



Southwestern University

COURSE CATALOG 2010–2011

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ACCREDITED BY:

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POLICY STATEMENTS:

See page 8.

NOTE:

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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 University Registrar.

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ACADEMIC CALENDAR

2010–2011

FALL 2010

August	13	Friday	New students arrive on campus (evening)
	16	Monday	First-Year and Advanced-Entry Seminar classes begin
	23	Monday	Classes begin
September	30	Monday	Last day to register late
	6	Monday	Labor Day (SU holiday-no classes)
	7	Tuesday	Last day to add courses
	27	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit or non-credit
October	29	Wednesday	Application for Diploma due: Fall candidates
	8	Friday	Fall Break begins at 10 p.m.
	13	Wednesday	Classes resume at 8 a.m.
November	1	Monday	Last day to drop courses
	23	Tuesday	Thanksgiving holiday begins at 10 p.m.
	29	Monday	Classes resume at 8 a.m.
December	3	Friday	Last day of classes
	6	Monday	Final examinations begin
	10	Friday	Final examinations end
	11	Saturday	Recognition Ceremony for Prospective December Graduates
January	24	Monday	Last day for removing “Incomplete” grades

SPRING 2011

January	7	Friday	New student registration
	10	Monday	Classes begin
	17	Monday	Martin Luther King Jr. Day (SU holiday, no classes)
	18	Tuesday	Last day to register late
February	24	Monday	Last day to add courses
	4	Friday	Application for Diploma due: Spring and Summer candidates
	14	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit or non-credit
March	11	Friday	Spring Break begins at 10 p.m.
	21	Monday	Classes resume at 8 a.m.
	28	Monday	Last day to drop courses
April	21	Thursday	Easter holiday begins 10 p.m.
	24	Sunday	Easter
	25	Monday	Classes resume at 8 a.m.
May	29	Friday	Last day of classes
	2	Monday	Final examinations begin
	2	Monday	Seniors’(prospective May & August graduates) grades due in Registrar’s Office by 5 p.m.
	6	Friday	Final examinations end
September	7	Saturday	Commencement
	6	Tuesday	Last day for removing “Incomplete” grades

SUMMER 2011

Summer I Term	May 11–June 2 (May 30 holiday-no classes)
Summer II Term	June 6–June 27
Non-Residential Term	May 11–August 19 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)

ACADEMIC CALENDAR (TENTATIVE)

2011–2012

FALL 2011

August	12	Friday	New students arrive on campus (evening)
	15	Monday	First-Year and Advanced-Entry Seminar classes begin
	22	Monday	Classes begin
September	29	Monday	Last day to register late
	5	Monday	Labor Day (SU holiday-no classes)
	6	Tuesday	Last day to add courses
	26	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit or non-credit
October	28	Wednesday	Application for Diploma due: Fall candidates
	7	Friday	Fall Break begins at 10 p.m.
	12	Wednesday	Classes resume at 8 a.m.
November	31	Monday	Last day to drop courses
	22	Tuesday	Thanksgiving holiday begins at 10 p.m.
	28	Monday	Classes resume at 8 a.m.
December	2	Friday	Last day of classes
	5	Monday	Final examinations begin
	9	Friday	Final examinations end
January	10	Saturday	Recognition Ceremony for Prospective December Graduates
	23	Monday	Last day for removing “Incomplete” grades

SPRING 2012

January	6	Friday	New student registration
	9	Monday	Classes begin
	16	Monday	Martin Luther King Jr. Day (SU holiday, no classes)
	17	Tuesday	Last day to register late
February	23	Monday	Last day to add courses
	3	Friday	Application for Diploma due: Spring and Summer candidates
	13	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit or non-credit
March	9	Friday	Spring Break begins at 10 p.m.
	19	Monday	Classes resume at 8 a.m.
	26	Monday	Last day to drop courses
April	5	Thursday	Easter holiday begins 10 p.m.
	8	Sunday	Easter
	9	Monday	Classes resume at 8 a.m.
	27	Friday	Last day of classes
	30	Monday	Final examinations begin
May	30	Monday	Seniors’(prospective May & August graduates) grades due in Registrar’s Office by 5 p.m.
	4	Friday	Final examinations end
September	5	Saturday	Commencement
	10	Tuesday	Last day for removing “Incomplete” grades

SUMMER 2012

Summer I Term	May 9– May 31 (May 28 holiday-no classes)
Summer II Term	June 4-June 25
Non-Residential Term	May 9–August 24 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)

SOUTHWESTERN UNIVERSITY: A STATEMENT OF WHO WE ARE

Southwestern possesses a historic and continuing mission that has guided its development from frontier origins in the Republic of Texas to the complex international society we confront today. A defining heritage has emerged from our response to these challenges. Southwestern originated in pioneering Texas and finds its identity in entering unfamiliar environments with confidence and vigor. We were not founded to defend an established order, but to generate creative responses to altered opportunities and resources. We have surmounted severe hardship, as in the adversities that led to our arrival in Georgetown, and subsequently in the Great Depression. Southwestern has also known times of abundance, and at the beginning of the 20th century it possessed financial strength and academic distinction. In the 21st century, Southwestern faces an unprecedented opportunity—that of attaining national leadership as a liberal arts and sciences college.

Southwestern stands in a United Methodist tradition of higher education. Non-sectarian and diverse in its collective life, Southwestern's character is shaped by Wesley's appeal, "Let knowledge and vital piety be joined." Dogmatic rigidity is alien to our institutional spirit; we hold that ethical commitments and spiritual identities must welcome and support the swift advance of knowledge. Believing that none has a permanent monopoly on truth, 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 human-scale community, at whose center is meaningful human relationships rather than bureaucratic routines. Students and faculty, administration, staff and the Board of Trustees—all are answerable to face-to-face relationships that impose a level of responsibility unknown in very large institutions. Our small size and private character do not mean seclusion from the broader world of social and political conflict, but afford a distinctive and humane way of engaging that world.

Participants in this community are citizens; each has a stake in the destiny of the whole and all play parts in the decisions that shape the common life. An emphasis on the fine arts and on the liberal arts and sciences has taken precedence at Southwestern during the last two decades, and the quest for national standing has moved toward a successful completion. Southwestern's tradition of communal responsibility has provided mutual support and encouragement amid the rigorous individual and collective striving to excel. The tradition of mutual cooperation and nurture sustains the environment of teaching and learning, supporting the ethical development and personal wholeness of students as their intellectual capacities are challenged.

Southwestern occupies a culturally diverse and vital setting. In coming to Williamson County, Southwestern entered a community of farmers and ranchers with distinct economies that faced each other across the Balcones Fault. Here, Tejanos, Swedes, Czechs, Germans, Anglos and African Americans retained their cultural identities. The cultural, intellectual and social life of Austin—the state capital—enriches this diversity and multiplies the resources for personal and collective development available to members of the Southwestern community.

Sun Belt prosperity has brought economic vitality and cultural leadership, placing Central Texas on a national stage. Austin has become an international center for the emerging information society and is a focal point for developing relations between the United States and Latin America. Southwestern is now responding to the challenges of a global community in the effort to move from national standing to national leadership as a liberal arts and sciences college.

AIMS, CORE PURPOSE AND CORE VALUES OF THE UNIVERSITY

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

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 defined by the members of the Southwestern University community, including faculty, staff, students, alumni and trustees, the core purpose of Southwestern University is that of fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity. To this end, the Southwestern University community has agreed upon a set of core values that serve as the guiding principles for the institution:

- 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.

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.

POLICY STATEMENTS

Southwestern University is committed to the principle of equal opportunity for all persons without regard to sex, race, color, religion, age, disability, national or ethnic origin, or any other impermissible factor. Southwestern University's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation. It is also committed to taking affirmative steps to see that such opportunities are made available for personnel in employment, promotion, transfer, recruitment, rates of pay and other forms of compensation, and selection for training.

Southwestern University is also committed to equal opportunity for all persons to complete a Southwestern degree program. Therefore, no academically qualified applicant will be refused admission on the basis of factors listed above. Recruitment and the administration of student financial aid will be conducted on the same non-discriminatory basis.

Southwestern University, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1992, 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 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 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 the 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 as well as the annual Brown Symposium.

The Brown College of Arts and Sciences is comprised of the Division of Humanities, the Division of Natural Sciences and the Division of Social Sciences. The Brown College encompasses 16 academic departments and one area, and is also the primary home of six interdisciplinary programs. 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.

Division of Humanities

- Classics Area
- Communication Studies
- English
- History
- Modern Languages and Literatures
- Religion and Philosophy

Division of Social Sciences

- Economics and Business
- Education
- Exercise and Sport Studies
- Political Science
- Psychology
- Sociology and Anthropology

Division of 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 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 with majors in Theatre and in Art, the Bachelor of Music, and the Bachelor of Arts with majors in Art, Art History, Music and Theatre.

The Sarofim School of 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 and The Sarofim School of Fine Arts.

Interdisciplinary Programs

Animal Behavior
Environmental Studies
Feminist Studies
International Studies
Latin American Studies
Physical Science

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 general education, the major, the minor and electives all 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 cause 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 interdisciplinary nature of the liberal arts.

Students who experience such a liberal arts education should become literate, informed and critical people capable of making the world more humane and civilized. Such students must acquire the skills of communication, learn to read and think critically, write and speak cogently and develop mathematical reasoning ability. Because cumulative learning develops their powers of reasoning and analysis, they must achieve depth in some field of knowledge. At the same time, they need to acquire breadth by becoming familiar with specialized modes of acquiring knowledge of themselves and of their social and natural environments. They must come to understand the complexity and diversity of their own cultural heritage, both in historical context and in relation to the international context of the 21st century. They must develop religious and aesthetic awareness that will help them to make informed and discriminating decisions.

Objectives

The Southwestern University curriculum is designed:

- I. To develop in students a set of basic academic skills, namely:
 - a. Fluency in written English.
 - b. Competence in analytical and critical thinking.
 - c. The ability to access and evaluate bibliographic and other systems of stored data and information, including electronic resources.
 - d. Proficiency in a classical or modern language other than English [excluding students pursuing the Bachelor of Music degree with an emphasis in Music Education (with teacher certification)].
- II. To develop in students an appreciation of the various perspectives on knowledge and modes of reasoning, thinking and acquiring knowledge that are fundamental for understanding personal existence, human community and the natural environment and that are necessary for continued self-education in the modern world, namely:
 - a. An understanding of other cultural traditions in order to expand students' cultural experience and provide fresh perspectives on their own cultural assumptions and traditions.
 - b. An understanding of how knowledge of the natural world is acquired by the use of scientific methods of inquiry and application of experimental techniques and/or the ability to perform mathematical operations, carry out quantitative analysis and practice mathematical reasoning.
 - c. An understanding of the creative dimension of human existence and of aesthetic experience as a distinctive mode of perceiving the world.
 - d. An understanding of the relationship between the individual and the social environment and of the ways in which that relationship can be understood.

- e. An understanding of human experiences and cultures through close reading and critical analysis of our histories, literatures, languages, ideas and values.

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 purpose of the First-Year Seminar and the Advanced-Entry Seminar is to provide an introduction to the Southwestern University liberal arts learning environment and involves investigation of a special topic in a mentoring relationship with a faculty member. Seminars begin during Orientation week and continues into the first part of a student's first regular semester at Southwestern. Seminars are special topic courses that provide stimulating and challenging academic experiences to help prepare incoming students to be successful in a rigorous liberal arts college environment. In particular, seminars focus on developing the student's abilities in the following areas: reading, writing, critical thinking, research, informed discussion and creativity. Additional academic socialization components prepare students for the challenging intellectual demands of college-level course work. Must be completed in the first semester.
- **Language**
Southwestern University students ordinarily must demonstrate proficiency at the fourth-semester level in order to fulfill the foreign language requirement. Incoming students have the opportunity to demonstrate proficiency by achieving advanced placement on the regularly scheduled placement examinations. Through the sustained study of literature 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 foreign languages provides access to intellectual inquiry (including cultural and literary expression) otherwise inaccessible in a monolingual setting. With permission of the Modern Languages and Literatures Department, the foreign language requirement may be fulfilled by demonstrating proficiency at the equivalent of the fourth-semester level in a language not offered at Southwestern University. Students wishing to fulfill Southwestern's foreign language requirement in this manner are responsible for supplying pertinent documentation to the Modern Languages and Literatures Department and to the Registrar's Office, including official transcripts and/or expert verification of fourth-semester or equivalent proficiency in the target language, once the course of study is completed.
- **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 one FRA course requirement for such participation. Repeat courses are not allowed in the attainment of the two required FRA courses.
- **Intercultural Perspectives**
The goal of this requirement is to help students understand and interrogate their relation to the world. Students develop awareness of their own and others' worldviews by encountering and analyzing how the interaction between material conditions and cultural beliefs and practices shapes everyday life differently for different people in different social, global and historical contexts. Courses fulfilling this requirement consider similarities and differences in physical and cultural environments, institutions, practices, values, beliefs, worldviews and/or identities. The Intercultural Perspectives requirement may be satisfied by designated courses taken in the Division/School Requirements outlined below. Courses that satisfy this requirement are marked in the catalog with (IP) following their descriptions. A student wishing to satisfy the Intercultural Perspectives requirement with a course taken while on an approved study abroad program must complete a petition process through the Office of Intercultural Learning (IL). Students may obtain the proposal form from IL, and should submit the form no later than five weeks prior to the end of the semester preceding the study abroad period. The director of IL, as the convener of the Intercultural Perspectives Committee (IPC), will review the proposal and make recommendations to the committee, which has final authority to approve study abroad courses as satisfying the IP requirement. Students will be notified of the status of the IP request within two weeks of submitting the IP proposal form.
- **Division of Humanities:**
These courses develop an understanding of human experiences and cultures through close reading and critical analysis of

histories, literatures, languages, ideas and values. Courses that satisfy this requirement are marked in the catalog with (H) following their descriptions.

- **Division of Natural Sciences:**
These courses develop an understanding of how knowledge of the natural world is acquired by use of scientific methods of inquiry, experimental techniques, and by mathematical/computational models and methods. Courses that satisfy the experimental laboratory requirement are marked in the catalog with (NSL) following their descriptions.
- **Division of 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.
- **The Sarofim School of 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 (FAL) or (FAP) following their descriptions.
- **The Major**
All majors require at least 30 credits (60 percent must be upper-level); some require considerably more credits. No course may satisfy credit requirements in more than one major or minor, except in the case of paired majors (see Majors and Minors Available at Southwestern). All students must have a major in their academic program.
- **The Minor**
A minor requires at least 18 credits in a subject field (12 must be upper-level). Some minors may require more than 18 credits. No course may satisfy credit requirements in more than one major or minor, except in the case of paired majors (see Majors and Minors Available at Southwestern). Students are not required to have a minor in their academic program.
- **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**
Each department and major program shall design its major(s) to include an appropriate 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 exam, or other experience appropriate for the area of specialization.
- **Free 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

Accounting	65
Animal Behavior (Interdisciplinary)	30
Anthropology	169
Art (Studio)	34
Art History	37
Biochemistry	52
Biology	45
Business	65
Chemistry	51
Classics	56
Communication Studies	60
Computational Mathematics	116
Computer Science	115
Economics	65
Education	70

English.....	85
Environmental Studies (Interdisciplinary)	90
Feminist Studies (Interdisciplinary)	96
French.....	120
German.....	121
Greek.....	57
History.....	100
International Studies (Interdisciplinary).....	106
Kinesiology	110
Latin	57
Latin American Studies (Interdisciplinary).....	112
Mathematics.....	114
Music.....	130
Philosophy.....	160
Physical Science (dual-degree program).....	146
Physics.....	147
Political Science.....	150
Psychology.....	154
Religion.....	159
Sociology.....	167
Spanish.....	126
Theatre.....	172

Paired Majors

Communication Studies/Feminist Studies	60
Economics/Accounting	65
Economics/Business.....	65
English/Feminist Studies.....	85
History/Feminist Studies.....	100
International Studies/French	107
International Studies/German.....	107
International Studies/Spanish.....	107
Philosophy/Feminist Studies	160
Psychology/Education.....	154
Religion/Feminist Studies	159
Sociology/Anthropology	167
Sociology/Feminist Studies.....	167
Spanish/Latin American Studies	126
Theatre/Feminist Studies.....	172

Minors

Animal Behavior.....	31
Anthropology	168
Architecture and Design Studies.....	36
Art (Studio)	36
Art History.....	37
Biology.....	46
Business.....	65
Chemistry	51
Chinese.....	120
Communication Studies	60
Computer Science	116
Dance.....	174
Economics.....	65
Education.....	79
English.....	86
Environmental Studies	90
Exercise and Sport Studies.....	92
Feminist Studies	98
French.....	121

Generic Special Education	79
German	121
Greek	57
History	102
Kinesiology	110
Latin	57
Latin American Studies	113
Mathematics	115
Music	140
Performance Studies.....	174
Philosophy.....	161
Physics.....	148
Political Science	150
Psychology	155
Religion	160
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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 (defined as one group of courses sharing a numerical prefix, e.g. 10-XXX-English, 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 Division/School and the departments involved and must be approved by the Division/School in which the first 28-credit block falls. The capstone experience is dictated by the requirements of the subject area in the first 28-credit block.

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.

Bachelor of Arts (BA)

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

- First-Year or Advanced-Entry Seminar..... 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
- Fitness and Recreational Activity (*See Note below*) 2 credits
- At least one Intercultural Perspectives (IP) course.....3-4 credits
- Two courses in the Division of Humanities (H)6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*) 3-4 credits
- Two courses in the Division of Social Sciences (ScS) (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*)6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course.....3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course3-4 credits
- The Majorat least 30 credits
(*60 percent of the credits in the major must be upper level*)
- The Minor (*optional*)at least 18 credits
(*12 credits must be upper level*)

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 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
- Fitness and Recreational Activity (*See Note below*) 2 credits
- At least one Intercultural Perspectives (IP) course 3-4 credits

Seven of the eight following courses:

- Two courses in the Division of Humanities (H) 6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*) 3-4 credits
- Two courses in the Division of Social Sciences (ScS) (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*) 6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course 3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course 3-4 credits
- The Major hours vary
(60 percent of the credits in the major must be upper level)
- The Minor (*optional*) at least 18 credits
(12 credits must be upper level)

Total, including approved electives: minimum of 127 credits

Bachelor of Fine Arts (Theatre) (BFA)*

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

- First-Year or Advanced-Entry Seminar 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
- At least one Intercultural Perspectives (IP) course 3-4 credits
- Two courses in the Division of Humanities (H) 6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*) 3-4 credits
- Two courses in the Division of Social Sciences (ScS) (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*) 6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course 3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course 3-4 credits
- The Major credits vary
(60 percent of the credits in the major must be upper level)
- The Minor (*optional*) at least 18 credits
(12 credits must be upper level)

Total, including approved electives: minimum of 127 credits

Bachelor of Music (BM)*

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

- First-Year or Advanced-Entry Seminar 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
(*See specific requirements for Vocal Performance Concentration and Music Education Concentration with Certification for exceptions*)
- Fitness and Recreational Activity (*See Note below*) 2 credits
- At least one Intercultural Perspectives (IP) course 3-4 credits
- Seven of the eight following courses:**
- Two courses in the Division of Humanities (H) 6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*) 3-4 credits
- Two courses in the Division of Social Sciences (ScS) (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*) 6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course 3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course 3-4 credits
- The Major credits vary
(*60 percent of the credits in the major must be upper level*)
- The Minor (*optional*) at least 18 credits
(*12 credits must be upper level*) (*see the Music Department section for specifics*)

Total, including approved electives: minimum of 127 credits

Bachelor of Science (BS)

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

- First-Year or Advanced-Entry Seminar 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
- Fitness and Recreational Activity (*See Note below*) 2 credits
- At least one Intercultural Perspectives (IP) course 3-4 credits
- Seven of the eight following courses:**
- Two courses in the Division of Humanities (H) 6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*) 3-4 credits
- Two courses in the Division of Social Sciences (ScS). (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*) 6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course 3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course 3-4 credits
- The Major at least 30 credits
(*60 percent of the credits in the major must be upper level*)
- The Minor (*optional*) at least 18 credits
(*12 credits must be upper level*)
- Specific Additional Requirements for the BS Degree:
Biology 50-102, 112, 122 and 162 8 credits
Chemistry 51-154 and 51-164 OR 51-174 and 51-214 8 credits

Mathematics and Computer Science 52-154 and either 52-114, 52-254 or 54-184	8 credits
Physics 53-154 and 53-164.....	8 credits

The major must be selected from the Division of Natural Sciences, Animal Behavior or Psychology. 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..... 2 credits
- Foreign Language (*through fourth-semester proficiency*) 16 credits
- Fitness and Recreational Activity (*See Note below*) 2 credits
- At least one Intercultural Perspectives (IP) course.....3-4 credits

Seven of the eight following courses:

- Two courses in the Division of Humanities (H)6-8 credits
- One course in the Division of Natural Sciences from the Mathematics and Computer Science Department3-4 credits
- One course in the Division of Natural Sciences with a semester-long experimental laboratory component (NSL) (*Two of the biology minimester courses are needed fulfill this requirement.*)3-4 credits
- Two courses in the Division of Social Sciences (ScS). (*The courses must be from two different departments or interdisciplinary programs. Courses from different subject areas within the same academic Department or interdisciplinary program will not fulfill this requirement. For example, Sociology and Anthropology are in the same academic department, as are Business, Economics and Accounting*)6-8 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Lecture (FAL) course3-4 credits
- At least one course in the Sarofim School of Fine Arts identified as a Fine Arts Performance/Production (FAP) course3-4 credits
- The Majorcredits vary
(*60 percent of the credits in the major must be upper level*)
- The Minor (*optional*)at least 18 credits
(*12 credits must be upper level*)

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 BMus and BFA degree programs.

Note: Repeat courses are not allowed in the attainment of the required two credits of the Fitness and Recreational Activity (FRA) requirement. No more than three credits of Fitness and Recreational Activity courses may count in the minimum 127 credits required for any degree except for Kinesiology majors/minors and Exercise and Sport Studies minors.

GRADUATION REQUIREMENTS

Each student is responsible for meeting all catalog requirements for graduation. A Southwestern University degree requires:

1. A minimum of 127 credits of academic work, of which at least 64 credits must be from Southwestern University (see number 6 below). A minimum overall grade point average of 2.0 on all college-level work attempted, in addition to at least a GPA of 2.0 on all Southwestern University work, is required for graduation.
2. In addition to the overall minimum grade point average of 2.0 for graduation, no grade below C- may be counted toward the required credits in the major, minor or area of concentration, and at least an average of C (2.0) must be presented in the major, minor and area of concentration.
3. Every degree plan must present a minimum of 64 credits of upper-level work. At least 60 percent of the work in the major must be completed at Southwestern University, and at least one half of the Southwestern work must be upper-level. The minor, if any, must include at least 12 credits (six credits upper-level) completed at Southwestern.
4. Completion of the major and minor or area of concentration requirements for a given degree plan and the specific additional requirements indicated in that degree plan by the student's major department and the student's degree. A major requires at

least 30 credits. At least 60 percent of the work in the major must be upper-level. A minor requires at least 18 credits, 12 of which are upper level. Specific requirements for each major are listed in the appropriate section of the catalog. A cross-listed course can count toward the major or minor in either, but not both, of the departments or programs in which it is cross-listed.

5. No more than 56 credits may be credited on the degree plan for work in one subject area. Students may elect to count cross-listed courses in any of the subject areas in which they are cross-listed.
6. The last 32 credits must be done in residence at Southwestern unless a student has undertaken the Pre-Engineering program or other similar program. Modification of this regulation will be considered only for those students who have completed a majority of their academic work at Southwestern University. Students who are candidates for the combined degree programs, such as the Pre-Engineering program, must have their combined degree plans approved by the appropriate academic officer at Southwestern University before enrolling in the cooperating school. The credits completed by students in approved off-campus or overseas programs are not subject to the 32-credit rule.

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) courses approved for transfer cannot be used to fulfill major or minor requirements; and (3) they must apply for and receive approval for the work in advance from the appropriate department chair and the Registrar. All work attempted at other institutions must be reported to Southwestern on official transcripts in time to meet deadlines for graduation certification.

7. A department may provide for a general evaluation of 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.
8. 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 such time as their financial record is cleared.
9. 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 having no more than 10 credits to complete for summer graduation may participate in the Commencement Convocation provided they intend to complete their degree during the following summer term. Should a candidate have a compelling reason to be absent from Commencement, he or she may petition to be graduated in absentia by writing to the Provost.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

Registration follows procedures published by the Registrar. Registration for the following semester is available to currently enrolled students. Students who register must remit the appropriate tuition and fees by the published deadlines to secure their enrollments.

Students must register at the times designated. Students plan their class schedules in consultation with their academic advisers prior to registration. Clearances by the assigned academic adviser and the Business Office are required. Classes must then be secured via the approved registration process. If a student fails to submit payments by the deadline, the student's registration may be canceled and the student must re-register.

Late registration is possible in emergency situations through the first week of classes, but is not recommended. Any absences incurred due to late registration (or late add) may be counted against the student's attendance record for the course, and any work missed must be made up to the satisfaction of the faculty member involved. Further, the student is required to pay a fee for late registration. Faculty members have the privilege of limiting late enrollments in their classes after the third class day.

CHANGE OF CLASS SCHEDULE

Academic adviser approval is required for the initial registration. Once registered, students may modify their schedules with the appropriate approvals – signatures or other means as specified by 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 10th class day without any approvals. After the 10th class day, approvals from the instructor and academic adviser are required. See the Registrar's Web page for specific instructions for drop/add procedures.

Change of Registration (drop/add) cards are available in the Registrar's Office. Online adds and drops are also available within certain periods of time. Students who stop attending a course without following the procedures outlined above will receive a grade of F for the course.

Students may add courses through the second week of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth 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 his or her 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.

ACADEMIC ADVISING

Advising at Southwestern University not only involves choosing a course of study and selecting appropriate courses each semester to complete each student's 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 adviser-advisee relationship by requiring at least one meeting between each student and adviser per semester. The Director of Academic Success and Advising assigns an academic adviser to each new student who enters the University. After the first semester, a student may request a change of adviser by completing the "Change of Academic Adviser" form available in the Registrar's Office or on the Registrar's Web page.

DECLARING A MAJOR

Entering students at a liberal arts and sciences university such as Southwestern are urged to explore the options offered before making an official declaration of a major. However, some degree programs, such as art, music, languages or the natural sciences, require that students enter a sequence of courses in their first semester in order to complete the program in four years. The Director of Academic Success and Advising will assign entering students who indicate interest in such programs to academic advisers who will guide students accordingly.

During the sophomore year, no later than the spring advising period for pre-registration for the junior year, students must declare a major from the list of majors in the catalog by submitting a completed "Request for Degree Plan" to the Registrar's Office. Students who experience difficulty in choosing a major are encouraged to contact the Center for Academic Success. The Office of Career Services 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 adviser and the Registrar's Office 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.

When a student declares a degree program contained in a catalog, the requirements for the program, if changed in a later catalog, will expire four and one-half years from the date of the catalog.

MULTIPLE MAJORS AND PAIRED MAJORS

Students at Southwestern typically 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. A candidate may receive more than one major by completing all of the requirements in each of the majors. Subjects normally offered for upper-level electives may be included in the second major and meet the overall requirement for 64 upper-level credits. No course may satisfy the credit requirements in more than one major, or a major and a minor, or more than one minor.

Certain departments and programs have agreed to "pair" majors, which allow specified courses to count in both majors. Refer to the appropriate departmental section of the Catalog or contact the chairs of the applicable departments or programs for details about these paired majors. Students in paired majors must complete all requirements, including capstones, for both majors

SECOND BACCALAUREATE DEGREE

To become eligible for a second baccalaureate degree, students must complete the 127 credits required of the first degree plus a minimum of 30 additional credits in residence, 60 percent of which must be upper-level. Additional 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.

THE ORGANIZATION OF COURSES

Courses in the curriculum of the University are expressed in terms of credits. Students should expect to spend a minimum of two hours studying outside of class for every credit associated with a 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. In the department's numbers, courses from 0 to 19 are used for lower-level courses, and from 20 to 99 are upper-level courses.

Example: In the course number ENG 10-714-01, the following information is conveyed:

- ENG 10 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 that the course is section number one of multiple sections.

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 PHY 53-154 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 or a two, indicating lower or upper level, respectively; 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 APM 8A-001-01 indicates that the course is section one of a lower-level one-credit 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. This form serves to describe the content of course. Completion of this form does not register a student for this course. Registration must be through the standard registration process or an add card. The completed form is due in the Registrar's Office 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. The petition to take a course individually must be submitted to a faculty member responsible for teaching the course on a regular basis, with a copy to the chair of the department. 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 and able junior or senior students. This program is described in the Special Academic Programs section of the 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. A 2.5 cumulative grade point average at the time of application and/or acceptance is required. 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 Internship Coordinator in the Office of Career Services as early in the planning process as possible. Registration must be through the standard registration process or an add card. In addition, a completed internship form is due in the Registrar's Office by the last day to add courses.

CLASS ATTENDANCE/ABSENCE

As stated in the Student Handbook, class attendance is required at Southwestern University. Students are expected to attend all regularly scheduled classes, laboratories, studios, rehearsals, etc., for which credit is granted. The instructor in each course will state an attendance policy in the course syllabus. Students are responsible for being familiar with the attendance policy for each course in which they are enrolled. Authorization to make up work or examinations missed because of absence is granted only as outlined in the instructor's syllabus or as described under "Class Attendance and Absence Policies" in the Student Handbook.

INVOLUNTARY WITHDRAWAL PROCESS

When, prior to the last day to drop courses (after the 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 work in any course, the instructor may request that the Registrar drop the student from the course. 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 Center for Academic Success.

OFFICIAL TRANSCRIPTS

Transcripts of their permanent record are issued to students and former students of Southwestern or may be sent directly to other institutions upon written request. All requests for transcripts must be in writing to the Registrar's Office and signed by the student or former student. Telephone requests are not accepted, but signed fax requests will be honored. There is generally no charge for transcripts. No transcript of credits, statement of standing, diploma, or application for a teacher's certificate will be granted to individuals who are financially in arrears with the University.

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. If the Incomplete has not been replaced by 5 p.m. on the last day to add courses of the next regular semester, the grade becomes an F. Upon petition in writing by the student and approval by the faculty member, extension of the deadline may be granted by the Registrar.
- W Honorable withdrawal from a course (without evaluation) after the end of the first one-third of the semester (the end of the fifth week for a regular semester course). Withdrawal privileges terminate at the end of the 10th week of a regular semester.

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+, 4.00; A, 4.00; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; F, 0.00.

Grades are available to students online at the end of each semester.

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 or transcript. In computing students' cumulative grade point averages, the grades for repeated courses in which no credits were earned are included in the average. In counting grade points for any one semester, students who have a grade of at least C- in a course completed prior to that semester may not again present grade points in that course to meet minimum requirements for continuance in the University.

The courses used for the major, minor or area of concentration must have at least a C (2.00) average and no grade below C-.

Pass/D/F Courses

All non-graded courses, whether student-elected or required by the catalog, whether lower-level or upper-level, 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, or the General Education 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 graded registration of an elective course to Pass/D/F registration or Pass/D/F registration to a graded elective course after the last date for dropping a course without record (the end of the fifth week of classes).

Final Evaluations

Final evaluations are required in all courses at the close of each semester. Students who find it necessary to take a final examination out of schedule may do so only with the consent of the instructor and of the Registrar and after payment of a special rescheduling fee to the Business Office. Petitions for the approval of a final examination out of schedule are available in the Registrar's Office. Re-examination or special projects to raise grades are prohibited for students who have failed the course or the final examination except in extraordinary cases as approved by the Provost. The published Final Examination Schedule may not be altered. Students who have three final examinations in one day may reschedule only the middle examination. (Take-home finals 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 the 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. Students who wish to reschedule final examinations for personal reasons must file a Petition for Final Examination Out of Schedule form and pay the specified fee for each exam rescheduled. Petition forms are available in the Registrar's Office.

PERMANENT RECORD

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

A discussion of FERPA may be found in the Southwestern University Student Handbook. Other relevant references are “Knowing the Rules” in the Southwestern University Faculty Advising Handbook and “Student Rights and Privacy” in the Southwestern University Faculty Handbook.

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 and 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/part-time status
- other similar information

FERPA does allow the student to specify that even directory information which applies to him or her not be released. This is done by signing a form available in the Registrar’s Office.

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

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 Registrar’s Office 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.

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 two credits of FRA courses 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 load. Twenty credits may be taken if a grade point average of 3.5 or better is achieved on a minimum of 16 credits taken the preceding semester. Students may not pre-register for an overload. Students of exceptional ability may be given permission to take 20 or more credits. Students wishing to add a larger than normal academic load must receive Registrar approval in advance. There is an additional charge per credit for all credits above 19.

Part-time Status

Most students are expected to enroll as full-time students with at least 12 credits. A part-time student is defined as one taking a course load of 11 credits or fewer. Students may not enroll as part-time or change enrollment to part-time status without

completing the Permission to Drop to Part-Time Status Form, available in the Center for Academic Success. Students who wish to drop from full-time to part-time status must meet with a member of the Center for Academic Success staff to determine what consequences, if any, could result from such an action. Such consequences could include academic probation or dismissal, financial aid penalties or forfeiting of athletic eligibility. A part-time student may be a degree-seeking student.

Student Leave of Absence

Southwestern University students in good academic standing may apply for a student leave of absence by completing the Request for Student Leave of Absence form available in the Center for Academic Success no later than one week prior to the beginning of the semester for which the leave is to begin. After review, in consultation with the appropriate academic advisers and approval by the Director of Academic Success and Advising, a student leave of absence may be granted for not more than one academic year. An application for readmission will not be required of students on approved leave of absence. Students who are granted a leave of absence may obtain pre-registration materials and student housing requests (if applicable) for the semester in which they plan to return to campus. Enrollment and housing deposits (if applicable) must be made in order to pre-register.

Auditing

Persons desiring to audit a course must receive the permission of both the professor and the Registrar. The auditor who is not enrolled as a regular student at the University is admitted as an audit-only student. Auditors pay a per credit fee for the privilege of auditing a course. There is no charge for regular students unless their total load (including audited courses) exceeds 19 credits. In this case, they will pay a fee per credit above 19. Permission from the Registrar is required if a student's total load exceeds 19 credits. 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 audit. Registration to audit a course is on a space available basis after "regular" registration.

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.

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 3.60 on 12 academic credits of graded course work, and if they are in good standing with the University.

Latin Praise Honors

Each year, academic honors (Latin Praise) 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 Academic Affairs Council, 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 3.65 for cum laude, at least 3.80 for magna cum laude and at least 3.95 for summa cum laude.

Students must earn a minimum of 64 credits of academic credit in residence at Southwestern to be eligible to be graduated 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. The foregoing is separate from the University Departmental Honors Program explained elsewhere in this catalog.

PROBATIONARY STATUS AND ELIGIBILITY

Academic Probation

Students remain in good standing academically as long as they are making satisfactory progress toward graduation. Academic standing is based only on coursework attempted at Southwestern. Academic probation status is noted on students' transcripts.

Full-time students will be placed on academic probation if their cumulative grade point average at the end of a regular semester falls below 2.0 or if they pass fewer than eight credits in any regular semester. To remove academic probation, students must: 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 semester grade point average of at least 2.20; 3) raise their cumulative grade point average to at least 2.0; 4) satisfy the requirements of the prescribed probation program. Students on academic probation are expected to demonstrate reasonable progress in removing academic probation. 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 Registrar, the Provost (or a designate), the Director of Academic Success and Advising (or a designate), the Vice President for Enrollment Services (or a designate) 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 in the Registrar's Office. Students continued on academic probation must remove the conditions of the continued probation at the end of that semester to be eligible to return to the University the following regular semester.

Academic Warning

Full-time students not on academic probation, whose semester grade point average falls below 2.0, but whose cumulative grade point average is at least 2.0, will be placed on academic warning by the Registrar. Students receive a letter notifying them of academic warning, but no entry is made on the students' transcripts.

Dismissal and Eligibility for Continuance

Students in their first regular semester who do not pass a minimum of six credits of course work are ineligible to return for the following semester. Students continued on academic probation must meet conditions of the continued probation at the end of that semester to be eligible to return to the University the following regular semester. 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 beginning with the following second summer session. Dismissal status is not affected by any summer courses which may be completed.

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.

Southwestern University reserves the right to dismiss or deny readmission to students who are not making satisfactory progress toward graduation. Such a dismissal decision may be in lieu of academic probation.

Appeal of Academic Ineligibility Decisions

The procedure for a student who appeals an academic ineligibility decision is as follows:

The student submits an appeal, in writing, to the Associate Vice President for Academic Administration no later than the deadline specified in the Registrar's 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 Associate Vice President for Academic Administration 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 Vice President for Enrollment Services (or designate) and the Vice President for Student Life (or designate). A recommendation is made to the Provost whether or not to reinstate the student's eligibility.

The Associate Vice President for Academic Administration takes the recommendation of the Academic Standards Committee to the Provost who makes a decision regarding the student's status based on all available information. The decision by the Provost is final and is conveyed to the student by letter.

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

Withdrawal from the University

A student in good standing may withdraw from the University during a semester by completing a request for withdrawal with the Director of Academic Success and Advising. Except under unusual circumstances, students may not withdraw from the University after the last day for dropping courses. Forms for withdrawal may be obtained by making an appointment with a Center for Academic Success staff member. Students who withdraw from the University and wish to re-enroll for a later semester will usually be required to apply for readmission.

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.

Applicable courses are accepted if they have grades of C- or higher. Grades of D, F, 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 Registrar's Web page for policy information on credit by transfer.

CREDIT FOR MILITARY VETERANS

Veterans who have completed basic training will be granted one lower-level fitness and recreational activity credit after submitting a DD Form 214 to the Registrar.

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, he or she may receive college-level credits or exemptions prior to enrollment through the College Board Advanced Placement examination and/or through the International Baccalaureate Program.

College Board Advanced Placement Examinations

College Board Advanced Placement (AP) examination credit scores of 4 or 5 are awarded credit. The Registrar's Office maintains a list of accepted AP examinations, scores and equivalent credit on the Registrar's Web page. AP credits may count for courses in the general education requirements and in the major or minor. 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 Registrar's Office 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 Testing and Certification Coordinator and in the Registrar's Office. 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, repeated courses, etc., except that only grades of A, B, C or CR are recorded. A level of C- or better is required to earn a grade of CR. A student may choose between the letter grade or CR after the exam is scored. Letter grades affect the student's grade point average, but CR does not. Once the choice of letter grade or CR has been recorded, it cannot be changed. Students are advised that certain professional certifications,

medical schools, graduate programs, etc. will 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, letter grades or CR are awarded based on the score level that the department concerned determines is appropriate. This level is indicated on the petition form before the examination is approved. CLEP subject examinations for advanced standing credit are arranged for through the Office of Testing. CLEP subject examinations may not be repeated within a six 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

All entering students take placement examinations, which are offered in Chinese, French, German, Greek, Latin and Spanish. Results of this exam help determine placement into one of the four courses that have to be taken in sequence (014, 024, 114, 124). Students with a high school background in language should place high enough to receive exemption from a beginning-level course. Credits are not awarded. Placement tests may be taken in more than one foreign language. Students are not required to have studied a language in high school before starting language study at Southwestern.

Students may be granted exemptions through Southwestern University's foreign language placement examination, if results warrant such exemption. Upon completing a major or minor in a language, students may earn up to six credits by examination. Such language credits are not posted to a student's permanent record until all requirements for the major or minor are fulfilled. (See also the Modern Languages and Literatures sections of the *Catalog*.)

Students taking language to fulfill the language requirement for their degrees are expected to attain proficiency in oral and written expression, listening comprehension and reading. These goals are usually attained at the end of a fourth semester course at the college level, which is why students remain in the same language through the intermediate level.

TOEFL Exam

Generally, students whose native language is not English must achieve at least a 570 score on the TOEFL exam in order to be exempted from the foreign language requirement. Cases in which the 570 TOEFL score may be waived include:

1. Students admitted to Southwestern under the auspices of a particular consortial or exchange agreement.
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 Critical Reading section (or a 21 on the ACT English test).

COURSE DESCRIPTIONS

ANIMAL BEHAVIOR

Interdisciplinary Program

Romi Burks, PhD, Associate Professor of Biology and Program Co-Chair

Fay Guarraci, PhD, Associate Professor of Psychology and Program Co-Chair

The major in Animal Behavior is an interdisciplinary program offered by the departments of Biology and Psychology. Students may choose a BA or a BS degree with a major in Animal Behavior. Students interested in veterinary school are advised to obtain clinical experience, investigate the course requirements of individual schools and seek the BS in Animal Behavior in combination with additional courses required for admission to various programs.

Program Goals:

1. Students will engage in scientific inquiry and the scientific method as it relates to animal behavior.
2. Students will have an understanding of the social and ethical aspects of animal behavior.
3. Students will be ready to perform animal behavior research or field experiences beyond Southwestern University.
4. Students will gain a thorough understanding of both the psychological and biological approaches to the study of animal behavior.

In addition to the required and selected courses listed below, Animal Behavior majors participate in research projects under the supervision of faculty members. The research may be conducted in department laboratories or at field sites. Research opportunities also exist at off-campus laboratories and facilities. A final requirement for the Animal Behavior major includes completion of the capstone project (usually in the junior year). This project consists of conducting original research in the student's area of interest and in cooperation with one of the program's faculty advisers. This requirement is fulfilled with two semesters of a research experience (two semesters enrolled in either: 09-973, 09-834 or 09-854). In addition, the results of this research experience must be prepared as a written and an oral presentation.

Major in Animal Behavior (BA and BS): 16 courses (Majors consist of a minimum of 30 credits.)

- ANB09-111 Introduction to Animal Behavior
- ANB09-204 Research Methods I
- ANB09-214 Research Methods II
- ANB09-254 Animal Behavior
- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- BIO50-162 Genes and Molecules
- BIO50-334 Evolution
- Two courses from:
 - BIO50-314 Genetics
 - BIO50-364 Comparative Vertebrate Morphology
 - BIO50-374 Biology of Reproduction
 - BIO50-394 Endocrinology
 - BIO50-424 Organ Physiology
 - BIO50-434 Ecology
 - BIO50-444 Invertebrate Ecology
 - BIO50-484 Microbiology
- PSY33-104 Principles of Psychology

- PSY33-434 Behavioral Neuroscience
- PSY33-454 Psychology of Learning
- Six to eight credits from (Capstone):
 - ANB09-973 Introduction to Independent Research
 - ANB09-834 Research in Behavioral Neuroscience
 - ANB09-854 Research in Comparative Psychology

Required supporting courses in the Animal Behavior major (BA): Three to four courses

- CHE51-154 General Chemistry I
- CHE51-164 General Chemistry II
- MAT52-114 Introduction to Statistics
- BIO50-232 Methods in Cellular/Molecular Biology (if necessary prerequisite for chosen upper-level biology courses)

Required supporting courses in the Animal Behavior major (BS only): Eight to nine courses

- CHE51-154 General Chemistry I
- CHE51-164 General Chemistry II
- MAT52-114 Introduction to Statistics
- BIO50-232 Methods in Cellular/Molecular Biology (if necessary prerequisite for chosen upper-level biology courses)
- CHE51-544 Organic Chemistry I
- CHE51-554 Organic Chemistry II
- MAT52-154 Calculus I
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

Additional recommended courses:

- KIN48-244 Human Anatomy
- KIN48-714 Biomechanics
- MAT52-154 Calculus I
- PHI18-104 Introduction to Ethics

Minor in Animal Behavior: Seven courses (Minors consist of a minimum of 18 credits.)

- ANB09-111 Introduction to Animal Behavior
- ANB09-254 Animal Behavior
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- PSY33-104 Principles of Psychology
- Two additional upper-level courses in the Animal Behavior major, chosen with the approval of the program chair.

Required supporting course in the Animal Behavior minor: One course

- MAT52-114 Introduction to Statistics

ANIMAL BEHAVIOR (ANB)

1-111 INTRODUCTION TO ANIMAL BEHAVIOR. This course will introduce students to the major in Animal Behavior through reading, lecture and discussion of a wide range of topics related to the scientific study of animal behavior. Faculty members in the Animal Behavior program will

present their various programs of research and students will read primary literature related to these presentations. Discussion will focus on these areas of research as well as the field of animal behavior. Must be taken Pass/D/F.

- 1-204 RESEARCH METHODS I. This course is the first part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of animal behavior and psychology. Its goals are to help students think critically in approaching problems, to provide hands-on experience with a variety of methodological techniques, to train students to analyze and interpret the results of a research study, and to enable students to communicate research findings to an audience of scientists. Emphasis is placed on non-experimental research designs and the statistical analyses of those designs. A unique aspect of this course is that most of the research that will be discussed and conducted will focus on the study of animal behavior or animal models of human behavior. Discussed are the methods of science used in observational research, field research, archival research and survey/correlational research. In addition, students are introduced to writing and presenting results according to the guidelines of the American Psychological Association. Prerequisites: Psychology 33-104 and Mathematics 52-114. See Psychology 33-204. (Fall) (WA)
- 1-214 RESEARCH METHODS II. This course is the second part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of animal behavior and psychology. Students will take the same instructor for both Research Methods I and II. Prerequisite: Animal Behavior 09-204. See Psychology 33-214. (Spring) (WA)
- 09-254 ANIMAL BEHAVIOR. See Biology 50-214. (NSL)
- 09-834 RESEARCH IN BEHAVIORAL NEUROSCIENCE. See Psychology 33-834. (WA)
- 09-854 RESEARCH IN COMPARATIVE PSYCHOLOGY. See Psychology 33-854. (WA)
- 09-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 09-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 09-901, 902, 903, 904 TUTORIAL.
- 09-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 09-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 09-971, 972, 973, 974 INTRODUCTION TO INDEPENDENT RESEARCH.
- 09-984 HONORS. By invitation only.

ART AND ART HISTORY DEPARTMENT

The Sarofim School of Fine Arts

Professor Thomas Noble Howe, PhD, Professor of Art and Art History and Chair-Art History
Professor Victoria Star Varner, MFA, Professor of Art and Chair-Art
Jonathan Faber, MFA, Part-Time Assistant Professor of Art
Patrick Hajovsky, PhD, Assistant Professor of Art History
Katherine M. Hooker, MSIS, Assistant Professor of Art History
Nayla Muntasser, PhD, Part-Time Assistant Professor of Art History
Thomas Nichols, PhD, Part-Time Assistant Professor of Art History
Matthew Rebholz, MFA, Part-Time Assistant Professor of Art
Kimberly Smith, PhD, Associate Professor of Art History
Patrick B. Veerkamp, MFA, Professor of Art
Mary Hale Visser, MFA, Professor of Art
Xin Wu, PhD, Visiting Assistant Professor of Art History

The Art and Art History Department offers courses leading to a BA degree with majors in Studio Art and in Art History, a BFA degree in Studio Art, and minors in Studio Art, Art History, and Architecture and Design Studies.

