice what they have learned in the Fundamentals of Chemistry lecture. Students will discuss topics, apply concepts, and assess their understanding through collaborative problem solving and group work.
51-083	FUNDAMENTALS OF CHEMISTRY (3-0). This course is designed to strengthen the foundational knowledge and problem-solving skills essential for success in General Chemistry I and II. Emphasis is placed on building confidence with key concepts such as atomic structure, periodic trends, chemical bonding, stoichiometry, and thermochemistry. Students will develop strategies for approaching multi-step problems, interpreting symbolic and graphical representations, and understanding the language of chemistry. The course also fosters scientific reasoning and critical thinking through guided practice and application-based exercises. (NS)
51-101	CHEMICAL METHODS AND TECHNIQUES LABORATORY I (0-3). This laboratory course will provide students an opportunity to learn and practice common laboratory techniques through self-directed laboratory experiments. Contributes to Health Studies. To be taken concurrently with Chemistry 51-103. (NS) (Fall)
51-103	GENERAL CHEMISTRY I (3-0). This course will introduce students to fundamental chemical principles and concepts such as atomic structure, chemical bonding, stoichiometry, thermochemistry, periodicity, solution chemistry, properties of gases and selected topics in descriptive chemistry. Contributes to Health Studies. Prerequisite: Mastery of high school-level chemistry and math.

Students will need to complete a Chemistry Readiness Assessment as a prerequisite for the course. To be taken concurrently with Chemistry 51-103. (NS) (Fall)

51-111 PROBLEM SOLVING IN CHEMISTRY. Students in this course will learn and apply systematic approaches to solving problems related to fundamental chemistry topics. Emphasis will be placed on the development of strong analytical skills, critical thinking, and a systematic approach to solving both qualitative and quantitative chemistry problems through collaborative group work. May be repeated. To be taken with Chemistry 51-103 and/or 51-203 by invitation of the department. Permission of instructor required. Must be taken Pass/D/F.

51-144 FUNDAMENTALS OF ORGANIC CHEMISTRY (3-0). This course will assist students transitioning from general to organic chemistry, with an emphasis of making organic chemistry accessible and helping students enter the series with confidence. Students will review general chemistry concepts important to organic chemistry, including Lewis structures, acid-base chemistry, and bond polarity. Students will also learn how to name and interpret the structure of organic molecules in three-dimensional space, how structures dictate possible chemistry, and how to use spectroscopy to determine elements of chemical structure. (NS)

51-201 CHEMICAL METHODS AND TECHNIQUES LABORATORY II (0-3). Students will conduct inquiry-based experiments to enhance their understanding of kinetics, thermodynamics, equilibrium concepts and other topics. Contributes to Health Studies. Prerequisites: Chemistry 51-101 and Chemistry 51-103. To be taken concurrently with Chemistry 51-203. (NS) (Spring)

51-203 GENERAL CHEMISTRY II (3-0). This course will introduce topics such as thermodynamics, kinetics and equilibrium. Contributes to Health Studies. Prerequisites: Chemistry 51-103 and Chemistry 51-101. To be taken concurrently with Chemistry 51-201. Students must demonstrate mastery of important concepts from the first semester of general chemistry if the course was not taken at Southwestern or during the previous semester. (NS) (Spring)

51-311 ORGANIC CHEMISTRY LABORATORY TECHNIQUES (0-4). Students will be introduced to organic laboratory techniques with a focus on separation, purification, spectroscopy, and product analysis. Prerequisites: Chemistry 51-201 and Chemistry 51-203. Previous or concurrent registration in Chemistry 51-313 is required. (NS) (WA) (Fall)

51-313 ORGANIC CHEMISTRY I (3-0). This course is a study of the nature of bonding in carbon-containing molecules and their reactivity. Beginning with fundamental principles, emphasis will be placed on making connections between theory and application. Synthetic and mechanistic approaches will be introduced that lay the groundwork for Organic Chemistry II. Spectroscopic methods for structural determination of organic molecules will be discussed. Contributes to Neuroscience. Prerequisites: Chemistry 51-203 and Chemistry 51-201. (NS) (Fall)

51-321 ORGANIC CHEMISTRY LABORATORY APPLICATIONS (0-4). Students will focus on the development of organic chemical reactivity, with an emphasis on synthesis and spectroscopy. Prerequisite: Chemistry 51-313 and 51-311. To be taken concurrently with Chemistry 51-323. (NS) (WA) (Spring)

51-322 ORGANIC CHEMISTRY LABORATORY (0-4). This integrated organic chemistry laboratory course introduces students to the synthesis of molecules and the determination of reaction mechanisms. An emphasis is put on the spectroscopic characterization of reaction products and modern techniques in organic chemistry. Techniques include chromatography, distillation, extraction, melting point, and polarimetry. The curriculum is designed to make connections with culturally relevant and socially responsible topics. Prerequisite: Chemistry 51-203 and Chemistry 51-201. Previous or concurrent registration in Chemistry 51-313 is required. (NS) (WA) (Fall and Spring)

51-323 ORGANIC CHEMISTRY II (3-0). This course is the continuation of Chemistry 51-313. The primary focus will be on the reactions of functional groups: their mechanism and their use in complex synthesis. An introduction to biologically relevant classes of organic molecules as well as modern synthetic methods in organic chemistry will also be included. Contributes to Neuroscience. Prerequisite: Chemistry 51-313, and Chemistry 51-311 or 51-322. (NS) (Spring)

51-332 ORGANIC CHEMISTRY LAB INTERMEDIATE (0-4). The Organic Chemistry lab intermediate course focuses on advanced synthetic techniques and the characterization of organic compounds. Students engage in multistep synthetic reactions, exploring synthetically useful transformations. The course emphasizes practical laboratory skills such as the separation of complex reaction mixtures and provides hands-on experience with modern methods of structural elucidation, particularly focusing on NMR (Nuclear Magnetic Resonance) and IR (Infrared) spectroscopy. The course also emphasizes

scientific communication, problem-solving in organic research, and the effective use of scientific literature. Prerequisite: Chemistry 51-322.

51-334 **SYNTHETIC AND MECHANISTIC ORGANIC CHEMISTRY (3-0)**. This course focuses on advanced concepts in organic chemistry dealing broadly with mechanistic determination and synthetic strategies. Subtle electronic and steric factors that greatly affect the reactivity of molecules will be illustrated using a variety of case studies from current literature. These factors will then be applied to the synthesis of complex organic molecules of biological and industrial importance. Emphasis will be placed on modern methods in asymmetric synthesis and organometallics. Prerequisite: Chemistry 51-323. (NS)

51-404 **INORGANIC CHEMISTRY AND BIOLOGICAL SYSTEMS (3-0)**. This course is an introduction to the structure and reactivity of metal complexes with an emphasis on their interaction with biological systems. Fundamental concepts such as electronic structure, symmetry, and molecular orbital theory will be used to determine the structure of transition metal complexes. These models will then be used to describe reactivity with regard to bioinorganic chemistry. Prerequisite: Chemistry 51-313. (NS)

51-414 **ORGANOMETALLIC CHEMISTRY (3-0)**. Metal–carbon bonds lie at the interface of classical organic and inorganic chemistry. This course will explore the nature of this type of bond with an emphasis on its importance in catalysis, biological systems, and pharmaceutical drug design. Fundamental concepts such as symmetry and structure of transition metal complexes will be used to elucidate mechanistic information on the reactions of organometallic complexes. Prerequisite: Chemistry 51-323. (NS)

51-424 **FUNDAMENTALS OF MATERIALS SCIENCE AND ENGINEERING (4-0)**. This course focuses on the emergence of structural properties from atomic and molecular-scale interactions by conducting a survey of three broad classes of materials: metals, ceramics and polymers. Particular attention will be paid to atomic structure and bonding, the structure of crystalline solids, phase diagrams, and the application and processing of polymers deployed in additive manufacturing (e.g., 3D Printing) and biomaterials. Also Physics 53-364. Prerequisites: Physics 53-154. Chemistry 51-103 is a pre- or co-requisite for this course. (Spring) (NS)

51-504 **INSTRUMENTATION IN ENVIRONMENTAL AND BIOLOGICAL ANALYSIS (3-0)**. This course covers the basic principles and practical applications of instrumentation used to study the environment (i.e., water, air, and soil) as well as biological phenomena. Coursework places emphasis on fundamental techniques and the most recent advances in analytical instrumentation. Contributes to Environmental Studies. Prerequisites: Chemistry 51-313. (NS)

51-514 **QUANTITATIVE CHEMICAL ANALYSIS (3-0)**. This course focuses on the basic principles of analytical chemistry and how these principles apply to chemical problems. Topics of discussion include statistical analysis in chemistry, calibration methods, chemical equilibria, and spectroscopic methods of analysis. Prerequisites: Chemistry 51-203. (NS)

51-604 **PRINCIPLES OF BIOCHEMISTRY (3-0)**. This course provides an overview of the major classes of biological macromolecules (proteins, carbohydrates, lipids and nucleic acids) and their functions in cellular structure, information pathways, and enzyme catalysis, and bioenergetics. This foundation will support an introduction to metabolism and key concepts in regulation of central metabolic pathways. This course is designed for students majoring in one of the natural sciences but who do not require a two-semester course in biochemistry. This course does not fulfill the requirements for a chemistry or biochemistry major or the chemistry minor. Approved as a cellular/molecular course for use in the Biology major. Prerequisite: Chemistry 51-323. (NS) (Fall)

51-614 **GENERAL BIOCHEMISTRY I (3-0)**. This course focuses on the structure and functional interrelations of proteins, carbohydrates, lipids and nucleic acids in life processes. It is the first course of a two-semester comprehensive sequence, and is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Approved as a cellular/molecular course for use in the Biology major. Prerequisite: Chemistry 51-323. (NS) (Fall)

51-624 **GENERAL BIOCHEMISTRY II (3-0)**. This course focuses on the metabolism (break-down and formation) of carbohydrates, lipids and proteins in the human body and the energy involved with such processes. It is the second course of a two-semester comprehensive sequence and is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Approved as a cellular/molecular course for use in the Biology major. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS) (Spring)

51-644 SPECIAL TOPICS IN BIOCHEMISTRY (3-0). This course will examine current topics in biochemistry not covered in other biochemistry courses. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS)

51-654 BIOCHEMISTRY OF NUCLEIC ACIDS (3-0). A survey of nucleic acid structure and function including topics such as drug- and protein-DNA interactions, molecular recognition, DNA damage modifications and mechanisms, and DNA repair. This course also describes techniques and methods used to analyze nucleic acids. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS)

51-704 PHYSICAL CHEMISTRY: THERMODYNAMICS AND KINETICS (3-0). This course focuses on the fundamental understanding and the quantitative description of chemical and biochemical processes. The course covers thermodynamics (whether processes occur) and kinetics (how fast processes occur). Chemistry majors, biochemistry majors and pre-engineering students are highly encouraged to take this course in their junior year. Prerequisites: Chemistry 51-203, Mathematics 52-264, Chemistry 51-313 or 51-514. (NS)

51-714 QUANTUM MECHANICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Also Physics 53-424. Prerequisites: Chemistry 51-203, Mathematics 52-264, and Physics 53-164. (NS)

51-822 ADVANCED LAB IN ORGANIC CHEMISTRY (1-4). This course explores modern methods used in synthetic organic chemistry through participation in semester long research projects. Students will use chemical databases to develop a synthetic protocol for the formation of a molecule of medical, agricultural, or cultural significance. They will then utilize laboratory techniques such as air-free conditions, solvent purification, chromatography, and spectroscopic analysis to implement their research plans. May be repeated with changed topic with permission of instructor. Prerequisite: Chemistry 51-332 or 51-321. (NS) (WA)

51-842 ADVANCED LAB IN INORGANIC CHEMISTRY (1-4). This laboratory course for chemistry and biochemistry majors focuses on the reactivity, structure and synthesis of inorganic and organometallic compounds. Techniques learned cover classic inorganic synthetic methods including inert atmosphere manipulations and theoretical underpinnings of instrumental techniques. Hands-on experience on advanced laboratory instrumentation is used to characterize the compounds synthesized in this course. May be repeated with changed topic with permission of instructor. Prerequisites: Chemistry 51-332 or 51-321. Concurrent enrollment or credit in Chemistry 51-404 or 51-414 or 51-424. (NS) (WA)

51-852 ADVANCED LAB IN ANALYTICAL CHEMISTRY (1-4). This course introduces students to analytical chemistry through participation in a semester-long research project. Students work in groups to develop an original research question and create a proposed research plan, then carry out analytical experiments using available spectroscopic, chromatographic, and mass spectral instrumentation. The course also focuses on conducting appropriate statistical analyses of collected data and contextualizing experimental results within the broader chemical literature. May be repeated with changed topic with permission of instructor. Contributes to Data Analytics and Data Science. Prerequisites: Chemistry 51-332 or 51-321. Concurrent enrollment or credit in Chemistry 51-504 or 51-514. (NS) (WA)

51-862 ADVANCED LAB IN BIOCHEMISTRY (1-4). A laboratory-based introduction to molecular and biochemical experimental methods and techniques that are commonly used for the analysis of biological molecules. May be repeated with changed topic with permission of instructor. When taken in combination with Chemistry 51-604 or 51-614, approved as a cellular/molecular laboratory course for use in the Biology major. Prerequisites: Chemistry 51-332 or 51-321. Concurrent enrollment or credit in Chemistry 51-604 or 51-614. (NS) (WA)

51-872 ADVANCED LAB IN PHYSICAL CHEMISTRY (1-4). This laboratory course will provide students an opportunity to engage in inquiry-based experiments and computation in thermodynamics, kinetics, quantum chemistry, and spectroscopy. May be repeated with changed topic with permission of instructor. Prerequisites: Chemistry 51-332 or 51-321. Concurrent enrollment or credit in Chemistry 51-704 or 51-714. (NS) (WA)

51-911, 912, 913 RESEARCH IN CHEMISTRY (0-4). This is a laboratory course designed to give students hands-on experience conducting research on questions relevant to chemistry or biochemistry. Students work directly with faculty members in the department to read and analyze literature, design and perform experiments, collect and analyze data, and report the results. Students must make arrangements with individual faculty members before enrolling in this course. May be repeated.

51-922, 924	SENIOR BIOCHEMISTRY CAPSTONE. Topics of this course may vary. Biochemistry students will expand their knowledge of the scientific literature, write a research paper, and present their work to peers. Biochemistry majors that have completed at least two credit hours of research (CHE51-91X) or an academic internship (CHE51-94X) will enroll in a two credit hour version of this course. Biochemistry majors that have not met the research or internship requirement will take the four credit hour version of the seminar. Prerequisite: Senior standing. (WA)
51-932, 934	SENIOR CHEMISTRY CAPSTONE. Topics of this course may vary. Chemistry students will expand their knowledge of the scientific literature, write a research paper, and present their work to peers. Chemistry majors that have completed at least two credit hours of research (CHE51-91X) or an academic internship (CHE51-94X) will enroll in a two credit hour version of this course. Chemistry majors that have not met the research or internship requirement will take the four credit hour version of the seminar. Prerequisite: Senior standing. (WA)
51-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
51-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
51-901, 902, 903, 904	TUTORIAL.
51-941, 942, 943, 944	ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken P/D/F.
51-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
51-981, 982, 983, 984	HONORS. By invitation only.

COMMUNICATION STUDIES DEPARTMENT

Humanities Area

Lamiyah Bahrainwala, PhD, Associate Professor
 Robert Bednar, PhD, Professor
 Ash Kinney d'Harcourt, PhD, Visiting Assistant Professor
 Erik Holland, PhD, Part-Time Assistant Professor
 Jaishikha Nautiyal, PhD, Assistant Professor
 Valerie Renegar, PhD, Professor

A full listing of department chairs is available on the Registrar's web page.

The Communication Studies Department focuses on critical inquiry into the functions of language and media. The department offers a range of courses bound together by an interest in investigating the complex relationships among communication, culture and identity. Students learn a variety of critical and cultural methodologies for the qualitative analysis of communication, including approaches located in rhetorical theory, feminist theory, critical race theory, queer theory, critical media studies, and cultural studies. The Communication Studies Department thus provides students with a strong critical and theoretical understanding of the ways in which social reality is constructed, perpetuated, and challenged through communication.

Department Goals:

1. Lead students to theoretical proficiency in engaging scholarship, theory and methodology in the two main cognate areas of the major: rhetorical studies and critical media studies.
2. Lead students to methodological proficiency by learning how to research and critically engage scholarship, theory and methodology in the two main cognate areas of the major: rhetorical studies and critical media studies.
3. Prepare students to become critically engaged in local and global issues with a commitment to understanding their own embodied roles as communicators acting in the world.

All of the courses in the Communication Studies major involve a significant amount of writing, analysis, research, and creative work. In addition, all majors take Critical/Cultural Methods, usually their junior year, a writing intensive course that explicitly engages in the teaching of writing, research, analysis, and methodology, and includes multiple draft assignments and peer critique. This course provides focused preparation for Capstone, and ensures that all Communication Studies students learn the value of revision, learn to negotiate constructive criticism from multiple perspectives, and learn to think critically about what happens to textual communication when it becomes public.

Note on course numbering: The departmental curriculum is organized around two main cognate areas: Rhetorical Studies and Critical Media Studies. 100 numbered courses are introductory. 200-300 numbered courses are Rhetorical Studies. 400-500 numbered courses bridge the two main cognate areas. 600-700 numbered courses are Critical Media Studies. 900 numbered courses are capstone, tutorials, honors, internships, and independent study. After the introductory (100 numbered) courses, numbers have no relationship to the difficulty or level of the course (200-courses are not easier than 600-courses, for instance).

Major in Communication Studies: 8 courses

- COM75-134 Critical/Cultural Communication Studies
- COM75-204 Rhetorical Theory
- COM75-604 Critical Media Theory
- COM75-804 Critical/Cultural Research Methods
- COM75-964 Capstone Research Seminar
- Three additional courses (3-4 credits each) in Communication Studies, two of which must be upper level.

Note: Only one Internship (4 credits maximum) can count toward the requirements for the major. Additional Internship credits can still count as COM credits and work toward a student's overall degree, but will not fulfill the requirement for the major. Only one Independent Study (4 credits) can count toward the requirements for the major. Additional Independent Study credits can still count toward the degree, but will not fulfill requirements for the major.

Minor in Communication Studies: 5 courses

- COM75-134 Critical/Cultural Communication Studies
- Four additional courses (3-4 credits each) in Communication Studies three of which must be upper level.

Note: Only one Internship (4 credits maximum) can count toward the requirements for the minor. Additional Internship credits can still count as COM credits and work toward a student's overall degree, but will not fulfill the requirement for the minor. Only one Independent Study (4 credits) can count toward the requirements for the minor. Additional Independent Study credits can still count as COM credits and work toward a student's overall degree, but will not fulfill the requirements for the minor.

Communication Studies (COM)

75-134	CRITICAL/CULTURAL COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives central to the two cognate areas of the major: Rhetorical Studies and Critical Media Studies. A special focus on qualitative critical/interpretive research methods and theoretical frameworks enhances students' understanding of the role that communication plays in the construction and negotiation of culture and identity. This introductory class is required for both the major and minor in Communication Studies. (Fall, Spring) (H)
75-154	PUBLIC SPEAKING. This course does not count towards the Communication Studies major or minor but could be taken as an elective. This course emphasizes speaking in public from a narrative paradigm. The guiding assumption will be that every public speech act implies a story, and that every image (metaphor, picture, nonverbal embodied communication form) concretizes and is explained by a narrative. Students will learn to be more reflexive, strategic, and skillful as public communicators by creating and performing several speeches that foreground the creation of a public self (ethos) created by articulating a relationship between self and audience through the use of narrative and image. Contributes to Legal Studies Certificate. (Fall, Spring)
75-204	RHETORICAL THEORY. This class examines a range of rhetorical theories that are used as critical perspectives in conducting rhetorical analyses. The course begins with the classical rhetorical theories founded in Ancient Greece, and then concentrates on contemporary rhetorical theory. Outcome goals include demonstrating how different theories can be applied to rhetorical texts and the kind of insights that different theories can yield. This class is required for the major. Contributes to Legal Studies Certificate. Prerequisites: Communication Studies 75-134. (Spring) (H)
75-234	RHETORICS OF RESISTANCE. This course examines the ways in which rhetoric is used for social protest. It emphasizes historical and cultural contexts as it looks at how social movements use diverse rhetorical strategies to promote social justice. Contributes to Race and Ethnicity Studies/Allied Course. (H) (SJ) (PJ)

75-244 RHETORIC OF BREATHING. This course emphasizes a structural-rhetorical attention to breathing to situate the experiential struggles of the state's most vulnerable groups as ongoing questions of accessible U.S. citizenship rights. The course contemplates a survey of contemporary civic asphyxiations across U.S. civic life such as Black Lives Matter social movement, reproductive rights, indigenous rights, disability rights, environmental racism, COVID-19, antisemitism, anti-Muslim hate, U.S. higher education and anti-LGBTQIA2S+/anti-black legislation, immigration and the U.S. borders. (H)

75-254 UNDERSTANDING POWER IN CULTURE. In this course, we examine our *sensory habits of everyday life* to glean and discern the *granular grammar of power* in local and transnational milieus of lived experiences. The inter-disciplinary vocabularies for the course bear critical materialist, feminist, and queer phenomenological orientations. Based on these discerning compasses, the course examines our sensory entanglements with everyday lattices of power vis-à-vis everyday objects and spaces becoming materialized in our everyday communicative habits and patterns. Contributes to Feminist Studies. (H)

75-264 FEMINIST RHETORIC. The last 200 years have been a time of incredible change for women in the United States. This course examines the rhetoric that fosters and reflects this kind of social change, ranging from the women's suffrage movement, to the women's movements of the 60s and 70s, to contemporary feminism. Contributes to Feminist Studies. (H) (SJ) (PJ)

75-284 THE RHETORIC OF SURVEILLANCE. This class examines surveillance discourse and how it targets particular bodies. It will explore how security discourse emerges at the intersections of race, gender and class to maintain structures of power that sustain national and economic interests. The course also addresses how we might resist or ethically reclaim surveillance. Contributes to Feminist Studies, and Race and Ethnicity Studies/Allied Course. (H) (SJ) (PJ)

75-404 COMMUNICATING LEADERSHIP. This course examines current scholarship about how leadership is created and communicated in organizations and other aspects of our lives. Students will demonstrate an understanding of leadership, leadership styles, and the communication strategies of leadership. Discussion, reflective writing, critical thinking, and engagement will be used to assess these goals. Contributes to Business and Environmental Studies. (H)

75-413 TRAVEL, TOURISM, AND COMMUNICATION. Explores different rhetorical perspectives to explore the business, cultural influence, colonial roots, and environmental impact of travel and tourism. Students research and encounter tourist destinations, as well as places of public memory, to experience how places are constituted through communication. We compare different tourist destinations and places of public memory using the rhetoric of the site, visitor reactions, travel guides, programs, and web sites, as well as spatial and supporting elements of the site itself. Offered during SU Summer Study Abroad program. Contributes to Business and Environmental Studies. (H)

75-424 LATINA/O/X COMMUNICATION STUDIES. This course explores relationships among culture, identity, and communication in Latin/x America. Specifically, it examines the ways in which communication scholars have studied the rhetorical, performative, and mediated dimensions of Latinidad, mestizaje, and citizenship vis-à-vis intersecting colonial systems of race, class, gender, and sexuality. Special attention will be given to both the ways in which discourses of coloniality shape contemporary issues affecting identity, culture, and communication in Latin/x America, as well as to the critical efforts to decolonize intellectual and cultural practices in our communities. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (H)

75-444 COMMUNICATION AND MEMORY. This course examines the role of communication in producing, representing, reinforcing, and contesting individual and collective memory at a variety of scales: within individuals as well as in between individuals in interpersonal relationships, families, communities, nations, cultures, and across cultures. The main focus is on learning the central critical theory and methodologies used in the analysis and interpretation of acts, practices, texts, objects, and spaces engaged in communicating individual and collective memory. (H) (SJ) (PJ)

75-454 RACE, ETHNICITY, AND COMMUNICATION. This course introduces critical race theory as it applies to the study of communication. In particular, it explores the intersection of race/ethnicity, communication and media as it relates to issues of social justice and identity in America. These explorations shed light on the historical formation of racial and ethnic identities and their current social and personal relevance. The course integrates questions of identity with those of justice, economics and law, and will require a strong commitment to tolerance and self-reflection. Contributes to Race and Ethnicity Studies/Concepts Course. (H) (SJ) (PJ)

75-464 ENVIRONMENTAL COMMUNICATION. This course explores various environmental philosophies as they relate to communication contexts in the public sphere, including journalism, sustainability, consumerism, politics, environmental organizations, and ecotourism. We will also examine how environmental theories and policies play out in local, national, and international arenas. Contributes to Environmental Studies. (H)

75-474 VISUAL/MATERIAL COMMUNICATION. This course introduces students to theories and methodologies in visual culture and material culture studies that focus on the affective and performative dimensions of everyday visual and material communication, particularly the ways that material objects, images, and spaces function as communicative media that not only represent things but also do things and make things happen. Contributes to Design Thinking. (H)

75-554 ORGANIZATIONAL COMMUNICATION. This radically collaborative course takes a high-impact, inquiry-based approach to studying organizational communication, a field that investigates the interpersonal, group, and mediated communication patterns and processes within and among a wide variety of organizations. The course centers on a field-based case study of how internal and external communications work within a particular organization. Readings and discussions before, during, and after the field study focus on learning dominant general organizational communication theories as well as developing the critical skills of collaborative research and writing necessary for performing the intensive field research. (H)

75-564 GENDER AND COMMUNICATION. This course critically explores the process of becoming gendered in contemporary culture. Drawing from a body of contemporary research and theories, including feminist, critical/cultural, queer, and psychoanalytic approaches, students will endeavor to discover the ways in which people communicate within a gendered culture. Contexts include interpersonal relationships, families, organizations, institutions, and mediated communication. Contributes to Feminist Studies. (H) (SJ) (PJ)

75-604 CRITICAL MEDIA THEORY. This course examines the diverse functions that media serve in the performance of individual, social, national, and transnational cultures and identities. Students will analyze how the interdependent relations among media production, media texts, and media audiences are embedded in cultural discourses and dynamics of ideology, power, and agency, and will develop an ability to use theories and methodologies prevalent in cultural studies and critical media studies to research, analyze, interpret, and build effective arguments about the interrelationships between media and culture. This class is required for the major. Prerequisites: Communication Studies 75-134. (Fall) (H)

75-624 JOURNALISM. This writing-intensive course considers the character, purposes and subject matter of documentary nonfiction narrative, with a special emphasis on the processes of writing, critiquing and revising student-produced feature articles for newspapers and magazines. (H)

75-634 MONSTERS IN POPULAR CULTURE. This class analyzes ontological, psychoanalytical, and symbolic expressions of monstrosity in various media texts, especially as they relate to race, colonialism, immigration, class, gender and sexuality, and labor and capitalism. Specifically, we will explore what the figure of the monster, be it zombies, werewolves, mass shooters, or vampires, can tell us about the cultural context and the cultural norms in which it emerges. The investigation of these varied iterations of monstrosity offers students unique opportunities to engage with and challenge popular culture in critical and meaningful ways. (H)

75-654 MUSLIMS IN THE MEDIA. This class examines the representations of Muslims in Western media. This includes exploring how popular discourse constructs Muslims, and how Muslims themselves participate in media discourse. This class also emphasizes identifying how the rhetorical strategies used to marginalize Muslims overlap with the strategies used to diminish other groups in the United States, thus establishing how power reproduces itself. Contributes to Feminist Studies, and Race and Ethnicity Studies/Group-Theme Course. (H) (SJ) (PJ)

75-674 FILM STUDIES. This course introduces students to critical, analytical and theoretical approaches to the study of film. To explore the complex role that cinema has played in American mass society since the early 20th century, special emphasis is placed on the study of institutional practices at all levels of the production, distribution and exhibition of films as well as the “ways of seeing” and the “ways of doing” that guide both filmmakers and audiences who use film as a communication medium. Contributes to Design Thinking. (H)

75-684 ROAD MOVIES. This course explores the road movie as a contemporary film genre but also a site of cultural work where representations, histories, futures, identities, bodies and ideas converge and collide. The course unfolds chronologically, situating case study films within their historically specific

	cultural discourses while over time also developing a detailed analysis of the development of the road movie as a genre and cultural form. (H)
75-804	CRITICAL/CULTURAL RESEARCH METHODS. This writing intensive course explores some of the critical methods used to analyze diverse forms of communication. As a collaborative community of scholars, students will conduct an analysis using critical/cultural methods. Students will demonstrate proficiency in all of the basic practices required for communication studies research in preparation for Capstone. This class is required for the major. Prerequisites: Communication Studies 75-134, 75-204, and 75-604. (Fall, Spring) (H) (WA)
75-964	CAPSTONE RESEARCH SEMINAR. This course requires students to integrate and extend work done throughout the Communication Studies major by producing a significant, original research project that is situated both within Communication Studies as a discipline and within the two cognate areas of the major: Rhetorical Studies, and Critical Media Studies. Topics and instructors vary. This class is required for the major, and Capstone applications must be submitted in the spring prior to the capstone year. Prerequisites: Communication Studies 75-134, 75-204, 75-604, and 75-804. (Fall, Spring) (WA)
75-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
75-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
75-901, 902, 903, 904	TUTORIAL.
75-941, 942, 943, 944, 945, 946, 947, 948	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated with change in content, but no more than four credits of Internship credit will count toward the major or the minor. Students must secure agreement from a Communication Studies faculty member to supervise.
75-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content, but no more than four credits of Independent Study will count toward the major or the minor.
75-984	HONORS. By invitation only. Satisfies the capstone experience for the major.

DATA ANALYTICS

Interdisciplinary Program

Program Coordinator:

Jacob Schrum, PhD, Associate Professor of Computer Science

The generation and storage of data has expanded exponentially in recent years. The Data Analytics interdisciplinary minor is designed to help students gain the tools and experience necessary to derive useful information from large bodies of quantitative and qualitative data. The theoretical foundation of Data Analytics is based in mathematics and computer science; the practical applied meanings come from interpreting the data in the context from which it arose. The data analytics minor provides students with fundamental tools in statistics and computing and experience applying those tools in two different courses in the social sciences and/or natural sciences.

Program Goals:

1. Develop proficiency using currently available data analytics tools in Mathematics and Computer Science to perform data analysis.
2. Critically assess research questions in different disciplinary areas that are complex and require alternative design approaches to derive useful information.
3. Embody Paideia principles by making connections between different courses and disciplines.

Minor in Data Analytics: 5 courses

- One course in Statistics from:
 - MAT52-114 Introduction to Statistics
 - MAT52-574 Probability and Mathematical Statistics
- One course in Computer Science:
 - CSC54-144 Explorations in Computing

Note: Students completing a major or minor that requires CSC54-184 Computer Science I may substitute that class for CSC54-144 Explorations in Computing.

- One course in Data Analytics:
DTA25-214 Introduction to Data Analytics
- Take 8 credits in the application of data analysis:
BIO50-222 Methods in Ecology & Evolutionary Biology
BIO50-232 Methods in Cellular/Molecular Biology
BIO50-474 Genetics, Genomics, and Medicine
BUS30-414 Operations Research
CHE51-852 Advanced Lab in Analytical Chemistry
CSC54-414 Operations Research
CSC54-514 Database Management
ECO31-314 Econometrics
ENV49-204 Environmental GIS
ENV49-474 Advanced GIS
HIS16-194 History of Modern Europe
KIN48-214 Research Methods in Kinesiology
MAT52-414 Operations Research
PHY53-364 Fundamentals of Materials Science & Engineering
PSY33-204 Survey of Research Methods
PSY33-214 Inquiry-Based Research Methods
PSY33-224 Inquiry-Based Research Methods with Animals

To complete the minor, students will complete a final assessment administered by the Faculty Coordinator.

Note: No more than 8 credits can be selected from any one academic discipline (3 letter prefix). Internships cannot count towards the minor. The recommended sequence is to complete the courses in Statistics, Computer Science and Data Analytics before completing the courses in the application of Data Analytics.

Data Analytics (DTA)

25-214

INTRODUCTION TO DATA ANALYTICS. This course aims to cultivate strong exploratory data analysis skills to get meaningful insight into data for decision making and research problem solving for students in social and natural sciences. The main focus of this course is to provide hands-on experience in discovering and analyzing patterns, trends, correlations and associations between variables in data using numerical and graphical data analysis tools to make data-driven decisions. This course also focuses on hypothesis testing and regression analysis to enhance students' ability in conducting scientific research that aims to solve real-life problems. Topics include: programming in R, deep exploratory data analysis, introduction to probability, hypothesis testing (using Student-T test, proportion test, chi-square test, and analysis of variance), multiple linear regression and logistic regression. Prerequisite: Mathematics 52-114 or Mathematics 52-574, and sophomore standing, or permission of instructor. (Fall)

25-001, 002, 003, 004

SELECTED TOPICS. May be repeated with change in topic.

25-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic.

25-901, 902, 903, 904

TUTORIAL.

25-941, 942, 943, 944

ACADEMIC INTERNSHIP. May be repeated with change in content. May not be used for the Data Analytics minor. Must be taken Pass/D/F.

25-951, 952, 953, 954

INDEPENDENT STUDY. May be repeated with change in content.

DESIGN THINKING

Interdisciplinary Program

Program Coordinator:

Michael Kamen, PhD, Professor of Education

Design Thinking is a solution-focused method of solving problems. This interdisciplinary minor explores the analytic and a creative process that we use when we experiment, when we develop prototypes, when we gather feedback and when we use this information to redesign our original ideas. Students working on a minor in Design Thinking will have numerous opportunities to explore design issues within their classes and various “Design Forums”.

Program Goals:

1. Discover how people move from novice to expert designers in their field of study.
2. Learn how effective and creative design impacts society.
3. Discover the common elements (and differences) in design thinking between disciplines.
4. Learn how to represent complex ideas using multiple modalities.
5. Explore design thinking in different cultures and in different historical periods.

Minor in Design Thinking: 5 courses

- Take 5 courses from 3 different areas. No more than two courses can be selected from any one academic discipline (3 letter prefix).

Humanities

COM75-474 Visual/Material Communication
COM75-674 Film Studies
ENG10-184 Introduction to Film Studies
HIS16-024 Empires and Empires of the Mind in World History
HIS16-414 Modern France and Empire

Social Sciences

BUS30-394 Consumer Behavior
EDU40-144 Survey of Exceptionalities
EDU40-204 Innovative Schools
EDU40-344 Strategies for Life Skills and Transition
EDU40-444 Differentiated Instruction Strategies

Natural Sciences

CSC54-284 Computer Science II
CSC54-454 Algorithms
PHY53-104 Introduction to Engineering
PHY53-112 Application of CAD
PHY53-404 Electronics
PHY53-434 Statics
PHY53-314 Engineering Design

Fine Arts

ART68-104 Drawing I
ART68-204 Drawing II
ART68-114 Design

- ART68-164 Architectural Studio I: Introduction to Drafting and Programmatic Design
- ART68-224 Ceramics I
- ART68-314 Ceramics II
- ART68-244 Painting I
- ART68-334 Painting II
- ART68-234 Sculpture I
- ART68-324 Sculpture II
- ART68-254 Printmaking I
- ART68-344 Printmaking II
- ART68-264 Architecture Studio II: Historical Design
- ART68-364 Architecture Studio III: Modern Structures
- MUT76-223 Music Technology
- MUT76-532 Applied Composition
- THE72-164 Design Fundamentals
- THE72-704 Makeup Design
- THE72-714 Costume Design
- THE72-724 Scenic Design
- THE72-734 Lighting Design
- THE72-744 Audio Technology and Design
- THE72-754 Scenic Elements and Stage Properties
- THE72-764 Scene Painting

- A reflective paper connecting design thinking activities and course work, with an analysis of design thinking similarities and differences in specific disciplines.

EARLY MODERN AND MEDIEVAL STUDIES

Interdisciplinary Program

Program Coordinator:

Michael Saenger, PhD, Associate Professor of English

Early Modern and Medieval Studies is the inquiry into the period from roughly 500-1800, stretching from the fall of the Roman Empire to the French Revolution. It encompasses the history and cultures of the Asian, Mediterranean and Atlantic worlds, including those precedent cultures that contributed to the cultural life of this pivotal period that shaped the modern world. We encourage students to explore their interests and discover new perspectives through our interconnected offerings. Students' experiences will include a variety of departments and perspectives.

Program Goals:

- To cultivate student understanding and conversation about the ways in which the history, creative legacy and cultures of the early modern and medieval periods can be approached from various disciplinary perspectives.
- To develop student awareness of some of the ways in which the early modern and medieval periods influenced our current cultural world.

Minor in Early Modern and Medieval Studies: 5 courses.

Note: No more than three courses can be selected from any one academic discipline (3 letter prefix).

Art History

ARH71-024 Introduction to Art History: East Asian Art & Architecture

ARH71-214 Arts of China

English

ENG10-154 Topics in British Literature I

ENG10-604 Topics in Medieval Literature

ENG10-624 Shakespeare

History

HIS16-124 History of East Asia to 1800

HIS16-144 Colonial Latin America

HIS16-164 History of the U.S.: From Colonies to Nation

HIS16-184 History of Early Modern Europe

HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World

HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China

HIS16-394 Witches, Nuns, Prostitutes, Wives, & Queens: Women and Gender in the British World

HIS16-424 The Real Game of Thrones: The Medieval Era in History & Legend

HIS16-444 The Tudors: Politics & Culture, 1485-1603

Music

MUL80-214 Music History 900-1800

Additionally, there are other courses offered less regularly in a variety of departments that contribute to this minor, some as selected topics courses, some as particular content under a fixed course number that carries variable content depending on what semester it is taught. Each semester the Registrar will provide a searchable list of courses for use in the minor via Self Service.

After students declare as a minor, they will be required to write a brief (2-page) paper on how their experience of two different departments encouraged them to think differently about the topic. This will be assessed by the Minor core faculty, and may replace an existing assignment in one of our courses for Minor students.

EAST ASIAN STUDIES

Interdisciplinary Program

Program Coordinator:

Allison Miller, PhD, Professor of Art History

The East Asian Studies Program introduces students to the civilizations of East Asia through courses on art, history, literature and politics from the region, past and present. The program also provides students with the opportunity to achieve reading and speaking proficiency in an East Asian language. Students who minor in East Asian Studies will take an introductory course, a language course, and three upper-level courses on East Asia. Minors are encouraged, but not required to study abroad.

Program Goals:

1. Students will understand the shared connections as well as the distinct trajectories of East Asian cultures.
2. Students will develop reading, writing, speaking, and listening proficiency in Chinese (or another East Asian language.)

Minor in East Asian Studies: 5 courses

- Language requirement, one course in Chinese beyond the general education requirement:
One upper level Chinese course (200+ level or above) is required if student has taken Chinese I, II, and III to fulfill general education,

or

CHI22-144 Chinese I, if student has taken another language sequence to fulfill general education.

Note: Students studying another East Asian language not offered at SU may request a substitution for the language requirement in the minor.

- One introductory course from:

ARH71-024 Introduction to Art History: East Asian Art and Architecture

HIS16-124 History of East Asia to 1800

HIS16-134 History of East Asia since 1800

- Three additional East Asian courses from:

Note: Two of the three courses must be taken at the upper-level. No more than two courses can come from the same department.

Art History:

ARH71-024 Introduction to Art History: East Asian Art and Architecture

ARH71-214 Arts of China

ARH71-234 Ancient Chinese Art and Civilization

ARH71-254 Topics in East Asian Art

ARH71-264 Art in China since 1911

English:

ENG10-464 Speaking Across Languages

History:

HIS16-124 History of East Asia to 1800

HIS16-134 History of East Asia since 1800

HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World

HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China

HIS16-514 Topics in Asian History

Political Science:

PSC32-284 Japanese Politics, Culture and Society

PSC32-444 The Chinese Cultural Revolution

PSC32-624 Germany and Japan: Losers of World War II?

PSC32-654 Women and Politics in Europe and East Asia

Religion and Culture:

REL19-284 Buddhist Traditions

For a major appropriate for an intensive East Asian focus, consider International Studies. Students studying Chinese may also consider minoring in Chinese. See the International Studies and Chinese sections of the catalog for more information.

ECONOMICS AND BUSINESS DEPARTMENT

Social Sciences Area

Kristyn Brown, MIM, Part-Time Instructor of Economics

Chandrayee Chatterjee, PhD, Assistant Professor of Economics

James M. Christianson, JD, Part-Time Instructor of Accounting

Charles deWitt III, JD, Part-Time Professor of Business

Dirk W. Early, PhD, Professor of Economics

Gabriela Flores, PhD, Associate Professor of Business

Raji Kunapuli, PhD, Assistant Professor of Business

Hieu Nguyen, PhD, Assistant Professor of Economics
Thu-Hien (Hazel) Nguyen, PhD, Associate Professor of Business
Shelly Page, MS, Staff Instructor in Accounting
Dinushka Paranavitana, PhD, Assistant Professor of Economics
Andrew H. Ross, MBA, Associate Professor of Business and Director of Business Internships
Debika Sih, PhD, Professor of Business
Di Wang, PhD, Assistant Professor of Economics

A full listing of department chairs is available on the Registrar's web page.

Department Goals

Economics:

1. Students obtain an understanding of economic theory.
2. Students develop their skills of analysis.

Business:

1. Develop disciplinary literacy by understanding business theory and concepts.
2. Develop business domain research and writing skills.
3. Understand business as a set of interdependent sub-disciplines within society.
4. Apply disciplinary theory and analysis to business situations.

Students elect to work toward a Bachelor of Arts degree with a major in Economics or Business, or paired majors in Economics and Business, or Business and Art History. A minor in Economics, Business or Art History is not allowed with the paired majors in Economics and Business or Business and Art History.

Note on course numbering: 100 level courses are introductory. 200 - 800 level courses are upper-level and require introductory or other courses as prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Economics: 9 courses

- ECO31-104 Principles of Economics
- ECO31-224 Intermediate Microeconomic Theory
- ECO31-234 Intermediate Macroeconomic Theory
- ECO31-314 Econometrics
- ECO31-964 Capstone in Economics (to be taken in the spring of the senior year)
- At least four additional upper-level courses in, or contributing to, Economics (3-4 credits each)

Required supporting courses in the Economics major: 2 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I

Notes: All courses above Economics 31-104 require sophomore standing.

An internship (Economics 31-944) is strongly recommended.

Students not ready for MAT52-164 Modern Calculus I should first take MAT52-064 Modern Quantitative Methods

Minor in Economics: 6 courses

- ECO31-104 Principles of Economics
- ECO31-224 Intermediate Microeconomic Theory, **or**
ECO31-234 Intermediate Macroeconomic Theory
- Three additional upper-level courses in, or contributing to, Economics (3-4 credits each)

- MAT52-164 Modern Calculus I

Major in Business: 10 courses

- ECO31-104 Principle of Economics
- BUS30-114 Fundamentals of Accounting
- BUS30-214 Foundations of Business
- BUS30-474 Finance
- BUS30-964 Capstone in Business
- Five additional upper-level courses in, or contributing to, Business or Economics (3-4 credits each)

Required supporting courses in the Business major: 2 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I

Note: An internship (Business 30-944) is strongly recommended.

Students not ready for MAT52-164 Modern Calculus I should first take MAT52-064 Modern Quantitative Methods

Minor in Business: 6 courses

- ECO31-104 Principles of Economics
- BUS30-114 Fundamentals of Accounting
- BUS30-214 Foundations of Business
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- One additional upper-level course in, or contributing to, Business (4 credits)

Paired Major in Business and Economics: 18 courses

- ECO31-104 Principle of Economics
- BUS30-114 Fundamentals of Accounting
- BUS30-214 Foundations of Business
- ECO31-224 Intermediate Microeconomic Theory
- ECO31-234 Intermediate Macroeconomic Theory
- ECO31-314 Econometrics
- BUS30-474 Finance
- Five additional upper-level courses in, or contributing to, Business (3-4 credits each)
- Four additional upper-level courses in, or contributing to, Economics (3-4 credits each)
- BUS30-964 Capstone in Business
- ECO31-964 Capstone in Economics

Required supporting courses in the Paired Major: 2 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I

Note: An internship is strongly recommended.

Students not ready for MAT52-164 Modern Calculus I should first take MAT52-064 Modern Quantitative Methods

Paired major in Art History and Business: 17 courses

- BUS30-114 Fundamentals of Accounting
- ECO31-104 Principle of Economics
- BUS30-214 Foundations of Business
- BUS30-474 Finance
- One Introduction to Art History course (any ARH71-0X4 course)
- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar)

Distribution courses for Art History:

- One East Asian Art History course (any -200 level course).
- One additional Non-Western Art History course (any -200 or -300 level course).
- One Pre- or Early Modern European At History course (any -400 level course).
- One Modern Art History course (any -500 level course).

Electives:

- Four additional upper-level courses in, or contributing to, Business or Economics (3-4 credits each)
- One additional upper level course in Art History (level 200+)

Capstones:

- ARH71-824 Capstone Research Seminar
- BUS30-964 Capstone in Business

Required supporting courses in the Paired Major: 2 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I

Notes: An internship is strongly recommended.

Students not ready for MAT52-164 Modern Calculus I should first take MAT52-064 Modern Quantitative Methods

Students who intend to go to graduate school should discuss additional course recommendations with faculty in the department.

Economics (ECO)

31-104	PRINCIPLES OF ECONOMICS. A study of the general characteristics of economic systems, including unemployment, inflation, economic growth, and monetary and fiscal policy. The principles and problems related to the determination of prices, the economics of the firm and the distribution of income are also studied. (Fall, Spring) (ScS)
31-214	MONEY, BANKING AND FINANCIAL MARKETS. Nature and structure of financial markets, monetary theory and policy, the regulation of financial institutions and international finance. Prerequisite: Economics 31-104. (ScS)
31-224	INTERMEDIATE MICROECONOMIC THEORY. Intermediate economic theory relating to the analysis of price and value, production, distribution of income and economic welfare. This course is intended for Economics majors and minors. Prerequisites: Economics 31-104 and Mathematics 52-164, or permission of instructor. (Fall) (ScS)
31-234	INTERMEDIATE MACROECONOMIC THEORY. Intermediate economic theory relating to the analysis of employment, inflation, economic growth and the balance of payments. This course is intended for Economics majors and minors. Prerequisite: Economics 31-104 and Mathematics 52-164. (Spring) (ScS)

31-314	ECONOMETRICS. Quantitative and qualitative research methods for economic problems. Research design, data collection and statistical analysis of cross-sectional data are covered. A major research paper and a regular computer lab are required. This course is intended for Economics majors. Prerequisites: Economics 31-224, 31-234 and Mathematics 52-114, or permission of instructor. Contributes to Data Analytics and Data Science. (Fall) (WA) (ScS)
31-434	PUBLIC ECONOMICS. Deals with the justification for government activities, the design of programs consistent with these justifications, and the effects of major existing and proposed expenditure programs and taxes. Contributes to Health Studies. Prerequisites: Economics 31-104 and Mathematics 52-114. Economics 31-224 is recommended. (ScS)
31-454	BEHAVIORAL ECONOMICS. Advances standard economic models by identifying ways in which individuals are systematically irrational. Students will learn how behavioral economics improves our understanding of human behavior and decision making by combining insights from psychology with economic theory. Students will be applying these insights to make better decisions as consumers, firms, and policymakers. Prerequisites: Economics 31-104, Mathematics 52-114, and Mathematics 52-164. Economics 31-224 is recommended. Sophomore standing required. (ScS)
31-474	FINANCE. See Business 30-474. Prerequisites: Economics 31-104, Business 30-114, Mathematics 52-114, and Mathematics 52-164, and 42 credits. (Fall, Spring) (ScS)
31-564	INTERNATIONAL ECONOMICS. The theory of comparative advantage, analysis of commercial policy and principles of international finance. Contributes to International Studies. Prerequisite: Economics 31-104. (ScS)
31-574	INVESTMENTS. See Business 30-574. Prerequisites: Business 30-474 or Economics 31-474, or permission of instructor. (Fall) (ScS)
31-964	CAPSTONE IN ECONOMICS. Topics vary from year to year, but generally will involve group and/or individual research projects. Prerequisite: Senior standing and Economics 31-224, 31-234, and 31-314; or permission of instructor. (Spring) (WA) (ScS)
31-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
31-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course.
31-901, 902, 903, 904	TUTORIAL.
31-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-982	HONORS. By invitation only. Must be repeated once to earn "Honors" designation.
Business (BUS)	
30-114	FUNDAMENTALS OF ACCOUNTING. An introduction to financial and managerial accounting concepts and techniques. The course will emphasize the development of the accounting model, analysis of financial statements and the use of accounting information. No previous knowledge of accounting is assumed. (Fall, Spring) (ScS)
30-204	INTERMEDIATE ACCOUNTING. An in-depth study of financial accounting principles, standards and techniques. Covers financial statements, cash, receivables, inventory, plant assets, intangible assets and investments. Special attention is paid to underlying accounting theory. Prerequisite: Business 30-114. (ScS)
30-214	FOUNDATIONS OF BUSINESS. A study that integrates traditional macro issues in management, marketing and operations, including production systems, organization structure and design, market segmentation, pricing promotion, consumer behavior, group effectiveness and strategy. Strategic thinking approaches provide integrating frameworks. Prerequisites: Business 30-114, Economics 31-104, Mathematics 52-114, and Mathematics 52-164. Sophomore standing required. (Fall, Spring) (ScS)
30-254	BUSINESS LAW. The role of law in society; introduction to legal reasoning, the judicial process and other areas of law. The study of contracts, agency and partnerships. Contributes to Legal Studies Certificate. Prerequisite: Sophomore standing. (ScS)

30-394	CONSUMER BEHAVIOR. Understanding the buying processes of individuals and groups. Focuses on the demographic and psychographic characteristics of individual consumers, the social influences that affect their behavior, and how marketers attempt to persuade buyers. Contributes to Design Thinking. Prerequisite: Business 30-214. (ScS)
30-414	OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include linear and integer programming, simplex method, duality, sensitivity analysis, branch and bound algorithm, transportation and assignment problems, network optimization, and problem solving using optimization software. Also Mathematics 52-414 and Computer Science 54-414. Contributes to Data Analytics and Data Science. Prerequisites: Mathematics 52-164, and either Business 30-474, Mathematics 52-674, some Computer Science course at the 300 level or above, or permission of the instructor.
30-434	DIGITAL MARKETING. This course covers the fundamentals of digital marketing. Students learn how to apply and adapt traditional marketing strategies to an electronic domain (e.g., understanding the Internet for distribution). The classes and readings introduce students to search engine optimization (SEO), website management, and e-mail campaign strategies. The course also includes discussions of the ethical issues surrounding and related to e-marketing including privacy and psychological well-being. The latter part of the class is focused on social media. This includes analysis of social media metrics and user sentiment. Contributes to Data Science. Prerequisite: Business 30-214. (ScS)
30-454	AUDITING. Study of auditing concepts, standards, objectives and procedures. Includes internal control evaluation, audit reports, evidence, statistical sampling, professional responsibilities and generally accepted auditing standards. Prerequisite: Business 30-114. (ScS)
30-464	INNOVATION AND STRATEGY. Technology and innovation are pervasive in today's business world, and all modern businesses need to manage and plan for technological change. This course discusses analytical techniques and frameworks to understand and manage technological change. Students get to apply these frameworks to analyze current innovations and businesses. In doing so, students learn about the latest and emerging technologies and how such innovations shape modern businesses. Prerequisite: Business 30-214. (ScS)
30-474	FINANCE. Analysis and application of the principles of managerial finance, especially the valuation of financial assets, capital budgeting and financial planning. Proficiency is gained in the application of calculators and computer spreadsheets to financial analysis. Also Economics 31-474. Prerequisites: Business 30-114, Economics 31-104, Mathematics 52-114, and Mathematics 52-164, and 42 credits. (Fall, Spring) (ScS)
30-554	ORGANIZATIONAL BEHAVIOR. A study of the process of management focused on the behavioral approach to management of modern business organizations with emphasis on individual, group, intergroup and total organizational behavior. Communication, leadership styles, perceptual differences and motivation in organizations are stressed. Prerequisite: Business 30-214. (ScS)
30-574	INVESTMENTS. Principles of portfolio management and institutional investment analysis; various theories of the securities markets and their relation to the economy; the relation between investment theory and corporate investment; relation of investment to corporate capital structure; and different approaches to security evaluation using Excel models. Also Economics 31-574. Prerequisites: Business 30-474 or Economics 31-474, or permission of instructor. (Fall) (ScS)
30-584	INTERNATIONAL BUSINESS. This course develops a conceptual framework for making business decisions in a globally competitive company. This framework requires an understanding of an environment that has different cultures and values, multiple foreign currencies, alternative capital markets, and country specific risks. The course focuses on the multinational firm's operating environment, global strategy and functional operations. Contributes to International Studies. Prerequisite: Business 30-214 or permission of instructor. (ScS)
30-594	FINANCIAL STATEMENT ANALYSIS. Application of accounting information to financial decision making: assessing the financial strengths and weaknesses of corporations; measuring operating and financial performance using financial statements and cash flows; constructing pro forma financial statements and forecasts of sales and earnings; and identifying sources of earning manipulation. Prerequisites: Business 30-474 or Economics 31-474. (Spring) (ScS)
30-912	FINANCIAL ANALYST PROGRAM: Intensive, "hands-on", real world experience in applying the concept of business analysis and valuation to develop analytical skills and experiences as a financial

	analyst. Student analysts are responsible for managing an over \$1 million investment portfolio that is part of S.U.'s endowment. Students learn to assess the operating, financial, and investment performance of companies as well as make financial projections; then combine them with technical analyses to make final common stock recommendations for the FAP Portfolio. Prerequisites: Business 30-474 or Economics 31-474. One-year commitment required. Concurrent registration in Business 30-574 during the Fall. Concurrent registration in Business 30-594 during the Spring. Members of the program are selected through an application and interview process. May be repeated. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-964	CAPSTONE IN BUSINESS. Topics may vary from year to year. Students integrate and apply core concepts from multiple disciplines of business, incorporate societal context of business, consider a business issue from systemic perspectives, explore interactive effect of multiple variables, analyze and synthesize complex ideas and distill implications, present logic orally and in writing, and conduct a cumulative self-assessment. Prerequisites: Business 30-214, Business 30-474 or Economics 31-474, and senior standing or permission of instructor. (Fall, Spring)
30-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
30-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course.
30-901, 902, 903, 904	TUTORIAL.
30-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-982	HONORS. By invitation only. Must be repeated once to earn "Honors" designation.

EDUCATION DEPARTMENT

Social Sciences Area

Kayla Flores, MEd, Part-Time Instructor
 Michael Kamen, PhD, Professor
 Alexandrea Melgoza, PhD, Assistant Professor
 Alicia Moore, PhD, Professor
 Marilyn Nicol, PhD, Assistant Professor
 Raquel Sáenz Ortiz, PhD, Assistant Professor
 Julia Sainz, MA, Part-Time Instructor
 Deborah Shepherd, MEd, Part-Time Instructor

A full listing of department chairs is available on the Registrar's web page.

The Education Department at Southwestern recognizes that education is the vehicle upon which the world's future rides and that the preparation of culturally responsive teachers for tomorrow's classrooms is vitally important. The Department believes that a strong foundation in the liberal arts is critical to the preparation of excellent teachers and professionals in education-related fields. Course work in Southwestern's General Education Program, and in the content fields for certification is provided outside the Education Department.

Department Goal (BA): Students are well prepared to engage in advanced study or seek careers based on knowledge of educational theory, research, policy, and practice, and the relationships among them.

Department Goals (BSEd):

1. Students are well prepared with pedagogical knowledge and skills, and academic content knowledge in their field(s), for entering the teaching profession.
2. Students participate in a developmental sequence of field experiences building to the field-based semester and student teaching.
3. Students are prepared to meet the needs of a diverse student population.

The certification program maintains state accreditation and prepares certifying students who are highly qualified and prepared to begin their teaching careers.

Note on course numbering: 100 level courses are introductory. 200-700 level courses are upper-level and may require prerequisites. 800 level courses are student teaching courses. 900 level courses are capstone, tutorials, academic internship, independent study, research, and honors courses.

BACHELOR OF ARTS

The BA degree with an Education major provides a foundation in educational theory, research and practice, and is appropriate for students with a wide range of interests. These include pursuing graduate or professional school, careers in policy, non-profit (education-related) and non-government organizations. It is designed for students who do not plan to be classroom teachers.

Major in Education: 10 courses

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-204 Innovative Schools
- EDU40-234 Schools, Society and Diversity
- Four additional Education credits
- EDU40-944 Internship
- EDU40-964 Senior Seminar (Capstone)
- Three courses in an Area Concentration (12 credits): Working with their advisor, students will identify three courses having a connected theme and then submit them together with a rationale for approval by the Department. Courses may be drawn from more than one department or program. For example, concentrations may include courses from Anthropology, Environmental Studies, Feminist Studies, Psychology, Philosophy, Political Science, Religion and Culture, and/or Sociology.

BACHELOR OF SCIENCE IN EDUCATION (BSED)

The BSEd degree provides the philosophical and theoretical bases for students planning to obtain teacher certification. Courses develop knowledge of teaching methodology grounded in current research, emphasizing the developmental characteristics of the learner, learning theories, diverse learners and assessment. Analytic, creative and evaluative thinking skills are taught and modeled in courses in order to produce lifelong teachers/scholars skilled in the problem solving that is so necessary in the world of today and tomorrow. Strong, early field experiences and a closely supervised student teaching placement are integral components of the program. The capstone experience for the BSEd involves the successful completion of the student teaching requirements.

Students seeking certification will major in the BSEd or Bachelor of Music Education (BM). BSEd majors must choose to certify in Elementary (Early Childhood-Grade 6), Middle School (grades 4-8), Secondary (grades 7-12), or All-Level (Early Childhood-Grade 12). Music Education majors certify for All-Level (Early Childhood-Grade 12). BSEd majors seeking Elementary certification will be certified to teach mathematics, science, language arts, reading, social studies, physical education, art, theatre, and music for grades EC-6 and special education. BSEd majors seeking 4-8 certification must choose a content area from the following: language arts/reading, math, science, math/science, social studies, or language arts/reading/social studies. BSEd majors seeking Secondary or All-Level certification must also complete at least 28 credits (see below) of study in their content area/subject field. The exception to this is Music Education, where students must major in Music Education rather than Education. Many Secondary and All-Level students choose to complete a major in their content area/teaching field as well as Education. Specific information on required courses and certification areas for Elementary, Middle School, Secondary and All-Level certification programs is provided below.

Degrees are awarded by Southwestern University, while certification is awarded by the state of Texas. A student completing the approved degree, the state-approved teacher certification program and receiving a satisfactory score on the Texas Examinations of Educator Standards (TExES) examinations may apply to the state for certification through Texas Education Agency. Teacher certification standards in Texas are established by the State Board for Educator Certification. Any change in these standards must be reflected in Southwestern's certification requirements; therefore, any modification in the state law affecting certification requirements takes precedence over statements in this catalog. Exemption from a University graduation requirement may not satisfy state certification requirements.

Southwestern University's Teacher Certification program is "Accredited" under the Accountability System for Educator Preparation. A rating is issued by the State Board of Educator Certification under the authority of Section 21.045, Texas

Education Code. Accreditation ratings are based on performance standards established by the State Board and are issued annually to each educator preparation program in Texas. The standards represent successful performance by the program's candidates on the examinations required for certification as an educator. Southwestern's cumulative pass rate for 2018-2024 was 98 percent.

Admission to Teacher Certification Program

Admission to the University and admission to the Teacher Certification Program are two separate events. Students apply to the Teacher Certification program at the end of their Sophomore year and are admitted during the fall of their Junior Year. The requirements for admission to teacher education at Southwestern University are as follows:

1. A grade point average of 2.75 on all course work completed at Southwestern University and all accepted transfer credit.
2. A minimum of 12 semester credit hours in the subject-specific content area for all certifications, except mathematics or science above Grade 7. Certifications in mathematics or science above Grade 7 require a minimum of 15 semester credit hours in the subject-specific content area.
3. Proof of professional insurance for student teachers.
4. Students applying for admission to the Teacher Certification Program must select an Education professor as their primary or secondary advisor.

If an applicant is denied admission to, or dismissed from, the Teacher Certification Program, they may appeal by contacting the Chair of the Education Department who has specific information about how to file an appeal. See appeal process in the Teacher Certification Program (TCP) handbook. Ongoing enrollment in the Teacher Certification Program is contingent on satisfactory academic performance and satisfactory performance or significant growth in all disposition areas.

State Competency Testing Requirements

Certification: All students seeking teacher certification must successfully pass all Texas state required exams for their certification(s).

Southwestern students may register for their content area TExES with approval from the Teacher Certification Officer in the Education Department. Approval will be given to Southwestern students who have (1) gained admission to the Teacher Certification Program, (2), taken the required TExES practice examinations, (3) maintained the admission requirements for the Teacher Certification Program, (4) who have earned a grade of C- or better in all Education major and certification courses required for their chosen certification grade level/content area, and (5) who maintain a satisfactory disposition toward teaching.

No student will be allowed to take more than one teacher-certification exam per test date.

Education Advising

First year students are assigned professional first year advisors. After the first year, continuing students will need to have an Education Advisor as their primary or secondary advisor. Continuing students can change their advisor at any time. Students not assigned to an Education advisor, should change their advisor to an Education faculty member, or add an Education faculty member as their secondary advisor. To make this change students should email their request to the Education faculty member they wish to be their primary or secondary advisor. If the faculty member is willing and able to add them as an advisee, please forward the email to the Assistant Director of Advising.

Field-based Semester

The field-based semester will be completed during the Fall semester prior to student teaching**. Students are expected to return to the Southwestern campus as early as 2 weeks prior to the start of the semester at Southwestern. Early arrival housing accommodations will be provided with proper notice and students will be assisted during this process. A Teaching for Social Justice lab course will be required in addition to other required courses for the field-based semester.

**For Music Education the Field-based requirement is met in the placement for the Methods of Music in the Elementary School course.

Student Teaching

Student teaching will normally be completed during the final semester as the student is in residence. Student teaching requires 70 full days in public schools for a minimum of 70 days (≥ 490 hours) in accordance with the calendar of the school district; however, students seeking more than one certification may be required to teach in more than one placement during the 70+ days. When the calendar of the school district does not coincide with Southwestern's calendar and dormitories are closed, student teachers will be required to find housing accommodations off campus and will be assisted in doing so, if necessary. Permission to enroll in student teaching requires 1) an overall grade point average of at least a 2.75; 2) completion of all certification and content area requirements other than student teaching and its co-requisites prior to the student teaching semester, and 3) demonstrated professional growth toward the teaching profession. If a student is denied permission to enroll in student teaching, they may appeal by contacting the Chair of the Education Department who has specific information about the procedures for appeals. Note: During the student teaching semester, there will be a mandatory Student Teacher Support Meeting. The date and

time will be collaboratively decided upon by the University Supervisor(s) supporting the Student Teachers during that semester and the Student Teaching cohort.

Performance Standards

Grades:

Major requirements (Education courses and courses in other departments) and courses required for certification (e.g., content course in teaching field) must record a grade of "C-" or better. A grade below C- requires repeating the course and performing at a level of C- or better. Ongoing enrollment in the Teacher Certification Program requires maintaining an overall GPA of 2.75.

Dispositions:

Students are expected to show continued growth in professional disposition standards. Professional Growth Plans may be used to help determine whether a student has met academic and dispositional standards that may impact a student's enrollment in the certification program and final recommendation for certification.

Growth Plans:

See the SU Education Department Teacher Certification Program handbook for more information. The following will initiate a call for a meeting with a student to create a growth plan:

- Any major or certification required course with a grade below a C+
- Indication of professional dispositions below standards

Typical 4-Year BSED Overview

Year 1: Introductory Education Courses and Content Courses (content courses are certification areas and/or subjects such as Science, Math, English, History, etc.)

Year 2: Sophomore-level Education Courses and Content Courses; Apply for admission to Teacher Certification Program

Year 3: Junior-level methods courses and Content Courses

Year 4: Senior-level methods* courses and Student Teaching⁺

* Students return to campus early in the fall semester for field-based courses

⁺ Student Teaching (Capstone) and Classroom Organization & Management (No additional courses may be taken)

Certification Programs

All students interested in pursuing Texas teacher certification should contact the Education Department as soon as their intentions are clear. Interested students are strongly encouraged to receive ongoing advising from a member of the Education Department, even if they are assigned to another advisor. Doing so will allow them to receive current information on the new certification programs, sequence of courses, and guidance in selecting courses which are aligned with state certification requirements.

BACHELOR OF SCIENCE IN EDUCATION (BSED), EC-6/SPECIAL EDUCATION DUAL CERTIFICATION

Major requirements: 72 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- EDU40-274 Multicultural Children's Literature
- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- EDU40-514 Teaching Science in the Elementary and Middle School
- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- EDU40-534 Reading Methods in the Elementary and Middle School I
- EDU40-714 Instructional Strategies

- EDU40-734 Reading Methods in the Elementary and Middle School II
- EDU40-744 Positive Behavior Support
- EDU40-814 Classroom Organization and Management
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-844 Student Teaching in Generic Special Education

The capstone experience is fulfilled by the student teaching requirement (Education 40-804 and 40-844).

Additional certification requirements: 28 credits

- PSY33-104 Principles of Psychology
- EDU40-234 Schools, Society and Diversity
- PSY33-344 Lifespan Development
- MAT52-104 Explorations in Mathematics
- PHY53-034 Introduction to Earth Science, **or**
PHY53-064 Exploring the Universe: The Solar System, **or**
PHY53-074 Exploring the Universe: Stars, Galaxies and Cosmology
- One Biology course, **or**
One Environmental Studies course tagged as Natural Science
- One U.S. History course.¹
Note 1: HIS16-294 Texas History is required for students who did not previously take Texas History in a Texas secondary school. This course will meet the U.S. History requirement.

BACHELOR OF SCIENCE IN EDUCATION (BSED), 4 - 8 CERTIFICATION:

Major requirements: 68 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- EDU40-514 Teaching Science in the Elementary and Middle School
- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- EDU40-534 Reading Methods in the Elementary and Middle School I
- EDU40-674 Teaching Praxis
- EDU40-714 Instructional Strategies
- EDU40-734 Reading Methods in the Elementary and Middle School II
- EDU40-744 Positive Behavior Support
- EDU40-808 Student Teaching in the Elementary and Middle School (must first complete 28 credits in content area/subject field courses)
- EDU40-814 Classroom Organization and Management

The capstone experience is fulfilled by the student teaching requirement (Education 40-808).

Additional Certification requirements: 12 - 16 credits

- PSY33-104 Principles of Psychology
- EDU40-234 Schools, Society and Diversity
- PSY33-344 Lifespan Development
- HIS16-294 Texas History
Note: required for students who did not previously take Texas History in a Texas secondary school.

Subject Area Requirements: 4 - 8 Certification

Mathematics Certification courses: 24 credits

- MAT52-104 Explorations in Mathematics
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- Eight additional approved credits in Mathematics

Science Certification courses: 32 credits

- BIO50-173 Molecular and Cellular Foundations of Biology
- BIO50-171 Inquiries in Biology
- BIO50-183 Evolutionary and Ecological Foundations of Biology
- BIO50-181 Investigations in Biology
- ENV49-144 Environmental Science, **or**
ENV49-374 The Soil Ecosystem
- PHY53-034 Introduction to Earth Science
- PHY53-064 Exploring the Universe: The Solar System, **or**
PHY53-074 Exploring the Universe: Stars, Galaxies, and Cosmology
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- MAT52-164 Modern Calculus I

Mathematics/Science Certification courses: 32 credits

- BIO50-173 Molecular and Cellular Foundations of Biology
- BIO50-171 Inquiries in Biology
- BIO50-183 Evolutionary and Ecological Foundations of Biology
- BIO50-181 Investigations in Biology
- ENV49-144 Environmental Science, **or**
ENV49-374 The Soil Ecosystem
- MAT52-104 Explorations in Mathematics
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- PHY53-064 Exploring the Universe: The Solar System, **or**
PHY53-074 Exploring the Universe: Stars, Galaxies, and Cosmology
- PHY53-154 Fundamentals of Physics I

Language Arts/Reading Certification courses: 24 credits

- One 200 level Literary Methods course
- Eight credits in approved American literature courses
- Eight credits in approved British literature courses (one before 1785 and one after 1785)
- Four additional approved credits from English, including emergent, world or popular culture literature

Social Studies Certification courses: 24 credits

- ANT35-104 Introduction to Cultural Anthropology
- Eight credits in approved U.S. History courses
- HIS16-294 Texas History
- Eight credits in approved World History courses

Language Arts/Reading/Social Studies Certification courses: 24 credits

- One 200 level Literary Methods course
- Eight credits in approved American literature credits
- Eight credits in approved U.S. History courses
- HIS16-294 Texas History

Generic Special Education Certification courses: 12 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-844 Student Teaching in Generic Special Education

The elementary program includes Special Education certification. In order to be considered "Highly Qualified" under the No Child Left Behind Act, students seeking middle school, secondary, or all level certification in Generic Special Education must major in Education with at least 24 semester hours in another approved content area or major in an approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physics, Chemistry, Science and History. Students wishing to teach Adaptive Physical Education should seek physical education and General Special Education certification.

BACHELOR OF SCIENCE IN EDUCATION (BSED), SECONDARY EDUCATION (7th – 12th grade)**Major requirements: 48 credits**

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- EDU40-444 Differentiated Instruction Strategies
- EDU40-664 Literacy in the Content Area
- EDU 40-674 Teaching Praxis
- EDU40-744 Positive Behavior Support
- EDU40-764 The Secondary Teacher
- EDU40-814 Classroom Organization and Management
- EDU40-828 Student Teaching in the Secondary School (must first complete 28 credits in content area/subject field courses)

The capstone experience is fulfilled by the student teaching requirement (Education 40-828).

Additional requirements: 12 credits

- PSY33-104 Principles of Psychology
- EDU40-234 Schools, Society and Diversity
- PSY33-344 Lifespan Development

SECONDARY CERTIFICATION AREAS

Some certification areas require an additional Education Course (see below).

Academic Specialization

Students seeking secondary must complete at least 28 credits approved by the Education Department in their content area. Students are strongly advised to see an Education Department advisor as well as consulting the catalog to determine the professional development certification courses required.

English Language Arts/Reading Certification courses: 28 credits

- One 200 level Literary Methods course
- Eight credits in approved American literature courses
- Eight credits in approved British literature courses (one before 1785 and one after 1785)
- Eight additional approved credits from English, including emergent, world or popular culture literature (limit: one film studies course)

History Certification courses: 32 credits

- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- Eight credits in approved World History courses
- Eight credits in approved U.S. History courses
- HIS16-294 Texas History
- Eight additional approved credits in History

Life Science Certification courses: 32 credits

- EDU40-514 Teaching Science in the Elementary and Middle School
- BIO50-173 Molecular and Cellular Foundations of Biology
- BIO50-171 Inquiries in Biology
- BIO50-183 Evolutionary and Ecological Foundations of Biology
- BIO50-181 Investigations in Biology
- Twenty additional approved credits in Biology

Note: May include one Environmental Studies course tagged as Natural Science

Mathematics Certification courses: 32 credits

- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- MAT52-104 Explorations in Mathematics
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- Twelve additional approved credits in Mathematics

Science Certification: 32 credits

- EDU40-514 Teaching Science in the Elementary and Middle School

- Twenty-eight additional approved credits in Physics, Biology, Chemistry, and one Environmental Studies course tagged as Natural Science.

Social Studies Certification: 32 credits

- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- Four credits in approved World History courses
- Four credits in approved U.S. History courses
- HIS16-294 Texas History
- ECO31-104 Principles of Economics
- Eight credits in approved Political Science courses
- Four additional credits in an approved upper-level Economics or History course

Generic Special Education Certification courses: 12 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-844 Student Teaching in Generic Special Education

The elementary program includes Special Education certification. In order to be considered “Highly Qualified” under the No Child Left Behind Act, students seeking middle school, secondary or all level certification in Generic Special Education must major in Education with at least 24 semester hours in another approved content area or major in an approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physics, Chemistry, Science and History. Students wishing to teach Adaptive Physical Education should seek physical education and General Special Education certification.

BACHELOR OF SCIENCE IN EDUCATION (BSED) -ALL LEVEL (EC- 12th grade)

***Except the BM in Music Education (see below)*

Major requirements: 48 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- EDU40-444 Differentiated Instruction Strategies
- EDU40-664 Literacy in the Content Area
- EDU40-674 Teaching Praxis
- EDU40-744 Positive Behavior Support
- EDU40-764 The Secondary Teacher
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

The capstone requirement is fulfilled by student teaching (Education 40-804 and 40-824).

Additional requirements: 12 credits

- PSY33-104 Principles of Psychology
- EDU40-234 Schools, Society and Diversity
- PSY33-344 Lifespan Development

ALL LEVEL CERTIFICATION AREAS

Some certification areas require an additional Education Course (see below).

Academic Specialization

Students seeking all-level certification must complete at least 28 credits approved by the Education Department in their content area. Students are strongly advised to see an Education Department advisor as well as consulting the catalog to determine the professional development certification courses required.

Art Certification courses: 28 credits

- Twenty-eight approved credits in Art and Art History

Health Certification courses: 32 credits

- EDU40-514 Teaching Science in the Elementary and Secondary School
- Twenty-four additional approved credits from Biology and Kinesiology
- One additional course from:
 - PSY33-484 Human Sexuality
 - PSY33-544 Health Psychology

Physical Education Certification courses: 30 credits

- KIN48-324 Motor Learning and Motor Control
- Twenty-four additional approved credits in Kinesiology
- Two approved Fitness and Recreational Activity (FRA) credits in addition to the one required by the general education requirement (repeated courses will not count).

Languages other than English (Chinese, French, German, Latin, or Spanish) Certification courses: 32 credits

- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- Twenty-eight approved credits in the certification language (Chinese, French, German, Latin or Spanish)

Theatre Certification courses: 28 credits

- Twenty-eight approved credits in Theatre

Generic Special Education Certification courses: 12 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-844 Student Teaching in Generic Special Education

The elementary program includes Special Education certification. In order to be considered "Highly Qualified" under the No Child Left Behind Act, students seeking middle school, secondary or all level certification in Generic Special Education must major in Education with at least 24 semester hours in another approved content area or major in an approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physics, Chemistry, Science and History. Students wishing to teach Adaptive Physical Education should seek physical education and General Special Education certification.

MUSIC EDUCATION * See Music Education major requirements in the Music Department section of this catalog.**

Education and Psychology requirements for teacher certification: 24 credits

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School

- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

Additional Certification Requirements EC - 12 Music Certification

- PSY33-104 Principles of Psychology
- EDU40-234 Schools, Society and Diversity
- PSY33-344 Lifespan Development

EDUCATION MINORS

Minor in Education: 20 credits*

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-204 Innovative Schools
- EDU40-234 Schools, Society and Diversity
- Four additional Education credits

Minor in Generic Special Education*: 20 credits

- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies

*Available to students from all disciplines. Does not meet state teacher certification requirements

Education (EDU)

40-114

EDUCATIONAL TECHNOLOGY. An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on information literacy in the use of computer-based technology to support student-centered teaching, learning, classroom organization and meeting technology standards. Methods of integrating computer-based technology into elementary and secondary classroom instruction are investigated. Google tools and other education-related applications will be incorporated into lesson plans and used to design basic classroom Web pages, E-portfolios, and complete Google Educator Training. Students are required to make observations in local schools. Permission of the instructor required for non-certifying/non-Education majors. (ScS) (FALL)

40-124

FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS. An examination of the educational history of the United States. This project-based course examines the political and philosophical foundations and curricular structure and practices of institutional education in the United States. To accomplish this, we will explore the many images with which American education has been portrayed and characterized, through the lenses of diverse communities within this nation. We will examine the historical, philosophical, and popular roots of teaching and learning, and the current perspectives, issues, and challenges facing local, state and national educational policy and practice. Contributes to Race and Ethnicity Studies/Allied Course. (ScS) (WA) (SPRING)

40-144

SURVEY OF EXCEPTIONALITIES. An introductory survey course focused on exploring the ranges of human experience of individuals with exceptionalities (including those who are gifted and/or have learning, mental, physical, emotional or sensory disabilities) and their families. Students explore the cross-cultural perspectives of exceptionalities and the impact of various attitudes toward persons with exceptionalities. Historical, legal, philosophical and contemporary issues, particularly in education, are discussed with a major emphasis on how social responses have made an impact on the quality of life experienced by people with exceptionalities. The course design incorporates self-directed learning experiences and application-based activities such as dyslexia simulations and Gifted and Talented

student identification. Fifteen hours of field experience is required. Contributes to Design Thinking. (ScS) (CEL) (SPRING)

40-204 INNOVATIVE SCHOOLS. An examination of the pragmatic aspects of selected innovative schools while building an understanding of theoretical and philosophical assumptions that create a school's mission and ethos. The class investigates how innovations are maintained. A focus of the course is developing a deep understanding of ways that successful schools support children with special needs, value diversity and implement social justice. These goals will be studied in the context of progressive pedagogy. Contributes to Design Thinking. (ScS) (FALL, ODD)

40-234 SCHOOLS, SOCIETY AND DIVERSITY. An examination of diversity in schools and society. Emphasis is on such dimensions of diversity as culture, ethnicity, exceptionality, gender, language, sexual orientation, ability, and social class. Diversity and implications for educational policy, curriculum and methodology will be highlighted. The course provides students with an opportunity to think critically about values across cultures within the United States. Contributes to Race and Ethnicity Studies/Group-Themed Course. (ScS) (SJ) (PJ) (FALL and SPRING)

40-264 TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS. This course provides a study of the development of language and literacy in linguistically and culturally diverse learners. The focus is on second language acquisition and teaching strategies that support bilingual/multilingual school-age children. Attention is given to the impact of sociocultural, linguistic, psycholinguistic, and political factors on language development as well as teaching models for effective second language instruction and related issues. Students will analyze formal and informal assessment procedures and instruments used in ESL programs and use assessment results to plan and adapt instruction. Directed observation and participation in classrooms are an integral part of the course. Prerequisite: Sophomore standing required. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies/Allied Course. (ScS) (FALL, EVEN ONLY)

40-274 MULTICULTURAL CHILDREN'S LITERATURE. This course provides an exploration of books of great merit for children and adolescents. Students will examine their own identity and cultural values while having the opportunity to find and read books that raise the understanding and appreciation of diverse cultures. Students will engage with books that describe and illustrate issues that are relevant to marginalized communities (e.g., special needs, LGBT, immigration, mental illness) and explore how culture, ethnicity, socioeconomic status, and language diversity shape literacy learning. Author/illustrator studies, participation in book clubs, and strategies for the use of multicultural literature in the classroom as well as other settings are primary elements of this course. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies/Group-Themed Course. (ScS) (FALL)

40-294 THE CHILD AND THE CURRICULUM IN EARLY CHILDHOOD EDUCATION. This course is designed as an introduction to early childhood pedagogy, curriculum and settings. Students examine typical and atypical domains and play development during and a variety of intervention, culturally responsive, and play-based strategies. Curriculum choices made by early childhood educators, particularly in the areas of math, science, art, music, theatre, physical education, and health will be the primary focus. Students will have opportunities to plan, present and evaluate lessons. Careful attention is given to developmentally appropriate practices and the Texas Essential Knowledge and Skills (TEKS). Directed observation and participation in early childhood classrooms (up to 2 hours per week) are an integral part of the course. (SPRING, ODD ONLY)

40-344 STRATEGIES FOR LIFE SKILLS AND TRANSITION. This course examines instructional strategies effective for students who have moderate to severe learning needs. Topics include instruction and progress monitoring of pre-academic, communication, social, academic, and transitional skills including vocation, independent living and leisure. Co-teaching models in both various settings is explored. Required: Field placement in a setting serving students with significant special needs. Contributes to Design Thinking. Prerequisites: Previous or concurrent registration in Education 40-144. (ScS) (FALL, ODD ONLY)

40-444 DIFFERENTIATED INSTRUCTION STRATEGIES. This course focuses on inclusive practices and accountability for student learning through standards-based individualized program plans. Students examine ways that teachers differentiate content, process, products, or the learning environment, and the importance of ongoing assessment and flexible grouping. Topics include differentiated instructional strategies, Response to Intervention (RtI), and co-teaching models. Contributes to Design Thinking. Required: Field-placement in an inclusive setting serving students with special education needs. Prerequisites: Previous or concurrent registration in Education 40-144. (ScS) (SPRING)

40-504 TEACHING SOCIAL STUDIES IN THE ELEMENTARY AND MIDDLE SCHOOL. Instruction will emphasize constructivist approaches and explore both the unique content and instructional methods appropriate for teaching social studies, with special emphasis on integrated thematic lessons and units *for in-depth study of topics*; multicultural curricula; interactive and cooperative classrooms; and inquiry and problem based approaches to investigating significant human issues. NOTE: This course is required for secondary students seeking certification in social studies fields (e.g. History). Prerequisites: Admission to Teacher Certification, 60 credits including 12 credits in teaching content area(s). Elementary and middle school certifying students take this course concurrently with Education 40-514. (ScS) (FALL)

40-514 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL. A study of instructional methods in the life, physical, and earth sciences. Emphasis will be placed on educational theory and pedagogy to promote learning science content and process skills. This course includes field experiences in classrooms. Contributes to Environmental Studies. Prerequisite(s) for certifying students: Completion and/or concurrent enrollment in courses satisfying the natural science requirement, Education 40-114, 60 credits including 12 credits in teaching content area(s), and admission to the Teacher Certification Program. Elementary and middle school certifying students take this course concurrently with Education 40-504. Permission of the instructor required for non-certifying students. (ScS) (FALL)

40-524 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL. A study of concepts, problem solving, and computation strategies necessary to orchestrate a problem-based environment for effective teaching, learning, assessment and evaluation of early childhood through 8th-grade mathematics. Emphasis is on both learning theory and practical application of instructional methods. This course includes field experiences in classrooms. Prerequisites: Education 40-114, admission to Teacher Certification Program and three credits of mathematics. Elementary and middle school certifying students take this course concurrently with Education 40-534. (ScS) (SPRING)

40-534 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL I (3-1). A study of the reading process, varied approaches to reading instruction including language experience, shared and guided reading, integrated and thematic teaching, comprehension and word analysis strategies including phonics content and instruction, and theories and methods associated with emergent and bilingual literacy. Students will develop an understanding of the characteristics of dyslexia, identification of dyslexia, and effective, multisensory strategies for teaching students with dyslexia. Observation and teaching in schools is required. Course fees apply. Elementary and middle school certifying students take this course concurrently with Education 40-524. Prerequisite: Admission to Teacher Certification Program, Education 40-504, and Education 40-514. (ScS) (SPRING)

40-564 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM. An examination of children's development of language and literacy with particular emphasis on writing instruction. Students will engage in authentic writing, exploring reading/writing connections, as well as planning and teaching using a process approach to writing. The course design incorporates a writing workshop, portfolio assessment, and participation in a shared writing blog. Prerequisite: Admission to Teacher Certification Program. (ScS) (WA)

40-581, 582, 583, 584 ADVANCED PEDAGOGY AND PROFESSIONAL DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (1 to 4). An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on research and professional development for teachers using computer-based technology to support student-centered teaching, learning, classroom organization, and meeting standards. Students will research a topic of interest in educational technology, present research and pedagogy to preservice or in-service teachers, and have a field placement in educational technology professional development. Prerequisite: Education 40-114 and permission of the Instructor. (ScS) (FALL and SPRING)

40-664 LITERACY IN THE CONTENT AREA. Offers secondary and all-level pre-service teachers an understanding of language and literacy processes as they apply to teaching in secondary schools. The course emphasizes reading and writing in content areas, as well as instructional strategies to support students' literacy development, incorporating a focus on biliteracy and supporting literacy in second language acquisition. It focuses on ways that reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum. We will also examine how literacy has become politicized and transformed both nationally and globally. The course will include a field-based component. Course fees apply. Prerequisites: Admission to the Teacher Certification Program or permission of instructor. (ScS) (FALL)

40-674 TEACHING PRAXIS. Students in this course will continue to develop an inquiry stance in their practice through the systematic analysis of teaching and learning, observing and supporting in secondary classrooms. Grounded in a theory of teacher education for social justice that encourages practitioners to challenge educational inequities by inquiring into practice, this course advances teacher candidates' skills in planning, delivering, assessing and analyzing instruction that promotes pupil learning and enhances effective teaching strategies. Praxis is both reflection and action for positive change. Observations and teaching in local schools are required. Prerequisites: Admission to Teacher Certification Program. (ScS) (SPRING)

40-681, 682, 683, 684 ADVANCED STUDY AND PRACTICUM IN PEDAGOGY AND THEORY. Students in this course will continue exploring an academic area of interest from a previously completed course (PCC). Students will work with a faculty member teaching the PCC and/or leading related in-service professional development. The student will engage in further research about pedagogy, theory, and professional development in the area of interest. In addition to a deep investigation into the literature about the area of interest, this innovative course requires students to present in the PCC, plan with the faculty member, present in other classes at SU, provide professional development for local teacher, present to SU faculty, and/or present at the SU Creative Works Symposium. (ScS) (FALL and SPRING)

40-700 TEACHING FOR SOCIAL JUSTICE LAB. This lab course is required to be taken during the field-based semester. Concurrent enrollment is required in Education 40-714, 40-734, 40-444, and/or 40-764. Must be taken Pass/D/F.

40-714 INSTRUCTIONAL STRATEGIES. The focus of this course is on preparing pre-service teachers to teach in elementary and middle schools and requires candidates to incorporate experiences from their practicum sites, including lesson plan preparation and implementation, cooperative groupings, assessment, and other best practices. This course is designed to provide teacher education candidates with an opportunity to study, reflect, question, become knowledgeable about and develop skills in instructional methods while applying and practicing these methods in a collaborative, formative, and constructive setting. This course is a component of the teacher preparation program which emphasizes the themes of diversity, reflection, collaboration and technology and is designed as a methods class to be taken in the field-based block concurrently with Education 40-734, Education 40-744, and Education 40-700 Teaching for Social Justice Lab. Please note: the starting date for this field-based course, offered only in the fall, is aligned with the beginning of the public school starting date in the Georgetown ISD, and *precedes the starting date for classes at Southwestern*. Prerequisites: Admission to the Teacher Certification Program. (ScS) (FALL)

40-734 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL II. A field-based study of varied instructional methods and formal and informal assessments in reading. This course is taught in elementary and middle school settings and involves extensive observation and participation. Focus is on lesson planning and implementation, and application of assessment procedures. Must be taken with Education 40-524, 40-744, and Education 40-700 Teaching for Social Justice Lab. Continued development of student's professional portfolio is integral to all three courses. Please note: the starting date for field-based courses, offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, and precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program. (ScS) (FALL)

40-744 POSITIVE BEHAVIOR SUPPORT. This course explores effective school-wide and classroom-based arrangements and procedures for working with students who have moderate to severe behavior disorders. Topics include the recognition and handling of selected psychological challenges, design and implementation of positive behavior supports, applied behavioral analysis, social-emotional learning strategies, trauma-sensitive approaches, restorative discipline, and collaborative problem solving. Required: Field placement in a setting serving students with special needs. Must be taken with Education 40-700, and one of the following: Education 40-764, or Education 40-714 & 40-734. Please note: the starting date for field-based courses, offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, and precedes the starting date for classes at Southwestern. Prerequisites: Education 40-144, and admission to the Teacher Certification Program. (ScS) (WA) (FALL)

40-764 THE SECONDARY TEACHER. A field-based study of the objectives and processes of secondary school teaching. This course will be taught in a secondary school setting and will involve extensive observation and participation. Emphasis in this course will be on the art and the act of teaching. Please note: the starting date for this field-based course, offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, and precedes the starting date for classes at Southwestern.