The Department encourages students to incorporate an off-campus study experience into their four-year curriculum through study abroad opportunities or through local internships or a semester-long internship available in New York through the Great Lakes College Association (GLCA).

STUDIO ART (ART)

The studio art curriculum offers art, design, and architecture as expressive media with contemporary cultural relevance. Because art is inherently interdisciplinary, the major in Studio Art is offered as a pre-professional program within a liberal arts context; it intends that each student should produce artworks with technical proficiency in a principal medium, supported by knowledge of a variety of media processes, as well as liberal arts breadth in critical thinking and verbal skills. In advanced classes, students focus on a body of related creative works, locating their ideas and artworks within a contemporary cultural and theoretical context. The major is preparation both for students intending to apply to Master of Fine Arts programs and go on to professional work as artists; and for students who wish to acquire a liberal arts degree which can lead to work in a wide variety of fields in graduate school both inside and outside the world of art (such as art history, architecture, commercial art, design, arts administration, teaching art in elementary and secondary schools, etc.).

Department Goals:

1. Develop students' abilities to think critically and creatively about creating art and the influences that inform art as a discipline.
2. Impart a basic knowledge of the central historical and contemporary concepts of art.
3. Provide the basis for a life of sustained intellectual and creative inquiry.

All entering students who are considering studio art as a major are required to take the beginning studios in drawing, ceramics, painting and sculpture in the course of their first three semesters and Drawing II as soon as possible. In order to finish within four years, students must decide upon their focus medium (ceramics, painting or sculpture) and take the first studio in that medium by the fall of their sophomore year. Students intending to apply to the BFA program must take a second course in the focus medium and Drawing II before their junior year.

In the visual arts it is important for the undergraduate studio art major to build a strong knowledge base over a wide variety of media, as well as become proficient in one medium. Students are encouraged to use their electives to develop skills in a number of media other than their focus medium. Students also have the option of creating a "double focus" by using their department electives.

ARCHITECTURE AND DESIGN

Architecture and Design Studies (commonly called "pre-architecture" programs in other undergraduate colleges) is a minor which allows students to explore aspects of the design professions and to prepare for application to graduate programs in architecture (normally the three and a half year Master of Architecture degree) or for graduate schools in several related design fields (e.g., landscape architecture, urban planning, interior design, industrial design, etc.). Students should major in any discipline which appeals to them.

ART HISTORY (ARH)

Art history is a scholarly, 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 to critically 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 contemporaneous political and historical events; issues of race, gender, class and power structures; intellectual history and aesthetic criticism. All Art History courses are writing intensive.

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 excellent preparation for any field which requires critical thinking, broad cultural knowledge, and research and writing skills. In addition to preparing students for application to MA and PhD 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.). 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.

The culmination of the major is a capstone research seminar, offered once each semester with differing topics, to be taken in the junior or the senior year.

International Studies, with concentration in Europe, Asia or Latin America. It is possible to complete a 56-credit program in International Studies that pairs a major in Art History with an additional “Concentration” of five courses on either East Asia, Europe, or Latin America (two must be within the Art History major), plus two courses at the 300-level or above in an appropriate language, and a semester or longer study abroad experience. See the International Studies Program for further details.

Bachelor of Arts with a Major in Studio Art

The BA with a major in Studio Art is a liberal arts degree that focuses on art and design in the context of a broad program of general studies. Other studio art courses may be taken as University electives if the student desires greater focus in art within the BA degree. The minor in art history complements the BA in studio art, especially for those interested in continuing their art education.

Major in Studio Art (BA): 10 courses (Majors consist of a minimum of 30 credits.)

Foundations (in the first three semesters):

- ART70-114 Drawing I
- One course from:
 - ART69-214 Ceramics: Hand-forming
 - ART69-224 Ceramics: Wheel-forming
- One course from:
 - ART69-314 Painting: Representational
 - ART69-324 Painting: Abstract
 - ART69-414 Sculpture: Figurative
 - ART69-424 Sculpture: Abstract
- ART70-224 Drawing II (as soon as possible)

Focus: The BA focus area is a three-course sequence in one medium chosen from ceramics, painting or sculpture.

- One additional course from (recommended by the end of the sophomore year):
 - ART69-214 Ceramics: Hand-forming
 - ART69-224 Ceramics: Wheel-forming
 - ART69-314 Painting: Representational
 - ART69-324 Painting: Abstract
 - ART69-414 Sculpture: Figurative
 - ART69-424 Sculpture: Abstract
- One course in the focus medium:
 - ART69-234 Ceramics: Studio Seminar
 - ART69-334 Painting: Studio Seminar
 - ART69-434 Sculpture: Studio Seminar

Studio elective:

- One additional course in studio art.

Art history:

- One modern Art History course from:
 - ARH71-614 Revolution, Romanticism, Realism
 - ARH71-624 Modernism and Modernity
 - ARH71-634 (recommended) Art Since 1945

- One additional course in Art History.

Capstone:

- Portfolio Review: graduating seniors must present a portfolio of their work for review by the sponsoring faculty member in the appropriate focus area. A professional quality digital image portfolio and resume are required and will be retained by the department for its permanent records. Works for the digital portfolio are usually produced in studio seminars in a student's focus medium.

Bachelor of Fine Arts in Studio Art:

The BFA in Studio Art is a pre-professional degree that focuses on intensive work in art and design supported by a program in general studies; normally, the intent is to prepare students for professional practice. Students must be formally admitted to the BFA degree program by participating in a portfolio jury. The focus medium (chosen from ceramics, painting or sculpture) must be declared by the end of the fall semester of the sophomore year. After acceptance by the studio faculty as a whole, BFA students undergo regular reviews to continue in the program. Consult with the chair of Studio Art for the application procedures.

Major in Studio Art (BFA): 19 courses (Majors consist of a minimum of 30 credits.)

Foundations (in the first three semesters):

- ART70-114 Drawing I
- One course from:
ART69-214 Ceramics: Hand-forming
ART69-224 Ceramics: Wheel-forming
- One course from:
ART69-314 Painting: Representational
ART69-324 Painting: Abstract
- One course from:
ART69-414 Sculpture: Figurative
ART69-424 Sculpture: Abstract
- ART70-224 Drawing II (by the end of the sophomore year)

Focus: The BFA focus area is a four-course sequence in one medium chosen from ceramics, painting or sculpture.

- One additional course from (by the end of the sophomore year):
ART69-214 Ceramics: Hand-forming
ART69-224 Ceramics: Wheel-forming
ART69-314 Painting: Representational
ART69-324 Painting: Abstract
ART69-414 Sculpture: Figurative
ART69-424 Sculpture: Abstract
- Two additional courses in the focus medium:
ART69-234 Ceramics: Studio Seminar
ART69-334 Painting: Studio Seminar
ART69-434 Sculpture: Studio Seminar
- The second studio seminar in the focus medium requires a two credit lab:
ART69-232 Ceramics: Studio Seminar Lab
ART69-332 Painting: Studio Seminar Lab
ART69-432 Sculpture: Studio Seminar Lab

Studio Electives:

- Four additional courses in studio art.

Art History:

- ARH71-104 Image, Object, Text
- One modern Art History course from:
 - ARH71-614 Revolution, Romanticism, Realism
 - ARH71-624 Modernism and Modernity
 - ARH71-634 (recommended) Art Since 1945
- One Asian or Latin-American course from:
 - ARH71-204 Introduction to the History of Art: Asian Art
 - ARH71-234 History of the Art of China
 - ARH71-244 History of the Art of Japan
 - ARH71-314 Art of Mesoamerica
 - ARH71-324 Art of the Andes
- One elective art history course (ARH71-684 is recommended)

Capstone:

- Two semesters (one of which must be in the semester of the senior exhibition) of ART70-812 Exhibition Practicum, a professional digital portfolio, resume and artist's statement to be retained by the department for its permanent records. Capstones must be sponsored by a faculty member in the appropriate medium and approved by the studio art faculty. Consult with the chair of Studio Art for the capstone requirements.

Minor in Studio Art: Five courses (Minors consist of a minimum of 18 credits.)

- One course from:
 - ART69-214 Ceramics: Hand-forming
 - ART69-224 Ceramics: Wheel-forming
- One course from:
 - ART69-314 Painting: Representational
 - ART69-324 Painting: Abstract
- One course from:
 - ART69-414 Sculpture: Figurative
 - ART69-424 Sculpture: Abstract
- Two additional courses in any studio medium offered in the department.

Minor in Architecture and Design Studies: Six courses (Minors consist of a minimum of 18 credits.)

- ART70-314 Architectural Studio I: Introduction to Drafting and Programmatic Design
- ART70-324 Architectural Studio II: Historical Design
- ART70-334 Architectural Studio III: Modern Structures
- ART70-414 Design I: Introduction
- ART70-424 Design II: Intermediate
- One course from:
 - ARH71-114 World Architecture: A Comparative Cultural History

ARH71-764 Modern Architecture

Major in Art History: Nine courses (Majors consist of a minimum of 30 credits.)

- One course from:
ARH71-104 Introduction to the History of Art: Image, Object, Text
ARH71-114 World Architecture: A Comparative Cultural History
- ARH71-204 Introduction to the History of Art: Asian Art
- ARH71-804 (capstone, to be taken junior or senior year)
- One 300-level course (Latin American)
- One 400- or 500-level course (Ancient, Medieval or Early Modern Europe)
- One 600-level course (Modern)
- Three additional courses in Art History, at least one of which must be upper-level.

Minor in Art History: Five courses (Minors consist of a minimum of 18 credits.)

- One course from:
ARH71-104 Introduction to the History of Art: Image, Object, Text
ARH71-114 World Architecture: A Comparative Cultural History
- One course in at least two of the four following areas:
200-level courses (Asian)
300-level courses (Latin American)
400- or 500-level courses (Ancient, Medieval or Modern Europe)
600-level courses (Modern)
- Two additional courses in Art History, at least one of which must be upper-level.

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

STUDIO ART COURSES (ART)

FOCUS MEDIA

- | | |
|--------|---|
| 69-214 | CERAMICS: HAND-FORMING. A study of various forming methods used in the production of pottery with an emphasis on hand-building. Other topics include: ceramic materials and their use; low-fire and mid-range clay and glaze formulation; decorating techniques; studio procedures; a general survey of the history of pottery; theory; and criticism. This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for instructions. Lab required. (Spring) (FAP) |
| 69-224 | CERAMICS: WHEEL-FORMING. A study of the various methods used in the production of pottery with an emphasis on wheel-forming techniques. Other topics include: decorating techniques; high-fire clay and glaze formulation; and the history, theory and criticism of pottery with an emphasis on the modern period (c. 1850-1970). This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for instructions. Lab required. (Fall) (FAP) |
| 69-232 | CERAMICS: STUDIO SEMINAR LAB. Co-requisite for BFA students enrolled in ART69-234. Must be taken Pass/D/F. |
| 69-234 | CERAMICS: STUDIO SEMINAR. In this course, students are encouraged to pursue personal concepts and ideas directed toward the production of a cohesive body of work. In consultation with the instructor, students will develop individual research and creative projects and are expected to be |

able to work independently. The work produced in this studio will constitute the portfolio required for the capstone portfolio review in Studio Art. This course must be repeated by BFA students in order to create a focused body of work for the senior exhibition. Lab required. Prerequisite: Art 69-214 and 224, or permission of instructor. (Spring)

- 69-244 CERAMICS: RAKU. Various pottery forming techniques will be considered including basic hand-building and wheel-forming, firing the kiln, and simple glaze formulation. The aesthetic theory that informs this approach to making pottery will be discussed, and the history of raku will be covered. Lab required. (Summer) (FAP) (IP)
- 69-314 PAINTING: REPRESENTATIONAL. A beginning studio course emphasizing the production of paintings that relate to the history and theory of art in various representational styles. This course takes a historical approach to materials and technique, traditional practices, and the use of representational ideas in contemporary art. Students are encouraged to find expressive forms. No previous experience required. This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for registration instructions. Lab required. (FAP)
- 69-324 PAINTING: ABSTRACT. A beginning studio course emphasizing the production of paintings that relate to the history and theory of art in various abstract styles. This course takes a historical approach to materials and technique, abstract painting practices, and the use of ideas in contemporary abstract art. Students are encouraged to find expressive forms suited to their best ideas. No previous experience required. This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for registration instructions. Lab required. (FAP)
- 69-332 PAINTING: STUDIO SEMINAR LAB. Co-requisite for BFA students enrolled in ART69-334. Must be taken Pass/D/F.
- 69-334 PAINTING: STUDIO SEMINAR. The seminar provides an examination of recent developments in contemporary art, as they relate to intellectual, aesthetic and societal trends. Students are encouraged to develop a coherent body of paintings, drawings or prints that explore their own creative interests in current art issues. In consultation with the professor, research topics vary from semester to semester with the personal aesthetic interests of the student. The work produced in this studio will constitute the portfolio required for the capstone portfolio review in Studio Art. This course must be repeated by BFA students in order to create a focused body of work for the senior exhibition. Prerequisite: Art 69-314 and 324 or Art 70-714 and 724, or permission of instructor. May be repeated for credit. Lab required. (Fall)
- 69-414 SCULPTURE: FIGURATIVE. A studio course that introduces the study of the methods, materials and tools of sculpture and general concepts of sculptural forms. A significant portion of this course is devoted to the study of figure structure via clay, wax, wood and/or stone. Students are expected to work toward innovation and extension of the figure as image. This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for registration instructions. Lab required. (Fall) (FAP)
- 69-424 SCULPTURE: ABSTRACT. The study and manipulation of space, form and construction process available to the contemporary artist. Assignments emphasize an investigation of the expressive qualities of form in space. This course is open only to first-years and sophomores. Juniors and seniors may register with the permission of the instructor. See online course schedule notes for registration instructions. Lab required. (Spring) (FAP)
- 69-432 SCULPTURE: STUDIO SEMINAR LAB. Co-requisite for BFA students enrolled in the ART69-434. Must be taken Pass/D/F.
- 69-434 SCULPTURE: STUDIO SEMINAR. An examination and discussion of intersections of aesthetic, intellectual and societal issues in contemporary sculpture. Topics develop from the needs and interests of the students relevant to their own artwork. The work produced in this studio will constitute the portfolio required for the capstone portfolio review in Studio Art. This course may be repeated

by BA students intent on further study in a focus area as an elective and is a requirement for BFA students focusing in sculpture in order to create a coherent body of work for the senior exhibition. Prerequisites: Two courses from Art 69-414, 69-424, 70-514, 70-524 or permission of instructor. May be repeated for credit. Lab required. (Fall)

69-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
69-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
69-901, 902, 903, 904	TUTORIAL.
69-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
69-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor.
69-, 984, 988	HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single project are required. At the invitation of the instructor and approval of the studio art faculty.

ARCHITECTURE, DESIGN AND OTHER MEDIA

70-114	DRAWING I: BEGINNING. A study of the nature of drawing as visual language with an emphasis upon descriptive rendering. This course is intended for first- and second-year students; juniors and seniors may enroll with permission of the instructor. See online course schedule notes for registration instructions. Lab required. (FAP)
70-224	DRAWING II: INTERMEDIATE. Figure drawing with an emphasis on the enduring historical and aesthetic significance of figurative art. Models will be provided for the study of proportion, structure and articulation of the human body as well as the formal means toward expressive drawing. Non-figurative concepts will be studied through independent work. Various media. Prerequisite: Art 70-114. Lab required. (Spring) (FAP)
70-234	DRAWING III: ADVANCED. An advanced course in figure drawing and contemporary drawing. The course is an extension of the figurative concepts introduced in Drawing II, with a greater emphasis on understanding the structure of the human body. Other related topics are covered and vary each semester. Prerequisite: Art 70-224. May be repeated for University elective credit. Lab required.
70-314	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. (Fall) (FAP)
70-324	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 70-314 or ability to draw plans, sections and elevations. Lab required. (Spring, even years)
70-334	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 70-314 or ability to draw plans and sections. Lab Required. (Spring, odd years)
70-414	DESIGN I: INTRODUCTION. An introduction to the history, theory and practice of design. This course deals with the analysis of visual perception directed toward understanding the expressive nature of creative design. The objective of this course is to encourage visual awareness and to promote the development of various skills necessary to visualize personal design concepts. Lab required. (Fall) (FAP)
70-424	DESIGN II: INTERMEDIATE. Refinement and elaboration of the basic design concepts and skills presented in Design I. Professional standards for documentation and presentation will be stressed. Prerequisite: Art 70-414. Lab required. (Spring, odd years) (FAP)
70-514	DIGITAL ART: COMPUTER IMAGING. A studio art course that introduces the application and integration of three-dimensional modeling software that can be used to create and animate two- and

three-dimensional forms. This course will use a variety of modeling software, including Adobe Photoshop, to create artworks. Students are expected to work toward innovation and expression of form in an animated or still image format. Lab required. (FAP)

- 70-524 DIGITAL ART: COMPUTER ANIMATION. A studio art course that explores computer animation and modeling techniques as a form of visual expression. The history and theory of animation, varieties of narrative, visual animated expressions and types of animation software and 3D modeling software will be covered. Students will be required to produce an original short piece of animation work informed by theoretical study and showing evidence of artistic skill in using 3D modeling software to communicate a visual statement. Students are expected to take their project through research and script revisions to storyboard stage and into production. Critiques will be conducted during the semester offering the opportunity to present ideas, project development and work-in-progress for critical examination. Lab required. (Spring) (FAP)
- 70-614 PHOTOGRAPHY: FILM. An introduction to the history, theory and basic processes of black and white film photography. Assignments emphasize the development of compositional and critical skills in producing an expressive image. Single lens reflex camera with manual aperture required. Lab required. (FAP)
- 70-624 PHOTOGRAPHY: DIGITAL. A study of a variety of digital photographic techniques for both black and white and color. Assignments emphasize the development of compositional and critical skills in producing an expressive image. Technical skills covered include refinement of exposure, post-image capture processing, compression and image manipulation using Adobe Photoshop software and printing processes for the digital image. Digital single lens reflex camera required (see instructor for list of approved cameras). Lab required. (FAP)
- 70-714 PRINTMAKING: INTAGLIO. A beginning study of fundamental techniques, history and theory of intaglio printmaking (etching, aquatint, soft ground, drypoint). Black and white and color. The assignments are designed to explore creative, technical and formal means toward expressive form. Lab required. (FAP)
- 70-724 PRINTMAKING: LITHOGRAPHY. A beginning study of fundamental techniques, history and theory of lithographic prints. Black and white and color. The assignments are designed to explore creative, technical and formal means toward expressive form. Lab required. (FAP)
- 70-812 EXHIBITION PRACTICUM. Professional practices and exhibition preparation, design, and execution are the topics in this course. It also serves as a practicum for BFA students mounting their exhibitions in the senior year. Work in gallery will be required at irregular hours. Open to juniors and seniors; repeatable with a change in content.
- 70-001, 002, 003, 004 SPECIAL PROJECTS. May be repeated with a change in topic.
- 70-301, 302, 303, 304 SPECIAL PROJECTS. May be repeated with a change in topic.
- 70-901, 902, 903, 904 TUTORIAL.
- 70-941, 942, 943, 944 ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F.
- 70-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor.
- 70-984, 988 HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single project. At the invitation of the instructor and approval of the studio art faculty.

ART HISTORY (ARH)

- 71-104 INTRODUCTION TO THE HISTORY OF ART: IMAGE, OBJECT, TEXT. A broad but selective look at art and artifacts made in various world cultures and periods, from antiquity onward. The course will move chronologically through these eras, while simultaneously addressing key themes in the history of art. The course will also offer a basic introduction to some of the key methods used within the discipline to query its objects. This course is open only to first-years and sophomores. Juniors and seniors may register with the permission of the instructor. (Offered every three out of four semesters) (FAL) (WA)

- 71-114 WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY A survey of several major architectural traditions and their cultural contexts from prehistory to the present: Neolithic; Mesopotamia; Egypt; Indus, India and SE Asia; China and Japan; Pre-Columbian America; Greece; Rome; Early Christian and Byzantine; Islam; European Medieval; Early Modern Europe; Euro-American Modern and Post-Modern. 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 European-American Early Modern and Modern within the same framework as the other cultures. The course develops skills in reading architectural plans, knowledge of technical vocabulary, appreciation of structure and construction and critical and theoretical ways of interpreting and analyzing built environments. Also Classics 07-114. (Biennially) (FAL) (IP) (WA)
- 71-204 INTRODUCTION TO THE HISTORY OF ART: ASIAN ART. An introductory survey of the arts of India, Central Asia, Southeast Asia, China, Korea and Japan. Organized chronologically by country, the course also examines cross-cultural thematic issues, particularly Buddhism. It encompasses ancient India and the origins of Buddhist art and traces the expansion of Buddhist art and culture into Central and Southeast Asia. Chinese art from the Neolithic to the modern era, the rise of Buddhism in China, and Korea's relationship with both China and Japan will be covered. Japanese art from the inception of Buddhism to the Meiji era is also included. (Every semester) (FAL) (IP) (WA)
- 71-234 HISTORY OF THE ART OF CHINA. A survey of Chinese art from the Neolithic period (ca. 6000-2000 BCE) through the Qing dynasty (1644-1912), focusing on all the visual arts, their cultural history and their political, social and religious contexts. Organized chronologically, the course encompasses art from the Neolithic through the Han dynasty created for the tombs; the arrival of Buddhism from India and its impact on architecture, sculpture and painting of the Six dynasties to the end of the Song dynasty; the political response to the foreign Mongol controlled Yuan dynasty; the resurgence of Chinese taste in the subsequent Ming Dynasty; and how the Chinese transformed their artistic tradition under the Manchu Qing Dynasty. (Biennially) (FAL) (IP) (WA)
- 71-244 HISTORY OF THE ART OF JAPAN. A survey of Japanese art from the Jomon period (10,500-300 BCE) into the Edo period (1615–1868), focusing on all the visual arts, their cultural history and their political, social and religious contexts. Organized chronologically, the course traces the visual arts beginning with the earliest artistic traditions and early Buddhist architecture, sculpture and painting from the Asuka and Nara period. The course also examines how Buddhism continued to play a dominant role in art of the Heian period with the rise of the sects of Esoteric and Pure Land Buddhism, the civil war and strife in the Kamakura period followed by the rise of Zen Buddhism, the introduction of Chinese style ink painting and a variety of artistic schools beginning with the Momoyam period that continued into the prosperous Edo period. (Biennially) (FAL) (IP) (WA)
- 71-254 ANCIENT CHINESE ART AND CULTURE: NEOLITHIC THROUGH TANG. Ancient Chinese art and culture encompasses all the visual arts from the Neolithic Period (ca. 6000-2000 BCE) through the end of the Tang dynasty (61-907). Organized chronologically, the course encompasses ceramics and jades from the four main Neolithic cultures and the bronze and ceramic production of the Great Bronze Age and the Qin dynasty. The course also addresses art from the Han dynasty (ceramic vessels and tomb figurines) as well as metalworking, painting, sculpture and tombs in the Six dynasties and Tang dynasty. Buddhist architecture, painting and sculpture of the Six dynasties and Tang, such as the cave Temples at Dunhuang, Yungang and Longmen are also included. (Biennially) (FAL) (WA)
- 71-264 CHINESE PAINTING: THE COURT, POLITICS AND THE LITERATI. Encompasses Chinese painting from the Neolithic period (ca. 5000 BCE) and ends with the rise of the literati tradition in the Yuan dynasty (1279-1368). Organized chronologically, the course addresses the major subjects and themes in Chinese painting taking into account the artists' involvement in political, religious and literary discourse. The impact of Confucianism and Daoism on the art of the Zhou and Han dynasties is addressed. Starting in the Six dynasties and the Tang dynasty, the course focuses on achievement in court painting, including figure, landscape, and bird and flower painting, art theory and other trends. Buddhist figure and landscape painting at the cave site of Dunhuang is examined. Tracing the rise of ink monochrome painting into the Five dynasties and Northern Song dynasty, the course also explores court painting and the flowering of Chan Buddhist painting in the Southern Song.

The political and intellectual reaction of Chinese painters in the early Yuan dynasty under Mongol control and the rise of the literati tradition are also addressed. (Biennially) (FAL) (IP) (WA)

71-274

CHINESE PAINTING: PERSONAL EXPRESSION, ORTHODOXY AND ECCENTRICITY. Encompasses Chinese painting from the Yuan dynasty (1279-1368) through 17th and 18th centuries of the Qing dynasty. Includes a consideration of the rise of the literati tradition and how it evolved in the Yuan under Mongol control. Organized chronologically, the course examines the contributions of Zhao Mengfu and how his circle impacted the middle and late Yuan, as well as the Four Late Yuan masters, and other Yuan dynasty painting trends. Starting in the Ming dynasty, the course focuses on the Zhe and Wu Schools as well as the achievements of professional painters. Dong Qichang's innovations in theory and painting are also considered, as are the reactions and responses of the Orthodox, Individualists and Eccentrics painters in the subsequent Qing dynasty. The course includes a consideration of the Four Anhui Masters and the Eight Eccentrics of Yangzhou. (Biennially) (FAL) (IP) (WA)

71-314

ART OF MESOAMERICA. A survey of the ancient Americas, concentrating on the archaeology and ritual aesthetics of the Mezcala, Olmec, Zapotec, Maya, Nayarit, Chupicuaro, Teotihuacan, Totonac, Toltec, Mixtec, Purépecha and Aztec, among others, and focusing on each culture's sense of past and place. In so doing, this course examines the role of archaeology in shaping current understanding of the ancient past, and how that past is exhibited and made part of modern visual culture. Course themes explore social and ritual landscapes, cosmology, palaces, divine kingship, hieroglyphs and Mesoamerican calendars. (Annually) (FAL) (IP) (WA)

71-324

ART OF THE ANDES. A survey of the ancient Americas, concentrating on the archaeology and ritual aesthetics of the Valdivia, Chavín, Jama-Coaque, Tairona, Coclé, Paracas, Nazca, Moche, Tiwanaku, Wari, Chimu and Inca, among others, and focusing on each culture's sense of past and place. In so doing, this course examines the role of archaeology in shaping current understanding of the ancient past, and how that past is exhibited and made part of modern visual culture. Course themes explore social and ritual landscapes, cosmology, mummification, warrior cults, shamanism, visual metaphors and formal processes of abstraction. (Annually) (FAL) (IP) (WA)

71-334

COLONIAL LATIN AMERICAN ART. A survey of the construction and development of colonial culture in the Americas, concentrating primarily on Spain's Viceroyalties of New Spain and Peru, with close attention to the complex interactions between Spanish magistrates and indigenous artists. Moving both chronologically and thematically, from early colonization to Independence, this course examines Spanish ideologies of Colonization, cultural hybridization, originality and alterity. Course topics include early missions and schools, city planning and architecture, Indo-Christian forms and materials, books and manuscripts, academic and nonacademic painting, miraculous images, the Ultra-Baroque, frontier missions and portraiture. (Annually) (FAL) (WA)

71-364

NATIVE BOOKS, IMAGES AND OBJECTS. As the primary vehicle of communication in the 16th century, and as a model of religion, the Book was part of Spain's effort to colonize the Americas. Yet there already existed systems of recording in Mesoamerica and the Andes, which were both conflicting and commensurate with European notions of the Book. This course examines these concepts by considering books as repositories of spoken words and thought. In so doing, it considers Western hierarchies of literacy in the pursuit of truth and knowledge, and seeks to understand indigenous American voices in the process. Course topics include: space, place and time in Mexican manuscripts; indigenous cartography; ritual texts and performance; the social roles of indigenous artist-scribes; authorship and historical memory; and alternative recording practices. Special projects include a research trip to the Benson Library at The University of Texas at Austin to view and discuss original manuscripts. No prerequisite required, though Art 71-334 is suggested. (Biennially) (FAL) (WA)

71-444

HELLENISTIC ART. A survey of the formation of Roman art and ancient art theory within the context of the broader Hellenistic world. It covers Greek art from the Classical and Hellenistic periods (c. 480-30 B.C.) and contemporary Roman art of the Mid and Late Republic and early Empire. (c. 390 B.C.-c. A.D. 79). The course will involve considerable study of cultural context, and social structure

and theoretical models of cultural formation. It uses extensive readings in ancient history and original ancient texts (in translation). Also Classics 07-354. (Annually) (FAL) (WA)

- 71-504 ART OF SPAIN, 711-1700. A survey of the art and architecture of Spain, from the Muslim conquest of Toledo to the end of the Habsburg Monarchy, with a concentration on the ideological and political shifts that occurred during Spain's emergence as a global power. Beginning with the conflicts and resolutions between Christians, Muslims and Jews, the course examines aspects of Mozarabic and Mudejar art and identity, especially in Toledo, and the production and trade of Islamic and Christian manuscripts and luxury arts across Islamic and Christian borders. In Andalusia, the course will dwell on the Great Mosque of Córdoba and the Islamic palaces Madinat al-Zahra and al-Hambra. In the Christian north, the course will dwell on Romanesque architecture and the pilgrimage route to Santiago de Compostela. After examining the complex of events that occurred in 1492, the final part of the course concentrates on Spanish Golden Age painting under the Habsburg Empire. (Annually) (FAL) (WA)
- 71-544 ITALIAN RENAISSANCE ART. An in-depth survey of Italian art and culture from the beginning of the 14th century to the end of the 16th century. (FAL) (WA)
- 71-554 BAROQUE ART. A survey of European art and its cultural and intellectual context from c. 1600 to the mid 18th century. (FAL) (WA)
- 71-614 REVOLUTION, ROMANTICISM, REALISM. Encompasses the visual arts produced in Europe and the United States between 1780 and 1860. Covers movements such as David and Neo-Classicism; Romanticism in England, Germany and France; native and colonial American art; and international Realism. Issues to be addressed include the relationship between revolution and art, the representation of gender, the tensions between Enlightenment and Romantic philosophies, and the connections between imperialism and art. (Biennially) (FAL) (WA)
- 71-624 MODERNISM AND MODERNITY. Encompasses the visual arts produced primarily in Europe and the United States between 1860 and 1945. Organized according to chronological developments in the history of modernism and the avant-garde, the course also focuses on thematic issues including the rise of mass culture; primitivism; the influence of spiritualism; gendered modernism; and the importance of political programs to the avant-garde. (Biennially) (FAL) (WA)
- 71-634 ART SINCE 1945. Encompasses the visual arts produced primarily in Europe and the United States between 1945 and present day. Includes a consideration of modernism and Abstract Expressionism, art informel, Post-painterly abstraction, Pop art, Happenings and performance art, environmental art, Minimalism, Conceptualism, Arte Povera, feminist art, Neo-Expressionism, issue-based art and post-modernism. (Biennially) (FAL) (WA)
- 71-644 GENDER AND ART. A study of the ways in which gender and sexuality are intricately involved in the making, reception and criticism of art. Includes a consideration of how the art historical canon is generated and an examination of the ways in which art imagines both femininity and masculinity. An investigation into theories of gender identity and sexuality will aid in better understanding both representation and production in the visual arts. Also Feminist Studies 04-414. (Biennially) (FAL) (WA)
- 71-674 GERMAN ART IN THE MODERN ERA. Encompasses the visual arts produced in Germany from the early-19th to mid-20th centuries. Includes German Romanticism, the importance of the academy and history painting, artistic responses to the 1848 revolution, industrialization and the unification of the German nation state in 1871. Moving into the late 19th century, Realist painting, the internationalist Impressionist and Symbolist styles and the transition to modernist and avant-garde art movements, such as Expressionism, Dada and Neue Sachlichkeit will be covered. The last weeks of the course will be devoted to an examination of the Weimar Republic's culture of surfaces, as manifested in photography, film, architecture and the Bauhaus. (Biennially) (FAL) (WA)
- 71-684 THEORY AND METHODS OF ART HISTORY. Introduces the theories and methodologies that have been of crucial importance to the development of the discipline of art history. These may include Kantian aesthetics, German formalism, iconography, Marxist critical theory, structural and semiotic

methods, feminist theory, and post-structuralism. Incorporates extensive classroom discussion and debate. This course is primarily intended for sophomores and juniors. Students must have taken at least one course in Art History to enroll.

- 71-764 MODERN ARCHITECTURE. A survey of Western (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. (Biennially) (FAL) (WA)
- 71-804 SEMINAR IN SPECIAL PROBLEMS. A research seminar in various topics. Primarily for majors but open to non-majors who fulfill prerequisites. Prerequisites: Art 71-104 or 114 and two additional courses in art history, or permission of instructor. Open to juniors or seniors only. May be repeated with change of topic. (Every semester)
- 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.
71-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor.
71-983, 984, 985 HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single project. At the invitation of the instructor and approval of the art history faculty.

BIOLOGY DEPARTMENT

Division of Natural Sciences

Daniel R. (Max) Taub, PhD, Associate Professor and Chair
James W. Ard, DVM, Part-Time Assistant Professor
Romi Burks, PhD, Associate Professor
Maria Cuevas, PhD, Associate Professor
Martín Gonzalez, PhD, Associate Professor
Benjamin Pierce, PhD, Professor
Rebecca Ann Sheller, PhD, Associate Professor
Linda Southwick, MT, MS, Assistant Professor
Maria C. Todd, PhD, Associate Professor
Karen Wheeler, DVM, Part-Time Assistant Professor

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 cover a broad range of topics within three main subdivisions of biology: cellular and molecular biology, organismal biology, and ecology and evolutionary biology. Most of the courses have a lecture component combined with a laboratory component. Laboratories are conducted in Fondren-Jones Science Hall facilities, a greenhouse, and a 17-acre biological field station on the North San Gabriel River.

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 Division of Natural Sciences experimental laboratory course requirement for General Education. Non-introductory courses are designed for students seeking more in-depth information on cellular and molecular, organismal, and ecology and evolutionary biology and for students with specific vocational aims.

The Biology Department offers majors and minors for the BA and BS degrees. Interdisciplinary majors in Animal Behavior and Environmental Studies are also supported by the Biology Department.

By appropriate selection of course combinations, students can prepare for various options, such as entrance into graduate or professional schools (dental, medical, medical technology, nursing, optometry, pharmacy and veterinary) and acquisition of positions in industry, government, public health and teaching. Students should consult with their academic advisers 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. The BA degree allows flexibility.

The capstone experience in Biology is fulfilled by successful completion of integrative upper-level courses in cellular/molecular, organismal and ecological/evolutionary biology, and participation in the Biology senior assessment.

NOTE: Students must complete the first-year Biology sequence (Biology 50-102, 112, 122, 162) and either Biology 50-222 or 232 (see specific prerequisites for each upper-level course) with a grade of C- or better before enrolling in any additional courses above the introductory level.

Major in Biology (BA or BS): BA:11 courses or BS:12 courses (Majors consist of a minimum of 30 credits.)

- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- BIO50-162 Genes and Molecules
- BIO50-222 Methods in Ecology and Evolutionary Biology
- BIO50-232 Methods in Cellular/Molecular Biology
- One cellular/molecular course from:
BIO50-374 Biology of Reproduction

BIO50-474 Cellular Physiology

BIO50-484 Microbiology

BIO50-573/571 General Biochemistry I

BIO50-583 General Biochemistry II

BIO50-864 Fundamentals of Immunology

BIO50-874 Molecular Biology

- One organismal course from:
BIO50-324 Botany
BIO50-354 Neurobiology
BIO50-364 Comparative Vertebrate Morphology
BIO50-384 Human Anatomy
BIO50-394 Endocrinology
BIO50-424 Organ Physiology
BIO50-444 Invertebrate Ecology
BIO50-454 Tissue Mechanics
- One ecology/evolutionary course from:
BIO50-314 Genetics
BIO50-334 Evolution
BIO50-414 Global Change Biology
BIO50-434 Ecology

- Two additional courses at 300-level or higher (three courses for the BS)

At least three of the five total 300-level or above courses for BA and at least four of the six total 300-level or above courses for BS must have a lab component. Four credits of research may substitute for one of the lab courses.

Capstone: Successful completion of integrative courses in cellular/molecular, organismal, and ecology/evolutionary biology and participation in the Biology Senior Assessment.

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

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-214 Quantitative Methods of Analysis
- CHE51-544 Organic Chemistry I
- MAT52-114 Elementary Statistics

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

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-214 Quantitative Methods of Analysis
- CHE51-544 Organic Chemistry I
- CHE51-554 Organic Chemistry II
- MAT52-114 Elementary Statistics
- MAT52-154 Calculus I
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

Biology Minor: Seven to eight courses (Minors consist of a minimum of 18 credits.)

- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- BIO50-162 Genes and Molecules
- 12 credits of upper-level biology (at least one course with lab component)

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

Biology (BIO)

NOTE: Successful completion of any two of the following mini-courses (half semester, seven-week courses) will yield credit for the Division of Natural Sciences experimental laboratory course requirement: BIO50-102, 112, 122, 162, 222, 232.

50-102	CELL BIOLOGY (3-3; half-semester). An introduction to biologically important molecules, cell structure and function, cellular bioenergetics (cellular respiration and photosynthesis) and cellular reproduction. Emphasis on animal and plant cells. The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements (Fall) (NSL)
50-112	BIODIVERSITY (3-3; half-semester). Following a review of evolution and natural selection, this course surveys all domains of life. Emphasis is placed on how different organisms interact with their environment and with each other. The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements. Also Environmental Studies 49-112. (Fall) (NSL)
50-114	HUMAN BIOLOGY TODAY (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in Biology. The content of this course varies according to the specialization of the instructor. Topics may include the function of selected organ systems within the body and how they are altered by various disease processes, the human genome project, cancer, stem cell research and whole organism cloning. Laboratory exercises reinforce lecture material and promote observation, experimentation and analytical skills. (NSL)
50-122	GENETICS AND EVOLUTION (3-3; half-semester). This course introduces the basic principles of genetics. Classical genetics topics include: cell division, sexual reproduction, Mendelian genetics, genetic maps and polygenic inheritance. Population genetics topics include: Hardy-Weinberg Law, changes in allelic frequencies and mechanisms of microevolution. The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements (Spring) (NSL)
50-124	BIOLOGY OF FOOD (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in Biology. This course focuses on understanding the food plants and animals

- that humans eat as living organisms. Topics covered include food plant anatomy and physiology, alternative crops, nutritional biochemistry and the genetic modification of crop plants. (NSL)
- 50-144 ENVIRONMENTAL SCIENCE (2-2). A natural science lecture/ laboratory course designed for students who do not intend to major in Biology. This course emphasizes the interactions of organisms with their environment. In addition to this introductory survey of ecology, current applied ecological issues such as species diversity, conservation biology, greenhouse effects, acid rain and biological control are studied. Also Environmental Studies 49-144. (NSL)
- 50-162 GENES AND MOLECULES (3-3; half-semester). This course focuses upon the molecular basis of inheritance and gene expression. Topics covered include DNA structure, replication and repair, transcription and translation, regulation of gene expression, mitosis and meiosis and regulation of the cell cycle. The course includes a weekly lab session and night exams. The course is a foundation-building course required of students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements (Spring) (NSL)
- 50-164 BIOLOGY OF PERCEPTION (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in Biology. This course presents current theories on how humans perceive light, sounds, smells, taste and touch. Various properties of these modalities in our environment and their transduction into neural signals are described. Experimental design, execution, analyses and presentation are included in the laboratory component of the course. (NSL)
- 50-184 FORENSIC BIOLOGY (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in Biology. This course focuses on a variety of biological techniques and theories used in examining evidence from a crime scene. The laboratory component will involve molecular biology techniques in DNA analysis, blood typing and blood spatter analysis, anatomy including the bones of the body, and microscopy of hair, fibers and fingerprints. (NSL)
- 50-214 ANIMAL BEHAVIOR (2-2). An introduction to the study of science in animal behavior and selected areas in ethology including behavioral genetics, communication, foraging strategies, learning, navigation and migration, ontogeny of behavior and territoriality. Laboratory experiences provide hands-on experiences in field and laboratory research related to these content areas. This course does not count toward the Biology major or minor. Prerequisite: Biology 50-112 and 122 OR Psychology 33-104. Also Animal Behavior 09-254 and Psychology 33-254. (NSL)
- 50-222 METHODS IN ECOLOGY AND EVOLUTIONARY BIOLOGY (2-2; 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. Prerequisite: Biology 50-102, 112, 122, 162 and Mathematics 52-114. (Fall and Spring) (NSL)
- 50-232 METHODS IN CELLULAR/MOLECULAR BIOLOGY (2-2; 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. Prerequisites: Biology 50-102, 112, 122, 162. (Fall and Spring) (NSL)
- 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. Prerequisites: Biology 50-102, 112, 122, 162 and Biology 50-222 or 232 or Kinesiology 48-314 or Psychology 33-204. (Ecology and Evolutionary Biology) (NSL)
- 50-324 BOTANY (3-3). This course explores the life histories and adaptations of terrestrial plants, with an emphasis on plant evolutionary biology, ecology and physiology. The laboratory explores these same themes, and additionally emphasizes plant identification skills and knowledge of the local woody flora. Prerequisite: Biology 50-102, 112, 122, 162 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204. (Organismal Biology) (NSL)

- 50-334 EVOLUTION (3-3). 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. Prerequisite: Biology 50-102, 112, 122, 162 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204. (Ecology and Evolutionary Biology) (NSL)
- 50-344 PLANT PHYSIOLOGY (3-3). An exploration of plant diversity, architecture, and function. Topics include the roles of plants in global ecology, special features of plant cells, root and shoot development, plant hormones and signaling, the genetics of crop plant domestication, plant symbioses and pathogens, and agricultural biotechnology. The lab focuses on the uses of mutant and recombinant plants to understand plant development and cellular function. Prerequisite: Biology 50-222 or 232. (Organismal Biology) (NSL)
- 50-354 NEUROBIOLOGY (3-0). The anatomy, physiology, biochemistry and pharmacology of nervous systems are studied; the human nervous system is emphasized. Half of the course is cellular neurobiology and half is organismal neurobiology. Specific topics include resting potentials, action potentials, synapses, neurotransmitters, sensory and motor processing, nerve regeneration, vision, audition, development and memory/learning. Prerequisite: Biology 50-232. (Organismal 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. Prerequisite: Biology 50-232. (Organismal Biology) (NSL)
- 50-374 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. Prerequisites: Biology 50-232 and Chemistry 51-544. (Cellular and Molecular Biology) (NS)
- 50-384 HUMAN ANATOMY (3-3). See Kinesiology 48-244. (Organismal Biology) (NSL)
- 50-394 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. Prerequisite: Biology 50-232 and Chemistry 51-574, or permission of instructor. (Organismal Biology) (NSL)
- 50-414 GLOBAL CHANGE BIOLOGY (3-0). A survey of the biological implications of anthropogenic changes to the geosphere/biosphere, with an emphasis on plants. Topics include rising atmospheric CO₂, depletion of stratospheric ozone, alterations to the global nitrogen cycle and global climate change. The course includes discussion of major biotic changes with a global dimension, including worldwide declines in amphibian populations and shifts in the geographic distributions of species. Prerequisite: Biology 50-102, 112, 122, 162 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204. Also Environmental Studies 49-414. (Ecology and Evolutionary Biology) (NS)
- 50-424 ORGAN PHYSIOLOGY (3-3). Processes/functions of organ systems: nervous, muscular, cardiac, circulatory, respiratory, renal, digestive and endocrine. Human physiology is emphasized. Prerequisite: Biology 50-232 and Chemistry 51-544, or permission of instructor. (Organismal 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. This course includes a mandatory weekend field trip. Prerequisite: Biology 50-102, 112, 122, 162 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204. Also Environmental Studies 49-434. (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. Prerequisite: Biology 50-102, 112, 122, 162 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204. Biology 50-434 is recommended but not required. (Organismal Biology) (NSL)
50-454	TISSUE MECHANICS (3-0). See Kinesiology 48-754. (Organismal Biology) (NS)
50-474	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 signaling and cell cycling. Laboratory experiments teach techniques and concepts of cellular physiology. Prerequisites: Biology 50-232 and Chemistry 51-554. (Cellular and Molecular 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. Prerequisites: Biology 50-232 and Chemistry 51-544, or permission of instructor. (Cellular and Molecular Biology) (NSL)
50-544	TUMOR BIOLOGY (3-4). A “bench-to-bedside” 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. In the lab, current techniques in molecular biology will be used to characterize genetic aberrations in tumor cells. Prerequisite: Biology 50-232 and Chemistry 51-544.
50-574	GENERAL BIOCHEMISTRY I (3-4). Prerequisites: Chemistry 51-554 or 564. See Chemistry 51-574. (Cellular and Molecular Biology) (NSL)
50-584	GENERAL BIOCHEMISTRY II (3-0). Prerequisites: Biology 50-574 or Chemistry 51-574. See Chemistry 51-584. (Cellular and Molecular Biology) (NSL)
50-864	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. Prerequisites: Biology 50-474 and/or Chemistry 51-574 or permission of instructor. (Cellular and Molecular Biology) (NS)
50-874	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. Reading and critiquing primary journal articles is emphasized. A weekly laboratory session is required and includes independent projects using molecular biology techniques. Prerequisites: Biology 50-232 and Chemistry 51-584. (Cellular and Molecular Biology) (NSL)
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	INTRODUCTION TO INDEPENDENT RESEARCH. Students must make arrangements with a faculty member in the Biology Department prior to enrolling in this course. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.
50-983	HONORS. By invitation only.

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Division of Natural Sciences

Maha Zewail Foote, PhD, Associate Professor and Chair
Nikolaos Benteinitis, PhD, Assistant Professor
Kerry A. Bruns, PhD, Professor
Frank S. Guziec, Jr., PhD, Professor
Lynn Guziec, PhD, Part-Time Assistant Professor
Sandra Loudwig, PhD, Visiting Assistant Professor
Emily D. Niemeyer, PhD, Professor
Gulnar H. Rawji, PhD, Associate Professor
Willis Weigand, PhD, Associate Professor

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. The department offers courses ranging from Chemistry Appreciation for the non-science major to advanced studies in biochemistry, physical chemistry, organic, inorganic and analytical chemistry. The 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. Students will have a mastery of the central concepts within core areas (analytical, biochemistry, organic, inorganic and physical chemistry) of the discipline.
2. Majors will have competency in conducting chemical or biochemical research.

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 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 course work, 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 and must participate in a literature seminar course in their junior year in preparation for their capstone experience.

NOTE: Students must earn a grade of C- or better in both the lecture and laboratory portion of all required prerequisite classes before enrolling in a given chemistry course.

Major in Chemistry (BA or BS): minimum of 10 courses (Majors consist of a minimum of 30 credits.)

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-184 Accelerated General Chemistry II
- CHE51-352 Chemistry Literature Seminar
- Capstone for BA:
CHE51-802 Advanced Chemistry Seminar and 812 Chemistry Literature Research Capstone
or
- Capstone for BS, Option 1:
CHE51-971 Introduction to Research and/or CHE51-991 Continued Research (repeated for a total of two credits)
CHE51-912 Chemistry Laboratory Research Capstone
or
- Capstone for BS, Option 2:
CHE51-802 Advanced Chemistry Seminar
CHE51-912 Chemistry Laboratory Research Capstone
- One course, taken at Southwestern, from each of the following five areas:

Analytical:

CHE51-214 Quantitative Methods of Analysis

CHE51-614 Environmental Chemistry

CHE51-644 Instrumental Methods of Analysis

Biochemistry:

CHE51-574 General Biochemistry I

CHE51-584 General Biochemistry II

Inorganic:

CHE51-624 Intermediate Inorganic Chemistry

CHE51-634 Bioinorganic Chemistry

Organic:

CHE51-544 Organic Chemistry I

CHE51-564 Organic Chemistry II for Majors

Physical:

CHE51-714 Physical Chemistry: Thermodynamics and Kinetics

CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics

Major in Chemistry (American Chemical Society (ACS) certified) (BS): 15 courses (Majors consist of a minimum of 30 credits.)

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-184 Accelerated General Chemistry II
- CHE51-352 Chemistry Literature Seminar
- CHE51-544 Organic Chemistry I
- CHE51-564 Organic Chemistry II for Majors (sophomore year)
- CHE51-714 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics (junior year)
- CHE51-574 General Biochemistry I
- CHE51-624 Intermediate Inorganic Chemistry
- CHE51-644 Instrumental Methods of Analysis
- CHE51-971 Introduction to Research and/or CHE51-991 Continued Research (repeated for a total of two credits)
- CHE51-912 Chemistry Laboratory Research Capstone
- Two additional upper-level courses approved by the Department chair

Minor in Chemistry: Five courses (Minors consist of a minimum of 18 credits.)

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-184 Accelerated General Chemistry II
- One course, taken at Southwestern, from three of the five following areas:

Analytical:

CHE51-214 Quantitative Methods of Analysis

CHE51-614 Environmental Chemistry

CHE51-644 Instrumental Methods of Analysis

Biochemistry:

CHE51-574 General Biochemistry I

CHE51-584 General Biochemistry II

Inorganic:

CHE51-624 Intermediate Inorganic Chemistry

CHE51-634 Bioinorganic Chemistry

Organic:

CHE51-544 Organic Chemistry I

CHE51-564 Organic Chemistry II for Majors or CHE51-554 Organic Chemistry II

Physical:

CHE51-714 Physical Chemistry: Thermodynamics and Kinetics

CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics

Major in Biochemistry (BS): A minimum of 13 courses (Majors consist of a minimum of 30 credits.)

- CHE51-154 General Chemistry I and CHE51-164 General Chemistry II **or**
CHE51-174 Accelerated General Chemistry I and CHE51-184 Accelerated General Chemistry II
- CHE51-352 Chemistry Literature Seminar
- CHE51-971 and/or 991 repeated for a total of two credits and 912 (Capstone option 1)
or
- 802 and 912 (Capstone option 2)
- The following courses, taken at Southwestern:
CHE51-544 Organic Chemistry I
CHE51-564 Organic Chemistry II for Majors
CHE51-574 General Biochemistry I
CHE51-584 General Biochemistry II
- One course from:
CHE51-634 Bioinorganic Chemistry
CHE51-644 Instrumental Methods of Analysis
CHE51-714 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-682 Advanced Topics in Biochemistry
- BIO50-232 Methods in Cellular/Molecular Biology
- CHE51-592 Advanced Biochemistry Lab or an upper-level Biology course with lab in the Cellular/Molecular area

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

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

Required supporting courses in the Chemistry and Biochemistry majors (BS): Eight courses

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- PHY53-154 Fundamentals of Physics I

- PHY53-164 Fundamentals of Physics II
- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- BIO50-162 Genes and Molecules

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

Chemistry (CHE)

51-044	CHEMISTRY CONNECTIONS (2-2). This course will provide an introduction to important scientific and chemical principles for non-science majors. The relevant chemical information will be presented in distinct topical modules covering chemistry in art and archeology, commerce, natural resources and the environment, nanotechnology and geochemistry. Individual and group experiments related to each module will be conducted in the laboratory. (NSL)
51-054	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. (NSL)
51-064	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. Also Environmental Studies 49-064. (NSL)
51-154	GENERAL CHEMISTRY I (3-4). The first semester of General Chemistry 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. The laboratory component of the course will introduce students to basic procedures such as titrations and chromatography and will reinforce lecture concepts such as stoichiometry and the gas laws. (NSL)
51-164	GENERAL CHEMISTRY II (3-4). The second semester of General Chemistry will introduce topics such as thermodynamics, kinetics and equilibrium while providing students with a strong foundation in general principles of chemistry. This class is designed to provide an entry to other more advanced courses in the physical or life sciences. The laboratory component of this course will build upon the experience gained in the General Chemistry I laboratory. Students will conduct labs to enhance their understanding of kinetics, thermodynamics, equilibrium concepts and other topics covered in lecture. Prerequisites: Chemistry 51-154. (NSL)
51-174	ACCELERATED GENERAL CHEMISTRY I (2-4). For highly prepared students, this course reviews and reinforces essential concepts from General Chemistry I. It is structured for students intending to major in chemistry or another department in the Natural Sciences. Enrollment is limited to students who have taken Advanced Placement Chemistry in high school (with a 4 or 5 on the AP exam) or students who are invited to participate in the course by the Chemistry Department. (NSL)
51-184	ACCELERATED GENERAL CHEMISTRY II (2-4). For highly prepared students, this course reviews and reinforces essential concepts from General Chemistry II. The class is designed for students intending to major in chemistry or another department in the Natural Sciences. Enrollment is limited to students who have successfully completed 51-174 or have been invited to participate in the course by the Chemistry Department. (NSL)
51-214	QUANTITATIVE METHODS OF ANALYSIS (3-4). This course focuses on the basic principles of analytical chemistry and how these principles apply to chemical problems. Topics of discussion include the use of statistical analysis in chemistry, calibration methods, chemical equilibria and a basic introduction to instrumental analysis. Prerequisite: Chemistry 51-164 or 184. (Spring) (NSL)

- 51-352 CHEMISTRY LITERATURE SEMINAR (2-0). This course will give students the opportunity to conduct in-depth research in the primary chemical literature. Students will be required to give scientific presentations and write papers in journal style. (Fall) (NS) (WA)
- 51-544 ORGANIC CHEMISTRY I (3-4). A study of the nature of bonding in carbon-containing molecules and the reactions of simple aliphatic organic molecules and the mechanisms by which they occur. Students will be introduced to techniques used to perform experiments on the macroscale as well as the microscale level. Prerequisites: Chemistry 51-164 or 184. (NSL)
- 51-554 ORGANIC CHEMISTRY II (3-4). The second semester of organic chemistry primarily deals with the reactions of organic functional groups and the mechanisms by which they occur. Spectroscopic methods of structure determination of organic molecules will be discussed. The structures and organic chemistry of important biomolecules will also be introduced. Prerequisite: Chemistry 51-544. (NSL)
- 51-564 ORGANIC CHEMISTRY II FOR MAJORS (3-4). Continuation of Chemistry 51-544. This class is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. The laboratory portion of the course will provide an introduction to advanced experimental techniques including both infrared and nuclear magnetic resonance spectrometry. Prerequisite: Chemistry 51-544 or consent of instructor. (NSL)
- 51-574 GENERAL BIOCHEMISTRY I (3-4). A survey of structures and functional interrelations of proteins, carbohydrates, lipids and nucleic acids in life processes. Prerequisites: Chemistry 51-554 or 564. Also Biology 50-574. (NSL)
- 51-584 GENERAL BIOCHEMISTRY II (3-0). Bioenergetics and metabolism. Prerequisites: Chemistry 51-574. Also Biology 50-584. (NSL)
- 51-592 ADVANCED BIOCHEMISTRY LAB (0-4). Separation and quantification of biological molecules and their activities. Prerequisites: Chemistry 51-554 or 564. (NSL)
- 51-604 MEDICINAL CHEMISTRY (3-0). This course provides an introduction to medicinal chemistry, in particular, the relationship between molecular structure and therapeutic activity, and the biochemical basis for this activity. Topics to be discussed include a historical perspective on drug development, receptors and current approaches to rational drug design. Prerequisites: Chemistry 51-554 or 564. (Fall) (NS)
- 51-614 ENVIRONMENTAL CHEMISTRY (3-4). This course discusses how microscopic properties of atoms and molecules can affect changes within the environment. The course work places emphasis on current environmental problems and concerns while the laboratory component introduces students to techniques used in environmental water, air and soil analysis. Prerequisites: Chemistry 51-544. Also Environmental Studies 49-614. (NSL)
- 51-624 INTERMEDIATE INORGANIC CHEMISTRY (3-4). An introduction to the structure and reactivity of inorganic compounds. Descriptive chemistry of the elements including crystal structure, molecular structure, bonding, thermodynamic and redox properties, acid-base theories using periodic trends and theoretical models. Basic coordination chemistry and its biological applications will also be covered. Prerequisites: Chemistry 51-554 or 564. (Fall) (NSL)
- 51-634 BIOINORGANIC CHEMISTRY (3-4). This course will explore the inorganic chemistry of biological requirement for metals (e.g. zinc, iron, copper, manganese, molybdenum, etc.). Beginning with the coverage of coordination chemistry, the ability of various functional groups within proteins and nucleic acids to form complexes will be examined. The reactivity of coordination complexes will be discussed within the context of reaction mechanisms of specific metalloenzymes. The role of metals in medicine and the toxicity of metals will be studied. Prerequisite: Chemistry 51-554 or 564. (Spring) (NSL)
- 51-644 INSTRUMENTAL METHODS OF ANALYSIS (3-4). The basic goal of this course is for the student to develop a fundamental understanding of the principles of operation for a wide variety of chemical instrumentation. In addition, this course is designed for the student to learn the use of such chemical instrumentation in solving many common analytical problems. In the laboratory, students will be introduced to the operation of spectroscopic, chromatographic and electrochemical instrumentation. Prerequisites: Chemistry 51-554 or 564. (Spring) (NSL)

51-654	ADVANCED INORGANIC CHEMISTRY (3-4). A further study of the structure of inorganic compounds including applications of symmetry to bonding and spectroscopy, and of synthesis and reactions of coordination, organometallic and bioinorganic complexes. The laboratory component of this course will utilize a variety of procedures for synthesis, purification and characterization of inorganic compounds to demonstrate the diversity of techniques used in the field. Some experiments will involve the use of original papers to better acquaint the student with the available literature. Prerequisite: Chemistry 51-624. (NSL)
51- 662	SPECIAL TOPICS IN INORGANIC CHEMISTRY (2-0). Selected topics from bioinorganic or organometallic chemistry. Prerequisite: Chemistry 51-624. May be repeated with changed content. (NS)
51-674	ADVANCED TOPICS IN ORGANIC CHEMISTRY (3-4). This course deals with selected advanced topics in organic chemistry including modern methods of organic synthesis and the preparation of biologically interesting structures. The course will also include a laboratory module dealing with hands-on spectroscopic structure determinations of organic molecules. The course is primarily geared to students who are interested in obtaining postgraduate degrees in chemistry or biochemistry. Prerequisites: Chemistry 51-554 or 564. (Spring) (NSL)
51- 682	ADVANCED TOPICS IN BIOCHEMISTRY (2-0). Selected topics from the areas of physical biochemistry, enzymology and protein chemistry, nucleic acids chemistry, cellular regulation and recombinant DNA technology will be presented and discussed. Prerequisites: Prior completion of or concurrent enrollment in Chemistry 51-584. (Fall) (NS)
51-714	PHYSICAL CHEMISTRY: THERMODYNAMICS AND KINETICS (3-4). 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) and includes an integrated laboratory that combines wet lab with computational exercises. Biochemistry majors and pre-engineering students are highly encouraged to take this course in their junior year. Prerequisites: Chemistry 51-164 or 184, Mathematics 52-254 and Physics 53-164. (NSL)
51-724	PHYSICAL CHEMISTRY: QUANTUM MECHANICS AND STATISTICAL MECHANICS (3-4). This course focuses on applied quantum mechanics (how individual molecules behave and interact with each other and light) and statistical mechanics (how collections of molecules behave) and includes an integrated laboratory that combines wet lab with computational exercises. Physics majors interested in chemical physics, and Mathematics/Computer Science students are highly encouraged to take this course. Prerequisites: Chemistry 51-164 or 184, Mathematics 52-254, and Physics 53-164. (NSL)
51-732	ADVANCED PHYSICAL CHEMISTRY (2-0). Selected topics in computational chemistry, including electronic structure methods, molecular mechanics, molecular dynamics and Monte Carlo simulations. The course is appropriate for chemistry majors interested in graduate research and for physics majors interested in chemical physics. Prerequisite: Chemistry 51-714 or 724. (NS)
51-802	ADVANCED CHEMISTRY SEMINAR (2-0). This course is intended for students who have completed their capstone research at another institution or have not completed an independent research project. This course will cover current literature topics selected in consultation with the instructor. (NS) (WA)
51-812	CHEMISTRY LITERATURE RESEARCH CAPSTONE (2-0). This course is intended for students who have not completed an independent research project. Students will be required to write a scientific paper, develop a research proposal, and complete a presentation and oral examination. (NS) (WA)
51-912	CHEMISTRY LABORATORY RESEARCH CAPSTONE (2-0). This course is intended for students who have completed a departmentally approved independent research project. Students will be required to write a scientific article describing their research and complete a presentation and oral examination. (NS) (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.
51-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with changed content.
51-971, 972, 973	INTRODUCTION TO RESEARCH. May be repeated with changed content. Must be taken Pass/D/F.
51-981, 982, 983, 984	HONORS. By invitation only.
51-991, 992, 993	CONTINUED RESEARCH. May be repeated with changed content.

CLASSICS AREA

Division of Humanities

Halford W. Haskell, PhD, Professor of Classics and Chair

Contributing Faculty:

Glenda Warren Carl, PhD, Associate Professor of French and Latin

Pam Haskell, PhD, Part-Time Assistant Professor of Classics

Philip E. Hopkins, PhD, Associate Professor of Philosophy

Thomas Noble Howe, PhD, Professor of Art History

Kimberly Smith, PhD, Associate Professor of Art History

From the very earliest periods (prehistory) to the dissolution of the Roman Empire, a core selection of seminal works have established themselves as timeless examples of genius, and as cultural and societal touchstones. Classicists study these works and the world in which they were created to gain an appreciation for the ancient societies that continue to illuminate our own. The Southwestern Classics curriculum brings students through Graeco-Asiatic and Roman antiquity, closely examining the literature and language, anthropology, art history, religion, philosophy and history of this formidable time.

Program Goals:

1. Attain a deep understanding of classical languages.
2. Develop a broad understanding of classical culture.
3. Participate in independent research.

Courses in Classics include language and literature classes in Greek, Latin and Classics in translation. Students can major in Classics (which includes the study of Greek, Latin and Classics in translation), Greek and Latin, and can minor in Greek and Latin.

Beyond the campus, Classics students are strongly encouraged to study abroad. Students have the opportunity to pursue overseas experience in such culturally and historically rich locations as Italy (Rome or Catania) and Greece (Athens).

The capstone experience consists of a semester-long research project which encompasses a wide range of topics within the area of Classical studies. The project culminates with an oral presentation to an interdepartmental committee chosen by the student and faculty project adviser.

All entering students who have taken Latin in high school are to take a placement exam. The results of the exam will be used to help establish placement. Please note that credit is not granted for placement.

Because the study of language grammar is sequential, students are required to take the basic grammar courses in their proper order, which is 014, 024, 114, and 124, and to earn a grade of C- or better in each course of the sequence, prior to enrolling in the next course in the sequence. These courses may not be taken concurrently.

Students who major or minor in Latin and who have placed into the fourth semester or have placed out of the foreign language requirement may take a departmental exam for credit. They may earn up to eight lower-level credits, which is equivalent to credit for 114 or the 114-124 sequence. Credit will be awarded upon completion of all other major or minor requirements. Under no circumstances may an individual earn credit for more than two courses in a language by AP or placement examinations.

Major in Classics: 12 courses minimum (At least 24 credits in the major must be upper level) (Majors consist of a minimum of 30 credits.)

- Four courses of earned college-level Latin and four courses of earned college-level Greek, including two upper-level courses in Latin or Greek
- One course in Classics in Translation

- Two additional upper-level courses in Latin and/or Greek, or in Classics in Translation
- Classics 07-954 (Capstone)

Major in Latin: Eight courses (Majors consist of a minimum of 30 credits.)

- Latin 14-954 (Capstone)
- Seven additional courses in Latin, five of which must be upper level

Major in Greek: Eight courses (Majors consist of a minimum of 30 credits.)

- Greek 13-954 (Capstone)
- Seven additional courses in Greek, five of which must be upper level

Minor in Latin: Five courses (Minors consist of a minimum of 18 credits.)

- Five courses in Latin, three of which must be upper level

Minor in Greek: Five courses (Minors consist of a minimum of 18 credits.)

- Five courses in Greek, three of which must be upper level

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

Greek (GRK)

13-014	GREEK I. Essentials of grammar, composition, and reading.
13-024	GREEK II. Essentials of grammar, composition, and reading. Prerequisite: Greek 13-014 with a grade of C- or better, or equivalent placement.
13-114	GREEK III. Selections from classical and New Testament Greek. Prerequisite: Greek 13-024 with a grade of C- or better, or equivalent placement.
13-124	GREEK IV. Selections from classical and New Testament Greek. Prerequisite: Greek 13-114 with a grade of C- or better, or equivalent placement.
13-604	TOPICS IN GREEK LITERATURE I. Topics offered on a five-year cycle: Homeric Poetry; Greek Lyric Poetry; Comedy; Literature of the Fourth Century; Hellenistic Literature. Students participate in a weekly webcast lecture offered through Sunoikisis, an online discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: Greek 13-124 or equivalent placement. (H) (WA)
13-704	TOPICS IN GREEK LITERATURE II. Topics offered on a five-year cycle: Homeric Poetry; Greek Lyric Poetry; Comedy; Literature of the 4th Century; Hellenistic Literature. Students participate in a weekly webcast lecture offered through Sunoikisis, an online discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: six credits of upper-level Greek. (H) (WA)
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.
13-444	INTERMEDIATE TUTORIAL.
13-901, 902, 903, 904	TUTORIAL.
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.
13-983	HONORS. By invitation only.

Latin (LAT)

14-014	LATIN I. Essentials of grammar, composition and reading.
14-024	LATIN II. Essentials of grammar, composition and reading. Prerequisite: Latin 14-014 with a grade of C- or better, or equivalent placement.
14-114	LATIN III. Readings in Petronius. Prerequisite: Latin 14-024 with a grade of C- or better, or equivalent placement.
14-124	LATIN IV. Readings in Vergil. Prerequisite: Latin 14-114 with a grade of C- or better, or equivalent placement.
14-404	LIVY. Elements of grammar and style in a historical context. (H)
14-424	TACITUS. Elements of grammar and style in a historical context. (H)
14-504	HORACE. Elements of grammar and style in a historical context. (H)
14-604	TOPICS IN LATIN LITERATURE I. Topics offered on a five-year cycle: Early Republic; Late Republic; Neronian Period; Roman Empire 70-180 CE; Late Antiquity and Medieval. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: Latin 14-124 or equivalent placement. (H) (WA)
14-704	TOPICS IN LATIN LITERATURE II. Topics offered on a five-year cycle: Early Republic; Late Republic; Neronian Period; Roman Empire 70-180 CE; Late Antiquity and Medieval. Students participate in weekly webcast lecture offered through Sunoikisis, an on-line discussion moderated by faculty members from participating institutions, and weekly tutorials with faculty members at Southwestern. This course is specifically designed for advanced students and includes rigorous study of cultural and historical contexts as well as the issues of composition and transmission. Students will also become familiar with current interpretive approaches to the material. May be repeated with change in topic. Prerequisite: six credits of upper-level Latin. (H) (WA)
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.
14-941, 952, 953, 954	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
14-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with changed content.
14-983	HONORS. By invitation only.

Classics (CLA)

07-114	WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY. See Art History 71-114. (Biennially) (FAL) (IP) (WA)
07-204	GREEK AND ROMAN MYTHOLOGY. A study of the myths and religion of Graeco-Roman tradition, with attention to the heritage of classical mythology in later literature and art. Extensive readings of ancient works in translation. Also English 10-204 and Religion 19-404. (H) (R) (IP) (WA)
07-314	GREEK CIVILIZATION. A study of the rise and development of Greek civilization, with special emphasis on the cultural contributions to later civilization. May be repeated with change of content. Also History 16-314. (Biennially) (H) (IP) (WA)
07-324	ROMAN CIVILIZATION. A study of the rise and development of Roman civilization, with special emphasis on cultural contributions to later civilization. May be repeated with change of content. Also History 16-324. (Biennially) (H) (IP) (WA)

07-334	HISTORY OF WESTERN PHILOSOPHY: ANCIENT. See Philosophy 18-414. (H)
07-354	HELLENISTIC ART. See Art History 71-444. (FAL) (WA)
07-404	PERFORMING SANCTITY: HOLY LIVING AND HOLY WRITING IN LATE ANTIQUITY AND THE MEDIEVAL PERIOD. A study of saints' lives from the late ancient world and the Latin Middle Ages, revealing the religious life of the periods that produced them as well as information about basic social and cultural history. Involves close reading and discussion of primary texts in translation from the original Latin. (H)
07-414	MEDIEVAL BEAST FABLES. A study of the use of the animal kingdom to satirize human courtly society in the Middle Ages, with attention to some of the social and personal needs fulfilled by telling or listening to these fables. Involves close reading and discussion of primary texts in translation from the original Latin. (H)
07-424	FABULOUS EXEMPLUM: MEDIEVAL LEGENDS OF ALEXANDER THE GREAT. A study of Alexander's complicated legacy, as both a rhetorical example of what (not) to do, and as the protagonist of a series of fantastic adventures that please and instruct. Involves close reading and discussion of primary texts in translation from the original Latin. (H)
07-434	MEDIEVAL LEGENDS OF TROY. A study of the use of classical narratives to legitimize political power and literary production in the Middle Ages, with attention to the multiple significances of translation. Involves close reading and discussion of primary texts in translation from the original Latin. (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.
07-941, 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.
07-964	SEMINAR. An interdisciplinary study of various aspects of Greek and Roman antiquity. May be repeated with change of content.
07-984	HONORS. By invitation only.

COMMUNICATION STUDIES DEPARTMENT

Division of Humanities

Julia R. Johnson, PhD, Associate Professor and Chair
 Robert Bednar, PhD, Associate Professor
 Kathleen Feyh, MA, Visiting Instructor
 David Olson, MA, Assistant Professor
 Dustin Tahmahkera, PhD, Assistant Professor
 Davi Johnson Thornton, PhD, Assistant Professor

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

Department Goals:

1. Lead students to theoretical proficiency in engaging scholarship, theory and methodology.
2. Lead students to methodological proficiency by learning how to critically engage scholarship, theory and methodology in the three main cognate areas: rhetorical studies, performance studies, and media and cultural studies.

3. Lead students to develop an ethically reflexive understanding of the role of communication studies as a discipline; and of their relationship as individuals to local and global processes and structure of communication and culture.

The departmental curriculum is organized around three cognate areas that represent the distinct, yet interrelated, areas of focus in the major: Rhetorical Traditions, Performing Culture, and Media and Culture. Each of these three areas is represented by one of the three COM Core Courses (75-204, 404, and 604) as well as a group of courses that represent further interventions into the cognate areas. Rhetorical Traditions Courses are located in the 75-200s and 75-300s (with the exception of 75-304, the general COM Special Topics course number). Performing Culture courses are located in the 75-400s and 75-500s. Media & Culture Courses are located in the 75-600s and 75-700s. Many students take an Academic Internship as one of their upper-level Communication Studies elective courses. Special Topics courses (75-304) and Independent Studies (75-95x) are also available.

All of the courses in the Communication Studies major involve a significant amount of writing, research and creative work, but all majors are required to take at least one COM Methods/Writing Intensive course that explicitly engages in the teaching of writing, research and methodology, and includes multiple-draft assignments and peer critique. Requiring that majors complete at least one course designated as COM Methods/Writing Intensive 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.

Major in Communication Studies: 10 courses (Majors consist of a minimum of 30 credits.)

- COM75-134 Introduction to Communication Studies
- COM75-154 Public Speaking
- COM75-204 Rhetorical Traditions
- COM75-404 Performing Culture
- COM75-604 Media and Culture
- One course from:
 - COM75-214 Rhetorical Criticism
 - COM75-414 Writing Culture
 - COM75-784 Visual Communication
- COM75-964 Capstone Research Seminar
- Three additional courses in Communication Studies, one of which must be upper level.

Minor in Communication Studies: Five courses (Minors consist of a minimum of 18 credits.)

- Five courses in Communication Studies, three of which must be upper level.

See the Education Department for information regarding teacher certification in Communication Studies.

Communication Studies (COM)

75-134	INTRODUCTION TO COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives central to the three cognate areas of the major: Rhetorical Traditions, Performing Culture, and Media and Culture. 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. COM Foundation course. (H)
75-154	PUBLIC SPEAKING. Through a wide variety of speaking formats, students will become more comfortable with the inherently uncomfortable situation of speaking to persuade before a critical audience. This introductory course approaches the speech of advocacy as a means of social analysis. COM Foundation course.
75-184	MEDIA AND ETHICS. See Philosophy 18-144. (H)
75-204	RHETORICAL TRADITIONS. Rhetoric is often thought of as the purview of scheming marketers and manipulative politicians, but it is in fact a rich and contested field that constitutes one of the oldest and most-studied arts in the Western tradition. This course moves from Plato to "culture jamming" and far beyond in its survey of classic, modern and contemporary rhetorical theories. COM Core Course. Prerequisites: Communication Studies 75-134 and 154. (H)

- 75-214 RHETORICAL CRITICISM. This course critically engages diverse texts from a variety of theoretical orientations, analyzing speeches, pictures and various mass mediated representations in order to produce critiques that employ a range of perspectives including feminist, critical race, psychoanalytic and poststructuralist theories. COM Methods/Writing Intensive Course. Prerequisites: Communication Studies 75-134, 154 and 204. (H) (WA)
- 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. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-254 RHETORIC AND DIVERSITY. This course explores diversity as a topic and engaged practice in the U.S., including the ways diversity is politicized and engaged in relationships, the public sphere and/or the media. Core areas of exploration will include how bodies are read as texts of difference or sameness, how diversity is constructed within public spheres and how persons, institutions and other structures interrelate to shape understandings of social identities. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-274 RHETORICS OF HEALTH. This class examines the intersections of communication and health by exploring topics such as mass media representations of health issues, communication patterns in health contexts, and the construction of identity through discourses of health and illness. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-294 AMERICAN INDIAN RHETORICS. This course analyzes American Indian rhetorical practices of making meaning as moves toward decolonizing discourses involving Native Peoples and toward understanding how “talking Ind’n,” with its multifaceted ways of speech, shapes understandings of Native identities and rhetorical sovereignty. Texts may include Native and non-Native voices from diverse cultural and rhetorical sites, such as legal, theatrical, political, cinematic, new media, musical, televisual or other areas. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-354 PROFESSIONAL COMMUNICATION AND ETHICS. Effective communication is a cornerstone of professional life. This course is designed to provide students with some of the essential communication skills they will need to excel in professional settings, including advanced presentation skills, conflict management skills, communication ethics and intercultural communication competence. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor.
- 75-404 PERFORMING CULTURE. This seminar is designed to explore the relationship between performance and culture, particularly the mutually formative role of human action and embodiment in creating culture and reality. Through an analysis of such symbolic activities such as speaking and getting dressed to participating in rituals such as sex and graduating from college, the manner in which everyday activities contribute to the construction of personhood and community will be explored. COM Core Course. Prerequisites: Communication Studies 75-134 and 154. (H)
- 75-414 WRITING CULTURE. Writing represents reality and creates knowledge about people and the world. This course is designed to engage, analyze and critique the representational practices of writing as a communicative form, including genres such as autoethnography, ethnography and personal narrative. COM Methods/Writing Intensive Course. Prerequisites: Communication Studies 75-134, 154 and 404. (H) (WA)
- 75-424 PERFORMANCE STUDIES: EVERYDAY LIFE AND LITERATURE. See Theatre 73-284. (FAP) (WA)
- 75-434 COMMUNICATION, CULTURE AND SOCIAL JUSTICE. This course introduces the foundational, historical and theoretical issues for the critical study of communication as social justice, examining critical race theories, feminist theories, queer theories and postcolonial theories in order to establish a foundation for understanding the ways difference is communicated to achieve social justice. This course integrates questions of identity with those of justice, and thus requires a strong commitment to understanding self and other. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. Also Feminist Studies 04-484. (H)
- 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. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-474 NATIONS AND COMMUNICATION. This course offers a critical understanding of the roles communication and media have played in the constitution and dissolution of national identities. Special emphasis is placed on examining how the dynamic relationships among nations, resulting from increasing economic and technological ties, have engendered systems of national identities. With power at their core and mediated by information and culture, these systems of national identities are structured within local and global ways of knowing, feeling and acting that constitute the bases for connection (alliances) and separation (military and cultural wars). Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-514 TOPICS IN PERFORMANCE STUDIES. Prerequisites: Permission of instructor. See Theatre 73-714 and Feminist Studies 04-714. (FAP) (WA)
- 75-524 FEMINISM AND PERFORMANCE. See Theatre 73-724 and Feminist Studies 04-724. (FAP) (WA)
- 75-544 DOCUMENTING THE OTHER. This course examines communication and media practices used in the United States to document the lives, experiences and world visions of others. Holding these practices together are differing views of “other” people who are identified as others by their sexual, gender, racial, geographical and/or class characteristics. The documenting practices explored are varied: anthropological writing, ethnographic documentary, hate speech, documentary photography, some instances of popular culture (comic strips, reality television), news media and educational curricula. Besides its critical and theoretical components, the course is also hands-on, demanding that students creatively participate in the ethical documenting of another to help them develop a critical and ethical eye as well as learn the principles of social responsibility and technical challenges that are involved in documenting others. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-554 DOCUMENTING THE SELF AND COMMUNITY. This course examines some of the ways in which individuals and communities in the United States document their experiences, lives and world visions. The documenting techniques studied include literary autobiography, comic strips, graffiti, film documentary and photography. As varied as these documenting practices are, they play a similar social function and are thus embedded in community-specific and historically defined ideas about the self and about specific representational techniques. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-564 THEORIES OF GENDER. An introduction and survey of contemporary gender theory, with emphases on identity performances and intersections. The specific focus of the course is on the ways gender, sex and sexuality have been constructed as categories of identity across various cultures, academic disciplines and historical periods. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. Also Feminist Studies 04-564. (H)
- 75-584 COMMUNICATION AND BODY POLITICS. “Body Politics” refers to the ways in which the human body has a political history. The human body has been conceptualized, represented and interpreted differently at various times and in various places over the course of human history. There are signs and signals indicating the way in which the body is produced, inscribed, replicated and often disciplined. Using feminist theories and communication theories, this course examines body politics in various contexts such as medicine and healing, the prison system, gender roles and body modification (i.e. piercing and tattooing). Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. Also Feminist Studies 04-654. (H)
- 75-604 MEDIA AND CULTURE. This course provides an introduction to the critical cultural study of mass media, exploring media production, distribution, and consumption contexts as well as media texts to systematically examine how and why oral, manuscript, print, electric, electronic and digital media have been introduced, articulated, contested and maintained in specific historical and contemporary cultural contexts. The course places special emphasis on theorizing the ways that cultures shape their media and the ways that media shape their cultures. COM Core Course. Prerequisites: Communication Studies 75-134 and 154. (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) (WA)
- 75-634 RACE, POLITICS AND THE MEDIA. This course explores the complex political dynamics of race relations as constructed in the media. Rhetorical methods are used to study contemporary media coverage of race in historical and contemporary contexts. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-644 MUSIC AND IDENTITY. This course explores the relationship between music, culture and identity, including the role of musical forms in shaping reality and identity formation. Assuming that music is inherently political in its form, content, performance and consumption, the course examines how identity is constructed through our musical activities, including a focus on music as a) a form, b) a generator of style, c) a focal point for identifying with (fan) communities and d) a way of defining self and other. Particular attention will be paid to the ways social identities are constructed and navigated through musical forms and within musical communities, including a focus on gender, sexuality, nationality, race and class. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. Also Feminist Studies 04-644. (H)
- 75-654 NEW LATIN AMERICAN CINEMA. This course provides a historical and critical perspective on the social conditions, philosophical-aesthetic positions, narrative strategies and particular national histories of New Latin American Cinema (NLAC), a form of filmmaking that originated in Latin America in the 1950s in reaction to Hollywood practices and emphasized the social and political dimensions of cinema. Often called Third Cinema, NLAC became quite relevant to the Latin American and Third World cultural environments from the 1960s on, where it became equated to “revolutionary cinema” that used a radical aesthetic to express the reality of oppression and the possibility of freedom in nationally specific ways. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 75-664 AMERICAN INDIANS IN MEDIA. This course takes a decolonial approach to studying representations of American Indians in media such as film and television. Teaching critical analytical skills for interpreting the cultural, social and ideological functions of media representations, the course involves deconstructing both the images and discourses related to Indian identities in media. Students also are introduced to indigenous aesthetics through media text created by Native Peoples. Prerequisites: Communication Studies 75-134 and 154, or consent of instructor. (H)
- 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. (H)
- 75-683 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)
- 75-784 VISUAL COMMUNICATION. This course explores approaches to the production and analysis of visual media texts that have emerged in the fields of visual communication, media studies, visual culture and cultural studies. Critical attention is directed to the major products of mass media industries—especially advertisements, film, fiction/nonfiction television programs and websites—but also to popular forms of photography, desktop publishing, multimedia, technical illustrations and educational materials. Writing and production techniques are incorporated through individual and group projects and culminate in the collaborative production of student website projects. COM Methods/Writing Intensive Course. Prerequisites: Communication Studies 75-134, 154, and 604. (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 research project that is situated both within Communication Studies as a discipline and within one of the three cognate areas of the major: Rhetorical Traditions, Performing Culture, or Media & Culture. Offered every fall and

	spring. Topics and instructors vary. Prerequisites: Communication Studies 75-134, 154, 204, 404, 604 and one from 214, 414, 784. (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	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated with change in content, but no more than eight credits of Internship credit will count toward the major.
75-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content, but no more than eight credits of Independent Study will count toward the major.
75-984	HONORS. By invitation only. Satisfies the capstone experience for the major.

ECONOMICS AND BUSINESS DEPARTMENT

Division of Social Sciences

Emily M. Northrop, PhD, Associate Professor of Economics and Chair

Nancy Arenson, JD, Part-Time Assistant Professor of Business

Bruce Bolick, MS, Part-Time Instructor of Accounting

John E. Delaney, PhD, Associate Professor of Business

Dirk W. Early, PhD, Professor of Economics

Mary Grace Neville, PhD, Associate Professor of Business

Kenneth D. Roberts, PhD, Professor of Economics

Andrew Ross, MBA, Visiting Instructor of Business

Fred E. Sellers, PhD, Associate Professor of Business

A.J. Senchack Jr., PhD, Professor of Business

Mary E. Young, PhD, Professor of Economics

Students elect to work toward a Bachelor of Arts degree with a major in economics, business or accounting. Paired majors and major-minor combinations within the department are also available. In those cases double counting of Economics 31-104 is allowed.

Department Goals:

Economics Goals:

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

Business Goals:

1. Students learn the body of knowledge common to the field of business and apply it to business decision making.
2. Students develop skills they will need to be effective in business and society.
3. Students are engaged on a moral level so that they are equipped to make informed, ethical decisions.
4. Students recognize their holistic potential in order to develop their courage and become lifelong learners.

Accounting Goals:

1. Students in introductory classes develop accounting literacy.
2. Majors learn the body of knowledge common to the study of business.
3. Students learn the body of knowledge and skills common to the study of accounting.
4. Students cultivate the skills necessary to be exemplary professionals.
5. As professionals, graduates will perform according to high ethical standards.

Major in Economics: Nine courses (Majors consist of a minimum of 30 credits.)

- ECO31-104 Principles of Economics

- ECO31-224 Intermediate Microeconomic Theory
- ECO31-234 Intermediate Macroeconomic Theory
- ECO31-314 Econometrics
- ECO31-964 Capstone in Economics
- ECO31-534 Economic History of the United States or ECO31-624 Modern Economic Thought
- At least three additional upper-level Economics courses

All courses above ECO31-104 require sophomore standing. An internship (Economics 31-944) is strongly recommended.

Required supporting courses in the Economics major: Two courses

MAT52-114 Introduction to Statistics

MAT52-154 Calculus I (Students not ready for Calculus I should first take Mathematics 52-124.)

Minor in Economics: Five courses (Minors consist of a minimum of 18 credits.)

- ECO31-104 Principles of Economics
- ECO31-31-224 Intermediate Microeconomic Theory or 234 Intermediate Macroeconomic Theory
- Three additional upper-level Economics courses

Major in Business: Nine courses (Majors consist of a minimum of 30 credits.)

- ACC36-114 Fundamentals of Accounting
- BUS30-214 Foundations of Business
- BUS30-314 Business Research and Writing
- BUS30-474 Finance
- BUS30-994 Capstone in Business
- ECO31-104 Principle of Economics
- Two additional courses at the 300 level or above in Business
- One additional upper-level course in Accounting, Business or Economics

Required supporting course in the Business major: One course

- MAT52-114 Introduction to Statistics

Minor in Business: Six courses (Minors consist of a minimum of 18 credits.)

- ACC36-114 Fundamentals of Accounting
- ECO31-104 Principles of Economics
- BUS30-214 Foundations of Business
- BUS30-474 Finance
- MAT52-114 Introduction to Statistics
- One additional upper-level Business course

Major in Accounting: 11 courses (Majors consist of a minimum of 30 credits.)

- ACC36-114 Fundamentals of Accounting
- ACC36-204 Intermediate Accounting I
- ACC36-214 Intermediate Accounting II
- ACC36-314 Cost Accounting
- ACC36-324 Taxation

- ACC36-524 Auditing
- ACC36-994 Accounting Theory (Capstone)
- BUS30-214 Foundations of Business
- BUS30-254 Business Law
- BUS30-474 Finance
- ECO31-104 Principles of Economics

Required supporting course in the Accounting major: One course

- MAT52-114 Introduction to Statistics

Certified Public Accountant (CPA) Examination: To qualify for the CPA Examination, Texas state law requires students to go beyond the major by completing a total of 150 credit hours of college work including 30 upper-level hours of Accounting. To fulfill this requirement, students may take Accounting 36-334, 534, 594 and 924. Texas state law also requires CPA candidates to complete a course in ethics that is approved by the Texas State Board of Public Accountancy. Students can fulfill this requirement by taking Business 30-514. Also recommended, but not required, for the CPA track are Business 30-564, 574, 584 and Economics 31-314.

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

NOTE: A minimum grade of C- must be earned in any course if it is to count as a prerequisite for a subsequent Accounting, Business or Economics course.

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. (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.
31-224	INTERMEDIATE MICROECONOMIC THEORY. Intermediate economic theory relating to the analysis of price and value, production, distribution of income and economic welfare. Prerequisites: Economics 31-104 and Mathematics 52-154, or permission of instructor.
31-234	INTERMEDIATE MACROECONOMIC THEORY. Intermediate economic theory relating to the analysis of employment, inflation, economic growth and the balance of payments. Prerequisite: Economics 31-104.
31-314	ECONOMETRICS. Quantitative and qualitative research methods for economic problems. Research design, data collection and statistical analysis of cross-sectional and time series data are covered. A major research paper and a weekly computer lab are required. Prerequisites: Economics 31-224, 234 and Mathematics 52-114, or permission of instructor. (Fall) (WA)
31-324	ENVIRONMENTAL ECONOMICS. Economic theories and policies regarding protecting or restoring the environment and conserving natural resources. Prerequisite: Economics 31-104. Also Environmental Studies 49-324.
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. Prerequisites: Economics 31-104 and Mathematics 52-114. Economics 31-224 is recommended.
31-444	ECONOMIC DEVELOPMENT. A survey of the less developed countries of the world and how the economic system of each affects people's lives. Major topics are history and colonialism; population, especially the interactions among economic change, social change, population and the environment; agriculture, rural-urban interactions, the role of women and migration and the neoliberal model of economic development and its critics. including the controversies surrounding these issues. Each

- student chooses a country to investigate in depth. Prerequisite: Economics 31-104 or permission of instructor. Also Environmental Studies 49-454. (IP) (WA)
- 31-474 FINANCE. Prerequisites: Accounting 36-114, Economics 31-104, and Mathematics 52-114. See Business 30-474. (Spring)
- 31-534 ECONOMIC HISTORY OF THE UNITED STATES. Topics in or a survey of economic development in the United States. Prerequisite: Economics 31-104 or permission of instructor.
- 31-564 INTERNATIONAL ECONOMICS. The theory of comparative advantage, analysis of commercial policy and principles of international finance. Prerequisite: Economics 31-104.
- 31-624 MODERN ECONOMIC THOUGHT. Critical examination of alternative strands of economic thought. Prerequisites: Economics 31-104 and junior standing.
- 31-644 THE CHINESE ECONOMY. This course will explore the massive changes in China's economic structure during the 20th century, including the period before 1949 and the socialist period of Mao Zedong, but especially the post-1978 economic reforms. Students familiar with China will gain a better understanding of the economic issues accompanying China's transitions, while students familiar with theories of economic development will see the application of these theories within the context of China. Prerequisite: Economics 31-104 or permission of instructor.
- 31-964 CAPSTONE IN ECONOMICS. Topics vary from year to year, but generally will involve group and/or individual research projects. (WA)
- 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, and a maximum of four credits may be applied toward the major.
- 31-901, 902, 903, 904 TUTORIAL. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
- 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)

- 30-214 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: Economics 31-104 and prior or concurrent enrollment in Accounting 36-114. Sophomore standing required.
- 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. Prerequisite: Junior standing. (ScS)
- 30-314 BUSINESS RESEARCH AND WRITING. Research strategies and information literacy for building depth of knowledge in particular contemporary business topics and concepts. Critical thinking and analytical reasoning skills employed to synthesize information, extrapolate reasoned conclusions from existing data and build understanding of influence relationships among concepts. Advances written and oral communication skills. Students who have completed BUS30-323 will not receive credit for this course. Content varies by semester. Prerequisite: Business 30-214. Junior standing required. (WA)
- 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. Prerequisite: Business 30-214.

- 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 spread sheets to financial analysis. Prerequisites: Accounting 36-114 Economics 31-104, and Mathematics 52-114. Also Economics 31-474. (Spring)
- 30-514 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY. This course seeks to develop students as virtuous business leaders in society by challenging norms, evaluating assumptions and systematically crystallizing personal moral imperatives. The course fosters ethical reasoning and distinguishes between legal and social obligation. Topics include integrity, objectivity, independence and other core values. Advanced critical thinking and self reflection capabilities are necessary for success. Prerequisite: Business 30-214 or permission of instructor.
- 30-534 CONTEMPORARY ISSUES IN BUSINESS. Study of a recent business history is used to illustrate detailed, concrete issues facing businesses. The evolution of management thought is reviewed, especially theories related to experiences described in the business history. Students conduct literature reviews and investigate businesses to determine the applicability of theories to the real world. Prerequisite: Business 30-214 and permission of instructor.
- 30-544 LEADERSHIP IN ORGANIZATIONS: ADVANCED THEORY AND APPLICATIONS. This course reviews and critiques the main areas of leadership theory, reflecting results from more than 5,000 published scholarly studies. Students gain further understanding by applying theories to case studies, and develop the ability to recognize and evaluate leadership literature, issues and situations. Heavy emphasis on preparation prior to class and in-class discussion. Prerequisite: Business majors - Business 30-214. Other majors - advanced standing in major or permission of instructor.
- 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. Prerequisites: Junior standing and Business 30-214.
- 30-564 STRATEGIC MANAGEMENT. This course integrates core business concepts and applies them to organization decision making, focusing on top management perspectives. Theories and case analyses integrate functional, business and corporate level strategies. Computer-simulated businesses demonstrate the dynamic nature of strategic management. Prerequisite: Business 30-214.
- 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 the role of investment banking in the financial system. Prerequisites: Business 30-214 and Business 30-474 or Economics 31-474, or permission of instructor.
- 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 and political risks. The first part of the course focuses on the multinational firm's operating environment, which is composed of country factors (political and economic systems and socio-cultural factors), and global trade, financial and investment markets. The second part of the course focuses on the individual firm's global strategy and functional operations, such as management, marketing and human resource management. Prerequisite: Business 30-214 or permission of instructor.
- 30-594 FINANCIAL STATEMENT ANALYSIS. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474. See Accounting 36-594.
- 30-994 CAPSTONE IN BUSINESS. Topics may vary from year to year. Students integrate and experience 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 30-314 and 474. (Fall)
- 30-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 30-201, 202, 203, 204 SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.

30-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-901, 902, 903, 904	TUTORIAL. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
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.

Accounting (ACC)

36-114	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. (ScS)
36-204	INTERMEDIATE ACCOUNTING I. 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: Accounting 36-114. (Fall)
36-214	INTERMEDIATE ACCOUNTING II. A continuation of the study of financial accounting, emphasizing coverage of specific accounting issues, including leases, pensions, corporate owners' equity, the statement of cash flows, accounting for income taxes and earnings per share. Prerequisite: Accounting 36-204. (Spring)
36-314	COST ACCOUNTING. An in-depth study of the concepts and techniques of cost accounting and managerial accounting, including job order costing, process costing, variable costing, standard costs and variances, and management uses of accounting information for decision-making purposes. Prerequisite: Accounting 36-114. (Spring)
36-324	TAXATION. Study of the taxation of income of individual taxpayers: includability or excludability of various types of income, deductibility of costs and expenses, capital gains and losses, and preparation of returns. Prerequisite: Accounting 36-114.
36-334	GOVERNMENTAL AND NONPROFIT ACCOUNTING. Study of accounting techniques and requirements peculiar to governmental and private, not-for-profit concerns. Prerequisite: Accounting 36-114.
36-524	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: Accounting 36-214 and senior standing. (WA)
36-534	ADVANCED FINANCIAL ACCOUNTING. Study of the accounting for partnerships, foreign currency issues, business combinations and consolidated financial statements. Prerequisite: Accounting 36-214.
36-594	FINANCIAL STATEMENT ANALYSIS. Application of accounting information to financial decision making. Students learn to assess the financial strengths and weaknesses of corporations; to measure operating and financial performance using financial statements and cash flows; and to construct pro forma financial statements and forecasts of sales and earnings. Other topics may include analyzing business strategies; analyzing mergers and acquisitions; estimating a firm's cost of capital and valuing financial assets. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474. Also Business 30-594.
36-924	ADVANCED AUDITING. A continuation of the topics introduced in Accounting 36-524. This course includes a study of specific areas relevant to the practice of professional auditing, including fraud, forensic accounting and internal auditing. Emphasis is placed on relevant professional standards. Prerequisites: Accounting 36-524 and permission of instructor.