	Must be taken with Education 40-744 and Education 40-700 Teaching for Social Justice Lab. Prerequisites: Education 40-664, and admittance to Teacher Certification Program. (ScS) (FALL)
40-804, 808	STUDENT TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL. Supervised teaching in the public elementary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. Also Music Education 77-804, 808. (ScS)
40-814	CLASSROOM ORGANIZATION AND MANAGEMENT. A seminar style course exploring approaches to successfully organizing and managing a classroom. Positive approaches to time management, materials organization, curriculum selection and management, scheduling and classroom discipline will be investigated. Texas Education Agency ethics training, legal issues, and parent conferences are integrated into the course. The content is designed for relevance to the student teaching experience. A Student Teacher Support Meeting for student support will be scheduled separately with the respective Student Teaching University Supervisors, along with students enrolled in the course. Course fees apply. Concurrent enrollment in student teaching is required (ScS) (FALL and SPRING)
40-824, 828	STUDENT TEACHING IN THE SECONDARY SCHOOL. Observation and supervised teaching in the public secondary schools. Prerequisites: Senior standing, completion of all other course work and admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. Also Music Education 77-804, -808. (ScS)
40-844	STUDENT TEACHING IN GENERIC SPECIAL EDUCATION. Supervised teaching in the public elementary or secondary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. (ScS)
40-964	SENIOR SEMINAR. This course fulfills the capstone requirement for Education majors for the Bachelor of Arts degree.
40-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
40-301, 302, 303, 304	SELECTED TOPICS IN PROFESSIONAL DEVELOPMENT. May be repeated with change in topic.
40-901, 902, 903, 904	TUTORIAL.
40-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
40-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
40-974	RESEARCH.
40-984	HONORS. By invitation only.

ENGLISH DEPARTMENT

Humanities Area

Eileen Cleere, PhD, Professor
 Sonia Del Hierro, PhD, Assistant Professor
 Amy Gentry, PhD, Part-Time Assistant Professor
 Michael B. Saenger, PhD, Professor
 Laura Skandera Trombley, PhD, President and Professor
 Vallaire Wallace, PhD, Assistant Professor

A full listing of department chairs is available on the Registrar's web page.

The program in English provides grounding in English and American literature and film strong enough to support a life of continued reading and reflection, with the deepened understanding of human experience that this makes possible. It develops skills of interpretation, analysis, research and writing that are useful in a broad range of professional activities.

Department Goals:

1. Develop skills in reading literature and film.
2. Develop research skills.

3. Develop writing skills.
4. Promote lifelong learning for students through continued reading, viewing, and reflection.

Studying English at Southwestern means approaching storytelling as both art and action through a broadly conceived program of literary and cultural study that is always expanding to include new media and emerging narrative styles and traditions in comparative cultural and counter-cultural contexts. The four-course core sequence leads students in a progression of theories and methods of textual and cultural analysis and allows them to develop as writers and researchers, moving through close reading, interpretive methods, literary and cultural theory, and the final capstone experience. Students select their remaining electives in consultation with faculty as they pursue their individual interests and goals, with opportunities for variety, interconnection, and comparison as well as focused study in canonical and emerging literary fields including poetry, fiction, drama, film, popular culture, and creative writing.

Students earn a BA degree with a major in English. Students certifying to teach in secondary schools may choose English as a second teaching field, and those seeking elementary certification may choose an academic specialization in English. Concentrated work in English may also be done as part of an area of concentration.

Independent Studies (10-951, 952, 953, 954) are open to majors and minors who wish to develop special projects; they are not offered to accommodate scheduling problems of students in their senior year.

Note on course numbering: 100-level courses are introductory. 200-level courses are methods courses. 300-level courses are creative writing or special topics courses. 400-level courses fulfill the Critical Theory requirement. 500-level courses focus on film studies. 600-level courses focus on British literature. 700-level courses focus on American literature. 800-level courses focus on emergent literatures. 900-level courses are capstone, tutorials, honors, internships, and independent study.

Major in English: 9 courses

- Any 200-level English course
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-444 Topics in Theory
 - ENG10-454 Feminist Film Theory
 - ENG10-464 Speaking Across Languages
- ENG10-934 Seminar (Capstone)
- Six additional courses in English, at least three of which are at the 300 level or above.

Paired major in English and Feminist Studies: 15 courses

- FST04-104 Introduction to Feminist Studies
- ENG10-244 Literary Methods or 10-264 Chicana Literary Methods
- FST04-204 Feminist Theories and Methods
- ENG10-454 Feminist Film Theory
- Take three courses that contribute to both English and Feminist Studies
- Take three additional English electives, one of which must be upper level
- Take three courses in or contributing to Feminist Studies, two of which must be upper level
- ENG10-934 Seminar (Capstone)
- FST04-934 Senior Seminar (Capstone)

Paired major in English and History: 16 courses

- Any 200-level English Course
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-444 Topics in Theory

ENG10-454 Feminist Film Theory

ENG10-464 Speaking Across Languages

- One World History course from:

HIS16-014 Disease, Health, and Medicine in World History

HIS16-024 Empires and Empires of the Mind in World History

HIS16-034 Nations and Nationalism in World History

HIS16-044 Silk Roads in World History

HIS16-054 Food and Culture in World History

HIS16-094 Topics in World History

- One course from four of the following six areas:

Africa:

HIS16-114 History of Modern Africa

HIS16-204 African Environmental History

HIS16-504 Topics in African History

East Asia:

HIS16-124 History of East Asia to 1800

HIS16-134 History of East Asia since 1800

HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World

HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China

HIS16-514 Topics in Asian History

Europe:

HIS16-184 History of Early Modern Europe

HIS16-194 History of Modern Europe

HIS16-404 History of the British Isles since 1688

HIS16-414 Modern France and Empire

HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend

HIS16-434 History of Europe’s Muslims

HIS16-444 The Tudors: Politics & Culture, 1485- 1603

HIS16-454 Histories of Race in Europe

HIS16-464 History of Human Rights

HIS16-554 Topics in European History

Latin America:

HIS16-164 History of Colonial Latin America

HIS16-174 History of Modern Latin America

HIS16-264 Latin American History in Film and Literature

HIS16-274 Reproductive Histories in Latin America

HIS16-284 The Mexican Revolution

HIS16-524 Topics in Latin American History

United States:

- HIS16-164 History of the U.S.: From Colonies to Nation
- HIS16-174 History of the U.S.: From Nation to World Power
- HIS16-294 Texas History
- HIS16-314 History of the Civil Rights Movement
- HIS16-324 Rise of the Right: History of the U.S. Conservative Movement
- HIS16-334 Sport and Society in Modern America
- HIS16-344 The History of the U.S. West
- HIS16-534 Topics in U.S. History

Transregional:

- HIS16-364 Slavery and Freedom in the Atlantic World
- HIS16-374 History of the Islamic World
- HIS16-384 Sciences and Its Publics
- HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens
- HIS16-544 Topics in Transregional History

- Five additional English courses (three of which must be upper level)
- One additional upper level History course
- HIS16-604 Historiography
- ENG10-934 Seminar (Capstone)
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Minor in English: 5 courses

- Any 200-level English Course
- Four additional courses in English, at least two of which are at the 300 level or above.

See the Education Department for information regarding teacher certification in English.

English (ENG)

10-114	COLLEGE WRITING. A course in persuasive, analytical and researched writing that includes critical response to readings. Not to be counted toward an English major or minor, or included in the 56-credit limitation in one subject area. (WA)
10-124	LITERARY WORLDS. An introduction to the analysis and interpretation of literature (broadly conceived), with readings organized thematically around a topic of wide social interest, such as war, identity, nature or crime. Students will practice close reading techniques on historically, culturally, and formally diverse texts, learn about the wide range of objects and questions that literary study can address, and consider how literary works respond to and participate in social worlds. This course is both an accessible English course for non-majors and an introductory course for students who wish to pursue a minor or a major in English. (H) (WA)
10-134	INTRODUCTION TO CREATIVE WRITING. An introductory workshop focused primarily on prose fiction. (WA)

10-154 TOPICS IN BRITISH LITERATURE I. The purposes of this class are two-fold: on the one hand, it will provide a sketch of the most important elements of British literary development between 1390 and 1755. On the other hand, we will develop a conversation about the history of gender in that period. Contributes to Early Modern Studies, and International Studies. (H) (WA)

10-164 FROM ROMANTICISM TO MODERNISM. A historical survey of literary trends and prominent writers from the late 18th Century to the early 20th Century. Authors studied may include William Wordsworth, Mary Shelley, Jane Austen, Charlotte, Emily and Anne Bronte, Charles Dickens, E.M. Forster and Virginia Woolf, and special attention will be given to issues of race, sexuality, and colonialism in the context of the waxing and waning British Empire. May be taken independently of English 10-154. Contributes to International Studies. (H) (WA)

10-174 TOPICS IN AMERICAN LITERATURE. From before Columbus to the present. An historically organized course. May be taken independently of English 10-154 and English 10-164. Contributes to Race and Ethnicity Studies/Group-Theme Course. (H) (WA)

10-184 INTRODUCTION TO FILM STUDIES. Provides students with a broad overview of cinema history and an introduction to the terminology of film analysis and critique. Students will learn film theory, aesthetics, and genre; and begin to explore the semiotics of film structure that embed ideas about gender, race, class, and sexuality within gothic, romantic, tragic, and comic modes of representation. Students will also develop an understanding of the importance of cinematography, editing, sound, and casting in the production and interpretation of film meaning. Contributes to Design Thinking. (Fall) (H)

10-204 TOPICS IN LITERARY METHODS. A focused engagement on genre and literary analysis. Topics and readings will vary from semester to semester. May be repeated with a change of topic. (H)

10-244 LITERARY METHODS. An introduction to issues and methods of literary analysis. Topics and readings will vary from semester to semester. May be repeated with a change of topic. Contributes to Legal Studies Certificate. (Spring) (H) (WA)

10-264 CHICANA LITERARY METHODS. This course focuses on literature and Chicana feminism. We will work with two key texts, *Infinite Divisions: An Anthology of Chicana Literature* (1993) and *Essential Literary Terms* (2016). We will read and analyze a variety of literary methods within the anthology, reading over 30 Chicana feminist authors like Gloria Anzaldúa, Ana Castillo, Lorna Dee Cervantes, Denise Chavez, and Cherríe Moraga. From these readings and discussions, you will receive a broad understanding of the historical and literary formations of Chicana feminists and Mexican American women from the 19th century to the present. Contributes to Feminist Studies, and Latin American and Border Studies. (H) (WA).

10-334 ADVANCED CREATIVE WRITING: POETRY. A writing workshop in poetry. May be repeated for credit. Approval of instructor required. (WA)

10-344 ADVANCED CREATIVE WRITING: FICTION. A writing workshop in prose fiction. May be repeated for credit. Approval of instructor required. (WA)

10-354 ADVANCED CREATIVE WRITING: NON-FICTION. An intensive course in writing with emphasis on the critical essay. May be repeated with change in topic. (WA)

10-364 TRANSATLANTIC CHILDREN'S LITERATURE. This course undertakes serious consideration of literature written for children and "Young Adults" from the Golden Age (1850-1915) to the present, in the context of shifting historical and cultural beliefs about childhood. (H)

10-374 MODERN BRITISH FANTASY FOR CHILDREN. A study of British Fantasy literature written for children and adolescents from the 1800s to the present. Through novels and film adaptations like Carroll's Alice in Wonderland, Pullman's The Golden Compass, Rowling's Harry Potter and the Sorcerer's Stone, and Jones's Howl's Moving Castle, we will explore questions of narrative, genre, adaptation and intended audience(s). (H)

10-404 LITERARY THEORY AND CRITICISM. An intensive introduction to major critical and theoretical approaches to literature. Prerequisite: Any 200 level English course, or permission of instructor. (H)

10-444 TOPICS IN THEORY. This course offers a focused engagement with a theoretical question, problem or method. Possible offerings include Foucault and the Legacies of New Historicism, Problems in Textuality, Who Put the Post in Postcolonial? Technical Advances in Ecocriticism, Psychoanalytic Theory and Its Discontents. May be repeated with change of topic. Prerequisite: Any 200 level English course. (H)

10-454 FEMINIST FILM THEORY. This course will focus on the way films define gender, and on the direction that film criticism takes when feminism goes to the movies. It includes an intensive consideration of feminist film criticism and theory from 1975 to the present, and is intended for students who are interested in film studies and who have some experience with critical reading, writing, and theoretical analysis. Contributes to Feminist Studies. Prerequisite: any 200 level English course, Feminist Studies 04-104, or permission of instructor. (H) (SJ) (PJ)

10-464 SPEAKING ACROSS LANGUAGES. This is a course on translation theory that is open to monolingual and multilingual students, from inside and outside the English major. We will study Shakespeare in translation as well as the original, and modern poetry in English and in Spanish, as we explore important issues of translation theory. Contributes to Chinese, East Asian Studies, German, International Studies, Latin, Neuroscience, and Spanish. May be repeated with change of topic. Prerequisite: Any 200 level English course, or fluency in a second language. (H)

10-504 TOPICS IN FILM. Diverse themes and approaches (such as narrative, historicist, genre, feminist) to Hollywood and/or independent film traditions. Possible offerings include Film Noir, Shakespeare in Hollywood, Romantic Comedies, 60s Hollywood, Reel Jews, and LGBT Film. May be repeated with change of topic. (H)

10-514 WORLD CINEMA. A history of narrative film from its origins to the present with an emphasis upon European, Asian, Indian and Third World cinema. Cultural contexts and technological evolution are emphasized. Lang, Eisenstein, Renoir, Truffaut, Fellini, Bergman, Fassbinder, Kurosawa, Ray, Almodovar, and Campion are among the directors studied. German cinema of the Weimar Period, Soviet Silent Cinema and the Theory of Montage, Italian Neorealism, the French New Wave, the Japanese Postwar Renaissance and emergent Third World Cinema are among the organizing principles of this survey. Contributes to International Studies. (H)

10-524 AMERICAN MOVIES. A history of narrative film from its origins to the present with an emphasis upon Hollywood cinema. Historical contexts and technological evolution are emphasized. Griffith, Chaplin, Welles, Hitchcock, Ford, Kubrick, Altman, Coppola, and Anderson are among the directors studied. The Studio System, silent comedies, sound film, genre study (musical, comedy, western and gangster films), New Hollywood and digital technology are among the organizing principles of this survey. (H)

10-534 REEL WORLDS: DOCUMENTARY FILM STUDIES. Many people believe that documentary films simply reflect and represent "real worlds." To a certain extent this assumption is true: documentary films do purport to represent real people, events, and historical circumstances, and promise to tell fact-based stories that are fundamentally true. This course will explore this assumption while also focusing on the ways that documentary filmmakers bring their own interpretations to the stories they are telling, and are always (subtly or overtly) trying to persuade us to adopt their particular perspective about the real worlds they depict. (H)

10-544 SCIENCE FICTION FILM. This course will follow the development of science fiction cinema from the silent shorts of the early 20th century to today's blockbusters. As we explore this history, paying attention to formal and aesthetic elements of the film genre, we'll also trace how science fiction has reflected the circumstances and concerns of its moment. This is a class that asks critical questions about how science and technology are inextricable from issues of power and embodiment, and how popular culture circulates, reflects, and refracts these complex realities. (H)

10-604 TOPICS IN MEDIEVAL LITERATURE. An advanced introduction to some of the best literature of the medieval period. Topics will vary but may include such authors as the Beowulf-poet, Chaucer, Malory and Langland. Some possible topics include quest-narratives, piety, drama, images of women, autobiography, and allegory. May be repeated with change in topic. Contributes to Early Modern and Medieval Studies, and International Studies. (H)

10-624 SHAKESPEARE. An intensive introduction to the works of William Shakespeare. The selection of works will vary from semester to semester but will address both the traditional study of Shakespeare from a historical point of view, and also a variety of translations, adaptations and transformations across the world. Contributes to Early Modern Studies, International Studies, and Theatre. (H)

10-644 VICTORIAN MYSTERY. This course will focus on the genre of the Victorian Mystery novel, published primarily during the heyday of nineteenth-century sensationalism (1853-1887). Sensation novels reflected the anxieties of a declining Empire and an increasingly unstable social order through blood-curdling tales of bigamy, arson, adultery, forgery, incest, child abandonment, and murder. Authors studied may include Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, Bram Stoker and Arthur Conan Doyle. Contributes to Feminist Studies. (H)

10-654 TOPICS IN 18TH-CENTURY BRITISH LITERATURE. A study of British writing of the long 18th century (1660-1800), with particular attention to cultural continuity and change. Focus and authors will vary; offerings include Sexual Politics of the Restoration Age, Reason and Madness in 18th-Century Fiction, Enlightenment Self-Fashioning, Center and Periphery: the Problem of the “British” 18th Century. May be repeated with change in topic. Contributes to International Studies. (H)

10-664 TOPICS IN ROMANTICISM. This course will emphasize the poetry and prose of traditional Romantic writers such as Wordsworth, Keats, Coleridge, Hazlitt, Tighe and Barbauld, and will explore the Romantic-era work of novelists like Jane Austen, Mary Shelley, Charlotte Smith, Sir Walter Scott and Ann Radcliffe. Topics for this course will vary and may include Romanticism and Gender, The Byronic Hero, and Romanticism and Aesthetics. May be repeated with change in topic. Contributes to Feminist Studies and International Studies. (H)

10-674 TOPICS IN VICTORIAN LITERATURE AND CULTURE. This course will explore the Victorian period in British culture through the dominant literary genre of that period: the novel. Contributes to Feminist Studies and International Studies. (H)

10-684 TOPICS IN 20TH-CENTURY BRITISH LITERATURE. This course will focus on the development of British modernisms and postmodernisms, with particular attention to the diverse aesthetic strategies that challenged, reinforced, and reconstructed ideas about subjectivity, gender, sexuality, nation and novels. Contributes to Feminist Studies and International Studies. May be repeated with change in topic. (H)

10-694 AUSTEN/BRONTE/WOOLF. This course is a concentrated exploration of three of the most celebrated, overexposed, and misunderstood female novelists in English history, Jane Austen (1775-1817), Charlotte Bronte (1816-1855) and Virginia Woolf (1882-1941). Novels studied may include Pride and Prejudice, Mansfield Park, Jane Eyre, Villette, Mrs. Dalloway and To the Lighthouse. Contributes to Feminist Studies. (H)

10-714 INTERDISCIPLINARY TOPICS IN AMERICAN LITERATURE. A thematic study of American writers from an interdisciplinary perspective. Focus will vary. May be repeated with change in topic. (H)

10-734 TOPICS IN 19TH-CENTURY AMERICAN LITERATURE. A study of American writers before 1900, with particular attention to social and cultural change. Focus will vary. May be repeated with change in topic. (H)

10-724 AMERICAN ENVIRONMENTAL LITERATURES. This course will explore how modern and contemporary U.S. writers have articulated the intimate connections between “nature” and “culture” in the context of environmental and social justice. Paying particular attention to the women writers, queer writers, and writers of color whom mainstream environmental conversations have often constitutively excluded, we will consider how divergent visions of nature (as pristine wilderness outside of human reach; as site of/ constituted by violence; as not dualistically separated from humanity; etc.) have inflected both American poetics and American politics—and, conversely, how the literature of environmental justice re-maps and re-envisions U.S. politics, histories, and myths. Contributes to Environmental Studies. (H)

10-754 TOPICS IN 20TH- AND 21ST-CENTURY AMERICAN LITERATURE. A study of American writers after 1900, with particular attention to social and cultural change. Focus will vary. May be repeated with change in topic. (H)

10-834 POSTCOLONIAL LITERATURE. A study of literature produced at the intersection of cultures. Consideration of ways cultural differences and legacies of colonization are negotiated. Major figures vary from year to year but will usually include Achebe, Gordimer, Head, Ngugi, Rushdie and Soyinka. Contributes to Race and Ethnicity Studies/Allied Course. (H) (IP) (SJ) (PJ)

10-854 TOPICS IN LITERATURE, GENDER AND SEXUALITY. Informed by feminist and queer theory, this course will explore the ways in which diverse literary traditions construct and challenge conceptions of gender, genre, canon, period and nation. May be repeated with change in topic. Contributes to Feminist Studies. (H)

10-864 TOPICS IN CONTEMPORARY LITERATURE. A study of literature written in English from the 1960s to the present. Topics and authors will vary from semester to semester to reflect the breadth and depth of contemporary literary practices. May be repeated with change in topic. Contributes to Feminist Studies. (H)

10-874	TOPICS IN AMERICAN ETHNIC LITERATURE. A study of the literatures of American ethnic communities, analyzing the relationships between ethnicity, history, and literature, and focusing on specific traditions or comparative approaches not covered in English 10-884 and English 10-894. Discussion is attentive to the intersections of ethnic identity with gender, sexuality, citizenship, and class. May be repeated with change in topic. Contributes to Feminist Studies and Race and Ethnicity Studies/Group-Theme Course. (H) (SJ) (PJ) (WA)
10-884	AFRICAN-AMERICAN LITERATURE. A study of African-American literature, attending to literary tradition and innovation over time, historical change and sociopolitical contexts, canon formation and reformation, the treatment of identity and intersectionality, and the role of Black literary and cultural production in social and political struggles, movements, and possibility. Specific emphasis may vary by semester. Contributes to Feminist Studies and Race and Ethnicity Studies/Group-Theme Course. (H) (WA)
10-894	LATINX LITERATURE. A study of the literature produced by Latinx writers, both situated within U.S. American literary and cultural contexts and attending to the profound challenges that Latinx literature poses to U.S. American conceptions of space and place, identity, and citizenship. Specific emphasis may vary by semester. Contributes to Feminist Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (H) (WA)
10-934	SEMINAR. Fulfills the requirement for a capstone experience. Prerequisite: Any 400-level course. (Fall) (WA).
10-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
10-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
10-901, 902, 903, 904	TUTORIAL.
10-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
10-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
10-984	HONORS. By invitation only. Students who plan to undertake an Honors project are strongly encouraged to take English 10-404.

ENVIRONMENTAL STUDIES

Interdisciplinary Program

Laura Hobgood, PhD, Professor of Religion
 Stephanie Insalaco, PhD, Assistant Professor
 Eureka Joshi, PhD, Assistant Professor
 Joshua Long, PhD, Professor

Program Committee:

Romi Burks, PhD, Professor
 Laura Hobgood, PhD, Professor of Religion
 Stephanie Insalaco, PhD, Assistant Professor of Environmental Studies
 Melissa A. Johnson, PhD, Professor of Anthropology
 Eureka Joshi, PhD, Assistant Professor of Environmental Studies
 Joshua Long, PhD, Professor of Environmental Studies
 Emily Niemeyer, PhD, Professor of Chemistry

A full listing of department chairs is available on the Registrar's web page.

The Environmental Studies program provides an exploration of the interactions and connections between humans and nature from a wide variety of perspectives. Environmental studies considers the physical and biological properties of the environment, concepts of the environment from a range of social, religious, artistic and philosophical perspectives, and public policy approaches to understanding and grappling with environmental problems. The program has a particular concern with climate change and environmental justice. The program introduces students to the viewpoints of both environmentalist thinkers and their critics and encourages students to engage in environmental activism.

Program Goals:

1. To develop in students a level of scientific literacy that allows them to be intelligent readers, users and communicators of scientific principles related to environmental issues.
2. To develop in students an understanding of the human (e.g. social, cultural, historical, religious, political, economic, artistic, etc.) dimensions of environmental issues.
3. To develop in students an understanding of public policy related to environmental concerns.
4. To develop in students an understanding of environmental justice, or the intersection of environmental issues, social difference and inequality.
5. To develop in students an introductory working understanding of Geographic Information Systems and its applications to environmental analysis.
6. To develop in students the capacity to integrate multiple disciplinary perspectives and effectively communicate arguments and concepts related to environmental issues.

Note on course numbering: 000-100 level courses are introductory. 200-300 level courses may or may not require a prerequisite. 400-600 level courses are upper level and require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study. Please refer to the home department's course numbering policy for cross-listed courses.

Major in Environmental Studies: 9 courses

- ENV49-104 Introduction to Environmental Studies
- ENV49-204 Environmental GIS (Geographic Information Systems)
- ENV49-364 U.S. Environmental Policy
- ENV49-964 Capstone in Environmental Studies
- Two courses in the Natural Sciences from:
 - ENV49-144 Environmental Science
 - ENV49-224 Ecolab
 - ENV49-374 The Soil Ecosystem
 - BIO50-154 Climate Change
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology/Investigations in Biology
 - BIO50-194 Science of Chocolate
 - BIO50-384 Conservation Biology
 - BIO50-414 Plant Ecology
 - BIO50-434 Ecology
 - CHE51-024 Chemistry of the Environment
 - CHE51-034 Chemistry of Food
 - CHE51-504 Instrumentation in Environmental and Biological Analysis
 - PHY53-034 Introduction to Earth Science
- One course on Environmental Justice from:
These courses explicitly examine and theorize power structures in relationship to environmental issues.
 - ANT35-334 Global Environmental Justice
 - ENG10-724 American Environmental Literature
 - PSC32-214 Race and Ethnic Politics
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-374 Sacred Space and the Environment

- One course in the Environmental Humanities from:
These courses are taught from humanistic perspectives (religion, history, English, comparative literature, philosophy, art history) and include an analysis of the human-environment relationship in the interpretive endeavors of the course.
 - COM75-464 Environmental Communication
 - ENG10-724 American Environmental Literature
 - GER12-354 Topics in German Culture
 - GER12-714 Transnational Identity Narratives: Gender/Nature/Culture
 - HIS16-014 Disease, Health and Medicine in World History
 - HIS16-054 Food and Society in World History
 - HIS16-204 African Environmental History
 - HIS16-344 The History of the U.S. West
 - PHI18-234 Environmental Philosophy
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-364 Pilgrimage
 - REL19-374 Sacred Space and the Environment
 - SPA15-664 Nature and Culture
- One additional upper-level course from the list below, any of the previous categories above, or additional courses contributing to Environmental Studies notated each semester in Self Service.
 - ENV49-214 Texas Our(?) Texas
 - ENV49-344 Remote Sensing of the Environment
 - ENV49-374 The Soil Ecosystem
 - ENV49-464 Sustainable Cities
 - CHI22-334 Intermediate/Advanced Modern Chinese
 - EDU40-514 Teaching Science in the Elementary and Middle School
 - PSC32-214 Race and Ethnic Politics

Required supporting course for Environmental Studies major: 1 course

- MAT52-114 Introduction to Statistics

Notes: No course may satisfy more than one requirement within the major.

Biology 50-434 Ecology and Chemistry 51-504 Instrumentation in Environmental and Biological Analysis are advanced courses and have prerequisites, and these prerequisites do not count toward the Environmental Studies major. Students who have a special interest in the natural sciences are encouraged to minor in one of those disciplines, and to include one or more of these advanced classes in their program of study.

While not required, students in Environmental Studies are encouraged to complete an Academic Internship and a Study Abroad experience.

Paired Major in Environmental Studies and Religion and Culture: 15 courses

- ENV49-104 Introduction to Environmental Studies
- ENV49-204 Environmental GIS (Geographic Information Systems)
- ENV49-364 U.S. Environmental Policy
- REL19-814 Doing Religion

- Two courses in the Natural Sciences from:
 - ENV49-144 Environmental Science
 - ENV49-224 Ecolab
 - ENV49-374 The Soil Ecosystem
 - BIO50-154 Climate Change
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology/Investigations in Biology
 - BIO50-194 Science of Chocolate
 - BIO50-384 Conservation Biology
 - BIO50-414 Plant Ecology
 - BIO50-434 Ecology
 - CHE51-024 Chemistry of the Environment
 - CHE51-034 Chemistry of Food
 - CHE51-504 Instrumentation in Environmental and Biological Analysis
 - PHY53-034 Introduction to Earth Science
- Three courses from:
 - REL19-204 Christian Traditions
 - REL19-214 Native American Traditions
 - REL19-224 Jewish Traditions
 - REL19-244 Islamic Traditions
 - REL19-274 Hindu Traditions
 - REL19-284 Buddhist Traditions
- Two courses from:
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-374 Sacred Space and the Environment
 - REL19-364 Pilgrimage
- One additional upper-level course in or contributing to Environmental Studies
- One additional Religion and Culture course from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-354 Gender and Sexuality in Native America
 - REL19-384 Rastas, Saints and Virgins
 - REL19-394 Indigenous Myth and Narrative
 - REL19-404 Religion and Animation
 - REL19-414 The Body in Religion
 - REL19-714 Topics in Religion
- ENV49-964 Capstone in Environmental Studies
- REL19-894 Religion Capstone (to be taken fall of senior year)

Required supporting course for Environmental Studies major: 1 course

- MAT52-114 Introduction to Statistics

Minor in Environmental Studies: 5 courses

- ENV49-104 Introduction to Environmental Studies
- One course in the Natural Sciences from:
 - ENV49-144 Environmental Science
 - ENV49-224 Ecolab
 - BIO50-154 Climate Change
 - BIO50-414 Plant Ecology
- Three additional Environmental Studies courses, at least one of which must come from the Humanities area or from courses contributing to the Environmental Justice requirement.

Environmental Studies (ENV)

49-104	INTRODUCTION TO ENVIRONMENTAL STUDIES. This course introduces students to the essential environmental issues of the 21 st century. Students are introduced to core concepts in areas such as environmental degradation and pollution, biodiversity, urbanization, climate change, sustainable development, resources use and consumption, activism, and environmental justice. Each of these topics is taught from an interdisciplinary perspective that examines the interconnections among humans and the environment. (ScS) (SJ) (PJ)
49-144	ENVIRONMENTAL SCIENCE. This course focuses on key issues threatening natural resources, biodiversity, and climate in the context of using science as a tool to identify the magnitude of these threats. Students will apply an understanding of the best available science to develop solutions to mitigate these threats and work towards a more sustainable impact on the environment. Students will evaluate scientific literature to inform an understanding as well as develop skills on how to monitor environmental quality. (NS)
49-204	ENVIRONMENTAL GIS (Geographic Information Systems). This course introduces students to the practice and theory of Geographic Information Systems (GIS) as a method for analysis of the environment. Students will examine the fundamentals of GIS and GIS applications, learning the concepts needed to effectively manipulate, query, analyze, and visualize spatial-based data. At the end of the semester students should feel comfortable applying GIS to a range of environmental issues, and have a solid understanding of the procedures and data necessary to conduct geographical analysis. Contributes to Data Analytics and Data Science. (NS)
49-214	TEXAS OUR(?) TEXAS. In this class, we deconstruct the complex cultural, economic, and environmental identity of the Lone Star State. We will explore historical documents and personal narratives that provide multiple perspectives from the point of view of Indigenous, Tejano, and formerly enslaved Texans. We will also compare these with Anglo texts that later came to dominate the narrative of Texas history and the Texas/Mexico border. We will question important symbols of Texan culture such as food, music, and film, but also the symbolism and history of the border itself. In short, we explore how contemporary and historic forces have shaped the Texas environment, culture, and political economy. Contributes to Latin American and Border Studies. (ScS)
49-224	ECOLAB. The purpose of this course is to expose students to applications of Environmental and conservation Studies through (1) environmental monitoring and (2) conservation/restoration projects. This course examines management and policy issues relating to conservation, while providing scientific background to understand these issues. Students will organize a semester-long project focusing on management of the Southwestern Ecolab.
49-234	GIS IN CONSERVATION. This seminar style course will expose students to real world applications of GIS being applied to conservation practices. Topics such as climate change, land cover change, habitat management, and more will be covered through various readings and media. Throughout the semester, students will be working on a project proposal within the conservation field which uses GIS methodology.
49-334	THEORIES AND PRACTICES OF SUSTAINABLE DEVELOPMENT. This course introduces students to concepts in sustainability, environmental justice, and social justice in the context of the

	<p>European experience. Students will be asked to examine these issues from an interdisciplinary and critical perspective. We will discuss topics such as sustainable food and agriculture, transportation, energy, resource management, and climate resilience. Ultimately, this course also requires students to consider the contradictions of “actually existing” sustainability in Switzerland—a country simultaneously known for livability and sustainability while also demonstrating a record of xenophobia, racism, and sexism. Contributes to International Studies. Offered in Summer during study abroad. (SJ) (PJ)</p>
49-344	<p>REMOTE SENSING OF THE ENVIRONMENT. This course provides a foundation in the theory and techniques of remote sensing and geospatial data visualization spanning the electromagnetic spectrum. Topics such as aerial imagery, satellites and sensors, image analysis using commercial software, as well as current applications of remote sensing will be covered. Throughout the course, students will become familiar with remote sensing theory as well as the application of remote sensing through labs in Google Earth Engine. Prerequisite: Environmental Studies 49-204.</p>
49-364	<p>U.S. ENVIRONMENTAL POLICY. This course explores the development of environmental policy in the United States since the 1970s. The purpose of this course is to help students (1) conceptualize the economic, political, and cultural issues associated with policy, (2) become aware of the policy process, key actors, and important legislation, and (3) apply this knowledge as capable professionals, scholars, and engaged citizens. The last three weeks of the course focus on contemporary policy issues in Texas such as water use and planning, endangered species protection, and energy policy. Contributes to Legal Studies Certificate. Prerequisite: Environmental Studies 49-104. (Fall) (ScS)</p>
49-374	<p>THE SOIL ECOSYSTEM. Soil is a complex and dynamic living ecosystem that is essential for life on earth. This course will provide foundational knowledge on soil formation and classification, and cover topics such as soil physical, chemical and biological properties and ecological processes focusing on soil nutrient cycling, interactions between the soil organisms and the environment and anthropogenic impacts on soil health. This course will also introduce students to tools used by soil scientists and land managers to characterize and analyze soil to develop sustainable soil management strategies. Contributes to Biology (Ecology and Evolutionary Biology). Prerequisite: Environmental Studies 49-144. (NS)</p>
49-464	<p>SUSTAINABLE CITIES. Following a brief review of environmental and social planning perspectives, this class explores the application of sustainability discourse and practice as it relates to (1) neoliberal policies and urban governance, (2) social and environmental justice issues, and (3) contemporary sustainability strategies. In the latter part of the semester, the course uses the Austin area as a case study for the evaluation of the promises and pitfalls of sustainable urban development in the 21st century. Topics include urban ecology, segregation and environmental racism, place-making, neoliberal governance, and planning/design issues related to climate change. Prerequisite: Sophomore standing and above only. (ScS) (SJ) (PJ)</p>
49-474	<p>ADVANCED GIS. This course explores advanced topics in GIS, remote sensing, and geospatial technology. Students should have a solid foundation in GIS applications and techniques before entering this class. Course material will dive deeper into GIS theory and have a practical application focus. Students will gain experience in field data collection, network analysis, geocomputation, and the interpretation of datasets. Throughout the semester, students will apply these advanced geospatial techniques to a research project of their choosing. Contributes to Data Analytics and Computer-Aided Design & 3D Printing Certificate. Prerequisite: Environmental Studies 49-204. (NS)</p>
49-964	<p>CAPSTONE IN ENVIRONMENTAL STUDIES. This seminar requires students to analyze a local or regional environmental issue from multiple perspectives and it has a strong reading and discussion component. It also encourages environmental activism. Prerequisite: Environmental Studies 49-364. Only seniors majoring in Environmental Studies should register for this class. Offered annually. (WA)</p>
49-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
49-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
49-901, 902, 903, 904	TUTORIAL.
49-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Students may count no more than 4 credits of academic internship towards their Environmental Studies major.
49-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
49-984	HONORS.

FEMINIST STUDIES

Interdisciplinary Program

Meagan Solomon, PhD, Assistant Professor

Program Committee:

Lamiyah Bahrainwala, PhD, Associate Professor of Communication Studies

Eileen Cleere, PhD, Professor of English

Elaine Craddock, PhD, Professor of Religion

Amanda Hernandez, PhD, Assistant Professor of Sociology

Melissa Johnson, PhD, Professor of Anthropology

Ken Mello, PhD, Associate Professor of Religion

Adriana Ponce, PhD, Assistant Professor of Sociology

Meagan Solomon, PhD, Assistant Professor of Feminist Studies

A full listing of department chairs is available on the Registrar's web page.

The Feminist Studies program provides an interdisciplinary, critical exploration of how salient categories of difference—such as gender, race, class, sexuality, disability, age, religion, indigeneity, and nation—are constituted, challenged and altered across time and place. The program exposes students to the growing body of knowledge that falls under the broad rubric of feminism, including feminist theory and its critics, and it seeks to revise the findings of traditional disciplines to include this new knowledge and variety of feminist methodologies. The Feminist Studies curriculum is composed of its own core interdisciplinary courses as well as a variety of contributing courses from other disciplines.

Program Goals:

1. Majors will develop feminist research and writing skills.
2. Students will critically reflect on activist practices.
3. Students will learn to use feminist theories and methodologies within traditional disciplines and in interdisciplinary settings.

Note on course numbering: 100 level courses are introductory. 200-400 level courses are upper level and may require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Feminist Studies: 9 courses

- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods
- FST04-934 Senior Seminar (Capstone)
- Six additional Feminist Studies courses, four of which must be upper level

Other courses will be considered for the Feminist Studies major, including FST04-944 Academic Internship, FST04-954 Independent Study, and FST04-984 Honors, with approval from the Feminist Studies Committee.

Paired major in English and Feminist Studies: 15 courses

- FST04-104 Introduction to Feminist Studies
- ENG10-244 Literary Methods, **or**
ENG10-264 Chicana Literary Methods
- FST04-204 Feminist Theories and Methods
- ENG10-454 Feminist Film Theory
- Take three courses that contribute to both English and Feminist Studies
- Take three additional English electives, one of which must be upper level
- Take three courses in or contributing to Feminist Studies, two of which must be upper level
- ENG10-934 Seminar (Capstone)

- FST04-934 Senior Seminar (Capstone)

Paired major in Feminist Studies and History: 15 courses

- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Culture in World History
 - HIS16-094 Topics in World History
- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods

Area courses (five courses)

- One Transregional area course:
 - HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender in the British World
- Two courses from the following European area:
 - HIS16-194 History of Modern Europe
 - HIS16-444 The Tudors: Politics & Culture, 1485- 1603
 - HIS16-464 History of Human Rights
- One course from two of the following four areas:
 - Africa:
 - HIS16-114 History of Modern Africa
 - HIS16-204 African Environmental History
 - HIS16-504 Topics in African History
 - East Asia:
 - HIS16-124 History of East Asia to 1800
 - HIS16-134 History of East Asia Since 1800
 - HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
 - HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
 - HIS16-514 Topics in Asian History
 - Latin America:
 - HIS16-144 History of Colonial Latin America
 - HIS16-154 History of Modern Latin America
 - HIS16-264 Latin American History in Film and Literature
 - HIS16-274 Reproductive Histories in Latin America
 - HIS16-284 The Mexican Revolution
 - HIS16-524 Topics in Latin American History
 - United States:
 - HIS16-164 History of the U.S.: From Colonies to Nation
 - HIS16-174 History of the U.S.: From Nation to World Power
 - HIS16-294 Texas History

HIS16-314 History of the Civil Rights Movement

HIS16-324 Rise of the Right: History of the Conservative Movement in the U.S.

HIS16-334 Sport and Society in Modern America

HIS16-344 The History of the U.S. West

HIS16-534 Topics in U.S. History

Note: at least five of the eight History courses must be upper level.

- Four additional courses in or contributing to Feminist Studies, three of which must be upper level
- HIS16-604 Historiography
- FST04-934 Senior Seminar (Capstone)
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Paired Major in Feminist Studies and Religion and Culture: 15 courses

- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods
- REL19-814 Doing Religion
- Take three courses in or contributing to Feminist Studies, two of which must be upper level
- Three Traditions courses from:
 - REL19-204 Christian Traditions
 - REL19-214 Native American Traditions
 - REL19-224 Jewish Traditions
 - REL19-244 Islamic Traditions
 - REL19-274 Hindu Traditions
 - REL19-284 Buddhist Traditions
- Four Topics courses from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-354 Gender and Sexuality in Native America
 - REL19-364 Pilgrimage
 - REL19-374 Sacred Space and the Environment
 - REL19-384 Rastas, Saints and Virgins
 - REL19-394 Indigenous Myth and Narrative
 - REL19-404 Religion and Animation
 - REL19-414 The Body in Religion
 - REL19-714 Topics in Religion

Three of the above seven courses should contribute to both Religion and Culture and Feminist Studies.

- FST04-934 Senior Seminar (Capstone)

- REL19-894 Religion Capstone

Minor in Feminist Studies: 5 courses

- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods
- Three additional courses in Feminist Studies, two of which must be upper level

Other courses will be considered for the Feminist Studies minor, including FST04-944 Academic Internship and FST04-954 Independent Study, with approval from the Feminist Studies Committee.

Courses Contributing to Feminist Studies:

Anthropology

- ANT35-244 Race, Class, and Gender in the Caribbean
- ANT35-334 Global Environmental Justice

Art History

- ARH71-264 Art in China Since 1911

Communication Studies

- COM75-254 Understanding Power in Culture
- COM75-264 Feminist Rhetoric
- COM75-284 The Rhetoric of Surveillance
- COM75-564 Gender and Communication
- COM75-654 Muslims in the Media

English

- ENG10-264 Chicana Literary Methods
- ENG10-454 Feminist Film Theory
- ENG10-644 Victorian Mystery
- ENG10-664 Topics in Romanticism
- ENG10-674 Topics in Victorian Literature and Culture
- ENG10-684 Topics in 20th Century British Literature
- ENG10-694 Austen/Bronte/Woolf
- ENG10-854 Topics in Literature, Gender and Sexuality
- ENG10-864 Topics in Contemporary Literature
- ENG10-874 Topics in American Ethnic Literature
- ENG10-884 African-American Literature
- ENG10-894 Latinx Literature

German

- GER12-454 Feminist Studies in German
- GER12-714 Transnational Identity Narratives: Gender/Nature/Culture

History

- HIS16-194 History of Modern Europe
- HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
- HIS16-314 History of the Civil Rights Movement

HIS16-334 Sport and Society in Modern America

HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender in the British World

HIS16-444 The Tudors: Politics & Culture, 1485-1603

HIS16-464 History of Human Rights

Philosophy

PHI18-144 Philosophy of Love and Sex

PHI18-194 Introduction to Feminist Philosophies

PHI18-324 The Embodied Self

PHI18-354 Critical Philosophy of Race

PHI18-374 Feminist Ethics

Political Science

PSC32-234 Sex, Power and Politics

PSC32-324 Sex and the State

PSC32-644 Radical Democracy, Radical Activism

PSC32-654 Women and Politics in Europe and Asia

Religion and Culture

REL19-274 Hindu Traditions

REL19-324 Women, Goddesses, and Religion

REL19-344 Animals and Religion

REL19-354 Gender and Sexuality in Native America

REL19-414 The Body in Religion

Sociology

SOC34-214 Christianity & Identity in U.S. Society

SOC34-234 Sociology of Gender

SOC34-264 Racial and Ethnic Perspectives

SOC34-284 Sociology of the Family

Spanish

SPA15-644 Gender, Race, and Nationalism: Spanish Cinema

SPA15-854 Race and Immigration in Spanish Literature

Feminist Studies (FST)

04-104

INTRODUCTION TO FEMINIST STUDIES. This course is designed to think critically about the intellectual, emotional, spiritual, and political capacities of feminist thought. We will explore the diversity of feminisms that have emerged from historical movements alongside contemporary discourses. As a class, we will explore how feminist theory is a tool used to deconstruct injustice and articulate alternatives to oppression. There will be emphasis on the body and the ways intersectional approaches reckon with difference in regard to identity (gender, sexuality, race, citizenship, class, disability). Contributes to Race and Ethnicity Studies/Allied Course. (H) (ScS) (SJ) (PJ)

04-204

FEMINIST THEORIES AND METHODS. This course traces the intellectual traditions of contemporary feminist theories and practices. Topics will include feminist methodologies and the formation of, and challenges to, the discipline of Feminist Studies. Prerequisite: Feminist Studies 04-104. (Biennially) (H) (WA)

04-284

TOPICS IN FEMINIST THEORY. Using an interdisciplinary framework, this course traces key debates in contemporary feminist theory. Areas of concentration might include theories of the body, queer theory, migration and borders, critical race theory, or methodology. (H)

04-314	LATINA LESBIAN LITERATURE. This course critically examines literary expressions of Latina lesbian identity, sexuality, politics, and culture from the late twentieth century into our contemporary moment. Through close readings of novels, essays, and poems, students will analyze how Latina lesbians navigate and resist intersectional oppressions while also situating Latina lesbian literature within a larger women of color feminist tradition. Topics include coming-of-age and coming out, butch/femme identities, sexual politics, love and relationships, family and culture, gender variance, and more. Prerequisite: FST04-104 or an instructor-approved alternative. Contributions to English, Latin American and Border Studies, and Race and Ethnicity Studies/Concepts Course. (H)
04-324	RADICAL WOMEN OF COLOR. Inspired by the 1981 anthology <i>This Bridge Called My Back: Writings by Radical Women of Color</i> , this interdisciplinary course focuses on the literature, politics, and activism of women of color who forward radical visions of justice. Through an exploration of women of color feminist thought across the late twentieth century into our contemporary moment, students examine how women of color critically challenge settler colonialism, white supremacy, cisheteropatriarchy, classism, ableism, and imperialism. Topics include queer and trans liberation, reproductive justice, bodily and sexual autonomy, abolitionist feminism, disability justice, and more. Prerequisite: Feminist Studies 04-104 or an instructor-approved alternative. Contributions to Race and Ethnicity Studies/Concepts Course. (H)
04-934	SENIOR SEMINAR. (Fall) (WA)
04-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic. (ScS)
04-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (ScS)
04-901, 902, 903, 904	TUTORIAL.
04-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated, but only 4 credits can count toward the minor or major.
04-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
04-984	HONORS. By invitation only.

HEALTH STUDIES

Interdisciplinary Program

Program Coordinator:

Vanessa Mikan, PhD, Associate Professor of Instruction in Kinesiology

The Health Studies Minor explores interconnections among health, disease, and society to prepare students to understand the broader role and determinants of health in today's world. This interdisciplinary minor will promote an increased awareness of the historical, political, social, and cultural dimensions of health. Students will develop a more critical and holistic perspective of health through interdisciplinary analysis of these complex issues.

Program Goals:

1. Develop and apply critical analysis skills to contemporary health issues.
2. Explain and understand foundational scientific, cultural, environmental and behavioral principles which will help identify factors that influence health and wellness at the individual, community and global levels.
3. Communicate (concisely and accurately) concepts/ideas/issues related to health.
4. Apply knowledge and acquire the skills to understand and critique contemporary health issues and health related research.

Minor in Health Studies: 20 credits

Note: No more than two courses can be selected from any one discipline (3 letter prefix).

List A – Take 8 credits in the Natural Sciences from:

- BIO50-114 Explorations in Biology
- BIO50-173 Molecular and Cellular Foundations of Biology, **and**

BIO50-171 Inquiries in Biology

- BIO50-183 Evolutionary and Ecological Foundation of Biology, **and**
BIO50-181 Investigations in Biology
- BIO50-253 Human Anatomy and Physiology I, **and**
BIO50-251 Integrative Approach to Human Anatomy & Physiology I
or
KIN48-253 Human Anatomy and Physiology I, **and**
KIN48-251 Integrative Approach to Human Anatomy & Physiology I
- BIO50-263 Human Anatomy and Physiology II, **and**
BIO50-261 Integrative Approach to Human Anatomy & Physiology II,
or
KIN48-263 Human Anatomy and Physiology II, **and**
KIN48-261 Integrative Approach to Human Anatomy & Physiology II
- BIO50-314 Genetics
- BIO50-404 Cancer Biology
- BIO50-424 Organ Physiology
- BIO50-514 Cellular Physiology
- CHE51-014 Chemistry Appreciation
- CHE51-103 General Chemistry I, **and**
CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-203 General Chemistry II, **and**
CHE51-201 Chemical Methods and Techniques Laboratory II
- KIN48-123 Human Structure and Function
- KIN48-121 Structural Kinesiology
- KIN48-234 Health and Fitness Concepts
- KIN48-244 Stress Management
- KIN48-374 Nutritional Sciences
- KIN48-424 Health Promotion and Programming
- KIN48-454 Tissue Mechanics, **or**
BIO50-454 Tissue Mechanics
- MAT52-114 Introduction to Statistics

List B – Take 12 credits from:

- ANT35-334 Global Environmental Justice
- CLA07-434 Greek and Latin in Scientific Terminology
- ECO31-434 Public Economics
- GER12-332 Speak German!, **or**
GER12-334 Speak German!
- GER12-714 Transnational Identity Narratives
- GER12-912 Tutorial for Transnational Identity Narratives
- HIS16-014 Disease, Health, and Medicine in World History
- HIS16-144 History of Colonial Latin America
- HIS16-274 Reproductive Histories in Latin America
- HIS16-334 Sport and Society in Modern America

- HIS16-564 Topics in the History of Science, Technology, and Medicine
- LAT14-164 Latin III
- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development
- PSY33-484 Human Sexuality
- PSY33-524 Psychopathology and Clinical Science
- PSY33-534 Behavioral Neuroscience, **or**
BIO50-324 Behavioral Neuroscience
- PSY33-544 Health Psychology
- SPA15-274 Spanish for Healthcare Professions
- SPA15-284 Culture and Health in Hispanic Communities
- SPA15-724 Spanish Phonetics and Phonology
- Approved Selected Topics courses or academic internship related to the minor

To complete the minor, students will complete a final assessment administered by the Faculty Coordinator.

HISTORY DEPARTMENT

Humanities Area

Melissa Byrnes, PhD, Professor

Soojung Han, PhD, Assistant Professor

Jethro Hernández Berrones, PhD, Associate Professor

Jessica Hower, PhD, Professor

Joseph Hower, PhD, Associate Professor

Bryan Kauma, PhD, Assistant Professor

A full listing of department chairs is available on the Registrar's web page.

The study of history promotes individual and collective self-understanding by examining the record of the past. It develops a way of thinking that enables students to identify trends and relations of human existence and to appreciate both the limits and the possibilities of our own age.

The History Department provides students with a global perspective and a solid grounding in the methods and fields of history, while also encouraging interdisciplinary connections. The History major provides students not with a random collection of courses, but with a program that is concerned with finding patterns and connections. Beginning with introductory courses, the major prepares students for advanced courses on topics, themes and methods of history, and for research experience.

Department Goals:

1. Students will develop a world historical perspective that identifies global patterns and connections across time and space.
2. Students will be able to demonstrate an understanding of the basic historical developments within a defined geographical region or civilization tradition.
3. Students will be able to recognize and critically evaluate multiple perspectives on, and interpretations of, significant questions raised by those who study the past, including themselves.
4. Students will develop an appreciation for, and the ability to engage in, historical research, including demonstrated familiarity with historical sources, methodologies and argumentation.

The History Department strongly encourages students to undertake a study-abroad experience as a part of their curriculum.

Study abroad and advanced historical research necessitate language skills beyond the level of proficiency required for all Southwestern students. Students preparing for graduate work in history should check graduate catalogs to see if additional language work is expected.

Individual members of the department work with highly motivated students who design independent study projects and attain internships related to the field of history. Finally, the department participates in the Honors Program by approving exceptional applications for students to do an Honors Project during their senior year.

History and Social Studies Certification within Education

It may be possible for students majoring in Education with certification in History or Social Studies to complete a History minor at the same time—with no added coursework. Students should discuss this opportunity with their advisor.

Note on course numbering: 000 level courses are World History surveys. 100 level courses are regional surveys. 200-500 level courses are thematic seminars within the geographic regions. 600 level courses are methods courses. 800 level courses are capstone courses. 900 level courses are tutorials, honors, internships, and independent studies.

Major in History: 9 courses

- One World History course from:

HIS16-014 Disease, Health, and Medicine in World History
HIS16-024 Empires and Empires of the Mind in World History
HIS16-034 Nations and Nationalism in World History
HIS16-044 Silk Roads in World History
HIS16-054 Food and Society in World History
HIS16-094 Topics in World History

- One course from four of the following six areas:

Africa:

HIS16-114 History of Modern Africa
HIS16-204 African Environmental History
HIS16-504 Topics in African History

East Asia:

HIS16-124 History of East Asia to 1800
HIS16-134 History of East Asia since 1800
HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
HIS16-514 Topics in Asian History

Europe:

HIS16-184 History of Early Modern Europe
HIS16-194 History of Modern Europe
HIS16-404 History of the British Isles since 1688
HIS16-414 Modern France and Empire
HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend
HIS16-434 History of Europe’s Muslims
HIS16-444 The Tudors: Politics & Culture, 1485- 1603
HIS16-454 Histories of Race in Europe
HIS16-464 History of Human Rights
HIS16-554 Topics in European History

Latin America:

HIS16-144 History of Colonial Latin America
HIS16-154 History of Modern Latin America

HIS16-264 Latin American History in Film and Literature

HIS16-274 Reproductive Histories in Latin America

HIS16-284 The Mexican Revolution

HIS16-524 Topics in Latin American History

United States:

HIS16-164 History of the U.S.: From Colonies to Nation

HIS16-174 History of the U.S.: From Nation to World Power

HIS16-294 Texas History

HIS16-314 History of the Civil Rights Movement

HIS16-324 Rise of the Right: History of the U.S. Conservative Movement

HIS16-334 Sport and Society in Modern America

HIS16-344 The History of the U.S. West

HIS16-534 Topics in U.S. History

Transregional:

HIS16-364 Slavery and Freedom in the Atlantic World

HIS16-374 History of the Islamic World

HIS16-384 Sciences and Its Publics

HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender in the British World

HIS16-544 Topics in Transregional History

- Two additional History courses (must be 100-level or above)
- HIS16-604 Historiography
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Note: At least six of the nine courses in History must be upper level.

Paired major in Art History and History: 16 courses

Introductory courses:

- One Introduction to Art History course (any ARH71-0X4 course)
- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Culture in World History
 - HIS16-094 Topics in World History

Area courses:

- One East Asian art history course (any -200 level course).
- One additional Non-Western art history course (any -200 or -300 level course).
- One Pre- or Early Modern European art history course (any -400 level course).
- One Modern art history course (any -500 level course)

- One History course from four of the following six areas:

Africa:

HIS16-114 History of Modern Africa

HIS16-204 African Environmental History

HIS16-504 Topics in African History

East Asia:

HIS16-124 History of East Asia to 1800

HIS16-134 History of East Asia since 1800

HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World

HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China

HIS16-514 Topics in Asian History

Europe:

HIS16-184 History of Early Modern Europe

HIS16-194 History of Modern Europe

HIS16-404 History of the British Isles since 1688

HIS16-414 Modern France and Empire

HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend

HIS16-434 History of Europe’s Muslims

HIS16-444 The Tudors: Politics & Culture, 1485- 1603

HIS16-454 Histories of Race in Europe

HIS16-464 History of Human Rights

HIS16-554 Topics in European History

Latin America:

HIS16-144 History of Colonial Latin America

HIS16-154 History of Modern Latin America

HIS16-264 Latin American History in Film and Literature

HIS16-274 Reproductive Histories in Latin America

HIS16-284 The Mexican Revolution

HIS16-524 Topics in Latin American History

United States:

HIS16-164 History of the U.S.: From Colonies to Nation

HIS16-174 History of the U.S.: From Nation to World Power

HIS16-294 Texas History

HIS16-314 History of the Civil Rights Movement

HIS16-324 Rise of the Right: History of the U.S. Conservative Movement

HIS16-334 Sport and Society in Modern America

HIS16-344 The History of the U.S. West

HIS16-534 Topics in U.S. History

Transregional:

HIS16-364 Slavery and Freedom in the Atlantic World

HIS16-374 History of the Islamic World

HIS16-384 Sciences and Its Publics

HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender in the British World

HIS16-544 Topics in Transregional History

Additional courses:

- ARH71-614 Annual Topics in Art History
- HIS16-604 Historiography
- One additional upper level course in Art History (level 200+)
- One additional upper-level course in History

Capstones:

- ARH71-824 Capstone Research Seminar
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Note: At least five of the eight courses in History must be upper level.

Paired major in English and History: 16 courses

- Any 200-level English Course
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-444 Topics in Theory
 - ENG10-454 Feminist Film Theory
 - ENG10-464 Speaking Across Languages
- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Culture in World History
- HIS16-094 Topics in World History
- One course from four of the following six areas:
 - Africa:
 - HIS16-114 History of Modern Africa
 - HIS16-204 African Environmental History
 - HIS16-504 Topics in African History
 - East Asia:
 - HIS16-124 History of East Asia to 1800
 - HIS16-134 History of East Asia since 1800
 - HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
 - HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
 - HIS16-514 Topics in Asian History

Europe:

- HIS16-184 History of Early Modern Europe
- HIS16-194 History of Modern Europe
- HIS16-404 History of the British Isles since 1688
- HIS16-414 Modern France and Empire
- HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend
- HIS16-434 History of Europe's Muslims
- HIS16-444 The Tudors: Politics & Culture, 1485- 1603
- HIS16-454 Histories of Race in Europe
- HIS16-464 History of Human Rights
- HIS16-554 Topics in European History

Latin America:

- HIS16-144 History of Colonial Latin America
- HIS16-154 History of Modern Latin America
- HIS16-264 Latin American History in Film and Literature
- HIS16-274 Reproductive Histories in Latin America
- HIS16-284 The Mexican Revolution
- HIS16-524 Topics in Latin American History

United States:

- HIS16-164 History of the U.S.: From Colonies to Nation
- HIS16-174 History of the U.S.: From Nation to World Power
- HIS16-294 Texas History
- HIS16-314 History of the Civil Rights Movement
- HIS16-324 Rise of the Right: History of the U.S. Conservative Movement
- HIS16-334 Sport and Society in Modern America
- HIS16-344 The History of the U.S. West
- HIS16-534 Topics in U.S. History

Transregional:

- HIS16-364 Slavery and Freedom in the Atlantic World
- HIS16-374 History of the Islamic World
- HIS16-384 Sciences and Its Publics
- HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens
- HIS16-544 Topics in Transregional History

- Five additional English courses (three of which must be upper level)
- One additional upper level History course
- HIS16-604 Historiography
- ENG10-934 Seminar (Capstone)
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Note: At least five of the eight courses in History must be upper level.

Paired major in Feminist Studies and History: 15 courses

- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Culture in World History
 - HIS16-094 Topics in World History
- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods

Area courses (5 courses):

- One Transregional area course:
 - HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender in the British World
- Two courses from the following European area:
 - HIS16-194 History of Modern Europe
 - HIS16-444 The Tudors: Politics & Culture, 1485- 1603
 - HIS16-464 History of Human Rights
- One course from two of the following four areas:
 - Africa:
 - HIS16-114 History of Modern Africa
 - HIS16-204 African Environmental History
 - HIS16-504 Topics in African History
 - East Asia:
 - HIS16-124 History of East Asia to 1800
 - HIS16-134 History of East Asia since 1800
 - HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
 - HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
 - HIS16-514 Topics in Asian History
 - Latin America:
 - HIS16-144 History of Colonial Latin America
 - HIS16-154 History of Modern Latin America
 - HIS16-264 Latin American History in Film and Literature
 - HIS16-274 Reproductive Histories in Latin America
 - HIS16-284 The Mexican Revolution
 - HIS16-524 Topics in Latin American History
 - United States:
 - HIS16-164 History of the U.S.: From Colonies to Nation
 - HIS16-174 History of the U.S.: From Nation to World Power

HIS16-294 Texas History

HIS16-314 History of the Civil Rights Movement

HIS16-324 Rise of the Right: History of the U.S. Conservative Movement

HIS16-334 Sport and Society in Modern America

HIS16-344 The History of the U.S. West

HIS16-534 Topics in U.S. History

- Four additional courses in or contributing to Feminist Studies, three of which must be upper level
- HIS16-604 Historiography
- FST04-934 Senior Seminar (Capstone)
- HIS16-864 Research Seminar (Capstone)

Note: One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History 16-024, 16-044, 16-124, 16-144, 16-164, 16-184, 16-234, 16-244, 16-364, 16-374, 16-394, 16-424, 16-444.

Note: At least five of the eight courses in History must be upper level.

Paired Major in History and International Studies: 15 courses

- One World History course (HIS16-0X4)
- Foreign Language courses:
 - Three 200+ level foreign language courses in the same language,
or
 - Two 200+ level foreign language courses from the same language, **and**
One foreign language course spoken in the study abroad location.
- International Studies Track courses
 - Two History courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture or Global Justice).
 - Two additional courses from the same International Studies track.

Note: Of the four track courses, at least two courses must be upper level.

- Four additional courses in History. History courses must include four of the six available History areas and one History course must have a substantial pre- or early modern component.
- HIS16-604 Historiography
- HIS16-864 Research Seminar (Capstone)
- INS38-894 Capstone

Note: At least six of the nine courses in History must be upper level.

Minor in History: 5 courses

- One World History course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-044 Silk Roads in World History
 - HIS16-054 Food and Society in World History
 - HIS16-094 Topics in World History

- One additional History course (100-level or above)
- Three upper-level History courses

History (HIS)

16-014

DISEASE, HEALTH, AND MEDICINE IN WORLD HISTORY. What is disease? How have different cultures experienced and responded to it? Using case studies from Africa, Europe, Asia, and the Americas, this course examines global ecological changes and global human exchanges as a key factor in the spread of epidemic disease. It also highlights the role of medical and scientific knowledge in the human responses to disease. We explore the changing notions of the body's anatomy and physiology; the role of the environment; the interaction between healers, doctors, and patients; the nature of different therapeutic approaches; and the structure of health care institutions. Contributes to Environmental Studies, Health Studies, International Studies, and Spanish for Healthcare Professions Certificate. (Annually) (H)

16-024

EMPIRES AND EMPIRES OF THE MIND IN WORLD HISTORY. This course traces the evolution of a variety of empires (real or imagined), from the pre-Columbian indigenous, Iberian, French, British, and Dutch empires through the Age of Revolutions, the rise of industry, capitalism, nationalist movements, World Wars, and communism. We will conclude with the process of decolonization and the possible development of an "American Empire" and other new kinds of empires. "Empires," very broadly construed, will be our lens to interpret world history. Fulfills the pre-/early modern requirement in the History major. Contributes to Design Thinking and International Studies (Annually) (H)

16-034

NATIONS AND NATIONALISM IN WORLD HISTORY. This course investigates the development of national identities around the world and the nationalisms that describe or defend them. This course investigates the development of national identities around the world and the nationalisms that describe or defend them. Through a series of national case-studies, it explores how nations are defined, whether nations are natural expressions of human community, why nationalism has often led to violence, and what the future may be for the nation-state. Contributes to International Studies, Race and Ethnicity Studies/Allied Course, and Legal Studies Certificate. (Annually) (H)

16-044

SILK ROADS IN WORLD HISTORY. This course introduces the world of premodern Eurasia by tracing transregional connections from the domestication of the horse by Inner Asian nomads to the Eurasian conquest of the Mongol Empire. We discuss mass migrations, individual travels, military conquest and virus transmission, as well as arenas of interaction such as monasteries, courts, ships, and caravans. By tracing objects, stories, and ideas, this class explores the Silk Road, a pre-Columbus global network of exchange, and other "Silk Roads," to uncover world history as a network of overlapping links rather than a collection of national narratives. Fulfills the pre-/early modern requirement in the History major. Contributes to International Studies. (Annually) (H)

16-054

FOOD AND SOCIETY IN WORLD HISTORY. This class explores the development of global society through the lens of food and culinary experiences. It uses primary and secondary sources to examine how different factors have historically shaped the development and nature of foodscapes globally. It pays attention to the key historiographical debates and seminal turning points, showing the shifts and continuities within social, economic and environmental appreciation of food by society. We steer through emotive themes including race, indigeneity and belonging, colonialism, nutrition, gender and climate change. This course will show how world foodscapes demonstrate the complex, yet colorful realities and cosmology of society. Contributes to Environmental Studies. (Annually) (H)

16-094

TOPICS IN WORLD HISTORY. This course offers an alternative thematic approach to the study of societies, cultures, and civilizations around the world and their interactions. May be repeated with change in topic. Contributes to International Studies. (Biennially) (H)

16-114

HISTORY OF MODERN AFRICA. This class explores the social, economic and political history of modern African societies since 1800. It provides a thorough appreciation of the multiple and complex dynamics that shape the nature and experiences of different African communities over time and space. It unpacks the shifting contours of social, economic, environmental, and political development before, during and after colonization. The course engages with varying themes including, colonization, gender, economic and political development and nationalism. This course aims to make the continent more recognizable to us. Contributes to International Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H)

16-124

HISTORY OF EAST ASIA TO 1800. This course introduces the East Asian civilization from its beginnings to the eve of the modern age. Covering the histories of the current nation-states China,

Korea, and Japan, this course explores transregional processes that help define East Asia as a unit of historical inquiry. Major themes include political history, ethnic discourses and practices, the localization of Buddhism, indigenous religions, inter-state relations, urban life, gender, family, and intellectual change. These themes allow us to deliberate the formation of the East Asian world and the exchanges of the premodern era. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, East Asian Studies, and International Studies. (Biennially) (H)

16-134 HISTORY OF EAST ASIA SINCE 1800. This course introduces students to the inter-related histories of China, Japan, and Korea since 1800 until the present day. Major topics include cultural exchanges, revolutions, war, imperialism, colonialism, and Cold War geopolitics. While globalizing forces oversaw the convergence of East Asia and European imperialism, politicians, intellectuals, and even commoners began to imagine themselves as members of distinct “nations”. By placing the emergence of East Asian nation-states and the interactions among them within the context of an increasingly connected world, we explore the making of the modern East Asian world. Contributes to East Asian Studies and International Studies. (Biennially) (H)

16-144 HISTORY OF COLONIAL LATIN AMERICA. This course explores the individual, social, cultural, and political experiences of Africans, Europeans, and Native Americans between the apogee of the Aztecs, Incas, and Mayas and the Creole wars of independence of the 19th century. By examining pre-Colombian states, early European explorations, *la conquista*, the settlement of mostly Spanish but also Portuguese and other European colonies, and the responses of a diverse group of local inhabitants, this course shows that Latin American societies resulted from complex processes of colonization, exploitation, and resistance. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, Health Studies, International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H)

16-154 HISTORY OF MODERN LATIN AMERICA. After their independence in the early 19th century, Latin American countries faced the challenge to become nations. This course surveys the many paths that these countries followed, including the rise of nationalism and its overcoming by the neocolonial order, the revolutionary option in Mexico, Cuba, and Nicaragua during the 20th century, the authoritarian responses to national discontent, and the rise of neoliberalism. It also explores how these trends transformed the society, culture, economy, and policies at the local level in response to both national and international influences. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H)

16-164 HISTORY OF THE U.S.: FROM COLONIES TO NATION. This course surveys the political, social, cultural and intellectual history of early America, from the beginnings of European settlement to the eve of the Civil War. It focuses on several central issues that emerged in early American society and that continue to affect the United States today. These include the meaning of equality and freedom, ideas redefined over time in relationship to changing ideas about slavery, political authority, and the creation of governments, conceptualizing “American” identity, and constructing political authority. Citizenship, revolution, popular sovereignty, and the role of minority opinions in a democracy are major topics explored. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, and Legal Studies Certificate. (Biennially) (H)

16-174 HISTORY OF THE U.S.: FROM NATION TO WORLD POWER. This course surveys major political, economic, social, cultural and diplomatic developments in the United States from the end of the Civil War to the present. Course topics include the role of the individual in the state and the state in society, the meaning of equality and freedom, and the United States’ role in the world. (Biennially) (H)

16-184 HISTORY OF EARLY MODERN EUROPE. This course explores and questions the concept of the “early modern” period of European history, from the close of the fifteenth to the dawn of the nineteenth century. Students will examine political, cultural, and intellectual developments from the period of feudalism to the “modernity” ushered in by Atlantic-wide revolutions. The course will examine Renaissance art and theory, Reformation and confessional tumult, sovereignty and expansion. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies and International Studies. (Biennially) (H)

16-194 HISTORY OF MODERN EUROPE. This course surveys the history of Europe from the late eighteenth century revolutions through the creation and expansion of the European Union. It explores social, political, intellectual, and cultural developments, paying particular attention to reform movements and revolutions. The course tracks shifting ideas of gender, race, and class, as well as

examining Europe's role in the world. Contributes to Data Analytics, Data Science, Feminist Studies, and International Studies. (Biennially) (H)

16-204 AFRICAN ENVIRONMENTAL HISTORY. Agriculture and resource extraction are the economic, cultural and political mainstay of many African economies. Their development and exploitation have varyingly contributed towards the shaping of the environmental landscape of the continent. Relying on primary and secondary sources, this class explores Africa's environmental history tracing the shifting contours of social, political, economic as well as environmental movements over time and space. It engages with varying emotive and contested themes including, (white settler) colonization, agrarian and environmental reform and policy, gender and society, imperialism, resource extraction, climate change as well as race and ethnicity politics. The course aims to make the environmental realities more recognizable to us. Contributes to Environmental Studies, International Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H)

16-234 NOMADIC EMPIRES: THE “BARBARIANS” OF THE EAST EURASIAN WORLD. In the histories of their sedentary neighbors, nomadic groups across Eurasia (including the Mongols and Uyghurs) have often been portrayed as “barbarians”, minimized to the role of mere outsiders separated by the curtain of civilization. This course puts the nomads of Eastern Eurasia on center stage in a multiethnic setting teeming with the exchange of sedentary and nomadic culture. By examining the nomadic way of life and mode of state building, we explore how nomads served as agents of change and influenced pre-modern Eastern Eurasia. Fulfills the pre-/early modern requirement in the History major. Contributes to Classics, Early Modern and Medieval Studies, East Asian Studies, International Studies, and Race and Ethnicity Studies/Group-Theme course. (Biennially) (H)

16-244 DOCILE OR DEVIANT: WOMEN, GENDER, AND SEXUALITY IN CHINA. This course explores the history of women and sexuality in China from the early ages to the modern era. By framing women as central figures in the formation of Chinese societies, states, and empires throughout history, we examine diverse female lives through the exploration of key Chinese texts and primary sources written for, by, and about women, which will provide insights into how women made contributions to their societies. This study of gender covers various topics including family, marriage, politics, gendered body, and same-sex relations. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, East Asian Studies, Feminist Studies, and International Studies. (Biennially) (H)

16-264 LATIN AMERICAN HISTORY IN FILM AND LITERATURE. Telling the history of Latin America poses challenges because the region's own definition lies between what its inhabitants have been told about their past and what they know is their past. Films and novels capture some subtleties that lay between institutional and lived history, official and personal history, and history and memory. Using a selection of films and novels that focus on particular historical episodes from colonial times to the early twenty-first century, this course examines these subtleties and their relevance to understanding current transformations in Latin American societies. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H) (SJ) (PJ)

16-274 REPRODUCTIVE HISTORIES IN LATIN AMERICA. This course uses human reproduction and reproductive labor to examine the material conditions and processes that have shaped Latin American societies since pre-colonial times. Human bodies have sustained *altepetls*, *ayllus*, empires, colonies, and nation-states. Consequently, the way societies conceive, support, and regulate the production of these bodies as well as the way these societies challenge and resist such notions define the societies' own structure and function. The case studies examined in this course illustrate regional trends and local variations in Latin American reproductive histories. This course has a community-engaged learning (CEL) component. Contributes to Health Studies, International Studies, Latin American and Border Studies, Race and Ethnicity Studies/Group-Theme Course and Spanish for Healthcare Professions Certificate. (Biennially) (H) (SJ) (PJ)

16-284 THE MEXICAN REVOLUTION. The Mexican Revolution was a *fiesta* of bullets that transformed Mexico and launched the 20th century. Using the Mexican Revolution as the event that shaped Mexican history throughout the 20th century, this course examines the conditions that mobilized Mexican such as Madero, Zapata, and Villa into a civil war in 1910 and that ended up with a new Constitution in 1917, the challenges, successes, and failures to create institutions that implemented the revolutionary values during the 1920s and 30s, and the value of the Revolution to promote social and political change in the second half of the 20th century. Contributes to International Studies, and Latin American and Border Studies. (Biennially) (H) (SJ) (PJ)

16-294 TEXAS HISTORY. This course explores major social, political, economic, and cultural developments in the history of Texas from contact through World War II. Focusing particular attention on the 19th century, it places the development of the borderlands region at the intersection of various European, North American, and Native American powers, emphasizing the continued importance of transnational currents in the making of a multi-ethnic and multi-cultural Texas into the twentieth century. Contributes to Latin American and Border Studies. (H)

16-314 HISTORY OF THE CIVIL RIGHTS MOVEMENT. This course explores the history of the Black Freedom struggle in the twentieth century United States. Moving beyond the classic "Heroic Era" of the civil rights (from *Brown v. Board of Education* to the Voting Rights Act), it examines social, cultural, and political protests from the consolidation of Jim Crow through founding of Black Lives Matter. Contributes to Feminist Studies, Race and Ethnicity Studies/Group-Theme Course, and Legal Studies Certificate. (Biennially) (H) (SJ) (PJ)

16-324 RISE OF THE RIGHT: HISTORY OF THE CONSERVATIVE MOVEMENT IN THE U.S. This course will examine the history of the conservative movement in the United States from the late 19th century through the election of Donald Trump. Blending chronological and thematic organization, it will examine topics that include Social Darwinism and anti-Progressive politics, business and the New Deal state and the emergence of libertarianism, McCarthyism and the "Fourth Great Awakening" after World War II, the Goldwater movement, racial backlash and the Silent Majority, the Tax Revolt of the 1970s, the Reagan years, the culture wars, before moving to more recent developments. Contributes to Legal Studies Certificate. (Biennially) (H)

16-334 SPORT AND SOCIETY IN MODERN AMERICA. This course uses the social, cultural, and political history of sport to examine American history from the 1830s to the present. It considers the emergence and development of modern athletics in connection to broader questions of gender and sexuality, masculinity and femininity, labor and politics, race and ethnicity, immigration and Americanization. Contributes to Applied Movement and Sport Studies, Exercise Sport Studies, Feminist Studies, Health Studies, and Race and Ethnicity Studies/Allied Course. (Biennially) (H)

16-344 THE HISTORY OF THE U.S. WEST. This course focuses on the history of the U.S. West as both frontier and region, real and imagined, from the mid-19th century onward. It considers topics such as Indian Removal, wars of conquest, immigration and migration, urban frontiers, environmental change, and the myth of the frontier. It especially highlights the intersections of race, gender, class, nationality and the environment. Course objectives include learning to interpret varied forms of historical evidence and fostering analytical, reading, discussion and synthetic skills that will help students think and communicate critically about historical and contemporary society and politics. Contributes to Environmental Studies and Race and Ethnicity Studies/Allied Course. (Biennially) (H)

16-364 SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. This class examines the long history of slavery in modern society. It shows how the historical practice of slavery has shaped societal race, gender, environmental, socio-economic, and political landscapes. It engages the contentious debates, legacies and impacts of slavery on global communities. It examines how profoundly different perspectives on slavery have been captured, engaged, preserved, and expressed over time and space. It illuminates the social and economic bonds between Africa, Europe and the Americas, to show how slavery is not just a history of oppression, but equally a story of agency, indigeneity, development, and survival. Fulfills the pre-/early modern requirement in the History major. Contributes to International Studies and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H)

16-374 HISTORY OF THE ISLAMIC WORLD. This course traces the development of Islamic societies and cultures throughout the world from Mohammad's seventh-century revelations to the present. Topics include Islamic empires, relations with other groups, art and architecture, science and philosophy, evolution and adaptation. Fulfills the pre-/early modern requirement in the History major. Contributes to International Studies. (Biennially) (H)

16-384 SCIENCE AND ITS PUBLICS. This course explores the relationship between science, technology, and medicine and their publics since the Early Modern period to our recent past. Drawing from case studies that examine the role of scientific societies, formal education, textbooks, popular literature, publicity, and other formal and informal means to disseminate knowledge, students will understand the changing relationship between science and the public sphere, the role that the popularization of science plays in democratic societies, and the impact of popular science and the public perception of science in the production of new scientific knowledge. Contributes to International Studies. (Biennially) (H)

16-394 WITCHES, NUNS, PROSTITUTES, WIVES, AND QUEENS: WOMEN & GENDER IN THE BRITISH WORLD. This course explores the multifaceted experiences of women in the British World, from the medieval era to the present. We consider how gender and sexuality have been constructed differently over time and space; the role of churches, states, and empires in defining and proscribing sexual activity, masculinity, and femininity; the social and political expectations placed upon men and women; cultural representations and manifestations of gender and sexuality; the intersection of gender and other categories of difference; and how pivotal, transnational historical events like the Reformation and decolonization affected women and notions of gender. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, Feminist Studies, and International Studies. (Biennially) (H)

16-404 HISTORY OF THE BRITISH ISLES SINCE 1688. This course examines the British Isles since the Glorious Revolution via political, social, cultural, and intellectual lenses, integrating imperial and oceanic perspectives. It explores how British inhabitants formed, developed, and governed four distinct nations (England, Ireland, Scotland, and Wales) as part of a single kingdom, constructing one of the most powerful empires of the modern age, leaving a profound legacy in a globalized, post-colonial world. Contributes to International Studies and Legal Studies Certificate. (Biennially) (H)

16-414 MODERN FRANCE AND EMPIRE. This course investigates French history from 1789 to the present, charting political, social, and cultural developments within France and determining the extent to which these altered, or were influenced by, events outside the borders of the French mainland—in the Empire or in foreign relations. The course pays particular attention to attempts to define French identity within a global context. Contributes to Design Thinking and International Studies. (Biennially) (H)

16-424 THE REAL GAME OF THRONES: THE MEDIEVAL ERA IN HISTORY AND LEGEND. This course will chart the development of European society, culture, and politics from ca. 1000 to 1500, from British, European, Atlantic and global perspectives. We will study the combination of legend and history manifest in contemporary and modern appraisals of an era when lines between reality and lore, truth and superstition, secular and spiritual were blurred. Fulfills the pre-/early modern requirement in the History major. Contributes to Classics, Early Modern and Medieval Studies, and International Studies. (Biennially) (H)

16-434 THE HISTORY OF EUROPE'S MUSLIMS. This course traces the history of Muslim-European relationships from the early Islamic empires in Andalusia, through European imperial experiences with Muslims around the world, to the more recent reception of Muslim migrants on European soil. The course questions the intellectual and political utility of defining populations of such cultural, linguistic, and geographical breadth solely by their religion; discusses the development of a European Islam; and debates the existence of a “clash of civilizations” or a shared Mediterranean culture. Contributes to International Studies, and Race and Ethnicity Studies/Group-Theme Course. (Biennially) (H) (SJ) (PJ)

16-444 THE TUDORS: POLITICS & CULTURE, 1485- 1603. This course examines the Tudor dynasty, an age of personal monarchy, tyranny, national consolidation, imperial expansion, patriarchy and the rule of wealthy courtiers. Students will explore how the Tudor-Stewart revolution in politics and culture fundamentally transformed Britain and Ireland, with great consequences for the world beyond its borders, between the accession of Henry VII and the death of Elizabeth I. Fulfills the pre-/early modern requirement in the History major. Contributes to Early Modern and Medieval Studies, Feminist Studies, and International Studies. (Biennially) (H)

16-454 HISTORIES OF RACE IN EUROPE. This course explores developing categories of race within European contexts and highlights the experiences of diverse racial and ethnic groups on the European continent. After considering the Classical world, it moves to the Renaissance and Enlightenment as major moments for developing racial ideas and hierarchies. From there, it examines both the growth of overseas imperialism and racial projects within the European continent, alongside anti-racist and anti-colonial movements. Finally, it considers race, national identity, citizenship, migration, and culture in contemporary Europe. Contributes to International Studies, and Race and Ethnicity Studies/Group/Theme. (Biennially) (H)

16-464 HISTORY OF HUMAN RIGHTS. This course traces the origins of contemporary human rights debates from ancient traditions, through the Enlightenment and the abolition of slavery, to the signing of the Universal Declaration of Human Rights, global movements for decolonization, and the present day. It tracks both gradually expanding notions of “rights” and changing understandings of who counts as “human.” The course includes discussions of political and civil rights, social and economic

	rights, gender and sexuality rights, minority rights, cultural rights, and environmental rights (among many others). Contributes to Data Science, Feminist Studies, International Studies, and Legal Studies Certificate. (Biennially) (H) (SJ) (PJ)
16-504	TOPICS IN AFRICAN HISTORY. Thematic courses with a focus on African history. May be repeated with change in topic. Contributes to International Studies. (H)
16-514	TOPICS IN ASIAN HISTORY. Thematic courses with a focus on Asian history. May be repeated with change in topic. Contributes to East Asian Studies and International Studies. (H)
16-524	TOPICS IN LATIN AMERICAN HISTORY. Thematic courses with a focus on Latin American history. May be repeated with change in topic. Contributes to International Studies. (H)
16-534	TOPICS IN U.S. HISTORY. Thematic courses with a focus on U.S. history. May be repeated with change in topic. (H)
16-544	TOPICS IN TRANSREGIONAL HISTORY. Thematic courses with a comparative or transregional theme (covering at least three different world regions). May be repeated with change in topic. Contributes to International Studies. (H)
16-554	TOPICS IN EUROPEAN HISTORY. Thematic courses with a focus on European history. May be repeated with change in topic. Contributes to International Studies. (H)
16-564	TOPICS IN THE HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE. These courses investigate the historical relationship between humans and nature. Every version of the course will emphasize how broader historical contexts have shaped human knowledge of nature, exploring the changing interrelationship between scientific knowledge, society, and culture across time and space. May be repeated with change in topic. Contributes to Health Studies. (Biennially) (H)
16-604	HISTORIOGRAPHY. A study of the concept of history, the history of historical writing, the major schools of historical interpretation today and the relation of history to the philosophy of history. Prerequisite: 16-014, 16-024, 16-034, 16-044, 16-054 or 16-094; and must have junior status or permission of instructor. (Fall) (H) (WA)
16-864	RESEARCH SEMINAR. Topics, which change from semester to semester, include: History and Memory, Transnational Histories, and Science, Society, and the State. Prerequisite: History 16-604. (Spring) (H) (WA)
16-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
16-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
16-901, 902, 903, 904	TUTORIAL.
16-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
16-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
16-971	PRE-HONORS. By invitation only. Students will work closely with a faculty mentor to prepare a formal prospectus and annotated bibliography that outline the historical problem to be researched, offer a preliminary literature review of the subject, and suggest the methodology and organization for a full Honors project to be carried out the following year.
16-984	HONORS. By invitation only.

INTERNATIONAL STUDIES

Interdisciplinary Program

Program Committee:

Melissa Byrnes, PhD, Professor of History

Abby Dings, PhD, Associate Professor of Spanish

Monya Lemery, MA, Director of Study Abroad and International Student Services (*Ex officio*)

Andrew H. Ross, MBA, Associate Professor of Business and Director of Business Internships

A full listing of department chairs is available on the Registrar's web page.

The International Studies program is designed for students interested in understanding other societies, cultures, and states as well as global systems: economic, social, religious, intellectual, political, aesthetic, and environmental.

Majors take an introductory course to become familiar with global, international, and/or comparative topics and methods. Within their program of study, students select one of three thematic global tracks to best suit their goals and interests. All majors pursue advanced language proficiency, study abroad, and finish with a capstone experience.

Students who minor in International Studies will take an introductory course, a language course, and three courses selected from the tracks. Students minoring in International Studies are encouraged but not required to study abroad.

Program Goals for the Major:

1. Students will understand other cultures and global systems through the lens of multiple disciplines.
2. Students will gain deeper understanding within their chosen track of a related set of global issues.
3. Students will develop foreign language proficiency.

Program Goals for the Minor:

1. Students will understand other cultures and global systems.
2. Students will develop foreign language proficiency

Note on course numbering: Please refer to the home department's course numbering policy for contributing courses. 900 level courses are capstone, tutorials, honors, internships, and independent study.

REQUIREMENTS FOR THE MAJOR:

Introductory course: Students will take one introductory course from the following: ANT35-104 Introduction to Cultural Anthropology; PSC32-144 Comparative Politics; or one World History course from HIS16-014, HIS16-024, HIS16-034, HIS16-044, HIS16-054, or HIS16-094. Students may choose to take a second Introductory course within their track.

Language courses: Students are required to take three language courses beyond the general education requirement of three semesters (or an equivalent placement in the language). Two 2-credit courses are equivalent to one 4-credit course. Students will be asked to complete a language proficiency exam before graduation. Students may choose to take all three additional courses (200-level or above) in the same language or may take two classes (200-level or above) in one language and one course in a second language while studying abroad (that second language must be spoken in the study abroad location). American Sign Language may not be used to fulfill the language requirement in the major or minor.

Track courses: Students select four (4) courses from one of three tracks: Global Politics and Economy, Global Society and Culture, or Global Justice. Courses with an international focus fit into tracks. Global Politics and Economy courses focus more on large structures, systems, and institutions. Global Society and Culture courses focus more on people and communities. Global Justice courses are courses from either track that also have a Power and Justice tag. Students planning to follow the Global Politics and Economy track should pay close attention to the prerequisites for courses in Economics, Political Science, and especially Business. At least three track courses must be upper-level. No more than two courses for a track may be taken from a single discipline. Courses not listed under the tracks below may be approved by the International Studies Committee on a case-by-case basis.

Study Abroad: This requirement is satisfied by studying abroad for at least one semester or one summer (for a minimum of six weeks) in a location where English is not the dominant language. Students are strongly encouraged to study abroad for longer if they are able to do so. At least one course must be taken in a local language other than English. We highly recommend that students select programs conducted primarily in a language other than English. Students may choose to take an introductory language course (in a language spoken in that location) as one of the IS language courses. Students may choose from a set of approved study abroad programs compiled by the International Studies Committee. Students wishing to participate in a program not on that list are expected to obtain approval from the International Studies committee a semester in advance of the experience. To comply with SU's policy that 60% of major courses must be taken at Southwestern, in most cases students may not count more than three study abroad (or transfer) courses towards their IS major.

Capstone: Students will participate in an interdisciplinary capstone course, offered each spring. Students are strongly encouraged to take their capstone after studying abroad and completing the majority of their track courses. Capstone projects must relate to the student's selected track.

Major in International Studies: 9 courses

- One Introductory course from:
 - ANT35-104 Intro to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics

- Foreign Language courses:
 - Three 200+ level foreign language courses in the same language,
or
 - Two 200+ level foreign language courses from the same language, **and**
 - One foreign language course spoken in the study abroad location.
- Four courses selected from one of the International Studies tracks (Global Politics and Economy, Global Society and Culture, or Global Justice)
 - Note: At least three track courses must be upper-level
- Capstone:
 - INS38-894 Capstone

*Note: No more than two courses for a track may be taken from a single discipline. No course may satisfy more than one requirement within the major.

International Studies can be an appropriate major for a student interested in an intensive Chinese or East Asian Studies focus, especially combined with the Chinese or East Asian Studies minors. See the Chinese and East Asian Studies sections of the catalog for more information.

Paired Major in Art History and International Studies: 16 courses

- One International Studies Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- One ARH71-0X4 Introduction to Art History course
- Foreign Language courses:
 - Three 200+ level foreign language courses in the same language,
or
 - Two 200+ level foreign language courses from the same language, **and**
 - One foreign language course spoken in the study abroad location.
- Six Art History courses, two of which should be taken within the International Studies Global Society and Culture track:
 - One course from East Asian Art and Architecture (any -200 course)
 - One course from Non-Western Art (any -300 course)
 - One course from Pre- or Early Modern Europe or Architectural History (any -400 course)
 - One course from Modern Art (any -500 course)
 - Two additional courses in Art History, which must be upper-level (-200 or above).
- Two additional non-Art History courses taken from the International Studies Global Society and Culture track, at least one must be upper level.
- ARH71-614 Annual Topics in Art History (to be taken before the capstone seminar)
- ARH71-824 Capstone Research Seminar (to be taken fall of senior year)
- INS38-894 Capstone

Paired Major in French and International Studies: 14 courses

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics

- FRE11-204 Conversation and Culture
- Two French courses at or above the 500 level
- Four additional upper level courses in French.
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- FRE11-934 Capstone Seminar (to be taken in the spring of the junior or senior year)
- INS38-894 Capstone

Paired Major in German and International Studies: 14 courses

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- One German course from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
- GER12-344 Topics in German Literature and Film
- GER12-354 German Culture
- Two German courses at or above the 300 level
- Two additional upper level courses in German
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- GER12-934 Capstone Seminar (to be taken in the spring of the junior or senior year)
- INS38-894 Capstone

Paired Major in History and International Studies: 15 courses

- One World History course (HIS16-0X4)
- Foreign Language courses:
 - Three 200+ level foreign language courses in the same language,
or
 - Two 200+ level foreign language courses from the same language, and
One foreign language course spoken in the study abroad location.
- International Studies Track courses
 - Two History courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture or Global Justice).
 - Two additional courses from the same International Studies track.

Note: Of the four track courses, at least three courses must be upper level.

- Four additional courses in History. History courses must include four of the six available History areas and one History course must have a substantial pre- or early modern component..
- HIS16-604 Historiography
- HIS16-864 Research Seminar (Capstone)
- INS38-894 Capstone

Note: At least six of the nine courses in History must be upper level.

Paired Major in International Studies and Spanish: 14 courses

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- One Spanish course from:
 - SPA15-354 Cultures and Communities of Latin America
 - SPA15-364 Cultures and Communities of Spain
- Three additional Spanish courses at or above the 200 level
- Three additional Spanish courses at or above the 400 level
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- INS38-894 Capstone
- SPA15-934 Research Seminar for Seniors (Capstone) (offered in spring only)

Majors must take a language assessment exam during the semester of their capstone experience.

Minor in International Studies: 5 Courses

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- Three courses from those listed in the International Studies tracks.
- Take one upper level foreign language course OR an introductory course in a new language not used to satisfy the general education foreign language requirement.

Note: No more than two of the five courses may be from the same discipline. At least three courses must be upper-level.

Global Politics and Economy Track:

Note that this track includes courses with prerequisites, particularly in Business, but also Economics and Political Science.

Anthropology:

ANT35-334 Global Environmental Justice

Business:

Note 1: BUS30-214 is a prerequisite for this course.

BUS30-584 International Business¹

Economics:

Note 2: ECO31-104 is a prerequisite for this course.

ECO31-104 Principles of Economics

ECO31-564 International Economics²

Environmental Studies:

ENV49-334 Theories and Practices of Sustainable Development

German:

GER12-734 Global Leadership and Intercultural Communication

History:

HIS16-0X4 Any World History course

HIS16-114 History of Modern Africa
HIS16-124 History of East Asia to 1800
HIS16-134 History of East Asia since 1800
HIS16-144 History of Colonial Latin America
HIS16-154 History of Modern Latin America
HIS16-184 History of Early Modern Europe
HIS16-194 History of Modern Europe
HIS16-274 Reproductive Histories of Latin America
HIS16-284 The Mexican Revolution
HIS16-364 Slavery and Freedom in the Atlantic World
HIS16-374 History of the Islamic World
HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender
HIS16-404 History of the British Isles Since 1688
HIS16-414 Modern France and Empire
HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend
HIS16-444 The Tudors: Politics & Culture, 1485- 1603
HIS16-454 Histories of Race in Europe
HIS16-464 History of Human Rights
HIS16-504 Topics in African History
HIS16-514 Topics in Asian History
HIS16-524 Topics in Latin American History
HIS16-544 Topics in Transregional History
HIS16-554 Topics in European History

Philosophy:

PHI18-214 Politics & Economics
PHI18-244 Native American Philosophies
PHI18-254 Philosophy, Race and Revolution
PHI18-284 Latin American Philosophy
PHI18-314 Marxisms
PHI18-354 Critical Philosophy of Race

Political Science:

Note 3: PSC32-144 is a prerequisite for this course.
Note 4: PSC32-364 or 32-384 are prerequisites for this course.

PSC32-144 Comparative Politics
PSC32-184 Politics of Latin America and the Caribbean
PSC32-224 Middle East Politics
PSC32-284 Japanese Politics, Culture and Society
PSC32-384 International Politics³
Note: Students completing this course for the International Studies major are not required to take PSC32-114 American Politics as a prerequisite)
PSC32-414 European Politics³

- PSC32-444 The Chinese Cultural Revolution³
- PSC32-544 International Conflict⁴
- PSC32-624 Germany and Japan: Losers of World War II?⁴
- PSC32-634 Resistance, Rebellion & Revolution⁴
- PSC32-654 Women and Politics in Europe and East Asia⁴

Global Society and Culture Track:

Anthropology:

- ANT35-104 Introduction to Cultural Anthropology
- ANT35-244 Race, Class and Gender in the Caribbean
- ANT35-334 Global Environmental Justice

Art History:

- ARH71-024 Introduction to Art History: East Asian Art & Architecture
- ARH71-054 Introduction to Art History: Modern
- ARH71-214 Arts of China
- ARH71-234 Ancient Chinese Art and Civilization
- ARH71-254 Topics in East Asian Art
- ARH71-264 Art in China since 1911
- ARH71-354 Topics in Non-Western Art
- ARH71-454 Topics in Pre- or Early Modern European Art
- ARH71-484 World Architecture: A Comparative Cultural History
- ARH71-494 Modern Architecture
- ARH71-534 Modernism and the 20th c. Avant-Gardes

English:

- ENG10-154 Topics in British Literature I
- ENG10-164 From Romanticism to Modernism
- ENG10-464 Speaking Across Languages
- ENG10-514 World Cinema
- ENG10-604 Topics in Medieval Literature
- ENG10-624 Shakespeare
- ENG10-654 Topics in 18th-Century British Literature
- ENG10-664 Topics in Romanticism
- ENG10-674 Topics in Victorian Literature and Culture
- ENG10-684 Topics in 20th-Century British Literature

History:

- HIS16-0X4 Any World History course
- HIS16-114 History of Modern Africa
- HIS16-124 History of East Asia to 1800
- HIS16-134 History of East Asia since 1800
- HIS16-144 History of Colonial Latin America
- HIS16-154 History of Modern Latin America

HIS16-184 History of Early Modern Europe
HIS16-194 History of Modern Europe
HIS16-204 African Environmental History
HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
HIS16-244 Docile or Deviant: Women, Gender, and Sexuality in China
HIS16-264 Latin American History in Film and Literature
HIS16-274 Reproductive Histories of Latin America
HIS16-284 The Mexican Revolution
HIS16-364 Slavery and Freedom in the Atlantic World
HIS16-374 History of the Islamic World
HIS16-384 Science and Its Publics
HIS16-394 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender
HIS16-404 History of the British Isles Since 1688
HIS16-414 Modern France and Empire
HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend
HIS16-434 History of Europe’s Muslims
HIS16-444 The Tudors: Politics & Culture, 1485- 1603
HIS16-454 Histories of Race in Europe
HIS16-464 History of Human Rights
HIS16-504 Topics in African History
HIS16-514 Topics in Asian History
HIS16-524 Topics in Latin American History
HIS16-544 Topics in Transregional History
HIS16-554 Topics in European History

Music:

MUL80-114 Introduction to Music Literature
MUL80-214 Music History 900-1800
MUL80-314 Music History Since 1800
MUL80-414 Advanced Topics in Music History and Literature
MUL80-424 Music in the Cultures of Print and Performance
MUL80-434 Music, Gender, and Sexuality
MUL80-444 Music, Race, and Nationality
MUL80-454 Studies in Musical Genre and Repertoire

Philosophy:

PHI18-244 Native American Philosophies
PHI18-254 Philosophy, Race and Revolution
PHI18-284 Latin American Philosophy
PHI18-354 Critical Philosophies of Race

Political Science:

PSC32-184 Politics of Latin America and the Caribbean

PSC32-284 Japanese Politics, Culture and Society

Religion and Culture:

- REL19-204 Christian Traditions
- REL19-224 Jewish Traditions
- REL19-244 Islamic Traditions
- REL19-274 Hindu Traditions
- REL19-284 Buddhist Traditions
- REL19-324 Women, Goddesses and Religion
- REL19-344 Animals and Religion
- REL19-364 Pilgrimage
- REL19-384 Rastas, Saints, and Virgins
- REL19-414 The Body in Religion

Global Justice Track:

Anthropology:

- ANT35-104 Introduction to Cultural Anthropology
- ANT35-244 Race, Class and Gender in the Caribbean
- ANT35-334 Global Environmental Justice

Environmental Studies:

- ENV49-334 Theories and Practices of Sustainable Development

History:

- HIS16-264 Latin American History in Film & Literature
- HIS16-274 Reproductive Histories of Latin America
- HIS16-284 The Mexican Revolution
- HIS16-434 The History of Europe's Muslims
- HIS16-464 History of Human Rights

Philosophy:

- 18-284 Latin American Philosophy

Political Science:

- PSC32-184 Politics of Latin America & Caribbean
- PSC32-654 Women and Politics in Europe and Asia³

Religion and Culture:

- REL19-204 Christian Traditions
- REL19-274 Hindu Traditions
- REL19-284 Buddhist Traditions
- REL19-324 Women, Goddesses and Religion
- REL19-334 Apocalypse and Dystopia
- REL19-344 Animals and Religion

International Studies (INS)

- 38-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 38-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

38-894	CAPSTONE. Prerequisite: Anthropology 35-104, History 16-014, 16-024, 16-034, 16-044, 16-054 16-094, or Political Science 32-144; and must have junior status, or permission of the instructor. This course is open to non-majors (Spring).
38-901, 902, 903, 904	TUTORIAL.
38-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
38-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
38-984	HONORS.

KINESIOLOGY DEPARTMENT

Natural Sciences Area

Scott P. McLean, PhD, Professor
 Brooke Measeles, MS (ABD), Visiting Instructor
 Edward K. Merritt, Jr., PhD, Associate Professor
 Vanessa Mikan, PhD, Associate Professor of Instruction in Kinesiology
 Jennifer Stokes, PhD, Associate Professor
 Tatiana Zhuravleva, PhD, Assistant Professor

The Department of Kinesiology engages in the learning, generation, dissemination, integration, and application of knowledge to human movement. Students are encouraged to integrate scientific and humanistic perspectives; analyze movement within a health sciences context and apply this knowledge using diverse perspectives. The Kinesiology Department provides study toward the BA and BS degrees with a major or a minor in Kinesiology or a minor in Applied Movement and Sport Studies. Additional requirements for the BS degree are listed in the catalog under “University Degrees.” The major includes courses that are requisite for graduate study in the discipline and allied health fields.

Department Goals:

1. Kinesiology students will develop a mastery of the central concepts within core areas of the discipline, including the physiology of exercise, biomechanics, motor learning and control, biostatistics, human anatomy & physiology, and concepts of health and wellness.
2. Kinesiology students will apply theory and content to research-based activities.
3. Kinesiology graduates will develop and demonstrate levels of academic and professional knowledge and skills required to compete in the post-graduate work place to prepare students for careers in the exercise sciences and related fields.
4. In contributing to the Exploration and Breadth portion of the general education requirements, non-kinesiology students taking lower-level kinesiology courses will develop a basic understanding of the central concepts of kinesiology, including human structure & function and health & wellness.
5. Kinesiology majors will integrate diverse approaches and perspectives in their capstone experience to engage with complex questions and problems of human health.

Note on course numbering: 100 level courses are introductory, first year courses. 200, 300, and 400 level courses are upper level courses appropriate for second year, third year and fourth year students, respectively. 200-400 level courses may require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Kinesiology (BA): 11 courses

- KIN48-121 Structural Kinesiology
- KIN48-123 Human Structure and Function
- KIN48-214 Research Methods in Kinesiology
- KIN48-234 Health and Fitness Concepts
- KIN48-334 Physiology of Exercise
- KIN48-344 Biomechanics
- KIN48-444 Exercise Prescription

- KIN48-481 Introduction to Capstone
- One course from:
 - KIN48-483 Experiential Capstone in Kinesiology,
or
 - KIN48-493 Experimental Capstone in Kinesiology
- At least 8 credit hours of Kinesiology elective courses at the 200-level or above

Required supporting course in the Kinesiology major (BA): 1 course

- MAT52-114 Introduction to Statistics

NOTE: The capstone experience for the BA is satisfied by Kinesiology 48-481, and 48-483 or 48-493. Kinesiology 48-954 may be used to meet this requirement under the following conditions: The student must present a proposal describing the nature of their proposed capstone experience. The faculty member supervising the activity and the Department chair must approve this proposal. Approval must be obtained prior to registration in the semester preceding the independent study. Students seeking teaching certification may use student teaching to meet their capstone requirement.

Major in Kinesiology (BS): 13 courses

- KIN48-121 Structural Kinesiology
- KIN48-123 Human Structure and Function
- KIN48-214 Research Methods in Kinesiology
- KIN48-251 Integrative Approach to Human Anatomy and Physiology I
- KIN48-253 Human Anatomy and Physiology I
- KIN48-261 Integrative Approach to Human Anatomy and Physiology II
- KIN48-263 Human Anatomy and Physiology II
- KIN48-334 Physiology of Exercise
- KIN48-344 Biomechanics
- KIN48-481 Introduction to Capstone
- One course from:
 - KIN48-483 Experiential Capstone in Kinesiology,
or
 - KIN48-493 Experimental Capstone in Kinesiology
- At least 8 credit hours of Kinesiology elective courses at the 200-level or above

Required supporting course in the Kinesiology major (BS): 7 courses

- BIO50-173 Molecular and Cellular Foundations of Biology, **and** one introductory Biology lab course:
BIO50-171 Inquiries in Biology **or** BIO50-181 Investigations in Biology
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- PHY53-154 Fundamentals of Physics I
- Two courses from:
 - BIO50-183 Evolutionary and Ecological Foundations of Biology, **and** one introductory Biology lab course:
BIO50-171 Inquiries in Biology **or** BIO50-181 Investigations in Biology
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - CSC54-184 Computer Science I

CSC54-284 Computer Science II

PHY53-164 Fundamentals of Physics II

Additional approved 4-credit upper-level electives in Kinesiology

NOTE: The capstone experience for the BS is satisfied by Kinesiology 48-481 and, 48-483 or 48-493. Kinesiology 48-954 may be used to meet this requirement under the following conditions: The student must present a proposal describing the nature of his/her proposed capstone experience. The faculty member supervising the activity and the Department chair must approve this proposal. Approval must be obtained prior to registration in the semester preceding the independent study. Students seeking teaching certification may use student teaching to meet their capstone requirement.

Minor in Kinesiology: 6 courses

- KIN48-121 Structural Kinesiology
- KIN48-123 Human Structure and Function
- KIN48-214 Research Methods in Kinesiology
- KIN48-234 Health and Fitness Concepts
- At least 8 credit hours of Kinesiology elective courses at the 200-level or above

See the Education Department for information regarding teacher certification in EC-12 All Level Physical Education.

Minor in Applied Movement and Sport Studies: 6-8 courses

- KIN48-112 Explorations in Kinesiology
- KIN48-121 Structural Kinesiology
- KIN48-234 Health and Fitness Concepts
- At least 12 credit hours of Kinesiology elective courses from the list below:
 - KIN48-123 Human Structure and Function
 - KIN48-182 Methods of Coaching
 - KIN48-192 Philosophy of Coaching
 - KIN48-224 Care and Prevention of Athletic Injuries
 - KIN48-274 Fundamentals of Movement Analysis
 - KIN48-374 Nutritional Sciences
 - KIN48-424 Health Promotion and Programming
 - KIN48-434 Theory and Practice in Strength and Conditioning

Kinesiology (KIN)

48-112

EXPLORATIONS IN KINESIOLOGY. This course will introduce students to the field of kinesiology including fundamental components of health, wellness, and physical activity. Additional topics will include the history, future, and professional opportunities within the sub-disciplines: exercise physiology, biomechanics, sports nutrition, and motor behavior. Contributes to Applied Movement and Sport Studies, Exercise & Sport Studies and Spanish for Healthcare Professions Certificate.

48-121

STRUCTURAL KINESIOLOGY. This laboratory course will provide an opportunity for students to develop an applied understanding of human anatomy and physiology with a focus on the musculoskeletal system as it relates to kinesiology, health, and wellness. Strongly encouraged to be taken concurrently with 48-123. Contributes to Applied Movement & Sport Studies, Exercise & Sport Studies, Health Studies, Neuroscience, and Spanish for Healthcare Professions Certificate. (Fall and Spring) (NS)

48-123

HUMAN STRUCTURE AND FUNCTION. This course will provide an overview of human anatomy and physiology with a particular focus on organ systems and functions related to kinesiology, exercise, and health and wellness. Strongly encouraged to be taken concurrently with 48-121.

	Contributes to Applied Movement & Sport Studies, Exercise & Sport Studies, Health Studies, Neuroscience, and Spanish for Healthcare Professions Certificate. (Fall and Spring) (NS)
48-182	METHODS OF COACHING. This course presents the theories and techniques of coaching selected individual and team sports in educational and recreational settings. Contributes to Applied Movement & Sport Studies and Exercise & Sport Studies.
48-192	PHILOSOPHY OF COACHING. This course focuses on developing general and sport-specific coaching philosophies. Topics include coaching roles, team management, relationships with constituency groups, various philosophies and theories, as well as the importance of coaching tenets. Contributes to Applied Movement & Sport Studies and Exercise & Sport Studies.
48-204	EXPERT PERFORMANCE IN SPORTS. Exploration of the factors that elevate athletes to the pinnacle of their disciplines. This course delves into the psychology, training, technical mastery, and professional ethics that contribute to the success of elite athletes. Through a comprehensive study of renowned sports figures and cutting-edge research, students will develop a deep understanding of the multifaceted aspects that drive exceptional athletic achievement.
48-214	RESEARCH METHODS IN KINESIOLOGY. This course covers the basic concepts of research methods used in the discipline of kinesiology. It is designed to help students think critically, to give students hands-on experiences with research design, data analysis and interpretation, and to report results to a professional audience. Contributes to Data Analytics, Data Science, and Exercise and Sport Studies. Prerequisite: Mathematics 52-114 or permission of instructor. (Fall and Spring) (NS) (WA)
48-224	CARE AND PREVENTION OF ATHLETIC INJURIES. This course provides an overview of allied health professions, common sport and fitness-related injuries/conditions, preventative measures, and primary means of treatment for these injuries. Topics covered include epidemiology, athletic injuries/conditions, injury prevention variables, and healthcare ethics. In addition, the course discusses essential prevention, evaluation, and care techniques for the most common injuries in the athletic setting. Hands-on skills including splinting, taping, and bracing will be taught. Students must complete observation hours with a local licensed athletic trainer during the semester. Contributes to Applied Movement & Sport Studies and Exercise & Sport Studies. Prerequisite: Kinesiology 48-121 or permission of instructor. (Spring)
48-234	HEALTH AND FITNESS CONCEPTS. Students are presented current scientific information concerning the roles of physical activity, nutrition, and life choices in healthy living. Emphasis is placed on incorporating this information into a lifestyle that will produce lifelong optimal health. In addition, issues related to the impact of health-related diseases on society are discussed. Contributes to Applied Movement & Sport Studies, Exercise & Sport Studies, Health Studies, and Spanish for Healthcare Professions Certificate. (Fall and Spring) (NS)
48-244	STRESS MANAGEMENT. This course is designed to provide methods and content whereby students may discover their stressors and assemble appropriate tools to help them avoid, alleviate, or rebound from stress more effectively. This class will expose the students to a holistic approach to stress management with an emphasis on the relationship between lifestyle habits and health. Students will learn both cognitive skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. This interactive course will consist of both lecture and lab. Contributes to Exercise and Sport Studies, and Health Studies.
48-251	INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY I. This laboratory course will provide students with an opportunity to design, execute, and analyze experiments which examine the structure and function of the human body. Experiments and activities include application and critical evaluation of human anatomy and physiology in health and disease corresponding with the topics in Human Anatomy and Physiology I. Also Biology 50-251. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121. To be taken concurrently with 48-253. (Fall) (NS)
48-253	HUMAN ANATOMY AND PHYSIOLOGY I. This is the first of a two-course sequence in the study of human anatomy and physiology. This course is a detailed, systematic study of the structure and function of the human body with an additional focus on integrative physiology. This first course specifically examines cells, tissue histology, and the detailed anatomy and physiology of the nervous, endocrine, integumentary, skeletal, muscular, cardiovascular, and lymphatic systems. Integrative topics include homeostasis, control systems, reflexes, body movement control, and blood pressure. Also Biology 50-253. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121. To be taken concurrently with 48-251. (Fall) (NS)

48-261 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY II. This laboratory course will provide students with an opportunity to design, execute, and analyze experiments which examine the structure and function of the human body. Experiments and activities include application and critical evaluation of human anatomy and physiology in health and disease corresponding with the topics in Human Anatomy and Physiology II. Also Biology 50-261. Contributes to Health Studies and Neuroscience. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. To be taken concurrently with 48-263. (Spring) (NS)

48-263 HUMAN ANATOMY AND PHYSIOLOGY II. This is the second of a two-course sequence in the study of human anatomy and physiology. This course is a continuation of the systematic study of the structure and function of the human body with an additional focus on integrative physiology. This second course builds upon content from Human Anatomy and Physiology I, adding to cell and tissue histology knowledge, and specifically examines the detailed anatomy and physiology of the respiratory, urinary, digestive, immune, and reproductive systems. Additional integrative topics include gas exchange and transport, fluid and electrolyte balance, metabolism, exercise, and endocrine control of growth and metabolism. Also Biology 50-263. Contributes to Health Studies and Neuroscience. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. To be taken concurrently with 48-261. (Spring) (NS)

48-274 FUNDAMENTALS OF MOVEMENT ANALYSIS. An introductory course to develop observational and analytical skills as they relate to human movement. Emphasis is placed on developing a systematic approach to analysis. Students will use these skills (with emphasis placed on video analysis) to evaluate fundamental movement patterns including gait, jumping, throwing, catching and striking. Contributes to Applied Movement & Sport Studies and Exercise & Sport Studies.

48-284 EDUCATION OUTREACH FOR PHYSICAL ACTIVITY AND HEALTH. The purpose of this course is to build and expand on students' existing health and physical activity knowledge and enhance their abilities to communicate that knowledge with the general public. The course will focus on engaging the local community with evidence based educational outreach activities to promote health and well-being.

48-294 COMPARATIVE PHYSIOLOGY OF EXERCISE. A comparative and integrative approach to athletic performance and environmental adaptations to highlight the anatomical and physiological similarities and differences between humans and other animal species. Contributes to Animal Studies. (NS)

48-314 PSYCHOSOCIAL ASPECTS OF PHYSICAL ACTIVITY. This course examines the psychosocial benefits of physical activity, specifically focusing on the promotion and maintenance of leisure-time physical activity. Theories of motivation, behavior change and physical activity intervention techniques as well as the importance of exercise for mental health will also be discussed. Prerequisite Kinesiology 48-234, and either Kinesiology 48-214, or Psychology 33-214 or Biology 50-232.

48-324 MOTOR LEARNING AND MOTOR CONTROL. This course is a study of the factors affecting the learning and control of motor skills. Emphasis is given to information processing, motor programming and motor skill analysis. Study is centered upon understanding and application of conceptual frameworks that include open and closed looped models. Contributes to Exercise and Sport Studies, and Neuroscience. Prerequisite: Kinesiology 48-123/121 and Kinesiology 48-214, or permission of instructor. (Spring) (NS)

48-334 PHYSIOLOGY OF EXERCISE. This course focuses on musculoskeletal, nervous, cardiorespiratory, and endocrine systems as they relate to aerobic and anaerobic exercise and the metabolic response. Emphasis will be placed on the adaptations of these systems to training. Lab required. Contributes to Exercise and Sport Studies, and Neuroscience. Prerequisites: Kinesiology 48-123/121, and Kinesiology 48-214, or permission of instructor. (Fall) (NS)

48-344 BIOMECHANICS. This course is the study of basic anatomical and mechanical principles applied to human movement. Emphasis is placed on kinematic and kinetic concepts and the use of computerized movement analysis. Lab required. Contributes to Exercise and Sport Studies. Prerequisites: Kinesiology 48-123/121 and Kinesiology 48-214, or permission of instructor. (Spring) (NS)

48-374 NUTRITIONAL SCIENCES. This course examines the physiological and cellular functions of energy macronutrients and micronutrients. Topics include metabolism and energy balance, life cycle nutrition, nutrition for athletic performance, and the function of nutrients as they relate to human health and disease. Prerequisite: Kinesiology 48-234, or permission of instructor. Contributes to Applied Movement & Sport Studies, Exercise & Sport Studies, and Health Studies. (NS)

48-394	SEMINAR IN KINESIOLOGY. This course is designed to investigate special topics or problems of interest in kinesiology. Areas of study will be selected by both instructor and students with students taking an active role as both learners and teachers. Prerequisites: Kinesiology 48-214, and at least one of the following: Kinesiology 48-324, 48-334, or 48-344, or permission of instructor.
48-424	HEALTH PROMOTION AND PROGRAMMING. Introduction to concepts of program planning for health education in the community. The purpose of this course is to provide students with the skills needed to develop, implement and evaluate health promotion programs with a special emphasis on behavior change initiatives. Contributes to Applied Movement & Sport Studies, Exercise & Sport Studies, and Health Studies. Prerequisite: Kinesiology 48-234 and 48-214.
48-434	THEORY AND PRACTICE IN STRENGTH AND CONDITIONING. An overview of strength and conditioning principles. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. The course prepares students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Contributes to Applied Movement & Sport Studies. Prerequisites: Kinesiology 48-123/121 or 48-253/251.
48-444	EXERCISE PRESCRIPTION. This course is the study of current practices related to fitness assessment and exercise prescription. Emphasis is placed on the collection of data from fitness testing and the design of personalized exercise programs. Contributes to Exercise and Sport Studies. Prerequisites: Kinesiology 48-214 and 48-334. (Spring) (NS)
48-454	TISSUE MECHANICS. This is an advanced course that explores the anatomical structure and physiological and mechanical function of tissues within the body including bone, cartilage, tendons, ligaments, nerves and muscle. Special attention is given to mechanical testing of these materials with application of this information to the study of injury mechanisms and diseases of these tissues. Also Biology 50-454. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121, and either Kinesiology 48-344 or Physics 53-154, or permission of instructor. (NS)
48-474	MUSCLE PHYSIOLOGY. This course is designed to enhance the student's knowledge of the field of muscle physiology. The course focuses on the functional properties of skeletal muscle as it impacts health and performance in normal and pathological situations with specific emphasis on cellular and molecular regulators of skeletal muscle adaptations. Contributes to Exercise & Sport Studies. Prerequisite: Kinesiology 48-253/251, Biology 50-253/251, or Biology 50-424. (NS)
48-481	INTRODUCTION TO CAPSTONE. This is the first of two courses in the research capstone sequence. In this course a student will develop a laboratory or field-based research experience that includes hands-on experience directed toward answering questions related to kinesiology. In this writing-intensive course, students work directly with a faculty member to develop a research proposal and obtain university approval for human participant research, if necessary. Prerequisites: Kinesiology 48-214, and either 48-334 or 48-344. (Spring) (WA)
48-483	EXPERIENTIAL CAPSTONE IN KINESIOLOGY. This is the second of two courses in the capstone sequence in which the student will complete a field-based research project as proposed in 48-481 that is designed to provide the student a hands-on experience directed toward answering a question related to kinesiology. Each student will formally present results of the study in oral and written form. Prerequisites: Kinesiology 48-481. (Fall) (WA)
48-493	EXPERIMENTAL CAPSTONE IN KINESIOLOGY. This is the second of two courses in the capstone sequence in which the student will complete a laboratory research project designed to provide hands-on experience directed toward answering a question related to kinesiology. In this course, students will collect and analyze experimental data for their capstone projects as proposed in 48-481. Each student will formally present results of the study in oral and written form. Prerequisites: Kinesiology 48-481. (Fall) (WA)
48-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
48-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Prerequisite: Permission of department chair.
48-901, 902, 903, 904	TUTORIAL.
48-941, 942, 943, 944	ACADEMIC INTERNSHIP. This is a career-related course arranged to meet the interests of the student. Students must obtain approval of the supervising faculty member the semester prior to taking this course. Must be taken Pass/D/F.

48-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Students must obtain approval of the supervising faculty member the semester prior to taking this course.
48-984	HONORS. By invitation only.

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES
CHINESE, CLASSICS, FRENCH, AND GERMAN PROGRAMS
Humanities Area

Erika Berroth, PhD, Associate Professor of German
 Jeffrey Easton, PhD, Assistant Professor of Classics
 Francis Mathieu, PhD, Professor of French
 Aaron Prevots, PhD, Professor of French
 Carl Robertson, PhD, Associate Professor of Chinese
 Kristin Slonsky, MEd, Part-Time Instructor of Classics

A full listing of department chairs is available on the Registrar's web page.

The Chinese, Classics, French, and German programs facilitate intentional, interdisciplinary study in the interrelated disciplines of language, literature, film and culture. Studying language in cultural contexts encourages students to explore diverse perspectives, grow as critical thinkers and acquire the skills, knowledges and attitudes to build communities and promote change. We empower lifelong learners who can articulate and creatively apply a complex understanding of cultural differences.

Department Goals:

Within an integrated curriculum that fosters connections across disciplines and to students' lives, we assess student progress toward proficiencies. Through guidelines on functional language ability from the American Council on the Teaching of Foreign Languages (ACTFL) and rubrics for intercultural knowledge and competence from the Association of American Colleges and Universities (AAC&U), we assess the following goals:

1. Students completing the University's language and culture requirement will demonstrate intermediate proficiency in reading, listening, writing and speaking.
2. Students completing the minor will demonstrate intermediate to advanced proficiency in reading, listening, writing and speaking.
3. Students completing the major will demonstrate advanced proficiency in reading, listening, writing and speaking.
4. Students at all levels will demonstrate cultural knowledge and competence commensurate with their proficiency levels.

Students can major in Classical Civilization, Classical Languages, French, or German, or minor in Chinese, Classical Civilizations, Classical Languages, French, or German. We also mentor students who combine or pair one of our majors or minors with expertise in other areas. Our integrated, interdisciplinary curriculum contextualizes language study in historical, geographical, cross-cultural and transnational frames. Within the department's disciplines, which enhance critical inquiry skills and promote responsible global citizenship, students explore aspects of film, culture and literature. Many students conduct language-specific research for projects in other departments or programs, such as International Studies, Feminist Studies, Environmental Studies, Art History, Business, Music or Natural Sciences. To further advance their proficiency, interdisciplinarity and competitive profile, majors and minors often study abroad and pursue scholarships or internships. Some study or work in several countries over the course of their undergraduate career, for greater cultural awareness and lifelong learning. Other options directly supported by the department include continued study in top graduate schools and teaching language at home or abroad.

A placement test taken before beginning coursework at Southwestern helps determine which course within the language sequence will provide the appropriate challenge when getting started. Placement into the appropriate level will be enforced, based on the placement exam. The placement exam cannot be retaken without permission from the Department of Languages, Literatures, and Cultures chair. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's third semester language proficiency requirement must begin language study at the level of placement and take the next courses from -144, -154, and -164 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D- in -164 if taken for General Education credit, or C- if continuing study of

that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: Course numbers correspond primarily to proficiency. The courses numbered -144 and -154 develop novice and intermediate proficiency. The courses numbered -164 develop intermediate proficiency. The 200 and 300 level courses develop intermediate and advanced proficiencies. The 400-600 level courses develop advanced proficiency. The 700 level courses are German courses taught in English and offered with a tutorial. The 900 level courses are capstone, tutorial, independent study, internship and honors.

Minor in Chinese: 5 courses

- CHI22-164 Chinese III: Intermediate Language and Culture
- Four additional upper-level courses or approved Independent Study courses, minimum of 14 credits required.

Notes: Completion of 2-credit courses (Independent Study) may fulfill requirements for the minor in Chinese provided the minimum requirement of 18 credits is met.

For a major appropriate for an intensive Chinese focus, consider a major in International Studies combined with minors in both Chinese and East Asian Studies. See the International Studies and East Asian Studies sections of the catalog for more information.

Major in Classical Languages: 8 courses

Aimed at students with stronger interests in literature and topics related to literary analysis. In most cases, the focus will be on Latin.

Note: Completion of LAT14-144, 14-154, and 14-164, or equivalent placement, is a prerequisite to the Major in Classical Languages.

- Three upper-level Latin courses from the following:
 - LAT14-204 Cicero in Context
 - LAT14-244 Vergil Aeneid
 - LAT14-344 Livy and Exemplary History
 - LAT14-354 Petronius Satyricon: Dinner at Trimalchio's, and other Adventures in Campania
 - LAT14-404 Love is a Battlefield: Latin Elegiac Poetry
 - LAT14-444 Vices and Virtues in the Early Roman Empire
 - LAT14-454 Rome and the Epigraphic Habit
- Three courses of the Greek introductory and intermediate language sequence.
 - GRK13-144 Greek I, and
 - GRK13-154 Greek II, and
 - GRK13-164 Greek III
- One Classical Civilization course from the following:
 - ARH71-064 Introduction to Art History: Topics focused on Greek and Italian Renaissance
 - ARH71-484 World Architecture: A Comparative Cultural History
 - CLA07-204 Greek and Roman Mythology
 - CLA07-234 The Marble Cinematic Universe: Classics in the Cinema
 - CLA07-244 Sweaty Antiquity: Sport and Spectacle in Ancient Greece and Rome
 - CLA07-324 Invisible Romans: Sub-Elite and Marginalized Populations in the Roman World
 - CLA07-334 Emperors Behaving Badly: A History of Roman Imperial Power
 - CLA07-344 War and Society in Ancient Greece and Rome
 - CLA07-404 An Empire of Cities: Urban Life in the Roman World

- CLA07-434 Greek and Latin in Scientific Terminology
- CLA07-444 Classical Sites and Monuments
- HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
- HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend
- Capstone: An interdisciplinary approach centered on student’s language of emphasis. Take one from:
 - GRK13-934 Capstone Seminar, **or**
 - GRK13-954 Independent Study taken as Capstone
 - or**
 - LAT14-934 Capstone Seminar, **or**
 - LAT14-954 Independent Study taken as Capstone

Note: Completion of 2-credit courses (Capstone or Independent Study CLA07-954) may fulfill requirements for the Classical Languages major.

Minor in Classical Languages: 5 courses

- Two courses of the introductory and intermediate sequence in language of emphasis from the following:
 - LAT14-154 Introductory Latin II, **and**
 - LAT14-164 Intermediate Latin III
 - or**
 - GRK13-154 Introductory Greek II, **and**
 - GRK13-164 Intermediate Greek III
- Three upper-level Latin courses from the following:
 - LAT14-204 Cicero in Context
 - LAT14-244 Vergil Aeneid
 - LAT14-344 Livy and Exemplary History
 - LAT14-354 Petronius Satyricon: Dinner at Trimalchio’s, and other Adventures in Campania
 - LAT14-404 Love is a Battlefield: Latin Elegiac Poetry
 - LAT14-444 Vices and Virtues in the Early Roman Empire
 - LAT14-454 Rome and the Epigraphic Habit

Note: Completion of 2-credit courses (Independent Study) may fulfill requirements for the Classical Languages minor provided the minimum requirement of 18 credits is met.

Major in Classical Civilization: 8 courses

Aimed at students with greater interests in social history and material culture.

Note: Completion of LAT14-144, 14-154, and 14-164, or equivalent placement, is a prerequisite to the Major in Classical Civilization.

- Five Classical Civilization courses from the following:
 - ARH71-064 Introduction to Art History: Topics focused on Greek and Italian Renaissance
 - ARH71-484 World Architecture: A Comparative Cultural History
 - CLA07-204 Greek and Roman Mythology
 - CLA07-234 The Marble Cinematic Universe: Classics in the Cinema
 - CLA07-244 Sweaty Antiquity: Sport and Spectacle in Ancient Greece and Rome
 - CLA07-324 Invisible Romans: Sub-Elite and Marginalized Populations in the Roman World

- CLA07-334 Emperors Behaving Badly: A History of Roman Imperial Power
- CLA07-344 War and Society in Ancient Greece and Rome
- CLA07-404 An Empire of Cities: Urban Life in the Roman World
- CLA07-434 Greek and Latin in Scientific Terminology
- CLA07-444 Classical Sites and Monuments
- HIS16-434 Nomadic Empires: The “Barbarians” of the East Eurasian World
- HIS16-524 The Real Game of Thrones: The Medieval Era in History and Legend
- Two upper-level courses from the following:
 - LAT14-204 Cicero in Context
 - LAT14-244 Vergil Aeneid
 - LAT14-344 Livy and Exemplary History
 - LAT14-354 Petronius Satyricon: Dinner at Trimalchio’s, and other Adventures in Campania
 - LAT14-404 Love is a Battlefield: Latin Elegiac Poetry
 - LAT14-444 Vices and Virtues in the Early Roman Empire
 - LAT14-454 Rome and the Epigraphic Habit
- Capstone: An interdisciplinary approach based on student’s thematic area of interest
 - CLA07-934 Capstone Seminar, or
 - CLA07-954 Independent Study, taken as Capstone

Note: Completion of 2-credit courses (Independent Study) may fulfill requirements for the Classical Civilization major.

Minor in Classical Civilization: 5 courses

- Five Classical Civilization courses from the following:
 - ARH71-484 World Architecture: A Comparative Cultural History
 - CLA07-204 Greek and Roman Mythology
 - CLA07-234 The Marble Cinematic Universe: Classics in the Cinema
 - CLA07-244 Sweaty Antiquity: Sport and Spectacle in Ancient Greece and Rome
 - CLA07-324 Invisible Romans: Sub-Elite and Marginalized Populations in the Roman World
 - CLA07-334 Emperors Behaving Badly: A History of Roman Imperial Power
 - CLA07-344 War and Society in Ancient Greece and Rome
 - CLA07-404 An Empire of Cities: Urban Life in the Roman World
 - CLA07-434 Greek and Latin in Scientific Terminology
 - CLA07-444 Classical Sites and Monuments
 - HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian World
 - HIS16-424 The Real Game of Thrones: The Medieval Era in History and Legend

Note: Completion of 2-credit courses (Independent Study) may fulfill requirements for the Classical Civilizations minor provided the minimum requirement of 18 credits is met.

Major in French: 8 courses

- FRE11-204 Conversation and Culture
- Two French courses at or above the 500 level
- Four additional upper-level courses in French

- FRE11-934 Capstone Seminar (to be taken in the spring of the junior or senior year)

Paired Major in International Studies and French: 14 courses

Note: Please refer to the International Studies section of the catalog for the full list of requirements and track options.

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - Any World History course (HIS16-0X4)
 - PSC32-144 Comparative Politics
- FRE11-204 Conversation and Culture
- Two French courses at or above the 500 level
- Four additional upper level courses in French.
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- FRE11-934 Capstone Seminar (to be taken in the spring of the junior or senior year)
- INS38-894 Capstone

Minor in French: 5 courses

- FRE11-204 Conversation and Culture
- Four additional courses in French, at least one of which must be at or above the 500 level.

Note: FRE11-164, if taken for college level credit, counts toward the minor.

Major in German: 8 courses

- One course from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
- GER12-344 Topics in German Literature and Film
- GER12-354 German Culture
- Two German courses at or above the 300 level
- Two additional upper level German courses
- GER12-934 Capstone Seminar (to be taken in the spring of the junior or senior year)

Note: Completion of 2-credit courses (GER12-332 or Independent Study) may fulfill requirements for the major in German.

Paired Major in International Studies and German: 14 courses

Note: Please refer to the International Studies section of the catalog for the full list of requirements and track options.

- One Introductory course from:
 - ANT35-104 Introduction to Cultural Anthropology
 - Any World History course (HIS16-0X4)
 - PSC32-144 Comparative Politics
- One German course from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
- GER12-344 Topics in German Literature and Film
- GER12-354 German Culture

- Two German courses at or above the 300 level
- Two additional upper level courses in German
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- GER12-934 Capstone Seminar (to be taken in the spring of the junior or senior year)
- INS38-894 Capstone

Note: Completion of 2-credit courses (GER12-332 or Independent Study) may fulfill requirements for the major in German.

Minor in German: 5 courses

- Two courses from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
 - GER12-344 Topics in German Literature and Film
 - GER12-354 German Culture
- Three additional courses (minimum 10 credits) in German, at least one of which must be at or above the 300 level;

Notes: GER12-164, if taken for credit, counts toward the minor.

Completion of 2-credit courses (GER12-332 or Independent Study) may fulfill requirements for the minor in German provided the minimum requirement of 18 credits is met.

See the Education Department section of the catalog for information regarding teacher certification in languages other than English.

Chinese (CHI)

22-144

CHINESE I: INTRODUCTORY LANGUAGE AND CULTURE. This course introduces pronunciation, basic grammatical structures, subtleties of Chinese writing and contexts for practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency. (Fall)

22-154

CHINESE II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the basic skills in Chinese I in addition to speaking and writing practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency. Prerequisite: Chinese 22-144, or equivalent placement. (Spring)

22-164

CHINESE III: INTERMEDIATE LANGUAGE AND CULTURE. This course strengthens reading and writing skills, develops grammatical facility and begins an increased focus on oral and written communication for fundamental contexts including daily life, work and travel. Core emphasis is placed on the cultural foundations of Chinese language. Students develop novice to intermediate level proficiency. Prerequisite: Chinese 22-154, or equivalent placement. (Fall)

22-204

STORIES IN CHINESE. This course facilitates through narrative the development of novice to intermediate proficiencies. It provides opportunities to critically engage with written accounts of contemporary China, express personal opinions, and persuade others by writing stories. Students begin to engage with contemporary sociocultural issues as well as literary and functional texts. Contributes to East Asian Studies and International Studies. Prerequisite: Chinese 22-164 or equivalent placement. (Spring) (H)

22-334

TOPICS IN INTERMEDIATE/ADVANCED MODERN CHINESE. This course facilitates active development of proficiency abilities in presentational, interpretive and interpersonal modes. Materials are primarily native texts of various genres, accommodated to mixed ability levels. Topics include special focus on interactions and business transactions, traditional and modern literature and historical reference, or similar specialized topics. Contributes to East Asian Studies, Environmental Studies, and International Studies. Prerequisite: Chinese 22-164, or equivalent placement. (H)

22-344

ENVIRONMENTAL TEXTS IN CHINESE. This course works through a series of native texts to identify the cultural and linguistic foundations for addressing the environment in Chinese communities. Language acquisition is the primary objective, including terms and grammatical

	structures, but we also explore connections between structure and context. Texts include a wide range of sources, from traditional literature to contemporary blogs and magazines. Students learn to work through native texts to find patterns and implicit connections to the natural world. Contributes to East Asian Studies and International Studies. Prerequisite: Chinese 22-164, or equivalent placement. (H) (Fall, even years)
22-354	CHINESE IN MODERNIST CONTEXT. This is a language course on a native colloquial text (everyday spoken language) which features significant modernist issues of imperialism and cultural appropriation and exchange. The text is the graphic novel (or comic book) by Hergé, Tin Tin's "Blue Lotus" adventure, set in 1937 Shanghai, in Chinese translation. This course facilitates discussion with issues of modernism, cultural appropriation and imperialism while developing proficiency language skills. In addition, this course develops skills in intercultural research and analysis. Contributes to East Asian Studies and International Studies. Prerequisite: Chinese 22-164, or equivalent placement. (H) (Spring, odd years).
22-374	LEARNING CHINESE THROUGH POETRY. This course strengthens fundamental language structure through analysis of the word order of Classical Chinese poetry. The course takes small incremental steps to learn how words and phrases are combined in poetic language, which applies directly to modern spoken Chinese. Students incidentally learn Chinese poetic traditions and its relevance to contemporary expression and culture. This course strengthens all aspects of language proficiency and clarifies the ways words and phrases form common everyday expressions. Improves reading and writing abilities. Contributes to East Asian Studies and International Studies. Prerequisite: Chinese 22-164, or equivalent placement. (H) (Fall, odd years)
22-384	CHINESE WRITING: HISTORY, ART AND CULTURE. Taught in English to serve students across languages and disciplines including an optional track for intensive language mastery, this course is an introduction to written Chinese and an exploration of its cultural significance. Students will acquire skills and knowledge in comparative perspectives on the culture, art, and system of writing Chinese, including some essential characters. This course is equally relevant to written Chinese, Korean or Japanese. Contributes to East Asian Studies and International Studies. (H) (WA) (Spring, even years)
22-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
22-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Contributes to East Asian Studies and International Studies. Prerequisite: Chinese 22-164, or equivalent placement.
22-901, 902, 903, 904	TUTORIAL.
22-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
22-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
Classics (CLA)	
07-204	GREEK AND ROMAN MYTHOLOGY. A study of the traditional cycles of Classical Mythology and the essential role myths played in Greek and Roman culture, especially the ways myth was employed to reinforce contemporary socio-political ideologies. Students encounter the myths through a variety of ancient evidence, including literature, artwork, material culture, and religious cultic practices, and engage with the most important historical and contemporary theories of mythology. Particular attention is given to the formation of these myths in a global context and the recrystallization of Classical myth in later literature and art. (H)
07-234	THE MARBLE CINEMATIC UNIVERSE: CLASSICS IN THE CINEMA. In this course, students watch a selection of films based on Classical topics and explore corresponding ancient literary sources (in translation), artwork, and archaeology to understand how the ancient world is perceived, why stories set in the Classical world allow us to explore contemporary themes, and how the cultural context of the audience changes traditional narratives. Special attention is given to how films based on Classical themes have contributed to modern debates on social, economic, political, and cultural issues. (H)
07-244	SWEATY ANTIQUITY: SPORT AND SPECTACLE IN ANCIENT GREECE AND ROME. A study of the central place sports and public spectacles and entertainment held in Ancient Greek and Roman society. Through analysis of literary and artistic representations of events such as the religious festivals and Panhellenic and regional games in the Greek world and gladiatorial combat, chariot races, and triumphal processions in Rome, students gain an understanding of the embeddedness of these events in the fabric of Greek and Roman society and track how changes in performance reflected contemporary social norms and values. (H)

07-324	INVISIBLE ROMANS: SUB-ELITE AND MARGINALIZED POPULATIONS IN THE ROMAN WORLD. A study of the diverse ethnic and socioeconomic groups who occupied the margins of Roman society and how these groups made their way in the Roman world by operating within existing institutions or by forging new avenues for civic engagement and upward social mobility. Students consider a range of ancient evidence, including literary and legal sources, art and material culture, physical spaces and economic instruments, and personal inscriptions. Contributes to Race and Ethnicity Studies/Allied Course. (H)
07-334	EMPERORS BEHAVING BADLY: A HISTORY OF ROMAN IMPERIAL POWER. A study of the evolving relationship between imperial power and the wider Roman social order, economy, and rule of law. Guided by recent scholarly reassessments of the position of the emperor in the Roman world, students explore several sociopolitical developments and episodes by which we can track the expansion of imperial power and how the emperors articulated their position through various media. Contributes to Legal Studies Certificate. (H)
07-344	WAR AND SOCIETY IN ANCIENT GREECE AND ROME. In this course, students focus on the intersection of military participation and civic life in Ancient Greece and Rome. Students engage with a range of primary evidence, from literary narratives to military inscriptions to the artifacts and physical remains of equipment and frontier garrisons. Special attention is given to evaluating this heterogeneous primary evidence and understanding the methodological problems encountered in the study of institutions in any historical society. (H)
07-404	AN EMPIRE OF CITIES: URBAN LIFE IN THE ROMAN WORLD. A study of the rich evidence for urban life at sites throughout the Roman empire. Rather than studying the Roman world as a monolith, students explore the diverse social groups and legal, economic, and religious institutions that imbued civic life and the institutions that linked the elite and sub-elite. (H)
07-434	GREEK AND LATIN IN SCIENTIFIC TERMINOLOGY. A study of the vocabulary of technical terms derived from Ancient Greek and Latin that abound in the natural sciences, particularly the life sciences, and other fields such as law. Students acquire the ability to analyze word elements and diagnose the meaning of technical terms through both discussion of historical linguistics, etymology, and methods and completion of hands-on assignments that put these skills into practice. Contributes to Health Studies and Spanish for Healthcare Professions Certificate. (H)
07-444	CLASSICAL SITES AND MONUMENTS. A study of key archaeological sites and monuments in the Classical World with a focus on their function, the messages they conveyed, how their construction impacted on social interaction within the spaces, and how approaches to building reflected changing social and political norms over time. Special attention is given to the topography of Athens and Rome and their array of civic, religious, and private sites and monuments. (H)
07-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
07-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
07-901, 902, 903, 904	TUTORIAL.
07-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in Classical Civilizations. As an integrative experience, the capstone challenges students to interrelate knowledge, insights, and perspectives gained in their linguistic and cultural studies and in their undergraduate experience. Students will be guided through independent research and writing that demonstrates proficiency in their select area of classical studies. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project. (Fall or Spring) (H) (WA)
07-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
07-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. 07-954 may serve as Capstone.
07-984	HONORS. By invitation only.

French (FRE)

All courses are taught in French.

11-144	FRENCH I: INTRODUCTORY LANGUAGE AND CULTURE. This course builds listening, speaking, reading, writing, critical thinking and cultural literacy skills. Students learn to communicate effectively both within personal areas of interest and relative to French and Francophone cultures. Emphasis is placed on student participation, self-expression and the ability to create with language. Students develop novice level proficiency. (Fall)
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11-154 FRENCH II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues to build listening and speaking skills and particularly enhances reading, writing, critical thinking and cultural literacy skills. Students gain an understanding of contemporary life in the French-speaking world through the textbook and supplementary film units, including as related to global contexts. Students develop novice level proficiency. Prerequisite: French 11-144, or equivalent placement. (Spring)

11-164 FRENCH III: INTERMEDIATE LANGUAGE AND CULTURE. This course blends grammar review with readings and viewings in literature and culture as well as broader vocabulary practice. Students develop intermediate level proficiency, strengthen their intercultural skills regarding cultural contexts, norms and viewpoints in the French-speaking world, and practice narration and description orally and in writing. Students enhance their reading, writing, listening and speaking skills, and apply them through conversation, textual analysis and cultural analysis. Prerequisite: French 11-154, or equivalent placement. (Fall)

11-204 CONVERSATION AND CULTURE. This course strengthens conversation as well as intercultural skills. Students learn informal vocabulary and slang, discuss contemporary cultural contexts, norms and perspectives, and analyze everyday culture. Students acquire in-depth awareness of everyday French culture and language, and they practice casually spoken French daily in small groups or more structured role plays. Students improve their reading, writing and critical thinking skills. Develops intermediate and advanced oral and written proficiencies. Contributes to International Studies. Prerequisite: French 11-164, or equivalent placement. (Spring) (H) (WA)

11-314 WORLD WAR II FRANCE. This course deals with the collapse of human rights that followed the Nazi occupation of France. It focuses on the collaborationist stance of those French people who chose to cooperate with the Nazis and the resistance movement of the French people who decided to fight both the Nazis and the collaborators. The course goes beyond traditional representations that focus on the role that white French men played in the conflict by including diverse marginalized groups who were targeted by the Nazis. Students will closely analyze these topics in acclaimed films and texts of various genres. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)

11-334 FRENCH CINEMA. This course provides an introduction to French cinema. It closely analyzes films from the period 1900-present. Topics encourage students to make interdisciplinary connections regarding social, political, and cultural issues. Students refine their critical thinking and cultural literacy skills, sharpen their linguistic facility and accuracy, and expand their awareness of the French and Francophone world. The course also includes practice of essay writing skills as related to contemporary film. Offerings alternate between French Cinema and Women in/on Film. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)

11-344 FRANCOPHONE LITERATURE-FROM AFRICA: COLONIZATION & INDEPENDENCE. This course provides an introduction to francophone literature and film. It closely analyzes works from the period 1900-present. Topics encourage students to grasp colonial and postcolonial conceptions of identity, gender, and religion, and to track historical patterns of economic suffering, resistance to colonial rule, racism, and migration. Students refine their critical thinking and cultural literacy skills, sharpen their linguistic facility and accuracy, practice their writing and presentation skills, and expand their awareness of francophonie in Africa. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Contributes to International Studies, and Race and Ethnicity Studies/Group-Theme Course. Prerequisite: French 11-204, or equivalent placement. (H) (WA)

11-354 TOPICS IN FRENCH CULTURE. This course closely analyzes French and/or Francophone identities as voiced in authentic materials including text, images, video, films, and music. Focused topics encourage students to make interdisciplinary connections regarding social, political, and cultural issues. Develops intermediate and advanced cultural proficiencies. Offerings alternate between French Civilization 1: History of French Culture, French Civilization 2: Contemporary French Culture, and French Civilization 3: French Food Culture. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)

11-364 TRANSLATION AND CULTURE. In this course conducted in French, students learn translation techniques and apply them to media articles, web content, marketing material, film, and literature. Students increase their familiarity with contemporary French popular culture and current sociocultural trends. They gain practice in interpreting French concepts and relating them to American equivalents, as well as in analyzing and applying advanced French grammar. Develops intercultural skills, critical

	thinking skills, and related oral and written proficiencies at the intermediate to advanced level. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
11-514	STUDIES IN FRENCH LITERATURE. This course studies selected texts from the modern period, as related to French social, cultural, and literary history. Intensive work supports the development of advanced proficiency. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One upper-level French course. (Spring) (H) (WA)
11-604	TOPICS IN LITERATURE AND CULTURE. This course focuses on single authors, movements or themes. Offerings include Paris/Cities/Parisians and Plural France. Intensive work supports the development of advanced proficiency regarding social, cultural, and literary contexts. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One upper-level French course. (Spring) (H) (WA)
11-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in French. As an integrative experience, the capstone challenges students to interrelate knowledge, insights, and perspectives gained in their French studies and in their undergraduate experience. Students will be guided through independent research and writing that demonstrates advanced proficiency. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project and its original analysis to a French-speaking public. (Spring) (H) (WA)
11-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
11-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204 or equivalent.
11-901, 902, 903, 904	TUTORIAL.
11-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
11-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
11-984	HONORS. By invitation only.

German (GER)

All courses are taught in German, except for 700- level courses, which are taught in English with a German Tutorial.

12-144	GERMAN I: INTRODUCTORY LANGUAGE AND CULTURE. This course builds the foundation for developing proficiency in speaking, listening, reading and writing in German. Students learn to communicate effectively both within personal areas of interest and relative to German culture. The course emphasizes student participation, self-expression and the ability to create with language. Students develop novice level proficiency. (Fall)
12-154	GERMAN II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the work begun in the introductory semester and increases focus on speaking skills and cultural literacy. Students develop novice level proficiency and build intercultural knowledge and competence. Prerequisite: German 12-144, or equivalent placement. (Spring)
12-164	GERMAN III: INTERMEDIATE LANGUAGE AND CULTURE. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture. Students develop intermediate level proficiency, strengthen their understanding of contemporary life in the German-speaking world, narrate and describe orally and in writing, and begin to formulate and support opinions. Increased emphasis on intercultural knowledge and competence helps students prepare for study, research or internships abroad. Prerequisite: German 12-154, or equivalent placement. (Fall)
12-204	GERMAN FILM STUDIES. This course develops intermediate level proficiency and moves students from description and narration to argumentation, including evaluating and analyzing information and formulating hypotheses. Through critical engagement with German films, students gain practice in analytically viewing and reading sophisticated texts in German related to their areas of interest or expertise and increase their knowledge of social, political and cultural issues. Contributes to Animal Studies and International Studies. Prerequisite: German 12-164, or equivalent placement. (Spring) (H) (SJ) (PJ)
12-314	READING GERMAN: TEXT IN CONTEXT. This course introduces the critical appreciation of a wide variety of texts. Personal stories (e.g. diary), public stories (e.g. journalistic writing), literary stories (e.g. poetry, novellas, short stories) and stories told in music and visual images form the textual basis for critical engagement. Intensive work supports the development of intermediate and advanced

level proficiency. May be repeated with change in content. Contributes to International Studies. Prerequisite: German 12-204, or equivalent placement. (H) (WA)

12-332, 334 SPEAK GERMAN! This course focuses on the development of oral proficiency at all levels, organized around a framework of interpersonal, interpretive, and presentational modes of communication. It promotes autonomy in mixed-ability settings by integrating components where students collaborate as teachers and learners. Blended learning strategies support the development of multiple literacies. Students can take the course for 2 or 4 credits with assessments adjusted accordingly. Students pursuing a major or minor in German may repeat the course to reach the minimum required credits, as the topics rotate to reflect current events and advanced proficiencies. Contributes to Health Studies and International Studies. Prerequisite: German 12-144, or equivalent placement. (Spring) (H)

12-344 TOPICS IN GERMAN LITERATURE AND FILM. This course emphasizes writing and discussions on selected literary texts and films. Students develop and implement their critical and argumentative skills at and beyond the intermediate level, crafting increasingly complex analyses both individually and in small groups. Students are encouraged to develop their own poetic voice in creative writing assignments at the intermediate and advanced proficiency levels. May be repeated with change in topic. Contributes to International Studies. Prerequisite: German 12-204, or equivalent placement. (H) (WA)

12-354 TOPICS IN GERMAN CULTURE. Students develop intermediate and advanced proficiencies, analyzing and comparing culturally significant topics represented in authentic materials. Themes represented in texts, images, videos, films, and music connect areas of literature, history, philosophy, and politics. A focus on social justice and environmentalism invites comparisons in European and global contexts. Course may be repeated as topics rotate: 1. Identities; 2. Movements; 3. Innovations. Contributes to Environmental Studies and International Studies. Prerequisite: German 12-204, or equivalent placement. (H) (WA) (SJ) (PJ)

12-454 FEMINIST STUDIES IN GERMAN. Based on readings and discussions on a variety of texts addressing categories of difference including gender, race, class, nation, sexuality, age, ability and religion, students develop advanced proficiency by exploring critical approaches to literature and film. Text selections suggest connections across times and spaces from medieval visionary Hildegard von Bingen to contemporary Literature Nobel Prize winners Herta Müller and Elfriede Jelinek. Students engage in advanced textual analysis. They develop skills regarding summarizing, interpreting, critiquing, presenting and substantiating arguments and opinions, both orally and in writing. May be repeated with change in topic. Contributes to Feminist Studies and International Studies. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H)

12-514 STUDIES IN GERMAN LITERATURE. This course studies selected texts from a variety of periods as related to German social, intellectual, cultural and literary history. Text selections productively balance tradition and innovation. The course develops advanced proficiencies in critical and analytical work in the target language, including through intensive practice of academic writing for research purposes and oral expression. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H) (WA)

12-614 TEXTS/CONTEXTS. This course provides practice in close readings of texts as they relate to multiple fields of study. Topics may include Climate Fiction Cli-Fi, Fairy Tales, Genius and Madness, the Figure of the Artist, Memory and Identity, Transnational Writing in German, or Texts of German Environmentalism. Students continue to enlarge their repertoire of strategies for processing meaning and practice increasingly sophisticated modes of expression. Intensive work develops advanced proficiency in academic writing for research purposes and oral expression. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from German 12-314, 12-334, or 12-354. No prerequisite if taught in English. (H) (WA)

12-714 TRANSNATIONAL IDENTITY NARRATIVES: GENDER/NATURE/CULTURE. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. Develops literacy in interdisciplinary theoretical frameworks, with a focus on feminist and eco-critical theories. Students practice articulating sophisticated arguments, orally and in writing, when comparing literary and filmic representations of the experience of migration captured in the themes of loss, witness, translation, identity formations, exclusion, relationships to place and cultural memory, through texts from different cultures, media, and historical periods. Further develops intercultural knowledge and competence. Contributes to Environmental Studies, Feminist Studies, Health Studies, International Studies, and Race and Ethnicity Studies/Allied Course. (H) (SJ) (PJ)

12-734	GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. The course supports the development of intercultural knowledge and the skills and attitudes required for communicating across cultures. Focus on research and case studies, e.g. of Germany's <i>Mittelstand</i> (small and mid-size enterprises), documenting the increasing importance of intercultural communication for global leadership. Contributes to Business and International Studies. (H)
12-912	TUTORIAL FOR TRANSNATIONAL IDENTITY NARRATIVES. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples and case studies, individual research projects and small group assignments. Contributes to Health Studies and International Studies. Prerequisite: German 12-154, or equivalent. Concurrent registration in German 12-714 is required.
12-932	TUTORIAL FOR GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples, case studies, individual research projects and small group assignments. Contributes to International Studies. Prerequisite: German 12-154, or equivalent. Concurrent registration in German 12-734 is required.
12-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in German. As an integrative experience, the capstone challenges students to demonstrate their ability to interrelate knowledge, insights and perspectives gained in their German program and their undergraduate experience. Students will work on individual projects while participating substantially in discussions and peer review. Students are expected to demonstrate advanced proficiency. With careful guidance, they will produce a substantial formal research paper and deliver a formal oral presentation introducing their projects to the German-speaking public. (Spring) (H) (WA)
12-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
12-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Contributes to International Studies. Prerequisite: German 12-204 or equivalent placement.
12-901, 902, 903, 904	TUTORIAL.
12-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
12-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change of content.
12-984	HONORS. By invitation only.
Greek (GRK)	
13-144	GREEK I. Essentials of grammar, composition, and reading. Students will acquire basic translation skills and build a core vocabulary, and they will support their language learning with the study of Greek society and culture. (Fall)
13-154	GREEK II. Continued study of grammar, composition and reading. Students will learn more complex syntactical constructions and begin translating more sustained Greek passages. Prerequisite: Greek 13-144, or equivalent placement. (Spring)
13-164	GREEK III. Students will build on the fundamentals they acquired in introductory Greek and strengthen their skills in translation and interpretation through a variety of Greek prose and poetry texts. Readings and cultural studies of prose authors such as Herodotus, Xenophon (history), Plato, and Aristotle (philosophy) and poetry by Hesiod, the anonymous Homeric Hymns (epic), and a selection by Hellenistic poets, as well as New Testament Greek. Prerequisite: Greek 13-154, or equivalent placement. (Fall)
13-204	READINGS IN GREEK PROSE. This course is specifically designed for intermediate students and includes rigorous study of Greek texts in focused thematic areas. Students will encounter the texts in their cultural, historical, and political contexts and become more familiar with issues of composition and transmission, as well as current interpretive approaches and important secondary scholarship. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics include the ethnographic writings of Herodotus; Thucydides and his historiographical methods; the oratory of Lysias and Demosthenes; Greek historians under the Roman Empire; and Presocratic philosophers. Prerequisite: Greek 13-164, or equivalent placement. (H)

13-344	READINGS IN GREEK POETRY. This course is specifically designed for intermediate and advanced students who have completed at least three semesters of Greek. In addition to strengthening skills in translation, interpretation, and textual analysis, students will encounter Greek texts in their cultural, historical, and political contexts. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics include Homer's epic poems <i>Iliad</i> and <i>Odyssey</i> ; Greek tragedy; and Archaic Lyric poetry by such authors as Archilochus, Alcaeus, and Sappho. Prerequisite: Greek 13-164, or equivalent placement. (H)
13-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
13-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
13-901, 902, 903, 904	TUTORIAL.
13-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in Classical Languages. As an integrative experience, the capstone challenges students to interrelate knowledge, insights, and perspectives gained in their linguistic and cultural studies and in their undergraduate experience. Students will be guided through independent research and writing that demonstrates advanced proficiency in their select area of classical studies. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project. (Fall or Spring) (H) (WA)
13-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
13-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change of content. 13-954 may serve as Capstone. (Fall, Spring)
13-984	HONORS. By invitation only.
Latin (LAT)	
14-144	LATIN I. Essentials of grammar, composition, and reading. Students will acquire basic translation skills and build a core vocabulary, and they will support their language learning with the study of Roman society and culture. (Fall)
14-154	LATIN II. Continued study of grammar, composition and reading. Students will learn more complex syntactical constructions and begin translating more sustained Latin passages. Prerequisite: Latin 14-144, or equivalent placement. (Spring)
14-164	LATIN III. Students will build on the fundamentals they acquired in introductory Latin and strengthen their skills in translation and interpretation through a variety of Latin prose and poetry texts. Readings and cultural studies of poets such as Catullus and Horace to prose writers of oratory (Cicero), natural history (the two Plinys), and society and politics (Tacitus) to the novel <i>Satyricon</i> by Petronius. Prerequisite: Latin 14-154, or equivalent placement. (Fall)
14-204	CICERO IN CONTEXT. Selected readings in Cicero's public speeches, letters, and treatises, considered within the context of the volatile political atmosphere of the Late Republic. Students analyze Cicero's prose style and methods of argumentation and explore the prosopographical world of the Roman aristocracy of the period. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-244	VERGIL'S <i>AENEID</i> . Selected readings in the seminal Latin epic poem about the Trojan hero Aeneas. Students will learn the basics of Latin prosody and recitation, and they will analyze Vergil's style, intertextuality, and use of mythology. Special attention will be given to interpreting the poem's meaning within the new political reality of Augustan Rome. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-344	LIVY AND EXEMPLARY HISTORY. Readings in the early imperial historian Livy. In addition to analyzing Livy's unique prose style, students examine his larger project of writing exemplary history, that is, history as a guide to good or bad behavior according to the work's engagement with the shifting sociopolitical realities of Augustan Rome. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-354	PETRONIUS <i>SATYRICON</i> : DINNER AT TRIMALCHIO'S, AND OTHER ADVENTURES IN CAMPANIA. Readings in Petronius' novel <i>Satyricon</i> . In addition to strengthening skills in translation and literary interpretation, students engage in critical analysis of the social relationships and tensions that operate within the text. They explore the novel's social and political context of the Neronian period and consider how well the story captures the experience of its sub-elite protagonists, particularly current and formerly enslaved men and women. Prerequisite: Latin 14-164, or equivalent placement. (H)

14-404	LOVE IS A BATTLEFIELD: LATIN ELEGIAC POETRY. Selected readings in Latin elegiac poetry by Catullus, Propertius, Ovid, and Tibullus. Students will explore the roots of this highly personal form of poetry in the Hellenistic literary milieu and its impact on later Latin literature. Special attention is given to the genre's common tropes, constructions of masculinity, poetic meters, and dense intertextuality. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-444	VICES AND VIRTUES IN THE EARLY ROMAN EMPIRE. Students read selections of the Roman historians Tacitus (<i>Annals</i>) and Suetonius (<i>Twelve Caesars</i>) on the history of the Julio-Claudian and Flavian dynasties. Special attention will be given to these authors' language and style, engagement with the Roman annalistic tradition, and rhetorical methods of presenting the political history of the early Roman empire. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-454	ROME AND THE EPIGRAPHIC HABIT. A study of the various genres of Latin inscriptions from the Roman empire. Students analyze the capacity of public and private epigraphic texts to inform our understanding of literary texts and material culture and illuminate a range of social, economic, political, and religious issues in Roman society. Special attention is given to interpreting inscriptions in their physical and monumental contexts. Prerequisite: Latin 14-164, or equivalent placement. (H)
14-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
14-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
14-444	INTERMEDIATE TUTORIAL.
14-901, 902, 903, 904	TUTORIAL.
14-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in Classical Languages. As an integrative experience, the capstone challenges students to interrelate knowledge, insights, and perspectives gained in their linguistic and cultural studies and in their undergraduate experience. Students will be guided through independent research and writing that demonstrates advanced proficiency in their select area of classical studies. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project. (Fall or Spring) (H) (WA)
14-941, 952, 953, 954	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
14-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with changed content. 14-954 may serve as Capstone.
14-984	HONORS. By invitation only.

Other Languages (FLN)

21-144, 154, 164	LANGUAGE I, II, and III. Studies of languages other than those regularly offered by the Department of Languages, Literatures and Cultures.
21-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
21-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. May contribute to East Asian Studies and International Studies.
21-901, 902, 903, 904	TUTORIAL.
21-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
21-951, 952, 953, 954	INDEPENDENT STUDY.

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES

SPANISH PROGRAM

Humanities Area

Noelia Cigarroa-Cooke, MFA, Assistant Professor of Instruction in Spanish
 Carlos A. De Oro, PhD, Professor
 Meaghan Dinan, MA, Visiting Instructor
 Abigail Dings, PhD, Associate Professor
 Theodore J. Jobe, PhD, Associate Professor and Director of Language Media Services
 Arisbel Lopez Andracá, MA, Part-Time Instructor
 María de los Ángeles Rodríguez Cadena, PhD, Associate Professor
 Catherine Ross, PhD, Professor

Laura Senio Blair, PhD, Professor

A full listing of department chairs is available on the Registrar's web page.

The Spanish department facilitates critical inquiry in the interrelated disciplines of language and culture. Studying language in cultural contexts encourages students to explore multiple perspectives, to develop informed views, and to acquire the skills to build communities and act as agents of change. We seek to empower life-long learners who can articulate a complex understanding of cultural differences.

Department Goals:

1. Students completing the University's language requirement will demonstrate Intermediate Low Proficiency in reading, listening, writing, and speaking, according to ACTFL standards.
2. Students completing a minor will demonstrate Intermediate Mid to Advanced Proficiency in reading, listening, writing, and speaking.
3. Students completing the major will demonstrate Advanced Proficiency in reading, listening, writing, and speaking.
4. Learners of the Spanish language at all levels will demonstrate cultural competency commensurate with their proficiency levels.

The department offers majors and minors in Spanish. Courses taught in the program integrate reading, writing, speaking, and listening in Spanish as well as understanding the associated cultures. Students in Spanish undertake the shared tasks of oral work coupled with listening comprehension and reading in the context of culture. The shared pedagogy for language acquisition thus goes hand-in-hand with cultural immersion. This linguistic and cultural fluency in Spanish facilitates study abroad. Depending on their interests, students may choose from diverse programs in a number of Spanish-speaking countries.

Spanish majors are advised to pursue language courses until their proficiency assures successful work in the field of their specification. They are expected to acquire a general knowledge of Spanish linguistics, as well as the literatures, cultures and civilizations of Spanish speaking countries. All Spanish majors are strongly urged to include plans for study abroad either during one semester or through summer programs offered or approved by Southwestern University.

Students planning to do graduate work in languages are advised to have a strong background in the analysis and interpretation of literature or in linguistics. Those planning to be certified as language teachers must have a thorough background in the structure of the target language. The Education Department offers a major in Education with a specialization in Spanish. For more information, please consult with the Education Department.

A placement test taken before beginning coursework at Southwestern helps determine which level in the language sequence will provide the appropriate challenge when getting started. Placement into the appropriate level will be determined based on the placement exam results and high school seat time. The placement exam cannot be retaken without permission from the Spanish department chair. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's third semester language proficiency requirement must begin language study at the level of placement, and take the next courses from -144, -154 and -164 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D- in -164 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: The courses numbered -144 and -154 develop novice and intermediate low proficiency levels. The course numbered -164 develops intermediate-mid proficiency levels. The 200 and 300 level courses develop intermediate high and advanced proficiency levels. The 400 level courses are courses taken in a Spanish-speaking study abroad setting. The 500 level courses are advanced proficiency level Latin American literature courses. The 600 level courses are advanced proficiency level culture-based courses. The 700 level courses are intermediate and advanced proficiency linguistics courses. The 800 level courses are advanced proficiency level courses on literature from Spain. The 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Spanish: Eight courses

- One course from:

SPA15-354 Cultures and Communities of Latin America

SPA15-364 Cultures and Communities of Spain

- Three additional Spanish courses at or above the 200 level
- Three additional Spanish courses at or above the 400 level
- SPA15-934 Research Seminar for Seniors (Capstone) (offered in spring only)

Majors must take a language assessment exam during the semester of their Spanish capstone experience.

Paired Major in International Studies and Spanish: 14 courses

*Please refer to the International Studies section of the catalog for full details regarding the requirements and track options.

- One Introductory course from:
 - ANT35-104 Intro to Cultural Anthropology
 - HIS16-0X4 Any World History course
 - PSC32-144 Comparative Politics
- One Spanish course from:
 - SPA15-354 Cultures and Communities of Latin America
 - SPA15-364 Cultures and Communities of Spain
- Three additional Spanish courses at or above the 200 level
- Three additional Spanish courses at or above the 400 level
- Four courses taken from one International Studies track (Global Politics and Economy, Global Society and Culture, or Global Justice)
- INS38-894 Capstone
- SPA15-934 Research Seminar for Seniors (Capstone) (offered in spring only)

Majors must take a language assessment exam during the semester of their capstone experience.

Paired Major in Latin American and Border Studies and Spanish: 15 courses

- One course from:
 - ENG 10-174 Topics in American Literature: Borderlands
 - HIS16-264 Latin American History in Film & Literature
 - PHI18-284 Latin American Philosophy
- One course from:
 - SPA15-354 Cultures and Communities of Latin America
 - SPA15-364 Cultures and Communities of Spain
- Five additional courses contributing to LABS, from at least two of the three different areas, chosen from:

Humanities:

 - COM75-424 Latina/o/x Communication Studies
 - ENG10-264 Chicana Literary Methods
 - ENG10-894 Latinx Literature
 - FST04-314 Latina Lesbian Literature
 - HIS16-144 History of Colonial Latin America
 - HIS16-154 History of Modern Latin America
 - HIS16-274 Reproductive Histories in Latin America
 - HIS16-284 The Mexican Revolution
 - HIS16-294 Texas History
 - PHI18-254 Philosophy, Race and Revolution

PHI18-244 Native American Philosophies

Social Sciences:

- ANT35-244 Race, Class and Gender in the Caribbean
- EDU40-264 Teaching Culturally Linguistically Diverse Learners
- EDU40-274 Multicultural Children's Literature
- ENV49-214 Texas Our (?) Texas
- PSC32-184 Politics of Latin America and the Caribbean

Fine Arts:

- THE72-524 Latinx Drama

- Three additional Spanish courses at or above the 200 level
- Three additional Spanish courses at or above the 400 level
- LAS06-964 Capstone
- SPA15-934 Research Seminar for Seniors (Capstone)

Other courses whose main content focuses on Latin America and/or borderlands may count toward LABS requirements, subject to approval by the LABS program chair.

At least one LABS course must be writing attentive (WA).

LABS/Spanish paired majors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

LABS majors are strongly encouraged to participate in a civic engagement project and take a long semester study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Minor in Spanish: Five courses

- One course from:
 - SPA15-354 Cultures and Communities of Latin America
 - SPA 15-364 Cultures and Communities of Spain
- Three additional courses at or above the 200 level;
 - SPA15-164 Spanish III, if taken for college level credit, may also count.
- One additional course at or above the 400 level

Note: Minors must take a language assessment exam once they have completed their minor coursework.

See the Education Department section of the catalog for information regarding teacher certification in languages other than English.

Spanish (SPA)

All courses are taught in Spanish.

15-144	SPANISH I: LANGUAGE AND CULTURE. Introduction to the language. Skills development in listening, speaking, writing, reading and cultural study. Contingent on placement exam results and language background. (Fall, Spring)
15-154	SPANISH II: LANGUAGE AND CULTURE. Skills development in listening, speaking, writing, reading and cultural study. Also offered as part of SU's summer study abroad program. Prerequisite: Spanish 15-144 or equivalent placement. (Fall, Spring, Summer)
15-164	SPANISH III: LANGUAGE AND CULTURE. Intermediate course on Spanish language and culture with emphasis on listening, speaking, reading and writing. Continued practice in the target language. Also offered as part of SU's summer study abroad program. Prerequisite: Spanish 15-154 or equivalent placement. An exit interview/examination is required to satisfy course requirements. (Fall, Spring, Summer)

15-214 WRITTEN AND ORAL EXPRESSION. An intermediate level course designed to prepare students for advancing their studies in Spanish by improving the students' skills in oral and written expression, while furthering their development in oral and written comprehension. The goal of this class is to increase students' self-confidence in using the language and in controlling complex grammatical aspects, with special emphasis placed on the use of already-learned grammatical structures. This course is taught in Spanish. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: Spanish 15-164, equivalent placement, or permission of instructor (WA) (H)

15-274 SPANISH FOR HEALTHCARE PROFESSIONS. This intermediate-level Spanish course develops practical language skills and cultural understanding for healthcare. The course focuses on medical Spanish terminology, conversational proficiency, and intercultural competence needed to communicate effectively with Spanish speakers in healthcare settings. Topics include clinical practices such as conducting medical interviews and working with interpreters, reproductive health and cultural practices, and public health programs like WIC and Poison Control. Contributes to Health Studies, Latin American and Border Studies, and Spanish for Healthcare Professions Certificate. Prerequisite: SPA15-164, equivalent placement, or instructor permission. This course is taught in Spanish. (H) (Spring)

15-284 CULTURE AND HEALTH IN HISPANIC COMMUNITIES. This intermediate-level Spanish course develops practical language skills and cultural understanding for healthcare. The course emphasizes medical Spanish terminology, conversational skills, and the intercultural competence needed to work effectively with Spanish-speaking communities. Topics include perceptions of health, illness, and healing; gender-related health issues; cultural approaches to health, such as traditional medicine; and the role of community and mental health in addressing the needs of various age groups. Contributes to Health Studies, Latin American and Border Studies, and Spanish for Healthcare Professions Certificate. Prerequisite: Spanish 15-164, equivalent placement, or instructor permission. This course is taught in Spanish. (H) (Fall)

15-334 CONVERSATION THROUGH HISPANIC CINEMA. An intermediate level course designed to improve conversational, written, and presentational Spanish skills through the discussion of movies from around the Spanish-speaking world. This course is designed for students who do not feel confident speaking or writing formally about diverse socio-cultural topics in Spanish. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: Spanish 15-164, or equivalent placement, or permission of instructor.. (WA) (H) (Fall, Spring)

15-344 INTRODUCTION TO LITERARY STUDIES. An intermediate-level course designed to introduce students to the analysis of literary works and to develop their own appreciation of literature. This course provides the thematic and technical framework to explore a variety of genres, and studies literature as a reflection of life and as a means to advance language acquisition. Contributes to Latin American and Border Studies. Prerequisite: Spanish 15-164, or equivalent placement, or permission of instructor. (WA) (H)

15-354 CULTURES AND COMMUNITIES OF LATIN AMERICA. Exploration of Latin American cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. This course has a community-engaged learning component when taught on campus. Also offered as part of SU's advanced Spanish summer study abroad program to Latin America offered in even-numbered years. This course is taught in Spanish. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: Spanish 15-164, or equivalent placement or permission of instructor. (H) (SJ) (PJ) (Fall, Summer)

15-364 CULTURES AND COMMUNITIES OF SPAIN. Exploration of Peninsular Spanish cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. This course has a community-engaged learning component when taught on campus. Also offered as part of SU's advanced Spanish summer study abroad program to Spain in odd-numbered years. This course is taught in Spanish. Contributes to International Studies. Prerequisite: Spanish 15-164, or equivalent placement, or permission of instructor. (H) (SJ) (PJ) (Spring, Summer)

15-414 CONVERSATION IN CONTEXT. An intermediate level course focused on conversational and grammatical skills as well as cultural aspects of the study abroad country. This course is taught in Spanish. Offered during the summers in SU Summer Study Abroad programs. Prerequisite: Spanish 15-164, equivalent placement, or permission of instructor. (H)

15-424 IBERIAN LITERATURE ABROAD. Contributes to International Studies. Prerequisite: One 200 or 300 level course. (H)

15-434 IBERIAN CULTURE ABROAD. Contributes to International Studies. Prerequisite: One 200 or 300 level course. (H)

15-444 HISPANO-AMERICAN LITERATURE ABROAD. Contributes to International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H)

15-454 HISPANO-AMERICAN CULTURE ABROAD. Contributes to International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H)

15-464 LINGUISTICS ABROAD. Contributes to International Studies. Prerequisite: One 200 or 300 level course. (H)

15-504 SELECTED TOPICS IN HISPANO-AMERICAN LITERATURE. May be repeated for credit with change in topic. This course is taught in Spanish. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H)

15-534 CULTURAL MEMORY IN LATIN AMERICA. This interdisciplinary course will explore the construction of cultural memory—collective meaningful understandings of the past and present in a given socio historical context—in contemporary Latin America through the examination of symbolic systems, practices, and cultural products: written and audiovisual narratives, music, memorials, and popular traditions. This course is taught in Spanish. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Allied Course. Prerequisite: One 200 or 300 level course. (H) (WA) (SJ) (PJ)

15-614 TOPICS IN HISPANIC FILM. Interpretation and analysis of selected works by Spanish and/or Latin American directors. May be repeated for credit with change in topic. This course is taught in Spanish. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)

15-624 TOPICS IN HISPANIC LITERATURE. Interpretation and analysis of selected Iberian and/or Hispano-American works. This course is taught in Spanish. May be repeated for credit with change in topic. Contributes to International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)

15-634 TOPICS IN HISPANIC CULTURE. Interpretation and analysis of selected cultural events and festivities, works of art and/or literary works by Iberian and/or Hispano-American authors. This course is taught in Spanish. May be repeated for credit with change in topic. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)

15-644 GENDER, RACE AND NATIONALISM IN SPANISH CINEMA. Discussion of topics such as body, performance, migration and cultural exchange through the viewing, discussing and analyzing of recent films from Spain and the Mediterranean world. This course is taught in Spanish. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies/Allied Course. Prerequisite: One 200 or 300 level course. (WA) (H)

15-654 CITIZENSHIP AND CONFLICT IN COLOMBIAN CINEMA. Interpretation and analysis of contemporary Colombian films that expose the intricate relationship between citizenship, state practices and insurgent forces. Through these cinematic narratives, students engage with the socio-political complexities of Colombia, examining how conflict shapes national identity and citizenship. This course is taught in Spanish. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Allied Course. Prerequisite: One 200 or 300 level course. (SJ) (PJ) (WA) (H)

15-664 NATURE AND CULTURE. This course explores how cultural texts and practices, such as literature, film, music, and ancestral-popular traditions in Latin America represent and reflect on nature as a fundamental force/protagonist, thus underlining our most primary connection to nature. We also learn how societies in Latin America conceive the relationship with the earth through readings on ecofeminism, eco psychology, indigenous ecofeminism, and sustainable development programs and initiatives. This course is taught in Spanish. Contributes to Environmental Studies, International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (WA) (H)

15-674 LEISURE AND PLAY IN LATIN AMERICA. This course explores the concept of leisure and play through an examination of theoretical texts, popular festivities and traditions, ceremonies, and games as practiced by both indigenous groups and urban populations in Latin America. This course is taught in Spanish. Contributes to International Studies, Latin American and Border Studies and Neuroscience. Prerequisite: Take one 200 or 300 level course. (WA) (H)

15-704	SELECTED TOPICS IN LINGUISTICS. May be repeated with change in topic. Prerequisite: One 200 or 300 level course. (H)
15-714	SPANISH SOCIOLINGUISTICS. Study of the use of the Spanish language in its social context with analysis of variations that occur over geographic, class, gender, racial, and educational lines. Focus on current issues in sociolinguistics as well as the field's main findings, approaches, and research methodologies. This course is taught in Spanish. Contributes to Race and Ethnicity Studies/Allied Course. Prerequisite: One 200 or 300 level course. (H)
15-724	SPANISH PHONETICS AND PHONOLOGY. Study of the theoretical concepts and analytical tools used to describe and categorize sounds in natural languages, focusing specifically on the sound system of Spanish. This course is taught in Spanish. Contributes to Health Studies and Neuroscience. Prerequisite: One 200 or 300 level course. (H)
15-734	SPANISH IN THE UNITED STATES. Study of the use of the Spanish language in the United States, focusing primarily on linguistic phenomena evidenced in the various speech communities, as well as the social, historical, political, and educational forces that influence Spanish language use, maintenance, and Spanish/English bilingualism. This course is taught in Spanish. Contributes to Latin American and Border Studies and Race and Ethnicity Studies/Group-Theme Course. Prerequisite: One 200 or 300 level course. (WA) (H)
15-854	RACE AND IMMIGRATION IN SPANISH LITERATURE. Exploration of literature written by and about immigrants and people classified as "other" in Spain. This course is taught in Spanish. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies/Group-Theme Course. Prerequisite: One 200 or 300 level course. (H) (WA)
15-864	SPANISH CIVIL WAR. Exploration and analysis of literature and film about the Spanish Civil War. This course is taught in Spanish. Contributes to International Studies. Prerequisites: One 200 or 300 level course. (H) (WA)
15-934	RESEARCH SEMINAR FOR SENIORS. Fulfills the requirements for a capstone experience in Spanish. Prerequisites: Spanish 15-354 or 15-364; three additional Spanish electives numbered 200 or higher, and four additional Spanish electives numbered 400 or higher. May be taken concurrently with one upper level elective. Spanish proficiency assessment is required to satisfy course requirements. This course is taught in Spanish. (WA) (Spring)
15-001, 002, 003, 004	SELECTED TOPICS. This course is taught in Spanish. May be repeated with change in content.
15-301, 302, 303, 304	SELECTED TOPICS. This course is taught in Spanish. May be repeated with change in content. Prerequisite: Spanish 15-164 or equivalent placement.
15-901, 902, 903, 904	TUTORIAL.
15-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Prerequisite: any 300-level course and instructor/supervisor approval. May be repeated.
15-951, 952, 953, 954	INDEPENDENT STUDY. This course is taught in Spanish. May be repeated with change in content. Prerequisite: One 300 level course.
15-984	HONORS. By invitation only.

LATIN AMERICAN AND BORDER STUDIES

Interdisciplinary Program

Program Committee:

Carlos De Oro, PhD, Professor of Spanish

Jethro Hernández Berrones, PhD, Associate Professor of History

Jorge Lizarzaburu, PhD, Assistant Professor of Philosophy

A full listing of department chairs is available on the Registrar's web page.

Latin American and Border Studies (LABS) at Southwestern University is an interdisciplinary program designed to increase understanding and analysis of Latin American and Latina/o and Chicana/o histories, identities, cultural expressions, languages, economies, and political forms. A central part of the program is the critical evaluation of the ideological borders that constitute nations, states, and peoples, as produced from within and outside of Latin America. Recognizing Southwestern University's

location in Central Texas, the program emphasizes the collaboration of a diverse faculty and student body who seek both academic and activist responses to central questions while examining different disciplinary approaches to the study of Latin America and Latina/o identities.

Program Goals:

Latin American and Border Studies includes but is not restricted to any of the geographic and cultural areas defined by Latin America, the Caribbean, and United States borderlands. While focusing on one or more regions of this area, the learning goals for all LABS students are to:

1. Demonstrate a deep contextual understanding of cultural, historical, and socio-political realities.
2. Demonstrate reading, writing, and oral proficiency skills in Spanish.
3. Apply and integrate more than one disciplinary approach while engaging with scholarship and activism.
4. Evaluate important cultural, conceptual, and epistemological differences and their global influences.

Students will familiarize themselves with Latin America, the Caribbean, and the United States borderlands through a mixture of academic study, specialized training, civic engagement, study abroad, and discussions with affiliated faculty and visiting scholars.

The LABS Program requires that students achieve a high degree of fluency in Spanish. Minors must show language proficiency up to SPA15-164 Spanish III and majors must take two additional courses above SPA15-164 Spanish III. See the Spanish Program for guidelines and requirements concerning advanced placement.

Note on course numbering: Please refer to the home department's course numbering policy for contributing courses. 900-level courses include capstone, tutorials, honors, internships, and independent study.

Major in Latin American and Border Studies: 9 courses

- One course from:
 - ENG10-174 Topics in American Literature: Borderlands
 - HIS16-264 Latin American History in Film & Literature
 - PHI18-284 Latin American Philosophy
- Two advanced Spanish language, literature or culture courses chosen from:
 - SPA15-214 Written and Oral Expression
 - SPA15-274 Spanish for Healthcare Professions
 - SPA15-284 Culture and Health in Hispanic Communities
 - SPA15-334 Conversation Through Hispanic Cinema
 - SPA15-344 Introduction to Literary Studies
 - SPA15-354 Cultures and Communities of Latin America
 - SPA15-444 Hispano-American Literature Abroad
 - SPA15-454 Hispano-American Culture Abroad
 - SPA15-504 Selected Topics in Hispano-American Literature
 - SPA15-534 Cultural Memory in Latin America
 - SPA15-614 Topics in Hispanic Film
 - SPA15-624 Topics in Hispanic Literature
 - SPA15-634 Topics in Hispanic Culture
 - SPA15-654 Citizenship and Conflict in Colombian Cinema
 - SPA15-664 Nature and Culture
 - SPA15-674 Leisure and Play in Latin America
 - SPA15-734 Spanish in the United States

- Five additional courses contributing to LABS, from at least two of the three different areas, chosen from:

Humanities:

- COM75-424 Latina/o/x Communication Studies
- ENG10-264 Chicana Literary Methods
- ENG10-894 Latinx Literature
- FST04-314 Latina Lesbian Literature
- HIS16-144 History of Colonial Latin America
- HIS16-154 History of Modern Latin America
- HIS16-274 Reproductive Histories in Latin America
- HIS16-284 The Mexican Revolution
- HIS16-294 Texas History
- PHI18-244 Native American Philosophies
- PHI18-254 Philosophy, Race and Revolution

Social Sciences:

- ANT35-244 Race, Class and Gender in the Caribbean
- EDU40-264 Teaching Culturally and Linguistically Diverse Learners
- EDU40-274 Multicultural Children's Literature
- ENV49-214 Texas Our (?) Texas
- PSC32-184 Politics of Latin America and the Caribbean

Fine Arts:

- THE72-524 Latinx Drama

- Capstone Experience:

LABS majors must complete a capstone experience, which may be fulfilled with either the LAS06-964 Capstone course, an existing departmental capstone course, or an independent study/tutorial. The LABS capstone project must include a paper and oral presentation concentrating on a topic pertaining to Latin America and/or the United States borderlands, and can be written and presented in either English or Spanish. The LABS program chair must approve all capstone projects before student registration.

Other courses whose main content focuses on Latin America and/or borderlands may count toward the major, subject to approval by the LABS program chair.

At least one LABS course must be writing attentive (WA).