36-994	ACCOUNTING THEORY. Study of current issues that involve both accounting theory and accounting practice. May be repeated when topics vary. Counts as Accounting capstone. Prerequisites: Accounting 36-214, senior standing and permission of instructor. (WA)
36-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
36-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
36-901, 902, 903, 904	TUTORIAL.
36-941, 942, 943, 944, 946	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated once with departmental approval.
36-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH.
36-982	HONORS. By invitation only. Must be repeated once to earn “Honors” designation.

EDUCATION DEPARTMENT

Division of Social Sciences

Sherry E. Adrian, PhD, Associate Professor and Chair

James W. Hunt, EdD, Professor

Sharon C. Johnson, EdD, Associate Professor

Michael Kamen, PhD, Associate Professor

Stephen T. Marble, PhD, Associate Professor

Alicia Moore, PhD, Associate Professor

Jacqueline E. Muir-Broadus, PhD, Professor

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 middle school certification, secondary certification and all-level certification including art, music, health, physical education, theatre and foreign language, is provided outside the Education Department.

Department Goals:

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.

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 requirements: 13 courses (Majors consist of a minimum of 30 credits.)

- EDU40-314 Innovative Schools
- EDU40-481 Educational Technology
- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-593 Action Research in Education
- EDU40-964 Senior Seminar (Capstone)

- EDU43-404 Survey of Exceptionalities
- EDU43-412 Programs and Services for Individuals with Special Needs
- Two additional Education courses
- Three additional supporting courses in one of the following departments:

Psychology

Sociology/Anthropology

Political Science

Religion/Philosophy

BACHELOR OF SCIENCE IN EDUCATION (BSED)

The BSEd degree is for students planning to obtain teacher certification. It is designed to provide a philosophical and theoretical basis for teaching. In addition, courses are provided which develop a knowledge of teaching methodology that is based on current research. These courses emphasize 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 learners who are skilled in the problem solving 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. After graduation, during the first critical year of teaching, the Education Department provides assistance through the S.O.S. (Semester of Support) program. Graduates in their first year of teaching return to campus to exchange ideas, receive technical assistance from department faculty, and engage in program evaluation of the Teacher Certification Program. S.O.S. also provides on-site technical support to graduates during their first year of teaching.

Southwestern University has received the rating of “Accredited” under the Accountability System for Educator Preparation. This 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 the 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 first-time test takers had a 100 percent pass rate in 2008-2009, while the cumulative pass rate for 1999–2009 was above 98 percent.

Southwestern University and the local schools and districts including Georgetown Independent School District, NYOS Charter School and Campbell Elementary School have a collaborative relationship. Local schools provide classrooms for university class meetings so that students seeking teacher certification benefit from learning in the context of public schools.

Degrees are awarded by Southwestern University, while certification is awarded by the state of Texas. Therefore, a student may seek certification upon completion of an approved degree, the completion of a state-approved teacher certification program and the receipt of a satisfactory score on the TExES examinations. Students seeking certification will major in Education or Music Education. BSEd Education majors certify for Elementary (early childhood-grade 6), Middle School (grades 4-8), Secondary (grades 8-12), or All-Level (early childhood-grade 12). Music Education majors certify for All-Level (early childhood-grade 12).

BSEd Education majors seeking elementary certification will be certified to teach mathematics, science, language arts, reading, social studies, physical education, art and music for grades EC-6 and special education. BSEd Education 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 Education majors seeking Secondary or All-Level certification typically major in Education and must also complete at least 28 credits (see below) of study in their content area/subject field. The exception to this is that Music Education students must major in Music Education rather than Education. Most 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 listed below.

Teacher certification standards 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.

In completing the requirements for their respective degree programs, students must meet the requirements necessary for Texas teacher certification as well as the requirements for the Southwestern degree. Exemption from a University graduation requirement may not satisfy state certification requirements.

Completion of a degree with teacher certification may require an extra semester of work. In fall of the senior year, placement in a field-based program will require students to return to Georgetown prior to the beginning of public school, which precedes the start of Southwestern University classes.

The capstone experience for those majoring in Education consists of successful completion of the student teaching requirements.

Existing certification programs include Elementary/Primary (EC-grade 6), Elementary/Intermediate (grades 4-8), Secondary (grades 8-12) and All-Level (art, health, music, physical education, Spanish, theatre and generic special education).

Admission to Teacher Certification Program

Admission to the University and admission to the Teacher Certification Program are two separate entities. The requirements for admission to teacher education at Southwestern University are as follows:

1. A grade point average of 2.5 or above on a minimum of 60 credits of work completed.
2. A grade of at least “B” in a writing attentive course.
3. Satisfactory scores on the Texas Higher Education Assessment (THEA) tests or approved exemption.
4. Proof of professional insurance for student teachers through membership in a statewide teacher organization.
5. Completion of an interactive, sustained intercultural experience, including no fewer than 20 contact hours in a self-selected and approved setting (in some cases two experiences may be used to accumulate the required hours). The experience must be over an extended time period (typically one semester). Some students may need to choose a summer experience due to scheduling constraints. If a summer experience is chosen, it must be at least three weeks in duration. Students must satisfactorily complete their intercultural experience prior to admission to the Teacher Certification Program at the beginning of their junior year. Regardless of whether the experience is completed locally, out of state or in another country, the experience should represent a significant “stretch” for the applicant. Students must submit a proposal prior to engaging in the experience. Proposals must be submitted and approved by the Education Department by the following dates: For a summer experience—April 15; for a fall experience—September 1; for a spring experience—January 20. Typical course requirements such as field placements and observations do not fulfill this requirement. Special programs that include educational components such as the Case Studies in Comparative Education and Innovative Schools programs may fulfill this requirement, if the student’s proposal meets the requirements. Students are required to keep a journal that documents and reflects on the selected experience. Post-experience reflection papers must be submitted to and approved by the department faculty in order to finalize this admission requirement. Final reflection papers are due by December 1 for fall experiences, May 1 for spring experiences and September 1 for summer experiences. Specific guidelines may be obtained in the Education Department, Mood-Bridwell Hall: room 235.
6. Completion of an interview with the Education Department faculty. The interviews are typically scheduled during the spring of the sophomore year.

If an applicant is denied admission to the Teacher Certification Program, he or she may appeal. This appeal process is initiated by contacting the Chair of the Education Department. Ongoing enrollment in the Teacher Certification Program is contingent on satisfactory academic performance and satisfactory performance or significant growth in all disposition areas.

Departmental Growth Plans are developed with a student and the faculty of the Education Department. They are initiated by a student’s request, by an Education Department faculty member with dispositional or academic concerns about a student, or as part of the interview and admission process to Teacher Certification.

Growth plans are intended to support the growth of a student to meet standards required for certification. They are not intended to be punitive. However, growth plans will be used to help determine whether a student has met academic and dispositional standards which may impact a student’s enrollment in the certification program and final recommendation for certification.

Courses which may be taken prior to admission to the Teacher Certification Program include EDU 40-311, 40-314, 40-324, 40-481, 40-554, 40-494, 40-593, 43-404, 43-412, 43-453, 43-473, 44-644, 45-734. No other professional Education courses may be taken until after admission to the Teacher Certification Program. *Prerequisites for 45-734 are completion of at least 45 credits with a 2.5 grade point average. The prerequisite for 40-593 is completion of a minimum of six credits in Education.

State Competency Testing Requirements

In order to be admitted to the Teacher Certification Program, students must pass or be exempted from all parts of the Texas Higher Education Assessment (THEA). The THEA is offered six times each year. Registration booklets are available in the Education Department or online.

In order to be recommended for the initial TExES teacher certification, all persons shall be required to achieve a satisfactory level of performance on one or more examinations contained in the Texas Examinations of Educator Standards (TExES). Students may register for the TExES during their student teaching semester by obtaining approval from the Teacher Certification Officer in the Education Department. Approval will be given to students attending Southwestern University who have (1) taken a TExES practice exam in their field-based semester, (2) demonstrated satisfactory performance on each component of the Disposition Toward Teaching evaluation, which may include satisfactory completion of a professional growth plan, (3) completed all degree requirements other than student teaching and its co-requisites, and (4) who are performing satisfactorily in their student teaching placement. Southwestern University's Certification Officer may deny any student permission to test if it is determined that the student (1) performs below expected standards on the practice exams in the content area or (2) is performing unsatisfactorily in his or her student teaching placement.

No student will be allowed to take more than two teacher certification exams on one test date. Students seeking teacher certification in grades EC-6 must take three state exams: Pedagogy and Professional Responsibilities (EC-6), Generalist (EC-Grade 6), and Special Education (EC-12).

Students seeking teacher certification in grades 4-8 must take two state exams: Pedagogy and Professional Responsibilities (4-8) and the chosen content area (Language Arts, Social Studies, Math, Science or Math/Science).

Students seeking teacher certification in grades 8-12 must take two state exams: Pedagogy and Professional Responsibilities (8-12) and the major content area (see Academic Specialization below for a list of secondary certification areas).

Students seeking teacher certification in all levels (EC-12), including Art, Health, Music, Kinesiology, Spanish, Theatre or Special Education must take two state exams: Pedagogy and Professional Responsibilities (EC-12) and the content area. The special education certification is not a stand-alone certification and must be completed in addition to either Elementary or Secondary certification. All students seeking Generic Special Education certification must have at least one content area of 24 hours to be considered a "qualified teacher" by federal mandates. The following areas meet this requirement: EC-6 Generalist, 4-8 Language Arts, 4-8 Math, 4-8 Math/Science, 4-8 Science, 4-8 Social Studies, and 8-12 certification in English, Math, Life Science, Physical Science, History or Social Studies.

Students seeking certification in languages other than English must take three exams: Pedagogy and Professional Responsibilities (EC-12 or 8-12), Spanish (EC-12) or French (8-12), and Languages other than English (LOTE). Both the THEA and the TExES are prescribed by the Texas Education Agency.

Student Teaching

Student teaching will normally be taken during the last semester. Student teaching requires full days in public schools for a minimum of 12 weeks in accordance with the calendar of the school district; however, students seeking more than one certification may be required to extend student teaching to 15 weeks. 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. Final admission to student teaching requires an overall grade point average of at least a 2.5 and (1) completion of the appropriate TExES practice exams, (2) demonstrated satisfactory performance on each component of the Disposition Toward Teaching evaluation, which may include satisfactory completion of a professional growth plan, (3) completion of all degree requirements other than student teaching and its co-requisites prior to the student teaching semester. Students denied admission to student teaching may appeal by contacting the Chair of the Education Department.

Grade Standards

Required education courses, advanced courses in a teaching field and professional development courses for certification must record a grade of "C+" or better. A grade of C or below will be reviewed by the department and may require repeating the course and performing at the level of C+ or better or an approved alternative.

Certification Programs

All students interested in pursuing Texas teacher certification may obtain detailed descriptions of each certification program from the Education Department. Interested students are strongly encouraged to receive ongoing advising from a member of the Education Department, even if they are assigned to another adviser. Doing so will allow them to receive current information on the new certification programs and guidance in selecting courses which are aligned with state certification requirements. All students considering certification to teach should join the SU-TEACHER listserv. Additional information about the Education Major and Certification requirements can be found on the Education Department website and the Education Department and Certification Segue site.

BACHELOR OF SCIENCE IN EDUCATION (BSED)

Major requirements common to all BSEd majors in Education: 36 credits (Majors consist of a minimum of 30 credits.)

- EDU40-481 Educational Technology
- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-593 Action Research in Education
- EDU40-814 Classroom Organization and Management
- EDU43-404 Survey of Exceptionalities
- EDU43-442 Differentiated Instruction for Diverse Learners
- EDU43-453 Behavioral Change Strategies
- PSY33-104 Principles of Psychology
- PSY33-224 Developmental Psychology
- PSY33-333 Educational Psychology

Additional requirements for EC-6/Special Education dual certification: 51 credits

- EDU42-552 Social Studies Methods in the Elementary and Middle School
- EDU42-742 Teaching Science in the Elementary and Middle School
- EDU42-752 Teaching Mathematics in the Elementary and Middle School
- EDU42-762 Teaching Mathematics and Science in the Elementary and Middle School II
- EDU42-772 Instructional Strategies
- EDU42-804 Student Teaching in the Elementary and Middle School
- EDU43-412 Programs and Services for Individuals with Special Needs
- EDU43-423 Assessment and Instruction of Students with Moderate-Severe Special Needs
- EDU43-473 Early Childhood Intervention
- EDU43-804 Student Teaching in Generic Special Education
- EDU44-644 The Child and the Curriculum in Early Childhood Education
- EDU45-722 Integrating Language Arts Throughout the Curriculum
- EDU45-734 Children's Literature
- EDU45-772 Reading Methods in the Elementary and Middle School I
- EDU45-782 Reading Methods in the Elementary and Middle School II
- MAT52-104 Mathematical Concepts
- PHY53-034 Introduction to Earth Science or PHY53-054 Exploring the Universe
- One Biology course
- HIS16-754 Texas History is required for students who did not attend high school in Texas.

The capstone experience is fulfilled by the student teaching requirement (Education 42-804 and 43-804).

Additional requirements for 4-8 certification: 26 credits

- EDU41-702 Teaching Secondary Students
- EDU42-552 Social Studies Methods in the Elementary and Middle School
- EDU42-742 Teaching Science in the Elementary and Middle School
- EDU42-752 Teaching Mathematics in the Elementary and Middle School
- EDU42-762 Teaching Mathematics and Science in the Elementary and Middle School II

- EDU42-772 Instructional Strategies
- EDU42-808 Student Teaching in the Elementary and Middle School
- EDU45-762 Literacy in the Content Area
- EDU45-772 Reading Methods in the Elementary and Middle School I
- EDU45-782 Reading Methods in the Elementary and Middle School II
- HIS16-753 Texas History is required for students who did not attend high school in Texas.

The capstone experience is fulfilled by the student teaching requirement (Education 42-808).

Additional requirements for 4-8 certification with Mathematics content area: 28 credits

- MAT52-114 Introduction to Statistics
- MAT52-124 Elementary Function Theory
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-404 Geometry
- MAT52-574 Probability
- Four credits from Biology or Physics

Additional requirements for 4-8 certification with Science content area: 28 credits

- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- BIO50-122 Genetics and Evolution
- BIO50-162 Genes and Molecules
- PHY53-034 Introduction to Earth Science
- PHY53-054 Exploring the Universe
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- MAT52-154 Calculus I

Additional requirements for 4-8 certification with Mathematics/Science content area: 24 credits

- BIO50-102 Cell Biology
- BIO50-112 Biodiversity
- MAT52-114 Introduction to Statistics
- MAT52-124 Elementary Function Theory
- MAT52-154 Calculus I
- PHY53-054 Exploring the Universe
- PHY53-154 Fundamentals of Physics I

Additional requirements for 4-8 certification with Language Arts/Reading content area: 26 credits

- EDU45-722 Integrating Language Arts Throughout the Curriculum
- ENG10-174 Survey of American Literature
- ENG10-214 Children's Literature
- ENG10-444 The Teaching of Writing

- Twelve additional upper-level English credits

One of the English courses must be designated as writing attentive.

Additional requirements for 4-8 certification with Social Studies content area: 28 credits

- EDU45-734 Children’s Literature
- ANT35-104 Introduction to Anthropology
- HIS16-014 World Civilization to 1500
- HIS16-024 World Civilization Since 1500
- HIS16-224 U.S. History Before 1865
- HIS16-234 U.S. History Since 1865
- HIS16-754 Texas History

Additional requirements for 4-8 certification with Language Arts/Reading/Social Studies content area: 26 credits

- EDU45-722 Integrating Language Arts Throughout the Curriculum
- HIS16-224 U.S. History Before 1865
- HIS16-234 U.S. History Since 1865
- HIS16-754 Texas History
- ENG10-174 Survey of American Literature
- ENG10-214 Children’s Literature
- Four additional upper-level English credits

Additional requirements for all Secondary certification areas: Professional Development requirements common to all 8-12 certifications. 14 credits

- EDU41-702 Teaching Secondary Students
- EDU41-752 The Secondary Teacher
- EDU41-808 Student Teaching in the Secondary School
- EDU45-762 Literacy in the Content Area

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

Academic Specialization

Students seeking secondary or all-level certification must complete at least 28 credits approved by the Education Department in their content area. The 28 credits may also be applied toward a major in that area. (Students completing a major in their content area typically meet the 28 content credits required for teacher certification.) Students are strongly advised to see an Education Department adviser as well as consulting the catalog for their major and the Education Department section to determine the professional development certification courses required. Specific Education courses listed for certain certification areas below are required but do not count toward the 28 credit content requirement.

Secondary (grades 8-12) Certification Areas

Additional requirements for certification in Business Education (6-12): 30 credits

- EDU42-552 Social Studies Methods in the Elementary and Middle School
- 28 additional approved credits in Economics, Business and related fields

Additional requirements for certification in Chemistry: 30 credits

- EDU42-742 Teaching Science in the Elementary and Middle School
- 28 additional approved credits in Chemistry

Additional requirements for certification in Computer Science: 30 credits

- EDU42-752 Teaching Mathematics in the Elementary and Middle School

- 28 additional approved credits in Computer Science

Additional requirements for secondary certification in English Language Arts/Reading: 30 credits

- EDU45-722 Integrating Language Arts Throughout the Curriculum
- ENG10-284 Literary Analysis and Methods
- ENG10-444 The Teaching of Writing
- Two American literature courses
- Two British literature courses (one before 1785 and one after 1785)
- One emergent, world or popular culture literature course

Additional requirements for certification in History: 30 credits

- EDU42-552 Social Studies Methods in the Elementary and Middle School
- HIS16-014 World Civilization to 1500
- HIS16-024 World Civilization Since 1500
- HIS16-224 U.S. History Before 1865
- HIS16-234 U.S. History Since 1865
- Three additional approved upper-level History courses

For students not graduating from a Texas high school, one of the additional courses must be 16-754 Texas History.

Additional requirements for certification in Life Science: 30 credits

- EDU42-742 Teaching Science in the Elementary and Middle School
- 28 additional approved credits in Biology

Additional requirements for certification in Mathematics: 30 credits

- EDU42-752 Teaching Mathematics in the Elementary and Middle School
- MAT52-114 Introduction to Statistics
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-404 Geometry
- MAT52-574 Probability
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures I or MAT52-854 Real Analysis I

Additional requirements for certification in Mathematics and Physics: 32 credits

- EDU42-742 Teaching Science in the Elementary and Middle School
- EDU42-752 Teaching Mathematics in the Elementary and Middle School
- 28 additional approved credits in Mathematics and Physics

Additional requirements for certification in Physics: 30 credits

- EDU42-742 Teaching Science in the Elementary and Middle School
- 28 additional approved credits in Physics

Additional requirements for certification in Science: 30 credits

- EDU42-742 Teaching Science in the Elementary and Middle School
- 28 additional approved credits in Physics, Biology and Chemistry

Additional requirements for certification in Speech: 30 credits

- EDU45-722 Integrating Language Arts Throughout the Curriculum
- 28 additional approved credits in Communication Studies and related fields

All-Level (early childhood-grade 12) Certification Areas

Additional requirements for all level (EC-12) certification areas (except Music Education—see below): Professional Development requirements common to all EC-12 certifications. 14 credits

- EDU41-702 Teaching Secondary Students
- EDU41-752 The Secondary Teacher
- EDU41-804 Student Teaching in the Secondary School
- EDU42-804 Student Teaching in the Elementary and Middle School
- EDU45-762 Literacy in the Content Area

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

Additional requirements for certification in Art: 32 credits

- EDU45-734 Children's Literature
- 28 approved credits in Art and Art History

Additional requirements for certification in Health: 30 credits

- EDU42-742 Teaching Science in the Elementary and Secondary School
- ESS46-524 Physical Education for Elementary and Secondary Schools
- 20 additional approved credits from Kinesiology and Biology
- Four additional credits from: (Psychology 33-383 and 544 are strongly recommended)
PSY33-383 Human Sexuality
PSY33-544 Health Psychology
SOC34-244 Families in Society

The capstone requirement is fulfilled by student teaching (Education 41-804 and 42-804).

Additional requirements for certification in Music Education: (see below and Music Department)

Additional requirements for certification in Physical Education: 30 credits

- ESS46-524 Physical Education for Elementary and Secondary Schools
- KIN48-424 Motor Learning and Motor Control
- 20 additional approved credits in Kinesiology
- Two additional approved Fitness and Recreational Activity (FRA) credits (repeated courses will not count)

Additional requirements for certification in Languages other than English (Chinese, French, German Latin, or Spanish): 30 credits

- EDU45-772 Reading Methods in the Elementary and Middle School
- 28 approved credits in the certification language (Chinese, French, German, Latin or Spanish)

Additional requirements for certification in Theatre: 32 credits

- EDU45-734 Children's Literature
- 28 approved credits in Theatre

Generic Special Education for Middle School, Secondary and All Level Certification

Additional requirements for Generic Special Education certification with Middle School, Secondary, or All Level certification: 12 credits

- EDU43-412 Programs and Services for Individuals with Special Needs
- EDU43-442 Differentiated Instruction for Diverse Learners
- EDU43-473 Early Childhood Intervention
- EDU43-804 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 another 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.

Minor in Education: 19 credits

- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU43-404 Survey of Exceptionalities
- Seven additional credits from:
 - EDU40-324 Case Studies in Comparative Education
 - EDU40-593 Action Research in Education
 - EDU40-314 Innovative Schools
 - EDU40-333 Educational Psychology
 - EDU40-481 Educational Technology
 - EDU43-412 Programs and Services for Individuals with Special Needs
 - EDU45-734 Children's Literature

Minor in Generic Special Education*: 19 credits

- EDU40-554 Schools, Society and Diversity
- EDU43-404 Survey of Exceptionalities
- EDU43-412 Programs and Services for Individuals with Special Needs
- EDU43-423 Assessment and Instruction of Students with Moderate-Severe Special Needs
- EDU43-453 Behavioral Change Strategies
- EDU43-473 Early Childhood Intervention

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

Music Education Major. See Music Education Major Requirements in the Music Department section of this catalog. Education and Psychology requirements: 37 credits

- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-814 Classroom Organization and Management
- EDU41-804 Student Teaching in the Secondary School
- EDU42-804 Student Teaching in the Elementary and Middle School
- EDU43-404 Survey of Exceptionalities
- EDU45-762 Literacy in the Content Area
- PSY33-104 Principles of Psychology
- PSY33-224 Developmental Psychology
- PSY33-333 Educational Psychology

Alternate Certification (This provides an internship as an alternate to student teaching only and is not an Alternative Certification Program)

Graduates of Southwestern University may seek teacher certification through our Alternate Certification program. The Education Department limits the available internships based on the availability of supervising faculty. The Alternate Certification program is available to students seeking secondary certification in approved teaching fields only.

Students interested in obtaining secondary certification through a supervised internship must apply to the department one semester prior to the internship. Students are responsible for establishing their internship placement and notifying the

Southwestern University Teacher Certification Officer no later than May 1, prior to the internship year. An internship represents a year-long commitment and must be done in the school year immediately following graduation from Southwestern. Concurrent enrollment in Education 40-814 during the fall semester and engagement in specified professional development activities throughout the year are required. Supervision will be offered in approved school districts only.

Education Courses (EDU)

Education courses are divided into several areas. Students who have questions about a particular course are encouraged to seek information from the appropriate faculty member: Professional Development (40 series): Dr. Kamen; Secondary (41 series): Dr. Marble; Elementary (42 series): Dr. Johnson, Dr. Moore or Dr. Kamen; Special Education (43 series): Dr. Adrian; Early Childhood (44 series): Dr. Moore; Reading Education (45 series): Dr. Johnson.

Professional Development

- 40-311 or 314 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. 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. Some of these goals will be studied in the context of progressive pedagogy. The class is taught as a one credit seminar or a three-credit course. Program fees may be required. (ScS)
- 40-324 CASE STUDIES IN COMPARATIVE EDUCATION: This course examines current issues and practices through both the theoretical lens of comparative educational studies and direct personal experiences in schools outside the United States. Students read, reflect, participate and inquire into questions, problems and issues that emerge from their experiences in international educational settings. Considerations may include: the growing tensions between global and local politics; the legacies of colonial domination; the pedagogical challenges to educational access and equity posed by restrictive approaches to language, gender and racial differences; the contexts of international development politics and political elections; and reform on schools. The class includes visiting the country (e.g. Jamaica) being studied and includes direct service experiences in educational and public service organizations. (ScS) (IP)
- 40-333 EDUCATIONAL PSYCHOLOGY. See Psychology 33-333.
- 40-481, 484 EDUCATIONAL TECHNOLOGY (1-1). 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 context of the use of computer-based technology to support student-centered teaching, learning, classroom organization and meeting content technology standards. Methods of integrating computer-based technology into elementary and secondary classroom instruction will be investigated. Several software packages will be introduced and incorporated into lesson plans and used to design basic classroom Web pages. Students are required to make observations in local schools. Permission of the instructor required for non-certifying students.
- 40-494 FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS. An examination of the educational history of the United States and the changes in curriculum which have developed through the years. The course will focus on the different philosophies of curriculum organization, as well as the scope and sequences of subjects in elementary and secondary schools. Included in the course of study are considerations of multicultural education, legal and ethical issues concerning the teaching profession, and the responsibilities of the teacher in today's society. (ScS) (WA)
- 40-554 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 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. (ScS)
- 40-593 ACTION RESEARCH IN EDUCATION (3-1). Students focus on a study of educational research as a means of interpreting, improving and substantiating educational practices. Through firsthand experiences of methods of inquiry in a local educational context, students gain understanding of multiple research approaches and learn how various methodologies can be incorporated to enhance the following: action research design implementation, data collection and analysis, interpretation and presentation. The emphasis of this experience is on classroom-based action research in the areas of

- curriculum development, curriculum implementation and classroom management. Required: Field placement in local classroom setting. Prerequisite: Six credits in Education. (WA)
- 40-814 CLASSROOM ORGANIZATION AND MANAGEMENT. A step-by-step approach to successfully organizing and managing a classroom. Positive approaches to time management, materials organization, curriculum selection and management, scheduling and classroom discipline will be described. Course content is designed for relevance to the student teaching experience. Prerequisites: Same as for student teaching; to be taken with student teaching. (WA)
- 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. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-301, 302, 303, 304 SELECTED TOPICS IN PROFESSIONAL DEVELOPMENT. May be repeated with change in topic. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-901, 902, 903, 904 TUTORIAL. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-974 RESEARCH. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)
- 40-984 HONORS. By invitation only. (May also be taken with EDU 41, 42, 43, 44, and 45 prefixes.)

Secondary Education

- 41-702 TEACHING SECONDARY STUDENTS (2-2). This course provides secondary teachers with critical early experiences planning, delivering and reflecting on instructional practices in secondary classrooms. Through class reading, school visitations, student observations and reflective journals, course participants will explore the culture of secondary schools and classrooms and, in particular, investigate the relationships that arise between teachers and students. Working collaboratively in teams across content areas, participants will develop, teach and assess the effect of an integrated learning experience on secondary students. Observations and teaching in local schools are required. Prerequisites: Education 45-762 and admission to Teacher Certification Program. (WA)
- 41-752 THE SECONDARY TEACHER (2-2). A field-based study of the objectives and processes of middle 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. The starting date for this course is aligned with the beginning of Georgetown ISD schools and usually precedes the start of Southwestern University classes. Prerequisites: Education 40-494, Education 41-702, Education 45-762, and admittance to Teacher Certification Program. Concurrent enrollment in Education 43-442 is required. (Fall)
- 41-804, 808 STUDENT TEACHING IN THE SECONDARY SCHOOL. Observation and supervised teaching in the public secondary schools. The student will take Education 40-813 concurrently with student teaching. Required: Senior standing, completion of all other course work and admittance to student teaching. Must be taken Pass/D/F. Also Music Education 77-804, 808.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Elementary Education

- 42-552 SOCIAL STUDIES METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL (2-2). This course prepares educators to teach social studies in public school classrooms. Instruction will emphasize constructivist approaches, and classroom sessions will be interactive with reflective

assignments. The course explores both the unique content and instructional methods appropriate for teaching social studies, with special emphases on: developing integrated thematic lessons and units for in-depth study of topics; multicultural and integrated curricula; interactive and cooperative classrooms; and inquiry and problem based approaches to investigating significant human issues. Particular attention will be given to Texas State and NCSS social studies standards. This course requires students to spend a significant amount of time in classrooms in addition to class meetings. NOTE: This course is required for secondary students seeking certification in social studies fields (e.g. History). Projects and course work will be adapted to the student's level of certification. Prerequisites: Admission to Teacher Certification. Elementary and middle school certifying students take this course in conjunction with Education 42-762 and Education 45-772.

42-742 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL (2-2). A study of the phenomena and instructional methods in the life, physical and earth sciences. Emphasis will be placed on the science processes, attitudes and facts relevant to elementary school curriculum. Learning through inquiry, exploration and immersion into real-world situations serves as the pedagogical foundation for this course. To be taken concurrently with Education 42-752. Prerequisite: Completion and/or current enrollment in courses satisfying the natural science requirement and admission to the Teacher Certification Program. Permission of the instructor required for non-certifying students.

42-752 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL I (2-2). A study of concepts, problem solving and computation strategies necessary to orchestrate a problem-solving environment for effective teaching, learning, assessment and evaluation of early childhood through 8th-grade mathematics. Emphasis is on the practical application of teaching methods through the use of problem solving and on engendering confidence in all students for doing mathematics using manipulative teaching aids and other resource materials. Strategies for integrating math with other content areas, establishing cooperative learning groups and helping elementary students make connections to real life applications of math are included. Mathematical concepts and procedures are those of number sense, mathematical operations, problem solving, fraction, decimal, percent, ratio and proportion. This course includes field experiences in classrooms using Cognitively Guided Instruction. Taken concurrently with Education 42-742. Prerequisites: Education 40-481, admission to Teacher Certification Program and three credits of mathematics.

42-762 TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL II (2-2). A study of concepts, problem solving, inquiry, professional standards and strategies necessary to orchestrate an environment for effective problem-solving mathematics and inquiry-based science teaching, learning and assessment for early childhood through 8th grade. Emphasis is on the practical application of teaching methods through the use of problem solving and hands-on, minds-on inquiry, integration, action research, and on engendering confidence in all students for doing active hands-on mathematics and science. This course includes field experiences in an urban school setting. Taken concurrently with Education 45-772. Prerequisites: Admission to Teacher Certification Program, Education 42-742, 752.

42-772 INSTRUCTIONAL STRATEGIES (2-2). 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. 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 45-782 and Education 43-442. Please note: the starting date for these field-based courses, which are offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-762 and Education 45-772.

42-804, 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. Also Music Education 77-804, 808.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Special Education

- 43-404 SURVEY OF EXCEPTIONALITIES. This course explores 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 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 portfolio assessment. Twenty hours of field experience is required. (ScS) (IP)
- 43-412 PROGRAMS AND SERVICES FOR INDIVIDUALS WITH SPECIAL NEEDS (2-2). This course acquaints students with programming and placement options available to individuals with special needs. Emphasis is placed on identifying the eligibility criteria and referral processes of public and private agencies, and the programs and services available. Community integration through interagency collaboration and family involvement serves as the focus. Directed observations within and beyond the immediate geographic area are integral parts of the course and require time outside of scheduled class time. Required: Completion of or concurrent enrollment in Education 43-404.
- 43-423 ASSESSMENT AND INSTRUCTION OF STUDENTS WITH MODERATE – SEVERE SPECIAL NEEDS (3-1). This course examines assessment and instructional strategies related to the special education referral and placement process, and on-going evaluation of pre-academic, social, academic, vocational, recreational and independent living skills. Emphasis is placed on strategies that provide the most accountability for student learning while meeting individualized needs, including alternate assessments. Co-teaching models in both general and special education settings is explored. Required: Field placement in a setting serving students with special needs. Required: Completion of or concurrent enrollment in Education 43-404.
- 43-442 DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS (2-2). This course provides practice in the planning and organization of instruction to facilitate learner success. Differentiated assessment and instruction, Response to Intervention, and co-teaching models are emphasized. Additionally, this course focuses on inclusive practices and accountability for student learning through standards-based individualized education program plans. Prerequisites: Admission to the Teacher Certification Program, Education 43-404, and concurrent enrollment in Education 41-752 or Education 45-782. The starting date for this course is aligned with the beginning of Georgetown ISD schools, which precedes the start of Southwestern University classes. (WA)
- 43-453 BEHAVIORAL CHANGE STRATEGIES (3-1). This course explores effective classroom arrangements and procedures for working with students who have moderate to severe behavior disorders. Design and implementation of positive behavior supports and applied behavioral analysis are emphasized. Techniques that enhance students' success in the general education classrooms are emphasized. Required: Field placement in a setting serving students with special needs. Prerequisite: Completion of or concurrent enrollment in 43-404.
- 43-473 EARLY CHILDHOOD INTERVENTION (3-1). The course is designed to prepare students who will assume roles as teachers and related services personnel serving infants and young children with developmental delays and their families in public schools and outreach programs. Emphasis is on working in partnership with families as part of a transdisciplinary team, assessment, service delivery models and teaching strategies used to meet the needs of these children. Required: Field-placement in a setting serving students with special needs. Prerequisite: Completion of or concurrent enrollment in Education 43-404.
- 43-804 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.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Early Childhood Education

- 44-644 THE CHILD AND THE CURRICULUM IN EARLY CHILDHOOD EDUCATION. Study of the curriculum choices made by early childhood educators, particularly in the areas of math, science, art and play. Careful attention is given to developmentally appropriate practices and the Texas Essential

Knowledge and Skills (TEKS), as well as the influence of the Project Approach and Reggio Emilia schools on early childhood curriculum. Students have opportunities to plan, present and evaluate lessons in math and science. Directed observation and participation in early childhood classrooms are an integral part of the course.

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Reading Education

- 45-722 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM (2-2) An examination of children's development of language and literacy with particular emphasis on reading/writing connections and the process approach to writing. The course design incorporates a writing workshop, portfolio assessment, book clubs and self-directed learning experiences. Prerequisite: Admission to Teacher Certification Program. (WA)
- 45-734 CHILDREN'S LITERATURE. A comprehensive examination of children's literature with particular emphasis on evaluating works for quality and presenting them to children in ways that invite interaction and enjoyment. A study of traditional genres and an examination of contemporary issues are central to the course. In addition to extensive reading, students are given opportunities to write for children and to present books using a variety of techniques, including storytelling, creative dramatics, role-playing, character analysis, puppetry, discussion and others. Opportunities to read to children and to work in the libraries of public schools are included. Prerequisites: 45 credits and a 2.5 grade point average. Also English 10-214.
- 45-762 LITERACY IN THE CONTENT AREA (2-2). An examination of techniques designed to improve reading comprehension of content area texts. The course will also focus on the selection of appropriate reading materials and the impact of multicultural differences on content reading instruction. The course includes experiences in the use of technology as a production tool in secondary content area classrooms. Observation and teaching in the local school district is required. Prerequisites: Admission to the Teacher Certification Program or permission of instructor.
- 45-772 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL I (2-2). 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. Observation and teaching in urban settings outside of the local community will be included. Prerequisite: Admission to Teacher Certification Program.
- 45-782 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL II (2-2). 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. This course is taken in conjunction with 42-772 and 43-442. Continued development of student's professional portfolio is integral to all three courses. Please note: the starting date for these field-based courses, which are offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-762 and Education 45-772.
- 45-794 MODERN BRITISH FANTASY FOR CHILDREN. A study of British fantasy written for young readers from 1937 to the present. This era, which begins with Tolkien's *The Hobbit* and includes the contemporary works of Pullman (*The Golden Compass*) and J. K. Rowling, represents children's fantasy at its best. The works of C.S. Lewis, Roald Dahl and other children's classics will be examined for their literary elements and themes as well as their reflections of religious beliefs, issues of class and gender, political commentary and roots in English and Celtic myth. Also English 10-224. (ScS)

NOTE: See Professional Development (EDU 40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

ENGLISH DEPARTMENT

Division of Humanities

James W. Hunt, EdD, Provost and Acting Chair
Eileen Cleere, PhD, Professor
Nick Courtright, MFA, Part-Time Assistant Professor
Carina Evans, PhD, Assistant Professor
David J. Gaines, PhD, Associate Professor
James A. Kilfoyle, PhD, Associate Professor
Helene Meyers, PhD, Professor
Elisabeth Piedmont-Marton, PhD, Associate Professor
John Pipkin, PhD, Part-Time Assistant Professor
Michael B. Saenger, PhD, Associate Professor
Elizabeth L. Stockton, PhD, Assistant Professor

The program in English provides grounding in English and American literature strong enough to support a life of continued reading and reflection, with the deepened understanding of human experience that this makes possible. It imparts 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.
2. Develop literary research skills.
3. Develop writing skills.
4. Promote lifelong learning for students through continued reading and reflection.

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.

It is possible to complete a 15-course paired major in English and Feminist Studies by double-counting three courses cross-listed in English and Feminist Studies, Feminist Film Studies (10-474), Topics in Women's Literature (10-574), Topics in Romanticism (10-664) and Topics in Victorian Literature and Culture (10-674). The department frequently offers other, more specialized, cross-listed courses that might substitute for one of these cross-listed courses with the approval of both the English and Feminist Studies chairs.

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.

Major in English: Nine courses (Majors consist of a minimum of 30 credits.)

- ENG10-284 Literary Analysis and Methods
- One course in English literature written before 1785 from:
 - ENG10-154 Survey of English Literature I
 - ENG10-604 Topics in Medieval Literature
 - ENG10-614 Topics in Early English Literature
 - ENG10-624 Shakespeare
 - ENG10-634 Topics in Shakespeare
 - ENG10-654 Topics in 18th-Century British Literature
- One course in English literature written since 1785 from:
 - ENG10-164 Survey of English Literature II
 - ENG10-664 Topics in Romanticism
 - ENG10-674 Topics in Victorian Literature and Culture
 - ENG10-684 Topics in 20th-Century British Literature

- One course in American literature from:
ENG10-174 Survey of American Literature
ENG10-714 Topics in American Literature
ENG10-734 Topics in 19th-Century American Literature
ENG10-754 Topics in 20th-Century American Literature
- One course in emergent literatures and popular cultures from:
ENG10-514 World Cinema
ENG10-524 American Movies
ENG10-534 Postcolonial Literature
ENG10-544 American Pop
ENG10-574 Topics in Women's Literature
ENG10-594 Topics in Contemporary Literature
- One course in critical theory from:
ENG10-404 Literary Criticism/Literary Theory
ENG10-444 The Teaching of Writing
ENG10-474 Feminist Film Studies
ENG10-914 Topics in Literary Criticism
- ENG10-914 Topics in Literary Criticism or ENG10-934 Seminar (Capstone)
- Additional courses in English to total 9 courses overall, and at least six upper-level courses.

Minor in English: Five courses (Minors consist of a minimum of 18 credits.)

- ENG10-284
- One survey or period course in English literature written before 1785 from:
ENG10-154 Survey of English Literature I
ENG10-604 Topics in Medieval Literature
ENG10-614 Topics in Early English Literature
ENG10-624 Shakespeare
ENG10-634 Topics in Shakespeare
ENG10-654 Topics in 18th-Century British Literature
- Three additional courses in English, with sufficient upper-level courses to total at least three upper-level courses in the minor.

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. (Annually) (WA)
10-144	INTRODUCTION TO LITERATURE. The analysis and interpretation of works selected from English and world literature. (Biennially) (H) (WA)
10-154	SURVEY OF ENGLISH LITERATURE I. Beowulf to 1785. A historically organized course spanning a millennium of literary greatness, with particular emphases on social and cultural change and methods of literary analysis. May be taken independent of English 10-164. (Annually) (H) (WA)

- 10-164 SURVEY OF ENGLISH LITERATURE II. 1785 to present. A historically organized course. May be taken independent of English 10-154. (Annually) (H) (WA)
- 10-174 SURVEY OF AMERICAN LITERATURE. From before Columbus to the present. A historically organized course. May be taken independent of English 10-154 and English 10-164. (Annually) (H) (WA)
- 10-204 GREEK AND ROMAN MYTHOLOGY. See Classics 07-204 and Religion 19-404. (H) (R) (IP) (WA)
- 10-214 CHILDREN'S LITERATURE. See Education 45-734.
- 10-224 MODERN BRITISH FANTASY FOR CHILDREN. See Education 45-794. (ScS)
- 10-284 LITERARY ANALYSIS AND METHODS. An introduction to issues and methods of literary analysis. Topics and readings will vary from semester to semester. (Annually) (H)
- 10-314 PLAYWRITING. See Theatre 74-314. (FAL)
- 10-324 CREATIVE WRITING. A writing workshop in either prose fiction or poetry. Approval of instructor required. (Biennially) (H) (WA)
- 10-334 ADVANCED WRITING. An intensive course in writing with emphasis on the critical essay. May be repeated with change in topic. (Biennially) (H) (WA)
- 10-384 SHAKESPEARE THROUGH PERFORMANCE. This course introduces students to Shakespeare through the collective rehearsal and performance of one play. Whether individual students perform or not, each student will reach a deep understanding of the art of Shakespeare's language and theater as they build their actual staging in specific scenes. Within this focused study of performing a specific play, many advanced topics of Shakespearean studies are addressed. May be repeated with different play. (Biennially) (H)
- 10-404 LITERARY CRITICISM/LITERARY THEORY. An introduction to major critical and theoretical approaches to literature. (Biennially) (H)
- 10-444 THE TEACHING OF WRITING. A seminar emphasizing issues and strategies involved in working with student writing from various disciplines. Approval of the Writing Program Director required. (Annually) (H) (WA)
- 10-474 FEMINIST FILM STUDIES. 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 had some experience with critical reading, writing and theoretical analysis. Also Feminist Studies 04-534. (Biennially) (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. (Annually) (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. (Annually) (H)
- 10-534 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. (Biennially) (H)
- 10-544 AMERICAN POP. A study of American popular culture, with particular attention to social and cultural change. Focus will vary from an advanced survey of various popular culture venues

- (literature, music, film, television, journalism) to occasional theme courses on “authors” such as Bob Dylan, the Beatles (“honorary Americans” by virtue of their influence) and others. (Biennially) (H)
- 10-574 TOPICS IN WOMEN’S LITERATURE. Informed by feminist and queer theory, this course will explore the ways in which diverse female literary traditions construct and challenge conceptions of gender, genre, canon, period and nation. Likely offerings will include Early American Women Writers, Women and Captivity Narratives, Other Victorian Women and/or Women Writing Multiculturalism. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. Also Feminist Studies 04-574. (Biennially) (H)
- 10-594 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 traditions. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. Also Feminist Studies 04-694. (Annually) (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. Prerequisite: One course in English or permission of instructor. (Biennially) (H)
- 10-614 TOPICS IN EARLY ENGLISH LITERATURE. This course covers literature of the Medieval and Renaissance periods, with varying focus. Potential themes include Medieval and Renaissance Drama, Early English Lyric Poetry, the Renaissance, Narrative Form and Earlier English Religious Poetry. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (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 the breadth of Shakespeare’s achievement. Prerequisite: One course in English or permission of instructor. Also Theatre 74-704. (Annually) (H)
- 10-634 TOPICS IN SHAKESPEARE. An intensive introduction to the works of William Shakespeare, with the same reading load and difficulty as English 10-624, but with a topical focus. Topics may include Shakespearean Comedy, Shakespeare’s Poetry, Shakespeare and Gender, or Shakespeare and His Contemporaries. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (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. Prerequisite: One course in English or permission of instructor. (Biennially) (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. Prerequisite: One course in English or permission of instructor. Also Feminist Studies 04-634. (Biennially) (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. Authors studied may include Dickens, Eliot, Trollope, Hardy, Braddon, Wilde, Collins and the Bronte sisters. Specific topics for this course will vary and may include Austen and Bronte, Victorian Mystery, Realism and Sensationalism, and Victorian Arts. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. Also Feminist Studies 04-664. (Biennially) (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. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (H)

10-714	TOPICS IN AMERICAN LITERATURE. A thematic study of American writers from an interdisciplinary perspective. American Poetry, Southwestern Literature and Making and Unmaking of Democratic Selves are among the variants offered. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (H)
10-734	TOPICS IN 19TH-CENTURY AMERICAN LITERATURE. A study of American writers of the 19th century, with particular attention to social and cultural change. Focus will vary from an advanced survey of such writers as Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Dickinson and Twain to dual-author courses such as Hawthorne and Melville. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (H)
10-754	TOPICS IN 20TH-CENTURY AMERICAN LITERATURE. A study of American writers of the 20th century, with particular attention to social and cultural change. Focus will vary from an advanced survey of such writers as James, Adams, Fitzgerald, Faulkner, Ellison, Salinger, Morrison and DeLillo to thematically organized courses such as America Since the 1960s, Postwar(s) America, Popular versus Literary Culture, and America and the Movies. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (Biennially) (H)
10-914	TOPICS IN LITERARY CRITICISM. Advanced, focused exploration of theoretical issues and debates at the heart of literary studies. Topics will vary to reflect diverse critical methodologies; offerings will include Feminist Literary Criticism, Identities of Texts, Cultural Poetics and Questions of Aesthetics. May be repeated with change in topic. Fulfills the requirement for a capstone experience. Prerequisite: 10-284. (H) (WA)
10-934	SEMINAR. Fulfills the requirement for a capstone experience. Prerequisite: 10-284. (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. Students who wish to undertake an independent study should develop a proposal in consultation with the faculty member who has agreed to direct it. The proposal must then be endorsed by a second, tenured faculty member in the English Department and approved by the department chair. Open to English majors and minors. May be repeated with change in content.
10-984	HONORS. Students who wish to undertake an Honors project should develop a proposal in consultation with the faculty member who has agreed to direct it. The proposal must then be endorsed by the department as a whole. Students who plan to undertake an Honors project are strongly encouraged to take English 10-404, 914 or both before beginning the project.