LABS majors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

LABS majors are strongly encouraged to participate in a civic engagement project and take a long semester study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Paired Major in Latin American and Border Studies and Spanish: 15 courses

- One course from:

- ENG10-174 Topics in American Literature: Borderlands
- HIS16-264 Latin American History in Film & Literature
- PHI18-284 Latin American Philosophy

- One course from:

- SPA15-354 Cultures and Communities of Latin America
- SPA15-364 Cultures and Communities of Spain

- Five additional courses contributing to LABS, from at least two of the three different areas, chosen from:

Humanities:

- COM75-424 Latina/o/x Communication Studies
- ENG10-264 Chicana Literary Methods
- ENG10-894 Latinx Literature
- FST04-314 Latina Lesbian Literature
- HIS16-144 History of Colonial Latin America
- HIS16-154 History of Modern Latin America
- HIS16-274 Reproductive Histories in Latin America
- HIS16-284 The Mexican Revolution
- HIS16-294 Texas History
- PHI18-254 Philosophy, Race and Revolution
- PHI18-244 Native American Philosophies

Social Sciences:

- ANT35-244 Race, Class and Gender in the Caribbean
- EDU40-264 Teaching Culturally Linguistically Diverse Learners
- EDU40-274 Multicultural Children's Literature
- ENV49-214 Texas Our (?) Texas
- PSC32-184 Politics of Latin America and the Caribbean

Fine Arts:

- THE72-524 Latinx Drama
- Three additional Spanish courses at or above the 200 level
- Three additional Spanish courses at or above the 400 level
- LAS06-964 Capstone
- SPA15-934 Research Seminar for Seniors (Capstone)

Other courses whose main content focuses on Latin America and/or borderlands may count toward LABS requirements, subject to approval by the LABS program chair.

At least one LABS course must be writing attentive (WA).

LABS/Spanish paired majors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

LABS majors are strongly encouraged to participate in a civic engagement project and take a long semester study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Minor in Latin American and Border Studies: 5 courses

- One course from:
 - ENG10-174 Topics in American Literature: Borderlands
 - HIS16-264 Latin American History in Film & Literature
 - PHI18-284 Latin American Philosophy
- Four additional courses contributing towards LABS, from at least two of the three different areas, selected from those available for the major.

LABS minors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

LABS minors are encouraged to participate in a civic engagement project and study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Latin American and Border Studies (LAS)

06-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
06-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
06-901, 902, 903, 904	TUTORIAL.
06-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
06-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
06-964	CAPSTONE.
06-984	HONORS. By invitation only.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

Natural Sciences Area

Barbara Anthony, PhD, Professor of Computer Science
Arjun Chandrasekhar, PhD, Assistant Professor of Computer Science
Fumiko Futamura, PhD, Professor of Mathematics
JeanRemy Habimana, PhD, Assistant Professor of Instruction in Statistics
Alison Marr, PhD, Professor of Mathematics
Noelle Sawyer, PhD, Assistant Professor of Mathematics
Kendall C. Richards, PhD, Professor of Mathematics
John Ross, PhD, Associate Professor of Mathematics
Jacob Schrum, PhD, Associate Professor of Computer Science
Therese N. Shelton, PhD, Associate Professor of Mathematics
Will Tran, PhD, Assistant Professor of Instruction in Mathematics

A full listing of department chairs is available on the Registrar's web page.

Mathematics and Computer Science courses help students develop concise and logical patterns of analytical and algorithmic reasoning and encourage independent and creative work. The department seeks to develop in students an understanding of mathematical structures and models and a facility with problem-solving techniques.

Department Goals:

1. Understand the fundamental principles, operations and applications of the core content in the mathematical and computer sciences.
2. Demonstrate concise logical patterns of mathematical and algorithmic thinking.
3. Communicate the knowledge and skills of the discipline.

The department offers the following three majors leading to either the BA or BS degree: Mathematics, Computer Science and Computational Mathematics. Each student's major program must be determined in consultation with the student's academic advisor; the program should reflect the student's personal needs and goals. In particular, students intending to study mathematics or computer science at the graduate level are encouraged to take additional upper-level electives beyond those satisfying the minimum requirements for the major. The Computational Mathematics major is designed to provide students with a foundational mastery of the interdependent disciplines of Mathematics and Computer Science. The curriculum is a blend of core courses intended to provide a broad knowledge base while maintaining depth in both subject areas. The department also offers a minor in Mathematics and in Computer Science. A student with a major in Computational Mathematics cannot earn a major or minor in either Computer Science or Mathematics.

All majors in the department are required to successfully complete the designated senior seminar in their respective majors or to carry out a department-approved senior project to satisfy the capstone experience requirement. All majors must successfully pass the Major Field Test in Mathematics or Computer Science.

Notes: A minimum grade of C- must be earned in any course if it is to count as a prerequisite for a subsequent Mathematics or Computer Science course. Computer Science 54-184, 54-284, and 54-454 cannot be taken out of sequence without departmental approval. Any three-credit or four-credit course at the 300 level or above will serve as an approved course unless the department

explicitly indicates otherwise. Majors are recommended to start taking approved upper-level courses no later than their junior year. Credit for Honors (Mathematics 52-984 or Computer Science 54-984) will be counted, at most, once as an approved upper-level elective.

Note on course numbering: 100 level courses are introductory. 200-700 level courses are upper-level and may require prerequisites. 800 level courses are upper-level advanced and capstone courses. 900 level courses are tutorials, honors, internships, and independent study.

Major in Mathematics (BA): 10 courses:

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures
- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematics (Capstone, to be taken in the fall of the senior year)
- Three additional approved upper-level courses in Mathematics, **or**
PHY53-454 Math Methods in Physical Science

Required supporting course in the Mathematics major (BA): 1 course

- CSC54-184 Computer Science I, normally to be completed no later than the sophomore year

Major in Mathematics (BS): 11 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-574 Probability and Mathematical Statistics
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures
- MAT52-754 Differential Equations
- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematics (Capstone, to be taken in the fall of the senior year)
- Two additional approved upper-level courses in Mathematics, **or**
PHY53-454 Math Methods in Physical Science

Required supporting courses in the Mathematics major (BS): 5 courses

- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab, **or**
BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- CSC54-184 Computer Science I, normally to be completed no later than the sophomore year
- PHY53-154 Fundamentals of Physics I
- One course from:
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab, **and**
BIO50-173/171 Molecular and Cellular Foundations of Biology/lab (counts as one course here since one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - CSC54-284 Computer Science II

- ENV49-204 Environmental GIS
- PHY53-164 Fundamentals of Physics II
- PHY53-404 Electronics

Minor in Mathematics: 6 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-674 Linear Algebra
- Three additional approved upper-level courses in Mathematics, **or** PHY53-454 Math Methods in Physical Science

Major in Computer Science (BA): 10 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- CSC54-474 Programming Languages
- CSC54-644 Computer Systems
- CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the spring of the senior year)
- Two additional approved upper-level courses in Computer Science, normally begun no later than junior year

Required supporting courses in the Computer Science major (BA): 1 course

- MAT52-164 Modern Calculus I, normally to be completed no later than the sophomore year

Major in Computer Science (BS): 10 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- CSC54-474 Programming Languages
- CSC54-644 Computer Systems
- CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the spring of the senior year)
- Two additional approved upper-level courses in Computer Science, normally begun no later than junior year

Required supporting courses in the Computer Science major (BS): 7 courses

- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab, **or** BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-674 Linear Algebra

- PHY53-154 Fundamentals of Physics I
- One course from:
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab, **and**
BIO50-173/171 Molecular and Cellular Foundations of Biology/lab (counts as one course here since one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - ENV49-204 Environmental GIS
 - MAT52-114 Introduction to Statistics
 - PHY53-164 Fundamentals of Physics II
 - PHY53-404 Electronics
 - PHY53-454 Math Methods in Physical Science
 - Additional approved upper-level elective in Computer Science or Mathematics

Minor in Computer Science: 5 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- One course from:
 - CSC54-394 Computer Organization
 - CSC54-454 Algorithms
- One course from:
 - CSC54-474 Programming Languages
 - CSC54-414 Database Management
 - CSC54-424 Artificial Intelligence
 - CSC54-644 Computer Systems
- One additional approved upper-level course in Computer Science

Major in Computational Mathematics (BA): 14 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations
- Two courses from:
 - CSC54-414 Operations Research
 - CSC54-514 Database Management
 - CSC54-684 Theory of Computation
 - MAT52-524 Introduction to Numerical Analysis

MAT52-574 Probability and Mathematical Statistics

- One additional approved upper-level course in Mathematics or Computer Science, **or**
PHY53-454 Math Methods in Physical Science
- MAT52-894 Senior Seminar in Mathematics (Capstone, to be taken in the fall of the senior year), **or**
CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the spring of the senior year)

Major in Computational Mathematics (BS): 15 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations
- Two courses from:
 - CSC54-414 Operations Research
 - CSC54-514 Database Management
 - MAT52-524 Introduction to Numerical Analysis
 - MAT52-574 Probability and Mathematical Statistics
- Two additional approved upper-level courses in Mathematics or Computer Science, **or**
PHY53-454 Math Methods in Physical Science
- MAT52-894 Senior Seminar in Mathematics (Capstone, to be taken in the fall of the senior year), **or**
CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the spring of the senior year)

Required supporting courses in the Computational Mathematics major (BS): 4 courses

- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab, **or**
BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- PHY53-154 Fundamentals of Physics I
- One course from:
 - BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab, **and**
BIO50-173/171 Molecular and Cellular Foundations of Biology/lab (counts as one course here since one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - ENV49-204 Environmental GIS
 - PHY53-164 Fundamentals of Physics II
 - PHY53-404 Electronics

See the Education Department for information regarding teacher certification in Mathematics.

Mathematics (MAT)

52-064

MODERN QUANTITATIVE METHODS. This course focuses on modern quantitative and mathematical techniques, and illustrates ways in which these methods are used in the real world. Students will develop number sense, improve their visual/spatial reasoning, and better understand

	important mathematical functions. An emphasis is placed on visualizing and graphing functions, manipulating mathematical expressions, and interpreting models. Topics studied may include linear, polynomial, exponential, logarithmic, and trigonometric functions. Students who may benefit from additional preparation prior to taking Mathematics 52-164 Modern Calculus I are encouraged to take this course. See math placement guidelines. Cannot be taken for credit after completing Mathematics 52-164 Modern Calculus I with at least a C-, or concurrently with Mathematics 52-164 Modern Calculus I. This course may not be used for the Mathematics or Computational Mathematics majors or minors. (Fall, Spring) (NS)
52-104	EXPLORATIONS IN MATHEMATICS. This course presents the spirit and beauty of mathematics through topics chosen by the instructor, emphasizing the role that mathematics plays in society. Topics may include mathematics in art and literature, Euclid's Elements, game theory and voting theory. The mathematical content may include geometry, algebra, and number systems. The course is suitable for a general audience with a broad spectrum of backgrounds and abilities and also satisfies requirements for EC-6 or 4-8 teacher certification. This course may not be used for the Mathematics major or minor. (NS)
52-114	INTRODUCTION TO STATISTICS. This course provides students in the social and natural sciences with the skills necessary to perform elementary statistical analysis. Topics include: descriptive measures, sampling theory, Student-T and normal distributions, estimation and hypothesis testing with <i>p</i> -values, regression and correlation. This course may not be used for the Mathematics major or minor. Contributes to Data Analytics, Data Science, and Health Studies. (Fall, Spring) (NS)
52-164	MODERN CALCULUS I. This course focuses on introducing calculus with a modeling first approach. Topics include: functions as models of data, vectors, differential calculus of functions of one and several variables, optimization, and integration. Applications may be drawn from varied areas, such as biology, chemistry, economics, and physics. Attention is given to both symbolic and numeric computing. This course expects students to have prior exposure to: trigonometry, exponents, logarithms, functions and their graphs. Students who may benefit from additional preparation prior to taking this course are encouraged to take Mathematics 52-064 Modern Quantitative Methods. Before registration, consult the math placement guidelines on the registrar's website. (Fall, Spring) (NS)
52-204	TOPICS IN MATHEMATICS. This course investigates a topic in Mathematics that varies according to the interests of the professor. This course may be repeated with a change in the topic. (NS)
52-264	MODERN CALCULUS II. This course focuses on calculus useful for both theoretical and applied work in the mathematical, natural, and social sciences. Topics include: introductory differential equations, sequences and series, Taylor series, techniques and applications of integration, partial derivatives, multiple integration, and limits. Attention is given to both symbolic and numerical computing. Prerequisite: Mathematics 52-164. (Fall, Spring) (NS)
52-291	PUTNAM POWER HOUR. This course is designed to sharpen problem solving abilities. Students will tackle challenging problems from the William Lowell Putnam Competitions of previous years and study some of the published solutions. Students enrolled in this course will be encouraged to compete in the Putnam Competition in early December. This course may be repeated for credit, but may not be counted toward the major or minor, and must be taken Pass/D/F. Prerequisite: Consent of instructor.
52-364	MODERN CALCULUS III. This course focuses on calculus useful for the mathematical and physical sciences. Topics include: scalar and vector-valued functions and derivatives; gradients, contour plots, and constrained and unconstrained optimization of multiple variables; integration over regions in various coordinate systems; parameterization and integration over curves, and surfaces; divergence; curl; Green's theorem; and formal mathematical definitions of the integral, derivative, and limit. Prerequisite: Mathematics 52-264. (Fall, Spring) (NS)
52-384	DISCRETE MATHEMATICS. See Computer Science 54-384. (Fall) (NS)
52-404	GEOMETRY. This course investigates various approaches to geometry. Topics may include synthetic geometry, analytic geometry, projective geometry, differential geometry, Euclidean geometry and non-Euclidean geometry. Prerequisite: Permission of instructor. (Fall, odd years) (NS)
52-414	OPERATIONS RESEARCH. See Computer Science 54-414 and Business 30-414. Contributes to Data Analytics and Data Science.
52-524	INTRODUCTION TO NUMERICAL ANALYSIS. This course investigates the derivations and applications of numerical techniques. Topics include: interpolation, approximation, numerical differentiation and integration, zeros of functions and solution of linear systems. Also Computer

	Science 54-524. Prerequisites: Mathematics 52-264, 52-674, and Computer Science 54-184, or permission of instructor. (NS)
52-574	PROBABILITY AND MATHEMATICAL STATISTICS. This course is a calculus-based, mathematical introduction to the fundamental principles of probability theory and applications. Topics include combinatorial analysis used in computing probabilities, the axioms and properties of probability, conditional probability, independence of events, discrete and continuous random variables, the standard distributions, expected value and variance, joint distributions, distributions of a function of a random variable, and sampling distributions. Also included are theoretical results such as Bayes' Theorem, Central Limit Theorem, Law of Large Numbers, the Empirical Rule, Hypothesis Testing and Confidence intervals at least for a single mean and a single proportion. Contributes to Data Analytics and Data Science. Prerequisite: Mathematics 52-264. (Spring) (NS)
52-674	LINEAR ALGEBRA. This course is an introduction to the basic structure of proofs, linear equations and matrices, vector spaces, linear mappings, determinants, eigensystems, orthogonality, matrix decompositions and applications of linear algebra. Prerequisite: Mathematics 52-264, or permission of instructor. (Fall) (NS)
52-684	ALGEBRAIC STRUCTURES. This course investigates the theory of sets, relations, functions, groups and rings. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674 or permission of instructor. (Fall) (NS)
52-754	DIFFERENTIAL EQUATIONS. This course investigates the theory and application of differential equations. Topics include both linear and nonlinear first order ordinary differential equations, numerical solutions, and higher order linear ordinary differential equations. Solution techniques may include undetermined coefficients, variation of parameters, power series solutions, and Laplace transforms. Additional topics may be chosen from linear systems, nonlinear systems and Fourier series analysis of partial differential equations with boundary conditions. Prerequisite: Mathematics 52-364, or permission of instructor. (Spring) (NS)
52-834	COMPLEX ANALYSIS. This course investigates functions of a complex variable. Topics include algebra and geometry of complex numbers, analytic and harmonic functions, mappings, Taylor and Laurent series, and contour integration. Prerequisite: Mathematics 52-364, or permission of instructor. (Fall, even years) (NS)
52-844	SEMINAR IN SPECIAL TOPICS. This course is a limited enrollment seminar in a major area of mathematics not generally covered in other courses. Topics may include but are not limited to combinatorics, logic, topology, and history of mathematics. The course may be repeated for credit as topics vary. (NS)
52-854	REAL ANALYSIS. This course investigates the algebra and topology of the real numbers. Topics include completeness, sequences, limits and continuity, differentiation, the Mean-Value Theorem, the Riemann/Darboux integral, and infinite series. May also include sequences and series of functions. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674, or permission of instructor. (Spring) (NS)
52-894	SENIOR SEMINAR IN MATHEMATICS. This course will fulfill the capstone requirement in Mathematics. Since it serves as a culmination of the student's undergraduate mathematical experience, a balance is sought between application and theory. Topics may vary with the instructor. Applications will be taken from the social and natural sciences. Collaboration and significant class participation are expected. Each student will take the Major Field Test. A major semester project resulting in a written paper and an oral presentation is required; an external presentation may also be required. Prerequisites: Five courses in the major at the 300 level or above, Computer Science 54-184, and permission of instructor. (Fall) (NS) (WA)
52-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
52-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Prerequisite: Permission of instructor.
52-901, 902, 903, 904	TUTORIAL.
52-941, 942, 943, 944	ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F. May not be used for the Mathematics major or minor or Computational Mathematics major.
52-951, 952, 953, 954	INDEPENDENT STUDY.
52-984	HONORS. By invitation only.

Computer Science (CSC)

54-144

EXPLORATIONS IN COMPUTING. An introduction to the discipline of computer science with an emphasis on applications in and connections to the liberal arts and everyday life. Programming topics include: basic programming constructs, basic data structures, algorithmic computation, selection, iteration, abstraction and reasoning about computer programs. This is an introductory course intended for humanities, social science and fine arts majors. May not be used for the Computer Science major or minor. Cannot be taken concurrently with or after successful completion of Computer Science 54-184, 54-284, or 54-454 without departmental approval. Contributes to Data Analytics and Data Science. (NS)

54-184

COMPUTER SCIENCE I. This first course in computer programming in an object-oriented style is primarily intended for students pursuing a major or minor in computer science, mathematics or other disciplines in the natural sciences. Topics include: primitive types and operations, assignment, conditional execution, iteration, arrays, classes, methods, recursion, encapsulation, type extension, inheritance and reasoning about programs in Java. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Contributes to Data Analytics and Data Science. (Fall, Spring) (NS)

54-284

COMPUTER SCIENCE II. This course is a continuation of 54-184 Computer Science I, with an emphasis on abstract data objects such as lists, stacks, queues, trees and graphs, and test-first programming using the automated testing paradigm JUnit. Topics include: algorithms for searching, sorting, traversing, inserting and deleting, and reasoning about the run-time complexity of these algorithms. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Contributes to Design Thinking. Prerequisite: Computer Science 54-184 or permission of instructor. (Spring) (NS)

54-291

PUZZLING PROGRAMS. Given a precise program specification and a few input/output examples, students will gain experience quickly devising a solution that passes a suite of unseen (and generally more complicated) input/output examples. Teamwork, troubleshooting code based on very limited feedback from automated systems, effectively reading problem descriptions, and discerning relevant details will be practiced. This course may be repeated for credit, but may not be counted towards the major or minor. Must be taken Pass/D/F. Prerequisite: Computer Science 54-184. (Fall)

54-384

DISCRETE MATHEMATICS. A study of concepts in the modeling of discrete phenomena. Topics include: logic, structure of proof, set theory, combinatorics, graphs, induction and recurrence relations. Also Mathematics 52-384. Prerequisites: Mathematics 52-164, Computer Science 54-184, and either Mathematics 52-264 or Computer Science 54-284, or permission of instructor. (Fall) (NS)

54-394

COMPUTER ORGANIZATION. A study of computer architecture, internal representation of data, assembly language programming, subroutines and parameter passing, design of machine language instruction sets, bus structure, digital logic, and support for parallelism. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Computer Science 54-284 or permission of instructor. (Fall) (NS)

54-414

OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include: linear and integer programming, simplex method, duality, sensitivity analysis, and problem solving using optimization software. A significant group project resulting in a written report and presentation is required. Also Mathematics 52-414 and Business 30-414. Contributes to Data Analytics and Data Science. Prerequisites: Mathematics 52-164 (Modern Calculus I), and either Business 30-474 (Finance), Mathematics 52-674 (Linear Algebra), some Computer Science course at the 300 level or above, or permission of the instructor.

54-424

ARTIFICIAL INTELLIGENCE. A study of the use of computer algorithms to emulate the cognitive and problem solving capabilities of humans. Topics include: search, multi-agent search, optimization, reinforcement learning, evolutionary computation, statistical methods, (deep) neural networks, and generative artificial intelligence. Contributes to Neuroscience. Prerequisites: Mathematics 52-164 and Computer Science 54-284, or permission of instructor. (NS)

54-454

ALGORITHMS. An introduction to the design and analysis of algorithms and their implementation in C++. Topics include: greedy, divide-and-conquer, dynamic programming, graph, and randomized algorithms; asymptotic analysis and computational tractability (e.g. NP-completeness); practical data structures (stacks, trees, queues, graphs, hash tables, heaps). Prerequisites: Mathematics 52-164 and Computer Science 54-284, or permission of instructor. Contributes to Design Thinking. (Spring) (NS)

54-474	PROGRAMMING LANGUAGES. A study of the history, principles, and practice in the design and implementation of imperative, functional, logic and object-oriented programming languages. Topics include: syntax, context-free grammars, scope, data types, control structures, sub-programs, exception handling, and concurrency. Prerequisite: Computer Science 54-394 or permission of instructor. (Fall) (NS)
54-514	DATABASE MANAGEMENT. An introduction to the theory and practice of database management systems. Topics include: database terminology, the entity-relationship model, the relational model, normalization, querying databases using SQL, NoSQL models, and other database technologies. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Contributes to Data Analytics and Data Science. Prerequisite: Computer Science 54-284 or permission of instructor. (NS)
54-524	INTRODUCTION TO NUMERICAL ANALYSIS. See Mathematics 52-524. (NS)
54-644	COMPUTER SYSTEMS. An introduction to operating systems and computer networks. Topics include process control, scheduling, threads, concurrency, memory management, virtual memory, network protocol layers, packets, routing and network security. Prerequisite: Computer Science 54-394. (Spring) (NS)
54-684	THEORY OF COMPUTATION. An introduction to the theory of information and computation as physical phenomena, covering standard formalizations of computational concepts and proofs of their implications. Includes a programming component emphasizing efficient design and implementation of course concepts. Topics include: formal languages, finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines, decidability, and reducibility. Prerequisites: Mathematics 52-164 and Computer Science 54-284, or permission of instructor. (NS)
54-844	SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar not generally covered in other courses. This course may be repeated for credit as topics vary. (NS)
54-894	SENIOR SEMINAR IN SOFTWARE ENGINEERING. Introduction to techniques and theories for the development of large software systems. This course will fulfill the capstone requirement in Computer Science. Topics include: software design and quality, ethics, professional issues, the study of current software engineering trends, theory and practice. Each student will contribute substantially to a major semester project as part of a software development team, give at least one major individual presentation, and have significant class participation. Each student will take the Major Field Test. Prerequisite: Five courses in the Computer Science major at the 300 level or above, and permission of instructor. Must have completed one of Computer Science 54-454, 54-514, or 54-474. (Spring) (NS) (WA)
54-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
54-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
54-901, 902, 903, 904	TUTORIAL.
54-941, 942, 943, 944	ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F. May not be used for the Computer Science major or minor or Computational Mathematics major.
54-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
54-984	HONORS. By invitation only.

MUSIC DEPARTMENT

The Sarofim School of Fine Arts

Katherine Altobello, MM, Part-Time Instructor
 Daniel Jose Arredondo III, DMA, Visiting Assistant Professor
 David Asbury, DMA, Associate Professor
 Patricia Burnham, DMA, Part-Time Assistant Professor
 Bruce A. Cain, DMA, Associate Professor
 Anna Carney, MM, Part-Time Instructor
 Daniel Chrisman, MM, Part-Time Instructor
 John Michael Cooper, PhD, Professor
 Patrick Creel, DMA, Part-Time Assistant Professor
 Shelby Dems, MM, Part-Time Instructor

Susan Douglas, MM, Part-Time Instructor
Julia Escobar, MM, Part-Time Instructor
Alisha Gabriel, MM, Part-Time Instructor
Jason Hoogerhyde, DMA, Associate Professor
Jeanne Hourez, DMA, Part-Time Assistant Professor
Hilary Janysek, DMA, Part-Time Assistant Professor
Steven Kostelnik, DMA, Part-Time Assistant Professor
Matthew Lee, MM, Part-Time Instructor
Simon Lohman, MM, Part-Time Instructor
Colin Mason, DMA, Part-Time Assistant
Jessica Mathaes, MM, Part-Time Assistant Professor
Mallory McHenry, DMA, Part-Time Assistant Professor
Chaz Nailor, MM, Part-Time Instructor
David Norris, BM, Part-Time Instructor
David Polley, DMA, Part-Time Assistant Professor
Jonathan Rouse, MM, Part-Time Instructor
Emma Strub, MM, Part-Time Instructor
Julia Taylor, DMA, Part-Time Assistant Professor
Emily Tourgeman, DMA, Part-Time Assistant Professor
David Patrick Utterback, MM, Part-Time Instructor
Jordan Walsh, DMA, Part-Time Assistant Professor
Christopher Washington, MA, Part-Time Instructor
Hai Zheng, MM, Part-Time Assistant Professor

A full listing of department chairs is available on the Registrar's web page.

The Music Department in The Sarofim School of Fine Arts at Southwestern University is an accredited member of the National Association of Schools of Music (NASM). The Department strives to serve the global community and the world of music by offering a rigorous music program of the highest quality within the context of a liberal arts education.

Department Goals:

1. Provide a Bachelor of Arts in Music degree program with a diverse and balanced music curriculum for students with strong interests in music, who also wish to pursue a broad liberal arts education.
2. Provide a Bachelor of Music degree program that develops performance skills through rigorous preparation of high-quality solo, chamber and large ensemble literature.
3. Provide a Bachelor of Music degree program that prepares music education students to teach in elementary and secondary schools.
4. Provide a Bachelor of Music degree program that prepares music literature students to think critically about historical and stylistic development in music both concert and vernacular, and to make connections between these developments and other disciplines.
5. Provide a Bachelor of Music degree program that develops the creative ability of student composers and gives them the knowledge and skill to confidently craft original musical works.
6. Develop strong, discipline-centric writing skills in all Music majors.
7. Provide opportunities for non-Music majors to gain experience in musical study and practice.

Scholarships

The Sarofim School of Fine Arts grants a number of scholarships to students planning on majoring in music at Southwestern, while Performance Awards are granted to non-music majors who participate in one of the Music Department's ensembles. Both types of scholarships are awarded following an audition/interview by prospective students with Music Department faculty.

It is expected that all music majors (BA and BMus) be enrolled in a minimum of eight Music Department credits in each of their first four semesters of study. Failure to comply with this directive will result in the loss of Departmental scholarships.

Performing Ensembles

Performing ensembles are open to all students. These include: the University Chorale, S.U. Singers, Opera Theatre, Jazz Band, University Orchestra, and Wind Ensemble. With the exception of the University Chorale, auditions are not required to participate in these performing groups. Students should contact ensemble directors at the time of initial enrollment to ensure appropriate placement within them.

Degrees

The Music Department offers two degrees, the Bachelor of Arts with a major in Music, and the Bachelor of Music with four possible majors: Education, Literature, Performance, and Composition. A minor in music may also be obtained. With fewer specialized course requirements, the Bachelor of Arts with a major in Music offers greater flexibility for students who wish to pursue a major or minor in another area. Students who complete the requirements for the Bachelor of Music with a major in Music Education and the additional certification requirements will be certified to teach music in public schools. Music Education majors who do not complete certification requirements will not be certified to teach music, but they may be certified after graduation by enrolling in an Alternative Teacher Certification Program. The BM with a Performance major is designed for those students who wish to become highly proficient on an instrument or in voice, for the purpose of becoming private teachers and/or professional performers. For those students who wish to pursue a degree in musicology at the graduate level, or for those who wish to gain a greater knowledge and appreciation of significant works of music in Western civilization, the Bachelor of Music in Music Literature is appropriate. The Bachelor of Music with a major in Composition is designed for those students who plan to become professional composers or pursue graduate work in composition.

An audition/interview is required for all students desiring admission to a Music degree program. Students most often do this prior to enrollment at Southwestern. Those who decide to pursue a music major after enrolling at Southwestern must still audition/interview for the Music Department. An end-of-semester jury usually serves as a Music Department audition for such students. Because of the minimum amount of time necessary to complete a music major, auditions later than at the end of a student's third semester at Southwestern will be heard only under exceptional circumstances. Growth as a performer, ability to pass the Second Year Performance Review, and ability to complete the capstone will be considered especially carefully for students who audition later than their first year at Southwestern. Specific repertoire requirements for auditions may be obtained from the administrative office of the School of Fine Arts or from the appropriate page on the School of Fine Arts website.

Students audition in a specific performing area. Any music major who wishes to change their principal performing area will be required to re-audition, and any scholarship aid based on the student's previous performance is not guaranteed of renewal.

Second Year Performance Review: All students pursuing a Music major degree program will perform/interview before the Music faculty no later than at the conclusion of their second full year of study, or after a maximum of two semesters in residence for transfer students, after being admitted by audition to the Music Department. Exceptions to this rule must be approved by the Department Chair. Students who audition/interview for and are admitted to the Music major after their first year at Southwestern must perform the Second Year Performance Review at the end of two full semesters after the semester of their audition. Therefore, such examinations will be heard later than the end of the student's fifth semester at Southwestern only under exceptional circumstances.

At the Second Year Performance Review a student commits to a specific degree plan within the Music major. Standards for performance and capstone requirements differ between the Bachelor of Arts and Bachelor of Music degrees, as well as between different majors in the Bachelor of Music degree. Therefore, students who pass the Sophomore Barrier Exam who later wish to change their intended degree or major must obtain the consent of the music faculty. A re-audition/interview may be required.

The content of the Second Year Performance Review varies by specialization; requirements are available from the Music Department. For students pursuing the Bachelor of Arts degree, the student's general level of achievement in the Music curriculum and the identification of a faculty Capstone sponsor will be the primary considerations of the faculty. For students pursuing a Bachelor of Music degree, the quality of a student's performance on the extended jury will be the primary consideration, as well as their general level of achievement in the music curriculum. In determining whether or not a Bachelor of Music student has successfully completed the Second Year Performance Review, satisfactory achievement in academic requirements will not override a substandard musical performance, but neither will an unsatisfactory extended jury override the requirements for satisfactory academic work. Students who receive an unsatisfactory review will be provided with a detailed action plan for remedying deficiencies. In such cases, students may be advised by the faculty to retake the extended jury, address issues in academic performance, or to change their degree plan.

Keyboard Proficiency Examination: All students pursuing Bachelor of Music degrees are required to pass the Department's Keyboard proficiency Exam (this is not required of students pursuing the Bachelor of Arts degree in Music). Requirements for passage vary according to the principal area of study and the chosen degree plan and concentration and may be obtained from the Department chair or head of the keyboard area. All levels of the examination include performance of repertoire and basic technical elements, plus demonstration of sight reading and improvisation skills. Keyboard Proficiency Examinations are usually administered as part of a music performance jury. Successful completion of the exam is recorded on a student's transcript by the Office of the Registrar when notified by the head of the keyboard area. Additional semesters of study beyond the 4 required for Bachelor of Music degrees may be needed to complete the Keyboard Proficiency. If the Piano Proficiency Examination is completed prior to the completion of 4 semesters of required study, the remaining required semesters may be taken on piano or another Applied instrument/voice.

Juries: The Music Department requires that all music majors or intended music majors perform a jury, or graded performance examination at the end of each semester they are enrolled in Applied Study. Students pursuing Bachelor of Music degrees will perform juries on their Principal and Secondary instruments. Students pursuing the Bachelor of Arts degree will perform juries on whichever instrument(s) they are studying in Applied lessons. Exceptions to this rule may be made at the discretion of the

individual applied instructor under circumstances as outlined in the Music Department Faculty Handbook. Non-majors taking applied music lessons will typically perform juries starting with their third semester of study in their applied area and continue every semester thereafter.

Capstone requirement: Activities or experiences that may fulfill this requirement vary with each music degree plan, and are noted at the end of each degree description. Successful completion of the capstone requirement is recorded on a student's transcript by the Office of the Registrar when notified by the Department Chair or appropriate faculty member. The Music Department capstone is not a specific course; however, students must be enrolled in a course for credit in the semester they present their capstone whose focus is the preparation of the capstone. Possibilities include, but are not limited to: applied lessons in an appropriate performing medium for a minimum of two credits, composition instruction, or independent study. Any proposed capstone that is not a standard recital in the student's principal performance medium, a composition recital, a lecture or a lecture/recital must be approved in advance by the Music faculty no later than the conclusion of the semester before the capstone is to take place.

NOTE: Students may qualify for credit for MUT76-101 and MUT76-103 through a Music Theory Placement Exam or by receiving scores of 4 or 5 on the AP Music Theory Exam (composite, aural and non-aural tests).

Note on course numbering: 8_- indicates Applied Music study. 76- indicates Music Theory courses. 77- indicates Music Education courses. 78- indicates Music Ensemble courses. 80- indicates Music Literature courses. 800-level courses are for student teaching. 900-level courses are tutorials, independent studies, honors projects, and internships.

Bachelor of Arts

Major in Music: 48 credits

- Four semesters of MUL80-100 Music Colloquium
- MUL80-114 Introduction to Music Literature
- Choose two courses from:
 - MUL80-124 World Music
 - MUL80-134 Music in the United States
 - MUL80-214 Music History 900-1800
 - MUL80-314 Music History Since 1800
 - MUL80-414 Advanced Topics in Music History and Literature
 - or other MUL80- courses above the -100 level
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II :- Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- 4 credits from:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-111 Southwestern University Jazz Band
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
 - ENS78-141 Opera Theatre
 - ENS78-171 Southwestern University Orchestra
- 8 credits of APM8x-00x (instrument or voice)
- 12 credits of Music electives

Additional Requirements for the Bachelor of Arts degree in Music: Successful completion of the Second Year Performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in applied study at Southwestern; and successful completion of a capstone experience. The Capstone experience will be chosen in consultation with the appropriate department faculty, reflecting the particular curricular pathway followed by the student. This could include a junior or senior performance recital, a composition recital, a lecture-recital, an oral presentation, or another project approved in advance by the Music Department.

Bachelor of Music – Major in Music Education

The BM degree with a major in Music Education is designed for students with a strong interest in teaching music. This degree plan provides musical skills and competencies necessary to teach music. However, in order to acquire certification to teach in Texas public schools, music education students must apply for admission to the Teacher Education Program through the Education Department and complete the required professional education courses in the Education Department.

Degrees are awarded by Southwestern University, while certification is awarded by the state of Texas. Therefore, a student may seek certification in one of two ways: 1) fulfill the Music Education degree with Certification, or 2) fulfill the Music Education degree without Certification, then enroll in a state-approved alternative teacher certification program. In any case, those seeking certification by the State of Texas in music must receive a satisfactory score on the TExES examination.

In summary, there are four tracks for majoring in Music Education:

1. Choral/Vocal emphasis with certification: Students obtaining this degree and passing state-certification examinations will receive All-Level Music Certification from the state of Texas to teach Early Childhood music through Secondary Choir.
2. Choral/Vocal emphasis without certification: Students obtaining this degree may seek certification after graduation by enrolling in a state-approved Alternative Teacher Certification Program.
3. Instrumental emphasis with certification: Students obtaining this degree and passing state-certification examinations will receive All-Level Music Certification from the state of Texas to teach Early Childhood music through Secondary Band/Orchestra.
4. Instrumental emphasis without certification: Students obtaining this degree may seek certification after graduation by enrolling in a state-approved Alternative Teacher Certification Program.

Major in Music Education – With Certification (choral/vocal emphasis): 77 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUL80-702 Diction in Vocal Music
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-223 Music Technology
- MUT76-343 Orchestration
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education

- MUE77-603 Introductory Conducting
- MUE77-633 Advanced Choral Conducting
- Seven semesters of:
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
- Seven semesters (14 credits) of Applied Music 8x-00x (principal instrument)
- 4 credits of Applied Music 8A-00x Piano

NOTE: Music Education majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Course Requirements for All-Level Certification - 24 credits from the following:

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

Required Supporting Courses: 9-12 credits

- EDU40-234 Schools, Society and Diversity
- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Psychology

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include a small ensemble performance.

NOTE: This degree is exempt from the foreign language requirement.

Major in Music Education – Without Certification (choral/vocal emphasis): 80 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUL80-702 Diction in Vocal Music
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-223 Music Technology
- MUT76-343 Orchestration
- MUT76-411 Aural Skills IV

- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education
- MUE77-603 Introductory Conducting
- MUE77-633 Advanced Choral Conducting
- MUE77-943 Academic Internship
- Seven semesters of:
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
- Seven semesters (14 credits) of Applied Music 8x-00x (principal instrument)
- 4 credits of Applied Music 8A-00x Piano

NOTE: Music Education majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Supporting Course Requirements: 14-16 credits

- Four courses from:
 - EDU40-124 Foundations and Curriculum of American Schools
 - EDU40-144 Survey of Exceptionalities
 - EDU40-234 Schools, Society and Diversity
 - EDU40-664 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-344 Lifespan Development

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include a small ensemble performance.

NOTE: This degree is NOT exempt from the foreign language requirement. The language requirement may be fulfilled by two semesters of German and one semester of Latin, or by one semester of German and two semesters of Latin.

Major in Music Education- With Certification (instrumental emphasis): 80 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-223 Music Technology
- MUT76-343 Orchestration

- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-311 String Methods
- MUE77-321 Woodwind Methods
- MUE77-331 Brass Methods
- MUE77-341 Percussion Methods
- MUE77-351 Vocal Methods
- MUE77-423 Methods of Music in the Elementary School
- MUE77-473 Methods of Marching Band Performance
- MUE77-603 Introductory Conducting
- MUE77-623 Advanced Instrumental Conducting
- Seven semesters of:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-171 Southwestern University Orchestra
- Seven semesters (14 credits) of Applied Music 8x-00x (principal instrument)
- 4 credits of APM8x-00x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principal instrument is Piano.

NOTE: Music Education majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Course Requirements for All-Level Certification - 24 credits from the following:

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

Required Supporting Courses: 9-12 credits

- EDU40-234 Schools, Society and Diversity
- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include a small ensemble performance. Music Education students (Instrumental Emphasis) are required to perform as a member of a chamber ensemble at least once each year, either as part of a regular Wind Ensemble (or Orchestra) performance, or as part of a Musicale.

NOTE: This degree is exempt from the language requirement.

Major in Music Education – Without Certification (instrumental emphasis): 83 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Special Topics in Music History and Literature

- MUT76-101 Music Theory I: Fundamentals
- MUT76-103 Aural Skills I
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III Form and Analysis
- MUT76-223 Music Technology
- MUT76-343 Orchestration
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: ^{20th-Century} Music
- MUE77-311 String Methods
- MUE77-321 Woodwind Methods
- MUE77-331 Brass Methods
- MUE77-341 Percussion Methods
- MUE77-351 Vocal Methods
- MUE77-423 Methods of Music in the Elementary School
- MUE77-473 Methods of Marching Band Performance
- MUE77-603 Introductory Conducting
- MUE77-623 Advanced Instrumental Conducting
- MUE77-943 Academic Internship
- Seven semesters of:

ENS78-101 Southwestern University Wind Ensemble

ENS78-171 Southwestern University Orchestra

- Seven semesters (14 credits) of Applied Music 8x-00x (principal instrument)
- 4 credits of Applied Music 8x-00x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principal instrument is Piano.

NOTE: Music Education majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Supporting Course Requirements: 14-16 credits

- Four courses from:
 - EDU40-124 Foundations and Curriculum of American Schools
 - EDU40-144 Survey of Exceptionalities
 - EDU40-234 Schools, Society and Diversity
 - EDU40-664 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-344 Lifespan Development

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include a small ensemble performance. Music Education students (Instrumental Emphasis) are required to perform as a member of a chamber ensemble at least once each year, either as part of a regular Wind Ensemble (or Orchestra) performance, or on a Friday afternoon Musicale at Southwestern University.

NOTE: This degree is NOT exempt from the foreign language requirement.

Bachelor of Music

Major in Vocal Performance: 81 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUL80-702 Diction in Vocal Music
- MUL80-712 Song Literature and Performance
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-522 Vocal Pedagogy
- MUE77-603 Introductory Conducting
- Eight semesters of:
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
- Two semesters of ENS78-141 Opera Theatre
- 24 credits of APM8B-00x (Vocal performance majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- 6 credits of APM8A-00x Piano

NOTES: Vocal Performance majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Students completing the Vocal Performance emphasis must take two semesters of French and one semester of German, or one semester of French and two semesters of German to meet the foreign language requirement.

Additional Requirements for the Major in Vocal Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Second Year Performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Keyboard Performance: 89 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Special Topics in Music History and Literature

- MUL80-602 Piano Solo Repertoire A
- MUL80-612 Piano Solo Repertoire B
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-532 Piano Pedagogy
- MUE77-603 Introductory Conducting
- Eight semesters of:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-111 Southwestern University Jazz Band
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
 - ENS78-141 Opera Theatre
 - ENS78-171 Southwestern University Orchestra
- Two semesters of ENS78-151 Chamber Music (Instrumental)
- 24 credits from APM8x-002 Piano or Organ (Keyboard Performance Majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- 6 credits of APM8x-00x (secondary instrument)
- 8 credits of Music electives

Additional Requirements for the Major in Keyboard Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Second Year performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied area of study at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Instrumental Performance: 88 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUL80-622 Instrumental Pedagogy and Literature
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III

- MUT76-213 Music Theory III: Form and Analysis
- MUT76-223 Music Technology
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-603 Introductory Conducting
- Eight semesters of:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-111 Southwestern University Jazz Band
 - ENS78-121 Southwestern University Singers (with approval of department chair)
 - ENS78-131 Southwestern University Chorale (with approval of department chair)
 - ENS78-171 Southwestern University Orchestra
- Two semesters of ENS78-151 Chamber Music (Instrumental)
- 24 credits from Applied Music 8x-002 (Instrumental Performance Majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- 6 credits of APM8x-00x (secondary instrument*)
- 8 credits of Music electives

*Fulfilled by Piano for all students except those whose principal instrument is Piano.

Additional Requirements for the Major in Instrumental Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Second Year Performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Music Literature: 83 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- 12 credits from:
 - MUL80-424 Music in The Cultures of Print and Performance
 - MUL80-434 Music, Gender and Sexuality
 - MUL80-444 Music, Race, and Nationality
 - MUL80-454 Studies in Musical Genre and Repertoire
- 4 additional credits from:
 - MUL80-124 World Music
 - MUL80-134 Music in the United States
- MUL80-953 Independent Study (Capstone)
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice

- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-313 Counterpoint
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-603 Introductory Conducting
- Eight semesters of:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-111 Southwestern University Jazz Band
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
 - ENS78-141 Opera Theatre
 - ENS78-171 Southwestern University Orchestra
- 14 credits of APM8x-00x (principal instrument)
- 4 credits of APM8x-00x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principal instrument is Piano.

Note: Music Literature majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Requirements for the Major in Music Literature: Successful completion of the Keyboard Proficiency Examination; successful completion of the Second Year Performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information.

Major in Music Composition: 84 credits

- Six semesters of MUL80-100 Music Colloquium (four semesters for transfer students)
- MUL80-114 Introduction to Music Literature
- MUL80-214 Music History 900-1800
- MUL80-314 Music History since 1800
- MUL80-414 Advanced Topics in Music History and Literature
- MUT76-101 Aural Skills I
- MUT76-103 Music Theory I: Fundamentals
- MUT76-111 Aural Skills II
- MUT76-113 Music Theory II: Harmony in Practice
- MUT76-211 Aural Skills III
- MUT76-213 Music Theory III: Form and Analysis
- MUT76-223 Music Technology
- MUT76-313 Counterpoint
- MUT76-343 Orchestration
- MUT76-411 Aural Skills IV
- MUT76-413 Music Theory IV: 20th-Century Music
- 10 credits of MUT76-532 Applied Composition

- MUT76-544 Applied Composition (Capstone)
- MUE77-603 Introductory Conducting
- Eight semesters of:
 - ENS78-101 Southwestern University Wind Ensemble
 - ENS78-111 Southwestern University Jazz Band
 - ENS78-121 Southwestern University Singers
 - ENS78-131 Southwestern University Chorale
 - ENS78-141 Opera Theatre
 - ENS78-171 Southwestern University Orchestra
- 14 credits of APM8x-00x (principal instrument)
- 4 credits from Applied Music 8x-00x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principal instrument is Piano.

NOTE: Music Composition majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Requirements for the Major in Music Composition (BM): Successful completion of the Keyboard Proficiency Examination; successful completion of the Second Year Performance Review; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information.

Minor in Music: 20 credits

- MUT76-101 Aural Skills I, and
MUT76-103 Music Theory I: Fundamentals
- MUL80-114 Introduction to Music Literature
- Choose one of the following courses:
 - MUL80-214 Music History 900-1800
 - MUL80-314 Music History since 1800
 - MUL80-414 Advanced Topics in Music History and Literature
 - MUT76-111 Aural Skills II, and
MUT76-113 Music Theory II: Harmony in Practice
- 8 additional credits of Music courses

Applied Music—Private and Group Instruction (APM)

All applied music courses fulfill General Education Requirements for the Fine Arts Performance requirement. Additional studio/repertoire sessions may be added at the discretion of the instructor.

The numbering system in Applied Music is as follows: the first position following the APM is always “8;” the second position is a letter indicating the instrument being studied (see list below); the third position is a zero the fourth position is a zero; the fifth position is the number of credits being granted (1 indicates a half-hour lesson per week; 2 indicates an hour lesson per week). Also, a two-digit suffix may be used to indicate multiple sections. For example, the course number APM8A-001-01 indicates that the course is section one of a one-credit applied music piano course.

A—Piano	G—Clarinet	M—Euphonium	U—Percussion (all)
B—Voice	H—Bassoon	N—Tuba	V—Jazz
C—Organ	I—Saxophone	O—Violin	W—Brass (all)
D—Harpsichord	J—French Horn	P—Viola	X—Strings (all)

E—Flute

K—Trumpet

Q—Cello

Y—Guitar

F—Oboe

L—Trombone

R—String Bass

Z—Harp

Students may take applied music lessons that grant one, two or four credits per semester. However, only students admitted to the BM/Performance concentration program through passage of the Sophomore Barrier Examination may register for four credits in one applied area in a given semester. Students register for lower-level applied music courses (000-level numbers) the first two semesters that an instrument is studied, and for upper-level applied music courses (200-level numbers) in subsequent semesters of study of that instrument. Students may not register for multiple sections in the same applied study area in a given semester, or for class and individual instruction simultaneously in one applied area.

Applied Music Fees: Music majors and non-music majors with a Performance Award do not pay an additional fee. Others pay a fee for instruction in Applied Music as follows: either \$225 for one credit (-001), or \$450 for two or four credits (-002, -004).

Ensembles (ENS)

Music ensembles are open to all University students by either audition or comparable experience. One credit per semester is granted for each ensemble. Ensembles may be repeated every semester. All ensembles may require additional meeting, rehearsal and performance times outside of scheduled class periods, as indicated by the instructor.

78-101	SOUTHWESTERN UNIVERSITY WIND ENSEMBLE. The SU Wind Ensemble (winds, brass, and percussion) performs two concerts per semester. The Ensemble is open to all University students with 3-4 years of high school ensemble experience. Students learn and present a diverse repertoire, combining artistic expression with disciplined performance practice. (Each semester) (FA)
78-111	SOUTHWESTERN UNIVERSITY JAZZ BAND. The SU Jazz Band is open to all University students by audition. This course presents the opportunity to develop the skills necessary to perform in a jazz ensemble while gaining exposure to idiomatic performance practices and other commercial music genres. Students perform in at least one public concert and feature the music of noted jazz composers such as Miles Davis, Duke Ellington, Thelonious Monk and others. (Each semester) (FA)
78-121	SOUTHWESTERN UNIVERSITY SINGERS. Southwestern University Singers is open to all SU students, faculty, and staff. No audition is required. The ensemble explores a diverse choral repertoire from many different musical styles. Students will improve their performance while learning the foundations of healthy singing and the building blocks of music literacy. (Each semester) (FA)
78-131	SOUTHWESTERN UNIVERSITY CHORALE. Southwestern University Chorale is a SATB Mixed Ensemble, open to all by audition (auditions are held during the first week of Fall classes for Fall placement, and by permission of the instructor for Spring openings). Chorale performs two concerts per semester, plus additional commitments to University events such as Candlelight service, Homecoming, etc. (Each semester) (FA)
78-141	OPERA THEATRE. Opera Theatre is open to all students by audition. Students will learn basic stage movement and acting techniques for the lyric theater, culminating in public performances each semester. All performances will be from memory. One semester each year will be costumed with minimal set, while the alternate semester will be minimally produced and performed in concert dress with the goal of helping students grow both as singing actors and in ensemble work. Class commitment includes additional labs and rehearsals as indicated by instructor. Prerequisite: concurrent enrollment in applied voice and permission of the instructor. (Each semester) (FA)
78-151	CHAMBER MUSIC (INSTRUMENTAL). The SU instrumental chamber music program seeks to foster a high level of ensemble technique and musicianship among participants. Ensembles are coached by music faculty and give frequent performances in different concert venues, which include events at Southwestern University, regional and statewide conventions. Possible groups include: string quartets, piano trios, brass ensembles, wind quartets, percussion ensemble, or jazz combo. (Each semester) (FA)
78-161	CHAMBER MUSIC (VOICE). The SU vocal chamber music program seeks to foster a high level of ensemble technique among participants. Ensembles are chosen by the student's applied instructor, coached by music faculty, and give performances in various venues. By permission of the instructor. (Each semester) (FA)
78-171	SOUTHWESTERN UNIVERSITY ORCHESTRA. The SU Orchestra (string instruments) performs two concerts per semester and also combines forces on occasion with SU Musical Theatre, Chorale, and Opera Theatre programs. The Orchestra is open to all University students, faculty, and staff with 3-4 years of high school ensemble experience. Students learn and present a rich and diverse classical

music repertoire, combining artistic expression with disciplined performance practice. (Each semester) (FA)

Music Education (MUE)

77-311 STRING METHODS. This course is designed to provide a survey of instruction for students studying string instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Fall of odd-numbered years) (FA)

77-321 WOODWIND METHODS. This course is designed to provide a survey of instruction for students studying woodwind instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Fall of even-numbered years) (FA)

77-331 BRASS METHODS. This course is designed to provide a survey of instruction for students studying brass instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Spring of odd-numbered years) (FA)

77-341 PERCUSSION METHODS. This course is designed to provide a survey of instruction for students studying instrumental music. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Spring of even-numbered years) (FA)

77-351 VOCAL METHODS. For the Music Education major (instrumental emphasis) degree program. This course provides basic singing instruction and pedagogy. (Spring of odd-numbered years) (FA)

77-423 METHODS OF MUSIC IN THE ELEMENTARY SCHOOL. Methods of presenting music materials to children in grades K-6. If seeking certification, students who have been admitted to the Teacher Certification Program (TCP) will fulfill the Field-based Experience (FBE) requirements for certification with a minimum of 50 hours in an Elementary music classroom placement. (Fall of odd-numbered years) (FA)

77-443 CHORAL MUSIC EDUCATION. A survey of the material available for junior and senior high school choirs. A study of the organization and problems of choral groups and vocal pedagogy for choral ensembles. Arranging for choral ensembles. Each student will rehearse the class for small-ensemble experience. Prerequisites: Music Theory 76-211, 76-213, and Music Literature 80-214; or permission of the instructor. (Fall of even-numbered years) (FA)

77-473 METHODS OF MARCHING BAND PERFORMANCE. A study of the marching band as a medium of entertainment and of its value to the instrumental program in the public schools. The study includes fundamentals of marching, precision drill, designing of formations, and planning and execution of a half-time show. (Fall of odd-numbered years) (FA)

77-522 VOCAL PEDAGOGY. A discussion of historical and current pedagogical techniques; the physiology of singing and voice types; training the young singer; and vocal development through repertoire choice. Prerequisites: Two semesters of applied voice study at the college level and concurrent enrollment in applied voice study. (Fall of even-numbered years) (FA)

77-532 PIANO PEDAGOGY. Presentation of methods and materials used in individual and class instruction of piano students. Prerequisites: Passage of the Sophomore Barrier Examination and admission to the Keyboard Performance major; or four semesters of applied piano or organ study; or permission of instructor. (FA)

77-603 INTRODUCTORY CONDUCTING. Introduction of baton techniques and rehearsal procedures. Each student will conduct the class for small-ensemble experience. Prerequisites: Music Theory 76-211, 76-213, and Music Literature 80-114; or permission of instructor. (Spring of even-numbered years) (FA)

77-623 ADVANCED INSTRUMENTAL CONDUCTING. This course is a continuation of the beginning course, plus in-depth score study and development of good rehearsal techniques. Students will rehearse the SU Wind Ensemble or Orchestra throughout the semester and then conduct a portion of a public concert for their final exam. Prerequisite: Music Education 77-603. (Fall of even-numbered years) (FA)

77-633 ADVANCED CHORAL CONDUCTING. A continuation of manual conducting techniques, score reading and performance preparation. Students will conduct a portion of a public concert. Each

	student will conduct the class for small-ensemble experience. Prerequisite: Music Education 77-603. (Fall of even-numbered years) (FA)
77-804, 808	STUDENT TEACHING. See Education 40-804, 40-808, 40-824, 40-828
77-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
77-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
77-901, 902, 903, 904	TUTORIAL.
77-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
77-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
77-984	HONORS. By invitation only.

Music Literature (MUL)

80-100	MUSIC COLLOQUIUM. This course is for all music majors to meet each semester to discuss relevant topics in the field of music not generally covered in the core curriculum. Faculty or guest speakers will present multiple times per semester. Additionally, students enrolled in this course are required to attend a set number of musical performances in the Music Department and elsewhere during the semester. In addition, each student must attend one SU Theatre production or Art gallery opening event. Six semesters must be satisfactorily completed to fulfill requirements for the BM degree and four for the BA (Music) degree. Four semesters are required for transfer students, and for students who begin at Southwestern and are admitted to the music major by audition later than the end of their second semester of residence. Must be taken Pass/D/F. (Each semester)
80-104	INTRODUCTION TO MUSIC. A course for non-music majors designed to give students a general understanding of music and to increase their enjoyment of music through musical participation and the development of listening skills. Students will consider the various basic applications and manifestations of harmony, melody, time, timbre, texture, genre and form. They will refine their skill of aural perception in order to enhance the ability to sharply focus and sustain concentration in listening. Students will develop an understanding of musical style by examining works representative of the main musical style periods. Contributes to Neuroscience. (Each semester) (FA)
80-114	INTRODUCTION TO MUSIC LITERATURE. A survey of the principal periods of music history and the most important genres, styles, compositional techniques, and composers of each period. Prerequisites: Music Theory 76-101 and 76-103, or permission of instructor. Contributes to International Studies. (Spring) (FA)
80-124	WORLD MUSIC. An introduction to the music of non-Western cultures, including the study of the music of Africa, India, Bosnia, Japan, Latin America, Native America and Indonesia. Issues include the interaction of traditional music with modern/Western music and the use of music to create a national or ethnic identity. (FA)
80-134	MUSIC IN THE UNITED STATES. A survey of "American" musical interactions viewed through the lens of cultural history. This course explores the traditions of popular song, concert music, and indigenous styles, and in so doing, negotiates and challenges ideas around canonical "great works" by considering music, musicians and traditions that are generally considered to be at the center of that canon, as well as those that have been historically excluded from it. Contributes to Race and Ethnicity Studies/Allied Course. (SJ) (PJ) (FA)
80-144	MUSIC, MEANING, AND SOCIETY. This course examines the roles that music plays in human society through the lens of other disciplines: Anthropology, Physics, Biology, Sociology, Linguistics, Political Science, and Ethics. The course investigates the ways in which music functions in our daily lives and how individual and group identities are established/reinforced through the music we listen to. No previous study of music is required for enrollment. (FA)
80-214	MUSIC HISTORY 900-1800. A historical survey of music from the development of musical notation through the end of the eighteenth century. Contributes to Early Modern and Medieval Studies, and International Studies. Prerequisite: Music Literature 80-114, or permission of instructor. (Fall) (FA)
80-314	MUSIC HISTORY SINCE 1800. A historical survey of music since ca. 1800. Contributes to International Studies. Prerequisite: Music Literature 80-114, or permission of instructor. (Spring of odd-numbered years) (FA) (WA)

80-414	ADVANCED TOPICS IN MUSIC HISTORY AND LITERATURE. May be repeated with a change of topic. Contributes to International Studies. Prerequisite: Music Literature 80-114, or permission of instructor. (Spring of even-numbered years) (FA) (WA)
80-424	MUSIC IN THE CULTURES OF PRINT AND PERFORMANCE. Topics in the development of musical notation, edition, performance, publication, and dissemination, and interactions among these. Offerings will focus on specific cultural or historical topics. Contributes to International Studies. Prerequisite: Music Literature 80-314. (FA)
80-434	MUSIC, GENDER, AND SEXUALITY. Music is prized for its expressive capabilities and widely considered to be capable of communicating humans' most personal ideas and experiences. Gender and sexuality certainly belong in these realms. Focusing on specific cultural and historical arenas, this course explores ways in which Western music and musicians have dealt with themes of gender and sexuality, as well as ways in which other musicians and the public have responded to, or ignored, those discourses. Contributes to International Studies. Prerequisite: Music Literature 80-314, or permission of instructor. (FA) (WA)
80-444	MUSIC, RACE, AND NATIONALITY. Concepts of Self and Other in music have often centered on asserted or perceived racial, ethnic, and national identification, and musicians have often used both vocal and instrumental music to deal with politically charged racial, ethnic, and national themes that were risky or controversial in verbal and visual discourses. This course focuses on those musicians' work in communicating their own ideas and persuading others. Contributes to International Studies. Prerequisite: Music Literature 80-314, or permission of instructor. (FA) (WA)
80-454	STUDIES IN MUSICAL GENRE AND REPERTOIRE. An exploration of specific musical genres other than piano repertoire and song (Music Literature 80-602, 80-612, 80-712) – e.g. jazz, hip hop, opera, symphonic literature, instrumental chamber music, choral music, eighteenth-century cantata, etc. Contributes to International Studies. Prerequisite: Music Literature 80-314, or permission of instructor. (FA) (WA)
80-602	PIANO SOLO REPERTOIRE, A. This course is offered for applied majors as a survey of piano literature. (FA)
80-612	PIANO SOLO REPERTOIRE, B. A continuation of Music Literature 80-602. (FA)
80-622	INSTRUMENTAL PEDAGOGY AND LITERATURE. Pedagogy and Literature courses will survey their instrument's most significant solo and ensemble literature from relevant style periods and examine pedagogical practices from a historical and contemporary perspective. This course is intended for Instrumental Performance majors. Prerequisite: Successful completion of the Second Year Performance Review. (FA)
80-702	DICTION IN VOCAL MUSIC. Diction introduces the International Phonetic Alphabet (IPA) and its use in studying the principles of pronunciation and diction in English, French, German and Italian for the voice student, including an intensive application of these principles to vocal literature. Prerequisite: two semesters of applied voice study at the college level, Music Theory 76-113, and concurrent enrollment in applied voice. (Fall of odd-numbered years) (FA)
80-712	SONG LITERATURE AND PERFORMANCE. A survey of solo art song literature and its performance practice. Prerequisite: Two semesters of applied voice study at the college level, or Music Theory 76-113 and concurrent enrollment in applied voice. (Spring of even-numbered years) (FA)
80-001, 002, 003, 004	SELECTED TOPICS. May be repeated with changed content.
80-301, 302, 303, 304	SELECTED TOPICS. May be repeated with changed content.
80-901, 902, 903, 904	TUTORIAL.
80-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
80-951, 952, 953, 954	INDEPENDENT STUDY. Readings and projects selected to broaden the advanced student's acquaintance with music through independent research. Requires permission of instructor. May be repeated with changed content.
80-984	HONORS. By invitation only.

Music Theory (MUT)

76-101 AURAL SKILLS I. The development of proficiency in aural skills through listening, dictation and sight singing. Qualified students may place out of this class by examination. To be taken concurrently with Music Theory 76-103. (Fall) (FA)

76-103 MUSIC THEORY I: FUNDAMENTALS. A foundational survey of the notation and analysis of varied musical practices, to include: clefs, key signatures, scales, meter, triads and seventh chords and their inversions, Roman numeral analysis, and an introduction to 4-part writing. Some prior ability to read musical notation is recommended but not required. Qualified students may place out of this class by examination. To be taken concurrently with Music Theory 76-101. (Fall) (FA)

76-111 AURAL SKILLS II. Continuation of Music Theory 76-101, this course develops aural skills in listening to, and understanding diatonic harmony and melody. To be taken concurrently with Music Theory 76-113. Prerequisite: Music Theory 76-101 or passage of a qualifying diagnostic examination. (Spring) (FA)

76-113 MUSIC THEORY II: HARMONY IN PRACTICE. A survey of the hierarchical relationships in 18th-19th century diatonic harmonic practice, studied through analysis, compositional exercises, and comparison to other stylistic practices. Also introduced are: cadences, phrase/period structures, non-chord tones, and diatonic seventh chords. To be taken concurrently with Music Theory 76-111. Prerequisite: Music Theory 76-103 or passage of a qualifying diagnostic examination. (Spring) (FA)

76-211 AURAL SKILLS III. Continuation of Music Theory 76-111, this course develops aural skills in listening to, and understanding chromatic harmony and musical form. To be taken concurrently with Music Theory 76-213. Prerequisite: Music Theory 76-111. (Fall) (FA)

76-213 MUSIC THEORY III: FORM AND ANALYSIS. A continuation of concepts introduced in Music Theory II. This course introduces chromatic harmony and modulation through analysis and compositional exercises. Formal designs (periods, binary and ternary forms, sonata, rondo and variation) will be surveyed and explored across a diversity of musical literature. To be taken concurrently with Music Theory 76-211. Prerequisite: Music Theory 76-113. (Fall) (FA)

76-223 MUSIC TECHNOLOGY. A survey of the fundamentals of music technology in the context of its historical and cultural use. Scientific foundations of acoustics, hearing, and digital audio as well as technical skills for music production will be addressed; students will work on practical applications of these concepts and techniques. Contributes to Design Thinking and Neuroscience. (Each semester) (FA)

76-313 COUNTERPOINT. A composition-based course that provides an introduction to the contrapuntal styles of the Renaissance and Baroque eras. Prerequisite: Music Theory 76-213. (FA)

76-343 ORCHESTRATION. A study of orchestral instrumentation and the art of transcription for orchestra, through score analysis and arranging projects. Prerequisite: Music Theory 76-213. (Spring of even-numbered years) (FA)

76-411 AURAL SKILLS IV. A continuation of Music Theory 76-211, this course develops skills in listening to, and understanding the musical materials of the twentieth century. Prerequisite: Music Theory 76-211. To be taken concurrently with Music Theory 76-413. (Spring of odd-numbered years). (FA)

76-413 MUSIC THEORY IV: 20TH CENTURY MUSIC. An analytical survey of the compositional languages, aesthetics and forms in the concert music of the 20th century. To be taken concurrently with Music Theory 76-411. Prerequisite: Music Theory 76-213. (Spring of odd-numbered years) (FA)

76-532 APPLIED COMPOSITION. Individual instruction in the craft of musical composition. Students are introduced to the techniques and languages of contemporary concert music through original writing exercises and listening assignments. Continued study will ultimately lead to writing projects in larger forms. May be repeated for credit. Contributes to Design Thinking (two semesters required). Prerequisite: Music Theory 76-111 and 76-113, or consent of instructor. (Each semester) (FA)

76-544 APPLIED COMPOSITION (CAPSTONE). Individual instruction in the craft of composition. This course is intended for students in the semester of their Composition Capstone. (FA)

76-001, 002, 003, 004 SELECTED TOPICS. May be repeated with changed content.

76-301, 302, 303, 304 SELECTED TOPICS. May be repeated with changed content.

76-901, 902, 903, 904 TUTORIAL.

76-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

76-951, 952, 953, 954	INDEPENDENT STUDY. Readings and projects selected to broaden the advanced student's acquaintance with music through independent research. Requires permission of instructor. May be repeated with changed content.
76-984	HONORS. By invitation only.

NEUROSCIENCE

Interdisciplinary Program

Program Coordinator:
Fay A. Guerraci, PhD, Professor of Psychology

The Neuroscience Program offers a minor designed to explore the interdisciplinary field of neuroscience from psychological, biological, and physiological perspectives. The minor focuses on empirical approaches to the study of the brain and nervous system using a variety of scientific techniques in animals and humans. Courses in other disciplines provide students with the opportunity to apply neuroscience to a diverse range of human experiences and practices. Because neuroscience is studied from diverse perspectives, at multiple levels, and across the lifespan of human and animal species, courses that contribute to the minor include courses in the Natural Sciences, the Social Sciences, the Humanities, and the Fine Arts. Students will develop a number of technical skills necessary to conduct research in the field, as well as an appreciation for the application of neuroscience in clinical pathology, art, music, and language and linguistics.

Program Goals:

1. Explain and understand fundamentals of the nervous system, as studied in humans and other model organisms.
2. Communicate information about neuroscience to diverse audiences, in written, oral, and multimedia modalities.
3. Explore scientific techniques used to study the nervous system, at the molecular, cellular, systems, and organismal levels.
4. Analyze and critique the presentation of scientific evidence in both primary literature and popular media.
5. Recognize the importance of applying neuroscientific principles to diverse areas, including clinical conditions, artistic creation and perception, and the development and use of languages.

The Neuroscience Minor curriculum is composed of three groups of courses:

- **Introduction to Neuroscience:** This course is designed to introduce students from diverse backgrounds to fundamental topics in neuroscience, such as the anatomy of the neuron, neurotransmission, and the structure and function of the central and peripheral nervous systems.
- **Core Scientific Courses:** These courses engage students in the study of neuroscience from psychological, biological, and physiological perspectives.
- **Applied Courses:** These courses provide students with the opportunity to apply principles of neuroscience to a broad range of areas including perception of art and music, clinical pathology, and language use.

Minor in Neuroscience: 5 courses

Note: No more than two courses can be selected from any one academic discipline (3 letter prefix).

- NEU55-104 Explorations in Neuroscience
- List A Core Scientific Areas - 3 courses from:

Biology

- BIO50-354 Neurobiology
- BIO50-394 Developmental Biology
- BIO50-97X Research in Biology (minimum of 3 credits total; specifically related to neuroscience)

Kinesiology

- KIN48-123 Human Structure and Function, **and**
- KIN48-121 Structural Kinesiology

KIN48-95X Independent Study (minimum of 3 credits, specifically related to neuroscience)

Psychology

PSY33-534 Behavioral Neuroscience

PSY33-834 Research in Behavioral Neuroscience

- List B Applied Courses - One course from:

Biology

BIO50-263/261 Human Anatomy and Physiology II/Lab, or
KIN48-263/261 Human Anatomy and Physiology II/Lab

BIO50-424 Organ Physiology

BIO50-494 Biology of Reproduction

BIO50-524 Endocrinology

Computer Science

CSC54-424 Artificial Intelligence

Chemistry

CHE51-313 Organic Chemistry I

CHE51-323 Organic Chemistry II

English

ENG10-464 Speaking Across Languages

Kinesiology

KIN48-263/261 Human Anatomy and Physiology II/Lab, or
BIO50-263/261 Human Anatomy and Physiology II/Lab

KIN48-334 Physiology of Exercise

KIN48-324 Motor Learning and Motor Control

Music

MUL80-104 Introduction to Music

MUT76-223 Music Technology

Psychology

PSY33-384 Learning and Cognition

PSY32-524 Psychopathology and Clinical Sciences

Spanish

SPA15-674 Leisure and Play in Latin America

SPA15-724 Spanish Phonetics and Phonology

Selected Topics

Approved selected topics courses across a number of disciplines (Biology, Computer Science, Chemistry, English, Kinesiology, Music, Psychology, Spanish) may contribute to this minor if the course is related to neuroscience.

Internships/Research

Approved academic internship or research specifically related to neuroscience.

- To complete the minor, students will complete a questionnaire for assessment, administered by the Program Chair.

Neuroscience (NEU)

55-104

EXPLORATIONS IN NEUROSCIENCE. This course introduces neuroscience to students through the lens of common myths and misconceptions about the brain in culture and media. The basics of the neuron, neurotransmission, and structure of the nervous system will be covered. Scientific methods will be used to analyze primary literature and critique media “myths” about the brain.

55-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
55-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
55-901, 902, 903, 904	TUTORIAL.
55-941, 942, 943, 944	ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken Pass/D/F.
55-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.

PHILOSOPHY DEPARTMENT

Division of Humanities

Judith Bohr, JD, Part-Time Assistant Professor

Michael Bray, PhD, Professor

Zinhle ka'Nobuhlaluse, PhD, Assistant Professor

Jorge Lizarzaburu, MA, Assistant Professor

A full listing of department chairs is available on the Registrar's web page.

Philosophy is a mode of engaging thoughtfully and critically with the grounding ideas, structures and motivations of human practices. Such thinking includes reflection on the relationship between different forms of knowledge (scientific, ethical, political, historical, cultural and aesthetic) and the material and social worlds, on the relationship between forms of knowledge and the unconscious, affective, and socially produced aspects of agency, and on intertwining social, historical and geographical forms of power and human community. Courses in philosophy develop a wide range of intellectual abilities and offer a unique opportunity for students to develop their own modes of thoughtful and critical engagement with different domains of knowledge and practice. The emphasis is on primary texts and a careful discussion of them, their ideas and their interrelation with aspects of personal and social experience.

Department Goals:

1. Foster student ability to engage thoughtfully and critically with the grounding ideas, structures and motivations of human practices and forms of knowledge and with theoretical texts at appropriate levels for both majors and minors.
2. Foster student ability to engage productively and critically with various forms of theoretical argumentation and to articulate such arguments themselves, in spoken and written forms.
3. Foster majors and minors' grounding in the history of western philosophy and in critical approaches to understanding that history.

The curriculum aims to cultivate philosophy as a self-reflective practice and therefore emphasizes critical engagements with the history of western philosophy as vitally important to contemporary philosophy. Students explore contemporary thinking from a foundation of critical inquiry into its past and into the genealogies of questions and commitments that have shaped the histories of both philosophy and the legitimization and critique of social, political, and cultural forms.

Note on course numbering: 100 level courses are introductory. 200-300 level courses are open to all students but have a more demanding reading/writing load than 100-level courses. 600 level courses are upper level and require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Philosophy: 9 courses

- Three courses from our core Critical Histories series:
 - PHI18-614 Ethos, Identities, Differences
 - PHI18-624 Being, Structure, Change
 - PHI18-634 Experience, Language, Knowledge
 - PHI18-644 Peoples, Power, Organization
- PHI18-914 Colloquium in Philosophy (Capstone, to be taken fall of the senior year)
- Five additional courses in Philosophy, at least three of which must be upper-level

Minor in Philosophy: Five courses

- Five courses in Philosophy, at least three of which must be upper level

Philosophy (PHI)

18-104 SELECTED INTRODUCTORY TOPICS. Topics chosen introduce students to philosophical questions and methods in relation to historical or contemporary issues and often from an interdisciplinary perspective. May be repeated with change in topic. (H)

18-114 WHAT IS PHILOSOPHY? An introduction to conceptions and practices of “philosophy” as modes of thinking, investigating, and writing about the world and ourselves, as well as the ways in which such conceptions and practices are situated within their historical and geopolitical contexts. (H)

18-124 CRITICAL THINKING. An introduction to the nature and structure of logical argumentation. Students will learn to analyze, construct, and evaluate arguments, as well as to identify common forms of fallacious thinking. These skills will be applied to the analysis of philosophical, moral, and political reasoning, among others, to improve reading and writing competences and to become more rigorous thinkers overall. Contributes to Legal Studies Certificate. (H)

18-144 PHILOSOPHY OF LOVE & SEX. This course explores diverse perspectives on sex and love, including ethical, religious, political, and cultural issues surrounding them. Emphasis will be placed on contemporary understandings and beliefs, as well as practices of intimacy in the U.S. and globally. The goal of the course is to encourage philosophical reflection on topics related to sex and love. Key themes, such as gender, race/ethnicity, sexual orientation, class, nation, and ability, will be consistently examined throughout the course. Materials will range from traditional academic texts to films, podcasts, music videos, documentaries, etc. Contributes to Feminist Studies and Race and Ethnicity Studies/Concepts Course. (H)

18-164 SELF, ETHICS, SOCIETY. An introduction to philosophical investigations of the character, development, and care for the self, with an emphasis on the question of the self’s relationships to others: ethical responsibilities, social structures, and the relation between the two. Contributes to Legal Studies Certificate and Spanish for Healthcare Professions Certificate. (H)

18-194 INTRODUCTION TO FEMINIST PHILOSOPHIES. An historically informed introduction to key texts in feminist theory. Our approach to the issues and debates will be interdisciplinary and readings will be drawn from a range of disciplines such as philosophy, anthropology, sociology, psychoanalysis, and cultural studies. Contributes to Feminist Studies and Race and Ethnicity Studies/Allied Course. (H) (SJ) (PJ)

18-214 POLITICS AND ECONOMICS. A critical exploration of the development and implications of the peculiarly modern understanding of “politics” and the “economy” as distinct and autonomous spheres, tracing some of the key historical stages in articulating (and troubling) this distinction and exploring various Marxist, Polanyian, feminist and other critiques of it, as well as the alternatives they propose. Contributes to Economics, International Studies, and Legal Studies Certificate. (H)

18-224 HUMAN NATURE. This course is a survey of philosophical and scientific (e.g., biological, psychological, anthropological) accounts of human nature. Some questions to be considered are: What does ‘human nature’ refer to? Is it a set of species-wide/universal characteristics? Is variation part of our nature? What behaviors, mechanisms, and cognitive structures, if any, are part of human nature? Can they be separated from nurture? Are they uniquely human? Why is it that some people embrace the idea of human nature, whereas others reject it? Are there any social biases that shape these debates? (H)

18-234 ENVIRONMENTAL PHILOSOPHY. An examination of some of the philosophical, ethical, and political questions posed for contemporary society by climate change and the ecological crisis. Particular focus will be given to interrogating the idea of “Nature,” as something outside of, opposed to, pre-existing human beings, and possible alternatives to it, as well as to questions of how we might think/live/do politics in an era where many effects of long-term climate change are now clearly unavoidable. Contributes to Environmental Studies. (H)

18-244 NATIVE AMERICAN PHILOSOPHIES. A selective survey of philosophical thought developed by the original inhabitants of territories variously known as Abya Yala, Turtle Island, Anáhuac, or in modern colonial terms, the Americas. We will consider the philosophies and practices of these groups against the conceptual framework constituted by the triad Modernity/Coloniality/Decoloniality. Readings will be drawn from Andean, Nahua, Mayan, Haudenosaunee, Diné, and Lakota traditions. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme Course. (H)

18-254 PHILOSOPHY, RACE & REVOLUTION. This course is oriented by the Haitian Revolution, the only successful slave revolution in history, which exposed the contradictions of Western philosophy’s

developing notions of race and its new universalist vision of human rights. Beginning with that revolution, the course follows the development of this contradiction – and efforts to redress it – through abolition, across waves of civil rights and anticolonial struggles across the 20th century, and into the present day. Contributes to International Studies, Latin American and Border Studies and Race and Ethnicity Studies/Allied Course. (H)

18-284	LATIN AMERICAN PHILOSOPHY. An introduction to modern and contemporary Latin American philosophy (incl. Hispanic-American) and its European and indigenous roots. Key issues to be considered are colonialism and decolonial practices, knowledge production, nationality, race, ethnicity and gender. Readings to be drawn from authors such as Bolívar, Martí, Vasconcelos, Alcoff, Mariátegui, Anzaldúa, Rivera Cusicanqui, Quijano, Mignolo, Freire, among others. Contributes to International Studies and Race and Ethnicity Studies/Allied Course. (H) (SJ) (PJ)
18-314	MARXISMS. An introduction and examination of key concepts and debates in the development of Marxist theory, from Marx to the present day. Particular emphasis will be given to conceptions of class and class struggle, including how class relates to issues of gender and race; questions of political organization ('the party,' social movements, etc.); and conceptions of alternatives to capitalism. Contributes to International Studies. (H)
18-324	THE EMBODIED SELF. An exploration of the emergence of this modern concept, the self, in its psychological, autobiographical, phenomenological, anthropological, political and epistemological contours, as well as the way in which accounts of the self have reckoned with its grounding in the body. Readings may be drawn from a variety of disciplines. Contributes to Feminist Studies, and Race and Ethnicity Studies/Allied Course. (H)
18-334	19 TH /20 TH CENTURY PHILOSOPHY. A selective survey of key thinkers, texts, and traditions across the 19 th and 20 th centuries. Possible topics range from Hegel to standpoint epistemology; existentialism to psychoanalysis; phenomenology to poststructuralism. This course will combine careful reading and analysis of texts, concepts, and arguments with efforts to situate them within an increasingly global world of ethical, political and social relations: revolutionary upsurges and the rise of mass democracy, industrialization and de-industrialization, feminist waves, fossil fuel and financial economies, the heights of imperialism and antiracist, anticolonial and decolonial struggles. (H)
18-354	CRITICAL PHILOSOPHY OF RACE. A selective survey of contemporary critical philosophical approaches to race, with emphasis on intersections with gender, class, nationalism and imperialism. This course focuses on the ways race has been constructed as a category of identity across various cultures, academic disciplines and historical periods, and on the relationship between race and ethnicity as categories of difference. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies/Concepts Course. (H)
18-374	FEMINIST ETHICS. This course traces the history and development of feminist ethics while considering its central issues and overall project. Areas of concentration may include discussions of human rights and social justice, transnational perspectives in ethical theories or biomedical ethics, and what it means to live a feminist life. Contributes to Feminist Studies. (H)
18-614	ETHOS, IDENTITIES, DIFFERENCES. This course will focus on historical understandings of the interactions between individuals and society, especially on the ways in which a society's <i>ethos</i> , its overarching set of ideals, values and beliefs, relates to the ideals, values and beliefs of individuals within that society. It will examine the ways in which both individual identities and social identities are formed, the extent to which a society constructs individual identity, and vice versa. Further, the course will examine the ways in which differences emerge both within individuals and in society and the extent to which the societal ethos allows and is transformed by difference. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES)
18-624	BEING, STRUCTURE, CHANGE. This course focuses upon the conceptual categories through which human beings negotiate their experience of themselves and the world and examines how those categories are formed and gain or lose currency. In every age and currently, ideas about order and structure; what kinds of things there are and how they relate; how things work, be, or become the things they are; and how we are to understand both the processes of change and the background within which change occurs, such as space and time itself, shape both how we see ourselves and the world and how we act in it. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES)
18-634	EXPERIENCE, LANGUAGE, KNOWLEDGE. Humans are knowers: we generate truths and beliefs about the world and our place in it that guide our behavior and our work, as well as our cultural and political forms. This course asks questions such as: How is knowledge possible? What counts as knowledge? What are the limits of human knowledge? This kind of inquiry analyses the way

	knowledge is determined by mental, perceptual, emotional and social phenomena, particularly experience and language, and whether this determination is informed by historical processes. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES).
18-644	PEOPLES, POWER, ORGANIZATION. This course focuses on historical understandings and productions of collective social and political identities and agents, the manners (political, economic, cultural, etc.) in which such collectives relate to one another, and the various ways in which such relations have been and could be organized. How might understanding different forms of power and organization assist us in redressing various forms of oppression, domination, exploitation; in furthering various forms of empowerment, equality, justice, liberation? What is the relationship between philosophy and social transformation? Prerequisite: One course in Philosophy. Contributes to Legal Studies Certificate. (H) (CRITICAL HISTORIES)
18-914	COLLOQUIUM IN PHILOSOPHY. Required of majors in Philosophy, normally in their final year. Offered every fall. Prerequisite: Philosophy 18-604. (H) (WA)
18-301, 302, 303, 304	SELECTED TOPICS. Lectures and readings on subjects of special interest. Subjects to be announced. May be repeated with change in topic. (H)
18-901, 902, 903, 904	TUTORIAL.
18-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
18-951, 952, 953, 954	INDEPENDENT STUDY. Readings selected to broaden the student's acquaintance with areas of philosophy or topics of special interest. May be repeated with changed content.
18-984	HONORS. By invitation only.

PHYSICS DEPARTMENT

Natural Sciences Area

Steven Alexander, PhD, Professor

Cody Crosby, PhD, Assistant Professor

Amit Dongol, PhD, Part-Time Assistant Professor

James Friedrichsen, PhD, Part-Time Assistant Professor

August Kohls, PhD, Assistant Professor

Sarah Salviander, PhD, Part-Time Assistant Professor

Pooja Shrestha, PhD, Assistant Professor and Coordinator of First-Year Physics Labs

A full listing of department chairs is available on the Registrar's web page.

Physics is the study of the fundamental principles and laws that govern the physical universe. The scope of physics is broad and can be understood at many different levels. The Physics Department therefore serves many students: 1) those planning a career in or related to physics; 2) those planning a career in engineering; 3) those planning a career in a science field other than physics; 4) those planning to teach physics; and 5) those who are not majoring in science but would like to know something about the methods of science and what has been inferred from it about the physical universe.

The Physics Department offers majors and minors for the BA and the BS degrees. Students wishing to study engineering are also supported by the department.

Department Goals:

Physics:

1. Students focusing on physics will understand the fundamental principles and applications of physics.
2. Students interested in pursuing engineering studies will understand the fundamental principles of physics as they apply to engineering.
3. Students interested in further study and careers in the medical field will understand the fundamental principles and applications of physics as they apply to medicine.
4. Students interested in teaching will have the knowledge required to teach physics proficiently in elementary or secondary.
5. Students who study physics from the liberal arts or general education perspective will understand the basic tenets and practices of physics, and appreciate the role of physics in their lives.

Applied Physics:

To provide students with the basis of a strong liberal arts education with emphasis on basic sciences, mathematics and engineering design and to prepare them for successful completion of an engineering program.

Pre-Engineering

For students interested in engineering, Southwestern University offers a BA in Applied Physics, that consists of three years of classes at Southwestern, followed by additional academic work at an ABET (Accreditation Board for Engineering and Technology) accredited engineering school. This program places the technical training of the engineer within the broader perspective of the liberal arts tradition and gives particular emphasis to the subject of engineering design.

During their third year at Southwestern, students will apply for admission to an ABET accredited engineering school (which usually requires a GPA of 3.0). SU has articulation agreements with Washington University in St. Louis (WashU) and Texas Tech University (TTU). Students must have completed at least 90 credits including the general education core courses and the courses required for the Applied Physics major before leaving Southwestern.

Washington University in St. Louis: SU students majoring in Applied Physics with an overall and natural science GPA of 3.25 or higher and a letter of support from SU's Dual Degree liaison have guaranteed admittance to WashU's McKelvey School of Engineering (all degrees). This 3-3 program will earn two degrees: a bachelor's degree in an engineering speciality and a master's degree.

Texas Tech University: SU students majoring in Applied Physics with an overall GPA of at least a 3.0 may apply for admission to Texas Tech's graduate program in Mechanical Engineering. The Baccalaureate to Graduate Degree Access and Success Partnership with Texas Tech provides a pathway for Applied Physics majors to pursue an accelerated pathway to a master's degree in Mechanical Engineering.

After completing 30 credits of applicable coursework in the ABET engineering program, students must submit their transcript(s) to Southwestern for review by the Physics Department Chair. Upon the Chair's approval and satisfactory completion of all BA Degree Requirements as outlined in Southwestern University's Catalog, students may be awarded a Bachelor of Arts Degree in Applied Physics. The work submitted from the ABET accredited school will be treated as "in residence" coursework.

In order to participate in commencement at Southwestern, students in the Pre-Engineering program must complete an Application for Diploma by the date noted in the SU official calendar for their intended Southwestern graduation semester, and they must have submitted a transcript showing that they have successfully completed at least 15 credits of approved courses with the remainder of courses in-progress. The University degree will be conferred only after the final transcript is submitted and approved.

Each student is encouraged to consult regularly with the Physics chair on Southwestern curriculum updates and to seek pre-approval for courses to be taken elsewhere.

Note on course numbering: 000 level courses are for non-majors. 100 level courses are introductory. 200 - 800 level courses are upper-level and require introductory or other courses as prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Physics (BA): 8 courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-324 Electromagnetism I
- PHY53-334 Classical Mechanics I
- PHY53-872 Capstone Course
- Two courses from:
 - PHY53-254 Observing the Universe
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-424 Quantum Mechanics
 - PHY53-433 Electromagnetism II

PHY53-434 Statics

PHY53-454 Math Methods in Physical Science

PHY53-463 Dynamics

PHY53-473 Thermodynamics

Required supporting courses in the BA major: 3 courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III, or
MAT52-754 Differential Equations

Major in Physics (BS): 10 courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-324 Electromagnetism I
- PHY53-334 Classical Mechanics I
- PHY53-424 Quantum Mechanics
- PHY53-872 Capstone Course
- Three courses from:
 - PHY53-254 Observing the Universe
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-433 Electromagnetism II
 - PHY53-434 Statics
 - PHY53-454 Math Methods in Physical Science
 - PHY53-463 Dynamics
 - PHY53-473 Thermodynamics

Note: Each department at SU is required to provide a “capstone experience” for their majors. Past physics capstones have included experimental, observational and theoretical research in physics or a physics-related topic. Research has been carried out at SU, at off-campus REU programs and in industry. The detailed structure of the physics capstone experience is contractually agreed upon between the students and their capstone advisors. Generally, there are three components to the physics capstone: 1) the actual research work, 2) the writing of a significant paper on the research work and 3) an oral public presentation about the research work. Students seeking college credit for the *research component* of their capstone experience may (after consultation with their capstone advisor) sign up for Academic Internship (Physics 53-941, 942, 943, 944) or Independent Study and Research (Physics 53-951, 952, 953, 954). Regardless of whether the research phase of the capstone is done for credit the capstone course Physics 53-872 is required. It is a scientific writing course (see description below) that helps the student prepare both the capstone paper and oral presentation.

Required supporting courses in the BS major: 6 courses

- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab, or
BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- MAT52-164 Modern Calculus I

- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-754 Differential Equations

Note: Sufficient advanced mathematics for a mathematics minor is highly recommended.

Major in Applied Physics: 17 courses

- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- CSC54-184 Computer Science I
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-754 Differential Equations
- PHY53-104 Introduction to Engineering
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-334 Classical Mechanics I
- PHY53-434 Statics
- PHY53-872 Capstone Course
- One pre-engineering elective from below:
 - MAT52-674 Linear Algebra
 - PHY53-314 Engineering Design
 - PHY53-324 Electromagnetism I
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics
 - PHY53-454 Math Methods in Physical Science
 - PHY53-463 Dynamics
 - PHY53-473 Thermodynamics
- Two additional pre-approved upper-level engineering courses transferred from an ABET accredited engineering school (totaling at least 6 credits)

Minor in Physics: 5 courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- Two electives from:
 - PHY53-254 Observing the Universe
 - PHY53-324 Electromagnetism I
 - PHY53-334 Classical Mechanics I
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics

PHY53-413 Classical Mechanics II
 PHY53-424 Quantum Mechanics
 PHY53-433 Electromagnetism II
 PHY53-434 Statics
 PHY53-454 Math Methods in Physical Science
 PHY53-463 Dynamics
 PHY53-473 Thermodynamics.

Physics (PHY)

53-034 INTRODUCTION TO EARTH SCIENCE (3-0). This course examines the complex physical relations between land, sea and atmosphere. It also explores how some actions of our modern civilization disrupt the environment. Topics include geologic hazards, land management, water resources, hazardous waste disposal, energy resources, mineral resources and conservation of resources. Contributes to Environmental Studies. (NS) (Fall, Odd years)

53-064 EXPLORING THE UNIVERSE: THE SOLAR SYSTEM (3-0). This course reviews our current scientific understanding of the constituents of our solar system: the sun, the terrestrial planets, the gas giant planets, the ice giants, dwarf planets, moons, rings, asteroids, comets, Kuiper belt objects, and the Oort cloud. Current theories of the origin and evolution of the solar system will be presented along with the history of its development and the basic science that governs the solar system. It will be discussed how new data from ground-based observatories, robotic space probes, and human space explorations continue to shape our theories of the solar system. Prerequisite: high school algebra. Appropriate for first year students. (NS) (Fall)

53-074 EXPLORING THE UNIVERSE: STARS, GALAXIES, AND COSMOLOGY (3-0) This course reviews our current scientific understanding of the universe beyond our solar system. Topics include: stars, stellar structure, and stellar evolution including the formation of white dwarfs, neutron stars, and black holes. The structure of our Milky Way galaxy, other galaxies and theories of how they formed will be presented. Current theories of cosmology, the large-scale structure and evolution of the universe, the beginning and ultimate fate of the universe will be covered as well as how new data from ground-based observatories, and robotic space probes continue to shape our theories of the universe. Prerequisite: high school algebra. Appropriate for first year students. (NS) (Spring)

53-104 INTRODUCTION TO ENGINEERING (3-4). Introduction to engineering as a discipline and a profession. Examines the design, manufacture, assembly and evaluation of products using individual and team projects. Particular emphasis is placed on the role of written and graphical communication in the design process, the use of computer-aided design and rapid prototyping in product development and the role of entrepreneurship in high-tech ventures. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. (NSL) (Spring)

53-112 APPLICATIONS OF CAD. Computer Aided Design software is used in various fields to create 2D and 3D designs, technical documentation, and product development. In this course students will learn how to use CAD software to create and manipulate 2D drawings (such as floor plans and elevations) and 3D models. Once created, the student will learn how to produce physical copies of these models using a laser cutter and/or a 3D printer. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. (NS) (Fall)

53-154 FUNDAMENTALS OF PHYSICS I (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism and optics. Prerequisites: Concurrent registration or credit in Mathematics 52-164. (NSL) (Fall)044

53-164 FUNDAMENTALS OF PHYSICS II (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism and optics. Prerequisites: Physics 53-154. (Spring) (NSL)

53-214 MODERN PHYSICS (3-3). An introduction to thermodynamics and statistical mechanics, relativity, quantum mechanics, and the physics of atoms, nuclei and particles. Prerequisite: Physics 53-154, 53-164, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364, or consent of the instructor. (NSL) (Fall)

53-254 OBSERVING THE UNIVERSE (3-3). This course teaches basic observing techniques of the night sky. Students will learn to operate telescopes, make astronomical measurements and take astronomical images. Prerequisite: Physics 53-164, or permission of the instructor. (NSL) (Fall, Even Years)

53-314	ENGINEERING DESIGN. This course introduces students to rapid prototyping. As part of this process students will deepen their proficiency in using Computer Aided Design software by creating complex single and multibody parts. They will also learn how to analyze the stresses on such parts. At the end of this course, students will have the opportunity to take the Autodesk Fusion Certified User exam. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. Prerequisites: Physics 53-112 and 53-104. (NS) (Spring)
53-324	ELECTROMAGNETISM I (3-3). Development of Maxwell's equations with applications to electrostatics and magnetostatics. Prerequisites: Physics 53-154, 53-164, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364. (NSL) (Fall)
53-334	CLASSICAL MECHANICS I (3-3). An advanced treatment of Newtonian mechanics with applications to kinematics, forced oscillations, central force motion and systems of particles. Prerequisites: Mathematics 52-364, Physics 53-154 and 53-164. Previous or concurrent registration in Mathematics 52-754. (NSL) (WA) (Spring)
53-364	FUNDAMENTALS OF MATERIALS SCIENCE AND ENGINEERING (4-0). This course focuses on the emergence of structural properties from atomic and molecular-scale interactions by conducting a survey of three broad classes of materials: metals, ceramics and polymers. Particular attention will be paid to atomic structure and bonding, the structure of crystalline solids, phase diagrams, and the application and processing of polymers deployed in additive manufacturing (e.g., 3D Printing) and biomaterials. Also Chemistry 51-424. Contributes to Data Analytics and Data Science. Prerequisites: Physics 53-154. Chemistry 51-103 is a pre- or corequisite for this course. (NS) (Spring)
53-404	ELECTRONICS (3-3). Introduction to digital and analog circuits with applications to modern instrumentation and robotics. Contributes to Design Thinking. (NSL) (Spring, Odd years)
53-413	CLASSICAL MECHANICS II (3-0). Introduction to the Lagrangian and Hamiltonian formulations of mechanics with application to non-inertial reference frames, rigid bodies and oscillating systems. Prerequisite: Physics 53-334. (NS) (Fall, Odd years)
53-424	QUANTUM MECHANICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Also Chemistry 51-714. Prerequisites: Physics 53-214 and 53-334. (NS) (Spring)
53-433	ELECTROMAGNETISM II (3-0). Applications of Maxwell's equations to propagation of plane and guided waves in various media. Prerequisite: Physics 53-324. (NS) (Spring, Odd years)
53-434	STATICS (3-0). A study of forces, resultants and components of force systems, forces due to friction, conditions of equilibrium, forces acting on members of trusses and frame structures, centroids and moments of inertia. The lab portion of this course involves graphics and modeling fundamentals for engineering design: computer modeling of solid geometry and generation of engineering drawings. Introduction to computer programming using a high-level language and applications of computational methods to the solution of mechanical engineering problems. Contributes to Design Thinking. Prerequisite: Physics 53-154, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364 is required. (NS) (Fall).
53-454	MATH METHODS IN PHYSICAL SCIENCE (3-0). This course examines select mathematical methods used in analyzing problems that arise in the physical sciences and engineering. Emphasis is given to <i>both</i> analytical and computer algebra or numerical approaches to problem solving and analysis. Analytical topics <i>may</i> include: linear vector spaces, Fourier series, ordinary differential equations, the calculus of variations, special functions, series solutions of differential equations, partial differential equations, functions of a complex variable, and integral transforms. Prerequisite: Mathematics 52-364, or permission of the instructor. Approved as an upper-level elective course for the Mathematics major, Mathematics minor, and Computational Mathematics major, or as a supporting course in the Computer Science BS requirements. (NS)
53-463	DYNAMICS (3-0). A study of kinematics, force-mass-acceleration relations, work and energy, impulse and momentum as well as the moments of inertia of mass. Prerequisite: Physics 53-434, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364. (NS) (Spring, Odd years).
53-473	THERMODYNAMICS (3-0). Basic principles of macroscopic thermodynamics including pressure-volume-temperature relationship of pure substances, work, heat, first and second laws of thermodynamics, entropy and the analysis of simple power and refrigeration systems. Prerequisite: Physics 53-154, 53-164, 53-214, Mathematics 52-164, 52-264, and 52-364. (NS) (Spring, Even years)

53-872	CAPSTONE COURSE (2-0). A scientific writing course for physics majors in which the capstone is drafted, discussed, revised and polished so that the writing is effective and conforms to modern standards of scientific journal style. In addition, the student will learn how to fully integrate graphical elements and tables, mathematical equations, and numerical information into the document. The student and capstone course professor will work closely with the student's capstone research advisor to bring the document to completion. Requirement: Students are expected to be finished with or nearing completion of the research phase of their capstone. (Spring)
53-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
53-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
53-901, 902, 903, 904	TUTORIAL.
53-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
53-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
53-984	HONORS. By invitation only.

POLITICAL SCIENCE

Social Sciences Area

Alisa Gaunder, PhD, Professor
 Alexander Goodwin, PhD, Assistant Professor
 Zoe Moss, PhD, Assistant Professor
 Alex C. Norris, PhD (ABD), Visiting Instructor
 Robert S. Snyder, PhD, Professor

A full listing of department chairs is available on the Registrar's web page.

The political science major is at the core of the liberal arts curriculum, seeking to cultivate skills of political analysis and practice. Students should be able to demonstrate these skills across the discipline in their writing and research. The major cultivates these skills by helping students understand the cultural, theoretical and institutional dimensions of politics through a social scientific method of analysis. Students learn to think critically and creatively, to communicate effectively, to understand decision-making processes and institutions within and among nations and states, to analyze the politics of everyday life, and to acquire skills of political analysis of social data and political texts.

Department Goals:

1. Students will engage in political analysis and application in the discipline.
2. Students will demonstrate the ability to write in the discipline.

Course offerings in Political Science are divided into four broad categories: (1) American politics (2) political theory (3) comparative politics (4) international relations. The array of courses students are expected to take is described below, but the program of each student majoring in Political Science is worked out in consultation with members of the department to ensure proper balance of courses in each category. Students may major or minor in Political Science.

Graduating seniors must take Senior Seminar (32-964) during the fall or spring semester of the senior year. Students should submit an application for the senior seminar to the department chair the spring of their junior year. This course will satisfy the capstone requirement for the Political Science major. Students may offer a completed Honors project or Independent Study in lieu of the Senior Seminar with prior departmental approval. A public presentation of senior seminar or honors research is required.

Students may receive credit toward their major or minor for one academic internship. Academic internships are open to students in good disciplinary standing with eight credits in political science.

Statistics is recommended for all majors.

Note on course numbering: The 100 level courses are introductory with no prerequisites: these courses are especially suitable for non-majors and contain a particularly interdisciplinary focus. The 200 level also designates courses suitable for non-majors that have no prerequisites but are more challenging than 100 level courses. The 300 level courses have prerequisites and designate the department's two Writing Attentive courses, our Research Methods course, and our Legislative Politics Internship course. The 400 level designates upper-level elective courses in the major that have prerequisites. The 500-600 level designates upper-level "craft of research" courses that have prerequisites and are for more advanced majors. 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Political Science: 9 courses

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-364 Introduction to Political Theory
- PSC32-384 International Politics
- PSC32-964 Senior Seminar (Capstone, to be taken in the senior year)
- Three additional Political Science courses, two of which must be 300 level or above.
- One Political Science course at the 500-600 level taken prior to the Senior Seminar.

Minor in Political Science: 5 courses

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-364 Introduction to Political Theory
- PSC32-384 International Politics
- One additional approved course in Political Science

See the Education Department for information regarding teacher certification in Social Studies.

Political Science (PSC)

32-114	AMERICAN POLITICS. This course will help you understand the incentives and motivations of actors throughout the American political system so that you can interpret what you read and hear about American politics in a more analytical manner. The course serves simultaneously as a "civics" course that helps you become a more confident participant in American politics and as an introduction to the theories and methods used in the study of American politics. (ScS)
32-144	COMPARATIVE POLITICS. An introductory survey of major political systems, representing both Western and non-Western countries. No single political system will be studied in depth. This course provides the tools for such study in the future. Contributes to International Studies. (ScS)
32-184	POLITICS OF LATIN AMERICA AND THE CARIBBEAN. This introduction to contemporary Latin American and Caribbean politics also allows students with previous knowledge about the region to further their interests. The course is built around some of the key issues which confront Latin America and the Caribbean. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Allied Course. (ScS) (SJ) (PJ).
32-194	FILM, LITERATURE AND THE COLD WAR. This course examines how selected Western writers and filmmakers portrayed the Cold War. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS)
32-204	AMERICAN POLITICAL THOUGHT. This course analyzes the promises, prophesies, problems, and practices that have attached to the concept of "America," from the pre-founding era to the twentieth century. We study the stories and fictions that have shaped a sense of community. We explore the positive and negative aspects of "American exceptionalism," the unique anxieties attached to American identity, the various conceptions of nature, wilderness, and frontier that formed American ideals, and the paradoxes and contradictions of democracy in the United States. Contributes to Legal Studies Certificate. (ScS) (SJ) (PJ)
32-214	RACE AND ETHNIC POLITICS. This course examines the historical and political experiences of African Americans, American Indians, Latina/o Americans, and Asian Americans/Pacific Islanders in the United States. We'll explore how these groups have sought political incorporation and addressed issues like racial identity, citizenship rights, and inequality in areas such as voting, policing, and housing. The course will delve into current political debates, including voting rights, affirmative action, and immigration reform, while drawing upon critical race theory to understand systemic racism. Prerequisites: Political Science 32-114, Philosophy 18-354, or instructor approval. Contributes to Environmental Studies, Race and Ethnicity Studies/Group-Theme Course, and Legal Studies Certificate. (ScS)

32-224 MIDDLE EAST POLITICS. A survey of the comparative and international politics of the Middle East, focusing on major Arab states, Israel and Iran. Contributes to International Studies. (ScS)

32-234 SEX, POWER, AND POLITICS. This course investigates how norms of sex and gender are expressed as forms of power to shape and limit the opportunities, possibilities, and challenges of certain groups. In this course, we take up the ways in which questions and discourses about sex and gender are employed in political debates and practice through the study of feminist political theory. We examine these norms through critical engagement with political events in the United States, using an intersectional approach to understand how experiences of sex and gender shift across identities of race, class, and sexuality. Contributes to Feminist Studies. (ScS)

32-264 POLITICAL IDEOLOGIES. An introduction to the systems of ideas, ideals and beliefs through which people view and act in the world. Particular emphasis is placed on the argumentative structure and the political and psychological functions of ideologies; on their historical origin(s) and development; and on their respective conceptions of freedom and democracy. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS)

32-284 JAPANESE POLITICS, CULTURE AND SOCIETY. This course explores the historical and cultural context of contemporary Japanese politics, the political institutions of "the 1955 system," the policy-making process in post-war Japan, and the effects of the 1994 political reforms. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. Contributes to East Asian Studies and International Studies. (ScS)

32-324 SEX AND THE STATE. In this course, we will investigate the practice, ethics, and legal implications of sex through its connection to the law. Over the course of the semester, we look towards three areas where the state functions to govern sex: sex work, reproductive care, and sexual conduct. To do this, we will use the law as a primary source for analysis, engaging with both the constitutional law and political theory that surrounds gender, sex, privacy, and freedom of speech to understand how the law and the state writ large function to govern sexual practices in the United States today. Contributes to Feminist Studies and Legal Studies Certificate. Prerequisite: Political Science 32-114 or 32-364, or with permission of instructor. (ScS)

32-344 TEXAS LEGISLATIVE POLITICS INTERNSHIPS. An opportunity to compare political theory and practical politics in a work environment at the Texas State Capitol, under supervision of department faculty. This class is offered every other Spring when the Texas legislature is in session and is open to students in good academic and disciplinary standing with eight credits in Political Science. Internships are generally open to juniors and seniors. No more than one internship can count toward the major. Prerequisite: Political Science 32-114 and one additional Political Science course. (ScS)

32-354 HIP HOP AND MASS INCARCERATION. This course examines the historical and political evolution of hip hop music in the United States, tracing its roots in Black musical expression and its emergence as a response to systemic oppression and mass incarceration. We explore how hip hop reflects and resists the "War on Crime" and the "War on Drugs," addressing issues like the criminalization of Black communities, police brutality, and mass incarceration. By analyzing music, lyrics, and visual culture alongside historical and political developments, students will gain a deeper understanding of the relationship between art, activism, and the mechanisms of racial control. Contributes to Race and Ethnicity Studies. Students are strongly encouraged to have taken Political Science 32-214 or Philosophy 18-184. (ScS)

32-364 INTRODUCTION TO POLITICAL THEORY. This course introduces students to political theory, through critically analyzing key texts of the Western canon and practicing the methods of conceptual analysis that shape the subfield. We analyze ideologies as well as foundational yet essentially contested political concepts -- such as justice, equality, reason, sovereignty, democracy, consent, obligation, and freedom -- to learn how power shapes ideas and how politics operates within theories. We critically analyze the standpoints, assumptions, and exclusions that shape the canon, with attentiveness to identity and difference. Contributes to Legal Studies Certificate. Prerequisites: Political Science 32-114 or 32-144. (ScS) (WA) (SJ) (PJ)

32-384 INTERNATIONAL POLITICS. An introductory study of the theory and practice of international politics. The course examines both the origins and the consequences of the political organization of the modern world. Contributes to International Studies. Prerequisite: Political Science 32-114 or 32-144. (WA) (ScS)

32-394 RESEARCH METHODS IN POLITICAL SCIENCE. This course will introduce students to basic approaches to research design and analysis in political science. Over the course of the semester, we will design research topics and questions, develop empirically testable hypotheses, collect relevant data, and apply basic qualitative and quantitative data analysis techniques. Topics covered in this course will span all areas of politics, international relations, and political institutions. Pre-requisites: Political Science 32-114 or 32-144, or permission of instructor. Contributes to Data Science. (ScS)

32-414 EUROPEAN POLITICS. This course provides an in-depth analysis of the political cultures, structures, processes and policies of selected systems in Europe. In addition, the nature and function of the European Union is considered. Contributes to International Studies. Prerequisite: Political Science 32-144. (ScS)

32-444 THE CHINESE CULTURAL REVOLUTION. This seminar explores the causes of the Cultural Revolution, the role of Mao and Mao Zedong thought, the experiences of various groups in society during the Cultural Revolution, and the effects of the Cultural Revolution on contemporary China. Contributes to East Asian Studies and International Studies. Prerequisite: Political Science 32-144, or permission of instructor. (ScS)

32-454 CANDIDATES, CAMPAIGNS, AND CITIZENS. This course will explore the behavior of political elites—candidates, consultants, journalists and others—and citizens in the context of campaigns and elections. We will examine the different contexts and characteristics that shape individual voting behavior, as well as the strategies and tactics used by campaigns and candidates in their attempts to win elections. In evaluating candidate and citizen behavior, we will also consider aggregate patterns of representation and institutional designs that can help or hurt political engagement. Prerequisite: Political Science 32-114. (ScS)

32-504 ADVANCED TOPICS IN POLITICAL SCIENCE. These are advanced selected topics courses which contribute to the two required 500-600 level courses necessary to take the Senior Seminar (capstone). These may be repeated with a change in the topic of the course. Prerequisite: Political Science 32-364 or 32-384, or permission of the instructor. (ScS)

32-544 INTERNATIONAL CONFLICT. An exploration of issues concerning the characteristics, causes and justifications of occurrences of international peace and violence. The focus is primarily on post-Cold War era state terrorism (internal and external), low intensity conflict, internal conflict resistance, rebellion and revolution, terrorism and peace. Substantial writing required. Contributes to International Studies. Prerequisites: Political Science 32-364 or 32-384, or permission of instructor. (ScS)

32-564 BLACK POLITICS. This course explores the development of African-American politics in the United States. We begin by examining the intellectual and social responses to systemic racism within the Black community. Next, we delve into the social movements that challenged racial segregation in the South, including the legal battles leading to *Brown v. Board of Education* and the civil rights protests of the 1950s and 1960s. Finally, we will analyze the transition of African-American political engagement from protest to electoral politics and explore contemporary issues and trends. Contributes to Race and Ethnicity Studies/Group-Theme Course. Prerequisite: Political Science 32-364 or Political Science 32-384, or permission of instructor. (ScS)

32-584 U.S. FOREIGN POLICY. A survey of American foreign policy with particular focus on the Cold War and the post-Cold War period. Societal, ideological and governmental sources of American foreign policy are examined. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS)

32-624 GERMANY AND JAPAN: LOSERS OF WORLD WAR II? This course compares democratic institutions, economic growth, and political culture in Japan and Germany in the postwar era. It also examines current challenges, including women in politics, nuclear power, immigration and regional dynamics. Contributes to East Asian Studies and International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS)

32-634 RESISTANCE, REBELLION & REVOLUTION. Insurrection and revolution have been among the most transformative events and processes in history, destroying powerful systems while creating new ideas, values, relations, and experiences. This course examines both broad conceptual questions about power, collective action, and agency and structuralism and the specificity of such key moments in different times and places. There is a substantial research and writing component. Contributes to International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS)

32-644	RADICAL DEMOCRACY, RADICAL ACTIVISM. This course uses the archives of the Redstocking Feminists, the Black Panthers, the Students for a Democratic Society, and ACT UP as a starting point for crafting political theories of democracy. These activist groups were all engaged in the process of trying to make sense of patriarchy, sexism, misogyny, racism, homophobia, and imperialism, while also trying to imagine and enact alternative futures. By investigating the writings, meeting transcripts, photographs, and personal artifacts that make up their archives, we will work towards expanding democratic political theory in addition to learning how archives can ground one's own political science research. Contributes to Feminist Studies and Legal Studies Certificate. Prerequisite: Political Science 32-364, or permission of instructor. (ScS)
32-654	WOMEN AND POLITICS IN EUROPE AND ASIA. A study of women and politics in Europe and Asia from a comparative perspective. Explores the role ideology, institutions, culture and social movements play in creating opportunities and constraints for women in the political realm. Contributes to East Asian Studies, Feminist Studies, and International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (SJ) (PJ)
32-964	SENIOR SEMINAR. This course fulfills the capstone requirement for the major. Requires permission of instructor.
32-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
32-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
32-901, 902, 903, 904	TUTORIAL.
32-941, 942, 943, 944, 948	ACADEMIC INTERNSHIP. May be arranged through the department. These internships require a minimum of 40 hours of work per credit supervised by a member of the departmental faculty and a substantial written component. Internships are generally open to juniors and seniors. Open to students in good disciplinary standing with eight credits in political science. No more than one internship can count toward the major. Must be taken Pass/D/F.
32-951, 952, 953, 954	INDEPENDENT STUDY. Must be arranged with departmental faculty and requires permission of instructor. May be repeated with changed content. Prerequisite: Open to students with at least eight credits in Political Science.
32-984	HONORS. By invitation only.

PSYCHOLOGY DEPARTMENT

Social Sciences Area

Paul Carroll, PhD, Part-Time Assistant Professor
 Oyku Ciftci, PhD (ABD), Part-Time Instructor
 Erin Crockett, PhD, Professor
 Traci Giuliano, PhD, Professor
 Fay Guaraci, PhD, Professor
 Karen Lara, PhD, Assistant Professor
 Bryan D. Neighbors, PhD, Associate Professor
 Carin Perilloux, PhD, Associate Professor

A full listing of department chairs is available on the Registrar's web page.

The Psychology Department is committed to providing rigorous educational experiences in the classroom, laboratory, internships, and in mentoring relationships with faculty so that students gain a rich knowledge of and enthusiasm for psychology. By providing opportunities to develop advanced skills in oral and written communication, critical thinking, creative problem solving, and quantitative reasoning, students will be prepared for success in graduate school in psychology and related fields, for careers that value these skills, and for futures as lifelong learners who are prepared to adapt to an ever-changing world.

Department Goals:

1. Students will be able to identify, define and apply central concepts in psychology.
2. Students will apply their understanding of psychology through hands-on experiences in the lab or at a psychology-focused internship.

3. Students will have the ability to report psychological findings in both written and oral formats to a broad academic audience.
4. Students will have the ability to work efficiently with their peers.
5. Students will be able to use their psychological knowledge in a relevant setting beyond Southwestern University.

Students may choose to complete a BA or a BS degree with a major in Psychology by completing the requirements specified in the catalog under “University Degrees.”

Note on course numbering: 100 level courses are introductory and have no prerequisites. 200 level courses are considered upper-level and have one prerequisite. 300-500 level courses are upper-level courses and may have multiple prerequisites. 800 level courses are capstone research courses. 900 level courses are tutorials, honors, independent study, practicums, and internships.

Major in Psychology (BA): 8 - 9 courses

- PSY33-104 Principles of Psychology
- Complete one of the three Research Methods options outlined below:
 - PSY33-204 Survey of Research Methods
 - PSY33-214 Inquiry-Based Research Methods, **and**
PSY33-211 Lab for Inquiry-Based Research Methods; required for all 800 courses (i.e., a research capstone)
 - PSY33-224 Inquiry-Based Research Methods (with Animals), **and**
PSY33-221 Lab for Inquiry-Based Research Methods (with Animals); required for all 800 courses (i.e., a research capstone)

- Take five courses in Psychology:

Four of the five courses must come from the following list, with at least two courses at the 500 level:

- PSY33-334 Personality Theory and Research
- PSY33-344 Lifespan Development
- PSY33-374 Evolutionary Psychology
- PSY33-384 Learning and Cognition
- PSY33-524 Psychopathology and Clinical Science
- PSY33-534 Behavioral Neuroscience
- PSY33-544 Health Psychology
- PSY33-564 Social Psychology
- PSY33-574 Close Relationships

One additional course from either the list above or the list below:

- NEU55-104 Explorations in Neuroscience
- PSY33-353 Cross-Cultural Psychology
- PSY33-364 Sexuality and Culture
- PSY33-412 Careers in Psychology I, **and**
PSY33-422 Careers in Psychology II
- PSY33-474 Forensic Psychology
- PSY33-484 Human Sexuality

- Complete one of two Capstone options outlined below:

Eight credits of research from:

- PSY33-824 Research in Applied Psychology
- PSY33-834 Research in Behavioral Neuroscience

PSY33-844 Research in Clinical Psychology
PSY33-864 Research in Developmental Psychology
PSY33-874 Research in Social Psychology
PSY33-884 Research in Cognitive Evolutionary Psychology

OR

Eight credits of internship:

PSY33-948 Academic Internship

Required supporting course in the Psychology major (BA): 1 course

- MAT52-114 Introduction to Statistics

Major in Psychology (BS): 8 - 9 courses

- PSY33-104 Principles of Psychology
- Complete one of the three Research Methods options outlined below:
 - PSY33-204 Survey of Research Methods
 - PSY33-214 Inquiry-Based Research Methods, **and**
PSY33-211 Lab for Inquiry-Based Research Methods; required for all 800 courses (i.e., a research capstone)
 - PSY33-224 Inquiry-Based Research Methods (with Animals), **and**
PSY33-221 Lab for Inquiry-Based Research Methods (with Animals); required for all 800 courses (i.e., a research capstone)

- Take five courses in Psychology:

Four of the five courses must come from the following list, with at least two courses at the 500 level:

PSY33-334 Personality Theory and Research
PSY33-344 Lifespan Development
PSY33-374 Evolutionary Psychology
PSY33-384 Learning and Cognition
PSY33-524 Psychopathology and Clinical Science
PSY33-534 Behavioral Neuroscience
PSY33-544 Health Psychology
PSY33-564 Social Psychology
PSY33-574 Close Relationships

One additional course from either the list above or the list below:

NEU55-104 Explorations in Neuroscience
PSY33-353 Cross-Cultural Psychology
PSY33-364 Sexuality and Culture
PSY33-412 Careers in Psychology I, **and**
PSY33-422 Careers in Psychology II
PSY33-474 Forensic Psychology
PSY33-484 Human Sexuality

- Complete one of two Capstone options outlined below:

Eight credits of research from:

PSY33-824 Research in Applied Psychology

PSY33-834 Research in Behavioral Neuroscience
PSY33-844 Research in Clinical Psychology
PSY33-864 Research in Developmental Psychology
PSY33-874 Research in Social Psychology
PSY33-884 Research in Cognitive Evolutionary Psychology

OR

Eight credits of internship:

PSY33-948 Academic Internship

Required supporting courses in the Psychology major (BS): 8 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- BIO50-173/171 Molecular and Cellular Foundations of Biology/lab, **and** BIO50-183/181 Evolutionary and Ecological Foundations of Biology/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques I Lab
- PHY53-154 Fundamentals of Physics I
- Two additional courses from:
 - BIO50-314 Genetics
 - BIO50-334 Evolutionary Biology
 - BIO50-364 Comparative Vertebrate Morphology
 - BIO50-374 Human Genetics and Evolution
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques II Lab
 - CSC54-184 Computer Science I
 - CSC54-284 Computer Science II
 - PHY53-164 Fundamentals of Physics II
 - PSY33-534 Behavioral Neuroscience

Additional approved 4-credit upper-level electives in Biology

Notes: PSY33-534 Behavioral Neuroscience cannot count in both the major and required supporting courses.

PSY33-412 Careers in Psychology I is limited to First Year and Sophomore level students. Exceptions to this restriction may be considered by the instructor for transfer students entering with advanced standing. PSY33-412 Careers in Psychology I and PSY33-422 Careers in Psychology II may not be taken concurrently in the same semester.

PSY33-422 Careers in Psychology II is limited to Junior and Senior level students who have completed one of the following: PSY33-204, PSY33-214/211, or PSY33-224/221. PSY33-412 Careers in Psychology I and PSY33-422 Careers in Psychology II may not be taken concurrently in the same semester.

Minor in Psychology: 5 courses

- PSY33-104 Principles of Psychology
- Four additional upper-level courses in Psychology

Note: No academic internships can be used to satisfy requirements for the minor.

Psychology (PSY)

33-104

PRINCIPLES OF PSYCHOLOGY. Students will be introduced to the methods and findings of both classic and current psychological research, as well as to the practical applications of this work. Emphasis is placed on acquiring a foundation of knowledge and critical skills that are necessary to

	evaluate psychological research. Contributes to Animal Studies, Health Studies, and Spanish for Healthcare Professions Certificate. (Fall, Spring) (ScS)
33-204	SURVEY OF RESEARCH METHODS. This course introduces students to a variety of research methods in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, design, statistical analysis, ethics, and scientific writing in APA style. This course (with no lab) covers the basic methodological background necessary for upper-level psychology courses but does not involve project-based research. It is recommended for (a) psychology majors pursuing non-psychology careers or who prefer an internship capstone rather than a research capstone, (b) psychology minors, and (c) non-psychology majors preparing to take the MCAT. Contributes to Data Analytics and Data Science. Prerequisites: Psychology 33-104 and Mathematics 52-114. (Spring) (WA) (ScS)
33-214	INQUIRY-BASED RESEARCH METHODS. This course gives students in-depth experience with the research methods used in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, statistical analysis, ethics, and scientific writing in APA style. This course (which includes a required 1-credit lab; 33-211) involves intense project-based original research, and serves as good preparation for later independent research (capstone research or graduate school). This course is recommended for (a) psychology majors who prefer a research capstone over an internship capstone, and (b) students considering applying to graduate school in psychology. Corequisite: Concurrent registration in 33-211, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-214-01 & 33-211-01). Contributes to Data Analytics and Data Science. Prerequisites: Psychology 33-104 and Mathematics 52-114. (Fall, Spring) (WA) (ScS) Not appropriate for first-year students.
33-211	LAB FOR INQUIRY-BASED RESEARCH METHODS. This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research. This lab is required for Inquiry-Based Research Methods. Corequisite: Concurrent registration in 33-214, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-214-01 & 33-211-01). (Fall, Spring) (ScS)
33-224	INQUIRY-BASED RESEARCH METHODS (with ANIMALS). This course gives students in-depth experience with the research methods used in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, statistical analysis, ethics, and scientific writing in APA style. This course (which includes a required 1-credit lab; 33-211) involves intense project-based original research with animals, and serves as good preparation for later independent research (capstone research or graduate school). This course is recommended for (a) psychology majors who prefer a research capstone over an internship capstone, (b) students considering applying to graduate school, and (c) students interested in the Neuroscience Minor. Contributes to Data Analytics, Data Science, and Computer-Aided Design & 3D Printing Certificate. Corequisite: Concurrent registration in 33-221, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-224-01 & 33-221-01). Prerequisites: Psychology 33-104 and Mathematics 52-114. (Fall) (WA) (ScS) Not appropriate for first-year students.
33-221	LAB FOR INQUIRY-BASED RESEARCH METHODS (with ANIMALS). This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research in animal behavior. This lab is required for Inquiry-Based Research Methods (with Animals). Co-requisite: Concurrent registration in 33-224, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-224-01 & 33-221-01). (Fall) (ScS)
33-334	PERSONALITY THEORY AND RESEARCH. A survey course that provides an overview of the major personality theories and the methods and findings of personality research. The trait approach will be fully explored, but significant attention will also be paid to both classical and modern modifications of psychoanalytic theories and to biological, learning-based (behavioral), cognitive, and humanistic theories. The emphasis will be on examination and evaluation of the experimental 33-353afrofcevidence pertinent to each theory. Prerequisite: Psychology 33-104. (Spring) (ScS)
33-344	LIFESPAN DEVELOPMENT. This course will provide a broad overview of the physical, cognitive, social, and emotional aspects of development from conception through late adulthood. In this course students will learn to think critically about environmental, cultural, and biological influences on development. Contributes to Health Studies. Prerequisite: Psychology 33-104. (Fall, Spring) (ScS)

33-353 **CROSS-CULTURAL PSYCHOLOGY.** In this four-week travel course, we will study the principles of cultural psychology and how psychological processes/outcomes differ and/or the same for people from different cultural backgrounds. Through examining behavior, social institutions, and cultural norms we will compare the American psychological approach to three other countries that we visit. While in-country, the course will include walking tours in each country, cultural visits, and day trips to neighboring areas. From these experiences, we gather our “data” that we then use to test cultural similarities and differences as well as consider the implications those have for psychological theories. (Summer Study Abroad) (ScS)

33-364 **SEXUALITY AND CULTURE.** The goal of this four-week travel course is to increase students’ understanding of cross-cultural differences in sexual attitudes and behaviors. Specifically, students will learn the ways in which sex education, sexual health, and sexual and gender politics differ in other countries compared to the United States. In addition to an in-depth analysis of sexuality, students will study the history of marginalized groups, including the LGBT, sex work, and immigrant communities, with a focus on the psychology of prejudice and discrimination. Students will also be immersed in the visited culture(s) through guided tours, site visits to governmental and nonprofit agencies, excursions, and other cultural activities. (Summer) (ScS) (SJ) (PJ)

33-374 **EVOLUTIONARY PSYCHOLOGY.** This survey course will provide a solid theoretical foundation for the study of psychology from an evolutionary perspective. We will apply to humans the same lens that evolutionary biology has applied to other species. This perspective cuts across cognition, motivation, attention, social behavior, and many other aspects of psychology. The course will begin with an in-depth introduction to evolutionary theory as it applies to human psychology and behavior, followed by a survey of more specific psychological phenomena studied from an evolutionary perspective. Contributes to Animal Studies. Prerequisite: Psychology 33-104. (Fall) (ScS)

33-384 **LEARNING AND COGNITION.** This course will use a functional lens to provide students with a foundation for learning theory as well as modern cognitive science. The first part of the course explores the traditional learning approach (e.g., classical and operant conditioning). The second part of the course is devoted to cognitive science - starting with basic components (e.g., perception, attention), moving to an in-depth consideration of memory, and ending with special topics in cognition (e.g., judgment, decision-making). Contributes to Animal Studies and Neuroscience. Prerequisite: Psychology 33-104. (Fall) (ScS)

33-412 **CAREERS IN PSYCHOLOGY I: MAJOR AND CAREER EXPLORATION.** This 2-credit course is for first-years or sophomore psychology majors who want to explore career possibilities in psychology and maximize their experience in the major. In addition to learning about the breadth of the field of psychology, assessing work values/interests/skills, and researching different occupations, students will learn skills necessary for success as a psychology major, including study skills, professional and ethical behavior, and time management. Note: This course may not be taken concurrently with Psychology 33-422 Careers in Psychology II. Prerequisite: Psychology 33-104 (Spring)

33-422 **CAREERS IN PSYCHOLOGY II: PROFESSIONAL DEVELOPMENT AND CAREER PLANNING.** This 2-credit course is for junior or senior psychology majors who intend to pursue graduate study or a career in psychology or a psychology-related field. Students will engage in a variety of activities that facilitate career exploration and professional development, including how to research job opportunities and graduate programs, practice writing resumes and vitae, cover letters, and personal statements, and developing a career plan and portfolio of marketable skills. Note: This course may not be taken concurrently with Psychology 33-412 Careers in Psychology I. Prerequisite: Psychology 33-104, and either Psychology 33-204, 33-214, or 33-224. (Spring)

33-474 **FORENSIC PSYCHOLOGY.** This course focuses on the application of psychological knowledge in the civil and criminal justice systems. As a seminar course with emphasis on critical discussion and student presentations, it will include an exploration of the role that psychologists play in the courtroom (e.g. case preparation, jury selection) and in criminal investigation (e.g. profiling, interrogations). Emphasis will also be placed on the role of psychologists in evaluating various “states of mind” or “behavioral dispositions” which bear on judicial process, such as competency (to stand trial), insanity (defense), dangerousness (involuntary commitment), and criminally relevant forms of psychopathology (e.g. psychopathy, sexual deviance). Contributes to Legal Studies Certificate. (Summer) (ScS)

33-484 **HUMAN SEXUALITY.** This course is an introduction to the psychology of human sexuality. It covers a broad range of topics, including male and female physiology, sexual orientation, sexual expression and variation, sexual difficulties, birth control, reproduction, prostitution, pornography and

many others. The primary goal of this course is for students to develop a greater understanding of their own sexuality and the sexuality of others, as well as to become more knowledgeable about the topic of sex. Contributes to Health Studies. (Summer) (ScS)

33-524 **PSYCHOPATHOLOGY AND CLINICAL SCIENCE.** An overview of the field of clinical psychology that involves the scientific study of mental illness (psychopathology). The focus is on an empirically grounded examination of the symptomatic presentation, classification and cause of a broad range of psychological disorders. Methods used in the field to assess, treat and conduct research on the disorders will also be studied. Contributes to Health Studies and Neuroscience. Prerequisite: Psychology 33-204, 33-214, or 33-224, and one of the following: Biology 50-173/171, 50-183/181, or Neuroscience 55-104. (Fall) (ScS)

33-534 **BEHAVIORAL NEUROSCIENCE.** An introduction to the neurosciences, with an emphasis on the techniques used to study the neurobiological basis of behavior. The anatomy and function of the central nervous system is a primary focus of the course and specific topics include how the central nervous system mediates perception, emotions, motivation, sleep, learning and memory. Also Biology 50-324. Contributes to Animal Studies, Biology, Health Studies, and Neuroscience. Prerequisite: Take Biology 50-173/171 or 50-183/181, and one of the following: Psychology 33-204, Psychology 33-214, Psychology 33-224, Kinesiology 48-214, Biology 50-222 & 50-232, or Chemistry 51-862; or permission of instructor. (Spring)

33-544 **HEALTH PSYCHOLOGY.** This course will introduce students to the field of health psychology, which is the application of psychological principles in understanding how the mind, body and behavior interact in health and illness. Emphasis will be placed on the biopsychosocial model, which considers the role of biological, psychological and social factors in health and illness. Topics of interest include health promotion and primary prevention of illness, stress and coping, pain management, health behaviors (e.g., nutrition, exercise, smoking), and a variety of behavior-related medical conditions (e.g. cardiovascular disease, cancer, AIDS, eating disorders). Contributes to Health Studies and Kinesiology. Prerequisite: Psychology 33-104, and either Psychology 33-204, 33-214, 33-224, Biology 50-222/50-232, Kinesiology 48-214, or Sociology 34-314. (Alternating Spring) (ScS)

33-564 **SOCIAL PSYCHOLOGY.** An introduction to the field of social psychology, which is the scientific study of how the thoughts, feelings and actions of a person are influenced by other people and by social situations. Topics include self-perception, self-presentation, person perception, attribution, attitude formation and change, group dynamics and conflict, prejudice and stereotypes, interpersonal relationships, and social influence and persuasion, among others. The focus is on historical development of these topics as well as on current research and theory in these areas. Prerequisite: Psychology 33-204, 33-214, or 33-224. (Spring) (ScS)

33-574 **CLOSE RELATIONSHIPS.** People's lives exist in the context of interpersonal relationships. This 4-credit course is designed to introduce students to theory and research on relationships, including friendships, parent-child relationships, and adult romantic relationships. We will discuss issues and concepts from attraction and mate selection all the way through break-up and divorce. Along the way we will explore the major theories of close relationships and examine research that helps us to understand how it is that intimate relationships develop, thrive, or deteriorate over time. Prerequisite: Psychology 33-204, 33-214, or 33-224. (Alternating Spring) (ScS)

33-824 **RESEARCH IN APPLIED PSYCHOLOGY.** Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning applied psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)

33-834 **RESEARCH IN BEHAVIORAL NEUROSCIENCE.** Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning neuroscience. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Contributes to Neuroscience and Computer-Aided Design & 3D Printing Certificate. Prerequisites: Psychology 33-224 or 33-214, Psychology 33-534, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)

33-844 **RESEARCH IN CLINICAL PSYCHOLOGY.** Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning clinical psychology. Students

	work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-524, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)
33-864	RESEARCH IN DEVELOPMENTAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning changes in behavior across the life-span. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-344, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)
33-874	RESEARCH IN SOCIAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning social psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-564, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)
33-884	RESEARCH IN COGNITIVE EVOLUTIONARY PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience on cognitive phenomena from an evolutionary perspective. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-374, and permission of instructor. May be repeated with different experiences. (Fall, Spring) (WA) (ScS)
33-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
33-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
33-901, 902, 903, 904	TUTORIAL.
33-912	TEACHING ASSISTANT PRACTICUM. A field-based course designed to provide hands-on experience teaching at the undergraduate level, preparing lectures, creating and grading assignments, and holding weekly supplemental instruction sessions. In addition to attending the course with which they are assisting, they will also meet with the course instructor on a weekly basis. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, and permission of instructor.
33-944, 948	ACADEMIC INTERNSHIP. Field placement in an approved setting. Students are expected to complete 120 hours (33-944) or 240 hours (33-948) of supervised experience. All internships have certain prerequisites and require permission of the instructor. May be repeated with different experiences. Must be taken Pass/D/F. (Spring or Summer)
33-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
33-984	HONORS. By invitation only.

RACE AND ETHNICITY STUDIES

Interdisciplinary Program

Program Committee:

Lamiyah Bahrainwala, PhD, Associate Professor of Communication Studies
 Alexander Goodwin, PhD, Assistant Professor of Political Science
 Melissa A. Johnson, PhD, Professor of Anthropology
 Maria R. Lowe, PhD, Professor of Sociology
 Naomi Reed, PhD, Assistant Professor of Anthropology
 Meagan Solomon, PhD, Assistant Professor of Feminist Studies

A full listing of department chairs is available on the Registrar's web page.

The Race and Ethnicity Studies Program offers a minor designed to examine race and ethnicity as categories of difference and as forms of lived experience, and attends to how these categories intersect and overlap with other forms of difference (such as gender, nation, indigeneity, class, religion, ability, sexuality, etc.). The minor approaches race and ethnicity as constructs in

particular historical contexts from interdisciplinary, comparative, intercultural and transnational perspectives. It develops a critical awareness of colonial and Eurocentric influences on both the construction of these categories and the scholarly discourse about them. The minor thus provides a critical lens on a variety of historical and contemporary issues and debates generated by specific racial and ethnic formations. At the same time the minor takes note of mobilizations and liberating cultural expressions that have emerged both in response and as alternatives to dominant racial and ethnic structures.

Program Goals:

1. To develop in students the ability to critically analyze race and ethnicity as socially constructed categories of difference.
2. To develop in students an understanding of the relationship of race and ethnicity to other categories of difference and to social, political, cultural, and economic processes.
3. To develop in students an understanding of how race and ethnicity are tied to systems of inequality and how historically marginalized peoples have mobilized for social change.

The Race and Ethnicity Minor curriculum is composed of three groups of courses:

Reflecting on Concepts Courses: Courses that are specifically and centrally focused on the theoretical and methodological framing of race and ethnicity.

Thematic or Group-Focused Courses: The study of a specific racial or ethnic group, or of how race and ethnicity shape texts and institutions.

Allied Courses: A portion of these courses is devoted to conceptual frameworks or to thematic and group foci in relation to race and ethnicity.

Minor in Race and Ethnicity Studies: 5 courses across at least three disciplines

- At least one Reflecting on Concepts course
- Four additional courses from the Reflecting on Concepts, Thematic/Group-Focused or Allied course lists.

Note: No more than two Allied courses may apply towards the minor.

Reflecting on Concepts courses:

- ANT35-234 Anthropology of Race: Shifting the Gaze
- COM75-454 Race, Ethnicity, and Communication
- FST04-314 Latina Lesbian Literature
- FST04-324 Radical Women of Color
- PHI18-354 Critical Philosophy of Race
- SOC34-264 Racial and Ethnic Perspectives

Thematic or Group-Focused courses:

- ANT35-244 Race, Class and Gender in the Caribbean
- ANT35-274 Cultural Heritage, Criminal Justice, and Race in the American South
- ANT35-524 Southwestern University Racial History Project
- COM75-424 Latina/o/x Communication Studies
- COM75-654 Muslims in the Media
- EDU40-234 Schools, Society and Diversity
- EDU40-274 Multicultural Children's Literature
- ENG10-174 Topics in American Literature
- ENG10-874 Topics in American Ethnic Literature
- ENG10-884 African-American Literature
- ENG10-894 Latinx Literature

FRE11-344 Francophone Literature from Africa: Colonization & Independence
FRE11-604 Topics in Literature and Culture: Plural France - Diversity, Social Justice and Multicultural Identities.
HIS16-114 History of Modern Africa
HIS16-144 History of Colonial Latin America
HIS16-154 History of Modern Latin America
HIS16-204 African Environmental History
HIS16-264 Latin American History in Film and Literature
HIS16-274 Reproductive Histories in Latin America
HIS16-314 History of the Civil Rights Movement
HIS16-364 Slavery and Freedom in the Atlantic World
HIS16-434 The History of Europe's Muslims
HIS16-454 Histories of Race in Europe
PHI18-244 Native American Philosophies
PSC32-214 Race and Ethnic Politics
PSC32-354 Hip Hop and Mass Incarceration
PSC32-564 Black Politics
REL19-214 Native American Traditions
REL19-384 Rastas, Saints and Virgins
REL19-394 Indigenous Myth and Narrative
SOC34-214 Christianity & Identity in U.S. Society
SPA15-734 Spanish in the United States
SPA15-854 Race and Immigration in Spanish Literature
THE72-524 Latinx Drama

Allied courses:

ANT35-334 Global Environmental Justice
ARH71-264 Art in China Since 1911
CLA07-324 Invisible Romans: Sub-Elite and Marginal Populations in the Roman Empire
COM75-234 Rhetorics of Resistance
COM75-284 The Rhetoric of Surveillance
EDU40-124 Foundations & Curriculum of American Schools
EDU40-264 Teaching Culturally and Linguistically Diverse Learners
ENG10-834 Postcolonial Literature
FST04-104 Introduction to Feminist Studies
GER12-714 Transnational Identity Narratives: Gender/Nature/Culture
HIS16-034 Nations and Nationalism in World History
HIS16-234 Nomadic Empires: The “Barbarians” of the East Eurasian Worlds
HIS16-334 Sport and Society in Modern America
HIS16-344 The History of the U.S. West
MUL80-134 Music in the United States

PHI18-144 Philosophy of Love and Sex
PHI18-194 Introduction to Feminist Philosophies
PHI18-254 Philosophy, Race and Revolution
PHI18-284 Latin American Philosophy
PHI18-324 The Embodied Self
PSC32-184 Politics in Latin America and the Caribbean
REL19-374 Sacred Space and the Environment
SOC34-234 Sociology of Gender
SOC34-284 Sociology of the Family
SPA15-534 Cultural Memory in Latin America
SPA15-644 Gender, Race and Nationalism in Spanish Cinema
SPA15-654 Citizenship and Conflict in Colombian Cinema
SPA15-714 Spanish Sociolinguistics
THE72-504 Theatre History

Additionally, there are other courses offered in a variety of departments that contribute to this minor, some as special topics courses, some as particular content under a fixed course number that carries variable content depending on what semester it is taught. Each semester the Registrar will provide a list of courses that contribute to the minor via Self Service.

- To complete the minor, students will complete a final assessment administered by the Program Chair.

Race and Ethnicity Studies (RES)

37-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
37-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
37-901, 902, 903, 904 TUTORIAL.
37-941, 942, 943, 944 ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken Pass/D/F.
37-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

RELIGION AND CULTURE DEPARTMENT

Humanities Area

N. Elaine Craddock, PhD, Professor
Laura Hobgood, PhD, Professor
Taylor Johnson Karahan, PhD, Part-Time Assistant Professor
Kenneth Mello, PhD, Associate Professor

A full listing of department chairs is available on the Registrar's web page.

The program introduces students to a variety of global religious traditions, experiences and expressions, and invites an empathetic understanding of difference. The program provides students with tools to critically engage “religious texts,” including written, oral, performative, and symbolic ones. Religion and Culture courses engage students in the comparative study of themes and dimensions such as beliefs, practices, rituals, and myths within and between religious/cultural traditions. The Religion and Culture program facilitates interdisciplinary engagement with the study of religion and other human cultural endeavors by encouraging students to learn and use a variety of methodologies, including: textual, social-scientific, historical, feminist, and post-colonial.

Department Goals:

1. Students will acquire and compare knowledge of various religious traditions.
2. Students will apply diverse methodological approaches to the study of religious traditions.

Note on course numbering: 200 level courses are introductory. 300-400 level courses are upper level topics courses. 700 level courses are special topics. 800 level courses are Doing Religion and Capstone. 900 level courses are tutorial, independent study, internship and honors.

Major in Religion and Culture: 9 courses

- REL19-814 Doing Religion
- REL19-894 Religion Capstone (to be taken fall of senior year)
- Three courses from:
 - REL19-204 Christian Traditions
 - REL19-214 Native American Traditions
 - REL19-224 Jewish Traditions
 - REL19-244 Islamic Traditions
 - REL19-274 Hindu Traditions
 - REL19-284 Buddhist Traditions
- Four courses from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-354 Gender and Sexuality in Native America
 - REL19-364 Pilgrimage
 - REL19-374 Sacred Space and the Environment
 - REL19-384 Rastas, Saints and Virgins
 - REL19-394 Indigenous Myth and Narrative
 - REL19-404 Religion and Animation
 - REL19-414 The Body in Religion
 - REL19-424 Indigenous TV and Film
 - REL19-714 Topics in Religion

Minor in Religion and Culture: 5 courses

- REL19-814 Doing Religion.
- Four courses in Religion, two of which must be 300 level or higher

Paired Major in Environmental Studies and Religion and Culture: 15 courses

- ENV49-104 Introduction to Environmental Studies
- ENV49-204 Environmental GIS (Geographic Information Systems)
- ENV49-364 U.S. Environmental Policy
- REL19-814 Doing Religion
- Two courses in the Natural Sciences from:
 - ENV49-144 Environmental Science
 - ENV49-224 Ecolab
 - ENV49-374 The Soil Ecosystem

BIO50-154 Climate Change

BIO50-183/181 Evolutionary and Ecological Foundations of Biology/Investigations in Biology

BIO50-194 Science of Chocolate

BIO50-384 Conservation Biology

BIO50-414 Plant Ecology

BIO50-434 Ecology

CHE51-024 Chemistry of the Environment

CHE51-034 Chemistry of Food

CHE51-504 Instrumentation in Environmental and Biological Analysis

PHY53-034 Introduction to Earth Science

- Three courses from:

REL19-204 Christian Traditions

REL19-214 Native American Traditions

REL19-224 Jewish Traditions

REL19-244 Islamic Traditions

REL19-274 Hindu Traditions

REL19-284 Buddhist Traditions

- Two courses from: (one will be Environmental Humanities and one will be Environmental Justice)

REL19-334 Apocalypse and Dystopia

REL19-344 Animals and Religion

REL19-374 Sacred Space and the Environment

REL19-364 Pilgrimage

- One additional upper-level course in or contributing to Environmental Studies

- One additional Religion and Culture course from:

REL19-304 Selected Topics

REL19-324 Women, Goddesses and Religion

REL19-354 Gender and Sexuality in Native America

REL19-384 Rastas, Saints and Virgins

REL19-394 Indigenous Myth and Narrative

REL19-404 Religion and Animation

REL19-414 The Body in Religion

REL19-714 Topics in Religion

- ENV49-964 Capstone in Environmental Studies

- REL19-894 Religion Capstone

Required supporting course for Environmental Studies major: 1 course

- MAT52-114 Introduction to Statistics

Paired Major in Feminist Studies and Religion and Culture: 15 courses

- FST04-104 Introduction to Feminist Studies

- FST04-204 Feminist Theories and Methods
- REL19-814 Doing Religion
- Take three courses in or contributing to Feminist Studies, two of which must be upper level
- Three Traditions courses from:
 - REL19-204 Christian Traditions
 - REL19-214 Native American Traditions
 - REL19-224 Jewish Traditions
 - REL19-244 Islamic Traditions
 - REL19-274 Hindu Traditions
 - REL19-284 Buddhist Traditions
- Four Topics courses from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Apocalypse and Dystopia
 - REL19-344 Animals and Religion
 - REL19-354 Gender and Sexuality in Native America
 - REL19-364 Pilgrimage
 - REL19-374 Sacred Space and the Environment
 - REL19-384 Rastas, Saints and Virgins
 - REL19-394 Indigenous Myth and Narrative
 - REL19-404 Religion and Animation
 - REL19-414 The Body in Religion
 - REL19-714 Topics in Religion

Note: Three of the above seven courses should contribute to both Religion and Culture and Feminist Studies.

- FST04-934 Senior Seminar (Capstone)
- REL19-894 Religion Capstone

Religion and Culture (REL)

19-204	CHRISTIAN TRADITIONS. A historical and thematic introduction to the Christian thought and practice. The survey begins with the Jesus movement and continues through the current growth of Christianity in the southern hemisphere, particularly sub-Saharan Africa and Latin America. Literary genres, gender issues, political contexts, social movements and ethical dimensions are explored. Contributes to International Studies. (H) (SJ) (PJ)
19-214	NATIVE AMERICAN TRADITIONS. A broad survey of the role and function of religion and religious activity in Native American communities. The course takes a broad, multi-disciplinary approach and focuses on religious agency in Native American communities, both past and present. Contributes to Anthropology, Race and Ethnicity Studies/Group-Theme Course and Legal Studies Certificate. (H) (SJ) (PJ)
19-224	JEWISH TRADITIONS. A survey of the history, practices and belief of Judaism from the period of the formation of the Hebrew Bible to the modern era. Contributes to International Studies. (H)
19-244	ISLAMIC TRADITIONS. A survey of the history, practices, and beliefs of Islam from Muhammad's era to the modern. It investigates special themes such as mysticism, gender, and politics with attention to diverse cultural contexts. Contributes to International Studies. (H)
19-274	HINDU TRADITIONS. A historical and thematic introduction to the religious ideas and practices that developed primarily on the Indian subcontinent. The course surveys central religious concepts and

myths in classical texts and popular traditions; the interaction with Buddhism, Jainism, Islam and Sikhism; gender issues; and the relationship between religion and politics in South Asia. Contributes to Feminist Studies and International Studies. (H) (SJ) (PJ)

19-284 BUDDHIST TRADITIONS. A historical and thematic introduction to the central ideas and practices of Buddhism. The course takes a multi-disciplinary approach to central religious concepts and myths in classical texts and popular traditions, beginning with the historical Buddha and early developments in India, Sri Lanka and Tibet. The course surveys the spread of Buddhism throughout Asia and to other regions of the world, including North America. Ethics, gender issues, and social movements are explored. Contributes to East Asian Studies and International Studies. (H) (SJ) (PJ)

19-324 WOMEN, GODDESSES AND RELIGION. A cross-cultural study of the ways women's voices have been heard and silenced, of the ways that their lives have been influential (as well as violently ended) and of the vital roles women have played in various religious traditions. The course also investigates ways in which female divinity has been conceptualized in various ancient and modern religious traditions. Rituals, communities, visual symbols and sacred texts will provide the material for our explorations and a feminist methodology will provide the lens for our gaze. Contributes to Anthropology, Feminist Studies, and International Studies. (H) (WA) (SJ) (PJ)

19-334 APOCALYPSE AND DYSTOPIA. Why do we imagine the end of everything? Is it fear? Is it control? Is it wanting to let go of control? What do religious traditions do with the idea of apocalypse (a vision, a revelation of things to come)? This course examines those questions in both "religious" and "secular" settings (while questioning those boundaries) asking why humans have imagined end times. It also considers why these imaginings exist and how they function. In addition, it raises issues of social justice and expresses hope in a different (and better) future as well as current environmental fears of demise. Contributes to Environmental Studies and International Studies. (H) (SJ) (PJ)

19-344 ANIMALS AND RELIGION. A cross-cultural study of the ways other-than-human animals are included in and influence several different religious traditions. The course also examines contemporary issues such as factory farming and biomedical experimentation. Ecofeminist and environmental theories and methods inform the course. Contributes to Animal Studies, Environmental Studies, Feminist Studies, and International Studies. (H) (SJ) (PJ)

19-354 GENDER AND SEXUALITY IN NATIVE AMERICA. An examination of the ways in which gender and sexuality are understood and acted out in Native American ritual and spiritual life, past and present. Focus will be placed on both continuity and change, and the context through which these definitions make sense. Contributes to Anthropology and Feminist Studies. (H)

19-364 PILGRIMAGE. A critical and comparative exploration of the religious, spiritual, social, cultural, environmental, economic, and political dimensions of religious journey. The course will investigate several theoretical approaches to pilgrimage that foreground issues such as the relation between "place" and "sacred space"; the distinction between physical and metaphorical journeys; pilgrims' motivations and goals; the relationship between religious journeying and "ordinary" life; how cultural values shape and are shaped by pilgrimages; the environmental impacts of pilgrimage; and the relationship between pilgrimage and tourism. Students will apply these theoretical approaches by focusing on particular religious journeys in several traditions. Contributes to Anthropology, Environmental Studies, and International Studies. (H)

19-374 SACRED SPACE AND THE ENVIRONMENT. This course looks at the ways in which groups of peoples (the focus will be primarily on Native Americans) have shaped their spiritual identities and communities around important places within the landscape, defining themselves against these places in nature and being defined by them at the same time. Students will try to understand what it means to give spiritual value to natural places, and the varieties of ways in which religious activities (and/or environmental philosophies) are focused on such places. Contributes to Environmental Studies, and Race and Ethnicity Studies/Allied Course. (H)

19-384 RASTAS, SAINTS AND VIRGINS. This course looks at the study of ethnic religious traditions in the United States - religions associated with specific ethnic groups. Students will examine religious systems such as Santeria, Rastafarians and the Cult of the Virgin of Guadalupe, among others. The goal of the course is not only to understand the religions themselves, but also to see how to go about studying religious systems which are not founded in texts and which differ on a deep philosophical level from many mainstream religious systems. Contributes to Anthropology, International Studies, and Race and Ethnicity Studies/Group-Theme Course. (H) (SJ) (PJ)

19-394 INDIGENOUS MYTH AND NARRATIVE. An examination of oral and written narratives in Native American cultures and communities (past and present) to show how such narratives serve as ways of

	encoding culture and identity, notions about world and self, and serve as a powerful means of passing those ideas on generationally. Students will have the opportunity to read collections of narratives, listen to narratives being told via audio recordings, as well as examine more contemporary methods of narrative transmission, including music, poetry and social media. Contributes to Race and Ethnicity Studies/Group-Theme Course. (H)
19-404	RELIGION AND ANIMATION. Animation is everywhere, and often we view it for its humor, wit, and its biting social commentary. But what if we can actually LEARN something from it as well? In obvious, and sometimes not so obvious ways, animation - comics, graphic novels, cartoons and films - often tackles important subjects. This course looks at multiple types of animation to see how they reflect and interpret ideas/ideologies about religion/s. What can the Avengers, Ned Flanders, Hank Hill, Davey & Goliath, Disney princesses or the kids from South Park show us about religion and the world we live in today? Our goal is to find out! (H)
19-414	THE BODY IN RELIGION. A feminist, cross-cultural examination of the embodied human self in various religious traditions. The course will explore how the body is conceptualized, including sexuality and gender; moral proscriptions regarding the body and what they reveal about religion and culture; self-cultivation techniques; and the relationship between embodiment and salvation. Written texts and visual arts will be the media of exploration. Contributes to Feminist Studies and International Studies. (H)
19-424	INDIGENOUS TV AND FILM. This course looks at the ways in which indigenous peoples from North America have been portrayed in the mainstream media for the sake of entertainment, both past and present. We will try to understand why this type of representation is important, and how it can be used to create notions of identity, both internally and externally. Representation is a critical way in which stereotypes and ideologies can be passed to an audience, obviously and not so obviously, and we will try to understand both. (H)
19-714	TOPICS IN RELIGION. A critical investigation of an important subject or issue in religion: religion and violence, religion and media, religious authority, religion and politics, etc. May be comparative or may focus on one tradition. This course may be repeated when topic varies. Topics courses that rotate, not necessarily every two years: Ball Games, Baskets, and Living Skies; A Novel Approach to American Religious History; Yoga; Religion and Politics; Religion and Ecology. (H)
19-814	DOING RELIGION. A critical exploration of some of the ways that people engage with religious concepts, symbols, stories, and practices, along with an exploration of some of the theories and methods used in contemporary secular studies of religion. Reviews various scholars who analyze the phenomenon of religion apart from theology through the use of history, literary studies, feminist studies, psychology, sociology, anthropology, postcolonial, environmental, and comparative studies. The course requires a significant amount of writing and exercises in the application of various methodological approaches, thus it is research intensive as well. This class is required for Religion majors and minors but is open to all students. (WA) (Spring)
19-894	RELIGION CAPSTONE. This research seminar is intended for majors in religion but is open to other students with the permission of the instructor. (WA) (Fall)
19-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
19-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
19-901, 902, 903, 904	TUTORIAL.
19-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
19-951, 952, 953, 954	INDEPENDENT STUDY. Reading selected to round out the student's acquaintance with the field of religion or special areas of interest. May be repeated with changed content.
19-984	HONORS. By invitation only.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT *Social Sciences Area*

Samuel Echevarria-Cruz, PhD, Part-Time Assistant Professor of Sociology
 Amanda Hernandez, PhD, Assistant Professor of Sociology
 Melissa A. Johnson, PhD, Professor of Anthropology
 Maria R. Lowe, PhD, Professor of Sociology

Lauri Martin, PhD, Part-Time Assistant Professor of Sociology
Adriana Ponce, PhD, Assistant Professor of Sociology
Naomi Reed, PhD, Assistant Professor of Anthropology

A full listing of department chairs is available on the Registrar's web page.

At the heart of sociology and anthropology lies an interest in understanding the ways in which group membership, cultural context and social hierarchies affect people's lived experiences and world views. The Department's offerings combine sociology's focus on contemporary social issues and the ways that power impacts social dynamics with anthropology's interests in systems of cultural meanings and encourage awareness and understanding of human diversity and cultural variation. The Department is especially interested in examining the ways that race, class, gender and other social characteristics operate within systems of domination and resistance. Course work within the Department will challenge students to examine some of their most basic assumptions about the world and will contribute to a critical understanding of how the social world operates—an essential characteristic of a liberally educated global citizen. Our commitment to social justice is based on an appreciation of social and cultural diversity and an awareness of racial and other forms of inequality is encouraged. Faculty members' teaching and research embrace this commitment in a variety of ways, and we encourage students to use the knowledge, skills and perspectives they have gained through courses and other work with us to promote positive social change.

Department Goals

Sociology:

1. Develop in Sociology majors a mastery of the central concepts and major theoretical paradigms in the discipline.
2. Develop in Sociology majors the ability to clearly articulate a research question, linking it to a body of empirical research embedded within a theoretical tradition.
3. Develop in Sociology majors competence in collecting, analyzing and reporting data using both quantitative and qualitative research methods.

Anthropology:

1. Develop in students an understanding of cultural relativism and ethnocentrism, and knowledge of cultural diversity.
2. Develop in students an understanding of the relationships between difference, culture, and power, including the politics of the production of knowledge.
3. Develop in students the ability to gather and analyze ethnographic data, contextualize their analysis within related scholarship, and present their research in both written and oral formats to a broad academic audience.

The Department seeks to emphasize how the two disciplines of sociology and anthropology complement each other. The department offers majors and minors in both Sociology and Anthropology as listed below. Students may not declare a double major in Sociology and Anthropology.

Sociology

Although it is a diverse field, sociology is united in (1) its acknowledgment that race, gender and class deeply affect our perceptions and lived experiences, (2) its focus on intergroup comparisons and (3) recognition that the sociological imagination lies at the heart of the discipline. The sociology major is designed to help students critically examine the mutual linkages between daily experiences and larger social structures. Courses address sociological understandings of families, religion, popular culture, communities, and social movements; the ways that race, ethnicity, and gender are constructed along interlocking hierarchies and how they are reproduced and challenged; how social class is reproduced and maintained in the United States; and children's peer cultures as a site where inequalities are both challenged and reaffirmed. Courses on other topics are often offered.

Major in Sociology

Students seeking a major in Sociology will complete the requirements for the BA degree. The major in Sociology is built around a cumulative curriculum. SOC34-314 Research Methods, SOC34-344 Sociological Theory, and SOC34-964 Senior Research Seminar must all be taken at Southwestern to fulfill the degree. Majors considering graduate school or careers in social work or public health are strongly encouraged to register for an academic internship.

Note on course numbering: 100 level courses are introductory. 200-700 level courses are upper level and most require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

Anthropology

The Anthropology major is designed to develop a critical awareness and understanding of the diversity of peoples and cultures, and of the relevance and application of anthropological perspectives and methods to contemporary issues. The program

specializes in the Caribbean and the African Diaspora in the U.S. and beyond. Courses cover issues central to our contemporary society: questions of race, class and gender; whiteness, cultural heritage, and environmental (in)justice. Additionally, contributing courses from Feminist Studies, Political Science, and Religion and Culture address Latinx spiritualities, Chicana feminisms, politics and social change in Latin American and Caribbean societies, gender in/and religions, spiritual traditions in native America, pilgrimages and more. Anthropology majors acquire solid grounding in both the social and cultural theory employed and generated by anthropologists and the ethnographic methods that define our discipline. Majors also conduct their own independent research and present a paper based upon that research.

Major in Anthropology

Students seeking a major in Anthropology complete the requirements for the BA degree. Students are required to complete a period of in-depth ethnographic/historical anthropological research during which they collect data for their capstone. This research period must be completed by the end of the fall semester of their senior year and must entail a minimum of four weeks of intensive research or its equivalent. Students are encouraged to conduct this research during a study abroad experience with an appropriate study abroad program (see approved list of study abroad providers). Students may also complete this research by taking the Southwestern University Racial History Project course in the Fall before capstone or otherwise developing their own project.

Note on course numbering: 100 level courses are introductory. 200-300 level courses are upper level and may require prerequisites. 400 level courses are theory and method courses and require prerequisites. 500-level is the research focused SU Racial History Project, 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Sociology: 8 courses

- SOC34-114 Introduction to Sociology
- ANT35-104 Introduction to Cultural Anthropology
- SOC34-314 Research Methods (recommended for sophomores; must be taken prior to the Sociological Research Practicum)
- SOC34-344 Sociological Theory (recommended for juniors but may be taken by sophomores to facilitate study abroad plans; must be taken prior to the senior year)
- SOC34-964 Senior Research Seminar (fall of senior year)
- Three additional courses that are either in or contribute to Sociology, at least two of which are upper level, and one of which may be an upper-level Anthropology course

Required supporting course in the Sociology major: 1 course

- MAT52-114 Introduction to Statistics

Minor in Sociology: 5 courses

- SOC34-114 Introduction to Sociology
- Four additional courses in or contributing to Sociology, three of which must be above the introductory level.

Course outside of Sociology that Contributes to the Major and Minor

- ANT35-104 Introduction to Cultural Anthropology

Major in Anthropology: 8 courses

- ANT35-104 Introduction to Cultural Anthropology
- SOC34-114 Introduction to Sociology
- ANT35-424 Theory and Method in Cultural Anthropology (offered every fall, recommended for sophomore or junior year)
- ANT35-964 Senior Seminar (Capstone, to be taken in the spring of the senior year)
- Four additional upper-level courses in or contributing to Anthropology, one of which may be an upper level Sociology course.

Minor in Anthropology: 5 courses

- ANT35-104 Introduction to Cultural Anthropology
- Four additional courses in or contributing to Anthropology

Courses outside of Anthropology that Contribute to the Major and Minor:Religion and Culture

REL19-214 Native American Traditions
REL19-354 Gender and Sexuality in Native America
REL19-384 Rastas, Saints and Virgins
REL19-364 Pilgrimage
REL19-324 Women, Goddesses and Religion

Sociology

SOC34-114 Introduction to Sociology

Sociology (SOC)

34-114	INTRODUCTION TO SOCIOLOGY. This course serves as an introduction to the discipline of sociology that uses sociological theories, empirical research, and the sociological imagination to explore features of contemporary American life. Particular attention will be paid to the ways in which characteristics such as race, class, and gender are socially constructed in the American context and influence people's worldviews and life chances. Contributions to Anthropology and Spanish for Healthcare Professions Certificate. (Each semester) (ScS) (SJ) (PJ)
34-214	CHRISTIANITY & IDENTITY IN U.S. SOCIETY. This course examines how Christianity intersects with various structures in the United States and how history informs this relationship. Students will explore how sociologists examine this phenomenon along the axes of gender, sexuality, race, and class. Contributions to Feminist Studies, and Race and Ethnicity Studies/Group-Theme Course. Prerequisite: Sociology 34-114. (ScS)
34-234	SOCIOLOGY OF GENDER. This course examines the social construction of gender. Students will engage with theory, empirical findings, current social issues, and lived experience to interrogate the complexities of feminism and the gender binary. Particular attention is paid to intersectionality and the ways that gender, race, and class influence power in the public and private spheres. Contemporary issues related to patriarchy, masculinity, and misogyny will be covered. Contributions to Feminist Studies, Race and Ethnicity Studies/Allied Course, and Spanish for Healthcare Professions Certificate. Prerequisite: Sociology 34-114 or Feminist Studies 04-104. (ScS) (SJ) (PJ)
34-264	RACIAL AND ETHNIC PERSPECTIVES. This course examines how race and ethnicity are experienced, maintained, and challenged in the United States at the individual, interactional, and institutional levels. Time will also be devoted to the ways that American citizenship as well as life chances are influenced by ethnic and racial group membership. Contributions to Feminist Studies, Race and Ethnicity Studies/Concepts Course, Legal Studies Certificate, and Spanish for Healthcare Professions Certificate. Prerequisite: Sociology 34-114. (ScS) (SJ) (PJ)
34-284	SOCIOLOGY OF THE FAMILY. This course examines the inequality of U.S. families. Special attention is paid to how gender, race, social class, and sexuality inform experiences within diverse family forms. Students will trace the demographic history of families, explore contemporary constellations (divorce, child custody, single parenting, and stepparents), and contemplate on the future direction of families. Contributions to Feminist Studies, Race and Ethnicity Studies/Allied Course, Legal Studies Certificate, and Spanish for Healthcare Professions Certificate. Prerequisite: Sociology 34-114. (ScS)
34-314	RESEARCH METHODS. This course acquaints majors and minors in sociology with the procedures for analyzing quantitative data. Students will learn how to use SPSS or Stata to analyze an existing dataset. They will also write a quantitative paper based on their empirical findings. Prerequisite: Sociology 34-114, Mathematics 52-114 and sociology minor or major. (Every Fall) (WA) (ScS)
34-344	SOCIOLOGICAL THEORY. Contributions made to sociological theory beginning in the mid-19 th century to the present. This course will survey select classical sociological theorists and contemporary sociological theorists with an emphasis on how their theories can be applied to understanding human

	behavior through a sociological lens. This course is offered every spring. Prerequisites: Sociology 34-114 and sociology minor or major. (Every Spring) (ScS)
34-964	SOCIOLOGY CAPSTONE SEMINAR. Students will conduct a qualitative or mixed methods sociological research project. They will collect and analyze data, apply sociological literature to their findings, develop a research paper, and present their findings to the campus community. Majors should take this class in the fall of their senior year. Prerequisites: Sociology 34-314, 34-344 and sociology major. (Every Fall) (WA) (ScS)
34-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
34-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
34-901, 902, 903, 904	TUTORIAL.
34-941, 942-944, 946	ACADEMIC INTERNSHIP. Prerequisite: Sociology major of junior or senior standing and permission of instructor. Must be taken Pass/D/F.
34-951, 952, 953, 954	INDEPENDENT STUDY. Prerequisites: Junior or senior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
34-984	HONORS. By invitation only.
Anthropology (ANT)	
35-104	INTRODUCTION TO CULTURAL ANTHROPOLOGY. This course provides a critical understanding of the similarities and differences in cultures and peoples through time and space, and of the application of anthropological knowledge to contemporary global issues. Topics covered may include the history of anthropology; human evolution; gender; kinship; political organization; economies; race and social inequality; religion and spiritualities; language; ethnographic methods and ethics. Contributes to International Studies and Sociology. (Each semester) (ScS) (SJ) (PJ)
35-234	ANTHROPOLOGY OF RACE: SHIFTING THE GAZE. The study of “whiteness” begins in the early twentieth century when W.E.B. Du Bois asserts that White Americans benefit from the “wages of whiteness.” This course explores the “White Trash” School of Thought; Whiteness in Education; ethnographies of White Womanhood; White Abolitionists; African Diaspora Anthropology; and Critical Whiteness Studies. Contributes to Race and Ethnicity Studies/Concepts Course. Prerequisite: Anthropology 35-104 or permission of the instructor. (ScS)
35-244	RACE, CLASS AND GENDER IN THE CARIBBEAN. This course critically examines how the constructs of race, class and gender shape everyday life in the Caribbean. The course will cover history, human-environmental relations, the global circulations that continue to create the Caribbean (e.g. migration, tourism and development), spiritualities, language, music, and Carnival. Contributes to Feminist Studies, International Studies, Latin American and Border Studies, and Race and Ethnicity Studies/Group-Themed Course. Prerequisite: Anthropology 35-104, Feminist Studies 04-104, or permission of the instructor. (ScS) (SJ) (PJ)
35-274	CULTURAL HERITAGE, CRIMINAL JUSTICE AND RACE IN THE AMERICAN SOUTH. This course will explore how predominantly White cities in the American South commemorate historical Black servitude and thus construct local notions of race. Through a survey of various cultural heritage projects (museums, monuments, history classes, and others) students will examine the relationship between racial ideology, place making, and identity. Contributes to Race and Ethnicity Studies/Group-Themed Course and Legal Studies Certificate. Prerequisite: Anthropology 35-104 or permission of the instructor. (ScS)
35-334	GLOBAL ENVIRONMENTAL JUSTICE. An exploration of global environmental issues from a perspective that foregrounds questions of social inequality (differences in socioeconomic status, race, gender, indigeneity, national identity, etc.). The course includes an overview of the U.S. environmental justice movement, a consideration of global inequality, and social theories of nature and culture. Topics addressed may include global climate change, consumerism, pollution and toxic substances, resource extraction, bio-diversity conservation, food production systems, natural disasters, and water scarcity. Contributes to Animal Studies, Environmental Studies, Feminist Studies, Health Studies, International Studies, Race and Ethnicity Studies/Allied Course, and Legal Studies Certificate. Prerequisite: Anthropology 35-104, Environmental Studies 49-104, or Feminist Studies 04-104. (ScS) (SJ) (PJ)

35-424	THEORY AND METHOD IN CULTURAL ANTHROPOLOGY. This course introduces students to different kinds of assumptions and questions that have informed anthropological inquiry in the past, and that currently orient research and writing in cultural anthropology. The course simultaneously explores the methods for gathering data that are necessarily intertwined with these assumptions and questions. Students will practice employing different methods (including participant observation and interviewing techniques) and applying different theoretical approaches. This course prepares students to conduct the ethnographic research project required for the senior seminar. Prerequisite: Anthropology 35-104. Restricted to Majors. (Fall)
35-524	SOUTHWESTERN UNIVERSITY RACIAL HISTORY PROJECT. This course introduces students to the Southwestern Racial History Project, where critical exploration of the university's racial underpinnings is taking place. Students will be exposed to historical and archival material that has already been collected and will contribute to an on-going archive that will be housed on campus and digitally. Contributes to Race and Ethnicity Studies/Group-Themed Course. Prerequisite: Anthropology 35-104 or permission of the instructor. (ScS).
35-964	SENIOR SEMINAR. The anthropology capstone requires students to develop a major paper in which they contextualize the data generated from their ethnographic research project in relevant scholarly literature. Students will work with each other and their professor throughout the capstone in an intellectual community of knowledge producers. Students will present their paper to campus at the end of the course and will be encouraged to present at national or regional conferences and the Southwestern Undergraduate Works Symposium. Prerequisite: Permission of instructor. (Spring) (WA) (ScS)
35-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
35-301, 302, 303, 304	SELECTED TOPICS. These are courses that fall out of our typical range of anthropology courses. Offered infrequently. May be repeated with change in content.
35-901, 902, 903, 904	TUTORIAL.
35-941, 942, 943, 944	ACADEMIC INTERNSHIP. Prerequisite: Anthropology major above first-year standing and permission of instructor. Must be taken Pass/D/F.
35-951, 952, 953, 954	INDEPENDENT STUDY. Prerequisites: Junior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
35-984	HONORS. By invitation only.

THEATRE DEPARTMENT

The Sarofim School of Fine Arts

Kerry Bechtel, MFA, Associate Professor and Resident Costume Designer
 Sergio Costola, PhD, Professor
 Carrie Kaplan, MA, Part-Time Instructor
 Mark Novick, MFA, Part-Time Assistant Professor
 Gabriel Peña, MFA, Assistant Professor
 Desiderio Roybal, MFA, Professor and Resident Scenic Designer

A full listing of department chairs is available on the Registrar's web page.

The Department of Theatre is dedicated to the education of theatre advocates, educators, and practitioners through training and study in history, literature, performance, and production. As a multi-disciplinary art, training in theatre represents an academic and artistic exploration within a liberal arts context. As such, our curriculum requires students to develop skills in collaborative, creative and critical thinking. Additionally, students must cultivate their abilities to express themselves through written, oral, and visual communication. Because theory and practice are inseparable, the Department requires students to be involved in coursework and in producing performances and productions designed and selected to educate, enhance, and elevate the lives of the greater community.

Department Goals:

1. Demonstrate skills in Theatre Arts, Design and Production.
2. Demonstrate oral, visual and written communication skills in the classroom and through research and production.

Scholarships: The Sarofim School of Fine Arts grants a number of scholarships to majors in theatre. These scholarships are awarded after an audition and portfolio review by the prospective students with members of the Theatre Department faculty, and can be scheduled through the administrative office of the School of Fine Arts. Students awarded a theatre scholarship must maintain a 3.0 gpa in the major and accept assigned roles, either as actors or production staff for all mainstage productions. Please refer to the scholarship requirements detailed in the award letter.

Production Participation Requirement: BA Theatre majors are required to participate in all main stage productions. Each student is required to audition for all main stage productions for either an acting role or a production staff position. Students who are not cast in onstage roles will be assigned to production positions by the faculty.

Sophomore Declaration: At the beginning of the student's second year, students commit to a track of study by submitting a letter of intent. Students may either submit a resume or share a digital portfolio of their work since enrolling at SU. The digital portfolio will contain an introduction page, followed by coursework or production work in the areas of performance, technology, research, and management. A writing sample and a plan for the remaining five semesters is expected. Transfer students and students who declare the major in their first or second semester will communicate their track of study with the chair of theatre.

Capstone Requirement: 1) A digital portfolio containing a well-curated selection of theatrical work collected over the number of years of theatre study at Southwestern University. The portfolio is presented at the end of the final semester as a part of their Capstone requirement. The department intends that the digital portfolio will serve as a foundation for application to graduate schools and professional employment. 2) Enrollment in a three-credit research methods course in the student's junior or senior year. NOTE: Any student who needs to enroll in Capstone in their Junior year must obtain permission from the Chair of the Department.

Bachelor of Arts

The BA degree with a major in Theatre is designed to provide students with a solid background in theatre history, literature, performance, design and production practices. The Department of Theatre offers two tracks for students wishing to pursue the degree. The Theatre Arts degree is intended for students wishing to partake in the full liberal arts experience by studying a second major or multiple minors. The Theatre Design and Production degree is intended for students wishing to focus on a specific discipline within the major while receiving professional mentorship on co-curricular production work. Students will be expected to declare their track in the major during their sophomore declaration and to file their track with the Office of the Registrar.

Note on course numbering 100 level courses are introductory level. 200-700 level courses may be appropriate for all levels unless otherwise indicated by prerequisite designations. The 200 level courses are theatre labs. The 400 level courses focus on acting/performance. The 500 level courses focus on theatre history and analysis. The 600 level courses focus on theatre management and directing. The 700 level courses are design/skill-based. The 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Theatre Arts (BA): 36-37 credits

Designed for the Theatre student who has a second major or multiple minors

- Theatre Core:
 - THE72-164 Design Fundamentals
 - THE72-183 Fundamentals of Acting
 - THE72-211 Theatre Laboratory (six semesters)
 - THE72-504 Theatre History
 - THE72-921 Theatre Capstone: Portfolio THE72-923 Theatre Capstone Research Methods
- Take one from the following:
 - THE72-193 Movement and Voice
 - THE72-423 Theatre Dance
 - THE72-434 Acting Realism
 - THE72-444 Acting: Heightened Language
- Take one from the following:
 - THE72-524 Latinx Drama
 - THE72-514 Topics in Costume History
 - THE72-534 Playwriting

- Take one from the following:
 - THE72-714 Costume Design
 - THE72-724 Scenic Design
 - THE72-734 Lighting Design
 - THE72-744 Audio Technology and Design
- Take one from the following:
 - THE72-124 Introduction to Play Analysis
 - THE72-674 Stage Management for the Theatre
 - THE72-704 Makeup Design
 - THE72-754 Scenic Elements and Stage Properties
 - THE72-764 Scene Painting
 - THE72-684 Directing
 - THE72-604 Devising Theatre

Note: Credits from Independent studies and academic internships may not be used to fulfill Theatre Major requirements.

Major in Theatre Design and Production (BA): 45-49 credits

Designed for the Theatre student who wishes to major in Theatre with or without a minor

- Theatre Core:
 - THE72-164 Design Fundamentals
 - THE72-183 Fundamentals of Acting
 - THE72-211 Theatre Laboratory (six semesters)
 - THE72-504 Theatre History
 - THE72-921 Theatre Capstone: Portfolio
 - THE72-923 Theatre Capstone Research Methods
- Six additional courses in 500 and/or 700 level (3-4 credits each)

Note: Credits from Independent studies and academic internships may not be used to fulfill Theatre Major requirements.

Minor in Theatre: 18-20 credits

- THE72-164 Design Fundamentals
- THE72-504 Theatre History
- Three additional courses in Theatre (3-4 credits each or the equivalent)

See the Education Department for information regarding teacher certification in Theatre.

Theatre (THE)

72-104

INTRODUCTION TO THEATRE. An introduction to the various elements that contribute to the development of theatre as a specialized art form, with particular emphasis placed on the role of theatre as an artistic and humanizing experience. Topics covered include historical and cultural influences, the nature and variety of dramatic texts, the nature of acting, the functions of theatrical design and the integration of theatrical aesthetics in performance. Several plays illustrating the above will be read and analyzed. Attendance at selected performances is required. May not be used for the Theatre major or minor. (FA)

72-114

THEATRE ARTS IN LONDON. A theoretical and experiential survey of the art of the theatre, its past and present, with an emphasis on the role of theatre within the society and the techniques employed to achieve its purpose. Emphasis will be upon attending performances in London. This course is taught by faculty from Goldsmith College, University of London. An additional fee is levied to pay for admission to theatre performances. (Fall in London Program only) (FA)

72-124 INTRODUCTION TO PLAY ANALYSIS. A course exploring various critical approaches to Western written texts intended for the stage. The selection of plays will help students develop the ability to analyze and evaluate a variety of scripts in terms of form, structure, tone and style. Students will be introduced to some of the most important realistic plays of the twentieth century while also exploring texts that depart from realism. (WA) (FA)

72-164 DESIGN FUNDAMENTALS. This beginning design course provides students the opportunity to explore the major areas of design for theatrical production: costume, scenery/props, sound and lighting. Students will be exposed to theatrical drawing, rendering, script analysis and collaboration. The format of this class will vary from discussion to lecture to group activities. This course is open to only first year students and sophomores. Juniors and seniors may register with the permission of the instructor. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. (Spring) (FA)

72-183 FUNDAMENTALS OF ACTING. This course introduces students to the essential elements that an actor utilizes in creating performance such as: listening, imagination, and physicality. Students also approach text analysis and their work may culminate in monologue/scene work. The course focuses on students appreciating performance as a craft and a discipline and does so through a heavy emphasis on experiential learning. Contributes to Legal Studies Certificate. (Fall, Spring) (FA)

72-193 MOVEMENT AND VOICE. In this class, students will explore the foundations of voice and movement for the actor. During the semester students will deepen their connection with voice and breath through methodologies such as Fitzmaurice or Linklater voicework. Time will also be dedicated to building awareness of our own bodies, our instruments, and their natural/impulsive behavior. Through methodologies such as Contact improv, Laban, Feldenkrais, or Alexander, students will explore the abilities and bounds of what the human body can do and how it functions. By examining the actor's instrument, students will develop a stronger connection between breath and impulse. (Spring) (FA)

72-201 THEATRE PERFORMANCE PRACTICUM. Main-stage productions are open to all University students. One credit is granted for each production. This course may be repeated for up to four credits. Prerequisite: Must be cast in a role in a main-stage production. For non-major students only. (FA)

72-211 THEATRE LABORATORY. This course is designed to complement Theatre Company by providing a laboratory setting for students to learn and develop their skills in technical theatre which in turn will support the production component of the curriculum. (Fall, Spring)

72-241 THEATRE PRODUCTION PRACTICUM. One credit is granted for assistant stage management and design positions for main-stage theatre productions. This course may be repeated for up to four credits. Prerequisite: Must be chosen for an assistant stage management or design position for the production season. For non-major students only. (FA)

72-423 THEATRE DANCE. Students will learn choreography in a variety of dance styles: modern, jazz, hip-hop, contemporary, etc. Students will apply techniques from other performance classes to enhance the performance of the choreography. Prerequisite: Theatre 72-193, or permission of instructor. (FA)

72-434 ACTING: REALISM. This course investigates methods utilized in creating performances grounded in realism. Among those that may be explored are: The Meisner Technique, Hagen, Grotowski, etc. Students develop a working language to build and critique performances through advanced exercises focused on authenticity, spontaneity, and above all, personalization. Prerequisite: Theatre 72-183, or permission of instructor. (FA)

72-444 ACTING: HEIGHTENED LANGUAGE. This course explores acting techniques for works that feature heightened/poetic dialogue. Utilizing works that may range from classical to contemporary plays, a special emphasis is given to voice and text as well as circumstance and body and how these elements combine to make intimate performance out of epic language. Prerequisite: Theatre 72-183, or permission of instructor. (FA)

72-504 THEATRE HISTORY. A course exploring Western theatre and drama in a variety of periods. Theatre performances and plays will be analyzed as functions of different fields of influence (economic realities of production and attendance; politics and power relations within and outside the theatre; social norms regarding gender, race, ethnicity, religion, family, etc.; aesthetic values of the time). In addition, the course is meant to introduce students to methods of critical research and issues of historiography. Contributes to Race and Ethnicities Studies/Allied Course. (Fall) (WA) (FA)

72-514	TOPICS IN COSTUME HISTORY. This course explores the relationship between social, political and cultural occurrences and fashion, art and clothing by focusing on selected periods in history, social and cultural movements, trends, style and fashion and their impacts on specific groups of people. Topics vary from traditional chronologic period study to the age of the fashion designer to the Industrial and Technological revolutions. May be repeated for credit. (FA)
72-524	LATINX DRAMA. This class introduces students to fundamental aspects of play analysis including narrative structure, character, genre/style, and language via dramatic texts from across Latin America and Latine authors in the United States. The texts we explore will span multiple centuries, cultures, and countries. The nature of this course is such that it will intersect with history and politics as well as subjects that are particularly relevant to Latine Studies like border, culture as resistance, and identity. Students will learn different ways to enter and examine plays and will be asked to participate in written forums, class discussions, and creative assignments, with the culminating project being a fleshed-out conceptualization of a Latinx play of their choosing. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies/Group-Theme. (SJ) (PJ) (FA)
72-534	PLAYWRITING. Theory and practices of playwriting. Includes the writing of scripts for theatre reading and production. Contributes to English. (Spring, odd years) (FA)
72-604	DEVISING. This course will explore what it means to work without a pre-existing text and without pre-established roles and hierarchies. Students will utilize various tools that may include research, writing exercises, collective and individual development of original material for performance, through team-work, experimentation, and explorations of approach. (Spring, even years) (FA)
72-674	STAGE MANAGEMENT FOR THE THEATRE. An introduction to stage management for academic and professional theatre. This project-oriented course provides students with a survey of techniques and strategies aimed at modeling successful stage management. Students will gain hands-on experience by working in stage management in the Department's performance spaces. (FA)
72-684	DIRECTING. Principles and practices of directing. Includes detailed analysis of the play script and directing of in class laboratory or workshop productions. Prerequisite: Sophomore standing, or permission of instructor. (FA)
72-704	MAKEUP DESIGN. Design and practice in the art of stage, screen and print makeup. Course focuses on development of skills for the practicing theatre artist. Contributes to Design Thinking. (FA)
72-714	COSTUME DESIGN. A study of the art and practice of theatrical costume design. Emphasis will be placed on the costume designer's requirements for pre-production. Topics covered include analysis, research, basic figure proportion, color theory, sketching, swatching and rendering. Students will present design concepts through a series of renderings for selected periods and plays. Contributes to Design Thinking. (Fall) (FA)
72-724	SCENIC DESIGN. A study of the art and practice of theatrical scenic design. The focus of the course will be on the traditional approaches to scenic design and a study of the elements of composition as they apply to scenery. Students will work with different theatrical styles and settings and will present design concepts through painted renderings and/or models as well as drafting. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. (Spring) (FA)
72-734	LIGHTING DESIGN. An introductory study of the art and practice of lighting design. Students are introduced to the unique process via hands-on lighting projects in the department's performance spaces. Design projects include recorded observations of natural and artificial lighting sources followed by the study and research of a selected classic painting. Related topics include additive color theory, lighting in a variety of theatrical spaces, and working with incandescent and LED fixtures. Contribute to Design Thinking. (Spring, odd years) (FA)
72-744	AUDIO TECHNOLOGY AND DESIGN. An introductory study of theatre sound systems and design for theatrical performance. Using the systems in the Department's performance spaces, students will become familiar with mixers, effects processors, amplification and microphone technology. Students will experience the design process and gain hands-on experience as assistant designers, audio engineers and programmer/operators in plays produced by the Department. Contributes to Design Thinking. (Fall odd years) (FA)
72-754	SCENIC ELEMENTS AND STAGE PROPERTIES. This course specializes in the area of scenic building and properties production for the stage. Areas covered include basic sewing for the stage and more advanced prop fabrication. From initial script analysis for props, to working with designers, directors, stage management and prop assistants, the student will explore ways to build/buy/borrow or

	find the props best suited to the production. Contributes to Design Thinking and Computer-Aided Design & 3D Printing Certificate. (FA)
72-764	SCENE PAINTING. A practical activity-based and lecture course which specializes in the study of various paint finishes and techniques that are applied to stage scenery. When working on class assignments, students will have the opportunity to experiment with paint, binders, tools and techniques. The techniques covered serve as a foundation for further study and exploration in the art of scene painting. Contributes to Design Thinking. (FA)
72-921	THEATRE CAPSTONE PORTFOLIO. In the student's final semester on campus they will work independently with a member of the theatre faculty to complete their professional portfolio. The digital portfolio will be presented to the theatre faculty and department during their final semester of enrollment. This course, combined with Theatre 72-923, will fulfill the Capstone Requirement for the theatre major. (FA)
72-923	THEATRE CAPSTONE RESEARCH METHODS. This course, combined with Theatre 72-921, will fulfill the Capstone Requirement for the theatre major. Because this is a culminating experience, the student will select a research topic within the discipline that emphasizes their particular interests and connects it to the greater practice of theatrical art.. The student will be assessed on their visual, written and oral communication skills along with their research methods and abilities. Theatre 72-923 may be taken in the student's Junior year if they are a double major and then complete Theatre 72-921, the portfolio, the following year. Normally offered in Spring.
72-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
72-301, 302, 303, 304	SELECTED TOPICS. Special studies not in the regular curriculum to be offered on student request. May be repeated with change in topic.
72-901, 902, 903, 904	TUTORIAL.
72-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Credits do not count toward the major or minor.
72-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Credits do not count toward the major or minor.
72-984	HONORS. By invitation only.