ENVIRONMENTAL STUDIES

Interdisciplinary Program

Michael Bray, PhD, Associate Professor of Philosophy and Chair

Peter Dana, PhD, Part-Time Assistant Professor

The Environmental Studies program provides an exploration from a wide variety of perspectives of the interactions and connections between humans and nature. 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 introduces students to the viewpoints of both environmentalist thinkers and their critics and encourages students to engage in environmental activism.

Program Goals:

1. Students will acquire a level of scientific literacy that allows them to be intelligent readers and users of scientific thinking.
2. Students will acquire knowledge and understanding of the human cultural dimensions of environmental studies.
3. Students will acquire knowledge and understanding of public policy related to environmental concerns.

Major in Environmental Studies: Nine courses (Majors consist of a minimum of 30 credits.)

- ENV49-104 Introduction to Environmental Studies
- ENV49-964 Capstone in Environmental Studies
- Two courses from:
 - ENV49-034 Introduction to Earth Science
 - ENV49-064 Chemistry of the Environment
 - ENV49-112 Biodiversity
 - ENV49-144 Environmental Science
 - ENV49-383 Energy and the Environment
 - ENV49-414 Global Change Biology
 - ENV49-434 Ecology
 - ENV49-614 Environmental Chemistry
- One course from:
 - ENV49-944 Academic Internship
 - ENV49-954 Independent Study
- Four additional courses in Environmental Studies, three of which must be upper level

Required supporting course for Environmental Studies major: One course

- MAT52-114 Introduction to Statistics

Recommended General Education courses for the Major in Environmental Studies:

- ANT35-104 Introduction to Anthropology
- CHE51-064 Chemistry of the Environment
- ECO31-104 Principles of Economics
- ECO31-444 Economic Development
- PHI18-104 Introduction to Ethics
- PSC32-114 American Politics

Note: Environmental Studies 49-414, 434, and 614 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. In planning a minor, keep in mind the University policy that no courses will count toward both a major in Environmental Studies and a minor.

Minor in Environmental Studies: Five courses (Minors consist of a minimum of 18 credits.)

- ENV49-104 Introduction to Environmental Studies
- One course from:
 - ENV49-034 Introduction to Earth Science
 - ENV49-064 Chemistry of the Environment
 - ENV49-112 Biodiversity
 - ENV49-144 Environmental Science
 - ENV49-383 Energy and the Environment
 - ENV49-414 Global Change Biology
 - ENV49-434 Ecology
 - ENV49-614 Environmental Chemistry

- Three additional upper-level Environmental Studies courses

Environmental Studies (ENV)

49-034	INTRODUCTION TO EARTH SCIENCE. See Physics 53-034. (NSL)
49-064	CHEMISTRY OF THE ENVIRONMENT. See Chemistry 51-064. (NSL)
49-094	SCIENCE AND TECHNOLOGY IN WORLD HISTORY. See History 16-094. (H) (IP)
49-101	INTRODUCTION TO SUSTAINABILITY. This course examines the roots and guiding principles of sustainability, including how sustainability can contribute to healthy communities, healthy environments and healthy economies. A major portion of the course is dedicated to a “lifestyle project” that is intended to help students engage and understand in a personalized way the broader issues regarding sustainability discourse.
49-104	INTRODUCTION TO ENVIRONMENTAL STUDIES. Given the number of environmental difficulties that currently face peoples of the 21st century, basic environmental literacy is critical for understanding the world in which we live. Also important is realizing that “sound science” and good intentions do not always translate into beneficial environmental practices. This course introduces students to current understandings of the science of ecology, examines essential environmental issues and the science supporting these concerns, and challenges students to think critically about the values that inform policy decisions, environmental advocacy and social responsibility.
49-112	BIODIVERSITY. See Biology 50-112 (NSL)
49-144	ENVIRONMENTAL SCIENCE. See Biology 50-144. (NSL)
49-294	ENVIRONMENTAL PHILOSOPHY. This course examines some of the philosophical, ethical and political questions that forms of ecological degradation pose for contemporary society. Issues include conceptions and aesthetics of “nature;” ecofeminism; the character of modern science; the role of religion; structures of capitalism; environmental racism; and logics of consumerism and utility. Also PHI 18-294. (H)
49-314	ECOFEMINISTS AND QUEER GREENS. See Feminist Studies 04-314.
49-324	ENVIRONMENTAL ECONOMICS. See Economics 31-324.
49-334	RELIGION AND ECOLOGY. See Religion 19-334. (H) (R)
49-344	ANIMALS AND RELIGION. See Religion 19-344. (H) (R)
49-354	DEMOGRAPHY (WORLD POPULATION GEOGRAPHY) AND URBANIZATION. See Sociology 34-354. (ScS)
49-364	PUBLIC POLICY. See Political Science 32-334.
49-374	SACRED SPACE, THE ENVIRONMENT AND RELIGION. See Religion 19-374. (H) (R)
49-383	ENERGY AND THE ENVIRONMENT. See Physics 53-353. (NS)
49-404	HEALTH AND FITNESS CONCEPTS. See Kinesiology 48-404. (ScS)
49-414	GLOBAL CHANGE BIOLOGY. See Biology 50-414. (NS)
49-434	ECOLOGY. See Biology 50-434. (NSL)
49-444	GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-434.
49-454	ECONOMIC DEVELOPMENT. See Economics 31-444. (IP) (WA)
49-464	ENVIRONMENTAL POLITICAL THEORY. See Political Science 32-454.
49-614	ENVIRONMENTAL CHEMISTRY. See Chemistry 51-614. (NSL)
49-654	CONTEMPORARY GERMAN CULTURE. See German 12-354. (H) (IP)
49-964	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. Only seniors majoring in Environmental Studies should register for this class. (WA)
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.
49-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
49-983	HONORS.

EXERCISE AND SPORT STUDIES DEPARTMENT

Division of Social Sciences

Ronda S. Seagraves, MA, Assistant Professor and Chair
 Deborah Jené Baclawski, MA, Instructor
 Miguel A. Benavides, MEd, ATC, Assistant Professor
 Keri Brinkoeter, MEd, Instructor
 Angela Marie Froboese, MEd, Instructor
 Donald P. Gregory, MEd, Assistant Professor
 Shawna Hein Loberg, MS, ATC, Instructor
 Hannah Long, MS, Instructor
 Glada C. Munt, PhD, Professor
 William C. Raleigh, JD, Assistant Professor
 Glenn R. Schwab, MS, ATC, Assistant Professor
 James R. Shelton, PhD, Assistant Professor
 Francie Larrieu Smith, MEd, Instructor
 Lester Sombito, MEd, Instructor

Contributing Faculty:

Scott P. McLean, PhD, Associate Professor of Kinesiology
 Jimmy C. Smith, PhD, Professor of Kinesiology

The Exercise and Sport Studies program offers a minor designed to provide a variety of courses which connect the physical, scientific and practical aspect of exercise and sport. This minor will expose the student to various perspectives as it relates to teaching certification, coaching and/or sport management.

Minor in Exercise and Sport Studies: Six courses (Minors consist of a minimum of 18 credits.)

- One course from:
 - KIN48-244 Human Anatomy
 - KIN48-274 Fundamentals of Movement Analysis
 - KIN48-314 Research Methods in Kinesiology
 - KIN48-404 Health and Fitness Concepts
 - KIN48-424 Motor Learning and Motor Control
 - KIN48-704 Physiology of Exercise
 - KIN48-714 Biomechanics
 - KIN48-744 Nutrition for Human Performance and Health
 - KIN48-764 Exercise Prescription
- Two courses from:

ESS46-194 Foundations of Kinesiology
 ESS46-284 Philosophy of Sport
 ESS46-524 Physical Education for Elementary and Secondary Schools
 ESS46-534 Sport Management: Organization and Administration
 ESS46-564 Sport Psychology
 ESS46-574 Sport Law and Ethics
 ESS46-584 Finance of Sport and Health Related Industries

- One additional upper-level course from KIN or ESS
- Two FRA courses in addition to the two required by the general education requirement (repeated courses will not count)

Area of Fitness and Recreational Activity

Department Goals:

1. Develop knowledge, skills and physical abilities that contribute to the enjoyment of various sports and leisure-time activities throughout life.
2. Acquire techniques and expertise in developing and maintaining personal physical fitness.
3. Develop and practice during college years a lifestyle that promotes wellness, physical fitness and incorporates recreational activities on a regular basis.
4. Promote interests and abilities in intramural and recreational sports/activities.

The following policies apply to Fitness and Recreational Activity courses:

1. Two Fitness and Recreational Activity course(s) are required for most degrees. FRA courses are graded on a Pass/D/F basis.
2. Repeat courses are not allowed in the attainment of the required two FRA courses. Exceptions to this policy are: 1) repeating 47-001, Adapted Recreational/Fitness Activities, and 2) repeating a course in which content changes by design, such as 47-001 and 301 Selected Topics.
3. No more than three FRA courses may be counted toward a degree at Southwestern, with the exception of Kinesiology majors and minors and Exercise and Sport Studies minors.
4. Credit by departmental examination may be received in FRA courses upon petition to the department chair. Students must demonstrate appropriate proficiency to earn credit through petition.

EXERCISE AND SPORT STUDIES (ESS)

46-194	FOUNDATIONS OF KINESIOLOGY. This course investigates the history, philosophy and principles that guide the discipline. In addition, career options and current issues in kinesiology are examined.
46-204	MEDICAL TERMINOLOGY AND SPORTS MEDICINE ESSENTIALS. This course is an overview of the core concepts in sports medicine as it relates to the athletic training, fitness instruction and coaching. Topics include care and prevention of athletic injuries and an introduction to medical terminology.
46-234	PRINCIPLES OF ADMINISTERING AND COACHING SPORT. This course involves the study of administrative and coaching theories that apply to sport. Areas covered include budget preparation, inventory management, season planning, event scheduling and sport specific defensive and offensive concepts.
46-284	PHILOSOPHY OF SPORT. This course offers a look at the world of sport from a philosophical perspective. The sporting arena is used as a vehicle to investigate factors such as media influence, social perceptions and ethical concepts which help shape our society.
46-524	PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS. This course is designed to provide the knowledge and develop the competencies that allow people to understand, teach and apply principles of education to physical education programs for all grade levels.

- 46-534 SPORT MANAGEMENT: ORGANIZATION AND ADMINISTRATION. This course examines various administrative philosophies and techniques used in educational, athletic and recreational settings.
- 46-564 SPORT PSYCHOLOGY. The purpose of this course is to introduce basic concepts associated with the field of sport psychology such as concentration, anxiety control, relaxation techniques, focus and team work. In addition, students will become familiar with current research in sport psychology. (ScS)
- 46-574 SPORT LAW AND ETHICS. This course is designed to present students with the opportunity to learn various legal concepts and how they apply to the sports industry. Actions and decisions in sport/athletics are compared to the known principles and rules of sports as set forth by their governing bodies. (ScS)
- 46-584 FINANCE OF SPORT AND HEALTH RELATED INDUSTRIES. This course is designed to expose students to various methods and considerations related to providing a sound financial basis for the sport, fitness and health industries. Emphasis is placed on areas of public and private fundraising, economic impact analysis and corporate sponsorships.

Fitness and Recreational Activity (FRA)

- 47-011 KICKBOXING. Basic kickboxing movements and skills combined in aerobic routines. 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.
- 47-041 DISC SPORTS. Rules, fundamentals, strategies and recreational skills in Ultimate Frisbee and Frisbee golf. Must be taken Pass/D/F.
- 47-051 GOLF. Rules, fundamentals and/or appropriate level techniques, and skill development for all levels of skill. Lab fee required. Must be taken Pass/D/F.
- 47-061 OUTDOOR RECREATION. Course in special topics of outdoor recreation. Topics will vary and can include fishing, fly fishing, skeet shooting and other outdoor recreational sports. Lab fee may be required. Must be taken Pass/D/F.
- 47-071 OUTDOOR ADVENTURE. Course includes introduction to basic rock climbing, challenge course and various outdoor adventure activities. One weekend field trip is required. 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.
- 47-091 FENCING. Development of knowledge, skills, strategies and equipment used in the ancient art of sword play. Emphasis will be placed on foil fencing. Lab fee required. Must be taken Pass/D/F.
- 47-101 SWIMMING (LEVELS I-IV). Development of basic skills and various strokes. Course progresses from water exploration to stroke development. Strokes developed (in whole or parts) are elementary back, crawl (back/front), breast and side. American Red Cross Certification is possible upon successful completion of the course. 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 RACQUETBALL. Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of racquetball players. Must be taken Pass/D/F.
- 47-131 HANDBALL. Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of handball players. 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	BENCH STEP. Evaluation and improvement of personal physical fitness and movement capacity through aerobic exercise routines, on and around benches. 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.
47-171	SWIM FOR FITNESS AND EXERCISE. Evaluation and improvement of personal physical fitness and movement capacity through lap swimming and aquatic activities. Must be taken Pass/D/F.
47-181	CYCLING. Course in recreational cycling, touring and techniques of racing. Will include cycle touring field trips in the surrounding area. Must be taken Pass/D/F.
47-191	FITNESS FOR WOMEN. A special fitness class meant to address the specific fitness concerns facing women today. Areas explored include strength, cardiovascular, diet and general health as related to an active life style. Must be taken Pass/D/F.
47-201	SWIMMING (LEVELS V–VII). Course involves refinement of strokes, improving skill proficiency and developing skills such as turns and water safety skills. American Red Cross certification is possible upon successful completion of course. Prerequisite: Fitness and Recreational Activity 47-101 or permission of instructor. Must be taken Pass/D/F.
47-211	INTERMEDIATE/ADVANCED KICKBOXING. Methods and techniques of executing advanced skills in the kickboxing area including kicks and hand movements versus pads. Prerequisite: Fitness and Recreational Activity 47-011 or permission of instructor. Must be taken Pass/D/F.
47-221	INTERMEDIATE/ADVANCED TENNIS. Advanced skills and strategies for experienced tennis players. Prerequisite: Fitness and Recreational Activity 47-021 or permission of instructor. Must be taken Pass/D/F.
47-231	INTERMEDIATE/ADVANCED HANDBALL & RACQUETBALL. Advanced skills and strategies for experienced handball and/or racquetball players. Prerequisite: Fitness and Recreational Activity 47-121 or 131 or permission of instructor. Must be taken Pass/D/F.
47-251	INTERMEDIATE/ADVANCED GOLF. Advanced skills and course management strategies for experienced golfers. Prerequisite: Fitness and Recreational Activity 47-051 or permission of instructor. Lab fee required. Must be taken Pass/D/F.
47-281	INTERMEDIATE/ADVANCED CYCLING. Advanced skills, theories and distances for experienced cyclists. Prerequisite: Fitness and Recreational Activity 47-181 or permission of instructor. Lab fee may be required. Must be taken Pass/D/F.
47-291	ADVANCED SPECIAL FITNESS AND RECREATIONAL ACTIVITIES. Under this course number, advanced level special FRA courses may be offered from time to time as the situation or need arises. Must be taken Pass/D/F.
47-311	LIFEGUARD TRAINING. Qualifications, responsibilities, skills and training of lifeguards. Swimming rescues of drowning victims and recognition of common hazards associated with various types of aquatic facilities will be emphasized. Course includes certifications in adult CPR and First Aid. Prerequisites: Fitness and Recreational Activity 47-201 or permission of instructor. Lab fee required. Must be taken Pass/D/F.
47-001, 002	ADAPTED RECREATIONAL/FITNESS ACTIVITIES AND SELECTED TOPICS. A course for students who, for various reasons, need individual attention concerning physical activity. This course may be repeated for credit. Consent of instructor is required. Special topics FRA courses may be offered under this number. Lab fee may be required. 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.

FEMINIST STUDIES

Interdisciplinary Program

Alison Kafer, PhD, Associate Professor and Chair

The Feminist Studies program provides an interdisciplinary, critical exploration of how salient categories of difference—such as gender, race, class, sexuality, disability, age, religion 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.

Program Goals:

1. Majors will develop feminist research and writing skills.
2. Students will critically reflect on activist practices.
3. Students will be ready to do feminist work beyond the Southwestern campus.

Major in Feminist Studies: Nine courses (At least six courses in the major must be upper level.) (Majors consist of a minimum of 30 credits.)

- FST04-104 Introduction to Feminist Studies
- FST04-204 Intellectual Histories of Feminism
- FST04-934 Senior Seminar (Capstone)
- One course from at least four of the following Areas of Concentration:

Theory and Method:

FST04-214 Feminist Positions
FST04-254 Theories of Race
FST04-284 Topics in Feminist Theory
FST04-314 Ecofeminists and Queer Greens
FST04-364 Philosophy of the Self
FST04-404 Gender and Political Theory
FST04-484 Communication, Culture and Social Justice
FST04-534 Feminist Film Studies
FST04-724 Feminism and Performance

Historical Perspectives:

FST04-224 Women, Goddesses and Religion
FST04-234 Gender and Sexuality
FST04-244 Families in Society
FST04-394 Gender and Sexuality in the British Empire
FST04-424 History of Race Relations in the 20th-Century U.S.
FST04-474 Gender and Generation in Africa
FST04-484 Communication, Culture and Social Justice
FST04-504 Latin American, Asian and European Immigration in U.S. History
FST04-544 Gender and Science

Representation and Aesthetics:

FST04-224 Women, Goddesses and Religion
FST04-264 The Body and Sexuality in Religion
FST04-414 Gender and Art
FST04-444 Feminist Studies in German
FST04-454 Women Writers in French
FST04-534 Feminist Film Studies
FST04-574 Topics in Women's Literature
FST04-634 Topics in Romanticism
FST04-664 Topics in Victorian Literature and Culture
FST04-694 Topics in Contemporary Literature
FST04-714 Topics in Performance Studies
FST04-724 Feminism and Performance

Difference, Power and Resistance in the U.S.:

FST04-234 Gender and Sexuality
FST04-254 Theories of Race
FST04-274 Theories of Class
FST04-294 Childhood and Youth
FST04-314 Ecofeminists and Queer Greens
FST04-364 Philosophy of the Self
FST04-424 History of Race Relations in the 20th-Century U.S.
FST04-484 Communication, Culture and Social Justice
FST04-504 Latin American, Asian and European Immigration in U.S. History
FST04-524 Race and Ethnicity
FST04-564 Theories of Gender
FST04-584 Social Class in the U.S.
FST04-644 Music and Identity

Transnational Perspectives:

FST04-324 Race, Class and Gender in the Caribbean
FST04-354 Transnational Feminisms
FST04-394 Gender and Sexuality in the British Empire
FST04-434 Feminist Disability Studies
FST04-474 Gender and Generation in Africa
FST04-494 Global Environmental Justice

- Two additional courses from one of the above four chosen areas of concentration.

Some courses are listed in more than one Area of Concentration. A major who enrolls in one of these courses may only count it toward one Area of Concentration on his or her degree plan.

Other courses will be considered for the Feminist Studies major, subject to approval by the Feminist Studies Committee. Also available for the Feminist Studies major are Feminist Studies Internship 04-944, Feminist Studies Independent Study 04-954 and Honors in Feminist Studies 04-984.

Students planning to pursue graduate degrees in Feminist Studies should consider taking Mathematics 52-114 as their required mathematics course, and at least one of the following methods courses in addition to the nine courses of the major: Anthropology 35-214, Economics 31-314, History 16-854, Philosophy 18-402, Political Science 32-794, Psychology 33-204 and 33-214, Religion 19-314 and Sociology 34-203/201.

Minor in Feminist Studies: Five courses (Minors consist of a minimum of 18 credits.)

- FST04-104 Introduction to Feminist Studies
- FST04-204 Intellectual Histories of Feminism
- Three additional courses in Feminist Studies, two of which must be upper level

Feminist Studies (FST)

04-104	INTRODUCTION TO FEMINIST STUDIES. An introduction to the subject matter and methodology of feminist studies. (H) (ScS)
04-204	INTELLECTUAL HISTORIES OF FEMINISM. This course traces the intellectual traditions of contemporary feminist theories and practices. Primary texts from the major figures of liberalism, Marxism, psychoanalysis and post-structuralism will be combined with more recent feminist approaches to, and departures from, these traditions. Prerequisite: Feminist Studies 04-104. (Fall, biennially) (H) (WA)
04-214	FEMINIST POSITIONS. See Philosophy 18-344. (H)
04-224	WOMEN, GODDESSES AND RELIGION. See Religion 19-324. (H) (R) (IP)
04-234	GENDER AND SEXUALITY. See Sociology 34-234.
04-244	FAMILIES IN SOCIETY. See Sociology 34-244.
04-254	THEORIES OF RACE. See Philosophy 18-254. (H)
04-264	THE BODY AND SEXUALITY IN RELIGION. See Religion 19-364. (H) (R) (IP)
04-274	THEORIES OF CLASS. See Philosophy 18-244. (H)
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, transnational feminist theory or methodology. Prerequisite: Feminist Studies 04-104. (H)
04-294	CHILDHOOD AND YOUTH. See Sociology 34-274.
04-314	ECOFEMINISTS AND QUEER GREENS. This course focuses on the relationships among feminist, queer and environmental movements. It examines theoretical debates over connections among “woman,” “sex” and “nature;” discusses feminist and queer strategies for environmental injustices; explores human/animal relations and traces the theoretical and practical gaps in different models of ecofeminism. Also Environmental Studies 49-314.
04-324	RACE, CLASS AND GENDER IN THE CARIBBEAN. See Anthropology 35-344.
04-354	TRANSNATIONAL FEMINISMS. This course uses feminist methodologies to explore the movement of bodies, ideologies and capital across national borders. Topics to be discussed include the role of women in nationalist movements and ideologies; gendered work and migration patterns; the impact of development and population control policies on women and families; and possibilities for coalition building and transnational feminist solidarity. Prerequisite: Feminist Studies 04-104. (H)
04-364	PHILOSOPHY OF THE SELF. See Philosophy 18-324. (H)
04-394	GENDER AND SEXUALITY IN THE BRITISH EMPIRE. See History 16-394. (H)
04-404	GENDER AND POLITICAL THEORY. See Political Science 32-444.
04-414	GENDER AND ART. See Art History 71-644. (FAL) (WA)

04-424	HISTORY OF RACE RELATIONS IN THE 20TH CENTURY U.S. See History 16-414. (H)
04-434	FEMINIST DISABILITY STUDIES. This course surveys constructions of illness, disability and embodied difference. Drawing on insights from feminist and queer theory, postcolonial and transnational analysis and disability studies, assumptions about “normal” and “abnormal” bodies and minds will be examined. Topics to be addressed include medical and political models of disability, the transnational freak show circuit, the possibility of deaf and disability cultures, local and global disparities in health care, and the unequal distribution of illness and disability across gender, race, class and nation. Prerequisite: Feminist Studies 04-104. (H)
04-444	FEMINIST STUDIES IN GERMAN. See German 12-454. (H)
04-454	WOMEN WRITERS IN FRENCH. See French 11-454. (H)
04-464	FEMINIST AND QUEER ACTIVISM. This course will address topics including: definitions and concepts of activism, characteristics of “feminist” and “queer” activism; the relationship between activist practices and theoretical histories; and possible points of connection among feminist, queer and anti-racist theories and movements. Students will be required to engage in activist projects of their choosing, either individually or in collaboration with other students in the class. Prerequisite: Feminist Studies 04-104. (H)
04-474	GENDER AND GENERATION IN AFRICA. See History 16-474. (H)
04-484	COMMUNICATION, CULTURE AND SOCIAL JUSTICE. See Communication Studies 75-434. (H)
04-494	GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-434.
04-504	LATIN AMERICAN, ASIAN AND EUROPEAN IMMIGRATION IN U.S. HISTORY. See History 16-464. (H)
04-524	RACE AND ETHNICITY. See Sociology 34-264.
04-534	FEMINIST FILM STUDIES. See English 10-474. (H)
04-544	GENDER AND SCIENCE. See History 16-544. (H)
04-564	THEORIES OF GENDER. See Communication Studies 75-564. (H)
04-574	TOPICS IN WOMEN’S LITERATURE. See English 10-574. (H)
04-584	SOCIAL CLASS IN THE U.S. See Sociology 34-314.
04-634	TOPICS IN ROMANTICISM. See English 10-664. (H)
04-644	MUSIC AND IDENTITY. See Communication Studies 75-644. (H)
04-654	COMMUNICATION AND BODY POLITICS. See Communication Studies 75-584. (H)
04-664	TOPICS IN VICTORIAN LITERATURE AND CULTURE. See English 10-674. (H)
04-694	TOPICS IN CONTEMPORARY LITERATURE. See English 10-594. (H)
04-714	TOPICS IN PERFORMANCE STUDIES. See Communication Studies 75-514 and Theatre 73-714. (FAP)(WA)
04-724	FEMINISM AND PERFORMANCE. See Theatre 73-724 and Communication Studies 75-524. (FAP) (WA)
04-934	SENIOR SEMINAR. (Spring)
04-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic. (H)
04-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (H)
04-901, 902, 903, 904	TUTORIAL.
04-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
04-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
04-984	HONORS. By invitation only.

HISTORY DEPARTMENT

Division of Humanities

Elizabeth Green Musselman, PhD, Professor and Chair

Shana Bernstein, PhD, Associate Professor

Melissa Byrnes, PhD, Assistant Professor

Daniel Castro Jr., PhD, Professor

Steven C. Davidson, PhD, Professor

Thomas V. McClendon, PhD, Professor

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 students of 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.

It is possible to do a 15 course paired major in History and Feminist Studies by double-counting three courses cross-listed in History and Feminist Studies. Currently those courses are 16-394 Gender and Sexuality in the British Empire, 16-414 History of Race Relations in the 20th Century U.S., 16-464 Latin American, Asian and European Immigration in U.S. History, 16-474 Gender and Generation in Africa, and 16-544 Gender and Science, although other cross-listed courses may be substituted by permission of the chair of the Feminist Studies Committee, and new courses may be added.

It is also possible to complete a program in International Studies that pairs a major in History with an additional "Concentration" of three courses on either East Asia, Europe or Latin America plus two courses at the 300 level or above in an appropriate language and a semester or longer study abroad experience. See the International Studies Program for further details.

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 inviting exceptional students to do an Honors Project during their senior year.

Major in History: Nine courses (Majors consist of a minimum of 30 credits.)

- One course from:
 - HIS16-014 World Civilization to 1500
 - HIS16-024 World Civilization Since 1500
 - HIS16-064 Colonial and Postcolonial Worlds
 - HIS16-074 Nations and Nationalism in World History
 - HIS16-094 Science and Technology in World History
- HIS16-854 Historiography

- HIS16-864 Research Seminar (Capstone)
- One upper-level course from four of the following five areas:

Africa:

- HIS16-264 African History
- HIS16-434 Modern South Africa
- HIS16-454 Slavery and Freedom in the Atlantic World
- HIS16-474 Gender and Generation in Africa

East Asia:

- HIS16-244 Ancient China
- HIS16-254 Imperial China 589-1911
- HIS16-274 Japanese Civilization
- HIS16-564 Modern Chinese History
- HIS16-584 Modern Japanese History

Europe:

- HIS16-204 Early Modern Europe
- HIS16-214 Modern Europe
- HIS16-294 Topics in the History of Science and Medicine
- HIS16-314 Greek Civilization
- HIS16-324 Roman Civilization
- HIS16-394 Gender and Sexuality in the British Empire
- HIS16-404 The French Revolution and Modern France
- HIS16-524 British History, 1688 to the Present
- HIS16-534 Topics in British Culture
- HIS16-544 Gender and Science

Latin America:

- HIS16-334 Guerrilla Movements in Latin American History
- HIS16-364 Colonial Latin America
- HIS16-374 Modern Latin America
- HIS16-454 Slavery and Freedom in the Atlantic World
- HIS16-654 Latin American History in Film and Literature
- HIS16-664 The Mexican Revolution
- HIS16-674 Colonial Indoamerican Inquisitions

United States:

- HIS16-224 U.S. History Before 1865
- HIS16-234 U.S. History Since 1865
- HIS16-414 History of Race Relations in the 20th-Century U.S.
- HIS16-454 Slavery and Freedom in the Atlantic World

HIS16-464 Latin American, Asian and European Immigration in U.S. History

HIS16-504 The History of the U.S. West

HIS16-754 Texas History

- Two additional courses in History

Additional requirements for the History major: One course having a substantial pre- or early modern component, as part of the geographical distribution or as one of the two non-designated courses, from History 16-204, 244, 254, 264, 274, 314, 324, 364, 394, 454.

Minor in History: Five courses (Minors consist of a minimum of 18 credits.)

- One course from:
 - HIS16-014 World Civilization to 1500
 - HIS16-024 World Civilization Since 1500
 - HIS16-064 Colonial and Postcolonial Worlds
 - HIS16-074 Nations and Nationalism in World History
 - HIS16-094 Science and Technology in World History
- Four upper-level courses in History

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

History (HIS)

16-014	WORLD CIVILIZATIONS TO 1500. The origins, development and character of the major world civilizations and their relationships to one another to 1500. (Annually) (H) (IP) (WA)
16-024	WORLD CIVILIZATIONS SINCE 1500. The changing nature of the world's civilizations and their increasing interrelations after 1500. (Annually) (H) (IP) (WA)
16-064	COLONIAL AND POSTCOLONIAL WORLDS. This course introduces students to a historical understanding of the world in the 19th and 20th centuries, framed by colonial and postcolonial relationships between the West and areas colonized by it after 1750. Several themes will be pursued, including contradictory goals of colonizers and varieties of indigenous response; social and cultural effects of colonization; anti-colonial struggles, decolonization, the Cold War; and globalization. (Annually) (H) (IP) (WA)
16-074	NATIONS AND NATIONALISM IN WORLD HISTORY. A history of the modern world focusing on how "nations" are defined in different historical and geographical contexts. In each context, the course will address the question of who has the legitimate authority to represent the "nation," as well as how national "insiders" are distinguished from "outsiders" by those who have the authority to define the boundaries of the nation. (Annually) (H) (IP) (WA)
16-094	SCIENCE AND TECHNOLOGY IN WORLD HISTORY. This course surveys how humans worldwide have understood and manipulated nature from prehistory to the present. The class investigates whether science is a uniquely European invention; what standards should be used to judge the value of natural knowledge systems that bear little resemblance to modern science; what needs and desires humans have fulfilled through understanding and manipulating nature; what has led different cultures to perceive the natural world in such divergent ways; and how technology and science have influenced each other historically. Also Environmental Studies 49-094. (Annually) (H) (IP) (WA)
16-204	EARLY MODERN EUROPE. Survey of the history of Europe from about 1400 to 1800. Topics will include the Renaissance and Reformation; transitions from feudal to capitalist and colonial economies; health and epidemic disease; women's experiences, sexuality and family life; magic, the "Scientific Revolution" and Enlightenment; and absolutism and the development of modern nation-states. (Annually) (H)
16-214	MODERN EUROPE. A history of Europe from the French Revolution of 1789 to the present, emphasizing the development of new political traditions and social structures, the establishment of

- new forms of international organization, the transformation of work, changes in the lived environment and the evolution of understandings of the self. (Annually) (H)
- 16-224 U.S. HISTORY BEFORE 1865. This course explores major social, political, economic and diplomatic developments in the U.S. before 1865. It examines the profound and numerous transformations in American society through the end of the Civil War. It exposes students to a wide range of historical actors and dialogues by considering themes such as: how Americans have struggled to understand and define the nature of freedom and equality; the evolving national government; socioeconomic and cultural shifts brought on by the transportation/market revolution; and the consequences of the country's territorial expansion. (Annually) (H)
- 16-234 U.S. HISTORY SINCE 1865. This course explores major social, political, economic and diplomatic developments in the U.S. since the Civil War. It examines the experiences and the conflicts that made up the history of modern American society. Students engage with a wide range of historical actors and dialogues. The course examines the profound and numerous transformations the country experienced in this period through three themes: how Americans have struggled to understand and define the nature of freedom and equality; the evolving character of the American state and its relationship to the sociopolitical economy; and how the United States became increasingly involved in a "global community." (Annually) (H)
- 16-244 ANCIENT CHINA. An examination of ancient China from the rise of the earliest state through the "classical" era and the early empires of the Qin and the Han. This course will focus on intellectual, cultural and social history, including such topics as ancestor reverence, universal kingship, the mandate of Heaven, the writing and transmission of the "classics," the formation of the Confucian and Daoist traditions, and the evolution of territorial states. Also Religion 19-424. (Biennially) (H) (IP) (R)
- 16-254 IMPERIAL CHINA 589-1911. A survey of the intellectual, cultural and social history of China from the reunification of the Chinese empire in 589 A.D. through the Tang, Song, Yuan, Ming and Qing dynasties until the demise of the dynastic system in 1911. The nature of Neo-Confucianism, the Chinese scholar-official class, the examination system, the bureaucratic state, foreign influences and conquests, and the arts and literature of imperial China are the primary concerns of this course. (Biennially) (H) (IP)
- 16-264 AFRICAN HISTORY. This survey is an introduction to African cultures and history from pre-colonial times to the present, emphasizing Africa's variety and its connections to other parts of the world. Topics include: pre-colonial social and political organization; the spread of Islam and Christianity; the impact of the Atlantic slave trade; conquest and resistance; social change under colonial rule; decolonization; neo-colonialism and postcolonial challenges. (Annually) (H) (IP)
- 16-274 JAPANESE CIVILIZATION. This course is a survey of the history and culture of Japan from the rise of the Yamato state in the sixth century A.D. to the Meiji Restoration in 1868. The course will examine indigenous institutional and cultural developments and the nature of stimuli and influences from the East Asian continental cultures and from the United States and Europe. Heian aristocratic society, Japanese feudalism, Japan's late traditional state and society and the Meiji Restoration will be studied. (Biennially) (H) (IP)
- 16-294 TOPICS IN THE HISTORY OF SCIENCE AND MEDICINE. These courses investigate how people in the past have understood nature. Each course topic emphasizes a different geographical area, chronological period and specific area of scientific or medical interest, but every version of the course will emphasize how broader historical contexts have shaped human knowledge of nature. May be repeated with change in topic. (Biennially) (H)
- 16-314 GREEK CIVILIZATION. See Classics 07-314. (Biennially) (H) (IP) (WA)
- 16-324 ROMAN CIVILIZATION. See Classics 07-324. (Biennially) (H) (IP) (WA)
- 16-334 GUERRILLA MOVEMENTS IN LATIN AMERICAN HISTORY. The objective of this course is to provide students with a general overview of the evolution of guerrilla warfare in Latin America from the earliest indigenous rebellions in the 16th century to the struggles waged in Peru, Colombia and Mexico in contemporary times. (Biennially) (H)
- 16-364 COLONIAL LATIN AMERICA. This course provides an overview of the most significant historical themes, events and personages that contributed to the formation, evolution and development of

- Indoamerica. The class will examine the period encompassed between the apogee of pre-Columbian high civilizations and the Creole wars of independence of the 19th century. Particular attention will be paid to the encounter and collision of Europe and America, and the nature of the complex society that emerged as a result of these events. (Biennially) (H) (IP)
- 16-374 MODERN LATIN AMERICA. This is a survey of the cultural, social, economic and political themes that contributed to the creation of modern Latin America. The course will examine the period between the beginnings of the Wars of Independence, in the early 19th century, to the present. (Biennially) (H) (IP)
- 16-394 GENDER AND SEXUALITY IN THE BRITISH EMPIRE. Examines the gender and sexual politics of the British empire, ca. 1600-1960. The class examines the empire as a theater for Britons to become men and escape confining ideals of femininity, and as a space where different sexual norms proved liberating for some and life-threatening to others; how the colonized in the Americas, India, Australia and Africa found their gender and sexual identities irrevocably transformed by the British empire, and how they made the redefinition of gender and sexuality a key part of their liberation struggles in the 20th century. Also Feminist Studies 04-394. (Biennially) (H)
- 16-404 THE FRENCH REVOLUTION AND MODERN FRANCE. A history of France from 1789 to the present. The development of new political ideologies and institutions during the Revolution, the modernization of state, culture and society in the 19th and 20th centuries, workers' struggles, and questions of religious, political and ethnic diversity will be studied. (Biennially) (H)
- 16-414 HISTORY OF RACE RELATIONS IN THE 20TH CENTURY U.S. By exploring the history of Asian Americans and Latinos as well as African Americans and whites, this class emphasizes the multiracial history of 20th-century America. This course recognizes the historical significance of multiple racial and ethnic groups. The ways in which major events and episodes in the century, including the Progressive Era, the Great Depression, World War II and the Cold War, affected minority groups, as well as how these groups responded to their social and political environment, will be examined. Also Feminist Studies 04-424. (Biennially) (H)
- 16-434 MODERN SOUTH AFRICA. A survey of the history of southern Africa emphasizing the 19th and 20th centuries. Themes will include indigenous social organization, colonization, slavery, the spread of Christianity, labor migrancy, industrialization, apartheid and its aftermath, and African nationalism and resistance. These issues will be examined with attention given to questions of race and ethnicity, class, and gender and generation. (Biennially) (H) (IP)
- 16-454 SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. Slavery and the slave trade were fundamental to the development of the Americas. Africa and the Americas were linked through the Atlantic slave trade, as well as through the movement to abolish slavery. Slavery was also widespread in Africa, and it grew in importance as a result of the Atlantic slave trade. This course will consider various systems of slavery and the changes in those systems over time, as well as examine the economic and ideological links among slave systems in Africa and the Americas. (Biennially) (H)
- 16-464 LATIN AMERICAN, ASIAN AND EUROPEAN IMMIGRATION IN U.S. HISTORY. This course will examine topics in the history of Latin American, Asian and European immigrants in America, especially during the years between 1880 and 1965. A comparative framework will be used to integrate Latin Americans and Asian migrants into a more common understanding of European immigration in the late 19th and 20th centuries. The course will explore major themes in immigration history rather than a comprehensive examination; themes will include debates in immigration history, round-trip vs. permanent migration, community building, acculturation and racial formation among others. Also Feminist Studies 04-504. (Biennially) (H)
- 16-474 GENDER AND GENERATION IN AFRICA. This course enables students to gain a better understanding of historical and contemporary Africa through examination of two important and interlocking features of African social organization that significantly shape community life and structure social conflicts: gender and generation. Changes associated with colonialism and modernity have in turn had significant effects on African understandings of gender and generation and have resulted in new types of conflict. These social and cultural patterns, changes and conflicts will be analyzed through reading and discussing the work of historians and anthropologists, as well as novels and films by contemporary Africans. Also Anthropology 35-474 and Feminist Studies 04-474. (Biennially) (H)

- 16-504 THE HISTORY OF THE U.S. WEST. This course will focus on the development of the 19th- and 20th-century American West. It will explore themes that highlight the intersections of race, gender, class, nationality and the environment rather than providing a chronological overview of the history of the West. 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. (Biennially) (H)
- 16-524 BRITISH HISTORY, 1688 TO THE PRESENT. This course explores the modern portion of Britain's unique history. Beginning with the 1688 Glorious Revolution, when England restored its monarchy under a constitution and Protestant church, political developments as well as the key economic, social and cultural changes that have shaped modern Britain are traced. (Biennially) (H)
- 16-534 TOPICS IN BRITISH CULTURE. Cultural history seeks to understand how people have attached meanings to their lives through the expression of ideas, art, science, performance, consumption, sport and other cultural forms. This course will examine various aspects of Great Britain's cultural history to try to understand British identities, and how Britons have understood the meanings of their everyday lives. Offerings include British Isles under the Tudor-Stuarts; English and Scottish Enlightenments; and Victorian Britain, Ireland and Empire. May be repeated with change in topic. (Biennially) (H)
- 16-544 GENDER AND SCIENCE. This course examines what the sciences have said historically about gender and sexuality—as well as the flip side of that coin; how preconceived notions about gender and sexuality have shaped scientific ideas. Using historical examples, the course considers when the sciences have alternately been tools for empowerment and enslavement. Subjects for discussion include: women in the sciences, changing anatomical views of male and female bodies, race as a complicating factor in scientific notions about gender, scientific investigations of homosexuality, the masculinity and femininity of scientists, the gendering of nature itself and science as a kind of power. Also Feminist Studies 04-544. (Biennially) (H)
- 16-564 MODERN CHINESE HISTORY. A study of the fall of the Chinese dynastic system, cultural and revolutionary movements, the establishment of the People's Republic, and the continuing transformations in contemporary China. (Biennially) (H) (IP)
- 16-584 MODERN JAPANESE HISTORY. A study of the intellectual, social and institutional origins of modern Japan, its role in World War II in the Pacific, its post-War transformations and recent trends. (Biennially) (H) (IP)
- 16-654 LATIN AMERICAN HISTORY IN FILM AND LITERATURE. Indoamerica is a complex territory and a state of mind suspended between the extremes of despair and unbound hopefulness. Telling its history poses insurmountable challenges to the academic historian, and often the history of the land and its people is better expressed in the work of magicians, artists, writers and auteurs. This course is a humble attempt to venture into the labyrinthine relationships between the artist and that enigmatic territorial and spiritual landscape extending from the Rio Bravo to Tierra del Fuego. (Biennially) (H)
- 16-664 THE MEXICAN REVOLUTION. The Mexican Revolution was one of the momentous events of the 20th century. It transformed Mexican society bringing change and hope for the masses that fought in it. Nevertheless, at the beginning of the 21st century, most of the Mexican Revolution's promises are still unfulfilled. This course is an attempt to study, dissect, and analyze the legacy and significance of the Mexican Revolution and its role as the first significant revolutionary movement of the 20th century. (Biennially) (H)
- 16-674 COLONIAL INDOAMERICAN INQUISITIONS. The Holy Office of the Inquisition was reintroduced to Spain in 1478 and established in Peru in 1570 and Mexico (New Spain) in 1571. The transfer was intended to maintain the "purity" and "integrity" of the Catholic faith in the face of the unorthodox attacks mounted by moral, political and religious "deviants" in the colonies. This course examines how the imposition of a new religious order affected the newly emerging Indoamerican society, particularly the quotidian lives of ordinary people. It also examines the cases of many of those who were victims of inquisitorial persecution, and those others who, directly or indirectly, became active participants in the developing cultural history of the subcontinent. (Biennially) (H)
- 16-754 TEXAS HISTORY. This class explores major social, political, economic and cultural developments in Texas, emphasizing the 19th and 20th centuries. A major theme will be the interactions of various

	immigrant and indigenous groups with each other and with successive political powers, including the Spanish empire, independent Mexico, the Republic of Texas and the United States. (Biennially) (H)
16-854	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 philosophy of history. Prerequisite: 16-014, 024, 064, 074, or 094; and must have junior status or permission of instructor. (Every semester) (H) (WA)
16-864	RESEARCH SEMINAR. Topics, which change from semester to semester, include History and Memory, Utopias and Utopianism, Power and Resistance, Microhistories, On Revolution, and Insiders and Outsiders. Prerequisite: History 16-854. (Every semester) (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.
16-984	HONORS. By invitation only.

INTERNATIONAL STUDIES

Interdisciplinary Program

Alisa Gaunder, PhD, Associate Professor of Political Science and Program Chair

The International Studies program integrates a disciplinary major with an area of concentration. The program is designed for students interested in understanding other cultures and the global systems—economic, social, religious, intellectual, political, aesthetic and environmental. Students explore international issues from a broad perspective by studying a particular area of the world in depth, by acquiring an understanding of how that area fits into a global context, by using a particular major as a base from which to explore several disciplinary approaches to another culture, by learning a language used in their geographical area of emphasis, and by the experience of living in another culture while studying it.

Program Goals:

1. Students will understand other cultures and global systems through the lens of a particular discipline.
2. Students will understand their area of concentration from a broad perspective.
3. Students will demonstrate language proficiency in a language spoken in their area of concentration.

The International Studies Program consists of the following components: disciplinary major; global context; geographic focus; advanced language study; and study abroad.

By the end of the sophomore year at the latest, all students will complete the form called “International Studies Plan of Study.” The form will detail the geographical area of emphasis, the disciplinary major, the way the international experience will be met and the language the student intends to study. The student will use this form to explain what themes or personal interests hold these four items together. Students who wish to change the basic thrust of their plan (and not just individual courses) will be required to fill out a new plan setting forth the same four items. The plan of study must be approved by the chair of International Studies and must be submitted to the Registrar’s Office.

MAJOR (minimum of eight courses) (Majors consist of a minimum of 30 credits.)

1. **Disciplinary Major:** The student can select Art History, History or Political Science as the disciplinary major. For students with a Latin American concentration, Anthropology may also be selected. These majors provide a strong disciplinary base from which to study another culture. Students are required to take at least two courses in the disciplinary major that focus on their geographical area of interest. In special cases, which require committee approval, one geographical area of emphasis course can be taken as part of the concentration if it cannot fit into the major program. Other disciplines may be considered through a formal petition to the International Studies committee following a discussion with the chair of International Studies.

2. Global Context: Each of the eligible majors includes required courses which provide global, international and/or comparative perspectives expanding students' understanding of their geographical area of interest in a global context.

CONCENTRATION (Five courses)

3. Geographical Area of Emphasis: (Three courses) Students can select from East Asia, Europe or Latin America. Other geographical areas of concentration may be considered through a formal petition to the International Studies Committee following a discussion with the chair of International Studies. Three courses are required in the student's geographical area of emphasis. These courses are designed to help the student develop expertise in a specific geographical area. At least two of these courses, selected from the following list of approved International Studies courses, are to be taken in disciplines other than the student's major so that the student will study the geographical area of emphasis on which they focus from at least three different disciplines. One course in the geographical area of emphasis whose scope is pre-1500 can be substituted for one of the approved International Studies courses listed below with the consent of the International Studies Committee.
4. Advanced Language: (Two courses) Two courses at the 300 level or above must be taken in a language related to the student's area of emphasis. This requirement is in addition to the language requirement incumbent upon all Southwestern students. These courses must include at least one literature course. Students are encouraged to take conversation classes, but these courses may not be used to satisfy this requirement.
5. Study Abroad: This requirement is satisfied by one or two semesters in a study abroad program directly related to the student's geographic area of emphasis. The program must take place primarily in the language being studied as part of the International Studies requirements (Chinese, French, German or Spanish). 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 this list are expected to discuss their plans with their adviser and the director of Intercultural Learning and obtain approval from the committee a year in advance of the experience. Students who wish to pursue a study abroad plan that does not meet these guidelines must petition the International Studies Committee two semesters before the study abroad program begins. The petition must demonstrate conformity to the criteria established by the International Studies Program.

Students may pursue a "Paired Major" with French, German or Spanish in which up to five courses may be counted toward both majors.