CERTIFICATE PROGRAMS

COMPUTER-AIDED DESIGN & 3D PRINTING

Certificate Program

The Computer-Aided Design (CAD) and 3D Printing certificate program helps students gain the technical skills increasingly sought after in many industries. This certificate would allow students to demonstrate a strong working knowledge of CAD and 3D Printing software and its applications to potential employers or summer research programs.

Certificate Goals:

Students completing the Computer-Aided Design (CAD) and 3D Printing certificate will be able to:

- Understand how to use CAD programs to produce a variety of single 3-dimensional parts, combine multiple parts into assemblies and to model the response of these parts to external forces.
- Convert CAD files into complex 3D printed parts on different types of 3D printers.
- Understand the hardware and software needed to run and modify 3D printers.
- Apply CAD and 3D printing to a variety of interdisciplinary problems.

Computer-Aided Design & 3D Printing: Five courses and one high-impact experience

- PHY53-104 Introduction to Engineering
- PHY53-112 Applications of CAD
- Three courses from the following list of supporting courses:

- BIO50-364 Comparative Vertebrate Morphology
- ENV49-474 Advanced GIS
- PHY53-314 Engineering Design
- PSY33-224 Inquiry-Based Research Methods with Animals
- PSY33-834 Research in Behavioral Neuroscience
- THE72-164 Design Fundamentals
- THE72-724 Scenic Design
- THE72-754 Scenic Elements and Stage Properties
- One high-impact experience, approved by the certificate coordinator:
 - Academic Internship (3 or 4 credit)
 - Faculty-mentored research (SURF)
 - Study Abroad
 - King Creativity Fund Project

LEGAL STUDIES

Certificate Program

The Legal Studies certificate program equips students with the knowledge and skills to explore the applications, contexts, and consequences of the law. Through courses focused on critical reading, problem-solving, and the promotion of justice, students will develop the expertise necessary to engage in the legal field. Whether students choose to pursue law school or not, completing the certificate will provide a deep understanding of how law shapes and is shaped by society, while also preparing students to become informed citizens who can make thoughtful judgments about governance, justice, and the law.

Certificate Goals:

Students completing the Legal Studies certificate will be able to:

- Understand the origins, evolution, and functioning of legal systems within historical, institutional, and theoretical contexts.
- Develop the critical reading, argumentation, and logical analysis skills necessary to interpret legal texts and evaluate policy decisions, ethical dilemmas, and legal arguments.
- Comprehend how legal principles are applied in practice across areas such as civil rights, environmental policy, and business law, preparing them to assess the real-world impact of legislation and legal decisions—both as potential professional practitioners and informed citizens.

Certificate in Legal Studies: Seven courses

- Two courses from the following list of foundational courses:
 - HIS16-164 History of the U.S.: From Colonies to Nation
 - PHI18-124 Critical Thinking
 - PSC32-204 American Political Thought
- Two courses from the following list of law-related courses:
 - BUS30-254 Business Law
 - ENV49-364 U.S. Environmental Policy
 - HIS16-314 History of the Civil Rights Movement
 - HIS16-464 History of Human Rights
 - PSC32-324 Sex and the State
 - SOC34-264 Racial and Ethnic Perspectives

- Two courses from the following list of supporting courses:
 - ANT35-274 Cultural Heritage, Criminal Justice, and Race in the American South
 - ANT35-334 Global Environmental Justice
 - CLA07-334 Emperors Behaving Badly: A History of Roman Imperial Power
 - COM75-154 Public Speaking
 - COM75-204 Rhetorical Theory
 - ENG10-244 Literary Methods
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-324 Rise of the Right: History of the U.S. Conservative Movement
 - HIS16-404 History of the British Isles since 1688
 - PHI18-164 Self, Ethics, Society
 - PHI18-214 Politics and Economics
 - PHI18-644 Peoples, Power, Organization
 - PSC32-214 Race and Ethnic Politics
 - PSC32-364 Introduction to Political Theory
 - PSC32-644 Radical Democracy, Radical Activism
 - PSY33-474 Forensic Psychology
 - REL19-214 Native American Traditions
 - SOC34-284 Sociology of the Family
 - THE72-183 Fundamentals of Acting
- One three- or four-credit academic internship, approved by the certificate coordinator

Note: Excluding the internship, no more than three courses may come from the same academic department (the same two-digit departmental code) without approval. Additional courses may be considered as substitutions for the above, with approval from the faculty pre-law advisor.

SPANISH FOR HEALTHCARE PROFESSIONS

Certificate Program

The Spanish for Healthcare Professions certificate prepares students to communicate effectively in Spanish within healthcare and related fields. Through coursework in language, culture, and interdisciplinary perspectives on health, students develop linguistic proficiency, cultural competence, and professional knowledge to engage with Spanish-speaking patients and communities.

Certificate Goals:

Students completing the Spanish for Healthcare Professions certificate will be able to:

- Communicate effectively with Spanish speakers in routine, simple medical contexts, including patient registration, medical interviews, and health education.
- Comprehend medical documents, instructions, and patient histories in Spanish.
- Recognize and address language barriers and health disparities affecting Spanish-speaking communities while understanding and respecting the cultural knowledge and practices these communities bring to healthcare. Integrate this awareness into patient care and professional interactions with cultural humility and respect.
- Apply interdisciplinary perspectives to develop a deeper understanding of health, illness, and healthcare systems, enriching the ability to engage with Spanish-speaking patients in a holistic and informed manner.

Certificate in Spanish for Healthcare Professions: Six courses

- SPA15-274 Spanish for Healthcare Professions
- SPA15-284 Culture and Health in Hispanic Communities
- One option from:
 - Academic Internship - SPA15-943 or SPA15-944
 - Study Abroad: an approved Health Studies-related study abroad program in a Spanish-speaking country
- Three courses from:
 - BIO50-173 Molecular and Cellular Foundations of Biology, **and**
BIO50-171 Inquiries in Biology, or BIO50-181 Investigations in Biology
 - BIO50-183 Evolutionary and Ecological Foundations of Biology, **and**
BIO50-171 Inquiries in Biology, or BIO50-181 Investigations in Biology
 - CLA07-434 Greek and Latin in Scientific Terminology
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-274 Reproductive Histories in Latin America
 - KIN48-112 Explorations in Kinesiology
 - KIN48-123 Human Structure and Function, **and**
KIN48-121 Structural Kinesiology Lab
 - KIN48-234 Health and Fitness Concepts
 - PHI18-164 Self, Ethics, Society
 - PSY33-104 Principles of Psychology
 - SOC34-114 Introduction to Sociology
 - SOC34-234 Sociology of Gender
 - SOC34-264 Racial and Ethnic Perspectives
 - SOC34-284 Sociology of the Family

Note: All students must take a language proficiency assessment once they have completed their Spanish for Healthcare Professions certificate coursework.

UNIVERSITY STUDIES

Fitness and Recreational Activity (FRA)

The following policies apply to Fitness and Recreational Activity courses:

1. One Fitness and Recreational Activity course is required for most degrees. FRA courses are graded on a Pass/D/F basis.
2. No more than two FRA courses may be counted toward a degree at Southwestern, with the exception of the BSED All Level Physical Education certification.

Note on course numbering: 100 level courses are introductory. 200-500 level courses are upper level. 900 level courses are tutorials.

47-011	BARRE ABOVE FITNESS. Course combines the disciplines of ballet, Pilates, and yoga for a total body workout. Must be taken Pass/D/F.
47-021	TENNIS. Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of skills for tennis players. Must be taken Pass/D/F.
47-031	BOWLING. Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of skills for bowlers. Lab fee required. Must be taken Pass/D/F.
47-081	YOGA. Course includes instruction to basic Hatha Yoga techniques. A mat is required. Must be taken Pass/D/F.

47-101 SWIM FOR FITNESS. Course is designed to enjoy the benefits of swimming as a means of obtaining aerobic fitness. Must be able to pass a basic swimming test to enroll. Must be taken Pass/D/F.

47-111 JOG FOR FITNESS. Course includes the basics needed to enjoy the benefits of jogging/running to obtain aerobic fitness. Must be taken Pass/D/F.

47-121 PICKLEBALL. Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of pickleball players. Must be taken Pass/D/F.

47-131 MIXED MARTIAL ARTS. Basic mixed martial arts movements and skills. Must be taken Pass/D/F.

47-141 MARTIAL ARTS. Beginning Tae Kwon Do/Karate or Beginning Hapkido/Judo and/or advanced levels of either are offered on a rotating basis. Each is studied with regard to the history, customs, skills/techniques and unique features of the specific martial art. Must be taken Pass/D/F.

47-151 TOTAL FITNESS. Course designed to give the participant the basics for developing and maintaining a full workout regime. Must be taken Pass/D/F.

47-161 WEIGHT TRAINING. Teaches safe and effective techniques for weight training at all levels. Provides a background of information concerning techniques for muscle and strength development utilizing conventional free weight exercise coupled with exercise machines. Must be taken Pass/D/F.

47-181 LEISURE SPORT & REC. Course will expose participants to a wide variety of activities that will encourage life-long participation and wellness. Must be taken Pass/D/F.

47-211 ADAPTED RECREATIONAL/FITNESS ACTIVITIES I. A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.

47-221 ADAPTED RECREATIONAL/FITNESS ACTIVITIES II. A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.

47-231 CARDIO CORE. Course designed to give the participant the basics for developing and maintaining an intensive cardio and core workout. Must be taken Pass/D/F.

47-241 RECESS SPORTS. Course designed to allow participants to be involved in activities that harken back to school recess or gym classes. Must be taken Pass/D/F.

47-001, 002 SELECTED TOPICS. May be repeated with change in topic. May require a lab fee. Must be taken Pass/D/F.

47-301, 302 SELECTED TOPICS. May be repeated with change in topic. May require a lab fee. Must be taken Pass/D/F.

47-901, 902 TUTORIAL.

General Science (GSC)

02-201 FOSTERING COLLABORATIVE OPPORTUNITIES IN THE NATURAL SCIENCES. This seminar is designed to foster a sense of community among student researchers, students seeking a research experience, and the faculty of the Natural Sciences area. Course readings, discussions, and assignments will focus on providing students with a better understanding of the scientific process and the importance of collaboration in furthering scientific discovery. May be repeated for credit.

02-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

02-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

High Impact Experiences (HIE)

01-400 SUMMER SOUTHWESTERN UNDERGRADUATE RESEARCH with FACULTY (Summer SURF). The SURF program funds a range of faculty-student projects in all disciplines and from all academic areas. For up to eight summer weeks, students and their faculty mentors work collaboratively and intensively on a range of efforts, on campus and off, including but not limited to archival research, fieldwork, surveying, laboratory research, and creative work in the studio arts, music, and theaters. The program fosters a culture of research and creativity, promoting student learning and success, strengthening faculty teaching and/or scholarship, and creating an inclusive and diverse research environment. This is a zero-credit course taken on a P/D/F basis.

01-410	KING CREATIVITY FUND. The KCF program funds students to pursue innovative and visionary interdisciplinary projects, stretching traditional boundaries or combining traditional academic methods with new approaches. KCF supports the design and creation of new objects or tools, new processes, new communication strategies, new performances or works of art, new narratives (e.g., films, writing projects, multimedia stories, or podcasts), and new solutions to problems, and demonstrate imagination, namely a willingness to tackle problems in unorthodox ways, an enthusiasm for experimenting, a readiness to take risks, an openness to new perspectives, and an interest in innovation. This is a zero-credit course taken on a P/D/F basis.
01-420	SOUTHWESTERN UNDERGRADUATE RESEARCH ASSISTANTS (SURF). The SURF program supports faculty-student research and creative work, typically during the academic year. Faculty may hire more than one student research assistant and while the nature of the work is diverse, it always involves close mentorship on the part of the faculty member and may include students collaborating with faculty to provide literature reviews, laboratory assistance, archival research assistance (for local or digital archives), fieldwork support, qualitative data collection and assistance, such as interviewing or survey programming, assistance with data preparation and analysis, including transcription or coding, assistance with manuscript preparation, including copyediting and indexing, assistance with securing image permissions. This is a zero-credit course taken on a P/D/F basis.
01-430	UNDERGRADUATE RESEARCH WITH GIFT, ENDOWED, OR DEPARTMENTAL FUNDS. Supports scholarship and creative work. Faculty may hire more than one student and while the nature of the work is diverse, it always involves close mentorship on the part of the faculty member and may include students collaborating with faculty to provide literature reviews, laboratory assistance, archival research assistance (for local or digital archives), field work support, qualitative data collection and assistance, such as interviewing or survey programming, assistance with data preparation and analysis, including transcription or coding, assistance with manuscript preparation, including copyediting and indexing, assistance with securing image permissions. This is a zero-credit course taken on a P/D/F basis.
01-440	UNDERGRADUATE RESEARCH WITH EXTERNAL FUNDS. Supports scholarship and creative work. While the nature of the work is diverse, it always involves close mentorship and collaboration and may include the production of literature reviews, laboratory assistance, archival research assistance (for local or digital archives), field work support, qualitative data collection and assistance, such as interviewing or survey programming, assistance with data preparation and analysis, including transcription or coding, assistance with manuscript preparation, including copyediting and indexing, assistance with securing image permissions. This is a zero-credit course taken on a P/D/F basis.
01-450	COMMUNITY-ENGAGED LEARNING STUDENT ASSOCIATES (CELSAs). The CELSA program serves as a bridge between the Southwestern campus and Georgetown's organizations. Its goal is to develop meaningful, sustainable partnerships with community organizations that are working to address pressing local issues. Students support nonprofit organizations as volunteers, community-engaged learners, or interns. This is a zero-credit course taken on a P/D/F basis.
01-940	FUNDED INTERNSHIP. Funded Internships are offered during the fall, spring, and summer. They are intended to be the first step toward the development of skills and attitudes that lead to satisfying careers. Students set learning goals as well as engage in pre-reflections and post-reflection. This is a zero-credit course taken on a P/D/F basis.
01-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
01-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
Paideia (PAI)	
03-964	PAIDEIA SEMINAR. This interactive seminar serves as an opportunity for students to think critically about interdisciplinary topics and to reflect on their experiences throughout the curriculum, inside and outside the classroom. With guidance from their faculty, students will collaborate with each other to design course content that connects across disciplines. Typically taken during the junior or senior year, this seminar is open to all students by application and is required for students seeking <i>Paideia with Distinction</i> . Applications are accepted on the University's Paideia website with November (Spring Seminars) and April (Fall Seminars) deadlines.
03-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
03-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.

University Studies (UST)

05-014

FIRST-YEAR SEMINAR. The First-Year Seminar (FYS) helps to bring new first-year students into the Southwestern community. Each seminar cultivates a sense of belonging and inclusion among students, and exposes them to SU's expectations for their academic work. Though each faculty member teaching in the program organizes their seminar around a different topic, all of the seminars work towards developing a common set of skills. These include information literacy, reading critically, writing cogently, and participating in informed discussion and debate. In their seminars, students engage in a liberal arts mode of learning, which exposes them to a wide array of disciplinary approaches and topics. FYS is the student's first introduction to the Paideia philosophy of making connections. They learn how seemingly disparate ways of thinking can be fully interwoven and how to connect liberal arts learning with the extra- and co-curricular activities and organizations in which they engage.

05-124

TEACHING AND TUTORING WRITING ACROSS THE DISCIPLINES. This course is designed for students in all majors who are interested in teaching and tutoring writing. The goals of the course are to introduce students to different genres of writing that are found throughout the curriculum, recognize and understand the differences in rhetoric, style, and purpose, and actively learn how to communicate the differences to others. The foundational theories used in this course will include composition theory, writing in the disciplines/writing across the curriculum (WID/WAC), and writing center theory and pedagogy. This course will also function as training for new consultants in the Debby Ellis Writing Center.

05-214

ADVANCED-ENTRY SEMINAR. The Advanced-Entry Seminar (AES) helps to bring new transfer students into the Southwestern community. Each seminar cultivates a sense of belonging and inclusion among students, and exposes them to SU's expectations for their academic work. Though each faculty member teaching in the program organizes their seminar around a different topic, all of the seminars work towards developing a common set of skills. These include information literacy, reading critically, writing cogently, and participating in informed discussion and debate. In their seminars, students engage in a liberal arts mode of learning, which exposes them to a wide array of disciplinary approaches and topics. AES is the student's first introduction to the Paideia philosophy of making connections. They learn how seemingly disparate ways of thinking can be fully interwoven and how to connect liberal arts learning with the extra- and co-curricular activities and organizations in which they engage.

05-224

BRITISH LIFE AND CULTURE. Offered by a British professor, this course meets weekly and includes a variety of field trips around London. This course is required of all participants in order to provide a common educational experience which utilizes the program's London location for an examination of the traditions and institutions which have shaped British and, by extension, Western life and culture in the 20th century. Must be taken on a graded basis (A-F). London semester program only.

05-001, 002, 003, 004

SELECTED TOPICS. May be repeated with change in topic.

05-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic.

05-901, 902, 903, 904

TUTORIAL.

05-941, 942, 943, 944

ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

05-951, 952, 953, 954

INDEPENDENT STUDY.

05-981, 982, 983, 984

HONORS. By departmental invitation

AIR FORCE RESERVE OFFICER TRAINING COURSE

The Air Force Reserve Officer Training Corps (AFROTC), activated at the University of Texas in September, 1947, is taught on the 40 Acres of UT-Austin's main campus. The program, housed in Patton Hall (RLP), is designed to commission career-oriented officers who meet specific Air Force and Space Force requirements. The AFROTC objective is to place on active duty lieutenants who demonstrate dedication to their assignments, willing acceptance of responsibility, critical and creative thinking, and the ability to speak and write effectively.

AFROTC scholarships are available to selected cadets. Scholarships are awarded on the basis of overall merit, with particular attention paid to academic achievement. Recipients must maintain academic standards in order to retain the scholarships. Additional information is available from the Recruiting Officer, 512-232-2372 or 512-232-2370.

Extracurricular activities available through AFROTC include; intramural athletics, parades, ceremonies, formal military functions, field trips to Air Force installations, and membership in national military societies.

Air Force science courses are designed to prepare selected students for a commission in the United States Air Force and Space Force through the AFROTC program. Students who do not hold AFROTC scholarships may take lower-division courses with no military obligation. Scholarship students and selected students who elect to take upper-division courses are on contract. Upon graduation and commissioning they will enter active duty in the United States Air Force or Space Force.

All courses are taught by officers on the University of Texas at Austin campus. Qualified students from Southwestern University may enroll and, upon graduation from Southwestern, be commissioned as second lieutenants. Students should contact the Air Force ROTC at 512-471-1776 at the University of Texas for further information.

Southwestern University students must be enrolled as full-time students at SU in order to participate. The AFS courses may fulfill general elective credits toward the overall required credits for the degree.

Air Force Science Classes (AFS)

Chair: Amanda Pelkowski, Lt Col, USAF, (512) 232-2369 • Contact: Administrative Associate, 512-471-1776

Lower-Division Courses (General Military Courses)

99-101	LEADERSHIP LABORATORY. (Underclassmen) Various leadership techniques, including drill and ceremonies, customs and courtesies, and uniform standards. Two laboratory hours a week for one semester. Offered on the pass/fail basis only.
99-111	DEPARTMENT OF THE AIR FORCE PROFESSIONALISM. Designed to introduce students to the DAF and its culture, providing an overview of essential attributes required for success in this context. One lecture hour a week for one semester. Offered in the fall semester only. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory 99-101.
99-121	COMPETITION AND SECURITY. Continuation of Air Force Science 99-111. Introduces students to the concept of national security from a broad perspective, encompassing the military's involvement in securing national interests through a range of activities from cooperation to armed conflict. This course is designed to lay a solid foundation for understanding the multifaceted nature of global security and the critical role of the DAF in maintaining peace and security. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory 99-101.
99-131	TEAM AND LEADERSHIP FUNDAMENTALS I. Provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory 99-101.
99-141	THE EVOLUTION OF USAF AIR AND SPACE POWER II. Continuation of 99-131. One lecture hour a week for one semester. Offered in the spring semester only. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory 99-101.

Upper-Division Courses (Professional Officer Courses)

99-201	LEADERSHIP LABORATORY. (Upperclassmen) Leadership laboratory course for upper-division students. Further development of leadership skills through leadership positions within the cadet corps. Includes training of freshman and sophomore students as well as a practicum in Air and Space Force unit operation. Two laboratory hours a week for one semester. Offered on the pass/fail basis only.
99-203	LEADING PEOPLE AND EFFECTIVE COMMUNICATION I. Utilizes the student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory POC.
99-213	LEADING PEOPLE AND EFFECTIVE COMMUNICATION II. Continuation of 99-203. Three lecture hours a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory POC.

99-223 NATIONAL SECURITY AND PREPARATION FOR ACTIVE DUTY I. This course is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Three lecture hours a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory POC.

99-233 NATIONAL SECURITY AND PREPARATION FOR ACTIVE DUTY II. Continuation of 99-223. Three lecture hours a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science Leadership Laboratory POC.

COLLEGE YEAR IN ATHENS STUDY ABROAD

The following courses are for CYA (College Year in Athens) study abroad students only. For more information, please visit CYA's website at www.cyathens.org or contact them at info@cyathens.org or (617) 868-8200.

Anthropology - ANTH (CYA)
 05-363, 05-463 ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (ANTH 315, ANTH 415)

05-313, 05-413 THE CULTURE(S) OF MODERN GREECE: THE ETHNOGRAPHY OF A SOCIETY IN TRANSITION. Students studying abroad are already like anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class gives students the tools needed to fully engage with and understand life in Greece, offering the history and social context needed to give their experiences greater depth and meaning. We will learn the methods anthropologists use to study societies, and employ them to investigate Greece in ways students might not otherwise find on their own. Our explorations are broad, covering religion, food, immigration, Europeanization, family, youth culture, economy and politics, race and ethnicity, gender and sexuality, and more; we will treat these topics as overlapping realms that shape everyday experience. The aim is for students to gain an understanding of contemporary society in Greece, and a developing awareness of their own cultural conditionings and ethnocentrisms. Fall Semester. (ANTH 333, ANTH 433)

05-353, 05-354 FOOD AND AUTHENTICITY. Are you hoping to enjoy some authentic Greek food while you're studying in Greece? Eat some "real" feta? Experience some tomatoes that actually "taste like tomatoes"? Get some true Greek yogurt with honey made by Greek bees? If you're like most students to Greece-and millions of tourists as well-the answers are probably yes. In fact, food is a central entry point to experiencing other cultures for many people, travelers and otherwise. What they mean by "authentic" may be hard for them to define, but they're confident that they'll know it when they see it. Or taste it. In this course, we'll be using this taken-for-granted "authenticity" as the starting point of our explorations: what are the many ways that the search for authenticity has shaped our food cultures? And what is the history behind society's concern for the authentic?

This interest in the authentic expands far beyond our desire to consume cultural authenticity when we travel, or to eat "good", "real", or "ethical" food when we're at home. It's an ideal that we have for ourselves-living authentic lives-and for the world around us that we would seek to value. We'll be using our experiences as students, travelers, and eaters to explore how the concept of authenticity structures our understanding of the world around us, and gives meaning to what we eat. Our course

will draw on examples from around the world, but will have a specific focus on foods in Greece. We will satisfy our desire to explore new foods and understand their history, while at the same time questioning and critiquing why we share that desire in the first place. Spring Semester. (ANTH 327, ANTH 427)

05-323, 05-423

GENDER AND SEXUALITY IN MODERN GREEK CULTURE. How do social scientists approach the subjects of gender and sexuality? What can students learn about life in modern Greece when we apply this lens? This course combines readings from across the social sciences and first-hand participant-observation research to answer these questions. We'll be discussing gender and sexuality in their intersections in Greece with kinship, religion, economy, national and international politics, technology, medicine, modernity, ethnicity, race, and more, giving us a particular insight into important aspects of change (and continuity) in this region. Students will be also be introduced to the methodologies of anthropological research, providing you with the tools to enrich your experience in Greece through a focused, curious, and analytical engagement with the cultures you're immersed in here (and with your own position here as a student/tourist/traveler/foreigner/gendered person), and to explore aspects of the society first-hand that you might not find on your own. Spring Semester. (ANTH 356, ANTH 456)

05-343, 05-443

FROM SKELETON TO STORY: THE SCIENCE OF HUMAN OSTEOLOGY. Osteology is the study of bones. Human osteology studies the composition, structure, development, morphology, and functional anatomy of the human skeleton, including the dentition. The skeleton supports, protects, and moves our body. Bone remains dynamic throughout life. It not only grows, but also constantly remodels through bodily demands, environmental parameters, and daily intakes. Thus, our skeleton reflects our life histories, and ultimately our death accounts. Knowledge of human osteology is fundamental to a variety of disciplines in the medical, paramedical, and forensic fields, in life and health sciences, and the humanities.

This course will introduce students to the principles of human osteology and relevant methodologies. Using lectures, demonstrations, supplementary materials, casts, and hands-on workshops, students will learn the anatomy of the human skeletal and dental system. Ethical considerations and differential legal frameworks in handling human skeletal remains will be addressed. Different applications of human skeletal studies will be presented with emphasis on biological anthropology, osteoarchaeology, and forensics, through visits to scientific laboratories and skeletal collections. Spring Semester. (ANTH 363, ANTH 463)

05-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer Session. (ANTH 398)

05-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (ANTH 399)

Archaeological Excavations - ARCX (CYA)

18-313, 18-413

EXCAVATIONS AT AIXONIDAI HALAI - VOULA FIELD SCHOOL. The Winter Intersession evolves around the physical excavation of a site near the modern Athenian suburb of Voula, which, in antiquity, was associated with Aixonides Halai, one of the ten demes (municipalities) of ancient Attica. The course consists of two main teaching components. The first is an on-site excavation, and lab-work focusing on experiential learning, aimed primarily at introducing students to aspects of archaeological fieldwork and all related elements of current research methodology and theory, under the supervision of trained professionals. The second consists of class lectures, which enhance the "hands on" experience by placing it within the proper wider historical and otherwise setting/context. For the on-site excavation portion of the course, students work under the supervision of archaeologists from the Greek Ministry of Culture and the Greek Archaeological Service. Classes meet at CYA each afternoon following the morning excavation sessions. In addition to the above, the course also includes visits to nearby archaeological excavation sites as well as to other relevant sites and museums of historical importance in Athens and Piraeus. Winter Intersession. (ARCX 320, ARCX 420)

18-324, 18-424

EXCAVATING IN THE AEGEAN - DESPOTIKO FIELD SCHOOL. The course introduces students to archaeological fieldwork methods and theory through active participation in the systematic excavation of the sanctuary of Apollo situated on the uninhabited islet of Despotiko, the most

important Cycladic sanctuary after Delos. The last week's class takes place at the Archeological Museum of Paros where students will be trained in processing finds. The first three weeks are on-site learning basic methods of excavating, measuring and recording. Students gain comprehension of the purposes of an excavation and learn how to place the sanctuary and its material culture in a theoretical context. Summer Session. (*ARCX 321, ARCX 421*)

18-344

EXCAVATING PREHISTORY ON AN AEGEAN ISLAND: THE GOURIMADI ARCHAEOLOGICAL PROJECT. This course will take place as part of the Gourimadi Archaeological Project (GAP), an international prehistoric research excavation on the southern tip of the Aegean island of Euboea (modern Evia). The course is designed to provide an advanced archaeological field experience to undergraduate students, as well as a theoretical and methodological background regarding excavation techniques and Aegean Archaeology. The course will introduce the students to modern excavation, recording, and documentation methods, and the knowledge gained will translate well in other areas of the world and time periods. Summer Session. (*ARCX 326*)

18-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ARCX 399*)

Archaeology - *ARCH* (CYA)

01-383, 01-403

INTRODUCTION TO DIGITAL ARCHAEOLOGY AND VIRTUAL REALITY. Methods of documentation and analysis in archaeology have changed drastically in the last decade. The course provides students with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods. Students also acquire real-world skills: they create 3D models of artifacts and trenches; they create aerial maps using drone photos; they learn how to set-up and use a Total Station on the field; and they digitally illustrate 2D architectural features using geo-rectified photos. Fall Semester. (*ARCH 310, ARCH 410*)

01-223

THE BIRTH OF STATES: MINOAN CRETE AND THE MAKING OF POWER. This course explores state formation and the mechanisms that lead to their creation in the Eastern Mediterranean with a special focus on Bronze Age Crete from ca. 2000 to 1200 BCE. Through site visits and an interpretative survey of various aspects of everyday life, such as architecture and planning, burial practices, trade and exchange, scripts and literacy, religion and ritual, arts and crafts, hierarchy and political organization, course participants will appreciate how polities evolve into states and possibly empires. The role of the Aegean and Crete in particular will be presented and discussed in order to reveal the development of an important cultural area that played a prominent role within the prehistoric Eastern Mediterranean.

Starting from Athens, students will explore the various archaeological Museums of the capital and discuss material culture from a variety of prehistoric sites in Greece. Following that, they will explore the unique town of Akrotiri at Thera, literally a prehistoric Pompeii of the Aegean, providing first-hand information on aspects of everyday life. Then the course stage will move to Crete, where course participants will use the university town of Rethymno as their base and from there classes and excursions in situ will take place in order to appreciate through personal autopsy the importance of the landscape and geography, the resources, the cultural interactions of Crete in relation to state formation. NOTE: This course is offered in collaboration with the Greek University of Crete , Rethymno Campus. The course starts in Athens and ends in Rethymno, Crete. Winter Intersession (*ARCH 324*)

01-333, 01-433

ART AND ARCHAEOLOGY OF GREECE IN 40 OBJECTS. This course is an immersive exploration of the art and archaeology of Greece through the 40 carefully selected objects. This course will take students on a journey spanning from the Palaeolithic period to the Roman Empire, using these objects as our guides. These artifacts, ranging from humble stone tools cooking pots to royal golden chests and intricately painted vases, will be the foundation for our discussions and analyses. By closely examining these objects and their historical, socio-cultural, and archaeological contexts, we will gain insights into the daily lives, beliefs, and practices of the ancient societies of Greece.

Along the way, we will discuss themes such as gender roles, political structures, social hierarchies, food consumption patterns, warfare, medical practice, and even astronomical knowledge. Through lectures, class discussions, and hands-on activities, students will develop a comprehensive, diachronic understanding of the archaeology of Greece and its methods. Fall Semester (*ARCH 328, ARCH 428*)

01-343, 01-443

ARCHAEOLOGY BEYOND STONES: KEY CONCEPTS IN MODERN ARCHEOLOGY FROM DECOLONIZATION TO FOOD. In the last quarter-century, the discipline of archaeology has undergone a dramatic transformation. While traditional practices such as excavating ancient sites and documenting and analyzing ancient art and architecture remain integral to the field, modern

archaeology has drastically expanded its scope. Today archaeology encompasses a wide range of topics, from decenterization of academic discourse to food, from computer games to refugee studies. In this spirit, this course explores key themes and concepts in modern archaeology, moving beyond the traditional focus on ancient artifacts and monuments to examine how the discipline informs our understanding of critical issues in human societies, both past and present. Through global case studies and class discussions, students will investigate how archaeological approaches illuminate diverse questions, including gender, social inequality, culinary customs, slavery, migration, climate change, and societal collapse. The course will also encourage students to critically engage with archaeology's complex relationships with colonialism, nationalism, and the concept of "Western Civilization." Students will delve into current debates surrounding the decolonization of the discipline, pseudoarchaeology, looted artifacts in Western museums, and archaeological ethics. Fall Semester (*ARCH 330, ARCH 430*)

01-313, 01-413

AEGEAN & ANCIENT GREEK ART & ARCHAEOLOGY. A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on. Cannot be taken with 01-323 (*ARCH 361*). Fall and Spring Semesters. (*ARCH 331, ARCH 431*)

01-353, 01-453

BEYOND GREECE AND ROME: THE OTHER ANCIENT MEDITERRANEAN WORLDS. Beyond Greece and Rome. From the emergence of the first agricultural societies to the complex tapestry of the Iron Age, students will embark on an academic journey across time and geography, uncovering the rich heritage of the ancient Mediterranean, Near East, Anatolia, North Africa, and neighboring regions.

The course will primarily focus on the Eastern Mediterranean basin, examining the rise of early state-level societies in Mesopotamia, the interconnected world of the Late Bronze Age, and the transformative period of the Iron Age, including the civilizations of the 1st millennium BC. However, to provide a broader context, the course will also explore the cultural dynamics of the Central Mediterranean, Iranian Plateau, and the Balkans, offering students a comprehensive understanding of the ancient Mediterranean world.

In the final weeks of the course, students will engage in thematic discussions covering literature, state formation processes, funerary practices, and the modern reception of ancient cultures. These discussions will allow students to delve deeper into specific aspects of the ancient world and share their insights through presentations. Spring Semester (*ARCH 337, ARCH 437*)

01-394

TOPOGRAPHY & MONUMENTS OF ANCIENT ATHENS AND ROME. Summer Session. (*ARCH 338*)

01-214

THE STRANGENESS OF ANCIENT GREECE: DIVERSITY, DIFFERENCE AND REGIONALITY AMONG THE GREEK STATES. The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentrism that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session. (*ARCH 346*)

01-323, 01-423

THE TOPOGRAPHY AND MONUMENTS OF ATHENS. *Please note: This course is a detailed archaeology course intended for students with some background in archaeology and/or ancient history.* This exclusively site-based course gives a comprehensive overview of the topography, archaeology and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. It explores every major site - and many minor ones- paying attention to their physical setting, architectural and archaeological characteristics, and position in the political, religious and social lives of the Athenians. Thucydides put into the mouth of Pericles the words, 'Future ages will wonder at us, as the present age wonders at us now.' Future ages did indeed wonder at the buildings of the ancient city, and this course traces the rediscovery of Athens' antiquities from the earliest modern travelers to Greece in the 15th century, through to the development of scientific archaeology in

the 19th, and indeed looks into the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. Students gain a wide range of key skills during the course: topographic interpretation from maps and site plans with an understanding of how landscape affects site development; research skills from assessing publications from excavation reports to antiquarian rare books and archival or photographic collections; oral presentation skills through preparing individual reports presented on site to the group; as well as gaining an ability to use the evidence of archaeology, architecture, inscriptions, and coins in the construction of historical arguments. Prerequisite: Background in archaeology and/or ancient history. Cannot be taken with 01-313 (*ARCH 331*). Fall and Spring Semesters. (*ARCH 361, ARCH 461*)

01-363, 01-463

AEGEAN PREHISTORY: THE RISE & FALL OF THE BRONZE AGE CULTURES. This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. Students are introduced to theoretical and interpretive methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations are discussed offering a fresh look on the large number of sites in the areas of interest. Finally, students are able to experience site and museum visits as well as hands-on activities and study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age. Prerequisite: Background in archaeology and/or ancient history. Cannot be taken with 01-313 (*ARCH 331*). Fall Semester. (*ARCH 367, ARCH 467*)

01-373, 01-473

ANCIENT MATERIALS & TECHNOLOGIES IN THE GREEK WORLD. The course investigates a range of processes through which raw materials –e.g. clay, wood and marble - were shaped into objects such as the Dipylon Vases, Kouros sculptures, temple friezes, and jewelry. Students examine a range of objects of Greek origin, from Neolithic to Hellenistic and Roman times and beyond, focusing on techniques and materials that were employed to produce both objects that featured in people's daily life as well as luxury commodities. Much of the course is taught outside the classroom, taking advantage of the museums and archaeological sites. Students are able to discover how skilled Greek societies were in transforming raw materials into functioning objects, and gain an understanding of the value of the material remains within their original Greek context. Although this is not a laboratory-based course, it touches upon analytical techniques employed to investigate some of the most commonly used materials. Spring Semester. (*ARCH 372, ARCH 472*)

01-393, 01-493

ANCIENT MEDITERRANEAN ROUTES: CORRIDORS OF TRADE, ECONOMY AND INTERACTION THROUGH THE AGES. The Mediterranean Sea (also known as the Middle or Great or White Sea) is more of a bridge rather than a barrier between cultures. Sailors and merchants were (and still are) crossing this magnificent space, the world's largest inland sea, for thousands of years. Ports-of-trade, maritime networks and caravan routes allowed the movement of raw materials and finished products, as well as of people, ideas, technologies, religious beliefs, viruses and cures. This course explores the dynamics of mobility, trade and exchange networks in the Mediterranean from prehistory (3rd mil. BCE) to Late Antiquity (ca. 7th C. CE). These dynamics have shaped economic and military superpowers, all thriving and eventually collapsing, sometimes overlapping in this quite unique region.

Through a series of case studies, course participants will discuss the evolution of maritime technologies, economic systems, values and prices, distribution of ideas, aspects of warfare and piracy as observed in the practices of different peoples, such as the Egyptians, Phoenicians, Greeks, Etruscans, Romans, Carthaginians and Iberians. Textual sources, data from material culture, interdisciplinary studies on environment and technology, as well as personal observation through museum and site visits will be the necessary tools for understanding this region from a Pan-Mediterranean perspective. This is an area of constant transformation exactly because of human mobility: lemon and orange trees came from the Far East through the Arabs; tomatoes from Peru; Cypress trees from Persia. The Mediterranean, “Our Sea” for the Romans, offers a unique arena to study human interactions, political and economic histories, and the trajectories of social change. Fall Semester. (*ARCH 373, ARCH 473*).

01-344, 01-444

SPARTA UNCOVERED: WAR, GENDER, AND POLITICS IN ANCIENT GREECE. Ancient Sparta has long fascinated modern scholars, students, filmmakers, and writers – as a polis that, ostensibly, was obsessed with warfare, boasted of a rigorous educational program that taught young boys how to steal and to murder slaves known as “helots,” allowed women to acquire an

unprecedented degree of power and licenses, and was far more socially, politically, economically, and culturally backward than its main political rival, Athens. What are the sources for such long-held beliefs about ancient Lacedaemon (= the other Greek name for Sparta), and to what degree can we trust them? How can the modern student pierce the mirage of negative and positive beliefs that already began to envelop Sparta in the fifth century BCE to get at a “true” picture of this polis that played such a key role in the Greeks’ ultimate defeat of the Persians in 479 BCE and that briefly enjoyed hegemony following its defeat of Athens in the Peloponnesian War in 405 BCE? We will consider these and many other questions during this intensive four-week study of Greece, with a focus on those cities and archaeological sites that are key for the study of Spartan society and its history as well as those museums that provide material evidence that we will investigate together with the major literary accounts of ancient Sparta. Summer Session. (*ARCH 374*)

01-353, 01-453

UNVEILING THE PAST: NUCLEAR & PARTICLE PHYSICS IN ARCHAEOLOGY. Social science is a group of academic disciplines that examine human behavior. It incorporates all branches of academic study that deal with human behavior, both present and past. The study of such aspects in the past includes topics such as archaeology, geoarchaeology, cultural heritage, and conservation of art objects. Archaeometry is a compound word (from the ancient Greek words archaeos- meaning ancient, and, -metron, denoting unit or measurement) that etymologically defines the interdisciplinary application of scientific techniques to the study of all aforementioned aspects of human behavior in the past. Such techniques are primarily based on fundamental principles and phenomena of physics. Nevertheless, the early 20th century is of particular significance, as it is associated with the development of nuclear and solid-state physics. The course describes the numerous applications of elementary particles, accelerators, and radiation physics in general to the study of heritage objects and historic/prehistoric events, such as age assessment, characterization, environmental reconstruction, and palaeo-archaeo-thermometry. As Greece bridges not only three continents, but also a variety of cultures and civilizations, it holds significant importance in reconstructions of early European prehistory. The proximity of the region to Africa and West Asia, whether by sea or land, makes it a Palaeolithic “land of promise.” Therefore, special emphasis will be placed on applications within the Eastern part of the Mediterranean Sea. Fall Semester. (*ARCH 377, ARCH 477*)

01-484

ARCHAEOLOGICAL DRAWING. For students planning to pursue a career in archaeology, this course develops basic techniques in drawing pottery and other archaeological finds, such as bone, metal, stone and figurines. The course is important, as students first learn the fundamentals of observing objects before they learn how to draw them. They can then apply and expand on these fundamentals when working with newer recording technologies such as digital recording, and 3-D scanning and imaging. Indeed, to make the imagery work students need to know how to see an object, which they learn from drawing. The skills acquired have enabled students to work at many excavations, e.g. in Egypt, at Troy, and in 19-the Athenian Agora. Enrollment is limited to eight students. Spring Semester. (*ARCH 416*)

01-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, the health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter, and Summer. (*ARTH 398*)

01-301, 302, 303, 304

SELECTED TOPICS. May be repeated with a change in topic. (*ARCH 399*)

Architecture - *ARCT* (CYA)

19-313, 19-413

BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palestine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving ‘styles’ and ‘iconographies’ –the pictorial languages of these artifacts- but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussions on primary

texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hosios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARCT 364, ARCT 464*)

19-323, 19-423

ANCIENT GREEK ARCHITECTURE FROM THE ARCHAIC TO THE ROMAN TIMES AS REFLECTED IN THE MONUMENTS OF ATHENS. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*). Spring Semester. (*ARCT 366, ARCT 466*)

19-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ARCT 399*)

Art History - ARTH (CYA)

20-313, 20-413

PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (*ARTH 320, ARTH 420*)

20-323, 20-423

PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case-studies and conducting your own research you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester. (*ARTH 323, ARTH 423*)

20-223, 20-523

ADORNED: A HISTORY OF ORNAMENTAL DRESS AND JEWELRY IN GREECE. Ornamentation, the innate need for expressing oneself by adorning the self, historically emerged alongside the human condition. Humans emphasize their physical form through adornment with clothes, jewels, tattoos, and hairdos, imbued with symbolic meaning and signification, in life and death. The course explores ornamentation from a diachronic perspective, focusing however on case studies from Greek geography. Learning is facilitated through a wide range of readings, from Greek and Latin authors, to archaeological reports, exhibition catalogs, anthropology treatises and fashion-related texts; moreover, an integral part of the course are visits to museums, collections, exhibitions, design studios, and jewelry workshops; last but not least, discussion in class is encouraged by a rich and diverse visual material (stills and videos); we will delve into the world of ornament and explore its fascinating aspects, with the aim of acquiring a solid knowledge of why and how we adorn ourselves. Spring Semester. (*ARTH 328, ARTH 428*)

20-383, 20-483

HISTORY OF CONTEMPORARY ART IN GREECE. Contemporary art is defined as the art movements that emerged in the post-WWII world. From expressionism to performance art, installations, and video art, to NFTs; from the Venice Biennale to its plethora of offshoots around the globe; from the legitimization of street art as a gallery-worthy form of art; Contemporary art in Greece was foremost produced by Greek expats who came into contact with the international avant-garde of their time, especially in France, Italy, and the USA. The picture changed radically in the 1980s, when the domestic contemporary art production caught up, an audience was established and galleries started

emerging, which culminated institutionally in the 1990s with the establishment of the Syndemos Aithouson. Students acquire first-hand knowledge of the contemporary art scene in Greece, in a course combining class lectures that explore the history and theory of contemporary art, with regular scheduled site visits. The latter range from the iconic EMST, National Museum of Contemporary Art, and the National Gallery, to Foundations, such as the Takis Foundation, private commercial galleries, including but not limited to legends, such as Citronne and The Breeder, temporary exhibitions, in expected, but also in surprising unconventional venues; field walks to discuss the public presence of contemporary art in Athens; and contemporary art archives. In addition, visits to artists' studios facilitate an interaction with the producers of contemporary art today, and help the students familiarize themselves with the artistic process, contextualizing the artistic production spatially. Last but not least, the work of the Professor as an independent contemporary art curator is discussed critically and students have the opportunity to watch a show coming to life, depending on the Professor's curating commitments each semester. Contemporary art is in a state of flow: this is its basic tenet and the key to understanding and interpreting its many faces. The emerging Greek artists of today will be the established stars in the histories of contemporary art of tomorrow. Spring Semester. (*ARTH 345, ARTH 445*)

20-213, 20-513

THE WORLDS OF MEDIEVAL GREECE: TRACING BYZANTINE, ISLAMICATE, SLAVIC, JEWISH, AND FRANKISH HERITAGES IN THE AEGEAN. Was there life in Greece after the Classics? What happened to the Greek lands after the Classical period and until Early Modern times? Who were the Byzantines and why did they call themselves Romans? And if Byzantines identified themselves as Romans, then who were the Latins from Italy, France and the rest of Western Europe who conquered much of Greece in the 13th century? What were the fortunes of the indigenous Jewish communities in Greece during Late Antiquity and the Middle Ages and how the expulsion of Jews from Spain in the 15th century resulted in a sprawling Jewish community in Thessaloniki? Did you know that an Islamic Emirate ruled much of the Aegean for two centuries? And that many placenames even in the southmost of Greece originate from the Slavic language spoken by migrating population in these areas in the early Middle Ages? Or that the Ottoman sultan in 15th c. Istanbul was regarded by many Greek speaking as the continuation of the Byzantine emperor? Fall and Spring Semesters. (*ARTH 347, ARTH 447*)

20-343, 20-443

ANCIENT GREEK SCULPTURE. A course designed to give students first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, and Olympia. Fall and Spring Semesters. (*ARTH 362, ARTH 462*)

20-353, 20-453

BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palestine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving 'styles' and 'iconographies' – the pictorial languages of these artifacts - but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussion on primary texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hosios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARTH 364, ARTH 464*)

20-363, 20-463

ANCIENT GREEK ARCHITECTURE FROM THE ARCHAIC TO THE ROMAN TIMES AS REFLECTED IN THE MONUMENTS OF ATHENS. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves

in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*). Spring Semester. (*ARTH 366, ARTH 466*)

20-373, 20-473

THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21ST CENTURY. The course suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb *curare*, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (*ARTH 386, ARTH 486*)

20-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ARTH 399*)

Astronomy- ASTR (CYA)

32-313, 32-413

UNDER THE GREEK SKY: A JOURNEY THROUGH SPACE, TIME AND IMAGINATION. For millennia, humanity has gazed at the stars in wonder, weaving myths, making discoveries, and daring to explore the unknown. This course invites students on an exhilarating journey through space and time—one that connects the cosmic ambitions of ancient civilizations with today's groundbreaking space missions. Like Odysseus navigating uncharted waters, we will embark on a quest to uncover the mysteries of the universe through the lens of mythology, science, philosophy, and imagination.

Students will explore the celestial connections between Greek myths and modern space exploration, tracing how the stories of gods and heroes mirror our quest to understand the cosmos. From the Antikythera Mechanism to exoplanet discoveries, from ancient temples aligned with the stars to the latest space missions, this course unravels how Greece's rich heritage intertwines with our exploration of the universe.

The course offers an accessible, engaging, and thought-provoking approach to space science. Through interactive discussions, hands-on activities, virtual reality experiences, and storytelling, students will develop critical thinking and science communication skills. Topics include the search for extraterrestrial life, the ethics of space colonization, and astronomy in popular culture. The course also provides opportunities to visit observatories, participate in stargazing sessions, and engage with experts from leading research institutions, such as the European Space Agency (ESA) and the National Centre for Scientific Research "Demokritos".

By the end of the semester, students will have embarked on their own intellectual odyssey, gaining not only knowledge of the cosmos but also the ability to communicate its wonders, connecting past and present, myth and reality, Earth and the stars. Fall and Spring Semester. (*ASTR 350, ASTR 450*)

32-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ASTR 399*)

Biology- BIOL (CYA)

28-334

BIOLOGY AND THE WILD: ANCIENT PERSPECTIVES, MODERN CHALLENGES. This four-week field course explores the intersection of ancient biological knowledge, environmental stewardship, and modern conservation biology. With a focus on Greece's unique biodiversity and cultural heritage, students will gain insight into how ancient civilizations understood and interacted with their environment. This framework will also provide insights into the ideals and rationale behind modern conservation challenges while engaging in novel hands-on research on the health and conservation of local wildlife. Field trips will include visits to significant historical and ecological sites in and around Athens and nearby islands, Pindos Mountains, and Crete.

Conceptual Background: The study of biology, and its influence on conservation in the classical world, particularly in Greece and the wider Mediterranean, provides insight into early scientific thought and environmental management. Ancient scholars laid the foundation for many biological principles still recognized today. Their observations of nature, coupled with philosophical inquiry, led

to early scientific principles and ecological concepts, which influenced conservation efforts at the time and laid the groundwork for modern conservation biology. This course will explore the evolution of biological thought in antiquity, early ecological ideas, and conservation practices in the classical Mediterranean. Summer Session. (*BIOL 336*)

28-343, 28-443

FROM SKELETON TO STORY: THE SCIENCE OF HUMAN OSTEOLOGY. Osteology is the study of bones. Human osteology studies the composition, structure, development, morphology, and functional anatomy of the human skeleton, including the dentition. The skeleton supports, protects, and moves our body. Bone remains dynamic throughout life. It not only grows, but also constantly remodels through bodily demands, environmental parameters, and daily intakes. Thus, our skeleton reflects our life histories, and ultimately our death accounts. Knowledge of human osteology is fundamental to a variety of disciplines in the medical, paramedical, and forensic fields, in life and health sciences, and the humanities. This course will introduce students to the principles of human osteology and relevant methodologies. Using lectures, demonstrations, supplementary materials, casts, and hands-on workshops, students will learn the anatomy of the human skeletal and dental system. Ethical considerations and differential legal frameworks in handling human skeletal remains will be addressed. Different applications of human skeletal studies will be presented with emphasis on biological anthropology, osteoarchaeology, and forensics, through visits to scientific laboratories and skeletal collections. Spring Semester. (*BIOL 363, BIOL 463*)

28-313, 28-413

GENETICS IN PRACTICE; DECODING THE LANGUAGE OF LIFE. The current course focuses on Genetics and its applications in human life. Given that genetic material in the form of DNA or chromosomes constitutes the language of life, the course is adapted to be understandable to all the students regardless of the field of their studies. Genetic tests have become increasingly important in recent years in the diagnosis of certain hereditary diseases or other multifactorial diseases contributing to prevention, early diagnosis and/or treatment selection of patients (e.g. personalized medical treatment, gene therapies). In the frame of this course, laboratory practice of students will take place at NCSR 'Demokritos'. The aim of the course is for students to be familiar with Genetics and its applications to current medical practice and research. Fall and Spring Semester. (*BIOL 351, BIOL 451*)

28-324

CONSERVATION ISSUES CONFRONTING THE MEDITERRANEAN SEA AND SUSTAINABLE SOLUTIONS: AN INTERDISCIPLINARY, PROJECT-BASED APPROACH. Students in this short-term study abroad course will be engaged in a Project-based Learning (PBL) project. As such, they will be given the freedom and opportunity to explore a challenging, real-world problem to develop a deeper and more enriched understanding. To accomplish this, participants will venture into physical classrooms and laboratories, and field-based environments to learn from local, national, and international experts, researchers, and faculty about sustainability, conservation, environmental science, marine biology, and international policy and law while they work to unravel the complex anthropogenic pressure of plastic pollution in the Mediterranean Sea. Working in small groups, students will address the following question:

How can we help reduce the amount of plastic pollution in the Aegean Sea?

To answer this specific question, students are required to: devise a plan of action at any level that addresses a select audience(s), and explain their chosen plan in a public product such as a poster, scientific paper, brochure, presentation given to envisioned policy makers, a piece of art, etc.

The bottom line is that students must answer the above question through in-depth inquiry. Final grades will depend on how student groups exhibit and communicate what they have learned in this course while advocating for environmental justice via the United Nations Sustainability Goals (UNSDGs). Importantly, students will be mentored through all aspects of their PBL project and, as such, will be required to complete a series of mile-stone assignments up until their final presentation of their work (PBL Works, <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>).

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. In PBL, the project is the vehicle for teaching the important knowledge and skills students need to learn. PBL incorporates sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, leading to a public product that answers a challenging question. Summer Session. (*BIOL 354*)

28-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*BIOL 399*)

Business - BUS (CYA)

16-343, 16-443

INVENTING TOMORROW: FROM IDEA TO MARKET. Do you have a great idea for new technology and want to learn the correct steps to transform it into an innovative product for the market? Are you a technologist who wants to know how to turn your invention into a successful product? Do you want to learn how best to protect a new invention so it retains its value all the way to market? Or maybe you simply want to learn how to invent things? Then, this course is for you! This practical course has been developed from extensive hands-on experience in advising and mentoring inventors and companies on how best to commercialize their ideas. As a senior “technology exploitation” advisor for the European Commission, the instructor has met and advised hundreds of scientists, technologists, and businessmen on how to maximize the potential of their innovations. The most important lesson to learn is that the route to successful commercialization is much like the scientific method: prove the concept, plan ahead, observe results, correct, and repeat until ready for the market. This approach works for all technologies with potential value, whether to an industry or directly to a consumer. Fall Semester. (*BUS 335, BUS 435*)

16-353, 16-453

DIGITAL STORYTELLING: CONTENT CREATION FOR JOURNALISM AND BUSINESS. This course introduces students to the basic principles of digital storytelling, with the aim of cultivating students' skills in this realm across a range of digital written and audiovisual mediums and according to different formats tailored to common journalistic, social media and business conventions. Fall Semester. (*BUS 349, BUS 449*)

16-313, 16-413

BUSINESS, ETHICS AND POLITICS. This course examines some of the standard issues in business ethics, and what deeper, philosophical problems (both ethical and political) lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness. 4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of the Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Fall and Spring Semester. (*BUS 350, BUS 450*)

16-323, 16-423

COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION. This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*BUS 360, BUS 460*)

16-363, 16-463

GLOBAL MARKETING STRATEGIES: CULTURE, ECONOMY, AND CONSUMER ENGAGEMENT. This course explores the development of international marketing campaigns exposing students to how different cultures and economies develop objectives and methods of marketing planning through the execution of research, advertising, distribution, and consumer targeting activities. Students examine the international similarities and differences in marketing functions as related to cultural, economic, political, social, and technical dimensions and consider the changes in marketing systems, philosophies and practices to build campaigns that respond to conditions in different countries. Attention to UNSDGs and Macromarketing forces are integral to course pedagogy.

Using literature review, case studies, lectures, ethnographic field work, and group marketing plan development, students will produce and present an original campaign in both oral and written form by developing global marketing strategies, research plans, and campaign recommendations. Individual and group projects will round out course deliverables including strategies and plans for a product/brand/corporate launch, foreign market entry and implementation supported through opportunity assessment and data-driven research plans. Fall Semester. (*BUS 369, BUS 469*)

16-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications,

business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring and Summer. (*BUS 398*)

16-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*BUS 399*)

Classical Languages - *CLAG & CLAL* (CYA)

02-114

BEGINNING ANCIENT GREEK I. The course consists of an intensive study of the forms, syntax, and vocabulary of ancient Greek. Through a systematic and in-depth presentation of vocabulary and language forms students develop their skills in reading, comprehension and translation of phrases and, eventually, small passages in classical Greek. Apart from the exercises in the textbook, students have the opportunity to develop their language skills through additional stimuli such as short inscriptions carved in a variety of media (e.g. stone, ostraca, vases) and simple texts written on coins and papyri. Fall Semester. (*CLAG 101*)

02-124

BEGINNING ANCIENT GREEK II. Students who have successfully completed 02-113 (*CLAG 101*) or its equivalent undertake the reading of an original text. Spring Semester. (*CLAG 102*)

02-213

INTERMEDIATE ANCIENT GREEK I: ATTIC PROSE. Students are introduced to the work of writers of the 5th and 4th c. BC. Consists of the reading of one or more Socratic dialogues in Plato or of the most representative speeches of the greatest Attic orators of the period, such as Lysias, Isocrates, Antiphon and Demosthenes. In this course students improve their reading skills by translating as much Greek as possible. At the same time, we focus on expanding their knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board and sight-reading are important components. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also discussed: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's political views, and so on. It is the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of the text in the history of Greece and the literature produced. Prerequisite: 1 year of Ancient Greek. Fall Semester. (*CLAG 201*)

02-223

INTERMEDIATE ANCIENT GREEK II: HOMER. The course consists of the reading of selected books from The Iliad or The Odyssey; sight-reading and exercises in writing Greek prose complete the course. Prerequisite: 1 year of Ancient Greek. Spring Semester. (*CLAG 202*)

02-313

ADVANCED ANCIENT GREEK I: THUCYDIDES. The course includes the reading of one or more of the books of The History, and sight-readings of Greek prose and poetry. Prerequisite: 3 semesters of Ancient Greek. Fall or Spring Semesters. (*CLAG 305*)

02-323

ADVANCED ANCIENT GREEK II: ATTIC POETRY. The course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles) or the comedies of the most important poet of the Old Attic Comedy, Aristophanes. The course consists of the reading of one tragedy or comedy. At the same time, the aim is to expand students' knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board, sight-reading and meter exercises are important components of the course. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also taken under consideration: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's views with regard to contemporary politics, and so on. At the end of the semester each student is assigned a role, and the play taught in class is presented in front of the entire CYA community. In this way, the students are presented with the opportunity not only to improve their language skills but also to "feel" the spirit of the play, the ethics of its characters, and its role in the history of Greece and poetry. Prerequisite: 3 semesters of Greek. Spring Semester. (*CLAG 306*)

02-353

THE GREEK STONES SPEAK: AN INTRODUCTION TO GREEK EPIGRAPHY. This introduction to Greek epigraphy offers a practical guide to one of the ancient world's most interesting types of evidence - inscriptions. Texts inscribed on stone and other materials give us insights into antiquity that the literary sources cannot, bringing us closer to the ordinary individuals who composed, carved and read them. Inscriptions illuminate almost every aspect of the ancient world, from the monumental public laws, decrees and royal pronouncements that effected state policies to the everyday shopping lists and graffiti scratched on potsherds. The course investigates the origins of

written Greek, examines a variety of types of texts (decrees, dedications, funerary epitaphs, curses), and explores the historical topics which inscriptions inform (democracy, law, empire, literacy and bilingualism). Much of the course will be spent on sites and in museums looking at and working with inscriptions, especially at the Epigraphic Museum (the world's largest collection of Greek inscriptions), and will include a strong practical element, guiding the student through the skills needed to read and interpret both the stones themselves as well as demystifying their publications, opening up a wealth of historical, linguistic, and archaeological material. . Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Spring Semester. (*CLAG 350*)

02-133

BEGINNING LATIN I. This course introduces students to classical Latin. Students will become acquainted with the language, style, and grammatical and syntactical structures which form the core of classical Latin. Through a systematic and in-depth presentation of vocabulary and language forms students will develop their skills in the reading, comprehension, and translation of phrases and, eventually, short texts. Assisted by the instructor, students will also be encouraged to explore the impact of style and to discover the connections between the linguistic features of Latin and the modern languages which they have already mastered.

Apart from the exercises in our textbook, students who will begin Latin at CYA will have the opportunity to develop their language skills through additional quizzes, puzzles, and language-games designed especially for them. We consider active teaching and learning as vital in order to support and boost memorization and acquisition of this demanding but also fascinating language. Another innovative element of the course is that the material used will consist not only of literary sources but also of short inscriptions carved in a variety of media (e.g. stone, ostraca, vases) and simple texts written on coins and papyri. Fall Semester. (*CLAL 101*)

02-143

BEGINNING LATIN II. Beginning Latin introduces students to classical Latin. Students will become acquainted with the language, style, and grammatical and syntactical structures which form the core of classical Latin. Through a systematic and in-depth presentation of vocabulary and language forms, students will develop their skills in the reading, comprehension and translation of phrases and, eventually, short texts. Assisted by the instructor, students will also be encouraged to explore the impact of style and to discover the connections between the linguistic features of Latin and the modern languages which they have already mastered.

Apart from the exercises in our textbook, students who will begin Latin at CYA will have the opportunity to develop their language skills through additional quizzes, puzzles and language-games, designed especially for them. We consider active teaching and learning as vital in order to support and boost the memorization and acquisition of this demanding but also fascinating language. Another innovative element of the course is that the material used will consist not only of literary sources, but also of short inscriptions carved in a variety of media (e.g. stone, ostraca, vases) and simple texts written on coins and papyri. Spring Semester. (*CLAL 102*)

02-233

INTERMEDIATE LATIN I. This course introduces students to the most representative work of the Roman comic playwright, T. Maccius Plautus (d.184 BCE). Although his Latin is somewhat archaic, it is quite simple and easy to translate. The course aims to improve students' reading skills and at the same time expand their knowledge of Latin grammar and syntax. Students also examine the author's language and style, and discuss his texts in their historical context. Prerequisite: 1 year of Latin. Fall Semester. (*CLAL 211*)

02-243

INTERMEDIATE LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 1 year of Latin. Spring Semester. (*CLAL 212*)

02-333

ADVANCED LATIN I. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 3 semesters of Latin. Fall Semester. (*CLAL 311*)

02-343

ADVANCED LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class exercises in prose composition. Prerequisite: 3 semesters of Latin. Spring Semester. (*CLAL 312*)

02-373

FROM MANUSCRIPT TO THE CLASSROOM: THE PALEOGRAPHICAL TRADITION OF THE LATIN LANGUAGE. This course aims at introducing students to the amazing world of Latin Palaeography. We will focus on the history and development of Latin scripts in Europe from Late Antiquity to the 15th c. AD. As the Latin language evolved in this time frame, so the Latin script underwent profound changes in the areas in which it was used.

This course will highlight these changes focusing on the most important scripts; the mechanisms of manuscript production in Europe; and the role of monastic (and non) scriptoria in the cultural advance of Europe. Each script will be discussed in its historical and cultural context, laying emphasis on its evolution and peculiar characteristics. This will be followed by the close reading of selected texts which will illustrate the variety of handwritings used in Europe.

The course also aims at highlighting the role of the scriptoria in the preservation and transmission of the works of classical authors. Furthermore, it will introduce students to the critical study of manuscripts, allowing them to comprehend the importance of a direct approach to the primary sources and the contribution of palaeography to classical philology. Through the close reading of original texts and the use of modern scholarship, the students will be able to grasp the main principles of the field and use it for their own research. Exams in writing and project assignments (under instructor supervision and guidance) will demonstrate the students' understanding of the material and progress in class.

Finally, visits to libraries or archives will give students the opportunity for a direct approach to written sources. Spring Semester. (*CLAL 360*)

02-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*CLAG 399, CLAL 399*)

Communications – COMM (CYA)

15-333, 15-433

SCIENCE COMMUNICATION. This course is going to provide both a practical and a theoretical approach to science communication. Communicating scientific results effectively is an essential skill nowadays since it can lead to fruitful collaborations and result in obtaining an important amount of funding (as public engagement is a key factor in every researcher's application for a grant) that can help develop further any scientific project. More importantly, it can positively impact society by increasing the Science Capital, promoting scientific literacy, and hence fighting pseudoscience and the lack of trust of the public towards scientists. The main purpose of the course is to highlight the importance of effective science communication and present the various ways through which it can have a positive long-lasting influence on a wide range of audiences (such as creating collaborations on an academic level, building trust with the general public and inspiring young school students to follow STEM related subjects at school and later at the University). In more detail, the students will learn how to share key findings and results from different research groups at NCSR "Demokritos" and measure the impact this communication can have on society and the research center. This means the students will first familiarize themselves with the scientific method and the different types of scientific research on different topics (such as lab work in nanoscience or theoretical work in nuclear physics), they will then learn how to share this information with different audiences. Lastly, in order for their work to be meaningful, they will evaluate their projects and measure the impact it has. Spring Semester. (*COMM 320, COMM 420*)

15-313, 15-413

MEDIATING THE MESSAGE: SOCIAL MEDIA AND PEOPLE (IN GREECE). Social Media (or Social Networks) constitute the spear of the Writable Web that is causing massive changes in traditional mediating models. Human and institutional communication is going through tremendous change, with individual wisdom directly competing with mass media operations. Peer online activity and shared material create multiple instances of media experiences for users who are engaged in a constant selection process, either browsing on a homepage of an online newspaper or through Facebook posts. Traditional media, despite their heavy online investments, are challenged in terms of their role as leading intermediaries between institutional sources and society. Studies have suggested that peer-shared material via deep links to websites constitute a significant point of entry for an increasing population of social network users, who tend to ignore pre-arranged syntheses of news stories on mainstream homepages. THE GREEK CASE: During the crisis years in Greece, online public dialogue has experienced a substantial growth, not only amongst people, but also between audiences and established media that, increasingly see news content being put under scrutiny by producers-users (or *producers*), who are active online. Traditional political forces have similar experiences, trying to keep up with developments. During the crisis years in Greece, social media users/voters have boosted political discourse via social networks, contributing, sharing or commenting on on-going developments. At the same time, crisis at a political level has caused the disintegration of old political formations accompanied by the demise of, until then, dominant political rhetoric and messaging systems. Social media functions of mainstream politics remained in the margins of creativity, playing a minimal role amongst potential voters. Spring Semester. (*COMM 346, COMM 446*)

15-343, 15-443

DIGITAL STORYTELLING: CONTENT CREATION FOR JOURNALISM AND BUSINESS. This course introduces students to the basic principles of digital storytelling, with the aim of cultivating

students' skills in this realm across a range of digital written and audiovisual mediums and according to different formats tailored to common journalistic, social media and business conventions. Fall Semester. (*COMM 349, COMM 449*)

15-323, 15-423 COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION. This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*COMM 360, COMM 460*)

15-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*COMM 398*)

15-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*COMM 399*)

Computer Information Systems - CIS (CYA)

29-313, 29-413 AI INNOVATIONS: BRIDGING THEORY AND PRACTICE IN APPLIED SCIENCES. Artificial intelligence (AI) in Applied Sciences is designed to equip third-year undergraduate students in applied sciences with a deep understanding of AI's fundamental concepts, its methodologies, and the transformative role it plays in various fields. The course unfolds over eight modules, each focusing on a distinct aspect of AI, starting from its historical evolution and moving through its sub-domains, practical applications, and ethical considerations.

The first module, "Demystifying AI," lays the groundwork by exploring the history and evolution of AI, and addressing common misconceptions to ensure that students possess a clear foundational knowledge. Subsequent modules delve into specific AI sub-domains, including machine learning algorithms, neural networks, and natural language processing, providing students with a broad understanding of the technical aspects of AI. The course also emphasizes the significance of data management, highlighting techniques for collecting quality data and data annotation, critical for training AI models.

A unique feature of this course is its focus on AI's role in enhancing the research project life cycle and its practical applications in research and development. Through a series of case studies, students will explore how AI technologies are applied across various stages of research, from ideation to dissemination of findings.

The course adopts a hands-on approach, combining theoretical instruction with practical exercises, discussions, and project work. Students will engage with real-world case studies, participate in group discussions, and undertake projects that apply AI concepts to practical problems. Fall Semester. (*CIS 376, CIS 476*)

29-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*CIS 399*)

Cultural Heritage - CHTE (CYA)

21-313, 21-413 PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case studies and conducting your own research, you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester. (*CHTE 323, CHTE 423*)

21-354	PLUNDERING GREEK ANTIQUITY: COLLECTORS, MUSEUMS, AND ARCHAEOLOGICAL ETHICS. Who owns the Greek past? Where do the Parthenon Marbles belong and why? Where do Cycladic figurines come from, and why do we know so little about most of them? Is the Getty Kouros an authentic Greek statue? Can we use science to answer this question? If the Euphronios Krater was made in Greece, why is it in Italy (after more than thirty years in the US)? Is looting still happening in Greece? We will contemplate these and other questions in our discussion of the broad range of ethical dilemmas connected to Greek antiquities in the 21 st century. We will focus on issues concerning the looting of ancient sites; ethical, political, and legal aspects of the international trade in art objects and antiquities; authenticity and forgery of ancient art and the scientific technologies applied in the analysis of ancient objects; the management of museums and repatriation of cultural property; conservation and preservation of cultural heritage; and the protection of cultural property in armed conflict. No previous knowledge of Greek art and archaeology is required. Summer Session. (<i>CHTE 355</i>)
21-333, 21-433	THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21 ST CENTURY. The course suggests an inquiry into the world of curating art in the 21 st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb curare, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (<i>CHTE 386, CHTE 486</i>)
21-946	INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (<i>CHTE 398</i>)
21-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (<i>CHTE 399</i>).
Economics - ECON (CYA)	
03-333, 03-433	<p>EUROPE TODAY: WINTER IS COMING. The first part of the course will be devoted to analyzing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a “social Europe” (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented “peace project” that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted.</p> <p>The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/ migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived “clash of civilizations”. The ongoing Covid-19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined.</p> <p>The third part will address the European Union’s changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs.</p>

Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semesters. (*ECON 327, ECON 427*)

03-314 REIMAGINING PROFITABILITY IN THE AGE OF POPULIST POLITICS | LESSONS FROM ANCIENT & MODERN ATHENS. The past decade has been transformational. A global pandemic, world at war, planet on fire, and Ai Agora have infused international relations with the discord of populism, accelerated by stalled economic growth and externalities of deepening wealth inequality. Converging political, economic, social, and environmental forces complicate the already difficult task of bridging triple bottom line development goals protecting people, profits, and the planet, with enlightened policies designed to make business a better partner with government and civil society. A world troubled by a multipolar global order characterized by the “Thucydides Trap” demands rethinking the formal institutions and existing practices of the international order, and the conceptual frameworks of the power transition theory. This course asks students to critically consider Ancient Athenian foreign policy and trade successes and failures – what Plutarch believed were the foundations of international commerce that brought cooperation and friendship – thrashed against contemporary Greek and European policy efforts. Students will travel and explore the sites, museums, monuments, and history of Athens, Delos, Delphi, Corinth, Crete, and Mykonos, as well as meet with nonprofit and corporate leadership. The combination asks students to consider blueprints from ancient history that illustrate models of purpose-driven leadership and more equitable political and economic development efforts while avoiding the failures of past empires. As importantly, this class affords students embarking on a career in international relations, business, public policy, nonprofit, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries develop strategic and policy measures ensuring they contribute to building a more peaceful and prosperous world both at home and abroad. Summer Session. (*ECON 349*)

03-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ECON 398*)

03-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ECON 399*)

Engineering - ENGR (CYA)

27-313, 27-413 INVENTING TOMORROW: FROM IDEA TO MARKET. Do you have a great idea for new technology and want to learn the correct steps to transform it into an innovative product for the market? Are you a technologist who wants to know how to turn your invention into a successful product? Do you want to learn how best to protect a new invention so it retains its value all the way to market? Or maybe you simply want to learn how to invent things? Then, this course is for you! This practical course has been developed from extensive hands-on experience in advising and mentoring inventors and companies on how best to commercialize their ideas. As a senior “technology exploitation” advisor for the European Commission, the instructor has met and advised hundreds of scientists, technologists, and businessmen on how to maximize the potential of their innovations. The most important lesson to learn is that the route to successful commercialization is much like the scientific method: prove the concept, plan ahead, observe results, correct, and repeat until ready for the market. This approach works for all technologies with potential value, whether to an industry or directly to a consumer. Fall Semester. (*ENGR 335, ENGR 435*)

27-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ENGR 399*)

Entrepreneurship – (ENTR) (CYA)

33-313, 33-413 GLOBAL MARKETING STRATEGIES: CULTURE, ECONOMY, AND CONSUMER ENGAGEMENT. This course explores the development of international marketing campaigns exposing students to how different cultures and economies develop objectives and methods of marketing planning through the execution of research, advertising, distribution, and consumer targeting activities. Students examine the international similarities and differences in marketing functions as related to cultural, economic, political, social, and technical dimensions and consider the changes in marketing systems, philosophies and practices to build campaigns that respond to

conditions in different countries. Attention to UNSDGs and Macromarketing forces are integral to course pedagogy.

Using literature review, case studies, lectures, ethnographic field work, and group marketing plan development, students will produce and present an original campaign in both oral and written form by developing global marketing strategies, research plans, and campaign recommendations. Individual and group projects will round out course deliverables including strategies and plans for a product/brand/corporate launch, foreign market entry and implementation supported through opportunity assessment and data-driven research plans. Fall Semester. (*ENTR 369, ENTR 469*)

33-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic. (*ENTR 399*)

Environmental Studies – *ENVR* (CYA)

04-374

BIOLOGY AND THE WILD: ANCIENT PERSPECTIVES, MODERN CHALLENGES. This four-week field course explores the intersection of ancient biological knowledge, environmental stewardship, and modern conservation biology. With a focus on Greece's unique biodiversity and cultural heritage, students will gain insight into how ancient civilizations understood and interacted with their environment. This framework will also provide insights into the ideals and rationale behind modern conservation challenges while engaging in novel hands-on research on the health and conservation of local wildlife. Field trips will include visits to significant historical and ecological sites in and around Athens and nearby islands, Pindos Mountains, and Crete.

Conceptual Background: The study of biology, and its influence on conservation in the classical world, particularly in Greece and the wider Mediterranean, provides insight into early scientific thought and environmental management. Ancient scholars laid the foundation for many biological principles still recognized today. Their observations of nature, coupled with philosophical inquiry, led to early scientific principles and ecological concepts, which influenced conservation efforts at the time and laid the groundwork for modern conservation biology. This course will explore the evolution of biological thought in antiquity, early ecological ideas, and conservation practices in the classical Mediterranean. Summer Session. (*ENVR 336*)

04-333, 04-433

CULTURAL LANDSCAPES. Landscape studies bring together nature and culture to form a holistic interpretation of local natural history. This course presents the landscape approach through interdisciplinary research and field work. It provides an introduction to landscape-based study and its applications, the main goal being to build an appreciation for landscape literacy. The course objectives are: a) the understanding and use of basic notions and terms in landscape studies and the values of their use; b) Familiarization with the basic methods of landscape analysis, assessment and evaluation techniques; c) Getting to know the cultural landscapes of Greece with special emphasis on the history of their development; and d) having students develop a landscape analysis application. Spring Semester (*ENVR 353, ENVR 453*)

04-344

CONSERVATION ISSUES CONFRONTING THE MEDITERRANEAN SEA AND SUSTAINABLE SOLUTIONS: AN INTERDISCIPLINARY, PROJECT-BASED APPROACH. The Students in this short-term study abroad course will be engaged in a Project-based Learning (PBL) project. As such, they will be given the freedom and opportunity to explore a challenging, real-world problem to develop a deeper and more enriched understanding. To accomplish this, participants will venture into physical classrooms and laboratories, and field-based environments to learn from local, national, and international experts, researchers, and faculty about sustainability, conservation, environmental science, marine biology, and international policy and law while they work to unravel the complex anthropogenic pressure of plastic pollution in the Mediterranean Sea. Working in small groups, students will address the following question:

How can we help reduce the amount of plastic pollution in the Aegean Sea?

To answer this specific question, students are required to: devise a plan of action at any level that addresses a select audience(s), and explain their chosen plan in a public product such as a poster, scientific paper, brochure, presentation given to envisioned policy makers, a piece of art, etc. The bottom line is that students must answer the above question through in-depth inquiry. Final grades will depend on how student groups exhibit and communicate what they have learned in this course while advocating for environmental justice via the United Nations Sustainability Goals (UNSDGs). Importantly, students will be mentored through all aspects of their PBL project and, as such, will be required to complete a series of mile-stone assignments up until their final presentation of their work (PBL Works, <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>).

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. In PBL, the project is the vehicle for teaching the

	important knowledge and skills students need to learn. PBL incorporates sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, leading to a public product that answers a challenging question. Summer Session. (<i>ENVR 354</i>)
04-323, 04-423	URBAN SUSTAINABILITY: THEORY AND CASE STUDIES IN GREECE. Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural resources in the last decades and during the current crisis. Fall semester. (<i>ENVR 370, ENVR 470</i>)
04-353, 04-453	PLANETARY ECOLOGY: CLIMATE SCIENCE, CLIMATE SOLUTIONS. Using the framework of “planetary boundaries” and tipping points of potentially irreversible damage presented in the first documentary film entitled <i>Breaking Boundaries: The Science of our Planet</i> , this course presents climate science as well as climate solutions both from a global environmental or planetary perspective as well as from an individual and societal public and environmental health perspective. We will learn the fundamental causes and consequences of global warming that is continuing to disrupt and destabilize the Earth’s climate. We will investigate the rapid transition ending the Holocene geologic epoch that was characterized by a stable climate and the beginning of the Anthropocene marked by increasing global average temperatures and increasingly frequent and severe weather events. We will explore climate science and climate solutions using three primary texts and many recommended texts, several documentary films, individual literature review of peer-reviewed scientific publications as well as climate journalism. In our twice weekly seminars, students will discuss the assigned readings and documentary films, lectures, and their own reviews of current and recent climate journalism on specific topics. Students will also have an opportunity to present their individual and/or small group research projects. We will take at least two field trips in or around Athens, and all of these seminar activities will contribute to our achievement of the course learning goals. Fall Semester. (<i>ENVR 374, ENVR 474</i>)
04-364	RENEW & RISE: CLIMATE ACTION AND FAIR ENERGY POLICIES. The "Climate & Fair Energy Transition Summer School" is a comprehensive four-week program designed to equip participants with the knowledge and skills necessary to navigate the complexities of modern energy transitions. Coordinated by the Institute of Energy Development & Transition to Post-Lignite Era and the Laboratory of Energy Transition & Development Transformation (ENTRA Lab), this course emphasizes a multifaceted approach to addressing climate change and ensuring equitable energy policies. The course focuses on the paradigm shift from fossil fuels to renewable energy sources, exploring the broader implications of this transition. It integrates perspectives from climate justice, policy frameworks, and community engagement to provide a holistic understanding of energy transitions. The curriculum covers historical injustices, the need for equitable policy measures, and the importance of inclusive approaches that recognize the voices of marginalized communities. The primary aim of the summer school is to empower participants to become leaders and advocates for a just energy transition. The course seeks to ensure that the move towards renewable energy sources not only addresses the urgent need to mitigate climate change but also promotes social justice and equity. Participants will be equipped with the skills to develop and implement inclusive and participatory energy policies that integrate climate justice principles. Summer Session. (<i>ENVR 375</i>)
04-946	INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (<i>ENVR 398</i>)
04-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (<i>ENVR 399</i>)
History - HIST (CYA) 06-284	THE CONCEPT OF DEMOCRACY: A DIACHRONIC PERSPECTIVE. The course will take the NHS students to key locations in Attika and Athens, such as the Agora of Athens, the Pnyx, the Stavros Niarchos Cultural Foundation, and the Hellenic Parliament, where, through personal autopsy,

they will experience these sites as places of public gathering and exchange of ideas. Students will connect, compare and contrast ancient and contemporary perceptions of Democracy in Europe and the United States. Democracy is one of the most widely celebrated concepts of the modern world, despite drawing its origin from Antiquity. Modern states have endorsed almost unanimously the ideal of democracy and have modelled their respective polities accordingly. While representative democracy is the most common form of government in the contemporary world, it is direct democracy which was the first form to emerge in history. Located at the birthplace of democracy, in central Athens, this course aims to explore the genesis, transformations and challenges posed to democracy from antiquity to present times. Having as a starting point the Pnyx Hill, the place where the Athenians used to gather to talk on political issues and to make decisions on the future of their town, the course will take students on a conceptual journey across sites, which are significant for understanding the values, principles, challenges, and historical evolution of democracy both as an idea and as an institution. Democratic deficit has been identified by the European Commission as one of the main problems that the EU has been facing in recent years. The term describes what many European citizens perceive as a lack of democratic accessibility, representation, and accountability in the EU. This is reflected in the reduced participation in European and national parliamentary elections, as well as a general feeling of disengagement experienced by E.U. citizens, as regards policy and politics at E.U. level. How can we address citizen engagement at a time of political transformation? What is the role of citizen fora, technology and participatory democracy? Summer Session. (*HIST 312*)

06-313, 06-413

HISTORY, POWER, AND CONFLICT IN THE EASTERN MEDITERRANEAN. The Eastern Mediterranean has always been one of the most important meeting points of humanity, from the Bronze Age civilizations that flourished along its coasts to today's trade corridors and energy pipelines that traverse the Eurasian landmass. However, it is a region that has also been defined by conflict and competition. Today, the Eastern Mediterranean continues to be a global flashpoint, a border between the Global South and the Global North along which the Great Powers continue to clash.

The course will give students the opportunity to learn about this strategically critical area, its current challenges and future opportunities. Students will thus reflect on the future of regional interconnectivity, the importance of non-state actors, and the importance of the Eastern Mediterranean's energy deposits. To complement this, students will also study the key actors present in the region (including the European Union, Turkey, the Arab states of West Asia and North Africa, as well as the United States, Russia, and China).

The region's complex interrelations continue to be largely defined by its past. To understand the Eastern Mediterranean today and its future, it is important to be aware of its recent past. The course will therefore delve into the region's 20th century history to illustrate how the status quo was shaped by two World Wars, decolonization, and the Cold War. Fall Semester (*HIST 321, HIST 421*)

06-373, 06-473

LIFE & DEATH IN ANCIENT GREECE & EVERYTHING IN BETWEEN: AN INTRO TO ATHENIAN SOCIETY. This course takes a sociological and anthropological approach to ancient Athenian society, focusing on the individual and examining the human journey through the rites and rituals surrounding birth, transitional phases, marriage, family and kinship, illness and death. We will examine the role of religion in all aspects of the ancient city; explore the political relationships that bound Athenians together; watch them at the gymnasium and in sports and athletic contexts within different age classes; see how they join the workforce in the household, factories or shops, and how the economy of the city was organized as well as delve into their private lives at home. A holistic approach to all aspects of society will bring to the fore the many groups who have traditionally been marginalized in scholarship: children, women, servants, enslaved peoples, foreigners and refugees in the city. To gather evidence for this analysis of ancient life, we will visit a number of archaeological sites and museums around Athens. Fall and Spring Semester. (*HIST 334, HIST 434*)

06-323, 06-423

CONTEMPORARY GREEK POLITICS & SOCIETY: HISTORICAL PERSPECTIVES ON CHANGE AND CONTINUITY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important is the historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Fall Semester. (*HIST 339, HIST 439*)

06-264 TOPOGRAPHY & MONUMENTS OF ANCIENT ATHENS AND ROME. Summer Session. (*HIST 338*)

06-244 THE STRANGENESS OF ANCIENT GREECE: DIVERSITY, DIFFERENCE AND REGIONALITY AMONG THE GREEK STATES. The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentricity that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session. (*HIST 346*)

06-273, 06-573 THE WORLDS OF MEDIEVAL GREECE: TRACING BYZANTINE, ISLAMICATE, SLAVIC, JEWISH, & FRANKISH HERITAGES IN THE AEGEAN. Was there life in Greece after the Classics? What happened to the Greek lands after the Classical period and until Early Modern times? Who were the Byzantines and why did they call themselves Romans? And if Byzantines identified themselves as Romans, then who were the Latins from Italy, France, and the rest of Western Europe who conquered much of Greece in the 13th century? Did you know that an Islamic Emirate ruled much of the Aegean for two centuries? And that many place names even in the south most of Greece originate from the Slavic language spoken by migrating population in these areas in the early Middle Ages? Or that the Ottoman sultan in 15th c. Istanbul was regarded by many Greek-speaking as the continuation of the Byzantine emperor? Fall and Spring Semester. (*HIST 347, HIST 447*)

06-613, 06-813 UNDER WESTERN EYES: A DECOLONIAL HISTORY OF MODERN GREECE. Modern national identities evoke the past to construct a sense of continuity, uniqueness and purpose to their contemporary citizens. Greece is perhaps one of the most telling instances where representations and perceptions of the past have overdetermined the way modern Greece sees itself and is seen by others. These perceptions of the “glorious ancient past” have not been shaped by Greeks only, but also by the appropriation of “ancient Greece” by the West, in its effort to delineate a distinctive and cohesive Western identity. To what extent the legacy of “ancient Greece” is a precious heritage only and when does it become a yardstick to model and measure national history, the urban landscape and collective identity? Being “Western” has been perceived as a marker of progress and modernity and as an advanced stage in the developmental course of history, while the “Orient”, or the “East”, has been associated with exoticism but also perceptions about tradition, under-development, or even backwardness. Situated at geographical cross-roads Greece is perhaps an ideal example of the multiple ways this dilemma - between the East and the West, between tradition and modernity, between Europe and the Orient – has shaped modern Greek national identity, local mentalities, the perception of the Greek self and the gaze of the West on Greece. This course will examine such issues by canvassing modern and contemporary Greek history from the eve of the national revolution to the recent financial and refugee crises, which have brought Greece to the centre-stage of global political developments. Spring Semester. (*HIST 354, HIST 454*)

06-333, 06-433 SPORTS, GAMES & SPECTACLES IN THE GRAECO-ROMAN WORLD. The main aim of this course is to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze Age through to the period of late antiquity. Within this wider spatial and temporal context, it focuses on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course primarily seeks to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients. A secondary aim of this course is to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we'll be looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We will also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere. In addition to in-class lectures and discussions, the course also includes a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi

and Messene) where sessions center on the examination and interpretation of the physical evidence. Fall and Spring Semesters. (*HIST 355, HIST 455*)

06-343, 06-443

ANCIENT MACEDON TO THE DEATH OF ALEXANDER THE GREAT. An examination of the actions and events of the 4th c. through the study of primary evidence - literary, epigraphic and archaeological. Special attention is paid to the career of Philip II and to that of his son Alexander the Great. The course is partly taught on the field trip to Northern Greece which takes students to Thessaloniki and its museums, the ancient capital city of Pella, the royal Macedonian tombs, the palace at Vergina and other sites with a view to familiarize the students with the archaeological evidence on Macedonian history. A visit to the Epigraphic Museum in Athens acquaints students with important 4th c. documents that survive inscribed on stones and which constitute valuable sources of ancient history. Special emphasis is given to topics that are central to modern political and intellectual debate. Spring Semester. (*HIST 356, HIST 456*)

06-623, 06-823

REDISCOVERING ROMAN GREECE. The phrase “Greco-Roman civilization” implies that these two empires make up one whole. Did the Romans indeed just copy the Greeks, giving new names to old gods? Did they conquer and assimilate? Did the emperors convince the Greeks they were gods themselves? Using archaeological sites in Athens (such as the Roman Agora, the Acropolis, Hadrian’s Library, the Temple of Olympian Zeus and the Panathenaic Stadium) as well as ancient sources and other material culture, this course will explore the long history and interaction between these two empires, from their initial contacts to the spread of the Roman territory across the Greek-speaking Eastern Mediterranean. We will take a holistic approach, investigating the primary social, religious, economic and cultural institutions of both worlds. The “Roman era of occupation” is one of the most overlooked periods in Greek history, but as this course seeks to demonstrate, it eventually had a profound impact on the subsequent course of social and political development in the wider Mediterranean region and Europe. Fall and Spring Semester. (*HIST 357, HIST 457*)

06-353, 06-453

BIOGRAPHY OF AN EMPIRE: THE SURPRISING LIFE OF ‘BYZANTIUM’ (324-1453). The course is an introduction to the history of the Byzantine Empire (284/324-1453). The first unit explores the transformation of the Ancient World and the emergence of the Byzantine Empire as a major political, economic, and cultural power in Europe and the Near East, from Diocletian’s re-foundation of the Roman Empire (284-305) and Constantine’s re-foundation of the city of Byzantium/New Rome (324) until the end of the 12th century. Among the topics covered in this unit are the development of imperial ideology and the institutions of the state; warfare and diplomacy; social and economic life, and literary, artistic, and architectural achievements. The second unit examines the period between the Latin and the Ottoman Conquests of Constantinople (1203/1204 and 1453) and the shaping of the historical memory of Byzantium from the Late Middle Ages to today, and ends with an introduction to the Medieval history and monuments of the Peloponnese and the school field trip to the region. A major theme of this second unit is Byzantium as perceived in Western arts (literature, theatre, cinema, opera, music, photography, painting and sculpture), in order to better understand the mechanisms of (re)construction of historical memory through the analysis of different interpretations of particular historical events. The course pays particular attention to Athens and the Peloponnese in its use of examples and case histories covering many aspects of medieval history (the Crusades and the rise of Islam), art and architecture and along with a focus on the religious aspects. The course should be very useful for students majoring in these subjects as well as those in modern history & religious studies. Fall Semester. (*HIST 359, HIST 459*)

06-363, 06-463

THE ANCIENT NEAR EAST: FROM THE DEATH OF ALEXANDER TO THE COMING OF ROME. The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled “Hellenistic”. Within this perspective, our main focus is on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which this course gives a special emphasis). The main purpose of the course is to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period. Fall Semester. (*HIST 368, HIST 468*)

06-384

SPARTA UNCOVERED: WAR, GENDER, AND POLITICS IN ANCIENT GREECE. Ancient Sparta has long fascinated modern scholars, students, filmmakers, and writers – as a polis that, ostensibly, was obsessed with warfare, boasted of a rigorous educational program that taught young

boys how to steal and to murder slaves known as “helots,” allowed women to acquire an unprecedented degree of power and licenses, and was far more socially, politically, economically, and culturally backward than its main political rival, Athens. What are the sources for such long-held beliefs about ancient Lacedaemon (= the other Greek name for Sparta), and to what degree can we trust them? How can the modern student pierce the mirage of negative and positive beliefs that already began to envelop Sparta in the fifth century BCE to get at a “true” picture of this polis that played such a key role in the Greeks’ ultimate defeat of the Persians in 479 BCE and that briefly enjoyed hegemony following its defeat of Athens in the Peloponnesian War in 405 BCE? We will consider these and many other questions during this intensive four-week study of Greece, with a focus on those cities and archaeological sites that are key for the study of Spartan society and its history as well as those museums that provide material evidence that we will investigate together with the major literary accounts of ancient Sparta. Summer Session. (*HIST 374*)

06-563

ANCIENT HISTORY: SOURCES AND METHODS. This course offers an overview of the literary and archaeological evidence for ancient history, particularly for the writing of Greece’s past, and the methodologies of how to treat and analyze primary and secondary sources. We will focus on the writings and methods of a number of leading Greek historians in order to understand how they crafted their works and dealt with historical enquiry and will also examine the wider field of ancient historiography by investigating the writings of historians preserved only in fragments and looking at historical documents in papyri and inscriptions. We will then investigate how these ancient works have been used by historians from the Renaissance to the present in creating a picture of the ancient world, exploring their own methodologies and ideologies from Marxism to the Neocons. Fall Semester. (*HIST 418*)

06-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*HIST 399*)

Independent Study (CYA)

12-413, 12-423

INDEPENDENT STUDY. Both Semesters. (*T401, T402*)

International Relations - IREL (CYA)

22-333, 22-433

EUROPE TODAY: WINTER IS COMING. The course is structured into three thematic units. The first part of the course will be devoted to analysing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a “social Europe” (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented “peace project” that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted.