Students may choose one of the three following geographical areas on which to focus:

European Area of Emphasis

Art History:

- ARH71-554 Baroque Art
- ARH71-614 Revolution, Romanticism, Realism
- ARH71-624 Modernism and Modernity
- ARH71-634 Art Since 1945
- ARH71-674 German Art in the Modern Era
- ARH71-764 Modern Architecture

English:

- ENG10-154 Survey of English Literature I
- ENG10-164 Survey of English Literature II
- 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

French:

- FRE11-314 Topics in Literature and Film
- FRE11-354 French Culture
- FRE11-454 Women Writers in French
- FRE11-514 Studies in French Literature

FRE11-604 Topics in Literature and Culture

FRE11-614 Texts/Contexts

German:

GER12-354 German Culture

GER12-454 Feminist Studies in German

GER12-514 Studies in German Literature

GER12-614 Texts/Contexts

History:

HIS16-204 Early Modern Europe

HIS16-214 Modern Europe

HIS16-394 Gender and Sexuality in the British Empire

HIS16-404 The French Revolution and Modern France

HIS16-524 British History, 1688 to Present

HIS16-534 Topics in British Culture

HIS16-544 Gender and Science

Music:

MUL80-114 Music Literature I

MUL80-214 Music Literature II

MUL80-414 Music Literature IV

MUL80-444 Classical and Romantic Music

MUL80-454 20th-Century Music

Political Science:

PSC32-414 European Politics

Spanish:

SPA15-414 Readings in Medieval and Early Modern Iberian Literature

SPA15-424 Readings in Contemporary Iberian Literature

Theatre:

THE74-244 Theatre History and Historiography III

East Asian Area of Emphasis

Art History:

ARH71-204 Introduction to the History of Art: Asian Art

ARH71-234 History of the Art of China

ARH71-244 History of the Art of Japan

ARH71-264 Chinese Painting: The Court, Politics and the Literati

Chinese:

CHI22-314 Chinese in Contemporary Context

CHI22-324 Reading/Speaking Modern Chinese

CHI22-374 Chinese Literature in Translation I

CHI22-384 Chinese Literature in Translation II

CHI22-394 Chinese Calligraphy and Culture

Economics:

ECO31-644 The Chinese Economy

History:

HIS16-254 Imperial China 589-1911

HIS16-274 Japanese Civilization

HIS16-564 Modern Chinese History

HIS16-584 Modern Japanese History

Political Science:

PSC32-624 Contemporary Japanese Politics

PSC32-644 The Chinese Cultural Revolution

Religion:

REL19-284 Introduction to Buddhism

Latin American Area of Emphasis

Anthropology:

ANT35-344 Race, Class and Gender in the Caribbean

Art History:

ARH71-334 Colonial Latin American Art

ARH71-364 Native Books, Images and Objects

Communication Studies:

COM75-654 New Latin American Cinema

History:

HIS16-334 Guerrilla Movements in Latin American History

HIS16-364 Colonial Latin America

HIS16-374 Modern Latin America

HIS16-654 Latin American History in Film and Literature

HIS16-664 The Mexican Revolution

HIS16-674 Colonial Indoamerican Inquisitions

Philosophy:

PHI18-284 Latin American Philosophy

Political Science:

PSC32-614 Latin American Politics

PSC32-764 Advanced Research Seminar in Latin American Politics

Spanish:

SPA15-514 Readings in Pre-20th-Century Hispano-American Literature

SPA15-524 Readings in Contemporary Hispano-American Literature

Sociology:

SOC34-614 Latin American Politics

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.
38-901, 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

Division of Natural Sciences

Scott P. McLean, PhD, Associate Professor and Chair

Jimmy C. Smith, PhD, Professor

The Kinesiology Department provides study toward the BA and BS degrees with a major or a minor in Kinesiology. 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 that are needed for teaching certification.

Department Goals:

1. Promote the understanding of knowledge in content areas, including the physiology of exercise, biomechanics, motor learning and control, biostatistics, human anatomy and concepts of health and wellness.

2. Apply theory and content in conducting and presenting research.
3. Prepare students for careers in exercise sciences.

Major in Kinesiology: 13 courses (Majors consist of a minimum of 30 credits.)

- KIN48-244 Human Anatomy
- KIN48-314 Research Methods in Kinesiology
- KIN48-404 Health and Fitness Concepts
- KIN48-424 Motor Learning and Motor Control
- KIN48-704 Physiology of Exercise
- KIN48-714 Biomechanics
- KIN48-764 Exercise Prescription
- KIN48-832 Research in Kinesiology I (Capstone I)
- KIN48-842 Research in Kinesiology II (Capstone II)
- Two FRA courses in addition to the two required by the general education requirement (repeated courses will not count)
- Two additional approved courses in Kinesiology

Required supporting course in the Kinesiology major: One course

- MAT52-114 Introduction to Statistics

BIO50-424 Organ Physiology and CHE51-544 Organic Chemistry I are recommended for students pursuing the Bachelor of Science degree.

NOTE: The capstone experience is satisfied by Kinesiology 48-832 and Kinesiology 48-842. 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: Six courses (Minors consist of a minimum of 18 credits.)

- KIN48-314 Research Methods in Kinesiology
- KIN48-404 Health and Fitness Concepts
- One course from:
 - KIN48-424 Motor Learning and Motor Control
 - KIN48-714 Biomechanics
- One course from:
 - KIN48-244 Human Anatomy
 - KIN48-704 Physiology of Exercise
- Two FRA courses in addition to the two required by the general education requirement (repeated courses will not count)

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

Kinesiology (KIN)

48-244	HUMAN ANATOMY. This course involves the study of the structure and function of the human muscular, skeletal, nervous, cardio-pulmonary and other major organ systems. It is specifically designed for students majoring and minoring in Kinesiology and for students planning careers in health-related fields. Lab required. Also Biology 50-384. (NSL)
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.
- 48-314 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 of results to a professional audience. Prerequisite: Mathematics 52-114 or consent of instructor. (NS) (WA)
- 48-404 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 important to health care and society are discussed. Also Environmental Studies 49-404. (ScS)
- 48-424 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 frame works that include open and closed looped models. Lab required. Prerequisite: Kinesiology 48-314. (NS)
- 48-544 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 48-314, and at least one of the following: Kinesiology 48-424, 48-704, or 48-714, or permission of instructor.
- 48-704 PHYSIOLOGY OF EXERCISE. This course is the study of physiological responses and adaptations made in response to the challenge of exercise with an emphasis on cardiovascular and neuromuscular systems. Lab required. Prerequisites: Kinesiology 48-244 and Kinesiology 48-314, or permission of instructor. (NSL)
- 48-714 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. Prerequisites: Kinesiology 48-244 and Kinesiology 48-314 or permission of instructor. (NSL)
- 48-744 NUTRITION FOR HUMAN PERFORMANCE AND HEALTH. This course examines the role of nutrition in maximizing human physical performance and promoting health. Students learn the basic nutritional concepts necessary for optimizing physical performance and adaptations to training in competitive athletes, and for enhancing health in the physically active. Prerequisites: Kinesiology 48-704 or consent of instructor. (NS)
- 48-754 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. Prerequisites: Kinesiology 48-244 and either Physics PHY 53-154 or Kinesiology 48-714 or permission of instructor. (NS)
- 48-764 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.. Prerequisites: Kinesiology 48-404 and 704.
- 48-832 RESEARCH IN KINESIOLOGY I. This is the first of two courses in the capstone sequence. The capstone experience is a laboratory or field-based research experience designed to provide hands-on experience directed toward answering questions related to kinesiology. In this course, students work directly with a faculty member to develop a research question, perform a literature review and complete pilot testing of methodology. At the completion of this course students will prepare and present a formal research proposal. The topic of the course varies with the faculty member leading it. Prerequisites: Kinesiology 48-314, 424, 704, 714. (WA)
- 48-842 RESEARCH IN KINESIOLOGY II. This is the second of two courses in the capstone sequence. The capstone experience is a laboratory or field-based research experience designed to provide hands-on experience directed toward answering questions related to kinesiology. In this course, students will

	collect and analyze experimental data for their capstone project as proposed in 48-832. Each student will formally present results of the study in oral and written form. Prerequisites: Kinesiology 48-832. (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.

LATIN AMERICAN STUDIES

Interdisciplinary Program

Laura Senio-Blair, PhD, Associate Professor of Spanish and Program Chair

Latin American Studies (LAS) at Southwestern University is an interdisciplinary program designed to increase the student's understanding of the region known as Latin America and the Caribbean. The interdisciplinary scope of the program ranges from the study of history and politics to literature and art from the pre-colonial to the post-colonial eras. The Latin American Studies program is the intellectual home for an interdisciplinary community of scholars, students and visitors, who support a wide spectrum of interests across the curriculum and across campus.

Program Goals:

1. Students will have a firm grasp of Latin American history and culture.
2. Students will communicate well about Latin American and the Caribbean in Spanish.

Students will familiarize themselves with Latin America and the Caribbean through a mixture of academic study, specialized training and study abroad, and discussions with affiliated faculty and visiting scholars. The program requires that students acquire a high degree of fluency in Spanish. One of the principal aims of the program is to provide students with a greater understanding of the differences and interconnection between the region and the rest of the world. Students may pursue a major or minor in Latin American Studies.

The LAS capstone experience is linked to existing capstone courses in different departments. The capstone project will concentrate on topics pertaining to Latin America, regardless of the department in which the capstone is taken. All capstone projects must be approved by the chair, but in the case in which capstone courses are unavailable in the discipline required or desired by the student, an independent study, approved by the chair, will count as a capstone. In addition to the introductory course and the capstone, students are required to have the equivalent of six semesters of Spanish language courses (two semesters above the University requirement), and a study abroad experience in Latin America or Spain is strongly recommended.

Major in Latin American Studies: 10 courses (Majors consist of a minimum of 30 credits.)

- One course from:
 - HIS16-364 Colonial Latin America
 - HIS16-374 Modern Latin America
- One course from:
 - HIS16-334 Guerrilla Movements in Latin American History
 - HIS16-654 Latin American History in Film and Literature
 - HIS16-664 The Mexican Revolution
 - HIS16-674 Colonial Indoamerican Inquisitions

- Two courses from:
 - SPA15-354 Cultures of Spain and/or Latin America
 - SPA15-504 Selected Topics in Hispano-American Literature
 - SPA15-514 Readings in Pre-20th-Century Hispano-American Literature
 - SPA15-524 Readings in Contemporary Hispano-American Literature
 - SPA15-544 Hispano-American Literature Abroad
 - SPA15-614 Topics in Hispanic Film
 - SPA15-624 Topics in Hispanic Literature
 - SPA15-634 Topics in Hispanic Culture
- Five additional Latin American Studies courses, in five different disciplines, chosen from:
 - ANT35-344 Race, Class and Gender in the Caribbean
 - ARH71-314 Art of Mesoamerica
 - ARH71-324 Art of the Andes
 - ARH71-334 Colonial Latin American Art
 - ARH71-364 Native Books, Images and Objects
 - Any special offerings on Latin American Art History
 - COM75-654 New Latin American Cinema
 - PHI18-284 Latin American Philosophy
 - PSC32-614 Latin American Politics
 - PSC32-754 Topics in Comparative Politics
 - SOC34-614 Latin American Politics

Other courses whose main content focuses on Latin America are subject to approval by the chair of the Latin American Studies Program.

In addition to the course work, students must complete a four-credit capstone experience as described above. At least one course in the Latin American Studies major must be writing attentive. These courses are identified with (WA) in their catalog descriptions.

Students may pursue a “Paired Major” with Spanish in which up to two courses may be counted toward both majors.

Minor in Latin American Studies: Five courses (Minors consist of a minimum of 18 credits.)

- One course from:
 - HIS16-364 Colonial Latin America
 - HIS16-374 Modern Latin America
- Four additional upper-level courses in Latin American Studies in at least four different disciplines selected from those courses available for the major.

Latin American 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.

06-984 HONORS. By invitation only.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

Division of Natural Sciences

Richard T. Denman, PhD, Professor of Mathematics and Computer Science and Chair

Barbara Anthony, PhD, Assistant Professor of Computer Science

Suzanne Fox Buchele, PhD, Associate Professor of Computer Science

John B. Chapman, PhD, Professor of Mathematics

Fumiko Futamura, PhD, Assistant Professor of Mathematics

Alison Marr, PhD, Assistant Professor of Mathematics

Barbara Boucher Owens, PhD, Associate Professor of Computer Science

Walter M. Potter, PhD, Professor of Mathematics and Computer Science

Kendall C. Richards, PhD, Professor of Mathematics

Gary H. Richter, PhD, Associate Professor of Mathematics

Therese N. Shelton, PhD, Associate Professor of Mathematics

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 principals, 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.
4. Connect and deepen theoretical knowledge and practical experiences beyond the standard curriculum.
5. Develop skills and knowledge required for postgraduate education and careers.

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 adviser; 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. 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.

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. CSC 54-184, 284, and 454 cannot be taken out of sequence without departmental approval.

Major in Mathematics (BA): 11 courses (Majors consist of a minimum of 30 credits.)

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures I
- MAT52-854 Real Analysis I
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone)
- Upper-level sequence completion:
MAT52-694 Algebraic Structures II or MAT52-864 Real Analysis II

or

MAT52-754 Differential Equations I and MAT52-764 Differential Equations II

- Two to three additional approved courses in Mathematics at the 300 level or above (depending on upper-level sequence selected)

Major in Mathematics (BS): 11 courses (Majors consist of a minimum of 30 credits.)

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures I
- MAT52-754 Differential Equations I
- MAT52-854 Real Analysis I
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone)
- Upper-level sequence completion:

One course from:

MAT52-694 Algebraic Structures II
MAT52-764 Differential Equations II
MAT52-864 Real Analysis II

- Two additional approved courses in Mathematics at the 300 level or above

Required supporting course in the Mathematics major (BA or BS): One course

- CSC54-184, normally to be completed no later than the sophomore year

Minor in Mathematics: Six courses (Minors consist of a minimum of 18 credits.)

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-674 Linear Algebra
- Three additional approved courses in Mathematics at the 300 level or above

Major in Computer Science (BA or BS): 10 courses (Majors consist of a minimum of 30 credits.)

- 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)
- Two additional approved courses in Computer Science at the 300 level or above

Required supporting courses in the Computer Science major (BA or BS): Two courses

- MAT52-154 Calculus I
- MAT52-674 Linear Algebra

Minor in Computer Science: Five courses (Minors consist of a minimum of 18 credits.)

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- One course from:
CSC54-394 Computer Organization
CSC54-454 Algorithms
- Two additional approved courses in Computer Science at the 300 level or above

Major in Computational Mathematics (BA or BS): 14 courses (Majors consist of a minimum of 30 credits.)

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- One additional approved upper-level course in Computer Science
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-524 Introduction to Numerical Analysis
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations I
- One additional upper-level approved course in Mathematics
- MAT52-894 Senior Seminar in Mathematical Modeling or CSC54-894 Senior Seminar in Software Engineering (Capstone)

See the Education Department for information regarding teacher certification in Mathematics and Computer Science.

Mathematics (MAT)

52-104	MATHEMATICAL CONCEPTS. An introduction to some of the important ideas in mathematics illustrating the scope and spirit of mathematics and emphasizing the role that mathematics plays in society from a historical point of view. Topics include number systems, algebra, geometry and measurement. This course is designed for those seeking EC-6 or 4-8 teacher certification, however the course is suitable for a general audience with a broad spectrum of backgrounds and abilities. May not be used for Mathematics major or minor. (Fall, each year; and Spring, odd years) (NS)
52-114	INTRODUCTION TO STATISTICS. Designed to provide students in the social and biological sciences with the skills necessary to perform elementary statistical analysis. Descriptive measures, probability, sampling theory, random variables, binomial and normal distributions, estimation and hypothesis testing, analysis of variance, regression and correlation, and nonparametric methods. May not be used for Mathematics major or minor. (Each semester) (NS)
52-124	ELEMENTARY FUNCTION THEORY. Relations, functions and general properties of functions. Some of the elementary functions considered are polynomials, rational functions, exponentials, logarithms and trigonometric functions. An objective of this course is to prepare students for Calculus I. May not be used for Mathematics major or minor. (Fall) (NS)
52-154	CALCULUS I. Functions and graphs, derivatives, and applications of differentiation. Exponential, logarithmic and trigonometric functions, integration, and applications of integration. The course includes a laboratory component designed to explore applications and to enhance conceptualization.

- Prerequisite: Mastery of high school-level pre-calculus (algebra, trigonometry, exponential and logarithmic functions). (Each semester) (NS)
- 52-254 CALCULUS II. Numerical integration, methods of integration, applications of the definite integral, improper integrals, and sequences and series, Taylor's Formula and approximation, polar coordinates and an introduction to differential equations. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Mathematics 52-154. (Each semester) (NS)
- 52-354 CALCULUS III. A course in multivariable calculus. Vectors, vector functions and curves. Functions of several variables, partial differentiation, multiple integration, applications of partial differentiation and of multiple integrals. Vector calculus, line integrals, Green's Theorem, and surface integrals. Prerequisite: Mathematics 52-254. (Each semester) (NS)
- 52-384 DISCRETE MATHEMATICS. See Computer Science 54-384. (Fall)
- 52-404 GEOMETRY. Topics to be selected from synthetic geometry, analytic geometry, projective geometry, Euclidean and non-Euclidean geometry. Prerequisite: Permission of instructor. (Fall, even years) (NS)
- 52-524 INTRODUCTION TO NUMERICAL ANALYSIS. Emphasizes the derivations and applications of numerical techniques most frequently used by scientists: interpolation, approximation, numerical differentiation and integration, zeroes of functions and solution of linear systems. Prerequisites: Mathematics 52-674, and Computer Science 54-184, or permission of instructor. Also Computer Science 54-524. (Spring, odd years) (NS)
- 52-574 PROBABILITY. Random variables and distributions, sequences of random variables and stochastic processes. Prerequisite: Mathematics 52-254. (Spring) (NS)
- 52-674 LINEAR ALGEBRA. An introduction to the basic structure of proof, linear equations and matrices, vector spaces, linear mappings, determinants, quadratic forms, vector products and groups of symmetries. Prerequisite: Mathematics 52-154 and one approved MAT or CSC course at the 200-level or above, or permission of instructor. (Each semester) (NS)
- 52-684 ALGEBRAIC STRUCTURES I. Sets, relations, functions, group theory and ring theory. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674 or permission of instructor. (Fall) (NS)
- 52-694 ALGEBRAIC STRUCTURES II. Vector spaces and algebraic field theory. Prerequisite: Mathematics 52-684. (Spring, odd years) (NS)
- 52-754 DIFFERENTIAL EQUATIONS I. Topics include first order differential equations, separable equations, exact equations, linear differential equations of order $n > 1$, homogeneous equations with constant coefficients, nonhomogeneous equations, the method of undetermined coefficients, variation of parameters, power series solutions and an introduction to the Laplace transform. Prerequisite: Mathematics 52-354, or permission of instructor. (Spring) (NS)
- 52-764 DIFFERENTIAL EQUATIONS II. Topics include the Laplace transform, linear systems, numerical solutions, nonlinear systems and an introduction to partial differential equations. Prerequisites: Mathematics 52-674 and 52-754 or permission of instructor. (Fall, odd years) (NS)
- 52-834 COMPLEX ANALYSIS. Algebra and geometry of complex numbers. Analytic and harmonic functions, series, contour integration, conformal maps and transformations. Prerequisite: Mathematics 52-354 or permission of instructor. (Fall, even years) (NS)
- 52-844 SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar in a major area of mathematics not generally covered in other courses. Topics may include but are not limited to advanced analysis, combinatorics, and logic and history of mathematics. May be repeated for credit as topics vary. Prerequisite: Three courses at the 200 level or above and permission of instructor. (NS)
- 52-854 REAL ANALYSIS I. Topics include completeness, topology of the reals, sequences, limits and continuity, differentiation, the Mean-Value Theorem, Taylor's Theorem 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. (Fall) (NS)

- 52-864 REAL ANALYSIS II. Topics vary but may include the theory of Riemann integration, Lebesgue integration, sequences and series of functions, Fourier analysis, function spaces. Prerequisite: Mathematics 52-854 or permission of instructor. (Spring, even years) (NS)
- 52-884 TOPOLOGY. Topology of the line and plane, limit points, open sets, closed sets, connectedness and compactness. Continuous functions and homeomorphisms. Prerequisite: Mathematics 52-254. (Fall, odd years) (NS)
- 52-894 SENIOR SEMINAR IN MATHEMATICAL MODELING. 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 include linear and non-linear differential and difference equations and stochastic methods. Topics may vary with the instructor. Applications will be taken from the social and natural sciences. A major semester project is expected from each student, as well as significant class participation and presentation. Prerequisites: Six 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.
- 52-951, 952, 953, 954 INDEPENDENT STUDY.
- 52-984 HONORS. By invitation only.

Computer Science (CSC)

- 54-144 INTRODUCTION TO PROGRAMMING. An introduction to the discipline of computer science with an emphasis on applications in the liberal arts. Topics include basic programming constructs, basic data structures, algorithmic computation, selection, iteration, interactive user interfaces, 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 after successful completion of 54-184, 284, or 454 without departmental approval. (Fall, each year; and Spring, even years) (NS)
- 54-184 COMPUTER SCIENCE I. Standard first course in computer programming in an object-oriented style, primarily designed 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. The course includes a laboratory component designed to explore applications and to enhance conceptualization. (Each semester) (NS)
- 54-284 COMPUTER SCIENCE II. A continuation of 54-184 Computer Science I, with an emphasis on abstract data objects such as lists, stacks, queues, trees and graphs. Topics include algorithms for searching, sorting, traversing, inserting and deleting, and reasoning about these algorithms. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Computer Science 54-184 or permission of instructor. (Each semester) (NS)
- 54-291 RAPID APPLICATION DEVELOPMENT. This course will develop skills needed for the rapid development of programming solutions to problem specifications. This course (or, prior enrollment in this course) is required for students wishing to attend the South Central Programming Contest. This course may be repeated for credit. May not be counted toward the major or minor. Prerequisite: Computer Science 54-184. (Fall) (NS)
- 54-384 DISCRETE MATHEMATICS. Concepts for modeling discrete phenomena. Topics include: logic, set theory, combinatorics, graphs, induction and recurrence relations. Prerequisites: Mathematics 52-154, Computer Science 54-184, and either Mathematics 52-254 or Computer Science 54-284, or permission of instructor. Also Mathematics 52-384. (Fall) (NS)
- 54-394 COMPUTER ORGANIZATION. Computer architecture, internal representation of data, assembly language programming, subroutines and parameter passing, design of machine language instruction sets, bus structure, datapath and command interpreter. 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)
54-454	ALGORITHMS. Algorithms for finding paths and spanning trees in graphs, analysis of algorithms for sorting, searching and merging files, complexity of algorithms, and hashing methods. Prerequisite: Computer Science 54-284 or permission of instructor. (Spring) (NS)
54-474	PROGRAMMING LANGUAGES. Principles and practice in the design and implementation of imperative, functional and object-oriented programming languages. Prerequisite: Computer Science 54-394 or permission of instructor. (Fall) (NS)
54-514	DATABASE MANAGEMENT. Logical and physical organization of data in conventional database systems. Topics include functional dependencies and normal form, relational and other data models, indexing and concurrency control. Prerequisite: Computer Science 54-284 or permission of instructor. (Fall, even years) (NS)
54-524	INTRODUCTION TO NUMERICAL ANALYSIS. See Mathematics 52-524. (Spring, odd years) (NS)
54-534	FUNCTIONAL PROGRAMMING. Introduction to functional programming. Topics include functions, lists, types, induction and recursion, pattern matching, infinite lists and trees. A functional programming language such as Haskell, Lisp or ML will be used in the course. There will be a large number of programming projects. Prerequisite: Computer Science 54-184 or permission of instructor. (Spring) (NS)
54-554	COMPUTER GRAPHICS. Introduction to 2D and 3D graphics. Topics include: display hardware, graphics primitives and data structures, geometric transformations and modeling, 2D display algorithms, 3D viewing, clipping, hidden line and surface removal, and illumination and shading. Prerequisite: Mathematics 52-674, Computer Science 54-394 and 454, or permission of instructor. (Spring, even years) (NS)
54-644	COMPUTER SYSTEMS. Introduction to operating systems and computer networks. Process control and scheduling, threads, concurrency, memory management and virtual memory, network protocol layers, packets and routing and network security. Prerequisite: Computer Science 54-394. (Spring) (NS)
54-684	THEORY OF COMPUTATION. Finite state systems, finite automata and formal language theory. Context-free grammars, regular expressions, pushdown automata, Turing machines, decidability, switching theory and complexity. Prerequisite: Mathematics or Computer Science 52/54-384. (Fall, odd years) (NS)
54-844	SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar not generally covered in other courses. May be repeated for credit as topics vary. Prerequisites: Three courses at the 200 level or above and permission of instructor. (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, and the study of current software engineering trends, theory and practice. A major semester project is expected from each student, as well as significant class participation and presentation. Prerequisite: Six courses in the major at the 300 level or above, and permission of instructor. (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. Prerequisite: Permission of instructor.
54-901, 902, 903, 904	TUTORIAL.
54-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
54-984	HONORS. By invitation only.

**MODERN LANGUAGES AND LITERATURES DEPARTMENT
CHINESE, FRENCH AND GERMAN PROGRAMS**

Division of Humanities

Erika Berroth, PhD, Associate Professor of German and Chair
Glenda Warren Carl, PhD, Associate Professor of French and Latin
Herbert Genzmer, PhD, Visiting Assistant Professor of German
Bernadeta Kaminska, MA, Part-Time Instructor of German
Francis Mathieu, PhD, Assistant Professor of French
Aaron R. Prevots, PhD, Associate Professor of French
Carl Robertson, PhD, Associate Professor of Chinese
Patricia Schiaffini, PhD, Part-Time Assistant Professor of Chinese
Christopher Tanguay, BA, Part-Time Instructor of French

The Chinese, French and German programs facilitate critical inquiry in the interrelated disciplines of language, literature and culture. Studying languages 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.

Department Goals:

1. Language learners completing the language requirement will be proficient in reading, listening, writing and speaking.
2. Language learners completing the minor will demonstrate intermediate proficiency in reading, listening, writing and speaking.
3. Language learners completing the major will demonstrate advanced proficiency in reading, listening, writing and speaking.
4. Language learners at all levels will demonstrate cultural literacy.

The Department offers majors in French and German and minors in French, German and Chinese. Students often combine or pair the major or minor in a language with expertise in another discipline. By contextualizing language study in cultural, historical, geographic and cross-cultural frames, the integrated curriculum encourages and supports students in cross-disciplinary work. Gaining wide cultural understanding anchored in language studies, students often complete language-specific research projects and projects in other disciplines, including International Studies, Feminist Studies and Environmental Studies, which are informed by their study of languages and cultures.

Students who major or minor in Chinese, French or German and who have placed into the fourth semester or have placed out of the foreign language requirement may take a departmental exam for credit. They may earn up to eight lower-level credits, which is equivalent to credit for 114 or the 114-124 sequence. Credit will be awarded upon completion of all other major or minor requirements. Under no circumstances may an individual earn credit for more than two courses in a language by AP or placement examinations.

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.

Because language study is sequential, students begin language study at the level of placement, take the next courses in the sequence in order (i.e. 014, 024, 114, 124) and must earn a grade of C- or better prior to enrolling in the next course in the sequence. The language level courses may not be taken concurrently.

Minor in Chinese: Five courses (Minors consist of a minimum of 18 credits.)

- CHI22-314 Chinese in Contemporary Context
- CHI22-324 Reading/Speaking Modern Chinese
- Three additional approved courses in Chinese, at least one of which must be at or above the 300 level

Major in French: Eight courses (Majors consist of a minimum of 30 credits.)

- FRE11-314 Topics in Literature and Film
- FRE11-334 Composition and Culture
- FRE11-354 French Culture
- FRE11-934 Capstone Seminar

- Four additional approved courses in French, at least two of which must be at or above the 300 level

Minor in French: Five courses (Minors consist of a minimum of 18 credits.)

- Two courses from:
FRE11-314 Topics in Literature and Film
FRE11-334 Composition and Culture
FRE11-354 French Culture
- Three additional approved courses in French, at least one of which must be at or above the 300 level

Major in German: Eight courses (Majors consist of a minimum of 30 credits.)

- One course from:
GER12-314 Reading German: Text in Context
GER12-334 Oral and Written Expression
- GER12-344 Introduction to German Literature and Film
- GER12-354 German Culture
- GER12-934 Capstone Seminar
- Four additional approved courses in German, at least two of which must be at or above the 300 level

Minor in German: Five courses (Minors consist of a minimum of 18 credits.)

- Two courses from:
GER12-314 Reading German: Text in Context or GER12-334 Oral and Written Expression
GER12-344 Introduction to German Literature and Film
GER12-354 German Culture
- Three additional approved courses in German, at least one of which must be at or above the 300 level

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

Other Languages (FLN)

21-144, 154	OTHER LANGUAGES. Studies of languages other than those offered by the Modern Languages and Literatures Department on a regular basis. Credit may only be earned with approval of the department and may not otherwise be used to fulfill the University language requirement.
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.
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.

Chinese (CHI)

22-014	CHINESE I. This course introduces pronunciation, basic grammatical structures, the involved and fascinating world of Chinese writing, and contexts for practice. This course prepares the student for basic functions in a Chinese language environment.
22-024	CHINESE II. This course continues the basic skills in Chinese I in addition to speaking and writing practice to prepare students for basic functions in a Chinese language environment. Prerequisite: Chinese 22-014 with a grade of C- or better, or equivalent placement.
22-114	CHINESE III. This course strengthens reading and writing skills, develops grammatical facility and begins an increased focus on oral and written communication for fundamental contexts. The cultural

foundations of Chinese language are a core feature of this course. Prerequisite: Chinese 22-024 with a grade of C- or better, or equivalent placement.

- 22-124 CHINESE IV. This course leads students into further intermediate capacities, including opportunities to negotiate, persuade and advocate. Students begin to engage in contemporary issues and manage literary and functional texts. Prerequisite: Chinese 22-114 with a grade of C- or better, or equivalent placement.
- 22-314 CHINESE IN CONTEMPORARY CONTEXT. This course continues to build fundamental familiarity with written and spoken Chinese. Students acquire skills for learning and living in China, with an emphasis on speaking, writing for expression and communication, and exposure to significant literary texts. Prerequisite: Chinese 22-124 or equivalent placement. (H)
- 22-324 READING/SPEAKING MODERN CHINESE. This course continues to develop students' command of written Chinese with an additional focus on speaking. Proficiency in the language leads to further exploration of China's cultural foundations and contemporary issues. Prerequisite: Chinese 22-124 or equivalent placement. (H)
- 22-374 CHINESE LITERATURE IN TRANSLATION I. This course is an introduction to Chinese literature from the earliest times to the Tang dynasty (roughly to the 10th century), a period which includes the foundational texts of the Chinese tradition. This course develops skills in writing, particularly about literature, and engages in problems in translation. Taught in English. (Spring, alternate years) (H) (IP) (WA)
- 22-384 CHINESE LITERATURE IN TRANSLATION II. This is an introductory course on Chinese literature from roughly the 10th century (Song dynasty) to the present. This course will pivot on the transition to modernism from a highly developed literary tradition. The course is comparative in nature, including questions of translation, and develops skills in writing as well as writing about literature. Taught in English. (Spring, alternate years) (H) (IP) (WA)
- 22-394 CHINESE CALLIGRAPHY AND CULTURE. This course approaches the cultural purpose and aesthetic complexity of the art of Chinese writing. The primary focus of the course is using brush and ink, but with a critical understanding of the place calligraphy holds in China's literary, social, political and aesthetic history. Taught in English. (Summer) (H) (IP) (WA)
- 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. Prerequisite: Chinese 22-124 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.

French (FRE)

All courses are taught in French.

- 11-014 FRENCH I. This course builds skills in listening, speaking, reading and writing in French. Students will learn to communicate effectively both within personal areas of interest and relative to French and Francophone cultures. The course emphasizes student participation, self-expression and the ability to create with language.
- 11-024 FRENCH II. This course continues the work begun in the introductory semester and increases focus on reading skills, writing skills and cultural literacy. Prerequisite: French 11-014 with a grade of C- or better or equivalent placement.
- 11-114 FRENCH III. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture and expanded vocabulary practice. Prerequisite: French 11-024 with a grade of C- or better or equivalent placement.
- 11-124 FRENCH IV. This course is based on more sophisticated texts in French and asks students to conduct research in areas of personal interest or expertise through individual projects. Prerequisite: French 11-114 with a grade of C- or better or equivalent placement.

11-314	TOPICS IN LITERATURE AND FILM. A course introducing the critical appreciation of a wide variety of texts, including but not limited to film, poetry, short stories, essays, novellas, novels, diaries, journalism and stories told through music or images. Prerequisite: French 11-124 or equivalent placement. (H)
11-334	COMPOSITION AND CULTURE. This course develops advanced oral and written proficiencies, sharpens students' linguistic facility and accuracy, and introduces topics in French and Francophone culture. Prerequisite: French 11-124 or equivalent placement. (H) (WA)
11-354	FRENCH CULTURE. This course develops advanced cultural proficiencies by exploring French and/or Francophone identities as voiced in authentic materials including text, images, video, films and music. Offerings alternate between French Civilisation 1: History of French Culture and French Civilisation 2: Contemporary Culture. May be repeated with change in topic. Prerequisite: French 11-124 or equivalent placement. French 11-334 recommended. (H) (IP)
11-454	WOMEN WRITERS IN FRENCH. A study of significant works by women writers from France and the Francophone world. Prerequisites: One course from French 11-314, 334, or 354. Also Feminist Studies 04-454. (H)
11-514	STUDIES IN FRENCH LITERATURE. Study of selected texts from the modern period, as related to French social, cultural and literary history. May be repeated with change in content. Prerequisite: One course from French 11-314, 334, or 354. (H) (WA)
11-604	TOPICS IN LITERATURE AND CULTURE. This course focuses on single authors, movements or themes. Offerings include texts in Anticlerical Satire in Early French Literature, Moralism Literature/Human Condition, Paris/Cities/Parisians, and Writing/Identity/Difference. May be repeated with change in topic. Prerequisite: One course from French 11-314, 334, or 354. (H) (WA)
11-614	TEXTS/CONTEXTS. This course focuses on situating texts relative to specific periods or field of study, including Pre-Revolutionary Literature. May be repeated with change in content. Prerequisite: One course from French 11-314, 334, or 354. (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. (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. Prerequisite: French 11-124 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.

12-014	GERMAN I. This course builds the foundation for developing proficiency in speaking, listening, reading and writing in German. Students will 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.
12-024	GERMAN II. This course continues the work begun in the introductory semester and increases focus on speaking skills and cultural literacy. Prerequisite: German 12-014 with a grade of C- or better or equivalent placement.
12-114	GERMAN III. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture. Students will gain a good understanding of contemporary life in the German-speaking world, will narrate and describe orally and in writing, and will begin to formulate and support opinions. Prerequisite: German 12-024 with a grade of C- or better or equivalent placement.

- 12-124 GERMAN IV. Continuation of German III. Students will move from description and narration to formulation of argument and/or hypothesis, evaluation and analysis. Students develop the tools to read and comprehend sophisticated texts in German related to their areas of interest or expertise and will gain knowledge about major current social, political and cultural issues. Prerequisite: German 12-114 with a grade of C- or better or equivalent placement.
- 12-314 READING GERMAN: TEXT IN CONTEXT. Introduction to 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. Prerequisite: German 12-124 or equivalent placement. (H)
- 12-334 ORAL AND WRITTEN EXPRESSION. Intensive work on grammar, composition and discussion based on readings from a variety of genres, including film. This course supports the development of advanced proficiency and invites students to improve their ability to narrate, compare and contrast, to establish causal relationships, and to speculate in speaking and writing, as well as to develop their creative voice in German. Prerequisite: German 12-124 or equivalent placement. (H) (WA)
- 12-344 INTRODUCTION TO GERMAN LITERATURE AND FILM. Intensive writing and discussions on selected literary texts and films. Students will develop and implement the 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. Prerequisite: German 12-124 or equivalent placement. (H)
- 12-354 GERMAN CULTURE. Students develop advanced proficiency in language and culture. Content will vary to cover current aspects of culture in the German-speaking world, as well as social and political contexts, unification and its aftermath, the new Germans, German-American relations, challenges and opportunities of European integration and multiculturalism, or reforms in the German education system. The history of Germany's Green Party and debates on environmental issues in Germany and the European Union provide a foundation for research on cultural differences in everyday practices and attitudes. Students will analyze and compare a variety of culturally significant topics. May be repeated with change in topic. Prerequisite: German 12-124 or equivalent placement. Also Environmental Studies 49-654. (H) (IP)
- 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, ability and religion, students develop advanced proficiencies and practice critical approaches. Text selections vary from saints and healers of the Middle Ages to contemporary transnational and translingual writers, such as Nobel Prize winner Herta Müller. Students will move beyond merely understanding the content of texts to textual analysis and will begin to develop a repertoire of skills that will serve them in summarizing, interpreting, critiquing, presenting and substantiating an opinion and argument both orally and in writing. May be repeated with change in content. Prerequisite: One course from German 12-314, 334 or 354. Also Feminist Studies 04-444. (H)
- 12-514 STUDIES IN GERMAN LITERATURE. Study of selected texts from a variety of periods as related to German social, intellectual, cultural and literary history. Text selections represent a productive balance between tradition and innovation. Development of advanced proficiencies in critical and analytical work in the target language. May be repeated with change in content. Prerequisite: One course from German 12-314, 334 or 354. (H) (WA)
- 12-614 TEXTS/CONTEXTS. Advanced close readings of texts as they relate to multiple fields of study. Specific topics for a given semester are listed in the course schedule. Topics may include Self and Other, Genius and Madness, the Figure of the Artist, Memory and Identity, Texts of Catastrophies, 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 both orally and in writing. May be repeated with a change in content. Prerequisite: One course from German 12-313, 333, or 353. (H) (WA)
- 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 produce a formal research paper and deliver a formal oral presentation introducing their projects to the German-speaking public. (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. Prerequisite: German 12-124 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.

MODERN LANGUAGES AND LITERATURES DEPARTMENT SPANISH PROGRAM

Division of Humanities

Laura Senio Blair, PhD, Associate Professor and Chair
 William Christensen, PhD, Associate Professor
 Carlos A. De Oro, PhD, Assistant Professor
 Abigail Dings, PhD, Assistant Professor
 Carolyn Dunlap, PhD, Visiting Assistant Professor
 Theodore J. Jobe, PhD, Assistant Professor
 María de los Angeles Rodríguez Cadena, PhD, Assistant Professor
 Diana Rodríguez, MA, Part-Time Instructor
 Catherine Ross, PhD, Assistant Professor

Southwestern University offers major and minor programs in Spanish. Courses taught in the Spanish program integrate reading, writing, speaking, listening and cultural understanding in and of the target language. 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 the student's interests, he or she may choose from diverse programs in a number of Spanish-speaking countries.

Department Goals:

1. Students will achieve high-level oral communication proficiencies at the end of four semesters of language study skills.
2. Students will develop critical and analytical writing skills.
3. Students will attain a high level of cultural awareness.

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 the literatures, cultures and civilizations of Spain as well as the Americas. All Spanish majors are strongly urged to include plans for study abroad either during their junior year 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. Those planning to certify as language teachers must have a thorough background in the structure of the target language.

The capstone experience for Spanish majors consists of either a seminar or a study project stemming from a semester abroad or from an upper-level course taken during the senior year. The program is intended to cover broad aspects of the discipline and culminates in an oral presentation.

Students who major or minor in Spanish, and who have placed out of the foreign language requirement based on the results of their language placement exam as entering first-year students, may earn up to four credits of lower-level credit corresponding to Spanish 15-124 upon successful completion of the major or minor. This also applies to education majors who intend to certify in Spanish. Under no circumstances may an individual earn credit for more than one course in Spanish by AP or placement examinations (see "Credit By Examination").

Heritage speakers and students returning from study-abroad are strongly encouraged to partake in an academic internship opportunity offered by the department (941-944). Oftentimes, credit from the internship(s) will help round out any discrepancy in credit transfer from returning study-abroad students.

The Language Learning Center at Southwestern offers students wide-band access to the latest in multimedia courseware within the center's sub-network and to native language materials from all over the globe. Students engage in a wide variety of language-related activities in the center. These include accessing Web-based digital lab manuals for introductory language courses, writing papers, developing multimedia presentations, and accessing print, audio and video media through Internet, cable and satellite connections. Functioning as a vehicle for the delivery of local instructional materials and as a portal onto a vast world of native language and cultural content, the center is an invaluable resource for students of language, culture and international affairs.

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.

Because language study is sequential, students begin language study at the level of placement, take the next courses in the sequence in order (i.e. 014, 024, 114, 124) and must earn a grade of C- or better prior to enrolling in the next course in the sequence. The language level courses may not be taken concurrently.

Major in Spanish: Eight courses (Majors consist of a minimum of 30 credits.)

- SPA15-124 Spanish IV
- One course from:
 - SPA15-334 Advanced Grammar
 - SPA15-344 Introduction to Literary Studies
- SPA15-354 Cultures of Spain and/or Latin America
- Four additional courses from the following levels: 300, 400, 500, 600, 700
- SPA15-934 Research Seminar for Seniors (Capstone)

Majors must take part in an exit interview to be conducted during the semester of their Spanish capstone experience.

Minor in Spanish: Five courses (Minors consist of a minimum of 18 credits.)

- SPA15-124 Spanish IV
- One course from:
 - SPA15-334 Advanced Grammar
 - SPA15-344 Introduction to Literary Studies
- SPA15-354 Cultures of Spain and/or Latin America
- Two additional courses from the following levels: 300, 400, 500, 600, 700

Minors must take part in an exit interview to be conducted upon completion or during the same semester the requirements of the minor are fulfilled.

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

Spanish (SPA)

All courses are taught in Spanish.

15-014	SPANISH I. Introduction to the language for students with no prior study of Spanish. Skills development in listening, speaking, writing, reading and cultural study. Departmental approval required for enrollment in Spanish 15-014, and contingent on placement exam results and language background.
15-024	SPANISH II. Introduction to the language. Skills development in listening, speaking, writing, reading and cultural study. Prerequisite: Spanish 15-014 with a grade of C- or better or equivalent placement.
15-114	SPANISH III. Intermediate course on Spanish language and culture with emphasis on listening, speaking, reading and writing. Continued practice in the target language. Prerequisite: Spanish 15-024 with a grade of C- or better or equivalent placement.

- 15-124 SPANISH IV. Intermediate course designed to develop communicative skills in Spanish, focusing on listening, speaking, writing and reading in the target language. An additional goal is to develop further knowledge of the varieties and complexities of the cultures of the Spanish speaking world. Prerequisite: Spanish 15-114 with a grade of C- or better or equivalent placement.
- 15-334 ADVANCED GRAMMAR. An intermediate level course designed to review Spanish grammar with emphasis on practical applications of listening comprehension, speaking, reading and writing, in addition to a practical component facilitated through community based learning. Recommended for Spanish minors. Prerequisite: Spanish 15-124 or equivalent placement. (WA)
- 1-344 INTRODUCTION TO LITERARY STUDIES. An intermediate-level course designed to introduce students to the interpretation of literary texts and to promote the acquisition of the technical vocabulary needed to describe and debate literary issues. Recommended for Spanish majors. Prerequisite: Spanish 15-124 or equivalent placement or permission of instructor. (WA)
- 15-354 CULTURES OF SPAIN AND/OR LATIN AMERICA. Exploration of Peninsular Spanish and/or Latin American cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. Prerequisite: Spanish 15-124 or equivalent placement or permission of instructor. (H) (IP)
- 15-404 SELECTED TOPICS IN IBERIAN LITERATURE. May be repeated with change in topic. Prerequisite: Spanish 15-344. (H)
- 15-414 READINGS IN MEDIEVAL AND EARLY MODERN IBERIAN LITERATURE. Interpretation and analysis of pre-19th-century representative texts from Spain, emphasizing Medieval and Golden Age literature. Prerequisite: Spanish 15-344. (H)
- 15-424 READINGS IN CONTEMPORARY IBERIAN LITERATURE. Interpretation and analysis of 19th-, 20th- and/or 21st-century representative texts from Spain. Prerequisite: Spanish 15-344. (H)
- 1-444 IBERIAN LITERATURE ABROAD. Prerequisite: 15-334 or 344. (H)
- 15-504 SELECTED TOPICS IN HISPANO-AMERICAN LITERATURE. May be repeated with change in topic. Prerequisite: Spanish 15-344.
- 15-514 READINGS IN PRE-20th-CENTURY HISPANO-AMERICAN LITERATURE. Interpretation and analysis pre-20th century representative texts from Hispano-America. Prerequisite: Spanish 15-344. (H)
- 15-524 READINGS IN CONTEMPORARY HISPANO-AMERICAN LITERATURE. Interpretation and analysis of 20th- and/or 21st-century representative texts from Hispano-America. Prerequisite: Spanish 15-344. (H)
- 15-544 HISPANO-AMERICAN LITERATURE ABROAD. Prerequisite: 15-334 or 344.
- 15-614 TOPICS IN HISPANIC FILM. Interpretation and analysis of selected works by Spanish and/or Latin American directors. Course may be repeated when content varies. Prerequisites: One course from Spanish 15-334, 344 or 354. (H)(IP)
- 15-624 TOPICS IN HISPANIC LITERATURE. Interpretation and analysis of selected Iberian and/or Hispano-American works. Course may be repeated when content varies. Prerequisites: Spanish 15-344. (H)
- 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. Course may be repeated when content varies. Prerequisites: One course from Spanish 15-334, 344 or 354. (H) (IP)
- 15-704 SELECTED TOPICS IN LINGUISTICS. May be repeated with change in topic. Prerequisite: Spanish 15-124 or equivalent placement.
- 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. Prerequisite: Spanish 15-124 or equivalent.
- 1-744 LINGUISTICS ABROAD. Prerequisite: Spanish 15-334 or 344.

15-934	RESEARCH SEMINAR FOR SENIORS. Fulfills the requirements for a capstone experience in Spanish. Prerequisites: SPA15-344, 354, and four additional upper-level electives. Exit interview/examination is required to satisfy course requirements. (WA)
15-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
15-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content. Prerequisite: Spanish 15-124 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.
15-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Prerequisite: 15-334 or 344.
15-984	HONORS. By invitation only.

MUSIC DEPARTMENT

The Sarofim School of Fine Arts

Jason Hoogerhyde, DMA, Associate Professor and Chair
 David Asbury, DMA, Assistant Professor
 Bruce A. Cain, DM, Associate Professor
 Robert Cannon, DMA, Part-Time Assistant Professor
 Anna Carney, MM, Part-Time Instructor
 John Michael Cooper, PhD, Professor
 Susan Douglas, MM, Part-Time Instructor
 Marc Erck, BA, Part-Time Instructor
 Delaine Fedson, MM, Part-Time Instructor
 Lois Ferrari, DMA, Professor
 Jeffrey Grimes, MM, Part-Time Instructor
 David Guidi, PhD, Part-Time Assistant Professor
 Adrienne Inglis, MM, Part-Time Instructor
 Steven Kostelnik, DMA, Part-Time Assistant Professor
 Carol Kreuscher, DMA, Part-Time Assistant Professor
 Eri Lee Lam, DMA, Associate Professor
 Vincent Lam, DMA, Part-Time Assistant Professor
 Eric Miller, MM, Part-Time Instructor
 Brigitte Parsons, MM, Part-Time Instructor
 David Polley, DMA, Part-Time Assistant Professor
 Pamela G. Rossman, MM, Part-Time Instructor
 Eileen Meyer Russell, DM, Associate Professor
 Kenny Sheppard, PhD, Professor
 Kiyoshi Tamagawa, DMA, Professor
 David Patrick Utterback, MM, Part-Time Instructor
 Robert Gregg Warren, DMA, Part-Time Assistant Professor
 Tim Washecka, MM, Part-Time Instructor
 Oliver Worthington, DMA, Part-Time Assistant Professor
 Dana Zenobi, MM, Part-Time Instructor
 Hai Zheng, MM, Part-Time Assistant Professor

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 BA in Music program with a balanced music curriculum for students with strong interests in music, who also wish to pursue a broad liberal arts education.

2. Provide a BMus program that develops performance skills through rigorous preparation of high-quality solo, chamber and large ensemble literature.
3. Provide a BMus program that prepares music education students to teach in elementary and secondary schools.
4. Provide opportunities for non-Music majors to continue their growth as performers.

Scholarships

The Sarofim School of Fine Arts grants a number of scholarships to majors in music. Performance awards are also available to non-music majors who perform in one of the School's musical ensembles. These scholarships are awarded after an audition or portfolio review by the prospective students with members of the Music Department faculty, and can be scheduled through the secretary of the School of Fine Arts.

Performing Groups

The following performing groups are open to all students by audition: the Southwestern University Wind Ensemble, the Southwestern University Jazz Band, the Southwestern University Orchestra, the Southwestern University Chorale, the Southwestern University Singers and the Southwestern University Opera Theatre.

Degrees

The Music Department offers two degrees, the BA with a major in Music, and the BM with four possible emphases: Education, Literature, Performance and Theory/Composition. A minor in music may also be obtained. With fewer specialized course requirements, the BA 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 BM 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 certify 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 BM in Music Literature is appropriate. The BM with a major in Music Theory/Composition is designed for those students who plan to pursue graduate work in composition and/or music theory.

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 for the Music Department. Specific repertoire requirements for auditions may be obtained from the office of the secretary of the School of Fine Arts or from the appropriate page on the School of Fine Arts website.

Students audition for, and are accepted into, a particular degree program with a specific principal performing area. Any music major who wishes to change his or her major or principal performing area must obtain the consent of the music faculty. In certain cases a re-audition may be required.

Sophomore Barrier Examination: All students pursuing a Music major degree program will perform 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. The content of this performance varies by specialization; requirements are available from the Music Department. The quality of the student's performance at this time, as well as his or her general level of achievement in the Music curriculum, will be considered by the faculty in advising the student whether he or she may continue in his or her intended music degree program.

Keyboard Proficiency Examination: 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 through the filing of a Special Report Card with the Registrar's Office.

Juries: The Music Department requires that all music majors or intended music majors perform a jury, or graded performance examination, on their principal instrument or voice at the end of each semester they are enrolled at Southwestern University. 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. All other students taking applied music lessons should perform juries starting with their third semester of study in a particular applied area and continue every semester thereafter. This rule also applies to music majors in their secondary applied study area.

Capstone requirement: Activities or experiences that may fulfill this requirement vary with each music degree plan, and are noted at the end of each description. Successful completion of the capstone requirement is recorded through the filing of a

Special Report Card with the Registrar's Office. 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 one performance medium, 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: All courses in the core requirements must be completed with a grade of C- or better in order to count toward the major and serve as prerequisites for subsequent courses in a sequence.

NOTE: All students must pass a music theory placement examination to qualify for MUT 76-111 and MUT 76-113. Students failing to pass this examination will be required to pass MUT 76-101 and MUT 76-103 before enrolling in 76-111 and 76-113. MUT 76-101 and 76-103 do not fulfill Music degree requirements.

Bachelor of Arts

Major in Music: 48 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- Six credits from:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-171/271 Southwestern University Orchestra
- Eight credits of APM8x-00x/8x-20x (principal instrument)
- Six credits of Music electives
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principle instrument is Piano.

NOTE: Students whose principal instrument is not piano must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed. NOTE: Music majors with harp as their principal instrument should take two semesters of the approved ensembles listed above. In addition, they should take two semesters of Chamber Music (Instrumental) ENS78-151/251, and two semesters of Harp Ensemble, which will be listed as a separate section of ENS78-151/251 in the semesters in which it is offered.

Additional Requirements for the Major in Music: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience may be fulfilled in one of the following ways: a junior or senior 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 complete the required 37 credits of 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 major in Music Education 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 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): 75 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL 80-701 Diction in Vocal Music I
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education
- MUE77-603 Choral Conducting
- MUE77-633 Advanced Choral Conducting
- Seven semesters of:
ENS78-121/221 Southwestern University Singers

ENS78-131/231 Southwestern University Chorale

- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principle instrument)
- Four credits of Applied Music 8x-00x/8x-20x 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: 37 credits

- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-814 Classroom Organization and Management
- EDU41-804 Student Teaching in the Secondary School
- EDU42-804 Student Teaching in the Elementary and Secondary School
- EDU43-404 Survey of Exceptionalities
- EDU45-762 Literacy in the Content Area
- PSY33-104 Principles of Psychology
- PSY33-224 Developmental Psychology
- PSY33-333 Educational Psychology

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include small ensemble performance.

Note: This degree is exempt from the foreign language requirement.

Major in Music Education – Without Certification (choral/vocal emphasis): 78 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-701 Diction in Vocal Music I
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education
- MUE77-603 Choral Conducting

- MUE77-633 Advanced Choral Conducting
- MUE77-943 Academic Internship
- Seven semesters of:
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principle instrument)
- Four credits of Applied Music 8x-00x/8x-20x Piano

Note: Music Education majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Course Requirements 13-16 credits

- Four courses from:
 - EDU40-494 Foundations and Curriculum of American Schools
 - EDU40-554 Schools, Society and Diversity
 - EDU43-404 Survey of Exceptionalities
 - EDU45-762 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-224 Developmental Psychology
 - PSY33-333 Educational Psychology

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include small ensemble performance.

Note: This degree is NOT exempt from the foreign language requirement. It is strongly recommended that the language requirement be fulfilled by two semesters of German and two semesters of French.

Major in Music Education- With Certification (instrumental emphasis): 79 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- 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
- MUE77-613 Instrumental Conducting
- MUE77-623 Advanced Instrumental Conducting
- Seven semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-171/271 Southwestern University Orchestra
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principle instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principle 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: 37 credits

- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-814 Classroom Organization and Management
- EDU41-804 Student Teaching in the Secondary School
- EDU42-804 Student Teaching in the Elementary and Secondary School
- EDU43-404 Survey of Exceptionalities
- EDU45-762 Literacy in the Content Area
- PSY33-104 Principles of Psychology
- PSY33-224 Developmental Psychology
- PSY33-333 Educational Psychology

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include 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): 82 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training I

- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- 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
- MUE77-613 Instrumental Conducting
- MUE77-623 Advanced Instrumental Conducting
- MUE77-943 Academic Internship
- Seven semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-171/271 Southwestern University Orchestra
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principle instrument)
- Four credits of Applied Music 8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principle 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: 13-16 credits

- Four courses from:
 - EDU40-494 Foundations and Curriculum of American Schools
 - EDU40-554 Schools, Society and Diversity
 - EDU43-404 Survey of Exceptionalities
 - EDU45-762 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-224 Developmental Psychology
 - PSY33-333 Educational Psychology

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include 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: 80 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-701 Diction in Vocal Music I
- MUL80-711 Diction in Vocal Music II
- MUL80-712 Song Literature and Performance
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-522 Vocal Pedagogy
- MUE77-603 Choral Conducting
- Eight semesters of:
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
- Two semesters of ENS 78-141/241 Opera Theatre
- 24 credits of APM8x-00x/8x-20x (Vocal performance majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- Six credits of APM8x-00x/8x-20x Piano

NOTE: Vocal Performance majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

NOTE: Students completing the Vocal Performance emphasis must take two semesters 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 Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment 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: 88 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- Two semesters of MUL 80-612 Piano Solo Repertoire, B

- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-532 Piano Pedagogy
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-141/241 Opera Theatre
 - ENS78-171/271 Southwestern University Orchestra
- Two semesters of ENS78-151/251 Chamber Music (Instrumental)
- 24 credits from APM8x-00x/8x-20x 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.)
- Six semesters of APM8x-001 (secondary instrument)
- Eight credits of Music electives

Additional Requirements for the Major in Keyboard Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment 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: 87 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-622 Instrumental Pedagogy and Literature
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III

- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-171/271 Southwestern University Orchestra
- Two semesters of ENS78-151/251 Chamber Music (Instrumental)
- 24 credits from Applied Music 8x-00x/8x-20x (Instrumental Performance Majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- Six semesters of APM8x-001 (secondary instrument*)
- Eight credits of Music electives

*Fulfilled by Piano for all students except those whose principle instrument is Piano.

Additional Requirements for the Major in Instrumental Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment 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: 81 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- 12 credits from:
 - MUL80-424 Medieval and Renaissance Music
 - MUL80-434 Baroque Music
 - MUL80-444 Classical and Romantic Music
 - MUL80-454 20th-Century Music
- Four additional credits from:
 - MUL80-124 World Music
 - MUL80-134 Music in the United States
- MUL 80-953 Independent Study (Capstone)
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint

- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-141/241 Opera Theatre
 - ENS78-171/271 Southwestern University Orchestra
- 16 credits of APM8x-00x/8x-20x (principle instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principle 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 Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment at Southwestern; and successful completion of a capstone experience. See above for specific information.

Major in Music Theory/Composition: 82 credits (Majors consist of a minimum of 30 credits.)

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- 14 credits of MUT76-532/534 Composition
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band

ENS78-121/221 Southwestern University Singers

ENS78-131/231 Southwestern University Chorale

ENS78-141/241 Opera Theatre

ENS78-171/271 Southwestern University Orchestra

- 16 credits of APM8x-00x/8x-20x (principle instrument)
- Four credits from Applied Music 8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principle instrument is Piano.

NOTE: Music Theory/Composition majors must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

Additional Requirements for the Major in Music Theory/Composition (BM): Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment at Southwestern; and successful completion of a capstone experience. See above for specific information.

Minor in Music: 20 credits (Minors consist of a minimum of 18 credits.)

- MUL80-114 Music Literature I
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- Eight additional credits of upper-level Music

OR

Minor in Music: 20 credits (Minors consist of a minimum of 18 credits.)

- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- Eight additional credits of upper-level Music

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 or a two, indicating lower or upper level, respectively; 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 a one-credit applied music piano course.

A—Piano	G—Clarinet	M—Euphonium	U—Percussion (all)
B—Voice	H—Bassoon	N—Tuba	V—Woodwind (all)
C—Organ	I—Saxophone	O—Violin	W—Brass (all)
D—Harp	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.

Note: APM 8B-00x Applied Voice Prerequisite: Students seeking to enroll in voice lessons must first complete two semesters of Southwestern Singers or Chorale. As an alternative, students may take lessons concurrently with either Southwestern Singers or Chorale. Exceptions to this rule will be granted by the Department chair only in compelling cases. Student requests for such exceptions must be made in writing before the student registers for voice lessons.

Applied Music Fees: An additional semester fee for instruction in Applied Music is assessed as follows: either \$180 for one credit (-001, -201), or \$360 for two or four credits (-002, -004, -202, -204).

Ensembles (ENS)

Music ensembles are open to all University students by audition. One credit per semester is granted for each ensemble. All lower-level ensembles (100-level numbers) may be repeated for up to two credits, and each upper-level ensemble (200-level numbers) may be repeated for up to six semester credits. Students register for lower-level ensembles in the first two semesters and upper-level ensembles in subsequent semesters. All ensembles may require additional meeting, rehearsal and performance times outside of scheduled class periods, as indicated by the instructor.

- 78-101, 201 SOUTHWESTERN UNIVERSITY WIND ENSEMBLE. The SU Wind Ensemble performs two classical music concerts per semester and also serves the University by performing at its annual Commencement ceremony. The Ensemble is comprised of music majors and non-music majors. This class exposes all students (and their audience) to as rich and diverse a classical music repertoire as possible while maintaining a commitment to the tenets of a liberal arts education. Students in this course learn to combine artistic expression with disciplined performance practice and to incorporate historical and theoretical knowledge into their understanding of the musical arts. Entrance into this course requires individual audition. (Each semester) (FAP)
- 78-111, 211 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) (FAP)
- 78-121, 221 SOUTHWESTERN UNIVERSITY SINGERS. The Southwestern University Singers is open to all students who enjoy choral singing. The goal is to provide a rewarding experience in choral music while developing skills in vocal technique and reading music. The SU Singers perform a wide variety of styles including traditional choral music, folk music, musical theater and spirituals. No audition required. (Each semester) (FAP)
- 78-131, 231 SOUTHWESTERN UNIVERSITY CHORALE. The purpose of the Southwestern University Chorale is to provide a pre-professional musical experience for vocal music majors. However, membership in the Chorale is open to all students who are experienced choral singers, willing to work at the highest possible level. The Chorale is devoted to rehearsing and performing great choral music of all style periods from the 15th century to the present. Membership is open by audition. (Each semester) (FAP)
- 78-141, 241 OPERA THEATRE. Opera Theatre is open to all students by audition. Students will learn basic stage movement and acting techniques for the lyric theatre, culminating in public performance. All performances will be from memory. One semester each year will be fully 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. Includes additional lab as indicated by instructor. Prerequisite: concurrent enrollment in applied voice and permission of the instructor. (Each semester) (FAP)
- 78-151, 251 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. Must be taken concurrently with applied music. Audition required. (Each semester) (FAP)

- 78-161, 261 CHAMBER MUSIC (VOICE). The SU vocal chamber music program seeks to foster a high level of ensemble technique among participants. Ensembles are coached by music faculty and give performances in various venues. (Each semester) (FAP)
- 78-171, 271 SOUTHWESTERN UNIVERSITY ORCHESTRA. The SU Orchestra performs two classical music concerts per semester and also combines forces on occasion with SU Musical Theatre, Chorale and Opera Theatre programs. The Orchestra is comprised of music majors and non-music majors. This class exposes all students (and their audience) to as rich and diverse a classical music repertoire as possible while maintaining a commitment to the tenets of a liberal arts education. Students in this course learn to combine artistic expression with disciplined performance practice and to incorporate historical and theoretical knowledge into their understanding of the musical arts. Entrance into this course requires individual audition. (Each semester) (FAP)

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) (FAP)
- 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) (FAP)
- 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) (FAP)
- 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) (FAP)
- 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) (FAP)
- 77-423 METHODS OF MUSIC IN THE ELEMENTARY SCHOOL. Methods of presenting music materials to children in grades K-6. Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Music Education major. (Fall of odd-numbered years) (FAL)
- 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, 213, and Music Literature 80-214; or permission of the instructor. (Spring of even-numbered years) (FAL)
- 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. Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Music Education major. (Fall)
- 77-522 VOCAL PEDAGOGY. A discussion of historical and current pedagogical techniques; the physiology of singing and voice types; training the young singer; vocal development through repertoire choice. Prerequisites: Two semesters of applied voice study at the college level and concurrent enrollment in applied voice study. (FAL) (Spring of even-numbered years)
- 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. (FAL)
- 77-603 CHORAL CONDUCTING. Introduction of baton techniques and rehearsal procedures. Each student will conduct the class for small-ensemble experience. Prerequisites: Music Theory 76-211, 213 and Music Literature 80-214; or permission of instructor. (Fall of even-numbered years) (FAP)
- 77-613 INSTRUMENTAL CONDUCTING. This course is an introduction to manual conducting techniques and score preparation. Each student will conduct members of the class for small-ensemble experience and then conduct their final exam with the SU Wind Ensemble. Prerequisites: Music Theory 76-211,

	213, Music Literature 80-214 and a minimum of four semesters of applied music study in one area; or consent of instructor. (Fall) (FAP)
77-623	ADVANCED INSTRUMENTAL CONDUCTING. This course is a continuation of the beginning course, plus in-depth study of score reading/analysis and rehearsal technique. Each student will conduct the class for small-ensemble experience. Students will rehearse for and conduct a portion of a public concert for their final exam. Prerequisite: Music Education 77-603 or 613. (Spring) (FAP) (WA)
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 or 613. (Spring of odd-numbered years) (FAP)
77-804, 808	STUDENT TEACHING. See Education 41-804, 808 and 42-804, 808.
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	RECITAL ATTENDANCE. Students enrolled in this course are required to attend a set number of musical performances in the Music Department and elsewhere during the semester. Six semesters must be satisfactorily completed to fulfill requirements for the BM or BA (Music) degrees. 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. They will retain a general chronology of composers, works and styles in the Western art music tradition from the Middle Ages to present day. Students will develop an understanding of musical style by examining works representative of the main musical style periods. (Each semester) (FAL)
80-114	MUSIC LITERATURE I. A historical survey of the Classical and early Romantic periods. To be taken concurrently with 76-111 and 76-113. Prerequisites: Music Theory 76-101, 103, or permission of instructor. (Spring) (FAL) (WA)
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. (Fall) (FAL) (IP)
80-134	MUSIC IN THE UNITED STATES. A course surveying the development of American music from the colonial period to the present. (Spring) (FAL)
80-214	MUSIC LITERATURE II. A historical survey of late 19th-century and 20th-century music. To be taken concurrently with 76-213 and 76-211. Prerequisite: Music Literature 80-114, or permission of instructor. (Fall) (FAL) (WA)
80-314	MUSIC LITERATURE III. A historical survey of Medieval and Renaissance music. To be taken concurrently with 76-311 and 76-313. Prerequisite: Music Literature 80-214, or permission of instructor. (Spring) (FAL) (WA)

- 80-414 MUSIC LITERATURE IV. A historical survey of Baroque music. To be taken concurrently with 76-413. Prerequisite: Music Literature 80-314, or permission of instructor. (Fall) (FAL) (WA)
- 80-424 MEDIEVAL AND RENAISSANCE MUSIC. A survey of Western European music to 1600. Prerequisite: Music Literature 80-314. (FAL)
- 80-434 BAROQUE MUSIC. A survey of Western European music from 1600 to 1750. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-444 CLASSICAL AND ROMANTIC MUSIC. A survey of Western European music from 1750 to 1900. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-454 20TH-CENTURY MUSIC. A survey of music from 1900 to present day. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-602 PIANO SOLO REPERTOIRE, A. This course is offered for applied majors as a survey of piano literature. (FAL)
- 80-612 PIANO SOLO REPERTOIRE, B. A continuation of Music Literature 80-602. (FAL)
- 80-701 DICTION IN VOCAL MUSIC I. The principles of pronunciation and diction in French, German and Italian for the beginning voice student, including an intensive application of these principles to vocal literature in these languages. Prerequisite: two semesters of applied voice study at the college level, Music Theory 76-113 and concurrent enrollment in applied voice. (Fall of even-numbered years) (FAL)
- 80-711 DICTION IN VOCAL MUSIC II. A continuation of Diction in Vocal Music I. Prerequisite: Music Literature 80-701. (Spring of odd-numbered years) (FAL)
- 80-712 SONG LITERATURE AND PERFORMANCE. A survey of great 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. (Fall of odd-numbered years) (FAL)
- 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 Sophomore Barrier Examination. (FAP)
- 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 FUNDAMENTALS OF SOLFEGE/EAR TRAINING. The development of proficiency in aural skills through dictation and sight singing. Qualified students may place out of this class by examination, but must substitute another credit of course work for degree requirements. To be taken concurrently with Music Theory 76-103. (Fall) (FAL)
- 76-103 FUNDAMENTALS OF MUSIC THEORY. A survey of musical notation and analysis, beginning with basics of pitch and rhythm notation: the grand staff, treble, bass and C clefs in alto and tenor position, major and minor scales and key signatures; identification and notation of the basic triad and seventh chord types in tonal harmony, chord inversions, Roman numeral analysis; harmonic progression; and introduction to part writing with triads. Students not planning to major in music are urged to consider their preparation before enrolling; this is not a beginning music-reading course. Prior or concurrent study of the keyboard and experience in reading treble and bass clefs is strongly recommended. This

	course is a prerequisite to Music Theory 76-113. Qualified students may place out of this class by examination. To be taken concurrently with Music Theory 76-101. (Fall) (FAL)
76-111	SOLFEGE/EAR TRAINING I. Continuation of Music Theory 76-101. To be taken concurrently with Music Theory 76-113 and Music Literature 80-114. Prerequisite: Music Theory 76-101 or passage of a qualifying diagnostic examination. (Spring) (FAL)
76-113	MUSIC THEORY I: HARMONY IN PRACTICE. Review and continuation of concepts introduced in Fundamentals of Music Theory. A working knowledge of pitch and rhythm notation and mastery of basic musical concepts such as scales, key signatures, and triad and seventh chord types is assumed. Further work with four-part harmony and harmonic progression. New concepts: cadences, musical forms, non-chord tones, diatonic sevenths, secondary chords and modulation. To be taken concurrently with Music Literature 80-114 (majors) and Music Theory 76-111. Prerequisite: Music Theory 76-103 or passage of a qualifying diagnostic examination. (Spring) (FAL)
76-211	SOLFEGE/EAR TRAINING II. Continuation of Music Theory 76-111. To be taken concurrently with Music Theory 76-213 and Music Literature 80-214. Prerequisite: Music Theory 76-111. (Fall) (FAL)
76-213	MUSIC THEORY II: FORM AND ANALYSIS. Continuation of concepts introduced in Music Theory I. Advanced chromatic harmony and modulation will be studied through analysis and compositional exercises. Larger formal designs (ternary form, sonata, rondo and variation) will be explored in late 18th- and 19th-century music literature. To be taken concurrently with Music Literature 80-214 (majors) and Music Theory 76-211. Prerequisite: Music Theory 76-113. (Fall) (FAL) (WA)
76-311	SOLFEGE/EAR TRAINING III. Continuation of Music Theory 76-211. To be taken concurrently with Music Theory 76-313 and Music Literature 80-314. Prerequisite: Music Theory 76-211. (Spring) (FAL)
76-223	MUSIC TECHNOLOGY. Students will acquire a fundamental understanding of a broad variety of topics pertaining to the role of technology in the making and business of music. The course will focus on an array of topics as they relate to the ways that music and technology interact, in both current and historical contexts. The course will help students achieve a level of familiarity and comfort with different environments in order to encourage and develop the creative process. Students will compose original works in electronic media. They will learn fundamental techniques of recording techniques, notation and publishing software, sequencing and sampling. (Spring) (FAL)
76-313	MUSIC THEORY III: COUNTERPOINT. An introduction to the contrapuntal styles of the Renaissance and Baroque eras through analysis and compositional exercises. To be taken concurrently with Music Literature 80-314 and Music Theory 76-311. Prerequisite: Music Theory 76-213. (Spring) (FAL)
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 Literature 80-414. Prerequisite: Music Theory 76-313. (Fall) (FAL)
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 odd-numbered years) (FAL)
76-532, 534	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. Prerequisite: Music Theory 76-101 and 76-103, or consent of instructor. (Each semester) (FAP)
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.

PHYSICAL SCIENCE

Interdisciplinary Program

William P. O'Brien, PhD, Chair and Associate Professor of Physics

Physical Science Major (Dual Degree, Pre-Engineering Program)

For students interested in engineering, Southwestern University offers a dual degree program that consists of three years of classes at Southwestern, followed by additional academic work at an engineering school accredited by the Accreditation Board for Engineering and Technology (ABET). This program is designed to place the technical training of the engineer within the broader perspective of the liberal arts tradition.

Program Goal:

1. Provide students with the basis of a strong liberal arts education with emphasis on the basic sciences and mathematics to prepare them for successful completion of an engineering dual degree program.

Completion of the program at Southwestern is the first stage of the dual degree program. In their three years at Southwestern, students must satisfy the general education requirements of the BA degree, and they must take the series of science and mathematics courses outlined below.

In their third year, students apply for admission to an ABET accredited engineering school (which usually requires a GPA of 3.0). Past SU students have attended Arizona State University in Tempe, Texas A&M University in College Station and Washington University in St. Louis. In the case of Washington University in St. Louis, students with the above-noted GPA and a recommendation from the liaison office (Southwestern's Physics Department) are normally admitted. In addition, Washington University in St. Louis offers a Dual Degree Engineering Affiliation Scholarship to be awarded by the Southwestern University liaison office. To be eligible for the scholarship, which covers half of the tuition cost at Washington University in St. Louis, a student must have a cumulative grade point average of 3.5 and meet the dual degree admission requirements. Students in the dual degree program at Washington University in St. Louis constitute about 20 percent of the undergraduate engineering students, and receive their degrees upon satisfactory completion of a two-year program in St. Louis. The engineering schools and Southwestern frequently adjust their curricula, therefore, students interested in the dual degree program should consult regularly with their Pre-Engineering adviser and the chair of the Physical Science Program about their status.

After successfully completing all of the requirements for his or her degree at the engineering school, Southwestern University will award the student in the dual degree program a BA degree with a major in physical science. Students who can provide evidence that they will complete their engineering degree at the end of the spring semester can petition the Provost by the published deadlines to participate in the May commencement activities at Southwestern University.

Major in Physical Science: 13 courses (Majors consist of a minimum of 30 credits.)

- CHE51-154 General Chemistry I
- CHE51-164 General Chemistry II
- CSC54-144 Introduction to Programming or CSC54-184 Computer Science I
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations I
- PHY53-154 Fundamentals of Physics I

- PHY53-164 Fundamentals of Physics II
- PHY53-214 Elementary Modern Physics
- PHY53-334 Classical Mechanics I
- CHE51-714 Introduction to Modern Physical Chemistry: Thermodynamics and Kinetics or PHY53-204 Electronics

PHYSICS DEPARTMENT

Division of Natural Sciences

Mark Bottorff, PhD, Associate Professor and Chair
 Steven Alexander, PhD, Associate Professor
 Rebecca Edwards, PhD, Part-Time Assistant Professor
 James Friedrichsen, PhD, Part-Time Assistant Professor
 Jeremy Murphy, BS, Part-Time Instructor
 William P. O'Brien, PhD, Associate Professor
 Sarah Salviander, PhD, Part-Time Assistant Professor

The Physics Department serves students with many different Department Goals: 1) those planning to follow a career 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 and results of science.

Department Goals:

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 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.

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. For more information, please consult the Physical Science Major (Dual Degree, Pre-Engineering Program) in this catalog.

The Physics capstone (53-951, 952 or 953) is normally an introduction to research and provides students with an opportunity to examine in depth any topic, experimental or theoretical, within the field of physics. It involves individual study under the guidance of the instructor.

Major in Physics (BA or BS): Nine courses (Majors consist of a minimum of 30 credits.)

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-204 Electronics
- PHY53-214 Elementary Modern Physics
- PHY53-323 Electromagnetism
- PHY53-334 Classical Mechanics
- PHY53-404 Electromagnetism II
- PHY53-423 Quantum Physics
- PHY53-951 Independent Study and Research or PHY53-952 Independent Study and Research (Capstone)

Required supporting courses in the major: Four courses

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-754 Differential Equations I

Sufficient advanced mathematics for a minor is recommended.

Minor in Physics: Five courses (Minors consist of a minimum of 18 credits.)

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-204 Electronics
- PHY53-214 Elementary Modern Physics
- PHY53-334 Classical Mechanics

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

Physics (PHY)

53-034	INTRODUCTION TO EARTH SCIENCE (3-2). 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. Also Environmental Studies 49-034. (NSL)
53-054	EXPLORING THE UNIVERSE (3-3). This course is an introduction to the science of astronomy for non-science majors. Emphasis is to be placed on utilizing (as much as possible) observations obtained by students so that their science experience becomes learner centered. Labs and activities will allow students to infer from their own data (or archival data collected by other students) astronomical knowledge about the universe. (NSL)
53-064	MUSICAL ACOUSTICS (3-2). Physics of sound with application to musical instruments and music. Designed for students not majoring in science, but open to any student with knowledge of elementary algebra. (NSL)
53-154, 164	FUNDAMENTALS OF PHYSICS I & II (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism and optics. Prerequisites: Concurrent registration or credit in Mathematics 52-154. (Physics 53-154 is prerequisite for Physics 53-164.) (NSL)
53-204	ELECTRONICS (3-3). Introduction to digital and analog circuits, with applications to modern instrumentation. Prerequisites: Mathematics 52-154, 254 and Physics 53-154, 164. Mathematics 52-354 is a pre- or co-requisite for this course. (NSL)
53-214	ELEMENTARY MODERN PHYSICS (3-3). An introduction to the physics of the 20th century that surveys relativity theory, wave-particle duality, atomic structure, wave mechanics, nuclear theory and particle physics. Prerequisites: Mathematics 52-154, 254 and Physics 53-154, 164. Mathematics 53-354 is a pre- or co-requisite for this course. (NSL)
53-323	ELECTROMAGNETISM I (3-0). Development of Maxwell's equations with applications to electrostatics and magnetostatics. Prerequisites: Mathematics 52-154, 254 and Physics 53-154, 164. Mathematics 53-354 is a pre- or co-requisite for this course. (NS)
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 52-354 and Physics 53-154, 164. Mathematics 53-754 is a pre- or co-requisite for this course. (NSL)
53-353	ENERGY AND THE ENVIRONMENT (3-2). An examination of energy and its many forms (mechanical motion, thermal, radiant, electrical, chemical, nuclear, sound), the laws of thermodynamics that govern the conversion of energy from one form to another, the units in which

	energy is measured (and bought and sold), energy resources (hydrocarbons, biomass, solar, wind, waves, nuclear) and the usefulness of energy as a unifying concept for studying planetary processes. Prerequisites: Physics 53-034 or Biology 50-144. Also Environmental Studies 49-383. (NS)
53-404	ELECTROMAGNETISM II (3-3). Applications of Maxwell's equations to propagation of plane and guided waves in various media. Prerequisite: Physics 53-324. (NSL) (WA)
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)
53-423	QUANTUM PHYSICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Prerequisites: Physics 53-214 and 334. (NS)
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.
53-983	HONORS. By invitation only.

POLITICAL SCIENCE DEPARTMENT

Division of Social Sciences

Alisa Gaunder, PhD, Associate Professor and Chair

Shannon Mariotti, PhD, Assistant Professor

Michael Mosser, PhD, Visiting Assistant Professor

Timothy J. O'Neill, PhD, Professor

Lorinc Redei, MA, Part-Time Instructor

Eric A. Selbin, PhD, Professor

Robert S. Snyder, PhD, Professor

Political Science is deeply grounded in the liberal arts tradition, drawing upon anthropology, economics, history, philosophy, psychology, statistics and sociology to study politics and illuminate the various political, social and cultural arrangements of people's lives. The goal is to interpret the past(s), explain the present(s) and even dare to predict the future(s). To this end, political scientists study power, authority, conflict, economic relationships, culture, laws, policy, values, ethics, justice, equality, rights, legitimacy and representation, to name only a few. Using these and other concepts, they analyze the political impacts of social issues such as war, peace, poverty, crime, education, the environment, race, gender and globalization. While most people associate political science with the study of governments and other political actors, as a field of study it relies on various levels of analysis and focuses on a wide array of topics. These range from the history of political philosophy and the character of contemporary political concepts to the problems of development, from the role of congressional committees, the presidency or the judiciary in the United States to the role of various groups in and out of the mainstream political process in the United States, from the intricacies of government in states at various stages of development to the interaction of peoples and states in the international arena.

Department Goals:

1. Students will grasp the cultural and theoretical dimensions of politics.
2. Students will grasp the institutional and structural dimensions of politics.
3. Students will grasp the decision-making processes and will acquire the skill of political analysis.
4. Preparing students for local, national and global citizenship.
5. Preparing students to go on to graduate and professional schools.

Course offerings in Political Science are divided into four broad categories: (1) American politics (32-114, 314, 324, 334, 344, 354, 514, 524, 714); (2) political theory (32-234, 364, 374, 444, 454, 564 574, 684, 734); (3) comparative politics (32-144, 414, 424, 434, 614, 624, 634, 644, 754, 764); and (4) international relations (32-284, 474, 484, 494, 584, 664, 774). The array of courses students are expected to take are 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. It is also possible to complete a 14-course program in International Studies that pairs a major in Political Science with an additional “concentration” of three courses on either East Asia, Europe or Latin America, plus two courses at the 300 level or above in an appropriate language and a semester or longer study abroad experience. See the International Studies Program for further details.

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.

Credit may be obtained for American government (equivalent to Political Science 32-114) by scoring 55 or better on the CLEP subject examination in the area, provided prior approval has been secured from the Department chair.

Major in Political Science: Nine courses (Majors consist of a minimum of 30 credits.)

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-234 Introduction to Political Theory
- PSC32-964 Senior Seminar (Capstone)
- Four additional Political Science courses at or above the 200 level*
- One Political Science course at the 500-600 level*

*Within the major requirements, majors must have one upper-level course in American politics, one upper-level course in comparative politics, one upper-level course in political theory and two upper-level courses in international relations.

Minor in Political Science: Five courses (Minors consist of a minimum of 18 credits.)

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-234 Introduction to Political Theory
- PSC32-284 International Politics
- One additional approved course in Political Science at or above the 300 level

See the Education Department for information regarding teacher certification in Political Science.

Political Science (PSC)

32-114	AMERICAN POLITICS. An introduction to political analysis through a study of the origin and development of the American political system, federalism with special reference to the Constitution of the State of Texas, citizenship and civil rights, and political parties and interest groups. (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. (ScS)
32-234	INTRODUCTION TO POLITICAL THEORY. This introductory course examines political theory, while also practicing the critical methods of political theory. The Western canon of political theory is engaged, from Plato to Foucault, to analyze foundational political concepts such as justice, equality, sovereignty, obligation and freedom. The methods of reading, thinking and asking questions that illuminate the ways in which power shapes ideas and to see how politics operates within theories are also taught. Prerequisites: Political Science 32-114 and 32-144. (WA)

- 32-284 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. Prerequisite: Political Science 32-144. (International relations)
- 32-314 RELIGION AND POLITICS IN AMERICA. An exploration of the tension between religious and political impulses and values in America. The approach is both theological and political, analyzing the changes and continuity in religious and political beliefs and structures. Topics include how religion encourages political action (disputes over abolitionism, prohibition, abortion and nuclear arms), how politics affects religion (religious pluralism, the development of black churches, Mormons and Jehovah's Witnesses), and how the American nation is affected by both. Prerequisite: Political Science 32-114. (American politics)
- 32-324 LAW AND POLITICS. A discussion of the nature of law as a political process, investigating such topics as the functions of the police, the role and powers of the legal profession, and the contributions of judges, juries and prisons to the attainment of justice and order. Prerequisite: Political Science 32-114. (American politics)
- 32-334 PUBLIC POLICY. An introduction to the discipline of policy analysis. Explores who is responsible for making public policies, how choices are made, what kind of tools are at the disposal of policy makers and how their effectiveness can be enhanced. The course also explores theories about how bureaucracies operate and how they ought to operate. Theories and concepts are illustrated by investigating current policy efforts in such areas as environmental protection, the Internet or the development and justification of nuclear deterrence. Prerequisite: Political Science 32-114. Also Environmental Studies 49-364. (American politics)
- 32-344 TEXAS POLITICS INTERNSHIPS. An opportunity to compare political theory and practical politics in a work environment, under supervision of department faculty. In alternate spring semesters the internships will be at the State Capitol and in Williamson County. Prerequisite: Political Science 32-114. Open to students with six credits in Political Science. Internships are generally open to juniors and seniors. No more than one internship can count toward the major. (American politics)
- 32-354 THE AMERICAN PRESIDENCY. This course explores the development of the presidential office, the institution of the presidency and the elements of presidential leadership through an examination of American political history. The course proceeds on three different planes: that of primary sources from particular presidencies, political histories and secondary scholarly works that focus on particular problems in the study of the presidency. Together, these three lines of intellectual inquiry should provide students with a strong foundation in modern presidential history and the analytical tools necessary to engage in thoughtful study of the American presidency. Prerequisite: Political Science 32-114. (American politics)
- 32-364 AMERICAN POLITICAL THOUGHT. This course analyzes the ideas and ideals of America, as they have been imagined, cultivated and practiced. The idea of "American exceptionalism," the role that nature has played in shaping the self-understanding and politics of the nation, and the theory and practice of democracy in America are explored through the study of writings from the Puritan era to the 20th century. Prerequisite: Political Science 32-114 or 144 and 32-234. (Political theory)
- 32-374 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. Prerequisite: Political Science 32-114 or 144. (Political theory)
- 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. Prerequisite: Political Science 32-144. (Comparative politics)
- 32-424 MIDDLE EAST POLITICS. A survey of the comparative and international politics of the Middle East, focusing on major Arab states, Israel and Iran. Prerequisite: Political Science 32-144. (Comparative politics)
- 32-434 WOMEN AND POLITICS. A study of women and politics 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. Prerequisite: Political Science 32-144. (Comparative politics)

- 32-444 GENDER AND POLITICAL THEORY. This course analyzes the politics of gender as well as the gender of political theory. Drawing from feminist political theory, masculinity studies and as queer theory, the subject of political theory in light of these different ways of thinking about gender and sexuality is reexamined. Prerequisite: Political Science 32-234 or Feminist Studies 04-404. (Political theory)
- 32-454 ENVIRONMENTAL POLITICAL THEORY. This course critically explores the many discourses of contemporary environmentalism, from reformist approaches to radical green politics, as well as ecological theories. We look at the politics at work in these theories and analyze how different conceptions of “nature” and the “natural” provide foundations for differing social and political orders. Prerequisite: Political Science 32-234. Also Environmental Studies 49-464. (Political theory)
- 32-474 FILM, LITERATURE AND THE COLD WAR. This course examines how selected Western writers and filmmakers portrayed the Cold War. Prerequisite: Political Science 32-144. (International relations)
- 32-484 INTERNATIONAL ORGANIZATION. An examination of the ways by which states and non-state actors seek to handle increasing interdependence in the world. Particular attention is given to the United Nations, the European Union and multinational corporations. Prerequisite: Political Science 32-144. (International relations)
- 32-494 INTERNATIONAL POLITICAL ECONOMY. A seminar that examines how changes in the international political economy have affected international politics and international relations theory. Prerequisite: Political Science 32-144 and 284, or permission of instructor. (International relations)
- 32-514 ISSUES IN CONSTITUTIONAL LAW. An intensive analysis of the constitutional values, policy issues and philosophical principles in judicial debates about the meaning of the American Constitution. Possible topics include the powers of the national government, judicial review, civil rights and liberties, and due process in the criminal justice system. Prerequisite: Political Science 32-114; and Political Science 32-234 or permission of instructor. (American politics)
- 32-524 LEGISLATIVE POLITICS. An exploration of the roles played by interest groups, electoral campaigns, money and personalities in legislative decision making. Policy areas treated are civil rights legislation, the politics of budgets and taxes, and congressional involvement in foreign policy. Prerequisite: Political Science 32-114; and Political Science 32-234 or permission of instructor. (American politics)
- 32-564 MODERN POLITICAL THEORY. This course explores different perspectives on the value of science, rationality and the ideals of the Enlightenment. With a focus on unique texts by canonical thinkers that illuminate how modern ideas and values shape everyday life, the optimistic, Promethian dreams of key Enlightenment theorists, as well as the disenchantment and alienation articulated by critics of modernity, will be explored. Prerequisite: Political Science 32-234 or permission of instructor. (Political theory)
- 32-574 CONTEMPORARY DEMOCRATIC THEORY. What does it mean to be democratic and what kinds of citizens define a democracy? Drawing from the works of contemporary political theorists, this course analyzes the contested boundaries of the concept of “democracy” and explores how individuals can best negotiate collective life together, given differences and given various ways that power operates in contemporary society. Prerequisite: Political Science 32-114 or 144; and 234 or permission of instructor. (Political theory)
- 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 32-144; and Political Science 32-234 or permission of instructor. (International relations)
- 32-614 LATIN AMERICAN POLITICS. 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. Substantial writing required. Prerequisite: Political Science 32-144; and Political Science 32-234 or permission of instructor or Sociology 34-114. Also Sociology 34-614. (Comparative politics)
- 32-624 CONTEMPORARY JAPANESE POLITICS. 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. Prerequisite: Political Science 32-144; and Political Science 32-234 or permission of instructor. (Comparative politics) (IP)
- 32-634 CONTENTIOUS POLITICS. This seminar is designed to explore both the concept as well as various manifestations of “contentious” politics, primarily focused on collective actions such as social movements, cycles of protest, rebellion and revolution. There is a substantial research and writing component. Prerequisite: Political Science 32-144; and Political Science 32-234 or permission of instructor. (Comparative politics)
- 32-644 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. Prerequisite: Political Science 32-144; and Political Science 32-234 or permission of instructor. (Comparative politics)
- 32-664 INTERNATIONAL PEACE AND VIOLENCE. An exploration of issues concerning the characteristics, causes and justifications of occurrences of international peace and violence. The focus is primarily on post-nuclear era state terrorism (internal and external), low intensity conflict, internal conflict resistance, rebellion and revolution, terrorism and peace. Substantial writing required. Prerequisite: Political Science 32-144; and Political Science 32-234 or permission of instructor. (International relations)
- 32-684 CRITICAL SOCIAL THEORY. This course explores the critical social theory of the group of unorthodox 20th-century Marxists known as the “Frankfurt Circle.” Drawing on the works of Max Horkheimer, Theodor Adorno, Walter Benjamin and Herbert Marcuse, their unique critique of the “damaged” and “one-dimensional” quality of life in late modernity is analyzed. Prerequisite: Political Science 32-234 or permission of instructor. (Political theory)
- 32-714 TOPICS IN AMERICAN POLITICS. An in-depth investigation into selected topics of contemporary interest in American politics. May be repeated when topics vary. Prerequisite: Political Science 32-114. (American politics)
- 32-734 TOPICS IN POLITICAL THEORY. An in-depth investigation into selected topics in political theory. May be repeated when topics vary. Prerequisite: Political Science 32-114 or 144. (Political theory)
- 32-754 TOPICS IN COMPARATIVE POLITICS. An in-depth investigation into selected topics in comparative politics. May be repeated when topics vary. Prerequisite: Political Science 32-144. (Comparative politics)
- 32-764 ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS. This course examines and considers various sociopolitical aspects extant in Latin America and the Caribbean with a particular focus on collective action and behavior. The course focus varies; previous topics have included resistance, rebellion and revolution, social movements, and the institutionalization and consolidation of democracy. There is a substantial research and writing component to this course, which may include working with primary documents and in-depth interviewing. Prerequisites: Political Science 32-144 and 614 or permission of instructor. Also Sociology 34-764 and Anthropology 35-764. (Comparative politics)
- 32-774 TOPICS IN INTERNATIONAL POLITICS. An in-depth investigation into selected topics in international relations. May be repeated when topics vary. Prerequisite: Political Science 32-144. (International relations)
- 32-794 RESEARCH THEORY AND METHODOLOGY. Theory and design of research problems, studies and experiments in political science, and evaluation of research methodology using examples from current literature. Both qualitative and quantitative approaches are considered. Prerequisite: Political Science 32-114 or 144.
- 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 120 semester hours of work supervised by a member of the departmental faculty and a substantial written component. Internships are generally open to juniors and seniors. 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 six credits in Political Science.
- 32-984 HONORS. By invitation only.

PSYCHOLOGY DEPARTMENT

Division of Social Sciences

Jacqueline E. Muir-Broaddus, PhD, Professor and Chair
 Sarah Angulo, PhD, Part-Time Assistant Professor
 Paula Desmond, PhD, Assistant Professor
 Traci Giuliano, PhD, Professor
 Fay Guarraci, PhD, Associate Professor
 Bryan D. Neighbors, PhD, Associate Professor
 Jesse E. Purdy, PhD, Professor
 Steven Schapiro, PhD, Part-Time Professor

Psychology is the scientific study of behavior and the mind. In this view, behavior refers to the observable actions of an individual person or animal and mind refers to an individual's sensations, perceptions, memories, thoughts, motivations and emotions. The Psychology Department emphasizes the position that psychology is first a science and then a profession and provides students with a broad background in psychology.

Department Goals:

1. Students can identify, define and apply central concepts in psychology.
2. Students will have competency in conducting psychological research.
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." Students also have the option to pursue a paired major in Psychology and Education by counting PSY33-104 Principles of Psychology and PSY33-224 Developmental Psychology toward both majors.

Major in Psychology (BA or BS): 9-10 courses (Majors consist of a minimum of 30 credits.)

- PSY33-104 Principles of Psychology
- PSY33-204 Research Methods I
- PSY33-214 Research Methods II
- PSY33-434 Behavioral Neuroscience
- Four courses from:
 - PSY33-224 Developmental Psychology
 - PSY33-234 Personality Theory and Research
 - PSY33-424 Abnormal Psychology
 - PSY33-444 Cognitive Psychology

PSY33-454 Psychology of Learning
PSY33-464 Social Psychology
PSY33-544 Health Psychology or PSY33-554 Human Factors

- Two research courses from: (Capstone)
PSY33-824 Research in Applied Psychology
PSY33-834 Research in Behavioral Neuroscience
PSY33-844 Research in Clinical Psychology
PSY33-854 Research in Comparative Psychology
PSY33-864 Research in Developmental/Cognitive Psychology
PSY33-874 Research in Social Psychology

or

Eight credits of internship from: (Capstone)
PSY33-944 Academic Internship
PSY33-948 Academic Intership

Required supporting course in the Psychology major: 1 course

- MAT52-114 Introduction to Statistics

Minor in Psychology: Five courses (Minors consist of a minimum of 18 credits.)

- PSY33-104 Principles of Psychology
- Four additional upper-level courses in Psychology

NOTE: A minimum grade of C must be earned in any course for it to count as a prerequisite for a subsequent Psychology course.