The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived “clash of civilisations”. The ongoing Covid 19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined.

The third part will address the European Union’s changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs.

Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semester. (*IREL 327, IREL 427*)

22-343, 22-443

HUMANITARIAN CRISES TODAY: DRIVERS, RESPONSE, PROSPECTS. In the face of continuing wars and conflicts, the effects of climate change/climate crisis and health emergencies, humanitarian needs across the globe have increased dramatically. What we call “humanitarian crises”

have become today more complex and challenging to tackle. New needs have emerged added on traditional humanitarian needs such as food and shelter. At the same time, financial resources to respond to these needs have shrunk.

This course will examine the architecture of the international humanitarian system today, its characteristics, its shortcomings as well as methods of response to humanitarian needs and crises. Using first-hand experience, empirical evidence and specific case studies we will address two sets of questions: (1) what are the old and new drivers of humanitarian needs and crises? (2) What are effective methods of response to these crises? Finally, at the end of the course, we will assess the lessons learned and look into the prospects for the future. Fall and Spring Semester. (*IREL 341, IREL 441*)

22-313, 22-413

GLOBAL SHIFTS: POWER, POLITICS AND TECHNOLOGY. The tectonic shift is the movement of the plates that make up Earth's crust. By applying this analogy to the "crust" of international relations, this course aims to examine the changing international balance of power as a result of the (re)-emergence of a number of actors including from the so called "global South", the new Trump Administration's worldview and monumental technological advancements such as AI.

The course has two main goals:

1. To provide students with a solid background and the conceptual tools to understand contemporary international relations and to make sense out of the multipolar international system and balance of power. To that end, the course will examine the main schools of thought in international relations, namely, Realism/Neorealism, Liberalism and Constructivism as well as alternative theoretical constructs such as critical theory, dependency and Marxist approaches and the role of gender in international relations. Students will become familiar with key concepts in international relations such as anarchy, sovereignty, balance of power, state and non-state actors, norms and the role of agency.
2. To provide students with an overview of current and emerging powers in the international system in addition to the United States and Europe and explain how the global balance of power is shifting. In recent years, one observes a return of the so-called "Global South". Moreover, a number of states are rapidly advancing in terms of political and economic influence on the international system. At the same time, we are witnessing monumental developments in technology and communication, such as Artificial Intelligence, which, inevitably, directly affect the geopolitical balance. On top of that we have the new Trump's Administration worldview which is challenging the fundamentals of traditional US foreign policy and its status as the leading world power. The course will examine (i) the role and the impact of emerging global powers such as China, Russia, India, Brazil, Turkey and the Africa continent and (ii) it will assess how and in which direction the global system and balance of power will be shaped in the future addressing also the impact of new factors such as AI. Fall Semester. (*IREL 345, IREL 445*)

22-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*IREL 398*)

22-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*IREL 399*)

Literature - LIT (CYA)

07-353, 07-453

GREEK THEATER: ANCIENT AND MODERN. This course will study and interpret ancient Greek drama both in its original context and as it is adapted and performed around the world today. The course will examine the origins and cultural context of Greek drama, as well as the performative aspects of the plays: theatrical space, stagecraft, music, and dance. It will also focus on key issues that the plays are concerned with, especially gender conflict, personal and communal identity, human violence, human and divine justice, self-sacrifice, political ambition, and the roles of women, slaves, and foreigners. In addition to studying the ancient texts, students will explore the relevance of these plays in later times, from the renaissance to today and will examine contemporary adaptations and projects based on these plays, especially ones that focus on identity, women, immigrants, veterans of war, and violence. Fall Semesters. (*LIT 325, LIT 425*)

07-313, 07-413

ATTIC TRAGEDY (IN TRANSLATION). This course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles). From the end of the Persian Wars

to the battle of Aegospotami, the Athenian state flourished in an unprecedented way that marked the history of the western world. It is in this time frame that tragedy emerged as the culmination of the literary tradition of the 8th-6th c BC and the product of the prosperity of the “golden era” of Athens. Thus, the plays of Aeschylus, Euripides, and Sophocles are both a fascinating way into the wider political, social and religious culture of 5th c. Athens and a rich part of an important tool for the study of theater in antiquity and nowadays. The plays are analyzed with respect to the author’s language and style and in comparison to contemporary authors. At the same time, they are being considered in their literary, cultural, intellectual, and historical contexts, and the following questions are addressed: what was Attic tragedy; how and why did it emerge; what were the mechanisms of theatrical production in ancient Greece; how did the plays relate to the events of the fifth century; did they reflect social values, and what values were those; what is the impact of ancient tragedy on modern culture; what is its relevance and value in the theater today, and so on. To answer these questions, the course examines closely a number of plays and students discuss them with the aid of modern scholarship. No previous knowledge is required, and all texts will be studied in translation. Spring Semester. (*LIT 351, LIT 451*)

07-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*LIT 399*)

Modern Greek Language - MGKL (CYA)

08-114

BEGINNING MODERN GREEK I. Elementary Modern Greek for beginners or for those with very little knowledge of the language. By the end of the course, students are able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); they acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101*)

08-124

ACCELERATED BEGINNING MODERN GREEK I. An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek. By the end of the course, students are able to handle daily life situations, acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101A*)

08-134

BEGINNING MODERN GREEK LANGUAGE AND CULTURE. This course aims to combine the classic beginning Modern Greek language instruction with Modern Greek culture. While keeping with the conventional language skills (listening, speaking, reading, and writing), this course integrates the “fifth skill” of language, culture, in a way that allows a full understanding of Modern Greece. Fall and Spring Semesters. (*MGKL 101C*)

08-144

BEGINNING MODERN GREEK II. Elementary Modern Greek for those with some knowledge of the language or completion of 60 hours of instruction. Students learn to handle a wide range of daily life situations; further develop vocabulary and grammatical structures (all tenses and moods, irregular conjugations and declensions); and learn to write letters and brief texts. Fall and Spring Semesters. (*MGKL 102*)

08-214

INTERMEDIATE MODERN GREEK I. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 201*)

08-224

INTERMEDIATE MODERN GREEK II. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 202*)

08-314

ADVANCED MODERN GREEK I. For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Vice President of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 301*)

08-324

ADVANCED MODERN GREEK II. For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 302*)

08-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*MGKL 399*)

*CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

Neuroscience - NSCI (CYA)

25-313, 25-413

CONSCIOUSNESS. Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective, falling outside the realm of scientific inquiry. However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In fact, several years ago, a new journal was established entitled Neuroscience of Consciousness. In this course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness. Fall Semester. (*NSCI 342, NSCI 442*)

25-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*NSCI 399*)

Philosophy - PHIL (CYA)

09-313, 09-413

BUSINESS, ETHICS AND POLITICS. This course examines some of the standard issues in business ethics, and deeper, philosophical problems (both ethical and political) THAT lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness. 4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Spring Semester. (*PHIL 350, PHIL 450*)

09-333, 09-433

ANCIENT GREEK PHILOSOPHY: THE CONCEPT OF LIFE IN PLATO & ARISTOTLE AND ITS RELEVANCE TODAY. In the first part, the course explores the first systematic account of the concept of life which is Aristotle’s. To do this students examine Aristotle’s understanding of nature as having its own ends, his distinction between genus and as species, his account of the logic of life and his distinction between forms of life [vegetative(plants), sensitive(animals), rational(humans)]. In the second part students see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture. Fall and Spring semesters. (*PHIL 356, PHIL 456*).

09-484

REASON & REVELATION: PAGANISM AND CHRISTIANITY. This course introduces students to the foundations of Western philosophy, from antiquity to the renaissance, as they develop within the Platonic tradition by examining the interaction between Pagan and Christian Platonisms, and it explores key themes, arguments, and ideas related to notions such as God, freedom, and the soul. Students will reflect upon paradigmatic texts from major thinkers, such as Plato, Aristotle, Plutarch, Plotinus, Proclus, and Ficino, and they will engage with questions that are of continuing concern and interest to the modern mind, such as ‘What does it mean for one to be free and to determine oneself?’, ‘What does it mean for the soul to be the source of the self?’, and ‘What bearing does the existence of God have on epistemology?’. Throughout the course, students will be encouraged to consider the way in which the Hellenic tradition has been received and transformed in the hands of various thinkers, and how this tradition informs contemporary philosophical discussions. Entitled ‘Reason and Revelation: Paganism and Christianity’, this course also probes the relationship between religious revelation and philosophy. This relationship will be approached from two angles: on the one hand, students will assess the way in which Christians used the thought of ancient philosophical schools to articulate their religious vision; on the other hand, they will evaluate the importance of revelation and religious practice to the Pagan tradition itself. This allows for an investigation of definitive philosophical issues, such as life after death and retributive theories of posthumous justice. Summer Session. (*PHIL 485*)

09-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (<i>PHL 399</i>)
Physics - <i>PHYS</i> (CYA) 30-313, 30-413	<p>PARTICLE PHYSICS. Have you ever wondered what matter is made of? What is antimatter? Why is our Universe made from matter? Which forces govern the Universe? How particle physics experiments work and how can humans accelerate particles?</p> <p>This course will address these and many others questions. We will learn about the elementary particles of nature and the fundamental principles that govern their interactions. We will cover a variety of particle physics experiments and understand the instrumentation and physics goals of each one. During this course you will also learn how to read scientific papers and successfully present your physics experiment via talks and posters. We will learn how to program in Python and how to use modern analysis techniques for data exploration and analysis. At the end of this course you will have a solid background on particle physics theory and experiments. Fall and Spring Semester. (<i>PHYS 350, PHYS 450</i>)</p>
30-323, 30-423	<p>AI INNOVATIONS: BRIDGING THEORY AND PRACTICE IN APPLIED SCIENCES. Artificial intelligence (AI) in Applied Sciences is designed to equip third-year undergraduate students in applied sciences with a deep understanding of AI's fundamental concepts, its methodologies, and the transformative role it plays in various fields. The course unfolds over eight modules, each focusing on a distinct aspect of AI, starting from its historical evolution and moving through its sub-domains, practical applications, and ethical considerations.</p> <p>The first module, "Demystifying AI," lays the groundwork by exploring the history and evolution of AI, and addressing common misconceptions to ensure that students possess a clear foundational knowledge. Subsequent modules delve into specific AI sub-domains, including machine learning algorithms, neural networks, and natural language processing, providing students with a broad understanding of the technical aspects of AI. The course also emphasizes the significance of data management, highlighting techniques for collecting quality data and data annotation, critical for training AI models.</p> <p>A unique feature of this course is its focus on AI's role in enhancing the research project life cycle and its practical applications in research and development. Through a series of case studies, students will explore how AI technologies are applied across various stages of research, from ideation to dissemination of findings.</p> <p>The course adopts a hands-on approach, combining theoretical instruction with practical exercises, discussions, and project work. Students will engage with real-world case studies, participate in group discussions, and undertake projects that apply AI concepts to practical problems. Fall Semester. (<i>PHYS 376, PHYS 476</i>)</p>
30-333, 30-433	<p>UNVEILING THE PAST: NUCLEAR & PARTICLE PHYSICS IN ARCHAEOLOGY</p> <p>Social science is a group of academic disciplines that examine human behavior. It incorporates all branches of academic study that deal with human behavior, both present and past. The study of such aspects in the past includes topics such as archaeology, geoarchaeology, cultural heritage, and conservation of art objects. Archaeometry is a compound word (from the ancient Greek words archaeos- meaning ancient, and, -metron, denoting unit or measurement) that etymologically defines the interdisciplinary application of scientific techniques to the study of all aforementioned aspects of human behavior in the past. Such techniques are primarily based on fundamental principles and phenomena of physics. Nevertheless, the early 20th century is of particular significance, as it is associated with the development of nuclear and solid-state physics. The course describes the numerous applications of elementary particles, accelerators, and radiation physics in general to the study of heritage objects and historic/prehistoric events, such as age assessment, characterization, environmental reconstruction, and palaeo-archaeo-thermometry. As Greece bridges not only three continents, but also a variety of cultures and civilizations, it holds significant importance in reconstructions of early European prehistory. The proximity of the region to Africa and West Asia, whether by sea or land, makes it a Palaeolithic "land of promise." Therefore, special emphasis will be placed on applications within the Eastern part of the Mediterranean Sea. Fall Semester. (<i>PHYS 377, PHYS 477</i>)</p>
30-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (<i>PHYS 399</i>)

Political Science - <i>PSCI</i> (CYA) 10-313, 10-413	THE EVOLUTION OF HUMAN RIGHTS: FROM CYRUS TO THE GLOBAL WAR ON TERROR. This course is an introduction to the systematic and analytical study of human rights.
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Students will learn the historical origins of human rights and how they are formed in law; understand what their universal human rights are and address problems related to its implementation. Students will gain a strong grasp of the Universal Declaration of Human Rights and its thirty articles which underpin international human rights law and provide a common global standard for human rights. Each session on each article will be accompanied with a case study exemplifying the article. Today, most societal problems are expressed as a human rights issue, while war crimes and accountability for them remain a road riddled with difficulties. Finally, in the context of a rapidly changing global landscape pertaining to technological advances, social media, and transnational crime, the need for updating old mechanisms in human rights laws, as well as the creation of new ones is an imperative. Fall and Spring Semester. (*PSCI 317, PSCI 417*)

10-333, 10-433

CONTEMPORARY GREEK POLITICS & SOCIETY: HISTORICAL PERSPECTIVES ON CHANGE AND CONTINUITY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important is the historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Spring Semester. (*PSCI 339, PSCI 439*)

10-323, 10-423

HUMANITARIAN CRISES TODAY: DRIVERS, RESPONSE, PROSPECTS. In the face of continuing wars and conflicts, the effects of climate change/climate crisis and health emergencies, humanitarian needs across the globe have increased dramatically. What we call "humanitarian crises" have become today more complex and challenging to tackle. New needs have emerged added on traditional humanitarian needs such as food and shelter. At the same time, financial resources to respond to these needs have shrunk.

This course will examine the architecture of the international humanitarian system today, its characteristics, its shortcomings as well as methods of response to humanitarian needs and crises. Using first-hand experience, empirical evidence and specific case studies we will address two sets of questions: (1) what are the old and new drivers of humanitarian needs and crises? (2) What are effective methods of response to these crises? Finally, at the end of the course, we will assess the lessons learned and look into the prospects for the future. Fall and Spring Semester. (*PSCI 341, PSCI 441*)

10-384

REIMAGINING PROFITABILITY IN THE AGE OF POPULIST POLITICS | LESSONS FROM ANCIENT & MODERN ATHENS. The past decade has been transformational. A global pandemic, world at war, planet on fire, and Ai Agora have infused international relations with the discord of populism, accelerated by stalled economic growth and externalities of deepening wealth inequality. Converging political, economic, social, and environmental forces complicate the already difficult task of bridging triple bottom line development goals protecting people, profits, and the planet, with enlightened policies designed to make business a better partner with government and civil society. A world troubled by a multipolar global order characterized by the "Thucydides Trap" demands rethinking the formal institutions and existing practices of the international order, and the conceptual frameworks of the power transition theory. This course asks students to critically consider Ancient Athenian foreign policy and trade successes and failures – what Plutarch believed were the foundations of international commerce that brought cooperation and friendship – thrashed against contemporary Greek and European policy efforts. Students will travel and explore the sites, museums, monuments, and history of Athens, Delos, Delphi, Corinth, Crete, and Mykonos, as well as meet with nonprofit and corporate leadership. The combination asks students to consider blueprints from ancient history that illustrate models of purpose-driven leadership and more equitable political and economic development efforts while avoiding the failures of past empires. As importantly, this class affords students embarking on a career in international relations, business, public policy, nonprofit, consulting, or financial investment with global perspectives to better anticipate, predict, and manage how countries develop strategic and policy measures ensuring they contribute to building a more peaceful and prosperous world both at home and abroad. Summer Session. (*PSCI 349*)

10-343, 10-443

IMMIGRANTS, CITIZENSHIP AND NATIONALISM IN EUROPE. The course explores the challenges of integrating a growing and increasingly diverse immigrant population into relatively homogeneous European polities and societies. While taking a broad comparative approach (focusing mostly on France, Germany, and the UK), the course pays special attention to Greece, a country

where national identity is still strongly rooted in the notion of the ancient community of faith, culture, and blood and where migrants have not yet gained widespread access to citizenship and political participation. Students are exposed to the most recent and influential theories of nationalism, ethnicity, citizenship and social integration, but also have a chance to learn “hands-on” by interacting with local immigrant communities as well as with representatives of mainstream Greek society holding quite differing views on this increasingly controversial social phenomenon. Fall Semester. (*PSCI 348, PSCI 448*)

10-223, 10-523

IMMIGRATION, BORDERS AND BOUNDARIES. This course invites students to critically examine the politics of immigration and the power of borders: how they are imagined, built, enforced, and contested. In an age of global inequality and mass mobility, borders are more than geographical lines—they are instruments of regulation, exclusion, and identity-making. We’ll explore how borders shape, and are shaped by, ideas of belonging, protection, race, class, gender, and national identity. And we’ll ask hard questions: Do borders protect or confine? Why are certain migrants criminalized while others are welcomed? Are “illegal” migrants really breaking the law—or are they caught in systems designed to exclude? We’ll delve into debates surrounding irregular migration journeys, the myths that accompany them, and the policy responses they provoke—especially in Europe and the Mediterranean. From legal categories to lived experiences, from detention and deportation to solidarity and resistance, we will analyze how mobility is governed—and how it is resisted. The course is structured in two parts. The first introduces key theoretical frameworks to understand borders, migration, and human mobility. The second applies these frameworks to real-world case studies. Using scholarly readings, films, news media, and interactive discussions, students will develop the tools to challenge dominant narratives, unpack complex policy debates, and understand one of the most urgent and contested issues of our time. They will also have the opportunity to meet with people working on migration issues and the challenges they face.. Fall and Spring Semesters. (*PSCI 362, PSCI 462*)

10-373, 10-473

THE EUROPEAN UNION: CHALLENGES AND STRATEGIC CHOICES. With 28 member states and nearly half a billion residents, the European Union has grown into a major political and economic actor on the world stage. It has promoted peace in Europe for over five decades, changed the way Europeans live, as well as the way the rest of the world perceives Europe. The EU has been considered a paradigm of a successful “peace project” that promoted stability, prosperity and successful cooperation between erstwhile feuding nations. The fact that the Union has grown from its original 6 members to the current 28 serves as undeniable proof of the appeal and attractiveness of the EU for most countries on the European continent. The ongoing economic crisis in the Eurozone has changed this idyllic picture of the EU: in this context, the European Union is being called upon to respond to the challenge of the economic crisis and safeguard the common currency, while promoting direct policies for confronting the recession and employment by stimulating growth. Moreover, the EU must address crucial social issues such as growing disillusionment with the European project, the rise of extremism in Europe, and growing polarization between North and South. At the same time, the EU faces important international challenges, such as the situation in the Middle East and Ukraine, relations with Russia and the United States, and the crucial issue of energy supplies to the Union in light of the volatile international situation. Through a combination of lectures, critical analysis in-class discussions and students’ written work/independent research, this course focuses on the study of the history, institutions, policy processes and current challenges of the European Union. Special emphasis is being placed on the ongoing economic crisis in the Eurozone area and its political/social repercussions, the strategic choices for emerging from the crisis, and the challenges of the increasingly unpredictable international environment. Spring Semester. (*PSCI 363, PSCI 463*)

10-213, 10-513

EUROPEAN UNION'S INTERNAL COHESION AND FOREIGN POLICY CHALLENGES. Drawing from international relations, the course introduces students to the European Union’s quest to maintain internal cohesion while acquiring robust foreign policy. The analysis is conducted in two main parts. The first part of the course examines the key concepts and how they link with the development of the EU as well as the challenges it currently faces. Nationalism, colonial pasts, rise of far-right, migration, interests vs norms all play into the development of the EU’s foreign policy towards partner countries and regions. It moves from the theoretical discussion to practical implementation in the second part (17-24) which turns to the field of foreign policy, including migration and climate as foreign policy, and addresses specific cases predominantly towards Africa-North Africa and the Sahel region. Fall Semester. (*PSCI 374, PSCI 474*)

10-964

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations,

museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSCI 398*)

10-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PSCI 399*)

Psychology - PSY (CYA)

26-314

DESIGN YOUR LIFE. Choices, uncertainty, (and pressure!) abound when it comes to your future career and life. How do you plan with intention and what is even worth striving for? One answer is to experiment your way to a career and life that feels “like you” by approaching life as a series of design projects. In this highly collaborative course, we will learn and apply a process known as the engineering design process to guide decision-making, build resilience, and challenge you to brainstorm and test many possible future paths. This current iteration of the course was inspired by a Stanford class and a Northwestern University course created by Prof. Pam Daniels and Prof. Bruce Ankenman, both of the same name.

No prior experience with engineering or design is required, but students will be asked to step outside their comfort zone, engage deeply with course material, and approach the course with a mindset of curiosity. Specifically, students should expect an active, hands-on experience. Through seminar-style discussions, short design challenges, written reflections, guest speakers, and group work students will explore their past, build on their current strengths, and research, brainstorm, and test options for their future careers and lives. Students will integrate self-reflections and feedback from the instructor and their peers to produce an individual capstone design showcase that explores future possibilities for their life. Summer Sessions. (*PSY 346*)

26-353, 26-453

PSYCHOLOGY IN THE POST-PANDEMIC ERA. This course is an exploration of the current mental health trends in the post-pandemic era. We take an in-depth look at the most significant areas of psychological science that apply to real life. Examples of topics include inequality, climate change anxiety, and boundaries with social media. We also address the stigma surrounding mental health. Students have an opportunity to explore all the above through readings in the popular press but ultimately a scholarly, critical evaluation of the scientific literature serves as the foundation of our learning throughout the course. We learn about new modes of treatment, from mental health apps and telehealth to taking a holistic approach when treating mental health. The major goals of this course are 1) to critically examine psychological theories and processes, and 2) to apply them to your life and to real-world events. Fall and Spring Semester. (*PSY 352, PSY 452*)

26-333, 26-433

THE PSYCHOLOGY OF HAPPINESS, MEANING, AND RESILIENCE. This course provides an in-depth exploration of the scientific foundations and practical applications of positive psychology, the study of what makes life most worth living. Placing an emphasis on evidence-based data, students will investigate the psychological factors that contribute to human flourishing, including happiness, character strengths, meaning, and positive relationships. The course also examines the concept of resilience and how individuals adapt and evolve in the face of adversity and integrates approaches to enhancing personal and collective wellbeing. Through critical analysis of current research, experiential learning, and reflective practice, students will develop skills and tools to enhance their own wellbeing and understand what makes life most worth living from a positive psychology perspective. Fall and Spring Semester. (*PSY 357, PSY 457*)

26-364

EMPOWERED: MENTAL HEALTH AND INCLUSION FOR MODERN LEARNERS. In today's diverse educational landscape, ensuring the mental health, well-being, accessibility, and inclusion of all learners is essential. This comprehensive course examines the critical concepts and practices necessary to create educational environments that support the holistic development of individuals from varied backgrounds and abilities. Participants will explore the theoretical underpinnings and practical applications of mental health, well-being, accessibility, and inclusion within both formal (e.g., schools, and universities) and nonformal (e.g., community programs, online education) settings.

The course addresses the psychological, social, and cultural dimensions of mental health and well-being, as well as the legal and ethical considerations surrounding accessibility. Participants will also learn about the implementation of inclusive practices that foster a sense of belonging and equity among all learners. Emphasis will be placed on understanding the intersectionality of identities and experiences, ensuring that participants are equipped to address the needs of marginalized and underrepresented groups.

By integrating case studies, real-world examples, and hands-on activities, this course provides a rich learning experience that combines theory with practice. Participants will develop the skills to design, implement, and evaluate initiatives that enhance the educational experience for all individuals,

particularly those with mental health challenges, disabilities, and those from diverse cultural and socio-economic backgrounds.

This course is designed for anyone involved in educational administration, community program coordination, policy development, or any other role within the educational ecosystem. It will empower participants to contribute meaningfully to creating more inclusive and supportive learning environments. By the end of the course, participants will be adept at advocating for and implementing strategies that promote mental health, well-being, accessibility, and inclusion, thereby contributing to a more equitable and just society. Summer Session. (*PSY 359*)

26-323, 26-423

TRAUMA AND THE REMAKING OF THE SELF. This module provides an overview of current psychological theories and research in the understanding of human responses to psychological trauma and life adversities. Topics include acute stress reactions, and post-traumatic stress disorders resulting from interpersonal and family violence, sexual victimization, traumatic loss and death, disaster, and other critical life events. Resilience and post-traumatic growth in the face of life challenges will be discussed in the second part of the module. There will be a special focus on cultural and gender issues in relation to human traumatic stress reactions and resilient functioning. Spring Semester. (*PSY 362, PSY 462*)

26-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSY 398*)

26-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*PSY 399*)

Public Health - *PUBL* (CYA)

31-314

EMPOWERED: MENTAL HEALTH AND INCLUSION FOR MODERN LEARNERS. In today's diverse educational landscape, ensuring the mental health, well-being, accessibility, and inclusion of all learners is essential. This comprehensive course examines the critical concepts and practices necessary to create educational environments that support the holistic development of individuals from varied backgrounds and abilities. Participants will explore the theoretical underpinnings and practical applications of mental health, well-being, accessibility, and inclusion within both formal (e.g., schools, and universities) and nonformal (e.g., community programs, online education) settings.

The course addresses the psychological, social, and cultural dimensions of mental health and well-being, as well as the legal and ethical considerations surrounding accessibility. Participants will also learn about the implementation of inclusive practices that foster a sense of belonging and equity among all learners. Emphasis will be placed on understanding the intersectionality of identities and experiences, ensuring that participants are equipped to address the needs of marginalized and underrepresented groups.

By integrating case studies, real-world examples, and hands-on activities, this course provides a rich learning experience that combines theory with practice. Participants will develop the skills to design, implement, and evaluate initiatives that enhance the educational experience for all individuals, particularly those with mental health challenges, disabilities, and those from diverse cultural and socio-economic backgrounds.

This course is designed for anyone involved in educational administration, community program coordination, policy development, or any other role within the educational ecosystem. It will empower participants to contribute meaningfully to creating more inclusive and supportive learning environments. By the end of the course, participants will be adept at advocating for and implementing strategies that promote mental health, well-being, accessibility, and inclusion, thereby contributing to a more equitable and just society. Summer Session. (*PUBL 359*)

31-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*PUBL 399*)

Religion - *REL* (CYA)

11-313, 11-413

ANCIENT GREEK MYTHOLOGY AND RELIGION. The purpose of the course is to provide a knowledge and a method of 'reading' Greek myths of the Archaic and Classical periods in their cultural and historical context. The course, among other things, examines the nature of Greek myth and its representation in Greek art. It also explores how the artistic representation of myth reflected

social and religious institutions and practices; and finally, it investigates how myth is related to religion. Fall and Spring Semesters. (*REL 332, REL 432*)

11-363, 11-463 **SACRED FLESH: BODY, SALVATION, AND SAINTHOOD IN ANTIQUITY: A COMPARATIVE APPROACH.** How was the physical body traditionally viewed and used in ancient Greek and Roman religion? How did the advent of Christianity change prevailing notions of the body? How can the body lead to salvation, a wonderful afterlife and possibly even sainthood? Under which circumstances is the body a hindrance to salvation? What if one aimed at perfection? How were ordinary early Christians advised to use the material body they carried? And the bodies and bodily remains of their holy figures? And their deceased loved ones?

Embody religion has recently attracted the attention of both social history and theology along with the realisation that religious contents are dependent upon the material existence of human bodies. The body is recognized all the more as socially and culturally constructed. This course is for those interested in investigating how religion relates to bodies and sexualities and how bodies are ascribed religious meanings.

This course will mainly focus on ancient paganism and the early Christian Church (from the 7th cent BC until the 4th cent CE). Special emphasis will be given on eastern Christian monasticism. A comparison with other monotheistic religions, i.e. Judaism and Islam, will be ventured towards the end of the semester. Fall Semester. (*REL 343, REL 443*)

11-333, 11-433 **THE RELIGIONS OF THE MIDDLE EAST: A COMPARATIVE APPROACH.** A comparative approach to Judaism, Christianity and Islam. This course examines Judaism, Christianity and Islam's main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy. Fall semester. (*REL 350, REL 450*)

11-344, 11-444 **THE GEOGRAPHY OF FAITH: PAUL AND THE EMERGENCE OF CHRISTIANITY IN GREECE.** The purpose of this class is to introduce students to the religious, social and political life of the Greek city from classical times through the Roman period. Having gained understanding of the Greek city we will then study the work and thinking of St. Paul and the impact the emergence of Christianity had on the Greco-Roman world. The purpose of this class is to introduce students to the work and thinking of St. Paul as well as the social impact the emergence of Christianity had on the Greco-Roman world. This will be accomplished through a combination of reading, lectures and discussion as well as site visits around Greece. Students will be introduced to the life and teaching of Paul of Tarsus as well as to his letters and the social world implied therein. Summer Session. (*REL 351, REL 451*)

11-323, 11-423 **THE ORTHODOX CHURCH.** This course introduces students to the Orthodox Church, the largest of the Eastern Christian Churches. It explores its history, faith, liturgy and spirituality of the Orthodox Church by means of lectures, readings, audio-visual presentations, discussion, and personal experience. The goals and objectives of this course are to familiarize students with the rich history, heritage and tradition of the Orthodox Church in particular and with the Christian East in general; to explore the Orthodox Church in its natural setting; to discover the common spiritual foundation and background of Christianity in East and West; and to compare/contrast the spiritual tradition of the Orthodox Church with one's own faith tradition. Spring Semester. (*REL 365, REL 465*)

11-454 **REASON & REVELATION: PAGANISM AND CHRISTIANITY.** This course introduces students to the foundations of Western philosophy, from antiquity to the renaissance, as they develop within the Platonic tradition by examining the interaction between Pagan and Christian Platonisms, and it explores key themes, arguments, and ideas related to notions such as God, freedom, and the soul. Students will reflect upon paradigmatic texts from major thinkers, such as Plato, Aristotle, Plutarch, Plotinus, Proclus, and Ficino, and they will engage with questions that are of continuing concern and interest to the modern mind, such as 'What does it mean for one to be free and to determine oneself?', 'What does it mean for the soul to be the source of the self?', and 'What bearing does the existence of God have on epistemology?'. Throughout the course, students will be encouraged to consider the way in which the Hellenic tradition has been received and transformed in the hands of various thinkers, and how this tradition informs contemporary philosophical discussions. Entitled 'Reason and Revelation: Paganism and Christianity', this course also probes the relationship between religious revelation and philosophy. This relationship will be approached from two angles: on the one hand, students will assess the way in which Christians used the thought of ancient philosophical schools to

articulate their religious vision; on the other hand, they will evaluate the importance of revelation and religious practice to the Pagan tradition itself. This allows for an investigation of definitive philosophical issues, such as life after death and retributive theories of posthumous justice. An advanced philosophy of religion seminar in collaboration with the Cambridge Institute for Platonic Studies. Summer Session. (*REL 485*)

11-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*REL 399*)

Sociology - *SOC* (CYA)

23-333, 23-433

ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (*SOC 315, SOC 415*)

23-343, 23-443

FOOD AND AUTHENTICITY. Are you hoping to enjoy some authentic Greek food while you're studying in Greece? Eat some "real" feta? Experience some tomatoes that actually "taste like tomatoes"? Get some true Greek yogurt with honey made by Greek bees? If you're like most students to Greece-and millions of tourists as well-the answers are probably yes. In fact, food is a central entry point to experiencing other cultures for many people, travelers and otherwise. What they mean by "authentic" may be hard for them to define, but they're confident that they'll know it when they see it. Or taste it. In this course, we'll be using this taken-for-granted "authenticity" as the starting point of our explorations: what are the many ways that the search for authenticity has shaped our food cultures? And what is the history behind society's concern for the authentic?

This interest in the authentic expands far beyond our desire to consume cultural authenticity when we travel, or to eat "good", "real", or "ethical" food when we're at home. It's an ideal that we have for ourselves-living authentic lives-and for the world around us that we would seek to value. We'll be using our experiences as students, travelers, and eaters to explore how the concept of authenticity structures our understanding of the world around us, and gives meaning to what we eat. Our course will draw on examples from around the world, but will have a specific focus on foods in Greece. We will satisfy our desire to explore new foods and understand their history, while at the same time questioning and critiquing why we share that desire in the first place. Spring Semester. (*SOC 327, SOC 427*)

23-323, 23-423

UNDERDOGS, DELINQUENTS, REBELS: A SOCIOLOGY OF TRANSGRESSION. Norms and laws constitute the ethical contours of our societies, yet deviance from norms is as old as societies themselves. Transgression - a concept defined as conduct that breaks rules, exceeds boundaries or social limits, or even breaks the law - is situated at the limits of acceptable behavior. At various moments in history moral transgression has been deemed as criminal and/or pathological and as such transgressors were harshly punished, either via the legal route or via social exclusion. Transgression is central in processes such as labeling, stigmatization and criminalization and historically it has played a key role in consolidating and enforcing norms. In all types of societies, some groups are systematically situated outside the normative order, for instance, minority groups have played this role in modernity. "Good" and "bad", "moral" and "immoral", "normal" and "abnormal", "conformity" and "subversion" are binaries produced through this process, which attributes the desirable characteristics to the dominant group and the undesirable to those who are perceived as deviants across different historical and social contexts. Fall and Spring Semester. (*SOC 358, SOC 458*)

23-313, 23-413

SOCIOLOGY OF DISSENT. Dissent occupies a particular place in contemporary societies. On the one hand, state mechanisms adopt pre-emptive policies and strategies in an attempt to prevent dissent from evolving into civil unrest and disorder, whilst on the other hand, dissent remains the most powerful tool in the hands of those social groups who feel and/or are marginalized, excluded or silenced. Arising in a number of contexts – the political domain, everyday life, popular culture, sports,

institutions – dissent has been routinely associated with progressive causes and positive social transformation. However, similarly to the germane concept of resistance, dissent can also take regressive forms. In recent years, the multiple manifestations of crisis in the West have given rise to ideologies and practices with a strong anti-establishment profile coupled with an agenda of social exclusion, calling, thus, for a revision of our sociological horizon and analytical tools with regards to dissent. Using contemporary Greece as an entry point to these debates and combining key readings with interactive learning methods, this course presents a sociological perspective on dissent that calls into attention the meanings and conceptual histories of dissent. Fall and Spring Semester. (*SOC 360, SOC 460*)

23-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*SOC 398*)

23-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*SOC 399*)

Theatre - *THE* (CYA)

24-333, 24-433

GREEK BEATS: THE HIDDEN RHYTHM OF ANCIENT THEATER. This kinetic and interdisciplinary course explores the intersections of rhythm, movement, and language within the performative traditions of Greek culture. Drawing on selected texts from ancient Greek drama, participants will transform these literary materials into rhythmical scores and somatic practices, using them to investigate how space, time, and group dynamics can be shaped through embodied performance.

Central to the course is the exploration of the Chorus in ancient drama as a model for collective presence, perception and action. Through physical exercises and spatial experimentation, we will question the boundaries between individuality and ensemble, autonomy and unanimity. We will examine how meaning is conveyed through spatial formations—such as lines, circles, and semicircles—and how these differ in Tragedy and Comedy. What symbolic weight do these shapes carry, and how can they dramatize shared action and decision-making?

Complementing this inquiry, we will study traditional Greek music and dance, analyzing their rhythmic patterns, phrasing, and spatial logic to understand their influence on the moving body. By connecting ancient dramatic structures with folk performance practices, we will trace a cultural thread that unites rhythm, spoken word, and gesture across time.

The course will culminate in the collective creation of original material that combines movement, voice, and theatrical expression—bringing historical forms into dialogue with contemporary artistic inquiry. Fall and Spring. (*THE 324, THE 424*)

24-313, 24-413

PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake acritical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (*THE 320, THE 420*)

24-323, 24-423

GREEK THEATER: ANCIENT AND MODERN This course will study and interpret ancient Greek drama both in its original context and as it is adapted and performed around the world today. The course will examine the origins and cultural context of Greek drama, as well as the performative aspects of the plays: theatrical space, stagecraft, music, and dance. It will also focus on key issues that the plays are concerned with, especially gender conflict, personal and communal identity, human violence, human and divine justice, self-sacrifice, political ambition, and the roles of women, slaves, and foreigners. In addition to studying the ancient texts, students will explore the relevance of these plays in later times, from the renaissance to today and will examine contemporary adaptations and

projects based on these plays, especially ones that focus on identity, women, immigrants, veterans of war, and violence. Fall Semester. (*THE 325, THE 425*)

24-301, 203, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*THE 399*)

Urbanism and Sustainability - *URBS* (CYA)

13-393, 13-493

FEMINIST URBANISM AND RADICAL GEOGRAPHY: INTERNATIONAL EXPERIENCE AND THE CASE OF GREECE. In the world of global economy, the sense of place has changed dramatically over the past decades affecting mostly the physiognomy of metropolitan areas. Socio-spatial inequalities are more than obvious and social exclusion refers to a wide range of population groups. In this context, radical geography and feminist urbanism offers a different perspective on the potential for urban development, moving away from the traditional patriarchic patterns. Combined with environmental concerns eco-feminist approaches dare to differ from the norm, introducing a relatively new scientific field that attracts scholars from different disciplines. In the light of all these, this course focuses on radical theories expressing the feminist view on the development of urban surroundings. Exploring experimental examples as well as applied policies, students will familiarize with the basic theories on the field, elaborating critical thinking on the existing patterns of urban planning. They will comprehend the international experience on the field as well as the case of Greece. The course is suitable for students from different scientific fields such as anthropologists, urban and regional planners, sociologists, ethnographers and architects. It includes in classroom lessons and extended field work so as to study in depth the Greek case study. Field work involves onsite lessons in selected neighborhoods characterized by matrilocal societal patterns and also participant observation in open public spaces. The ultimate purpose of the course is to widen students' perspective on urban planning issues, offering new tools and strategies for further application and research. Spring Semester. (*URBS 336, URBS 436*)

13-373, 13-473

SUSTAINABLE SOCIAL HOUSING: INTERNATIONAL EXPERIENCE AND THE CASE OF GREECE: This course explores the socio-economic and the environmental impact of social housing in USA and EU, focusing on Greece. One major issue is the low level of preservation and the large number of abandoned buildings. This situation contributes to urban blight and socio-spatial inequalities. The aim of the course is to help student's elaborate critical thinking on social housing policies. The course is interdisciplinary based on empirical research, suitable for architects, urban planners and designers, environmentalists, sociologists and social anthropologists. Students are going to work together as an interdisciplinary team in order to evaluate the socio-spatial footprint of social housing in Greece, making the appropriate connections with international literature. This course provides also the opportunity to familiarize with the basic principles of thematic cartography. Fall semester. (*URBS 362, URBS 462*)

13-313, 13-413

URBAN SUSTAINABILITY: THEORY AND CASE STUDIES IN GREECE. Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural resources in the last decades and during the current crisis. Fall semester. (*URBS 370, URBS 470*)

13-323, 13-423

URBAN ARCHITECTURE: CONTEMPORARY STORIES IN AN ANCIENT CITY. The city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in *medias res*, against the ancient walkscapes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, *civitas* and public space of the contemporary city. This analysis and representation seminar examines the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city's future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges? The course is structured in lectures, student presentations and a number of walks. Students document their research in papers, maps & media. Fall and Spring Semesters. (*URBS 371, URBS 471*)

13-334, 13-434	<p>RENEW & RISE: CLIMATE ACTION AND FAIR ENERGY POLICIES. The "Climate & Fair Energy Transition Summer School" is a comprehensive four-week program designed to equip participants with the knowledge and skills necessary to navigate the complexities of modern energy transitions. Coordinated by the Institute of Energy Development & Transition to Post-Lignite Era and the Laboratory of Energy Transition & Development Transformation (ENTRA Lab), this course emphasizes a multifaceted approach to addressing climate change and ensuring equitable energy policies.</p> <p>The course focuses on the paradigm shift from fossil fuels to renewable energy sources, exploring the broader implications of this transition. It integrates perspectives from climate justice, policy frameworks, and community engagement to provide a holistic understanding of energy transitions. The curriculum covers historical injustices, the need for equitable policy measures, and the importance of inclusive approaches that recognize the voices of marginalized communities.</p> <p>The primary aim of the summer school is to empower participants to become leaders and advocates for a just energy transition. The course seeks to ensure that the move towards renewable energy sources not only addresses the urgent need to mitigate climate change but also promotes social justice and equity. Participants will be equipped with the skills to develop and implement inclusive and participatory energy policies that integrate climate justice principles. Summer Session. (<i>URBS 375, URBS 475</i>)</p>
13-946	<p>INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (<i>URBS 398</i>)</p>
13-301, 302, 303, 304	<p>SELECTED TOPICS. May be repeated with change in topic. (<i>URBS 399</i>)</p>

CENTER FOR INTEGRATIVE LEARNING

The Center for Integrative Learning supports community-engaged learning, academic internships, faculty-mentored research, and study abroad as high-impact experiences designed to foster integrative learning and public-facing work across a variety of experiences.

ACADEMIC & FUNDED INTERNSHIPS

Internships give students the opportunity to gain valuable applied experience, learn essential skills, develop leadership traits, and make connections in professional fields that can lead to successful career trajectories after graduation. All majors have the opportunity to complete an internship for experience, academic credit, and/or funding in a wide range of areas.

Academic Internship - Students complete reflective assignments, and work with a Southwestern faculty member, who provides mentorship, as they earn academic credit for the time they invest in gaining hands-on, high impact internship experience in a professional setting.

Funded Internships - Students have the opportunity to apply for funding for the summer semester to help offset the costs of unpaid and low-paying internships through a rigorous application process managed by the Internship Office. Students participating in the SU London Program can apply for funding for the fall semester, and students participating in the New York Arts Program or Capitol Hill Internship Program can apply for funding for fall and spring semesters.

Health Professions Experiences

Prospective pre-medical and other pre-health students have the opportunity to gain invaluable hands-on training in hospital settings through health professions experiences. These high impact experiences give students exposure to healthcare environments, which provide insight into various healthcare roles, and allow them to learn from and receive mentorship from experienced professionals. Through these programs students receive invaluable preparation for medical school and a variety of healthcare careers.

St. David's Shadowing Program - Students may apply to participate in a 10-week shadowing program offered during the fall and spring semesters at St. David's Hospital in Georgetown. In this program, students spend four-hours a week shadowing nurses, physicians, and technicians in the following hospital areas: emergency, endoscopy, laboratory, outpatient surgery, radiology, rehabilitation, surgery, and women's services.

Houston Methodist Willowbrook Observership Program - This 4-week summer observership program gives students the opportunity to observe daily operations in a clinical setting at Houston Methodist Willowbrook Hospital. Through this program students have exposure to a healthcare environment, gain insight into various health-related career paths, receive first-hand learning from experienced professionals, and participate in networking opportunities. Available rotations for this program include: Internal medicine, Family practice, OBGYN, Cardiology, Neurology, Orthopedics and sports medicine, and Outpatient therapies.

Houston Methodist Willowbrook Internship Program - This 8-week summer internship program allows students to explore career paths in healthcare administration while being fully immersed in the daily hospital operations at Houston Methodist Willowbrook Hospital. Students receive training from healthcare administrators and leaders while they gain practical experience, acquire business acumen, develop new skills, and participate in networking opportunities. The program incorporates the following immersive rotations: Center for innovation, Process improvement, Strategic planning, Quality and clinical research, Spiritual care, Orthopedics and sports medicine, and Patient experience.

COMMUNITY-ENGAGED LEARNING

Often called “learning by doing,” community-engaged learning (CEL) allows students to apply academic skills and knowledge to address a community need, issue, or problem and to connect those experiences back to academic coursework. CEL is a form of teaching and learning in which students engage in structured community service and action that is responsive to community needs, provides mutually beneficial experience for students and community partners, and is designed to include critical analysis and reflection linking service to academic learning goals.

CEL courses are designated on Self Service, and students can also contact the Director of Public Engagement (Cullen 150 Suite) for a complete listing. Students seeking Paideia with Distinction can choose to take a CEL course as one of their two distinctive Paideia experiences.

FACULTY-MENTORED RESEARCH

Faculty-mentored research at Southwestern provides opportunities to work alongside a faculty member and to make original intellectual or creative contributions to an academic discipline. Participation in faculty-mentored research has been shown to help students develop critical thinking, problem-solving skills, and creativity in addition to better equipping students for graduate school or future career endeavors.

At Southwestern, faculty-mentored research takes on several different forms, including (but not limited to):

King Creativity Fund - Students can apply for funding to support “innovative and visionary projects” outside of the classroom. Grants range from a few hundred to a few thousand dollars.

Southwestern Undergraduate Research with Faculty (SURF) - Students spend up to eight summer weeks conducting full-time research or a portion of the semester working hourly during the academic year alongside Southwestern faculty mentors in a variety of different disciplines from all areas of the university to further scholarship and creative work in their fields.

The Research and Creative Works Symposium is a celebration of student work. This annual event showcases academic accomplishments through poster presentations, art exhibits and performances, panel discussions, and oral presentations.

STUDY ABROAD PROGRAMS

Students may choose from a variety of options for study abroad, all of which offer rigorous academic programs coupled with international experience. Additionally, these programs take advantage of course offerings and facilities not normally available on Southwestern’s campus.

Students must work with the Office of Study Abroad and International Student Services (SAISS) to ensure that an appropriate program of study is selected. In general, it is suggested that students make an initial appointment with SAISS at least two semesters before the planned period of study abroad.

Southwestern maintains a list of approved study abroad programs that address the curricular and pedagogical concerns, as well as the academic standards, associated with a Southwestern liberal arts education. The Director of Study Abroad and International Student Services, in cooperation with the International Programs Committee, reviews programs to create a list, subject to ongoing evaluation, of accepted/approved programs. Students may submit a petition to study on a non-approved program offering specialized curricular opportunities that are not afforded by any of the programs on the approved list. Students wishing to propose such an opportunity should work with the Office of Study Abroad and International Student Services. Approval for such proposals is made on an individual basis and does not in any way indicate that future proposals for study on that given program would also be approved.

Students applying for off-campus academic experiences (including internships, study abroad programs or other semester- or year-long off-campus study) must be in good disciplinary standing and good academic standing at the time of application

(defined as a 2.000 cumulative grade point average). Students are not eligible to participate if they have already graduated, which means that students may need to postpone graduation in order to participate in study abroad. Additional details regarding general eligibility requirements for study abroad/study away are provided on the SAISS website: <https://www.southwestern.edu/study-abroad/apply-now/>

Representing Southwestern

Students who study abroad/study away are considered representatives of Southwestern University, and as such, are held to high standards of behavior, professional attitude, and interpersonal preparedness and maturity. The University reserves the right to deny acceptance to any applicant for any reason the University determines to be material to the applicant's participation in study abroad/away. The University further reserves the right to revoke a student's acceptance at any time.

London Semester

A semester program in London is offered each fall. The current program enables up to around 30 students and two Southwestern faculty members to live and study together in London. In addition to courses offered by Southwestern faculty, a British Life and Culture course is taught by a local British faculty member and is required for all students. The course also includes field trips in London and the UK. Students may also complete an academic internship experience. Southwestern undergraduates who have achieved sophomore standing before the start of the program are eligible to apply for the London Semester Program provided they are in good academic and disciplinary standing and do not have an outstanding balance with the university. Applications are evaluated on the basis of the student's academic record and potential, the way in which the program relates to the student's overall educational objectives, and the student's maturity and ability to be a good representative of Southwestern University. Students who participate in the London Semester program pay Southwestern tuition, Brown-Cody housing and the full board plan. Most financial aid is applicable to the London Semester program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available. Courses may not be taken as Pass/D/F.

Exchange Programs

As a member of the International Student Exchange Program (ISEP), Southwestern University is able to exchange several students annually with over 200 universities in Europe, Asia, Africa, Oceania, and the Americas. Students who participate in the ISEP Exchange program pay Southwestern tuition, Brown-Cody housing and the full board plan. Most financial aid is applicable to the ISEP exchange program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available. Southwestern University also offers a limited number of bilateral exchanges, including one in Mexico City. Costs vary and most financial aid is applicable.

College Year in Athens

Southwestern University is the School of Record institution for the College Year in Athens (CYA) Program. Please see the College Year in Athens section of this catalog for course descriptions. Southwestern University students may participate in this program. They should meet with the Office of Study Abroad and International Student Services for advising and application details.

Additional Study Abroad Opportunities

In addition to the London Semester and exchange programs, students may choose to study through a program approved by Southwestern University. These opportunities are numerous and allow students a wide variety of choice in terms of program type, location and duration. Students should contact the Office of Study Abroad and International Student Services (SAISS) to receive information and advice regarding participation in these programs.

In order to ensure that students choose an appropriate program, study abroad participants are required to work through SAISS to complete the application and cross-cultural preparation for a study abroad experience. SAISS acts as liaison to all other administrative offices on campus, and students must communicate with the office in order to facilitate credit transfer and financial aid distribution. Students should begin working with SAISS staff two semesters before the planned period abroad. Students must complete the Southwestern study abroad application in addition to specific program application materials.

The Southwestern Study Abroad application deadlines are:

September 1	Spring ISEP Exchange
October 1	Spring Program Providers, Spring New York Arts Program, Spring Capitol Hill Internship Program
December 1	SU Summer Faculty-led Programs
February 1	Summer Program Providers and Fall/Academic Year ISEP exchange, Fall New York Arts Program

March 1	Fall/Academic Year Program Providers, SU London Fall Semester, Fall Capitol Hill Internship Program
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Summer Study Abroad

Southwestern University also offers summer faculty-led programs in various parts of the world. Programs in recent years have traveled to Argentina, Belize, Europe, The Netherlands, Spain, and Switzerland. Courses cannot be taken as Pass/D/F.

Transfer of Credit

A foreign study program for which a student expects to receive and transfer credit from another institution requires previous approval by the appropriate department chair and the Director of Study Abroad and International Student Services. In cases where students do not register for courses until arrival at the study abroad site, students must complete the credit transfer process within three weeks of their return to Southwestern University, and it is highly recommended that students communicate about their course schedule and associated transfer credit while pursuing the program abroad. In addition, Southwestern must receive official transcripts from the institution awarding the credit. For determining transfer credits for participation in the foreign study programs of other universities, Southwestern adheres in general to the "Policy Statement on Study Abroad Programs" approved by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). The acceptance of credit from foreign study programs sponsored by other American institutions of higher learning will be judged on an individual basis according to the following standards: 1) the program has been approved by the appropriate department chair and the Office of the Registrar at Southwestern; 2) the program was supervised by a regionally accredited institution; 3) the student was regularly matriculated in an institution of higher learning during participation in the program; and 4) the program was primarily a college program and not a mixed high school-college program. Students may transfer up to 19 credits for each approved study abroad semester. Typically, students earn 15-16 credits for work completed during the semester abroad.

OFF-CAMPUS STUDY WITHIN THE UNITED STATES

New York Arts Program (NYAP)

This program, offered during the fall and spring semesters, is designed to provide any eligible student seriously interested in the performing, visual, communication and media arts with an opportunity to serve as an intern and to experience the world of established professionals in various arts and media organizations relevant to their academic interests. The cultural resources of New York City are well known. Less familiar is the artist's milieu, that mix of people, places and events which constitute the artist's environment, world and immediate audience. Qualified students accepted into the program spend a semester sharing this milieu with professionals representing all professional creative fields: visual artists, designers, museum curators, performing artists, authors, publishers, filmmakers, people in theatre and communication arts, etc. Each student is assigned a faculty advisor who works closely with them from their time of acceptance to the program through the duration of the semester, providing mentorship during their internship experience, and helping them navigate and thrive in NYC. Students also participate in a specially designed seminar course conducted by arts professionals, including NYAP staff and faculty, on various topics, and enjoy a robust visiting artist lecture series offered throughout the semester. Program offices are housed in Manhattan, conveniently located in the heart of midtown, and students live in program housing in Brooklyn. No Southwestern University funding is available for this program. Stafford Loans and Pell Grants are available to qualified students. Other outside loan options may also be available. Please contact the Internship Office for further information.

Capitol Hill Internship Program (CHIP)

Southwestern has established cooperative relations with the United Methodist College Washington Consortium, which allows students to apply to participate in the Capitol Hill Internship Program offered every fall and spring semester. This internship and academic program gives students the opportunity to complete political science course work, while interning in any industry in Washington, D.C. for a semester. Depending upon the student's interest, they can apply to intern at the White House, on Capitol Hill, in the courts, with public interest groups, in the private sector, or with a variety of other non-profit or public institutions/organizations. Students may earn up to 15 credits, which are transcribed by Southwestern University. The cost of the program is equal to Southwestern tuition, Brown-Cody housing and the unlimited board plan. Most financial aid is applicable to the Capitol Hill Internship Program, including Southwestern merit and need-based aid, and is available to qualified students in any major. Other outside loan options may also be available.

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Those interested in studying at Southwestern University must apply to the University through the Office of Admission. The University admits those students most able to successfully complete a degree program, make positive contributions to the overall life of the Southwestern community and become productive citizens following graduation. Admission is selective and involves a thorough review of each candidate's academic and personal qualifications.

Requirements for Admission

Students who graduate from accredited high schools may be admitted if their academic records, recommendations and other application elements indicate promise of success at Southwestern. Southwestern University strongly recommends that all students present a minimum of 18 academic units from their secondary school work. In addition to graduation from an accredited high school, it is strongly recommended that students present four years of English, four years of mathematics, four years of social science and/or history, three years of science, two years of a foreign language, and one year of an academic elective from the above-mentioned areas. Southwestern's academic merit scholarship requirements normally require the same 18 academic unit foundation for consideration.

Applicants may submit the SAT or the ACT as part of their admission and merit scholarship review or may choose to apply test score optional and participate in the required interview for test optional students. Testing is optional for all populations and for all scholarships; an interview will be required in its place.

Applicants are invited to submit, with their application, any evidence that they think would help the Admission Committee reach its decision on eligibility for admission, including creative samples and written statements to supplement the required essay. A personal interview is required in some cases and strongly recommended for all. Candidates for admission are considered based on their total record—academic as well as extracurricular - although a strong academic record is always necessary.

Applicants are responsible for ensuring the arrival of all materials necessary to complete their application, including transcripts and recommendation from a teacher, counselor, or school official. Applicants are responsible for checking their personal admission portal or contacting the Office of Admission to determine whether or not their file is complete prior to deadline dates.

Those who plan to major in fine arts are encouraged to have an audition/interview/portfolio review prior to admission to their respective curricula. A formal audition/portfolio review is required for fine arts scholarships and may be required for entry into certain majors.

Any questions in regard to admission decisions can be directed to the Assistant Vice President of Admission.

FIRST YEAR APPLICATION OPTIONS

Early Admission

A few students may be admitted each year following their junior year in high school. In these cases, the candidate is expected to have an outstanding academic record, acceptable test score results and the maturity to enter college without the senior year of high school. A personal interview is required.

Early Decision

Students for whom Southwestern is their clear first choice may apply under Early Decision. Southwestern must receive the application and all supporting documents by the first Tuesday of November of the student's senior year in high school. If admitted the enrollment, orientation and housing deposit will be due by the first Tuesday of January. A need based financial aid package will be presented to the student prior to the required deposit date, assuming the FAFSA or other required financial documents have been received by December 1. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time and no other applications may be submitted to other schools.

Early Action

Southwestern provides an Early Action option for students who consider the institution to be one of their top choices, but who also wish to consider other admission offers before making a final decision. The application deadline is the first Tuesday of December of the student's senior year in high school. Admission decisions will be made by the first Tuesday in March. For those students admitted, normal financial aid and candidate reply deadlines will apply: March 1 to submit the FAFSA or other required financial documents and the first Tuesday in May to accept or decline the offer to enroll. Some application decisions may be deferred to Regular Decision when additional items are required by the Admission Committee (e.g., interview, 7th semester grades, etc.) in order to complete the file.

Regular Decision

Regular Decision is the third admission option for students considering Southwestern University. The application deadline is the first Tuesday in February of the senior year of high school, with final admission decisions made by the first Tuesday in May. Financial aid and candidate reply deadlines are the same as mentioned above in Early Action.

First Year Application Deadlines

	<u>Application Deadline</u>	<u>Notification</u>	<u>Reply Date</u>
<u>Early Decision:</u>	First Tuesday in November	First Tuesday in December	First Tuesday in January
<u>Early Action:</u>	First Tuesday in December	First Tuesday in March	First Tuesday in May
<u>Regular Decision:</u>	First Tuesday in February	First Tuesday in April	First Tuesday in May
<u>Late Decision:</u>	After the first Tuesday in February	April 15 or upon completion of the review process	First Tuesday in May

Required for Transfer Admission

Each year, Southwestern enrolls a limited number of transfer students. An overall grade point average of not (on a 4.0 scale) on all college work is typically expected; however, each candidate's potential for success at Southwestern is evaluated individually. Applicants are welcome to submit other information (in addition to those items mentioned under "Requirements for Admission" above) in order to assist the Committee in its review.

The College Conduct Report is required and must be completed by a college official(s) with access to a student's disciplinary record. In addition, transfer students must furnish official transcripts of high school and all college-level work attempted. All credits are accepted on the basis of the classification given that institution by its accreditation agency or agencies. Credits earned at non-accredited institutions are subject to re-evaluation on the basis of the quality of work done at Southwestern University. No grade below C- is accepted for transfer from another institution.

Credit Information

Some colleges have entered into cooperative programs with high schools whereby high school students may enroll in first-year college-level classes and receive college and high school credit concurrently. Southwestern will transfer these credits toward a degree, provided they meet the criteria in the preceding paragraph and are submitted to Southwestern on an official college transcript. A student graduating from high school just prior to their first semester of college will be considered a first-year student, regardless of credits earned under a concurrent enrollment program.

All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this catalog (see "Degree Requirements"). Most transfer students need a minimum of four semesters worth of work to obtain a degree.

Veterans who have earned credits in approved military and service schools will be granted credit as indicated when such credit is appropriate to the degree programs of the students at Southwestern.

Non-Degree Seeking/Visiting Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. A visiting student application, along with official transcripts from all colleges attended, will be required of visiting students.

Non-degree seeking individuals interested in auditing a course should complete a visiting student application. Upon receipt of the application, the Admission office will consult with the instructor and the Registrar will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. (See the Schedules of Special Fees and Deposits in the Catalog.) Courses designed to develop skills and that are "hands-on" in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as an audit.

Non-degree seeking minors (i.e. a high school graduate who is not, or will not, be 18 at some point during their first year at Southwestern) who audit courses, must agree to abide by the policies established in the Southwestern Student Handbook and must have their legal guardian sign a waiver allowing the use of the campus network and computing resources.

Readmission

Any student who previously attended Southwestern for at least one regular semester must file an application for readmission at least one month prior to the beginning of the semester for which the student is seeking readmission. Students will be readmitted

on a first-come, first-served basis. A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students.

If a student is dismissed or is ineligible to return (see Dismissal and Eligibility for Continuance) and is interested in readmission, the student will be required to complete a full-time semester (minimum of twelve (12) semester credits) of transferable college work from an accredited two- or four-year institution of higher learning and earn at least a 3.0 grade point average on a 4.0 scale.

Candidates for readmission will be reviewed by the Office of Admission, with academic and student life administration involvement to be sure each student returning is ready to successfully complete a Southwestern degree. Personal interviews in the Office of Admission are encouraged and will be required in some cases.

Other Admission Requirements Information

All college work for which an applicant has registered must be reported at the time of application. Applicants must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled. Failure to make an accurate report of colleges attended will subject the student to disciplinary action, including possible suspension.

No person may register for, nor attend classes, unless the admission procedure has been completed.

Statement of Nondiscrimination

Southwestern University's recruitment and admission of students, awarding of financial aid and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, sexual orientation, gender identity/transgender status, or any other impermissible factor. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities, including sexual misconduct. The Southwestern University Title IX Coordinator is Loren Galloway Bowens who can be reached at titleixcoordinator@southwestern.edu or by phone, 512-863-1111.

FINANCIAL AID

In a real sense, every student admitted to Southwestern receives financial aid; income from endowments and gifts pays a significant portion of the cost of each student's education. Tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. Students should direct inquiries concerning financial assistance to the Financial Aid Office. The University has scholarships, grants, work opportunities and loans to assist students in meeting financial needs for their college education. The University administers a variety of programs, including the following:

Federal programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loan (subsidized and unsubsidized), Federal College Work-Study, Federal Direct PLUS Loan.

State of Texas programs: Tuition Equalization Grant, College Access Loan.

For 2024-25 the Financial Aid Office administered more than \$66 million in various kinds of financial aid for Southwestern students.

Students must reapply for all types of need-based financial assistance (scholarships, grants, work and loans) every year. To be considered for any type of need-based financial aid, current and prospective students should submit a Free Application for Federal Student Aid (FAFSA) beginning October 1 for the following academic year. This application is available at www.studentaid.gov, and the priority deadline for submission is March 1.

Merit Scholarships

Southwestern University awards a variety of scholarships based on factors such as academic merit or talent in the fine arts. The eligibility criteria and dollar amount for each scholarship vary with each scholarship program. Information about available scholarship programs may be found on the Financial Aid Office website at www.southwestern.edu.

Grants

Grants are awarded on the basis of financial need as determined by the submission of a FAFSA. Students should apply by March 1st to be considered for any grant funding through Southwestern.

Work Opportunities

A number of students are employed by the University in part-time positions in University offices, the library, residence halls, the dining hall and other similar areas.

Loans and Financing Options

Southwestern offers a variety of loan programs and financing options to assist families in their efforts to meet educational expenses. Current information on these options is available from the Financial Aid Office or at www.southwestern.edu.

Texas Guaranteed Tuition Plan (formerly the Texas Tomorrow Fund)

Families who have participated in the Texas Guaranteed Tuition Plan/Texas Tomorrow Fund may use these funds as a credit toward payment of tuition. To take credit for this program, a family must provide both the Financial Aid Office and the Business Office with a copy of the plan ID card. Upon review of the card and the type of plan selected, the appropriate amount will be allowed as credit toward payment of each semester's bill.

Cost of Education

Students may receive a combination of sources and types of financial assistance that may not exceed the total cost of education, as determined by the Financial Aid Office. If a student receives a combination of aid funds that exceed the total cost of education, it will constitute an over-award. To remain in compliance with applicable federal, state and University regulations, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the over-award. Such adjustments may include the reduction of scholarship or grant assistance previously awarded to the student.

Institutional Tuition Charges

Students may receive Southwestern scholarship and/or grant assistance up to the total amount of institutional tuition charges. If a student receives Southwestern scholarship and/or grant assistance that exceeds institutional charges, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the condition. These adjustments may include the reduction of scholarship or grant assistance previously awarded to the student. In no case will a student receive any University funds in cash.

Full-Time Requirement

All scholarships and grants from the University require a student to enroll at the University on a full-time basis. If a student does not enroll on a full-time basis for a semester, then that student's University scholarship or grant will be canceled for that semester. Exceptions to this policy are made in the following circumstances:

- 1) Graduating seniors in their last semester, when that student is taking only enough courses to graduate at the end of that semester.
- 2) Students who are approved to attend on a part-time basis for medical reasons. Requests for part-time attendance of this type must be made through the Center for Academic Success.

In either of these cases, the University scholarship or grant is prorated based upon the number of credits in which the student enrolls.

Federal and state financial aid programs have their own regulations regarding full time attendance. Details regarding these regulations may be obtained in the Financial Aid Office.

Withdrawals

If a student withdraws from the University after the beginning of a semester for any reason, that student's financial aid for that semester is subject to being prorated based upon the withdrawal date. All scholarships, grants and loans are affected, including those from federal, state and university sources. Upon being notified of the student's withdrawal, the Financial Aid Office will review that student's financial aid record to determine what scholarships, grants and loans must be returned to the appropriate programs. If it is determined that funds must be returned, the student's account at the University will be updated to reflect the amount being returned to the program. The Financial Aid Office will send a written notice to the student's home address, detailing any reduction of the student's financial aid.

The amount of University funds to be returned is calculated based on the week in which the student withdrew. The refunds are determined as shown below:

	Percentage Returned to SU	Percentage Retained by Student
If the Withdraw Occurs:		
During the first full week of classes	80%	20%
During the second full week of classes	60%	40%
During the third full week of classes	50%	50%
During the fourth full week of classes	40%	60%

During the fifth full week of classes	30%	70%
After the end of the fifth full week of classes	0%	100%

Federal and state programs have their own regulations pertaining to the calculation of the amount of funds that must be returned. Southwestern University evaluates withdrawn students in compliance with applicable federal and state regulations. Information about these regulations may be obtained in the Financial Aid Office.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

Students at Southwestern University are required to maintain satisfactory academic progress toward their degree in order to receive any financial aid (defined as federal, state, or institutional financial aid, to include merit scholarships, need-based scholarships, need based grants, loans, and federal/state work-study.) This progress is monitored using both qualitative and quantitative components of a student's academic work at Southwestern. To maintain good standing, a student must maintain the minimum levels defined for each component.

The **qualitative** component considers a student's cumulative grade point average (GPA) earned at Southwestern. Students must maintain a minimum cumulative GPA of 2.0 in their Southwestern University coursework.

The **quantitative** component considers the number of credits that are successfully completed by a student in comparison to the number of credits attempted by that student. This is also referred to as the pace of progression. Southwestern students must pass 80% of all credits attempted.

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

The Financial Aid Office will review academic progress at the end of each academic year. During each review, the student's cumulative qualitative and quantitative components will be considered, i.e., all SU grades and course credits attempted/earned by that student up to that point.

Maximum Time Frame

In addition to the qualitative and quantitative components, students must complete their degree at Southwestern within a certain number of credits. Students are allowed a maximum of 175 credits to complete their degree. Students who exceed the maximum credits will be considered ineligible for financial aid. All transfer credits will be counted toward the maximum time frame. All semesters of enrollment will be considered, including semesters where the student did not receive financial aid.

Failure to Meet the Standards of Satisfactory Academic Progress

A student who fails to meet the SAP standards will be declared ineligible to receive financial aid. That student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until (1) they attain the required SAP standards, or (2) they submit an appeal for reinstatement of financial aid eligibility and such a request is approved by the Financial Aid Appeals Committee (the "Committee").

The Financial Aid Office will send the student a written notification of the ineligibility, with information about how the student may submit an appeal to reinstate their financial aid eligibility.

When a student's financial aid eligibility is reinstated by the Committee, the student will be placed on a probation status for one semester. Students on probation will be placed on an academic plan determined by the Committee. During the probation semester the student will be eligible to receive financial aid. After the conclusion of the probation semester, the student's progress will be reevaluated. At that point, the student remains eligible to receive financial aid in the following semester if:

- 1) The student is meeting the SAP requirements; OR,
- 2) The Committee has determined that the student is successfully following the academic plan previously assigned to them.

If the student meets the SAP requirements after the probation semester, then they will be considered to be in good standing and will be eligible to receive financial aid in the following semester.

If the student does not meet the SAP standards after the probation semester, but the Committee has determined that the student is successfully following the academic plan assigned to them, then that student may continue receiving financial aid for the following semester.

If neither 1) or 2) are met, then that student will be considered ineligible for financial aid. The student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until they attain the required SAP

standards. A student who is ineligible for financial aid but who is eligible to return to Southwestern may re-enroll but is responsible for paying their own expenses during the period of ineligibility.

Appeals

A student who is declared ineligible may submit an appeal to have their eligibility reconsidered. Appeals for reinstatement must be made in writing to the Financial Aid Appeals Committee. Appeals must be made by the deadline indicated on the written notice of ineligibility sent to the student. The written appeal must include (1) the reasons why the student failed to meet the SAP requirements, and (2) what has changed that will allow the student to meet the SAP standards at the next evaluation. A student may request that their academic records and any extenuating circumstances be reviewed. Special circumstances may include, but are not limited to: illness or injury of the student, death of a close family member or similar hardship circumstances, change in major, seeking to earn more than one major, or transfer credits not counting toward a degree.

When a student finishes the spring semester without meeting the minimum requirements, summer school work may be considered to restore eligibility by the following fall semester.

The Financial Aid Appeals Committee will consist of the Dean of Financial Aid, the Assistant Vice President for Admission, the Senior Director of the Center for Academic Success and Advising, and the Associate Vice President for Academic Affairs or their designatee.

Dropped Courses

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the university in an ineligible status then that student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Southwestern will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other Southwestern students.

Transfer Credits and Credit by Exam

Credits earned through courses transferred from other institutions, through examination or testing (such as Advanced Placement (AP) or International Baccalaureate (IB) exams) or through dual credit programs, will be considered when determining a student's completion rate and maximum timeframe. Only the GPA earned on credits completed at Southwestern will be considered when evaluating the cumulative GPA.

CR/NC Grades

Grades of CR and NC will not have an impact on a student's grade point average, and therefore will not affect that aspect of a student's SAP status. When determining a student's completion rate, a course with a grade of CR will be considered to be successfully completed and the associated credits will be included in the numerator and denominator of the completion rate calculation. A course with a grade of NC will not be considered successfully completed, and the associated credits will only be included in the denominator of the completion rate calculation. When determining the maximum number of credits attempted, credits associated with a CR or an NC grade will be included as attempted credits.

Withdrawals

A student who withdraws from Southwestern after a semester has begun will have their satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Southwestern while on financial aid probation, they will be immediately declared ineligible to receive financial aid and must submit an appeal to have their standing re-evaluated.

Incomplete Courses

A course in which a student receives an "incomplete" grade will be counted against the student's completion rate for the period being evaluated. An "incomplete" grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the "incomplete" grade is replaced with a final grade in the course, that student's SAP status will be re-evaluated to determine their final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester credits attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The credits attempted/earned for a repeated course will be considered toward the cumulative semester credits attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Academic Progress Standards Unique to Individual Programs

This policy indicates minimal academic progress standards for students to receive financial aid. It should be noted, however, that individual grant or scholarship programs may require different or higher standards than what are outlined in this policy. In those instances, the individual program standards will supersede the SU policy for that particular program only. The most notable exception is the Tuition Equalization Grant awarded from the State of Texas. Contact the Financial Aid Office for more details regarding standards for individual programs.

EXPENSES

Tuition

At the beginning of each calendar year, Southwestern University's Board of Trustees set the rates for tuition and other charges for the upcoming academic year. Below are the approved rates for the 2025-2026 academic year. The rates for the 2026-2027 academic year have not yet been determined and are subject to change until approved by the Board of Trustees at the beginning of calendar year 2026.

	<u>Per Semester</u>	<u>Per Year</u>
Tuition (2025-2026):	\$28,109	\$56,218
Tuition (2026-2027):	Charges will be set in January 2026 by the Board of Trustees and will be available in the Business Office.	

To further assure a diverse community of scholars, Southwestern provides scholarships, work opportunities and loan funds to students. Awards are based upon need and merit. See "Financial Aid" for information on available financial aid opportunities.

Southwestern welcomes the opportunity to be of service to the population of Central Texas. Participation by experienced, knowledgeable individuals enhances the educational environment. Therefore, individuals may enroll in University courses on a non-credit "audit" basis at a cost of \$150 per credit, or \$75 per credit if age 50 or over. Transcripts and other formal administrative procedures will not be maintained, thus eliminating unnecessary expenses associated with the enrollment of senior members of the student body.

Audit enrollment will be encouraged in courses designed to develop critical thinking capabilities and which occur in traditional classroom settings. Courses that are designed to develop skills, such as private music lessons and activity courses in the Sarofim School of Fine Arts, fitness and recreational activity courses in the Kinesiology Department, and laboratory courses are not open for audit enrollment.

Room Charges

Room charges reflect actual cost to the University of providing the services. The University is committed to assuring a full range of housing accommodations. Charges for the higher priced accommodations reflect the assigned square footage, location of lavatory facilities and climate control features. When modifications are made to housing accommodations due to need, the housing rates are adjusted appropriately. Room charges for the 2026-2027 academic year will be set in January 2026 by the Board of Trustees.

<u>Room Charges (2025-2026)</u>	<u>Per Semester</u>	<u>Per Year</u>
Halls - Double Occupancy		
Brown-Cody Hall	\$4,403	\$8,806
Ernest Clark Hall	\$4,403	\$8,806
Herman Brown Hall	\$4,403	\$8,806

J.E. and L.E. Mabee Hall	\$4,403	\$8,806
Martin Ruter Hall	\$3,455-\$5,182	\$6,910-\$10,364
Moody-Shearn Hall	\$4,403	\$8,806
Fraternity Houses		
Kappa Alpha (KA)	\$4,403	\$8,806
Pi Kappa Alpha (PKA)	\$4,403	\$8,806
Apartments		
Dorothy Manning Lord Residential Center	\$7,042	\$14,084
Grogan and Betty Lord Residential Center (per person)		
- 2 bedroom	\$6,393	\$12,786
- 1 bedroom	\$9,602	\$19,204
Charline Hamblin McCombs Residential Center (per person)		
-- 2 bedroom double-occupancy	\$4,403	\$8,806

Room accommodations are assigned for the full academic year, except when a student withdraws for health or academic reasons, is in an approved study abroad program, or when a student graduates at the end of the fall semester. Continuing students who leave the residence halls mid-year to move to private accommodations will be held liable for spring semester room charges. Returning students failing to cancel a room reservation made for the fall semester by July 1 may be held liable for fall semester room charges.

Board Charges

University Food Services, through a contract with Aramark, provides a complete meal service for resident and nonresident students. Since residence halls and the McCombs Residential Center do not have adequate facilities for food preparation, all resident students living there must purchase a meal plan. Resident students may select from any of the meal plans listed below, **except** the five-meal plan. Students who live in the Grogan and Betty Lord or the Dorothy Manning Lord Residential Center, a Fraternity House, or off campus may choose from any of the meal plans or choose to not have a meal plan at all.

Additional meals may be purchased at posted prices. The menu selections are designed to afford students a range of choices that encourage a nutritionally balanced diet as well as items that may respond to a variety of individual tastes. Special diets can be provided upon the recommendation of a medical doctor. Meal rates for the 2026–2027 academic year will be set in January 2026

<u>Meal Plan Charges (2025-2026)</u> *State sales tax is included.	<u>Per Semester</u>	<u>Per Year</u>
Unlimited Meals + \$75 Pirate Buc\$ per semester	\$3,581	\$7,162
15 Meals per week + \$75 Pirate Buc\$ per semester	\$3,208	\$6,416
12 Meals per week + \$75 Pirate Buc\$ per semester	\$3,080	\$6,160
9 Meals per week + \$75 Pirate Buc\$ per semester	\$2,886	\$5,772
5 Meals per week + \$100 Pirate Buc\$ per semester	\$1,257	\$2,514

Traditional Meal Plans (15, 12, 9, or 5 Meals per week) –

Unused meals on the Traditional Meal Plans do not transfer from week to week. Meals can only be used for the students to which the plan belongs.

The 5 meal plan is only available to students living in the Dorothy Manning Lord Residential Center, the Grogan and Betty Lord Residential Center, fraternity houses, and off campus.

Pirate Buc\$ –

Pirate Buc\$ can be used anywhere on or off campus that accepts pirate cards. Pirate Buc\$ will carry over from semester to semester and any balance will be refunded when the student graduates or leaves Southwestern.

Deposits

Admitted Student Deposit – Admitted students are required to pay a deposit of \$700 prior to pre-registration for the fall semester. This \$700 deposit is non-refundable and consists of an enrollment deposit, an orientation deposit, and a housing deposit. The enrollment deposit will be applied to the semester charges at the time of registration or confirmation of pre-registration, and serves to hold the student's classes. The orientation deposit will be applied against the Sprog Orientation charge that will appear on the student's account. The housing deposit of \$250 is required of all students residing in the residence halls. The housing deposit assures the assignment of a housing accommodation and provides compensation to the University in the event of damage to the facilities or cancellation of a housing reservation.

All applicable housing deposits are refundable upon completion of a University degree or at the time a student formally withdraws from the University. In the event that a student leaves the residence hall for other than academic/health reasons, to study abroad, or graduation or at the end of an academic year, the deposit will be forfeited. Additionally, students who leave the residence halls between the fall and spring semesters to move to private accommodations will be held liable for spring semester room charges. Returning students who have reserved a room during spring room sign-up for the following fall semester must cancel in writing with the Office of Residence Life by June 1 in order to receive a refund of the housing deposit. Students who are graduating, transferring, studying abroad or formally withdrawing from the University who fail to file an Intent to Vacate form by December 1st will forfeit the housing deposit. All students who live in the residence halls during the fall semester will forfeit their housing deposit if they return to Southwestern and cancel their residence hall room reservation and live elsewhere during the spring semester. In addition, students who cancel after December 1 will be held accountable for the entire spring semester room charge. In the event that any fees or charges are due to the University upon withdrawal or graduation, the deposits will be applied to the balance due.

Schedules of Special Fees and Deposits

Students registered for 12-19 credits will pay full tuition. Special fees and deposits for the 2026–2027 academic year will be set in January 2026 by the Board of Trustees.

Student Services & IT Fee (per semester)	263.00
Advanced standing examination.....	50.00
Audit charge (per credit)	150.00
Audit charge – Individuals over 50 years old (per credit)	75.00
Motor Vehicle registration (per semester)	120.00
Tuition charge per credit (less than 12)	2,342.00
Summer 2025 tuition charge (per credit)	458.00
Final examination out of schedule	50.00
Enrollment deposit (prepayment of tuition – new students)	250.00
Housing deposit	250.00
Orientation deposit (prepayment of orientation fee – new students)	200.00
Fraternity Parlor Fees	200.00
Overload fee (per credit in excess of 19)	350.00
Returned Payments (per item)	30.00
Late Payment Fee (per semester)	150.00
Payment Plan Cancellation Fee for Non-Payment	100.00
Late Registration Fee (per semester)	100.00
Dewar Optional Tuition Refund Plan, Resident (per year)	596.00
Dewar Optional Tuition Refund Plan, Non-Resident (per year)	465.00
Additional Fine Arts Fees (per semester)	
Applied music lesson – one credit course	225.00
Applied music lesson – two or more credit course	450.00
<i>(Some students may be eligible for fee waivers. Contact the Chair of the Music Department for eligibility information.)</i>	
Lab Fees (per applicable Science and Education class)	75.00-85.00
Lab Fees (per applicable Fitness and Recreational Activity class)	50.00
Student Health Insurance (per year)	2,468.00
Library Fee for Georgetown residents (not students)	25.00

Special Fees

Southwestern University has established a number of off-campus academic learning experiences designed to broaden the background of student scholars. Because of special costs associated with some of the programs, special fees may be assessed on a program-by-program basis and are not refundable if the student drops the course. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

Billing & Payment of Accounts

In compliance with Family Education Rights and Privacy Act (FERPA), Southwestern University cannot release a student's

educational record, including student account and financial information, to any person unless authorized by law or unless the student consents to the disclosure in writing. Students have the ability to grant proxy access to individuals (parents, guardians, or other designees) through Self-Service. Individuals approved for proxy access can be provided with the ability to access billing and financial aid information, as well as speak with student account professionals and/or financial aid counselors.

The University electronic billing schedule and payment due dates can be found on the Business Office website in the Student Accounts section located at: <https://www.southwestern.edu/business-office/student-accounts/>. Southwestern sends electronic bills (e-bills) that are posted on the student's Transact Payment Portal which is accessed through the student's Self Service account. In order for parents or other individuals to access e-bills, make payments, sign up for the SU payment plan, and to receive emails and text notifications, the student must "Send a Payer Invitation" to the individual and give them permission through their Transact Payment Portal. Fall semester bills are generated after registration and financial aid awards have been completed and a reminder Fall bill is generated in mid-July. Spring semester bills are generated in November. Students may receive additional bills for charges accrued during the semester such as traffic tickets, library fines, residence hall damages and/or course fees.

At the time of registration for any semester or term, every student is required to accept the Southwestern University Payment Terms Agreement. If the Agreement is declined, registration will not be allowed.

Payment Options -

1. In Person at the Business Office – Cash, checks, money orders, or cashier's checks are accepted at the Business Office, which is located on the first floor of the Cullen Building.
2. By Mail – Checks, money orders, or cashier's checks are accepted by regular mail at the following address:
Southwestern University, 1001 E University Ave, Georgetown, TX 78626
3. Online Payments via the Transact Payment Portal -
 - Credit Card or ACH Payments –
Credit card and ACH payments are accepted online through a student's Self Service Account in the Transact Payment Portal. All credit cards are accepted with a 2.95% processing fee. There is a minimum processing fee of \$3 for credit card payments over \$20 and less than \$106. Electronic check/ACH payments are currently accepted with no fee, but this is subject to change.
 - SU Payment Plan –
SU provides an interest-free payment plan option that is integrated with the student account balance. The payment plan is term specific and has a maximum of five monthly payments for each term depending on the student's enrollment date. There is a nonrefundable \$25 enrollment fee that is due upon enrollment. Enrollment in the SU Payment Plan is done through the Transact Payment Portal.
 - Parent or Other Authorized User Access –
Students have to send an invitation to a parent or other authorized individual to have their own access to the Transact Payment Portal in order to access e-bills, make credit card or ACH payments, or to enroll in a payment plan. Instructions are available online at
www.southwestern.edu/business-office/student-accounts/payment-options/

Late Payment Fee Policy

Late Payment Fee

An initial late payment fee of \$150 will be charged to unpaid student accounts with no payment arrangements made by the payment deadline each semester. In addition, students with past due balances may be dropped from all current and future class enrollment for non-payment. Students with past due balances will not be permitted to move into on-campus housing for the fall semester. Likewise, students already in on-campus housing during the fall semester who have past due balances for spring will be notified prior to the end of the fall semester that they will be required to move out at the end of the term and not permitted to return to housing unless immediate payment arrangements are made.

In calculating the past due balance, confirmed financial aid, established payment plan amounts, verified VA benefits, Texas Tomorrow funds, and other substantiated credits will be considered and deducted from the actual student account balance. Students and families with unique payment circumstances must contact the Business Office to confirm payment arrangements prior to the due date. Late payment fees will be assessed on accounts that have not been paid or do not have sufficient financial aid, other credits, or payment arrangements to cover the total institutional charges owed.

Pre-Registration Holds

Prior to pre-registration for the next term, if any estimated funds or other credits are still not received as payment on the student account or new charges exist that result in an unpaid balance of \$300 or more, the student account will be put on hold and pre-registration will not be allowed until the estimated funds are received or the unpaid balance is paid. While on hold, the student will also not be able to obtain a transcript.

Removal of Course Registration for Non-Payment

The payment deadline is communicated in various ways including on the Business Office website, student e-bills, and emails sent directly to the students' SU accounts. If payment arrangements have not been completed by the stated deadlines, the University will proceed with removing a student from all registered classes for the semester, either as a cancellation or withdrawal based on the timing as indicated below.

Course Cancellation for Non-Payment

A cancellation occurs when a student is removed from all classes for non-payment prior to the first day of the semester. For a cancellation, a student will receive a full refund of any tuition and fees paid toward the future semester and all financial aid will also be canceled. Upon resolving the original unpaid student account balance, the student may register again for classes before the end of the add period. Please note that registration for classes is based upon available seats so there is no guarantee the original class schedule can be reinstated.

Course Withdrawal for Non-Payment

A financial withdrawal occurs when a student is removed from classes for non-payment on or after the first day of class. If the deadline to add a class has not passed, upon resolving the original unpaid student account balance, the student may register again for classes without a guarantee of reinstatement of the originally registered courses. If the student who is financially withdrawn for the semester does not re-register, the student will still be responsible for paying the applicable percentage of tuition and board as outlined in the Tuition Refund Schedule noted below in the "Refund Schedule" section. Room charges will not be refunded due to financial withdrawal. Institutional, state, and federal financial aid are also subject to being reduced in the event of that student's withdrawal from classes and failure to re-register during a semester.

Delinquent Accounts & Collection Agencies

After the end of the semester, any remaining delinquent accounts will be referred to outside collection agencies and will be reported to the national credit bureaus. The student is responsible for payment of any and all collection agency charges, attorney fees, and court costs that accrue. Student account balances are considered to be an educational loan and therefore are not dischargeable under the United States Bankruptcy Code.

Refund Schedule

Students who are allowed to withdraw all or part of their registration will be granted a reduction of a portion of the original charges according to the schedule shown below. Questions regarding the University's refund policies should be addressed to the Business Office. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added, if the drop and add occur simultaneously. The date the withdrawal or change in class load is received by the Office of the Registrar determines refunds as shown:

Tuition:

During first full week of classes	80% credit
During second full week of classes	60% credit
During third full week of classes	50% credit
During fourth full week of classes	40% credit
During fifth full week of classes	30% credit
After the end of the fifth full week of classes	None

Board:

75% of the unused portion of the base meal plan is refunded.

Pirate Buc\$ refunds must be requested in writing from the Pirate Card Office.

Room:

No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

Summer Refund Schedule

Tuition for Summer I & Summer III:

Day 1 of classes	80% credit
Day 2 of classes	60% credit
Day 3 of classes	50% credit

Day 4 of classes	40% credit
Day 5 of classes	30% credit
Day 6 of classes and after	None

The Tuition Refund Plan, offered by A.W.G. Dewar Insurance, provides coverage for the university charges of tuition, room and board when a student is required to withdraw from school due to a medical or mental health illness before the semester is complete based upon a doctor's certification. This Tuition Refund Plan is a private insurance program that **supplements** Southwestern University's standard refund policy by offering up to 75% coverage for withdrawals due to medical illness or injury and up to 75% for mental health withdrawals in accordance with the policy terms and conditions. Participation in the Tuition Refund Plan offered by A.W.G. Dewar is entirely optional and the University's refund program is applicable whether or not a student enrolls in the plan.

Students Called to Active Military Service

If a student withdraws because the student is called to active military service, the effective date of withdrawal will be used to calculate financial aid and tuition refunds, in accordance with published institutional, state, and federal refund policies as applicable.

Withdrawals and Financial Aid

A student's institutional and federal financial aid is subject to being reduced in the event of that student's withdrawal from classes during a semester. Consult the "Financial Aid" section of this catalog for information regarding the impact of a withdrawal on a student's financial aid award.

Part-Time Status and Financial Aid

Most financial aid and University merit scholarship programs require a student to enroll at the University on a full-time basis. Consult the "Financial Aid" section of this catalog for information about how this policy affects students who enroll on a part-time basis.

VETERANS AND FAMILY MEMBERS

Southwestern University is approved to offer instruction to students attending college under the provisions of the United States Code, Title 38, and Chapter 30, 31, 33, and 35.

The University contact for individuals planning to use Veterans Administration (VA) benefits is the Veterans' Certifying Official in the Office of the Registrar.

Veterans who have successfully completed basic training, and have been honorably discharged, will be granted one upper-level fitness and recreational activity (FRA) credit after submitting a DD 214 to the Office of the Registrar. Students on active duty may submit their Joint Services Military Transcript if a DD 214 is not available.

An individual planning to attend Southwestern University using VA benefits must comply with the following procedures:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the Office of the Registrar to determine any awarding of military credit when such credit is appropriate to the degree programs of the students at Southwestern.
3. In coordination with an assigned academic advisor, register for courses that are required for completion of the student's selected degree.
4. Maintain satisfactory academic progress. The provisions found in the Academic Status and Eligibility section, under the headings of "Academic Probation" and "Dismissal and Eligibility for Continuance", as well as the provisions found in the "Satisfactory Academic Progress Policy for Financial Aid Eligibility" in this catalog will apply.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, Southwestern University

- will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

- o The date on which payment from VA is made to the University.
- o 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility.
- will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the University due to the delayed disbursement funding from VA under Chapter 31 or 33.

As allowed under the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the covered individual will be required to:

1. Submit a certificate of eligibility (COE) for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the University.
4. Pay any amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement. The provisions found in the Late Payment Fee Policy, under the heading of "Late Payment Fee" in this catalog will apply.

Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Veteran Readiness and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

The VA requires that schools make electronic transcripts available to all students using VA benefits. SU makes unofficial transcripts available at any time in the student's Self Service portal. Students may order official transcripts, including electronic transcripts, on the SU Registrar's website: <https://www.southwestern.edu/academics/records-registrar/>

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

STUDENT LIFE

STUDENT LIFE MISSION

In partnership with students, we create a community of learning through celebrative and transformative programs and individualized services.

ATHLETIC AND RECREATIONAL OPPORTUNITIES

The University provides comprehensive and meaningful opportunities for students at all levels of skill and physical ability. Sports and recreational facilities on campus include an indoor swimming pool; tennis courts; outdoor volleyball and basketball courts; indoor and outdoor tracks; gymnasiums; exercise and weight rooms; soccer; baseball; softball and lacrosse fields; and games and media rooms in the Campus Center. Students will find sports, recreation, and wellness activities available at Southwestern in a number of areas, including intercollegiate athletics, club sports, intramurals, and recreational activities.

Campus Recreation

Southwestern Campus Recreation (Campus Rec) provides the University community with opportunities for physical, social, and educational development through participation in intramural sports, fitness/wellness, sport clubs, and outdoor adventure programs.

Intramural sports provide an opportunity for participation in organized team and individual sports at various skill levels. A schedule of team sports, individual sports, and special events allows students, faculty and staff to compete against others of similar skill in men's, women's, and co-rec divisions of play.

A wide variety of fitness classes are offered by Campus Rec. Please check the Campus Rec website: <https://www.southwestern.edu/life-at-southwestern/intramural-recreational-activities-sira/>, or call 512-863-1665 for more information.

Sport clubs are student organizations focused on a specific sport or physical activity. Current clubs include SU Cheerleaders, SU Pom Squad and the Climbing Club. A club may be instructional, recreational, and/or competitively oriented depending upon the interest of the club members. As with all student organizations, a sport club member placed on scholastic or disciplinary probation is not eligible for election to office within the club and may not represent the club at off-campus events/contests.

Outdoor Adventure provides students the opportunity to sign up for outdoor trips both locally, nationally and internationally. Activities include hiking, rock climbing, mountain climbing, kayaking, paddle boarding, caving, and camping trips. Outdoor Adventure also provides outdoor equipment that can be checked out at no cost to SU community members.

Approximately 40 students are employed annually in several important positions within Campus Rec including: Intramural Supervisor, Intramural Sports Official, Office Assistant, Publicity Assistant, Sport Club Assistant, and Equipment Manager. For more information, visit the Campus Rec website, call 512-863-1606 or stop by the Campus Rec Office in the Robertson Center, Room 214.

Intercollegiate Athletics

Southwestern University competes nationally as an intercollegiate program in the National Collegiate Athletic Association (NCAA) Division III, without offering athletic scholarships. Conference affiliation for all sports is with the Southern Athletic Association (SAA), which includes Berry College, Centre College, Millsaps College, Oglethorpe University, Rhodes College, University of the South, and Trinity University. The Pirates compete in 20 sports, including men's baseball, men's and women's basketball, men's and women's cross country, men's football, men's and women's golf, men's and women's lacrosse, men's and women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, men's and women's track and field, and women's volleyball.

The Athletics Department staff and its student-athletes place the highest priority on academic success and the overall quality of the educational experience while striving for excellence on the playing field. The Athletics Department's goal is to reflect Southwestern's commitment to the principles of sportsmanship, ethical conduct, honesty, fairness, and respect for others, with an emphasis on the health and welfare of our student-athletes. The Athletic Department strives to collaborate with multiple campus constituencies to implement programs and deliver services that ensure fair and equitable treatment of men and women, maintaining a focus on a values-centered education of the whole person.

Faculty members are important partners in helping student-athletes balance the rigors of their academic studies with the challenges of intercollegiate athletic participation. Student-athletes are responsible for communicating with faculty and staff about their travel schedules and working to make appropriate accommodations regarding make-up work and exams.

For student fans of the Southwestern teams, admission to all athletic events is free with their student ID card. All sports, except football, play their home games on campus. Football plays its home contests at Georgetown ISD's Birkelbach Stadium.

You can follow the progress of the Southwestern University Pirates at www.southwesternpirates.com

COUNSELING CENTER

The Counseling Center provides confidential, short-term individual, group, and relationship counseling concerning personal issues. Students seek counseling for a wide variety of issues. These include: adjustment to college, motivation, depression, anxiety, relationships with peers or family, sexuality, alcohol or drug use, body image, suicidal thoughts, self-esteem, mood swings, disordered eating, trauma, and stress. Referral to off-campus professionals is available for complex medication concerns and for long-term counseling. For more information call 512-863-1252 or come by the Counseling Center on the second floor of the Prothro Center for Lifelong Learning.

FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life at Southwestern University offers students a dynamic and enriching experience that extends beyond social events and networking. The key benefits of joining a fraternity or sorority include: strong sense of community, lifelong friendships, leadership development, personal growth, academic support, philanthropy and community service, networking and career opportunities, and social and personal enrichment. In the 2025-26 academic year, the organizations at Southwestern are: Alpha Delta Pi, Alpha Kappa Alpha, Alpha Xi Delta, Delta Delta Delta, Kappa Alpha, Kappa Delta Chi, Kappa Sigma, Phi Delta Theta, Pi Kappa Alpha, and Zeta Tau Alpha.

HEALTH CENTER

The Health Center provides students with confidential, quality health care services and education. We encourage students to take an active role in their well-being and health care decisions.

The Health Center is located on the second floor of the Prothro Center, and is open Monday to Friday, 8:00 a.m. to 5:00 p.m. during the fall and spring semesters. Appointments are strongly recommended, and same day appointments are available on a first-come, first-served basis.

The team of health care professionals includes physicians, nurse practitioners, and a registered nurse. Our services include diagnosis and treatment of common illnesses, chronic conditions and mental health issues, wellness exams, physicals, laboratory testing, and prescriptions. When appropriate, we will make referrals to off-campus resources and specialists. The Health Center does not provide emergency care. Students should always call 911 for life-threatening emergencies. A list of local after-hours resources can be found at www.southwestern.edu/health-center/.

Medical Excuse Policy

The Health Center does not provide written excuses for student absences. It is the student's responsibility to notify professors whenever they have an illness or injury that may result in missed classes. The Health Center expects that students are honest with their professors as part of the Honor Code. This policy is consistent with the recommendations of the American College Health Association and resembles policies at most other colleges and universities. Exceptions will only be made when the student is expected to be absent for an extended period of time.

No Show Policy

The Counseling and Health Center charges a "no show" fee for all appointments that are not attended or canceled within 24 hours prior to the scheduled appointment. A fee of \$15 will be automatically charged to the student's account.

Health Information Requirements

As part of the admission process, the Health Center requires immunization records, including meningitis vaccine for students 21 years and under, a TB screening test, and a completed health history. These may be uploaded on the patient portal which can be found at www.southwestern.edu/health-center/

Student Health Insurance

All students are required to have an active health insurance policy at all times, and students should always bring a copy of their most current health insurance card to all appointments. The Health Center will see all students regardless of what health insurance coverage they have.

All students will be automatically enrolled in a student health insurance plan unless they opt out. Students may waive the auto-enrollment by entering current health insurance information before the deadline at www.eiastudent.org/southwestern/.

THE HONOR CODE

When students enter Southwestern University, they agree to support the Honor Code, which dates back to at least 1907 and is one of the oldest honor codes in the U.S. Students established the Honor Code and continue to assume responsibility for honorable conduct in all academic work. Students are on their honor to do their own work and to report other students who violate this commitment. Students write the following pledge on all examinations: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION CENTER

The Justice, Equity, Diversity, and Inclusion (JEDI) center fosters an inclusive and equitable environment at Southwestern, in our community, and beyond. We strive to elevate the voices of underrepresented populations of historically marginalized individuals and cultivate a community of belonging. The JEDI center creates diverse, equitable, and inclusive environments through quality education, robust research, and community building. In addition, the JEDI Center serves as an advisor to and provides support and resources for the Coalition for Diversity and Social Justice (CDSJ), which includes eleven cultural, identity, and social justice-based groups. All students and organizations are welcome to be a part of the coalition if they are interested in working on diversity, inclusion, and social justice causes. For more information call 512-863-1342 or come by the JEDI Center located on the third floor of McCombs room 334 (MCC 334).

PERSONAL CONDUCT

A student's enrollment at Southwestern University is considered an implicit declaration of acceptance of University regulations as outlined in the most recent issues of the Catalog and Student Handbook. The Student Handbook is available online. Responsible citizenship among college students includes honesty and integrity in class work, regard for the rights of others, and respect for local, state and national laws and for campus policies and regulations. Students are expected to become thoroughly familiar with University policy and the University's core values.

RESIDENCE LIFE

Living on campus empowers students to be active and engaged community members, develop holistically, and establish practices for lifelong success through the intersections of academic and social life. Residence halls are a vital part of the Southwestern campus community and complement the educational purposes of the University by providing an atmosphere conducive to meeting academic, social, and personal needs of students.

Professional staff and student Resident Assistants provide intentionally crafted educational, recreational, social, and cultural opportunities to support and supplement the intellectual experiences occurring in and out of the classroom.

Students who have completed less than six full semesters in college (post high school graduation) are required to live on campus. When living on campus, each student, except those living in the Lord Residential Center, the Dorothy Manning Lord Residential Center or the fraternity houses, must purchase a meal plan from the University's food service provider. Requests for medical exemptions from the residency and/or food service requirement may be addressed to the Associate Director of Academic Success. Many juniors and seniors choose to live on campus, and housing is assigned on a first-come, first-served basis.

Residence hall applications for new students are made by filling out an online housing form. Students can access the form after they have submitted the non-refundable matriculation deposit in the amount of \$700, payable to Southwestern University, to the Office of Admission. Upper-division students wishing to live on campus reserve a space during the annual spring room selection process.

The University assumes no responsibility for the loss of property belonging to students in residence halls or any building owned by the University, whether the loss is the result of fire, theft, flood, or an unknown cause. Southwestern University does not carry insurance on personal property of students. It is strongly recommended that students insure their personal property, including automobiles, through their family's homeowner's or automobile insurance policy or by purchasing personal property insurance.

Information concerning room and board rates, payment plans and refund policies may be found in the Expenses section.

SPIRITUAL LIFE

The spiritual well-being of every member in the Southwestern University community is vitally important. The primary focus of the Office of Spiritual Life is to assist members, not only in their personal spiritual health, but also to strive for the spiritual health of the community as a whole. Purpose and meaning in life is fundamental to spiritual well-being. Thus, spiritual discernment is an essential element of the Southwestern University experience. The University Chaplain collaborates with trustees, faculty, staff, students, alumni, parents, and friends of the University to fulfill this mission. There are several ways to learn, grow, and serve including weekly gatherings, occasional lectures, and religious organizations. In addition, there are special places to enhance one's spiritual growth and well-being. The Lois Perkins Chapel is open daily from 8:00 a.m. until midnight for prayer, meditation, and group meetings, as is the Chapel lounge/Multi-faith prayer room next to the Chapel. There is also a Prayer Labyrinth available on the campus. The University Chaplain's office is located in 325 of the McCombs Campus Center. You may also call (512) 863-1959.

STUDENT ACTIVITIES

The mission of the Office of Student Activities is to act as an advisor, ally, educator and mentor to the students of Southwestern University by facilitating learning experiences through leadership opportunities, student organizations, social activities and services that promote personal growth and the empowerment of students for success in our diverse community and beyond. The Office works closely with all student organizations, student leaders, and various university committees. Student Activities has responsibility for the development and coordination of campus wide programming such as Friday Night Live, concerts, leadership development, and advising various student organizations (including the University Programming Council. For more information, stop by the office, which is located in suite 340 of the McCombs Campus Center, or call 512-863-1345.

UNIVERSITY POLICE DEPARTMENT

The mission of the Southwestern University Police Department (SUPD) is to serve our diverse and inclusive community by promoting a safe and secure living and learning environment that fosters thinking, creativity, and connections. SUPD accomplishes this mission by engaging with students, faculty, and staff under a community policing philosophy; by sponsoring a variety of proactive safety and awareness programs and events; and by protecting life and property through equal and unbiased enforcement of University policy, local, state, and federal laws. Each SUPD Officer holds a Master Peace Officer License. SUPD Officers are always available to offer assistance when needed, and patrol campus 24 hours a day, 365 days a year. For comprehensive information about safety on campus, see the section entitled Safety and Security Information in the Student Handbook. For police assistance and/or to learn more about SUPD, call 512-863-1944.

Motor Vehicle Regulations

Students who operate motor vehicles on campus are required to register their vehicles and comply with the currently approved and published traffic and parking regulations. All Southwestern students are automatically charged a Vehicle Registration of \$120.00 per semester (\$240 for the academic year). If a student will never park a vehicle on campus, the charge may be waived by completing the Vehicle Registration Waiver form online at tinyurl.com/parkingwaiver. The online waiver form must be submitted each semester by the required deadline.

CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT

The Center for Career & Professional Development (CCPD) empowers students to shape their professional identities, develop 21st century career-readiness skills, and construct well-managed professional lives. Students who engage early and often with the CCPD have a better grasp of the career search process and have the potential for more options as they move from college to the post-graduate world of work or advanced degree programs. With the CCPD's guidance, students can explore themselves, the world of work, and engage in effective searches for jobs, internships, and graduate/professional schools, especially leveraging Career Community networks.

Personalized, individual career advising provides students the chance to use self-assessment tools, like personality and interest inventories, to explore majors and careers. Advisors also work one-on-one with students to help them develop effective resumes, cover letters, social media presence, interviewing and networking skills, and personalized internship/job search strategies.

Students can take part in a wide variety of special events to learn career development skills and to explore various career fields, especially through connections with alumni. Examples include Career Connections BBQ, Careers in... sessions, Career Treks, and the immersive SOAR (Skills ~ Opportunities ~ Action ~ Results) Summit exclusively for sophomores.

The CCPD connects students with employers for part-time jobs, internships, and full-time employment via HireSU (online job board), on-campus information sessions and interviews, and career fairs. Advisors also help students pursuing graduate/professional school learn how to identify programs, review personal statements and other application materials, and conduct graduate school admission practice interviews.

Numerous valuable resources for students include a comprehensive website offering information on a range of exploration, experiential, and job search topics; Career Cafe with coffee, work space, and career-focused publications; and PirateConnect, a virtual networking platform to connect Career Communities.

Visit the Prothro Center, Suite 140, or www.southwestern.edu/careers to learn more.

CULTURAL ACTIVITIES AND SPECIAL CAMPUS PROGRAMS

Southwestern University sponsors a number of cultural activities and special programs to enhance the quality of life on campus, provide access by students and other members of the campus community to people and issues which will stimulate their own reflection, and support and contribute to the academic environment of the institution. These activities are designed to interrelate academic activity with the social and everyday life on campus and reflect the University's commitment to the education and development of the whole person.

THE ARTIST SERIES

Throughout the academic year, the departments in the Sarofim School of Fine Arts bring a wide range of guest artists to campus to present exhibits, lectures, and to perform in concerts and theatrical productions. Among them have been The Peabody Trio, Christian Lavigne, Anton Nel, Abbie Conant & William Osborne, the Austin Civic Orchestra, Rudy Pozzatti, Top Brass from The United States Army 'Pershing's Own', Roomful of Teeth, Susanne Mentzer, Laura Claycomb, and Badi Assad.

The students and faculty of the Departments of Art & Art History, Music and Theatre also present many performances throughout the year. In addition to many solo recitals, the Jazz Band, Wind Ensemble, Orchestra, and Opera Theatre regularly perform on the Alma Thomas and Jones Theater stages. Recent stage productions have included *Gypsy*, *Little Shop of Horrors*, *Heartbreak House*, *Suburbia*, *Anton in Show Business*, *Rumors*, *Dead Man Walking*, *In the Next Room*, *The Don Juan Project*, *Five Women Wearing the Same Dress*, *Silent Sky*, and *Ride the Cyclone: The Musical*. The Theatre Department also regularly produces theatre for young audiences, such as *The Yellow Boat*, *Frog and Toad*, *A Midsummer Night's Dream*, *You're a Good Man, Charlie Brown*, *Sideways Stories from Wayside School*, *How I Became a Pirate*, and *Luna*. All performances and concerts are free to Southwestern students, faculty and staff. All theatre productions and music concerts require a ticket that is available at the Box Office.

LECTURESHIPS AND SYMPOSIA

In an effort to provide students at Southwestern University access to major issues of life and culture, the University presents a series of lectures and other academic occasions during the year.

Brown Symposium Series

Through the generosity of The Brown Foundation, Inc., of Houston, the Brown Symposium Series was established to bring to campus people of national and international repute in areas represented by the holders of endowed Brown professorships. Distinct from traditional lecture series and offered biennially, these symposia are integrated into the regular curricular design of the University, and the members of the symposia participate in a total education experience.

Symposia topics have included: "Cosmology: the Changing Philosophies of Science," "Benjamin Britten and the Ceremony of Innocence," "Pandora's Box: Computers in Everyday Life," "Africa and Afro-America," "Punctuated Evolution: The Slender Thread of Life," "Discoveries of America," "Macrohistory: New Visions of the World," "Global Climates: Past, Present & Future," "Communities," "Drawing and Crossing Boundaries: The Roots of Texas Music," "The Human Genome Project: Advances, Repercussions and Challenges," "España y América: Cultural Encounter—Enduring Legacy," "Shakespeares!!," "Globalization: Win-Win or Win-Lose?," "Spiritualities of Resistance," "Arctic Journey: Discoveries of Inter-relationships in the Circumpolar North," "For Love and Justice: Breaking the Cycles of Intimate Violence," "GNP or Gross National Well-Being?," "Who Do We Think We Are?!" "Umwelt: Exploring the Self-Worlds of Human and Non-Human Animals," "Science and Religion: Conflict or Convergence?," "IMPERIVM: The Art of Empire in Rome and America," "Think – Converse – Act: The Salon and Its Histories," "Back to the Foodture: Sustainable Strategies to Reverse a Global Crisis," "Sex Talk: A Symposium with Benefits," "Healing: The Art and Science of Medicine," "What Things May Come: 3D Printing in the Fine Arts and

Sciences," "Art + Revolution," "The Anthropocene," "Attraction: The science and art of sea and romance," "Radical Imagination: Art and Social Change," and "Visualizing the Abstract."

The Roy & Margaret Shilling Lecture Series

Established in 1999 by The Brown Foundation, Inc. of Houston to honor the 13th president and first lady of Southwestern, the Roy & Margaret Shilling Lecture Series presents internationally prominent speakers on topics relating to ethics, public service and public policy. Speakers have included The Archbishop Desmond Tutu, President Jimmy Carter, Bill Moyers, Karen Hughes, Marian Wright Edelman, John McGuire, William Sloane Coffin, Prime Minister Benazir Bhutto, Thomas H. Kean, Bill Bradley, Wangari Maathai, Dr. William H. Foege, Blake Mycoskie, Thomas Friedman, Jane Goodall, Scott Simon, Sister Helen Prejean, Jonathan Haidt, Donna Brazile and Mary Matalin, Dr. Ruth J. Simmons, and Kevin Young. The lecture is offered biennially.

The A. Frank Smith, Jr. Distinguished Lecture Program

In 1988, the law firm of Vinson & Elkins honored its former managing partner and longtime Southwestern University trustee, A. Frank Smith, Jr., through the endowment that established this lecture program. These lectures bring to campus distinguished guest speakers in the fields of law, history, government, political science and public service.

The Jessie Daniel Ames Lecture Series

The Jessie Daniel Ames Lecture Series focuses on the professional and civic achievements of women. Established in 1985, the lecture series is named for Jessie Daniel Ames, a 1902 alumna of Southwestern University who championed the causes of voting rights for women, prison reform and anti-lynching legislation. A businessperson and leader in the national suffragist movement, she was a founder and the first president of the Texas League of Women Voters and was one of the first women delegates to the state and national Democratic conventions.

The Willson Lectureships

The late J.M. Willson and Mrs. Willson of Floydada, Texas—both Southwestern alumni—established in 1948 a lectureship to be known as the Willson Lectureship. The lectures are directed to the student body and seek to significantly relate religious questions to social life and experience.

Global Citizens Program

In 1979, Everett and Margueritte DuPuy established the Global Citizens Fund at Southwestern to promote the responsibility that global citizenship brings. The focus of the fund has been to enhance world peace and international cooperation by supporting both on-campus and off-campus activities that lead to international understanding.

The Slover-Southwestern Lectureships

This lectureship series represents the joining of an endowment given by the German Mission Conference to Southwestern University and an endowment left by the late Reverend George S. Slover, DD. Each of these endowments was originally given to establish annual lectureships. Since 1978, they have been combined to provide one lectureship a year in the area of values and social questions.

HISTORY AND GOVERNANCE

Southwestern University is the descendant of four of the earliest institutions of higher learning in Texas. The forerunner of Southwestern, Rutersville College, was chartered by the Republic of Texas in 1840, making it the first college in what was to become the state of Texas. The three other colleges founded by pioneering Methodists and united in one central college in Georgetown in 1873 were Wesleyan College, chartered in 1844; McKenzie College, 1848; and Soule University, 1856. When the five Methodist Conferences of Texas located the central institution in Georgetown it was known as Texas University, however in 1875 that name was ceded to the state of Texas and the present name, Southwestern University, was adopted; at that time Southwestern was the southernmost Methodist college in the United States.

Southwestern is governed by an up to 45-member Board of Trustees consisting of representatives from the named Annual Conferences of the United Methodist Church within Texas, two episcopal bishops, trustees at large, and two recent graduates of the University, nominated by students. The president of the Southwestern University Alumni Association, the president of the Board of Visitors of the University, and the president of the University are ex-officio members of the Board. The trustees from the individual Conferences are nominated by the Board and elected by the respective Annual Conference. Episcopal trustees are nominated and elected by the bishops of the University's five patronizing conferences in consultation with the Board. At-large trustees are elected by the Board. Elected trustees, other than student trustees, serve terms of three years. Student trustees serve terms of two years.

Sixteen presidents and five interim presidents have served Southwestern since it was established in Georgetown: Francis Asbury Mood, 1873–1884; John Wesley Heidt, 1885–1889; John Howell McLean, 1889–1897; Robert Stewart Hyer, 1898–1911; Charles McTyeire Bishop, 1911–1922; Paul Whitfield Horn, 1922–1924; James Samuel Barcus, 1924–1928; King Vivion, 1928–1935; John William Bergin, 1935–1942; John Nelson Russell Score, 1942–1949; William Carrington Finch, 1949–1961; Lawrence Durwood Fleming, 1961–1981; Roy B. Shilling Jr., 1981–2000; Jake B. Schrum, 2000–2013; Edward B. Burger, 2013–2020, and

Laura Skandera Trombley 2020-present. Faculty members John Howell McLean, John R. Allen, Randolph Ward Tinsley, William B. Jones and trustee Dale T. Knobel each served as interim presidents during changes in administrations.

THE CAMPUS

Southwestern University's campus has been called one of Texas' most beautiful and best-planned college facilities. Located in a residential area on the eastern edge of Georgetown, the more than 30 buildings situated on 700 acres create a beautiful and conducive environment for living and learning.

The Administration Building, completed in 1900, was renovated in the 1970s with grants from The Cullen Foundation of Houston. Following the official reopening and dedication on Oct. 14, 1977, it was renamed the Roy and Lillie Cullen Building in memory of the late Roy and Lillie Cullen, distinguished citizens and exemplary philanthropists of Texas. The Cullen Building includes classrooms, the Schrum Alumni Center and spaces for the Business Office, the Office of Institutional Research, Finance and Administration, University Relations, Marketing and Communications, Human Resources, Academic Affairs, and the Office of the President.

The Wilhelmina Cullen Welcome Center, located behind the Cullen Building, was completed in 2009. It houses the Offices of Admission and Financial Aid.

Mood-Bridwell Hall, erected in 1908, was originally named Mood Hall in honor of Francis A. Mood, the first Regent (president) of the University. It was renamed Mood-Bridwell Hall in October 1978, following renovations funded by grants from the J.S. Bridwell Foundation of Wichita Falls, Texas, and The J.E. and L.E. Mabee Foundation, Inc., of Tulsa, Oklahoma.

Mood-Bridwell Hall includes classrooms, and faculty offices for the Communication Studies, Education, English, History, Economics and Business, Environmental Studies, Philosophy, Political Science, Religion and Culture, Sociology and Anthropology. Both Mood-Bridwell Hall and the Cullen Building are included in the National Register of Historic Places. An extensive renovation of Mood-Bridwell was completed in Summer 2025.

The Fondren-Jones Science Hall provides classroom and laboratory facilities for the University's curriculum in the sciences, as well as offices for the Biology, Chemistry and Biochemistry, Kinesiology, Math and Computer Science, and Physics Departments. The original building was completed in 1954 as a gift from Mrs. W.W. Fondren of Houston. With gifts from Houston Endowment Inc., of Houston, the building was completely renovated during 1980–81. Formerly called the Fondren Science Hall, the building was rededicated in the fall of 1981. The new name, The Fondren-Jones Science Hall, recognizes the long friendship between Jesse H. Jones, founder of Houston Endowment Inc., and Southwestern University. The Gordon C. Evans Sr. Wing of Fondren-Jones was dedicated in 1999, adding 24,000 square feet to the facility. It features multimedia classrooms, research laboratories, a computer laboratory and faculty offices. Gordon C. Evans Sr. was a longtime employee of the Jesse H. Jones Interests and Houston Endowment, Inc. A major expansion and renovation of the science center was completed in 2016. In 2018, the Jack and Camille Garey School of Natural Sciences was formed focusing attention on the University's leadership in educating physicians, medical professionals, engineers, physical and occupational therapists, and scientists in various fields. Named in honor of Jack and Camille Garey's significant contributions to the University, the school comprises the Natural Sciences Area, which houses five academic departments offering 12 majors and minors. The objective of the school is to foster the highest standards of scholarship and academic quality in science, technology, engineering, and mathematics (STEM) fields while prioritizing multidisciplinary connections with the humanities, fine arts, and social sciences.

At the center of campus is the Roy H. Cullen Academic Mall, completed in 1993. The mall was made possible by a grant from The Cullen Foundation of Houston in honor of Roy H. Cullen, longtime University trustee. The Brown Fountain honors the Brown family and The Brown Foundation, Inc. for their 1976-1996 transformational matching grant program, The Brown Challenge.

The A. Frank Smith, Jr. Library Center houses one of the area's finest college libraries, with more than 300,000 catalogued volumes and periodical subscriptions. The library's special collections include the papers of the late Sen. John Goodwin Tower (a Southwestern alumnus), the Clark Texana Collection, and the J. Frank Dobie and Bertha McKee Dobie Collections, both of whom were Southwestern alumni. The structure is a blend of classic and modern architecture. In 1966, a modern smooth limestone and glass building was constructed and connected to the original building which had been dedicated in 1939. The 1966 construction and renovation was made possible by a gift from The Brown Foundation, Inc., of Houston, and gifts from friends of Mr. Herman Brown, a member of the University's Board of Trustees for many years. After a 1988 addition, which doubled the size of the library, the building was named in honor of A. Frank Smith Jr. of Houston, distinguished trustee of the University for many years and chairman of the board from 1977-1987. The Professor John Score II Learning Commons, which includes the Deborah S. Ellis Writing Center and the Tutoring Center, is located within the library.

Across the academic mall from the A. Frank Smith, Jr. Library Center is Lois Perkins Chapel, a Gothic-inspired structure of native limestone seating 850, where weekly chapel services and other events are held. The chapel was erected in 1950 with a gift from the late J.J. Perkins of Wichita Falls, Texas, and is named in honor of Mrs. Perkins, an alumna of the University. The chapel was completely renovated in 1981 through a gift from Mr. and Mrs. Charles N. Prothro of Wichita Falls, Texas, to honor her mother, Mrs. Perkins. Mr. Prothro served on the Board of Trustees for 30 years and was chair for 11 of those years. The chapel

courtyard contains a sculpture titled Madonna and Child by noted Austin sculptor Charles Umlauf. It was given to Southwestern in 1953 by Southwestern alumna Margarett Root Brown in memory of her mother, South Carolina Easley Root. The plaza behind the chapel is named for William Carrington Finch, who served as president of Southwestern from 1949-1961, and his wife, Lucy.

West of the chapel is the Red & Charline McCombs Campus Center, dedicated in 1998 and made possible by a gift from alumni Red and Charline McCombs of San Antonio, The Vivian L. Smith Foundation of Houston, the J.E. and L.E. Mabee Foundation of Tulsa, Okla., and Charles and Elizabeth Prothro and the Perkins-Prothro Foundations of Wichita Falls, Texas. The 63,000 square-foot center includes campus dining facilities; a ballroom; student organization offices; the University Bookstore; the JEDI Center, the University Post Office; Offices of the Vice President for Student Life, Student Activities, Religious Life and the Dean of Students. Mr. McCombs chaired the University's Board of Trustees from 1992 to 2000.

East of the chapel is the F.W. Olin Building, dedicated in 1996. Funded by a grant from the F.W. Olin Foundation of New York, N.Y., the 39,000 square-foot building includes lecture halls, electronic classrooms, three psychology laboratories and faculty offices for the Communication Studies, Psychology, and the Language, Literature and Culture Departments.

Next to the Olin Building is the Charles and Elizabeth Prothro Center for Lifelong Learning, which opened in 2010. In addition to classrooms and seminar spaces, many student services are located in this building, including the Center for Career & Professional Development, Health and Counseling Services, the Office of the Registrar, and the Center for Academic Success and Advising. It also serves as the home for Paideia and the Center for Integrative Learning which includes the Office of Study Abroad and International Student Services and the Office of Academic Internships.

The Sarofim School of Fine Arts, named for arts benefactor Faye Sarofim of Houston, is housed in The Alma Thomas Fine Arts Center, erected in 1956 and the gift of the late Mrs. Alma Thomas of Austin, a longtime trustee of the University. The three-story building contains two theaters – the 720-seat Alma Thomas Theater and the 320-seat Jones Theater, made possible by a grant from Houston Endowment Inc., and named for Jesse H. Jones and Mary Gibbs Jones. It also includes rehearsal halls; practice rooms; an art gallery; studios for painting, drawing, printmaking, design and architecture; and offices for the Art and Art History, Music and Theatre Departments. In 2025 the Alma Thomas Theater's stage was christened the Roger Edward Davidson '49 Stage.

The 18,000 square-foot visual arts wing, added in 1999, was made possible by a gift from Mr. Sarofim. Another gift from Mr. Sarofim enabled the University to completely renovate the Alma Thomas Theater. The newly renovated theater was dedicated in 2008, giving Southwestern University as fine a performing arts facility as any liberal arts college in the country. The separate Rufus Franklin Edwards Studio Arts Building contains studios for sculpture and ceramics. Construction of the building was funded by Mr. Edwards, class of 1922. The Corbin J. Robertson Center, dedicated in 1996, provides more than 95,000 square feet of comprehensive recreational and athletics facilities. The center includes the Intercollegiate Athletics Departments and offices for Athletic Training and Recreational Sports. These facilities were made possible by major gifts from The Cullen Foundation, The Cullen Trust for Higher Education and the James V. and Pat Walzel family, all of Houston. The center is named in honor and memory of the late Corbin J. Robertson, Houston businessman and philanthropist. James Walzel serves as a life trustee of the University. The baseball locker room that was added to the Robertson Center in 2013 is named in memory of Jim Mallon, the winningest coach in the University's history.

The Fountainwood Observatory, dedicated in 1997, was made possible by the partners of Fountainwood Estates in Georgetown. Joe S. Mundy Hall, dedicated in 2004, houses classrooms, transitional office space and meeting space. The hall was named for alumnus and longtime trustee Joe S. Mundy.

The Jesse H. and Mary Gibbs Jones Center, the residence-hall complex on the east side of campus, is collectively named in honor of Jesse H. and Mary Gibbs Jones, who established Houston Endowment Inc. The endowment contributed \$5 million from 1982 through 1986 for the rehabilitation of campus residence halls and other facilities. Included in the Jones Center are Brown-Cody Hall, Clark Residence Hall, and Mabee Hall. Dedicated in 1997 and funded by a gift from The Brown Foundation, Inc., Brown-Cody Hall is named in honor of three alumnae: Florence Root Cody, Margarett Root Brown, and Alice Pratt Brown. Completed in 1962 and originally known as Kurth Residence Hall in honor of the late E. L. Kurth, an alumnus, benefactor, and longtime trustee of the University, Clark Hall was renamed in 2020 to recognize Ernest L. Clark, a 1969 alumnus and the first Black student to attend Southwestern. Mabee Hall, which opened in 1985, was made possible by a gift from the J. E. and L. E. Mabee Foundation. Mabee and Brown-Cody Halls serve as home to Southwestern's living-learning communities for first-year students. In fall 2023 work began on two new residence halls: a mixed-use first-year residence hall and new welcome center to be located east of Clark Hall, and a mixed-use second-year residence hall, to be located south of Ruter Hall.

Moody-Shearn Hall and Herman Brown Hall make up a residential complex located in the northwest area of campus. The halls were put into use in 1966 and feature exterior corridors and private courtyards. Moody-Shearn Hall was a gift of the Moody Foundation of Galveston, Texas, and is named in honor of Mr. John Shearn, an early graduate of Rutersville College, and in honor of Mr. William Lewis Moody Jr. Herman Brown Hall was made possible by a matching grant from The Brown Foundation, Inc. of Houston, and the generous gifts of friends of Mr. Herman Brown, who served on the Board of Trustees for 20 years.

Martin Ruter Hall, a residence hall for men, was erected in 1955 in honor of Martin Ruter, a pioneering Methodist missionary and educator. The Central Texas, Southwest Texas and Texas Annual Conferences of the United Methodist Church provided funds for the building.

Located north of Ruter Hall is the Charline Hamblin McCombs Residential Center, an apartment complex for 96 students, dedicated in 2001. The center is named for alumna Charline Hamblin McCombs, who, along with her spouse, Red McCombs, has been a longtime supporter of student scholarships and building initiatives at Southwestern. The Grogan and Betty Lord Residential Center is an apartment complex for 200 students located on the northwest corner of campus. Dedicated in 1995, the Lord Center was made possible by contributions from members of the Lord family toward the enrichment of residential life at Southwestern. Grogan Lord served on the Board of Trustees from 1958 until his death in 2007. The facility includes the Sharon Lord Caskey Community Center featuring campus community meeting rooms and sorority chapter rooms.

The Dorothy Manning Lord Residential Center, dedicated in 2007, includes three residence halls: The Eddy C. Scurlock-Edward A. Clark Hall, The Genevieve Britt Caldwell Hall, and The Frank and Louise Britt Carvey Hall. These residence halls offer apartment-style living, with kitchens in each apartment, fully furnished rooms, a community room and recreation areas.

Snyder Athletic Field and the Robert K. Moses Jr. Field, on the west side of the campus, serve as outdoor playing fields. Robert Moses is a former trustee of the University. Recreational facilities on the east side of campus include the varsity soccer and lacrosse field, the Rockwell Family Baseball Field, the Taylor-Sanders Softball Field and the Marvin D. Henderson Sr. Tennis Courts. The baseball field is named for the late Henry M. Rockwell and his family. Carol Sanders Miller of Waco, Texas, gave the softball field in memory of her parents Carroll and Opal Taylor Sanders. Marvin D. Henderson Jr. endowed the tennis courts in honor of his father, a 1941 Southwestern graduate and accomplished tennis player. In 2013, Southwestern added two new practice fields, a 15,000 square-foot field house and a new track on the east side of campus to accommodate its growing athletics program.

West of the tennis courts is the Julie Puett Howry Center. Made possible by Nelson and Ruth Puett of Austin and named for their daughter, the late Julie Puett Howry, an alumna, the center is a popular meeting space for the campus community. South of the tennis courts is the Turner-Fleming House, home for the University's president and family. The home was a gift of the late Mr. and Mrs. P.E. Turner of Houston and was given to the University to honor former President and Mrs. Durwood Fleming.

ENDOWED CHAIRS, PROFESSORSHIPS, PRIZES AND AWARDS

CHAIRS AND PROFESSORSHIPS

The Brown Foundation, Inc. Memorial: A fund contributed by The Brown Foundation, Inc. of Houston to establish the following endowed chairs bearing the names of those whose memories will be thereby perpetuated: Herman Brown Chair, Margaret Root Brown Chair, Lillian Nelson Pratt Chair, Lucy King Brown Chair, Elizabeth Root Paden Chair, and John H. Duncan Chair.

Margaret A. Cargill Chair in Education: Established in 2011 by the Margaret A. Cargill Foundation.

The Claud Howard and Elizabeth A. Crawford Endowment Fund: Established in 1999 by the estate of Elizabeth A. Crawford '34 to provide visiting scholar and/or visiting professor programs annually in the English Department.

Hugh Roy and Lillie Cullen Chair in Economics: Established in 1968 by The Cullen Foundation to memorialize the names of Hugh Roy and Lillie Cullen.

The Cullen-Robertson Legacy Professorships: Established in 2018 by The Cullen Trust for Higher Education to support three rotating professor positions to be known as the Wilhelmina Cullen Robertson Professorship, the Corbin Robertson, Jr. Professorship, and the Christine Robertson Morenz Professorship.

The Herbert and Kate Dishman Chair in Science: Established by Dr. and Mrs. Herbert Dishman.

The Herbert and Kate Dishman Professorship: Established by Dr. and Mrs. Herbert Dishman to fund a professorship in special education.

The Lurlyn and Durwood Fleming Professorship in Religion and Philosophy: Established in 2008. This fund was formerly known as St. Luke's Scholar-in-Residence endowment.

The Jack & Camille Garey School of Natural Sciences Chairs: Established in 2018 by Dr. Jack Garey to create one Endowed Chair in each of the following departments: Biology, Chemistry, Physics, Kinesiology, and Mathematics and Computer Science.

The Will Woodward Jackson Professorship: Established in 1975 by friends, classmates, and associates of the late Dr. W.W. Jackson '16 to create the Will W. Jackson Professorship in Education.

The Floyd and Annetta Jones Endowed Fund: Established in 2023 by the estate of Hubert L. Jones '61, to provide a faculty chair position in the business department.

The Robert Sherman Lazenby Chair in Physics: Established in 1971 by the late Mrs. Virginia Lazenby O'Hara to provide income for University operations.

Lord Chair in Computer Science: Established in 1983 by Mr. W. Grogan Lord, distinguished member of the Board of Trustees since 1958, to ensure teaching excellence in the field of computer science.

Carolyn and Fred McManis Chair in Philosophy: Established by the trustees of the McManis Trust.

John Shearn Chair in Business: Established in 1974 by The Moody Foundation to memorialize Mr. John Shearn, maternal grandfather of Dr. Mary Moody Northen, and an honors graduate of Rutersville College, the founding institution of Southwestern University.

Tower-Hester Chair in Political Science: Established in 1973 by friends and associates of Senator John G. Tower '48.

The Bishop Seth Ward Professorship in Religion: Established in 1910 by gifts from Jesse H. Jones and friends.

Wilson-Craven Endowed Fund: Established in 1973 by Evie Jo and Arthur R. Wilson '15 in loving memory of their parents, Rev. and Mrs. Albert W. Wilson and Rev. and Mrs. William A. Craven, to create the Wilson-Craven Chair in Religion.

PRIZES AND AWARDS

Faculty Awards

The Excellence in Academic Advising Award: Created to distinguish those academic advisors who have had a significant impact on the lives of their advisees, and to recognize the part that good advising plays in the educational process, this cash award is given to one advisor annually. Nominations are made by students.

The Southwestern University Teaching Awards: Recognizing quality teaching, these annual awards are nominated by students and are awarded one each to a full-time, tenure-track (but untenured) assistant or associate professor, and a tenured or full professor.

The William Carrington Finch Award: Made to a full-time faculty member for conspicuous accomplishment in furthering the aims of the University. This award is made possible by a gift to the endowment by Dr. Finch's wife, Lucy, and their two sons, Dr. William Tyree Finch and Dr. Richard Carrington Finch. Dr. William C. Finch '65 was the 11th President of Southwestern University.

Student Awards

The Accounting Excellence Award: Awarded annually to an outstanding senior student majoring in accounting. The award is given by the Texas Society of Certified Public Accountants.

Alpha Chi Award: Awarded annually to the student of the first-year class who makes the highest grade point average on a minimum of 30 credits of work.

Drusilla Huffmaster Anderson Prize in Music: Established in 2011 in memory of Drusilla Huffmaster Anderson by family and friends. Following an impressive musical career as a pianist, Ms. Anderson was appointed to the music faculty of Southwestern University as Artist-in-Residence in 1961. This award will be given to piano students, vocal students, or students studying other musical instruments as chosen by the Dean of the Sarofim School of Fine Arts.

The Annie Edwards Barcus Minga Speech Contest: Established by Dr. and Mrs. T. Herbert Minga to grant awards in persuasive speaking to honor Annie Edwards Barcus '22, a distinguished alumna and former Southwestern faculty member. Dr. Minga was a member of the University's Board of Trustees from 1965 to 1976.

Brooks Prize: Established in 2008 as a scholarship award to be presented each year to the two winners and the two runners-up of the Brooks Debate at Southwestern University.

The Goostree-Morgan-Springer Scholarship Fund: Established in 1983 by Mrs. Lacy W. Goostree to provide a scholarship award for one of the yearly recipients of the Goostree-Morgan-Springer Award.

The King Creativity Fund: Established in 1999 by W. Joseph King, PhD, '93, to support innovative and visionary projects of enrolled students across multiple disciplines, as well as students involved in extracurricular activities and off-campus projects. The Fund supports up to 20 projects in any given academic year. Grant recipients pursue individual and group projects aimed at pushing boundaries, stretching the mind, and paying tribute to the art of imagination. King Creativity Scholars present their work annually at the King Creativity Symposium.

The Laura Kuykendall Communication Award: This award was established by the late Miss Pearl A. Neas in memory of Miss Laura Kuykendall and is awarded to an outstanding communication student.

The Bob Lancaster Award: This award is given in the spring semester to the outstanding graduating majors in studio art and art history. It was established in memory of the late Robert L. Lancaster, sculptor and former chair of the Art Department. The selection of recipients of the award is made for studio art on the basis of a portfolio and general performances as judged by the

studio art faculty, and art history on the basis of general performance and special projects as judged by the art history faculty. As a merit-based award, it is given only to those students who have met the departmental standards and, therefore, may not be awarded in some years.

The Frank Luksa Award: This award is made to a student in the field of sociology. It was established in 1974 in honor of Dr. Frank Luksa's retirement from long years of service as Chair of the Sociology Department.

Jason Magnon Prize: Established in 2016 by Dr. Robert Magnon, Dr. Karen Magnon, and Grant Magnon in memory of Jason Magnon '16 to provide a prize to students who have produced a written essay that demonstrates a technical mastery of writing. Prize-winning essays will be excellent examples of work that push the envelope and challenge commonly held ways of thinking and knowing. The award is administered by the Office of the Dean of the Faculty on an annual basis.

Mask and Wig Awards: Individual awards are made to students who give superior performances in Mask and Wig productions.

The Men's Panhellenic Association Award: This Association provides a scholarship award to the active fraternity chapter on the campus with the highest grade average each semester.

Walter Milton Potter Prize (a.k.a. Potter Prize): Established by W. Joseph King '93 to honor Dr. Walter Milton Potter, holder of the Lord Chair in Computer Science and academic advisor to Dr. King. The Potter Prize is awarded to the student who is selected as the overall most creative King Creativity Scholar for the given year.

The Henry E. Meyer Memorial Music Composition Award: Awarded annually to an outstanding music student from funds donated by Mr. and Mrs. R. Cochrane Penick.

Merriman Morton Business Leadership Award: Given by Dorothy Drummer on the occasion of Merriman Morton '63 being presented the Distinguished Alumnus Award on April 26, 1996, and awarded to an outstanding senior with a major in the Economics and Business Department who demonstrates business leadership and potential for success in the business community.

The David Knox Porter Award: Established in memory of the Rev. David Knox Porter, an alumnus of the University, by his daughters, Mrs. Meade F. Griffin and Mrs. Leslie Etter. This award is given annually to the outstanding pre-theological student.

Mary Mann Richardson Award: This award is given annually to a member of the pledge class of the Zeta Chapter of the Alpha Delta Pi Sorority. It was established in 1975 by Mr. and Mrs. Will Mann Richardson of Tyler, Texas.

The Barbara Fay Brown Schoenewolf Memorial Fund: Established by classmates and friends as a tribute to the vision, talent, and warmth of the late Barbara Fay Brown Schoenewolf '71. It is intended to award achievement in art at Southwestern.

The John Score Award in Philosophy: Given periodically to a senior majoring in philosophy whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. John Score, who taught in the department in 1947 and again from 1955 until his death in 1995, and who was instrumental in establishing the program in philosophy during his tenure as chair of the department.

The Norman W. Spellmann Award in Religion: Given periodically to a senior majoring in religion whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. Norman W. Spellmann on the occasion of his retirement after 38 years of teaching in the department.

The Vicente D. Villa Award in Biology: Awarded annually to the outstanding graduating biology student. The award is named for Professor *Emeritus* Vicente D. Villa in honor of his passion for biology and devotion to undergraduate education.

The Mary Lynn Webb Starnes Music Award: Given by Mrs. C.W. Webb of Elgin and the late Mr. Webb in memory of their daughter, Mary Lynn, to an outstanding senior "for proficiency in music performance, excellence in academic affairs and great promise in the field of music."

The Wall Street Journal Student Achievement Award: This award is given annually to the outstanding senior student graduating in the Economics and Business Department. Selection is made by the departmental faculty and is based on academic achievement in a specific field of the department.

The Women's Panhellenic of Georgetown Award: This group provides a scholarship award to the active sorority chapter on the campus, which has the highest grade average each semester.

Education Awards

William Nick Sikes Award: This annual award, given in honor of Nick Sikes, Education Department faculty member from 1974-2002, recognizes an outstanding student teacher for demonstrating commitment to and promotion of teaching for children and youth.

Judson S. Custer Outstanding Education Student Memorial Award: This annual award, given in honor of Judson S. Custer, Education Department faculty member from 1949-1989, honors an outstanding education student for both academic and teaching excellence.

Pre-service Educator of the Year: This award, given each year by the Education Deans of Independent Colleges and Universities of Texas (EDICUT), honors an outstanding pre-service teacher of the year at each member institution. The Education Department faculty selects the recipient.

Lisa Kenney Award: This monetary award honors the memory and dedication of Lisa Kenney, a Southwestern student who died while completing her program. The award is presented on an occasional basis to an outstanding postgraduate student who reflects Lisa's enthusiasm and potential for excellence in the teaching profession.

King-Trowbridge-Parks Award for Social Justice in Education: This award, in honor of Coretta Scott King, Dr. Martin Luther King Jr., Augustus Trowbridge, and Rosa Parks and their dedication to social justice and civil rights, is presented to a pre-service teacher whose knowledge, passion and actions support the ongoing struggle for social justice and civil rights through and within preschool-12th grade education.

THE UNIVERSITY DIRECTORY

BOARD OF TRUSTEES

Horizon Conference

Laura K. Hinson '83, Dallas.....	2027
Dale T. Knobel, Georgetown.....	2027
Claire Peel '72, Georgetown.....	2026
K. Elizabeth Yeager, Wichita Falls.....	2028

Rio Texas Conference

Rex L. Preis '81, Austin.....	2028
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Texas Conference

Christopher E. Cragg '83, Houston.....	2027
Cassandra M. McZeal '92, Houston.....	2026
Thomas J. Pace III, Houston.....	2028
Lorri J. White '92, Houston.....	2028

Out of State Conference

Kevin B. Dice, Houston.....	2028
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Episcopal Trustee

Bishop Cynthia F. Harvey, Houston.....	2026
Bishop Laura A. Merrill '84, Little Rock, AR.....	2026

Elected at Large

Melissa T. Anderson '92, Austin.....	2026
Jorge Carlos Diaz Cervo '90, México City, México.....	2027
Michael E. Hansen, Lafayette, CA.....	2028
Brian T. Jackson '95, New York, NY.....	2027
Jean T. Janssen '84, Pipe Creek.....	2027
Glover O.L. Johnson III '89, Chicago, IL.....	2028
Edward Jones, Houston.....	2027
Sylvia J. Kerrigan '86, Houston.....	2027
Frank P. Krasovec, Austin.....	2028
Kevin J. Lilly, Houston.....	2026
R. Griffin Lord, Belton.....	2028
Amanda M. McMillian '95, Houston.....	2028
Ricky A. Raven, Conroe.....	2027
Stephen Ressling '81, Houston.....	2027
Blake Stanford '81, Austin.....	2026
Kristin Starodub '99, Houston.....	2027
Veronica V. Stidvent, Austin.....	2026
Ajay Thomas '94, Austin.....	2027
Javier Uribe '95, San Antonio.....	2028

M. Kate York, '02, Dallas.....	2026
Miguel J. Zorrilla '92, Austin.....	2028

Recent Graduates Elected by the Board

Katherine Dorsey, '24, Houston.....	2026
Keegan M. Hardy, '25, Austin.....	2027

Chair of the Southwestern University Board of Visitors

Timothy B. Boone, '77, Spring.....	2028
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Elected by the Association of Southwestern University Alumni

Elizabeth G. Medina, '97, Pflugerville.....	2026
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Life Trustees

James V. Walzel, Houston

CHIEF ADMINISTRATIVE OFFICERS

Laura Skandera Trombley, BA, MA, PhD.....	President; Professor of English
Robin C. D. Currey, BS, MS, PhD.....	Vice President for Academic Affairs; Professor of Environmental Studies
Thomas Delahunt, BS.....	Vice President for Strategic Recruitment and Enrollment
(To be Filled).....	Vice President for Finance and Administration
Marie Muhvic, BS, MS.....	Vice President for University Relations
Dinah Ritchie, BA, MA.....	Vice President for Integrated Communications and Chief Marketing Officer
Shelley S. Story, BA, MEd.....	Vice President for Student Life
Patricia Witt, BA.....	Chief of Staff, Office of the President and Liaison to the Board of Trustees

THE UNIVERSITY FULL-TIME FACULTY and STAFF WITH FACULTY RANK

Based on documented information provided by faculty and hires made as of June 23, 2025.

THE BROWN COLLEGE OF ARTS AND SCIENCES

Lamiyah Bahrainwala	2017
Associate Professor of Communication Studies	
BA, The American University of Sharjah; MA, Michigan State University; PhD, The University of Texas at Austin	
Robert Bednar	1999
Professor of Communication Studies	
BA, Southwestern University; MA, PhD, The University of Texas at Austin	
Erika Berroth	2004
Associate Professor of German	
Staatsexamen, Eberhard-Karls-Universität, Tübingen, Germany; PhD, University of California – Santa Barbara	
William R. Bowman	2005
Head Men's Lacrosse Coach with rank of Instructor of Exercise and Sport Studies	
BA, Southwestern University; MA, Boston University	
Michael Bray	2002
Professor of Philosophy	
BA, Sarah Lawrence College; PhD, Pennsylvania State University	
Jon Cody Bunch	2017
Head Baseball Coach with Rank of Instructor of Exercise and Sport Studies	
BS, Trinity University; MAA, University of the Incarnate Word	
Melissa Byrnes	2008/2010
Professor of History	
BA, Amherst College; MA, MS, PhD, Georgetown University	

Chandrayee Chatterjee Assistant Professor of Economics BSc, University of Calcutta; MA, Jawaharlal Nehru University; PhD, Georgia State University	2022
Noelia Cigarroa-Cooke Assistant Professor of Instruction in Spanish BA, Universidad Autónoma de Guadalajara, Mexico; MFA, The University of Texas at El Paso	2012/2021
Eileen Cleere Professor of English BA, Scripps College; MA, PhD, Rice University	2000
N. Elaine Craddock Professor of Religion BA, Smith College; MA, PhD, University of California – Berkeley	1994
Erin Crockett Professor of Psychology; holder of the Wilhelmina Cullen Robertson Professorship BA, Southwestern University; MA, PhD, The University of Texas at Austin	2011
Ash Kinney d'Harcourt Visiting Assistant Professor of Communication Studies BA, MA, MA, PhD; The University of Texas at Austin	2025
Sonia Del Hierro Assistant Professor of English BA, McMurry University; MA, Iowa State University; MA, PhD, Rice University	2023
Meaghan Dinan Visiting Instructor of Spanish BA, MA, PhD (ABD), The University of Texas at Austin	2018
Carlos A. De Oro Professor of Spanish; holder of the Christine Roberston Morenz Professorship BA, Universidad del Atlántico, Barranquilla, Colombia; MA, University of Arkansas; PhD, University of Miami	2006
Abigail Dings Associate Professor of Spanish BA, Binghamton University; MA, University of Wisconsin – Madison; PhD, The University of Texas at Austin	2004/2007
Jonathan L. Duncan Head Swimming and Diving Coach with rank of Instructor of Exercise and Sport Studies BA, Purdue University; MA, Indiana State University	2011
Dirk W. Early Professor of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics BS, Miami University; MA, PhD, University of Virginia	1994
Jeffrey Easton Assistant Professor of Classics BS, MA, Northwest Missouri State University; MA, The University of Kansas; PhD, University of Toronto	2021/2024
Kenneth Eboh Head Track and Field Coach with rank of Instructor of Exercise and Sport Studies BA, Northwest Missouri State University; MA, Concordia University – Irvine	2013
Donald Flora Head Volleyball Coach with rank of Instructor of Exercise and Sport Studies BA, MS, LaVerne University	2016
Gabriela L. Flores Associate Professor of Business BS, University of Michigan; MBA, Oakland University; PhD, The University of Texas at El Paso	2016

Alisa Gaunder Professor of Political Science BA, Washington University in St. Louis; MA, PhD, University of California – Berkeley	2002
Traci Giuliano Professor of Psychology BA, The University of Texas at Austin; MA, PhD, University of California – Los Angeles	1994
Alexander Goodwin Assistant Professor of Political Science BS, Prairie View A&M University; PhD, University of North Texas	2023
Fay Guaraci Professor of Psychology BA, McGill University; MA, PhD, The University of Vermont	2003
Soojung Han Assistant Professor of History BA, Ewha Womans University; BA, MA, Seoul National University; MA, PhD, Princeton University	2022
Amanda Hernandez Assistant Professor of Sociology BA, The University of Texas at San Antonio; MA, PhD, Baylor University	2023
Jethro Hernández Berrones Associate Professor of History BS, MA, Universidad Nacional Autónoma de México; PhD, University of California – San Francisco	2014
Laura Hobgood Professor of Religion; holder of the Elizabeth Root Paden Chair BA, James Madison University; MDiv, Vanderbilt University; PhD, St. Louis University	1998
Jessica Hower Assistant Vice President for Academic Affairs; Professor of History BA, Union College; MA-in-Passing, PhD, Georgetown University	2013
Joseph Hower Associate Professor of History BA, Saint Joseph's University; MA, University of Virginia; PhD, Georgetown University	2015
Stephanie Insalaco Assistant Professor of Environmental Studies BA, University of Florida; MS, Florida Atlantic University; PhD, University of Tennessee	2024
Theodore J. Jobe Director of Language Media Services with rank of Associate Professor of Spanish BA, University of California – Davis; MA, PhD, The University of Texas at Austin	2004/2007
Melissa A. Johnson Professor of Anthropology BA, Williams College; MA, PhD, University of Michigan	1998
Eureka Joshi Assistant Professor of Environmental Studies BSc, St. Xavier's College; MSc, University of Findlay; PhD, University of Idaho	2025
Michael Kamen Professor of Education; holder of Herbert and Kate Dishman Professorship BA, State University of New York at Stony Brook; MS, Bank Street College of Education; PhD, The University of Texas at Austin	2002

Zinhle ka'Nobuhlaluse	2024
Assistant Professor of Philosophy	
BA, The University of Johannesburg; BA, MA, The University of the Witwatersrand; PhD, The Pennsylvania State University	
Bryan Kauma	2023
Assistant Professor of History	
BA, MA, University of Zimbabwe; PhD, Stellenbosch University	
Bill Kriesel	2013
Associate Head Football Coach with rank of Instructor of Exercise and Sport Studies	
BA, Augsburg College; MBA, University of Phoenix	
Raji Kunapuli	2021
Assistant Professor of Business	
BT, Indian Institute of Technology; MBA, Indian Institute of Management; PhD, University of Michigan	
Karen Hjortsvang Lara	2020
Assistant Professor of Psychology	
BS, MA, PhD, University of California – Davis	
Jorge Lizarzaburu	2021/2022
Assistant Professor of Philosophy; holder of the Lurlyn and Durwood Fleming Professorship in Religion and Philosophy	
BA, Universidad San Francisco de Quito; MA, University of Colorado at Boulder; MA, The University of New Mexico; PhD, Emory University	
Joshua B. Long	2011
Professor of Environmental Science	
BS, Texas State University; MA, Northern Arizona University; PhD, The University of Kansas	
Maria R. Lowe	1993
Professor of Sociology	
BA, Trinity University; MA, PhD, The University of Texas at Austin	
Francis Mathieu	2007
Professor of French	
Maîtrise, Université de Franche-Comté, France; BA, University of Limerick, Ireland; MA, Ohio University; PhD, University of California – Santa Barbara	
Alexandrea Melgoza	2025
Assistant Professor of Education	
BA, MA, The University of New Mexico; PhD, The University of Texas at Austin	
Kenneth Mello	2009
Associate Professor of Religion	
BA, MA, Colgate University; MA, The University of Arizona; PhD, University of California – Santa Barbara	
Alicia Moore	2001
Professor of Education; holder of the Cargill Professorship in Education	
BA, Huston-Tillotson College; MEd, PhD, The University of Texas at Austin	
Zoe Moss	2024
Assistant Professor of Political Science	
BA, Bates College; MA, PhD, University of Colorado	
Jaishikha Nautiyal	2024
Assistant Professor of Communication Studies	
BS, University of Delhi, MA, North Dakota State University, PhD, The University of Texas at Austin	
Marilyn Nicol	2024
Assistant Professor of Education	
BS, MS, PhD, Texas A&M University, Corpus Christi	

Bryan D. Neighbors Associate Professor of Psychology BS, University of Houston – Clear Lake; MS, PhD, The University of Georgia	2000
Thu-Hien (Hazel) Nguyen Associate Professor of Business; holder of the Floyd and Annetta Jones Chair in Business BA, Ho Chi Minh City University of Technology; MS, MBA, Boston University; PhD, University of Arkansas	2014
Hieu Minh Nguyen Assistant Professor of Economics BA, American University in Bulgaria; MA, University of Pittsburgh; PhD, University of Tennessee	2024
Dustin Norman Head Men's Soccer Coach with rank of Instructor of Exercise and Sport Studies BA, Maryville College; MBA, Mercer University	2018
Alex C. Norris Visiting Instructor of Political Science BA, Brandeis University; MA, George Washington University; PhD (ABD), The University of Texas at Austin	2025
Shelly Page Staff Instructor in Accounting BS, East Texas State University; BS, MS, Texas A&M University – Texarkana	2021
Dinushka Paranavitana Assistant Professor of Economics BSc, London School of Economics and Political Science; MA, PhD, West Virginia University	2024
Carin Perilloux Associate Professor of Psychology BA, Knox College; PhD, The University of Texas at Austin	2016
Adriana Ponce Assistant Professor of Sociology BA, University of California – Berkeley; MA, PhD, University of Michigan – Ann Arbor	2023
William Porter Associate Director of Athletics – Internal Operations with rank of Instructor of Exercise and Sport Studies BA, MA, University of Dubuque	2014
Aaron R. Prevots Professor of French BA, MA, American University; AM, PhD, Brown University	2004
Naomi Reed Assistant Professor of Anthropology BS, The University of Texas at Austin; MA, The University of Chicago; MA, Rice University; PhD, The University of Texas at Austin	2021
Valerie Renegar Professor of Communication Studies; holder of Herman Brown Chair BA, University of Notre Dame; MA, Kansas State University; PhD, The University of Kansas	2012
Carl Robertson Associate Professor of Chinese BA, Brigham Young University; AM, Washington University in St. Louis; MA, PhD, University of Oregon	2002
Maria de los Angeles Rodríguez Cadena Associate Professor of Spanish BA, University of Vera Cruz, Mexico; MA, Ohio University; PhD, University of Michigan	2008

Andrew Ross	2006
Director of Business Internships with rank of Associate Professor of Business	
BA, Austin College; MBA, Southern Methodist University	
Catherine Ross	2005
Professor of Spanish	
BA, Davidson College; MA, The University of Kansas; PhD, The University of Texas at Austin	
Michael B. Saenger	2001
Professor of English	
BA, University of California – Berkeley; MA, PhD, University of Toronto, Canada	
Raquel Sáenz Ortiz	2021
Assistant Professor of Education	
BA, Colorado College; MA, Universidad de Guanajuato; PhD, Boston College	
Glenn R. Schwab	2001
Senior Associate Director of Athletics with rank of Assistant Professor of Exercise and Sport Studies	
BS, Eastern Illinois University; MS, West Virginia University	
Laura Senio Blair	2002
Associate Dean of the Faculty; Professor of Spanish	
BA, Whitman College; MA, University of Colorado at Boulder; PhD, The University of Kansas	
Debika Sihhi	2013
Professor of Business; holder of the John Shearn Chair in Business	
BBA, MPA, PhD, The University of Texas at Austin	
Robert S. Snyder	1992
Professor of Political Science; holder of the Tower-Hester Chair in Political Science	
BA, McDaniel College; MA, University of Pennsylvania; PhD, University of Michigan	
Meagan Solomon	2023
Assistant Professor of Feminist Studies	
BA, The University of Texas at Arlington; PhD, Texas Christian University	
Joseph Sponsel	2023
Head Cross Country Coach with rank of Instructor of Exercise and Sport Studies	
BA, Southwestern University; MS, California State University – Fullerton	
Vallaire Wallace	2025
Assistant Professor of English	
BA, CUNY Queens College; MA, PhD, University of Virginia	
Di Wang	2025
Assistant Professor of Economics	
BS, Capital University of Economics and Business, Beijing; MS, Northeastern University; PhD, Southern Illinois University	
THE JACK AND CAMILLE GAREY SCHOOL OF NATURAL SCIENCES	
Steven Alexander	2003
Professor of Physics; holder of the Robert Sherman Lazenby Chair in Physics	
BS, PhD, The University of Texas at Austin	
Barbara Anthony	2008
Professor of Computer Science; holder of the Lord Chair in Mathematics and Computer Science	
BA, Rice University; PhD, Carnegie Mellon University	
Isaac Blythe	2025
Assistant Professor of Chemistry	
BS, MS, Texas State University; PhD, University of Michigan	

Erin Borbee	2025
Assistant Professor of Biology	
BS, Roger Williams University; PhD, The University of Rhode Island	
Stacie Brown	2014
Director of First-Year Laboratories with rank of Associate Professor of Biology	
BS, University of Central Oklahoma; PhD, The University of Texas at Austin	
Romi L. Burks	2003
Professor of Biology; holder of the Garey Chair in Biology	
BA, BS, Loyola University Chicago; PhD, University of Notre Dame	
Arjun Chandrasekhar	2022
Assistant Professor of Computer Science;	
BS, California Institute of Technology; PhD, University of California – San Diego	
Cody O'Keefe Crosby	2020
Assistant Professor of Applied Physics; holder of the Genevieve & Thatcher Atkin Professorship in Physics	
BS, Harvey Mudd College; MSE, PhD, The University of Texas at Austin	
Maria Cuevas	1998/2003
Professor of Biology	
BS, Purdue University; MS, Northwestern University; PhD, Boston University	
Fumiko Futamura	2007
Professor of Mathematics; holder of the John H. Duncan Chair	
BA, University of Louisville; MS, PhD, Vanderbilt University	
Martín Gonzalez	2003
Associate Professor of Biology	
BS, MS, The University of Texas at El Paso; PhD, University of California – Berkeley	
Jean-Remy Habimana	2022
Assistant Professor of Instruction in Statistics	
BS, University of Rwanda; MS, PhD, University of Arkansas	
Paul Handali	2024
Visiting Assistant Professor of Chemistry	
BS, Trinity College; PhD, The University of Texas at Austin	
Alex Klattenhoff	2024
Visiting Instructor of Biology	
BS, Texas A&M University; MS, University of Pennsylvania; PhD (ABD); The University of Texas at Austin	
August Kohls	2025
Assistant Professor of Physics	
BS, University of Cincinnati; MS, PhD; Carnegie Mellon University	
Dilani Koswatta	2021
Director of General Chemistry Laboratories with rank of Assistant Professor of Chemistry	
BSc, University of Peradeniya; PhD, The University of Texas at Arlington	
Alison Marr	2007
Professor of Mathematics; Director of Paideia®; holder of the Garey Chair in Mathematics	
BA, Murray State University; MS, Texas A&M University; PhD, Southern Illinois University	
Chelsea Massaro	2022/2023
Assistant Professor of Chemistry	
BS, Florida State University; PhD, The University of Texas at Austin	

Sara C. Massey Assistant Professor of Chemistry BA, BS, The University of Texas at Austin; MS, PhD, The University of Chicago	2019
Kimberly McArthur Assistant Professor of Biology BA, Gustavus Adolphus College; PhD, Washington University in St. Louis	2019
Scott P. McLean Professor of Kinesiology; holder of the Lillian Pratt Nelson Chair BA, The College of Wooster; PhD, Arizona State University	2001
Edward K. Merritt, Jr Associate Professor of Kinesiology; holder of the Garey Chair in Kinesiology BS, Virginia Tech; MS, PhD, The University of Texas at Austin	2017
Vanessa Mikan Associate Professor of Instruction in Kinesiology BS, The University of Texas at San Antonio; MS, University of the Incarnate Word; PhD, The University of New Mexico	2017
Emily D. Niemeyer Professor of Chemistry; holder of the Herbert and Kate Dishman Chair in Science BS, Ohio Northern University; PhD, State University of New York at Buffalo	1998
Kendall C. Richards Professor of Mathematics; 2025 William Carrington Finch Professor BS, MA, Eastern New Mexico University; PhD, Texas Tech University	1991
John Ross Associate Professor of Mathematics BA, St. Mary's College of Maryland; MA, PhD, Johns Hopkins University	2015
Noelle Sawyer Assistant Professor of Mathematics BA, Vassar College; PhD, Wesleyan University	2020
Jacob Schrum Associate Professor of Computer Science BS, Southwestern University; MS, PhD, The University of Texas at Austin	2014
Sunny K. Scobell Assistant Professor of Biology BA, Augustana College; MS, University of Oklahoma; PhD, Texas A&M University	2024
Therese N. Shelton Associate Professor of Mathematics BS, Texas A&M University; MS, PhD, Clemson University	1987
Pooja Shrestha Coordinator of First-Year Physics Labs with rank of Assistant Professor of Physics BS, MS, Tribhuvan University; PhD, University of Cincinnati	2017/2019
Jennifer Stokes Associate Professor of Kinesiology BS, The University of Texas at Austin; PhD, University of California – San Diego	2020
Daniel R. (Max) Taub Professor of Biology BA, University of Massachusetts – Amherst; PhD, State University of New York at Stony Brook	2001

Maria C. Todd	2001/2004
Professor of Biology; holder of the Karen and Rex Preis Term Chair	
BSc, University of Sussex, England; PhD, Cambridge University, England	
Will Lopez Tran	2024
Assistant Professor of Instruction of Mathematics	
BS, San Francisco State University; MS, California State University; PhD, Tulane University	
Carmen Vélez	2015
Director of Organic Chemistry Laboratories with rank of Assistant Professor of Chemistry	
BS, University of Puerto Rico; MS, PhD, University of California – San Diego	
Maha Zewail-Foote	2003
Professor of Chemistry; holder of the Garey Chair in Chemistry	
BS, California Institute of Technology; PhD, The University of Texas at Austin	
Tatiana Zhuravleva	2023
Assistant Professor of Kinesiology	
BS, Kazan Federal University (Russia); BA, MS, University of Indianapolis; MS, Southern Illinois University – Carbondale; PhD, New Mexico State University	

THE SAROFIM SCHOOL OF FINE ARTS

David S. Asbury	1993/2008
Associate Professor of Music; holder of the Corbin Robertson, Jr. Professorship	
BM, North Carolina School of the Arts; MM, DMA, The University of Texas at Austin	
Kerry Bechtel	1998/2005
Associate Professor of Theatre; Resident Costume Designer	
BA, University of Nevada – Las Vegas; MFA, University of Missouri – Kansas City	
Bruce A. Cain	1996
Associate Professor of Music	
BM, McMurry University; MM, Indiana University; DM, Northwestern University	
John Michael Cooper	2006
Professor of Music	
BM, MM, Florida State University; PhD, Duke University	
Sergio Costola	2003
Dean of the Faculty; Professor of Theatre	
Laurea, Università degli Studi di Bologna, Italy; PhD, University of California – Los Angeles	
Ron Geibel	2015/2019
Associate Professor of Art	
BFA, Edinboro University of Pennsylvania; MFA, University of Montana	
Heidi Hogden	2023
Associate Professor of Art; holder of the Carolyn and Fred McManis Professorship	
BFA, Minneapolis College of Art and Design; MFA, Tufts University/School of Museum of Fine Arts	
Jason Hoogerhyde	2004
Associate Professor of Music	
BM, Lawrence University Conservatory of Music; MM, Boston University; DMA, University of Cincinnati Conservatory of Music	
Allison Miller	2011
Professor of Art History	
AB, The University of Chicago; PhD, Harvard University	

Gabriel Peña Assistant Professor of Theatre BA, Pomona College; MFA, Pennsylvania State University	2022
Desiderio Roybal Professor of Theatre; Resident Scenic Designer BA, MA, South Dakota State University; MFA, University of Missouri – Kansas City	2000
Kimberly Smith Professor of Art History; holder of the Margaret Root Brown Chair BA, Duke University; MA, PhD, Yale University	1999
Rachel Daphne Weiss Visiting Assistant Professor of Art History BA, Tulane University; MA, PhD; University of California – Los Angeles	2024
Ariel Wood Visiting Assistant Professor of Art BFA, University of Wisconsin-Madison, MFA, The University of Texas at Austin	2024

PROFESSIONAL LIBRARIANS

Amy Anderson Director of Library Resources with rank of Associate Professor BSEd, Texas Tech University; MLIS, The University of Texas at Austin	1990
Casey Duncan Director of the A. Frank Smith, Jr. Library Center BA, Hillsdale College; MISLT, University of Missouri-Columbia; JD, University of Minnesota	2024
Megan Firestone Head of Special Collections and Archives BA, MA, Texas State University; MSLIS, Drexel University	2019
Katherine M. Hooker Research and Instruction Librarian with rank of Assistant Professor BA, Trinity University; MSIS, The University of Texas at Austin	2005
Emily Thorpe Instruction and Student Success Librarian BA, The University of Texas at Austin; MLS, University of North Texas	2022
Hong Yu Head Cataloging and Metadata Librarian with rank of Associate Professor BA, MA, Hangzhou University, China; Diploma of Education, National University of Singapore; MLIS, The University of Oklahoma	2000

RETIRED FACULTY

Sherry E. Adrian Associate Professor Emeritus of Education; holder of the Herbert and Kate Dishman Professorship in Special Education, retired 2021 BA, University of North Texas; MEd, The University of Arizona; PhD, The University of Texas at Austin	1993
Martha Mitten Allen Professor Emeritus of History, retired 1997 BA, MA, Southern Methodist University; PhD, The University of Texas at Austin	1960
John Edward Bigley Associate Professor Emeritus of Library Automation Services, retired 2009 BA, Southwestern University; MLIS, The University of Texas at Austin	1976

Mark Bottorff	2002
Associate Professor Emeritus of Physics; Director of the Fountainwood Observatory, retired 2025 BA, University of Colorado at Boulder; MS, University of Colorado at Denver; PhD, University of Kentucky	
Lynne Brody	1990
Dean of the A. Frank Smith, Jr. Library Center with rank of Professor, retired 2012 BA, Rutgers University; MLS, Simmons College	
Kerry A. Bruns	1993
Professor Emeritus of Chemistry, retired 2019 BA, Western New Mexico State University; PhD, New Mexico State University	
Edward B. Burger	2013
President Emeritus; Professor Emeritus of Mathematics, retired 2019 BA, Connecticut College; PhD, The University of Texas at Austin	
Glenda Warren Carl	1988
Associate Professor Emeritus of French; Associate Professor of Latin in the Classics Area, retired 2014 BA, MA, The University of Kansas; PhD, University of Wisconsin – Madison	
Virginia A. Carwell	1968
Professor Emeritus of English, retired 1999 BS, Eastern Illinois State College; MA, PhD, Northwestern University	
Suzanne Chamier	1989
Professor Emeritus of French; Brown Distinguished Teaching Professor (1998-2001), retired 2007 BA, University of Missouri at Columbia; MA, The University of North Carolina at Chapel Hill; PhD, Washington University	
John B. Chapman	1966
Professor Emeritus of Mathematics; holder of the Jesse H. and Mary Gibbs Jones Professorship in Mathematics, retired 2012 BS, Baylor University; MS, University of North Texas; PhD, The University of Texas at Austin	
B. Joe Colwell	1970
Professor Emeritus of Economics and Business; holder of the Hugh Roy and Lillie Cullen Chair in Economics, retired 1992 BA, LLB, The University of Texas at Austin; PhD, The Ohio State University	
Steven C. Davidson	1988
Professor Emeritus of History, retired 2018 BA, University of Virginia; MA, The University of Chicago; PhD, University of Wisconsin – Madison	
Jan C. Dawson	1977
Professor Emeritus of History; Brown Distinguished Teaching Professor (1998-2001), retired 2004 AB, University of California – Berkeley; MA, PhD, University of Washington	
John E. Delaney	1988
Associate Professor Emeritus of Business, retired 2015 BS, Northern Illinois University; MA, University of Illinois at Urbana – Champaign; PhD, The University of Texas at Austin	
Richard T. Denman	1981
Professor Emeritus of Mathematics and Computer Science, retired 2014 BA, MS, Texas Tech University; MA, PhD, The University of Texas at Austin	
Lois Ferrari	1993
Professor Emeritus of Music, retired 2022 BM, MM, Ithaca College School of Music; DMA, Eastman School of Music – University of Rochester	
Paul J. Gaffney	2003
Dean Emeritus of The Sarofim School of Fine Arts and Professor Emeritus of Theatre, retired 2017 BS, Clarion University of Pennsylvania; MA, Indiana University; PhD, The University of Kansas	

David J. Gaines	1984
Professor Emeritus of English; Director, National Fellowships and Scholarships; Brown Distinguished Teaching Professor (2000-2003), retired 2020	
BA, Stanford University; MA, PhD, The University of Texas at Austin	
Florence C. Gould	1986
Professor Emeritus of Political Science, retired 2002	
BA, The University of Texas at Austin; MA, Duke University; PhD, University of Houston	
Halford W. Haskell	1984
Professor Emeritus of Classics, retired 2020	
BA, Haverford College; MA, PhD, The University of North Carolina at Chapel Hill	
Dana Hendrix	1991
Associate Professor Emeritus of Library Resources, retired 2015	
BA, East Texas State University; MALS, Texas Woman's University	
T. Walter Herbert Jr	1975
Professor Emeritus of English; University Scholar; holder of the Herman Brown Chair, retired 2006	
BA, Harvard University; MDiv, Union Theological Seminary; PhD, Princeton University	
Dan C. Hilliard	1974
Professor Emeritus of Sociology, retired 2008	
BA, Rice University; MA, PhD, The University of Texas at Austin	
Philip E. Hopkins	1998
Professor Emeritus of Philosophy; holder of the Lurlyn and Durwood Fleming Professorship in Religion and Philosophy, retired 2022	
BA, Stephen F. Austin State University; MA, St. John's College; PhD, The University of Texas at Austin	
Robert A. Horick	1983
Director of Networked Systems; Associate Professor Emeritus of Mathematics and Computer Science, and of Russian in the Modern Languages and Literatures Department, retired 1999	
BA, University of Rochester; MS, Purdue University; PhD, The University of Chicago	
Thomas Noble Howe	1985
Professor Emeritus of Art and Art History, Brown Distinguished Research Professor (2000-2004), retired 2024	
BA, Lawrence University; MA, PhD, Harvard University	
James W. Hunt	1988
Provost Emeritus; Professor Emeritus of Education, retired 2015	
BSEd, Central Methodist College; MEd, EdD, Northwestern State University of Louisiana	
Sharon C. Johnson	1977
Associate Professor Emeritus of Education; 2001 Minnie Stevens Piper Professor, retired 2011	
BA, The University of Oklahoma; MEd, EdD, Texas Tech University	
Kathleen M. Juhl	1987
Professor Emeritus of Theatre; Brown Distinguished Teaching Professor (2001-2004), retired 2020	
BA, Iowa State University; MA, University of Illinois at Urbana – Champaign;	
MFA, The University of North Carolina at Greensboro; PhD, The University of Texas at Austin	
Edward L. Kain	1986
Professor Emeritus of Sociology; University Scholar; Brown Distinguished Teaching Professor (1998-2000), retired 2015	
BA, Alma College; PhD, The University of North Carolina at Chapel Hill	
James A. Kilfoyle	1992
Associate Professor Emeritus of English, retired 2025	
BA, Wesleyan University; MA, PhD, Brown University	

Stephen T. Marble	2006
Associate Professor Emeritus of Education, retired 2021	
BJ, BA, The University of Texas at Austin; MA, University of Hawaii; PhD, The University of Texas at Austin	
Thomas V. McClendon	1998
Professor Emeritus of History, retired 2016	
BA, Pomona College; JD, Boalt Hall School of Law, University of California – Berkeley; MA, PhD, Stanford University	
Helene Meyers	1991
Professor Emerita of English; holder of the Carolyn and Fred McManis University Chair, retired 2022	
BA, Pennsylvania State University; MA, University of Florida; PhD, Indiana University	
Jacqueline E. Muir-Broadbuss	1990
Professor Emeritus of Psychology and Education, retired 2015	
BA, MA, University of Guelph, Canada; PhD, Florida Atlantic University	
Glada C. Munt	1975
Professor Emeritus of Exercise and Sports Studies, and Associate Vice President of Intercollegiate Athletics, retired 2020	
BS, Trinity University; MS, Baylor University; PhD, University of North Texas	
Sandi Kwecka Nenga	2004
Professor Emeritus of Sociology, retired 2022	
BA, Simon's Rock College of Bard; MA, San Francisco State University; PhD, Indiana University	
Gwen Kennedy Neville	1979
Professor Emeritus of Sociology and Anthropology; holder of the Elizabeth Root Paden Chair in Sociology, retired 1998	
BA, Mary Baldwin College; MA, PhD, University of Florida	
Mary Grace Neville	2003
Associate Professor Emeritus of Business; holder of the John Shearn Chair in Business, retired 2014	
BS, Northwestern University; MBA, Wharton School of Business – University of Pennsylvania;	
PhD, Case Western Reserve University	
Emily M. Northrop	1994
Professor Emerita of Economics, retired 2019	
AB, MA, The University of Alabama; PhD, The University of Texas at Austin	
William P. O'Brien	1986
Associate Professor Emeritus of Physics, retired 2014	
BS, University of North Texas; PhD, The University of North Carolina at Chapel Hill	
Timothy J. O'Neill	1987
Professor Emeritus of Political Science; holder of the Tower-Hester Chair in Political Science, retired 2018	
BA, Claremont McKenna College; MA, PhD, University of California – Berkeley	
G. Benjamin Oliver	1977
Professor Emeritus of Philosophy; Provost and Dean, Brown College of Arts and Sciences	
BA, The University of Texas at Austin; MDiv, Union Theological Seminary; MA, PhD, Northwestern University	
David Olson	1992
Director of Communication Studies Internships with rank of Assistant Professor, retired 2020	
BA, Grand Valley State College; MA, MA, Eastern Michigan University; AMLS, University of Michigan	
John Ore	1992
Professor Emeritus of Theatre; Director of Technical Operations, Resident Lighting and Sound Director, retired 2024	
BA, MFA, The University of Tennessee – Knoxville	
Barbara Boucher Owens	1999
Associate Professor Emeritus of Computer Science, retired 2012	
BA, Ohio Wesleyan University; MA, The University of Texas at Austin; PhD, New York University	

Lois W. Parker	1966/1970
Associate Professor Emeritus of English, retired 1986	
BS, MA, Sul Ross State College; Graduate Study, Oklahoma State University and The University of Arizona;	
PhD, Southern Illinois University	
Don M. Parks	1994
Associate Professor Emeritus of Business; holder of the John Shearn Chair in Business, retired 2010	
BBA, Texas A&M University; MS, University of Northern Colorado; PhD, Texas A&M University	
Joan G. Parks	1986
Head Research and Instruction Librarian with rank of Associate Professor, retired 2022	
BS, The University of Tennessee – Knoxville; MEd, Middle Tennessee State University;	
MSLS, The University of Tennessee – Knoxville	
F. Ellsworth Peterson	1965
Professor Emeritus of Music; holder of the Margaret Root Brown Chair, retired 2002	
BM, Southwestern University; SMM, Union Theological Seminary; MA, PhD, Harvard University	
Elisabeth Piedmont-Marton	1999
Associate Professor Emeritus of English, retired 2018	
BA, Kenyon College; MA, The University of Chicago; PhD, The University of Texas at Austin	
Benjamin Pierce	2005
Professor of Biology; holder of the Lillian Nelson Pratt Chair, retired 2024	
BS, Southern Methodist University; PhD, University of Colorado	
Gulnar H. Rawji	1985
Associate Professor Emeritus of Chemistry, retired 2015	
BS, Simmons College; PhD, Boston University	
Gary H. Richter	1977
Associate Professor Emeritus of Mathematics, retired 2019	
BA, The University of Texas at Austin; MS, University of Houston; PhD, The University of Texas at Austin	
Kenneth D. Roberts	1981
Professor Emeritus of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics, retired 2013	
BBA, The University of Texas at Austin; MBA, Wharton School of Finance – University of Pennsylvania;	
PhD, University of Wisconsin – Madison	
Robert C. Roeder	1983
Professor Emeritus of Physics; holder of the Robert Sherman Lazenby Chair in Physics, retired 2003	
BS, MS, McMaster University, Canada; PhD, University of Illinois at Urbana – Champaign	
Rick Roemer	2000
Professor Emeritus of Theatre, retired 2015	
BA, University of California – Santa Barbara; MA, PhD, University of California – Los Angeles	
Eileen Meyer Russell	2006
Associate Professor of Music, retired 2016	
BM, Indiana University; MM, University of Northern Iowa; DM, Indiana University	
Jake B. Schrum	2000
President Emeritus of the University – 2000-2013, retired 2013	
BA, Southwestern University; MDiv, Yale University Divinity School	
Eric A. Selbin	1992
Professor Emeritus of Political Science; holder of the Lucy King Brown Chair; University Scholar (2006-2014);	
Brown Distinguished Research Professor (1999-2003), retired 2025	
BA, The University of Texas at Austin; MA, Louisiana State University; PhD, University of Minnesota	

Fred E. Sellers	1987
Associate Professor Emeritus of Business, retired 2014	
BA, Yale University; MBA, PhD, The University of Kansas	
A.J. Senchack Jr	1998
Professor Emeritus of Business; holder of the Lucy King Brown Chair, retired 2014	
BS, MBA, Texas Tech University; PhD, University of California – Los Angeles	
Rebecca Ann Sheller	1994
Associate Professor Emeritus of Biology, retired 2015	
BS, Southwestern University; PhD, The University of Texas at Austin	
Kenneth M. Sheppard	1974
Professor Emeritus of Music, retired 2018	
BM, Hardin-Simmons University; MMEd, PhD, Texas Tech University	
Jimmy C. Smith	1991
Professor Emeritus of Kinesiology, retired 2019	
BA, MS, Baylor University; PhD, University of North Texas	
Linda Southwick	1995
Laboratory Manager in Biology with rank of Assistant Professor Emeritus of Biology, retired 2014	
BA, Austin College; MT, The University of Texas M.D. Anderson Hospital; MS, The University of Texas at Tyler	
Kathryn E. Stallard	1992
Associate Professor Emeritus of Special Collections and Archives, retired 2015	
AB, The University of Illinois at Chicago; MA, MLS, University of Wisconsin – Madison	
Kiyoshi Tamagawa	1992
Professor Emeritus of Music, retired 2024	
BM, Oberlin College Conservatory of Music; MM, Yale University; DMA, The University of Texas at Austin	
Patrick B. Veerkamp	1983
Professor Emeritus of Art, retired 2015	
BA, Adams State College; MA, University of Denver; MFA, Colorado State University	
Vicente Villa	1985
Professor Emeritus of Biology; holder of the John H. Duncan Chair, retired 2003	
BA, The University of Texas at Austin; PhD, Rice University	
Willis Weigand	1994
Director of General Chemistry Laboratories with rank of Associate Professor of Chemistry, retired 2021	
BS, Southwestern Oklahoma State University; PhD, University of Arkansas	
Mary E. Young	1990
Professor Emeritus of Economics, retired 2011	
BA, Beloit College; MPA, PhD, The University of Texas at Austin	
Theresa Zelasko	2006
Outreach and Information Literacy Librarian with rank of Assistant Professor, retired 2022	
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