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. (Each semester) (ScS)
33-204	RESEARCH METHODS I. This course is the first part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of psychology. Its goals are to help students think critically in approaching problems, to provide hands-on experience with a variety of methodological techniques, to train students to analyze and interpret the results of a research study, and to enable students to communicate research findings to an audience of psychologists. Emphasis is placed on non-experimental research designs and the statistical analyses of those designs. Discussed are the methods of science used in observational and field research, archival research and survey/correlational research. In addition, students are introduced to writing and presenting results according to the guidelines of the American Psychological Association. Prerequisites: Psychology 33-104 and Mathematics 52-114. Also ANB09-204. (Fall) (WA)
33-214	RESEARCH METHODS II. This course is the second part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of psychology. Its goals are to help students think critically in approaching problems, to provide hands-on experience with a variety of methodological techniques, to train students to analyze and interpret the results of a research study, and to enable students to communicate research findings to an audience of psychologists. Emphasis is placed on experimental research designs and statistical analyses of those designs. Discussed are the procedures used in between, within, and mixed designs with single and multiple factors. Prerequisite: Psychology 33-204. Students will take the same instructor for both Research Methods I and II. Also ANB09-214. (Spring) (WA)
33-224	DEVELOPMENTAL PSYCHOLOGY. This course is a theory and research-based overview of the many ways in which nature and nurture combine to produce developmental outcomes in the

- biological, cognitive, intellectual, personality and social domains, with a focus on the childhood and adolescent years. Prerequisite: Psychology 33-104. (Each semester)
- 33-234 PERSONALITY THEORY AND RESEARCH. A survey course that provides an overview of the major personality theories and the methods used in personality research. Included are type theories, trait theories and dynamic theories. The emphasis is on examination and evaluation of the experimental evidence pertinent to each theory. Prerequisite: Psychology 33-104. (Spring)
- 33-254 ANIMAL BEHAVIOR. See Biology 50-214. (NSL)
- 33-333 EDUCATIONAL PSYCHOLOGY. An examination of psychology's contributions to educational practice. Topics include intellectual and academic assessment principles and instruments, the application of theories of learning and cognitive development to instruction, theories of problem formation and resolution, and the recognition and handling of selected psychological challenges. Prerequisites: Psychology 33-224 and Education major or minor, or permission of instructor. Also Education 40-333. (Fall)
- 33-363 EXOTIC SENSORY SYSTEMS. This course explores Von Uexkull's concept of the Umwelt, or self-world, a domain defined not only by an animal's perceptual capacities but also by its action systems. The course will examine different selfworlds from the perspectives of different species and consider how organism-environment interactions produce their sensory and perceptual worlds. Topics of interest include the biosonar capabilities of bats and dolphins, magnetoreceptors in birds, fish and reptiles, electroreception in fish, and chemical communication through pheromones. The course is taught from an interdisciplinary perspective and students from diverse majors are encouraged to enroll. Prerequisite: Psychology 33-104. (Spring)
- 33-373 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). (Summer term) (ScS)
- 33-383 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. Decisions and choices related to human sexuality affect people throughout their entire lives. The idea of this course is that the more knowledgeable and comfortable people are with these issues, the better able they will be to make informed decisions that reflect their own moral values, whatever those may be. (Summer term) (ScS)
- 33-393 PSYCHOTHERAPY: THEORIES AND METHODS. This seminar will explore the process of treating mental health problems known as psychotherapy. Predominant focus will be on understanding how major theoretical systems in psychology (e.g., psychoanalytic, cognitive, behavioral) translate into therapeutic techniques and how these techniques are carried out by therapists. Critical underlying issues will also be explored (e.g., the foundation of empiricism, ethical standards of care, the therapeutic alliance), as will different manifestations of psychotherapy (e.g., individual, marital, family, child). The professional landscape of the mental health field will also be investigated to provide students with information regarding the variety of degree programs, specializations and career opportunities available. Although this is not a skills-based course, the focus on the mechanics of conducting psychotherapy and on professional opportunities offers students a foundation with which to pursue careers in mental health. Prerequisite: Psychology 33-234. Psychology 33-424 recommended. (Spring)
- 33-424 ABNORMAL PSYCHOLOGY. 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. Prerequisite: Psychology 33-214. Psychology 33-234 recommended. (Fall)
- 33-434 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 nervous system is a primary focus of the course and specific topics include how the nervous system mediates perception, emotions, thoughts, learning and memory processes. Prerequisite: Psychology 33-204 and Biology 50-114 or 50-102 or permission of instructor. (Spring)
- 33-444 COGNITIVE PSYCHOLOGY. Cognitive Psychology is the scientific study of the mechanisms and processes involved in the acquisition and use of knowledge. The structure and function of working memory and long term memory are central to cognition, and are the primary focuses of the course. Other topics include a brief history of cognitive psychology, major theories of cognition and cognitive development, and the effects of culture on cognition. Prerequisite: Psychology 33-204. (Spring) (WA)
- 33-454 PSYCHOLOGY OF LEARNING. Study of the traditional areas of learning psychology, including current theoretical and research considerations of classical conditioning, instrumental conditioning, aversive control of behavior and discrimination learning. Prerequisite: Psychology 33-214. (Fall)
- 33-464 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 the self, attitudes and attitude change, group behavior, prejudice and discrimination, prosocial behavior, conformity, relationships and emotion, 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. (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, and a variety of behavior-related medical conditions (e.g. cardiovascular disease, cancer, AIDS, eating disorders). Prerequisite: Psychology 33-204. (Fall)
- 33-554 HUMAN FACTORS. This course is designed to provide students with an overview of the field of human factors, which is the scientific study of the role of human perceptual and cognitive capabilities and limitations in the design of consumer products, workplaces and other systems. The primary goal of this course is to train students in the application of perceptual and cognitive theories to diverse systems. The course will address human-system interaction in both simple and complex task environments. Emphasis will be placed on familiarizing students with methodologies that are utilized in human factors research. Topics of interest include safety and accident prevention, stress and workload, human-computer interaction and transportation human factors. Prerequisite: Psychology 33-204. (Spring)
- 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 given 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 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA)
- 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 given 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 33-434 and permission of instructor. May be repeated with different experience. Also ANB09-834. (Fall, Spring) (WA)
- 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 given 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 33-424 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA)

- 33-854 RESEARCH IN COMPARATIVE PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning animal learning and animal behavior. Students work directly with a given 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 33-434 or 454, and permission of instructor. May be repeated with different experience. Also ANB09-854. (Fall, Spring) (WA)
- 33-864 RESEARCH IN DEVELOPMENTAL/COGNITIVE PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning developmental and cognitive psychology. Students work directly with a given 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 and 33-224 or 444, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA)
- 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 given 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 33-464 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA)
- 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.
- 33-944, 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 require certain prerequisites and permission of instructor. May be repeated with different experience. 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.

RELIGION AND PHILOSOPHY DEPARTMENT

Division of Humanities

Philip E. Hopkins, PhD, Associate Professor of Philosophy and Chair

Michael Bray, PhD, Associate Professor of Philosophy

N. Elaine Craddock, PhD, Professor of Religion

Lysane Fauvel, PhD, Assistant Professor of Philosophy

Laura Hobgood-Oster, PhD, Professor of Religion

Molly Jensen, PhD, Assistant Professor of Religion

Rebecca Lorins, PhD, Part-Time Assistant Professor of Religion

Kenneth Mello, PhD, Assistant Professor of Religion

Omar Rivera, PhD, Assistant Professor of Philosophy

Students may major or minor either in religion or in philosophy but may not combine courses in these two areas for a major or minor.

Religion

The program in the study of religion 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 courses engage students in the comparative study of themes and dimensions such as beliefs, practices, rituals and myths within and between religious traditions. The religion program facilitates interdisciplinary engagement with the study of religion and other human endeavors by encouraging students to learn and use a variety of methodologies, including: textual, social-scientific, historical, feminist and post-colonial.

200-LEVEL COURSES are introductions to the study of religion, generally focusing upon a different tradition or geographic area, literature or topic. Some are prerequisites for 600-level courses.

300-LEVEL COURSES are topical courses that introduce comparisons between or within religious traditions. These courses are open to all students. Several of these courses are cross-listed with interdisciplinary programs.

400–500-LEVEL COURSES are courses related to other areas of study. These courses are open to all students.

600-LEVEL COURSES are second-level courses in religious tradition and literature. These courses are primarily for religion majors and minors, but are open to other students with permission of the instructor.

700-LEVEL COURSES are special topics courses.

900-LEVEL COURSES are advanced courses and are for Religion majors.

Department Goals:

1. Acquire and compare knowledge of various religious traditions.
2. Apply diverse methodological approaches to the study of religious traditions.

Major in Religion: Nine courses (Majors consist of a minimum of 30 credits.)

- REL19-314 Theories and Methods of Religion
- REL19-914 Colloquium in Religion (Capstone)
- Three courses from:
 - REL19-204 Introduction to the Christian Religion
 - REL19-214 Introduction to the Native Traditions of the Americas
 - REL19-244 Introduction to Islam
 - REL19-254 Introduction to Judaism
 - REL19-274 Introduction to Hinduism
 - REL19-284 Introduction to Buddhism
- Two courses from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Religion and Ecology
 - REL19-344 Animals and Religion
 - REL19-354 Religion and Literature
 - REL19-364 The Body and Sexuality in Religion
 - REL19-374 Sacred Space, the Environment and Religion
 - REL19-384 Native American Religions in Unexpected Places
 - REL19-714 Topics in Religion
- Two courses from:
 - REL19-604 Seminar on Native Traditions of the Americas
 - REL19-614 Seminar on the Christian Tradition
 - REL19-624 Seminar on Judaism
 - REL19-634 Seminar on Buddhism
 - REL19-644 Seminar on Hinduism

Minor in Religion: Five courses (Minors consist of a minimum of 18 credits.)

- Five courses in Religion, at least four of which must be upper level.

Students may choose the 15-course paired major between Religion and Feminist Studies by double counting three courses cross-listed in Religion and Feminist Studies, including: Women, Goddesses and Religion (19-324), The Body and Sexuality in Religion (19-364), and Seminar on the Christian Tradition: Heretics (19-614).

Philosophy

Philosophy is a mode of engaging thoughtfully and critically with the grounding ideas and assumptions 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 world, as well as reflection 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 and their ideas.

Department Goals:

1. Foster student ability to engage thoughtfully and critically with the grounding ideas and assumptions of human practices and with complex theoretical texts at appropriate levels for both majors and minors.
2. Foster ability to analyze and critique both the practices and foundations of other disciplines and broad rubrics of human knowledge and practice at a level accessible to the general university community.
3. Provide majors and minors grounding in the history of western philosophy.

The curriculum aims to cultivate philosophy as a self-reflective practice and therefore emphasizes 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 that have shaped the conversation to this point.

100-LEVEL COURSES are introductions to some of the different questions and approaches that have defined philosophy during its history. These courses present select surveys of a range of primary texts and introduce philosophical thinking and writing.

200-LEVEL COURSES are upper-level courses open to students without prior philosophy courses. These courses engage in a more in-depth inquiry into a particular philosophical field, or philosophical questions in relation to another field (history, art, religion, politics, etc.), rather than a broad survey of philosophy. They usually involve more reading and writing than an introductory course. Open to all students.

300-LEVEL COURSES explore philosophical questions and topics at a greater degree of complexity. Open to all students with at least one prior course in philosophy.

400-LEVEL COURSES are the core, historically focused courses required for majors. They engage students in a critical and rigorous inquiry into a specific era of the history of Western philosophy or into a complex of questions raised across that history and/or in relation to other cultures and traditions. Open to non-majors with at least one prior course in philosophy.

500-LEVEL COURSES are advanced seminars primarily intended for junior and senior philosophy majors. Open to non-majors with appropriate preparation in disciplines related to the particular topic or with permission of the instructor.

Major in Philosophy: 10 courses (Majors consist of a minimum of 30 credits.)

- PHI18-402 Reading Philosophy
- Three courses from:
 - PHI18-414 History of Western Philosophy: Ancient
 - PHI18-424 History of Western Philosophy: Medieval/Renaissance
 - PHI18-434 History of Western Philosophy: Modern
 - PHI18-444 History of Western Philosophy: 19th Century
- PHI18-514 Historical Studies or PHI18-524 Central Topics in Philosophy
- PHI18-914 Colloquium in Philosophy (Capstone)

- Four additional courses in Philosophy, at least three of which must be upper level.

Minor in Philosophy: Five courses (Minors consist of a minimum of 18 credits.)

- Five courses in Philosophy, at least four of which must be upper level

Students may choose a 16-course paired major in Philosophy and Feminist Studies. Students may accomplish this paired major by double counting three of the following courses cross-listed in Philosophy and Feminist Studies: Feminist Positions (18-344), Philosophy of the Self (18-324), Theories of Class (18-244) and Theories of Race (18-254).

Religion (REL)

19-204	INTRODUCTION TO THE CHRISTIAN TRADITION. 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. (H) (R)
19-214	INTRODUCTION TO NATIVE TRADITIONS OF THE AMERICAS. A broad survey of 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. (H) (R)
19-244	INTRODUCTION TO ISLAM. 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. (H) (R)
19-254	INTRODUCTION TO JUDAISM. A survey of the development of Judaism from its roots in ancient Israelite religion, its emergence in the Second Temple period and in early rabbinic thought, and its contemporary practices. The course balances historical narrative with detailed examination of important topics such as rabbinic interpretation, mysticism, the Holocaust and diaspora. (H) (R)
19-274	INTRODUCTION TO HINDUISM. 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. (H) (R) (IP)
19-284	INTRODUCTION TO BUDDHISM. A historical and thematic introduction to the central ideas and practices of Buddhism. The course begins with the historical Buddha and early developments in India, Sri Lanka and Tibet, then surveys the spread of Buddhism to China and Japan and the interaction with Confucian, Daoist and Shinto traditions. (H) (R) (IP)
19-314	THEORIES AND METHODS OF RELIGION. An exploration of some of the theories and methods used in contemporary secular studies of religion. Reviews various scholars who, in the past century, have sought to analyze the phenomenon of religion apart from theology through the use of history, literary studies, feminist studies, psychology, sociology, anthropology 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. Students are encouraged to take at least four to five religion courses before enrolling. This class is primarily for Religion majors and minors, but is open to others with permission of instructor. (R) (WA)
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. Also Anthropology 35-464 and Feminist Studies 04-224. (H) (R) (IP)
19-334	RELIGION AND ECOLOGY. An environmental/ecofeminist investigation of the construction of "nature" and the "non-human" in the world's religions, particularly addressing the problematic and destructive impact of religious-based anthropocentrism. The course examines whether religions encouraged human culture in its quest to dominate and destroy nature and asks if some religions/

- cultures offer different constructs of the world that could transform this relationship. Religions studied include: various indigenous traditions, Buddhism, Christianity, deep ecology and market capitalism. Also Environmental Studies 49-334. (H) (R)
- 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. Also Environmental Studies 49-344. (H) (R)
- 19-354 RELIGION AND LITERATURE. An exploration of poems, novels, plays and other literary forms as religious expression and interpretation. Literature can maintain religious worldviews and normative identities and moralities, but literature can also offer destabilizing critique and reconstruction of religious symbols, narratives and ideas. Organized around a particular theme or genre (African-American literature, Holocaust literature, Agrarian essays, and Nature Writing are examples), the course will examine the dynamic interplay of religious imagination and dominant religious narratives or meanings. (H)(R)
- 19-364 THE BODY AND SEXUALITY IN RELIGION. A feminist, cross-cultural examination of notions of the embodied human self in various religious traditions, focusing on sexuality and sexual desire. The course will explore how the body is conceptualized; moral proscriptions regarding the body and what they reveal about religion and culture; self-cultivation techniques; and the relationship between gender and sexuality and salvation. Written texts and visual arts will be the media of exploration. This course may be repeated when topic varies. Also Feminist Studies 04-264. (H) (R) (IP)
- 19-374 SACRED SPACE, THE ENVIRONMENT AND RELIGION. 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. Also Environmental Studies 49-374. (H) (R)
- 19-384 NATIVE AMERICAN RELIGIONS IN UNEXPECTED PLACES. Examines activities and undertakings that, at first glance, may not seem to be particularly “religious,” but, when contextualized, actually turn out to be strongly ritualized, ceremonial activities. Students see a few of the wide variety of ways in which Native Americans, both past and present, act religiously, and the ways in which the concept of religion is thus stretched to include not just what people believe, but also how they live those beliefs in their daily lives, actualizing them over and over again.(H) (R)
- 19-404 GREEK AND ROMAN MYTHOLOGY. See Classics 07-204 and English 10-204. (H) (R) (IP) (WA)
- 19-414 PHILOSOPHY OF RELIGION. See Philosophy 18-224. (H) (R)
- 19-424 ANCIENT CHINA. See History 16-244. (H) (IP) (R)
- 19-604 SEMINAR ON NATIVE TRADITIONS OF THE AMERICAS. Study of a selected aspect or topic related to the indigenous peoples and cultures of North America. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of the students. Prerequisites: Religion 19-214 or permission of instructor. (H) (R) (WA)
- 19-614 SEMINAR ON THE CHRISTIAN TRADITION. Study of a selected aspect of or a topic related to the Christian tradition. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content. Prerequisites: Religion 19-204 or permission of instructor. (H) (R)(WA)
- 19-624 SEMINAR ON JUDAISM. Study of a selected aspect of or topic related to the Jewish tradition. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content. Prerequisite: Religion 19-254 or permission of instructor. (H) (R) (WA)
- 19-634 SEMINAR ON BUDDHISM. Study of a selected aspect of or a topic related to Buddhism. Significant primary documents/materials are analyzed. The course includes an intensive writing component

- requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content. Prerequisite: Religion 19-284 or permission of instructor. (H) (R) (WA)
- 19-644 SEMINAR ON HINDUISM. Study of a selected aspect of or a topic related to Hinduism. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content. Prerequisite: Religion 19-274 or permission of instructor. (H) (R) (WA)
- 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. (H) (R)
- 19-914 COLLOQUIUM IN RELIGION. Intended primarily for majors in religion but open to other students with the permission of the instructor. (R) (WA)
- 19-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 19-301, 302, 303, 304 SELECTED TOPICS. Lectures and readings on subjects of special interest. 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.
- 19-983 HONORS. By invitation only.

Philosophy (PHI)

- 18-104 INTRODUCTION TO ETHICS. An introduction to issues surrounding moral deliberation, commitment and choice. Attention will be given to historical ethical theories, to their implications for moral discourse and decision, and to related issues such as personal identity, justice, human freedom and the intersection of moral/ethical questions with class, race and gender. (H)
- 18-134 INTRODUCTION TO PHILOSOPHY. A historically informed investigation of key metaphysical, physical, epistemological, political, ethical and aesthetic issues in philosophy. Emphasis will be placed on the connections between different aspects or spheres of philosophical thinking, as well as the connections between philosophical concepts and historical and social practices. (H)
- 18-144 MEDIA AND ETHICS. A survey of value questions arising in conjunction with and portrayed by communications media. Topics may include the discourse practices and influence of the various media upon cultural identity and self-understanding; value assumptions in news selection and programming, advertising and entertainment media; media portrayal of minorities and gender; violence and the media; propaganda and public relations agendas and the media; and the issues of free speech, free press and other rights discourses in the media. Also Communication Studies 75-184. (H)
- 18-204 POLITICAL PHILOSOPHY. An examination of topics at the intersection of philosophy and politics, including historical and contemporary philosophical defenses and critiques of social and political orders, and analysis of political and social theories and concepts. (H)
- 18-224 PHILOSOPHY OF RELIGION. An examination of some of the principal philosophical problems involved in the practices of religion. Attention will center on the nature and practice of religious knowledge in relation to other ways of knowing, and on religious language and the role of religious narratives as central to understanding both historical and contemporary religiosity. Also Religion 19-414. (H) (R)
- 18-234 AESTHETICS. An introduction to the philosophical discourses of the 18th and 19th centuries that attempted to comprehend and grapple with the historical emergence of art-making and art-experience as an apparently unique and autonomous domain of human understanding, value and practice. Various 20th-century efforts to clarify and problematize the relationships between art, politics, technology and popular culture will also be discussed. (H)

- 18-244 THEORIES OF CLASS. This course will consider both the advent of the concept of class as a key to social analysis, as well as its apparent decline as a meaningful term. The guiding consideration for the course will be the extent to which class distinctions and structures remain central to the analysis and understanding of society, as well as the way in which class differs from and intersects with social structures of race and gender. Also Feminist Studies 04-274. (H)
- 18-254 THEORIES OF RACE. An introduction and survey of contemporary race theory, with emphases on intersections with gender, class, nationalism and imperialism. Specific focus on the ways race has been constructed as a category of identity across various cultures, academic disciplines and historical periods. Also Feminist Studies 04-254. (H)
- 18-264 PHILOSOPHY OF SCIENCE. A philosophical exploration of modern science—its history, aims, methods, conceptual underpinnings and social and cultural implications. (H)
- 18-284 LATIN AMERICAN PHILOSOPHY. An introduction to the complex history of Latin American philosophy, including European and indigenous traditions of thought as well as their hybrids. Key issues will be the interpretation and criticism of notions of history and progress, race and ethnicity, colonialism and knowledge production, the philosophical status of indigenous knowledges, and the relation between philosophy and territory. (H)
- 18-294 ENVIRONMENTAL PHILOSOPHY. See Environmental Studies 49-294. (H)
- 18-314 METAPHYSICS. Metaphysics is the area of philosophy that traditionally addresses pivotal questions concerning both nature and what, if anything, may lie beyond it: being and becoming, space and time, chaos and order, and the number and structures of realities. This course addresses some of the many metaphysical systems that have been proposed and the acquisition and nature of metaphysical knowledge, as well as criticisms of part or all of the metaphysical endeavor. Prerequisite: One course in Philosophy. (H)
- 18-324 PHILOSOPHY OF THE SELF. An exploration of the emergence of this modern concept—the self—and its psychological, anthropological, political and epistemological contours. Readings may be drawn from a variety of disciplines. Prerequisite: One course in Philosophy or Feminist Studies 09-104. Also Feminist Studies 04-364. (H)
- 18-334 LANGUAGE AND KNOWLEDGE. An examination of the many ways in which philosophers have addressed the questions of language and knowledge. Central topics may include: the nature and limits of language; the kinds and limits of knowledge; the “linguistic turn” in 20th-century philosophy and its aftereffects; translation and interpretation; the geopolitics of knowledge. Prerequisite: One course in Philosophy. (H)
- 18-344 FEMINIST POSITIONS. An exploration of the variety of feminist positions within the larger discourse known as “feminism.” Specific focus is given to the sex/gender distinction and the re-thinking of identity in ways that do not silence sexual, gender, racial, ethnic, national or economic differences. The course will also raise the question of theory’s place in feminist political resistance and the possibility of speaking out of non-totalizing feminist positions. Prerequisite: One course in Philosophy or Feminist Studies 09-104. Also Feminist Studies 04-214. (H)
- 18-354 PHILOSOPHY OF HISTORY. An examination of the ways that writers from the pre-Socratics through the 19th century have framed the field of human history as a philosophical object of analysis and the challenges that have been posed to those methods by 20th-century thinkers. Attention will focus on whether and how the discipline of philosophy can “think historically.” Prerequisite: One course in Philosophy. (H)
- 18-384 FILM THEORY. This course surveys the history of film and of film theory in order to explore the technological, epistemological, aesthetic and political characteristics and potentials of film as a medium and as a cultural institution. Prerequisite: One course in Philosophy. (H)
- 18-402 READING PHILOSOPHY. A guided effort to focus and improve advanced students’ capacities for engaged, thoughtful, critical and independent reading of philosophical forms of argumentation and analysis. Writing assignments and discussions will be focused on the detailed articulation and understanding of one or two important texts. Offered every spring. Prerequisite: Two upper-level Philosophy courses. (WA)
- 18-414 HISTORY OF WESTERN PHILOSOPHY: ANCIENT. A survey of Greek philosophy from its inception through Neo-Platonism, emphasizing the unique expositional practices employed by the

- early Greek thinkers to express philosophical thought and questioning. Topics will range across early epistemology, metaphysics and ethics and their relation to later philosophy, explored through a selection of primary texts. Prerequisite: One upper-level course in Philosophy. Also Classics 07-334. (H)
- 18-424 HISTORY OF WESTERN PHILOSOPHY: MEDIEVAL/RENAISSANCE. A study of philosophy during the millennium when it was in closest relation to religion, whether Jewish, Muslim, Christian or pagan. Topics will range across the relation between faith and reason; the existence and nature of God and the soul; magic, prayer and divination as forms of acquiring knowledge of self, God and world; and consequent ideas about social order and political systems. Prerequisite: One upper-level course in Philosophy. (H)
- 18-434 HISTORY OF WESTERN PHILOSOPHY: MODERN. An inquiry into some of the principal texts, issues and debates in European philosophy from the 16th to the 18th century, including thinkers such as Montaigne, Galileo, Descartes, Hobbes, Spinoza, Leibniz, Locke, Hume and Kant. Topics will range across the emergence of modern science, the rise of epistemology as first philosophy, rationalism, materialism, empiricism and the construction of secular models of politics. Prerequisite: One upper-level course in Philosophy. (H)
- 18-444 HISTORY OF WESTERN PHILOSOPHY: 19th CENTURY. An inquiry into the most influential philosophical movements of 19th-century Europe, including such authors as Hegel, Marx and Nietzsche. Topics will range across idealism, historicism, materialism, the limits of reason and the emergence of language as a philosophical problem. Prerequisite: One upper-level course in Philosophy. (H)
- 18-514 HISTORICAL STUDIES. Advanced seminar. Investigation of a specific figure, period or movement in the history of philosophy—content will vary from year to year. May be repeated with change in topic. This course is intended for students who have taken courses in the history of philosophy or relevant upper-level courses in disciplines related to the topic. (H)
- 18-524 CENTRAL TOPICS IN PHILOSOPHY. Advanced seminar. A critical survey of some major area of contemporary philosophical concern—epistemology, metaphysics, philosophy of mind, philosophy of language, etc. May be repeated with change in topic. This course is intended for students who have taken courses in the history of philosophy or relevant upper-level courses in disciplines related to the topic. (H)
- 18-914 COLLOQUIUM IN PHILOSOPHY. Required of majors in Philosophy, normally in their final year. Offered every fall. Prerequisite: Philosophy 18-402. (H) (WA)
- 18-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 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.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

Division of Social Sciences

Edward L. Kain, PhD, Professor of Sociology and Chair
Reginald Byron, PhD, Assistant Professor of Sociology
Melissa A. Johnson, PhD, Associate Professor of Anthropology
Maria R. Lowe, PhD, Professor of Sociology
Sandi Kawecka Nenga, PhD, Assistant Professor of Sociology
Brenda Sendejo, PhD, Assistant Professor of Anthropology
Chauntelle Tibbals, PhD, Part-Time Assistant Professor of Anthropology

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. Combining sociology's focus on contemporary and historical patterns of social interaction with anthropology's interests in systems of shared and contested cultural meanings, the Department's offerings encourage awareness and understanding of human diversity and cultural variation locally and globally. The Department is especially interested in examining the ways in which race, class, gender and other social attributes 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. As a progressive department, a commitment to social justice based on an appreciation of social and cultural diversity and an awareness of social 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 Goals:

1. Develop in Sociology majors mastery of the central concepts and 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 and analyzing data using both quantitative and qualitative research methods.
4. Develop in students the ability to report research findings, in both written and oral formats, and to a broad academic audience.
5. Develop in Sociology students the ability to articulate the interconnections of issues of race/class/gender and how they have an impact on social life.

Anthropology Goals:

1. Students will be able to demonstrate understanding of the central concepts and major theoretical frameworks in cultural anthropology.
2. Students will demonstrate competence in ethnographic methods and in analyzing ethnographic data.
3. Students will be able to demonstrate an understanding and appreciation of cultural diversity and the relationship between culture and power.

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 and a paired major in Sociology and Anthropology. The paired major is attained by double counting Anthropology 35-104 and Sociology 34-114 or 124.

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 of the sociological imagination as the foundation of the discipline. The sociology major is designed to help students critically examine the mutual link between daily experiences and larger social structures. Though the specialization is in social patterns and processes in the United States, courses connect these issues to larger transnational phenomena. Courses focus on topics germane to current global society and issues of race/class/gender across the curriculum. Additionally, courses address the global inequality and the largely unrecognized institutions that maintain it; the centrality of work and issues of inequality in contemporary employment; global population

change and policy; family structure and change in settings around the globe, and how the social and cultural construction of gender shapes these global patterns and changes; the causes and consequences of grassroots protest movements; the increase in the unequal distribution of resources within and across nations; the ways that gender is constructed by a range of interlocking inequalities; how race and ethnicity are constructed, maintained and challenged individually, institutionally and culturally; the ways that social class is reproduced and maintained in the United States; the stigmatization and social construction of disability; and children's peer cultures as a site where inequalities are both challenged and reaffirmed.

Students seeking a major in Sociology will complete the requirements for the BA degree. The major in Sociology is built around a cumulative curriculum with courses at four different levels. Courses at the 100 level are introductory, and serve as prerequisites for most of the courses at the 200 level or above. Courses at the 200 level include courses required of all Sociology majors as well as courses which serve a broad audience of majors and non-majors. Courses at the 300 and 400 level are primarily for sociology majors and minors or other students with a particular interest in the discipline. In general, students should take at least two other courses in sociology and anthropology before taking 300- or 400-level courses. In order to ensure that they gain skills in qualitative research, students are required to take a course which includes a qualitative research component, one from 34-234, 34-264, 34-314. Courses at the 900 level are designed for senior Sociology majors, but others may enroll in these courses with the permission of the instructor. Descriptions of the skills built at each level of the curriculum are found in the handbook on the departmental homepage at www.southwestern.edu/departments/sociologyanthropology/curriculum/sociology/aboutcurriculum.php. Majors considering graduate school or careers in social work or public health are strongly encouraged to register for an academic internship.

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 major provides a well-balanced intellectual and practical background for a broad range of careers and fields of graduate study, particularly those that require culturally sensitive approaches or multicultural perspectives. Geographically, the department specializes in the Caribbean. Typically, courses cover issues central to our contemporary global society: questions of race, class and gender; cross-cultural constructions of masculinity and femininity; environmental injustice; global inequality; migration and identity; and advocacy and activism. 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. A critical component of the Anthropology major is the period of in-depth ethnographic research as described below.

Students seeking a major in Anthropology complete the requirements for the BA degree. Students are strongly encouraged to participate in study abroad programs and are required to complete a period of in-depth ethnographic research during which they collect data for their capstone. This research period must be completed by end of the fall semester of their senior year and must entail a minimum of four weeks of intensive research or its equivalent. Students must prepare a proposal for the ethnographic research they plan to conduct, and must submit the proposal to the anthropology faculty for approval at least six weeks before beginning their research. The proposal should state the research question, describe the fieldwork site, provide a rationale for the methods to be used, and include a bibliography of relevant literature on the research problem and/or site. Students may conduct their research through a variety of ways, including the following: field component of approved intercultural study program, such as School for International Training (SIT), Minnesota Studies in International Development (MSID), or Higher Education Consortium for Urban Affairs (HECUA); independent research supervised by Southwestern Anthropology faculty; or an approved summer field program offered by another institution.

Major in Sociology: Eight courses (Majors consist of a minimum of 30 credits.)

- SOC34-114 Social Patterns and Processes or SOC34-124 Social Problems
- ANT35-104 Introduction to Anthropology
- SOC34-201/ 203 Research Methods (to be taken prior to the senior year)
- SOC34-214 Sociological Theory (to be taken prior to the senior year)
- SOC34-964 Senior Research Seminar: Social Movements and Activism (Capstone, to be taken in the fall of the senior year)
- One course from:
 - SOC34-234 Gender and Sexuality
 - SOC34-264 Race and Ethnicity
 - SOC34-314 Social Class in the U.S.

- Two additional courses in Sociology, at least one of which is upper level, and one of which may be an upper-level Anthropology course

Required supporting course in the Sociology major: One course

- MAT52-114 Introduction to Statistics

Minor in Sociology: Five courses (Minors consist of a minimum of 18 credits.)

- SOC34-114 Social Patterns and Processes or SOC34-124 Social Problems
- Four additional courses in Sociology, three of which must be above the introductory level

Major in Anthropology: Eight courses (Majors consist of a minimum of 30 credits.)

- ANT35-104 Introduction to Anthropology
- SOC34-114 Social Patterns and Processes or SOC34-124 Social Problems
- ANT35-204 Anthropological Theory (to be taken in the sophomore or junior year)
- ANT35-214 Ethnographic Methods (to be taken in the sophomore or junior year)
- ANT35-964 Senior Seminar (Capstone, to be taken in the spring of the senior year)
- Three additional courses in Anthropology, two of which must be upper level and, one of which may be an upper-level Sociology course

Additional requirements for the Anthropology major:

- In-depth ethnographic research project to yield data for use in capstone as described above.

Minor in Anthropology: Five courses (Minors consist of a minimum of 18 credits.)

- ANT35-104 Introduction to Anthropology
- Four additional upper-level courses in Anthropology

Sociology (SOC)

34-114	SOCIAL PATTERNS AND PROCESSES. This is a survey course in sociology that uses the sociological imagination and the field's major theories (conflict theory, functionalism and symbolic interactionism) and methodologies to explore social interaction, inequalities, institutions and change. Principles of sociology are taught by application to topics which may include race and residential patterns, family and gender relations, social change and political movements. (Each semester) (ScS)
34-124	SOCIAL PROBLEMS. This course focuses on the "sociological imagination" and fosters an understanding of how individuals' lives are shaped by larger social and historical forces through an examination of specific social problems that may include welfare policy, crime and delinquency, and stratification by race, class, gender and sexual orientation. Some time will also be devoted to progressive solutions that have been advanced. (Each semester) (ScS)
34-203, 201	RESEARCH METHODS. Acquaints majors and minors in sociology with the procedures for gathering and analyzing sociological data. Students in Research Methods will meet for weekly lab sessions in addition to the lecture and discussion times. Prerequisite: Sociology 34-114 or 124, and Mathematics 52-114. (Fall) (WA)
34-214	SOCIOLOGICAL THEORY. Contributions made to sociological theory beginning in the mid-19th century to the present. This course will survey select classical theorists and contemporary theorists with an emphasis on how their theories can be applied to understanding human behavior through a sociological lens. Prerequisite: Sociology 34-114 or 124. (Spring)
34-224	CONFORMITY, DEVIANCE AND IDENTITY. A study of the societal definition of deviant behavior, causes of deviant behavior and social control. Prerequisite: Sociology 34-114 or 124.
34-234	GENDER AND SEXUALITY. The course examines the historical, social and cultural construction of gender, focusing on the ways that femininities and masculinities are constructed from infancy through adulthood in the United States. Also included is an exploration of the construction of sexualities,

and the effects of constructing some sexualities as “deviant” and others as “normal.” The class will analyze the patterns and fluctuations in sexual and gender constructs across racial, ethnic and social class categories. Prerequisite: Sociology 34-114 or 124. Also Feminist Studies 04-234.

- 34-244 FAMILIES IN SOCIETY. The study of families in historical, social and cultural perspective, including analysis of variation in family experience by race and ethnicity, class and gender. Processes of mate selection, marriage patterns and the formation of families, households and kin groups are covered. Prerequisite: Sociology 34-114 or 124. Also Anthropology 35-244 and Feminist Studies 04-244. (Annually)
- 34-264 RACE AND ETHNICITY. This course examines the ways that race and ethnicity have historically been and currently are constructed, maintained and challenged individually, institutionally and culturally. In addition, the class explores how our American experiences, as well as our life chances, are shaped and modified by our ethnic and racial group histories and memberships. Prerequisite: Sociology 34-114 or 124. Also Feminist Studies 04-524
- 34-274 CHILDHOOD AND YOUTH. This course examines the social worlds of children and youth. It analyzes the ways that young people’s peer cultures intersect with gender, race, class and major social institutions. Students are required to complete 20 hours of community-based learning. Prerequisite: Sociology 34-114 or 124. Also Feminist Studies 04-294. (Fall)
- 34-284 GLOBALIZATION: CONTEMPORARY WORLD SOCIETIES. This course is intended to enrich students’ experiences of the contemporary world by drawing upon sociological perspectives. Issues including globalization, economic inequality, terrorism and environmental change using global, regional and national frameworks to reveal interconnections between these levels are explored. Prerequisite: Sociology 34-114 or 124.
- 34-314 SOCIAL CLASS IN THE U.S. The study of the construction, maintenance and consequences of social inequalities in the United States, based on the review of classical and contemporary theories, empirical research and biographical accounts. Prerequisite: Sociology 34-114 or 124. Also Feminist Studies 04-584. (Spring)
- 34-334 SOCIOLOGY OF WORK. This course investigates the institution of work from a sociological perspective. Topics include: a brief history of the evolution of work, work patterns prevalent in the United States, and modern day concerns with employment inequality by race, gender, class, sexual orientation and the work-life balance. Prerequisite: Sociology 34-114 or 124
- 34-354 DEMOGRAPHY (WORLD POPULATION GEOGRAPHY) AND URBANIZATION. The study of the processes of fertility, mortality and migration and how these are interrelated with urbanization. Students will examine global demographic patterns and trends in all world regions, with specific case studies in a number of countries. The analysis of urban patterns employs the two theoretical traditions of urban ecology and political economy. Particular attention is paid to the emergence of global cities. Population growth and urbanization are explored in relation to environmental issues. Also Environmental Studies 49-354 (ScS)
- 34-614 LATIN AMERICAN POLITICS. See Political Science 32-614.
- 34-764 ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS. See Political Science 32-764.
- 34-964 SENIOR RESEARCH SEMINAR: SOCIAL MOVEMENTS AND ACTIVISM. The Sociology capstone requires students to develop a major empirical paper that incorporates knowledge they have learned from their sociology courses to date, particularly sociological theory and research methods. Students will construct a coherent research question, collect and analyze data to explore the question, and apply sociological theories and literature to their findings. They will present their findings at the end of the semester to the professor, their classmates and others. In seminar format, students will discuss common readings and constructively critique one another’s research. Peer review, with class periods devoted entirely to students’ research work, will be a core component of this course. Prerequisite: senior Sociology major and permission of instructor. (Fall) (WA)
- 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: 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 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; the idea of race; gender across cultures; kinship; political organization; economies; consumption; religion; language; ethics; and fieldwork. (Each semester) (ScS) (IP)
35-204	ANTHROPOLOGICAL THEORY. This course introduces students to the major theories of human society and culture that anthropologists have developed. The course will begin with early travel writing, and then move through the late 19th to the mid-20th centuries. At least half of the course will cover contemporary, or post-1970s, anthropological theory (such as feminist and post-modernist theories, cultural studies, theories of culture and power). Prerequisite: Anthropology 35-104. (Fall of even-numbered years.)
35-214	ETHNOGRAPHIC METHODS. This course introduces students to the variety of field methods employed by cultural anthropologists (e.g. participant observation, interviewing techniques and other qualitative and quantitative methods). Students will be expected to use these methods themselves in projects throughout the course. Prerequisite: Anthropology 35-104. (Spring of odd-numbered years.) (WA)
35-244	FAMILIES IN SOCIETY. See Sociology 34-244.
35-344	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 and politics, language, music, “sports” (public fun from cricket to Christmas to Carnival), families and social organization, religions and health, development migration and tourism. Throughout the course, the global nature of Caribbean cultures will be considered. Prerequisite: Anthropology 35-104 or Feminist Studies 04-104. Also Feminist Studies 04-324.
35-434	GLOBAL ENVIRONMENTAL JUSTICE. An exploration of global environmental issues from a perspective that foregrounds questions of social inequality (differences in wealth, race, gender, indigeneity, national identity, etc.). Following an overview of the U.S. environmental justice movement, and a consideration of global inequality, global issues such as global climate change, consumerism, pollution and toxic substances, economic development, agriculture, resource extraction and bio-diversity conservation are examined. Student research projects are a critical component of this course. Prerequisite: Anthropology 35-104, Environmental Studies 49-104 or Feminist Studies 04-104. Also Environmental Studies 49-444, Feminist Studies 04-494. (Fall)
35-464	WOMEN, GODDESSES AND RELIGION. See Religion 19-324. (H) (R) (IP)
35-474	GENDER AND GENERATION IN AFRICA. See History 16-474. (H)
35-764	ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS. See Political Science 32-764.
35-964	SENIOR SEMINAR. The anthropology capstone requires students to develop a major paper, ideally from the data generated by their field research project. In this endeavor, students will apply current anthropological theory to their findings and construct a coherent argument that weaves together the relevant theory and their data. Students will work with each other and their professor throughout the capstone. Peer review, with class periods being entirely devoted to each student’s work in turn, will be a fundamental part of this course. Prerequisite: Permission of instructor. (Spring) (WA)
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

Paul J. Gaffney, PhD, Professor and Acting Chair
 Kerry Bechtel, MFA, Associate Professor and Resident Costume Designer
 Sergio Costola, PhD, Associate Professor
 Kathleen Juhl, MFA, PhD, Professor
 John Ore, MFA, Professor, Director of Technical Operations and Resident Lighting Designer
 Rick Roemer, PhD, Professor
 Desiderio Roybal, MFA, Associate Professor and Resident Scenic Designer
 Jared Stein, MFA, Visiting Assistant Professor
 C. Denby Swanson, MFA, Part-Time Assistant Professor
 Judy Thompson-Price, BS, Part-Time Instructor

The mission of Southwestern University's Theatre Department is to provide academic and laboratory experiences designed to help students explore their artistic potential through the arts and crafts of theatre and to become well-educated theatre artists, activists and advocates for the arts. The Department provides a rigorous program of study in theatrical design, performance and playwriting, balanced with a solid and comprehensive foundation in theatre history, theory and literature grounded in Southwestern University's liberal arts tradition. As an integral and visible part of the University and local communities, the Theatre Department is committed to presenting a wide range of theatrical productions which entertain and encourage public and private reflection and debate in keeping with the University's goal of global and cultural understanding and stewardship. All auditions for major theatrical productions are open to all students.

Department Goals:

1. Provide academic and laboratory experience designed to help students explore their artistic potential through the arts and crafts of theatre.
2. Empower theatre students to demonstrate competence in critical and analytical skills in connection with executing practical artistic skills.
3. Prepare students for graduate studies, professional training programs, internships or professional employment.

Scholarships

The Sarofim School of Fine Arts grants a number of scholarships to majors in theatre. These scholarships are awarded after an audition or portfolio review by the prospective students with members of the Theatre Department faculty, and can be scheduled through the secretary of the School of Fine Arts.

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. Many students who choose the BA degree option have minors or double majors because they have other major intellectual or disciplinary interests, or they choose to pursue teacher certification.

Bachelor of Fine Arts

The BFA degree with a major in Theatre allows students to focus intensively on artistic, academic and production aspects of the theatre discipline. Students pursuing the BFA may choose from the Acting/Directing, Design and Technology or Musical Theatre Emphases as detailed below. Admission to the BFA program is by audition or interview with the Theatre faculty. Interested students should consult their Theatre adviser for details on schedule and procedures. Prior to their review, students are required to participate in all departmental auditions and to work as a member of a production staff as an actor or technician each semester. Following the successful completion of the BFA review process, candidates must continue to audition for all

department productions and perform or design or work as production assistants for at least one department production per semester. To maintain the status as BFA candidates and to graduate with the BFA degree, students must successfully complete a jury presentation at the end of the spring semester of their sophomore, junior and senior years. In addition, BFA candidates are required to present an audition or portfolio to prospective employers at a major theatre conference such as the Southwestern Theatre Association, Southeastern Theatre Conference, USITT or other approved activities.

Major in Theatre (BA): 47 credits (Majors consist of a minimum of 30 credits.)

- Theatre Core:
 - THE72-111 Theatre Production Laboratory (two credits)
 - THE72-142 Stagecraft
 - THE72-164 Design Fundamentals
 - THE72-211 Advanced Theatre Production Laboratory (three credits)
 - THE73-154 Voice and Movement
 - THE73-184 Fundamentals of Acting
 - THE74-124 Theatre History and Historiography I
 - THE74-234 Theatre History and Historiography II or THE74-244 Theatre History and Historiography III
 - THE74-922 Capstone I
 - THE74-932 Capstone II
- Sixteen additional upper-level credits of Theatre performance, design, production, management, independent study, internship, literature or other courses approved by the academic adviser.

Major in Theatre (BFA): 82 credits (Acting /Directing emphasis), 80 credits (Musical Theatre emphasis) or 75 credits (Design/Technology emphasis) Theatre majors pursuing the Bachelor of Fine Arts degree complete the Theatre Core courses as well as the courses required for each emphasis area, as listed below. The Theatre Core includes a capstone experience.

Theatre Core courses: 31 credits

- THE72-111 Theatre Production Laboratory (two credits)
- THE72-142 Stagecraft
- THE72-164 Design Fundamentals
- THE72-211 Advanced Theatre Production Laboratory (three credits)
- THE73-154 Voice and Movement
- THE73-184 Fundamentals of Acting
- THE74-124 Theatre History and Historiography I
- THE74-234 Theatre History and Historiography II or THE74-244 Theatre History and Historiography III
- THE74-922 Capstone I
- THE74-932 Capstone II

Acting/Directing Emphasis required courses: 51 credits

- THE72-294 Makeup Design
- THE73-101 Theatre Performance Practicum
- THE73-201 Theatre Performance Practicum
- THE73-311 Alexander Technique
- THE73-414 Theatre Dance
- THE73-504 Acting: Realism

- THE73-514 Acting: Departures from Realism
- THE73-814 Acting: Poetic Language
- THE73-894 Directing for the Theatre
- THE73-934 Advanced Directing
- THE74-314 Playwriting
- THE74-324 Dramaturgy
- THE74-854 Stage Management for the Theatre
- Eight credits of theatre design coursework, chosen with and approved by the adviser

Design and Technology Emphasis required courses: 44 credits

- THE72-241 Theatre Production Practicum (four credits)
- THE72-794 Costume Design
- THE72-804 Scenic Design
- THE72-824 Lighting Design
- THE72-834 Audio Technology and Design
- THE73-894 Directing for the Theatre
- THE74-324 Dramaturgy
- Sixteen credits from:
 - THE72-294 Makeup Design
 - THE72-264 Theatre Crafts
 - THE72-464 Computer Aided Theatrical Design
 - THE72-844 Scenic Elements and Stage Properties
 - THE72-854 Scene Painting
 - THE72-914 Advanced Lighting Design
 - THE74-314 Playwriting
 - THE74-674 Management for the Theatre
 - THE74-854 Stage Management for the Theatre
- No more than four credits from THE74-414 Costume History I, 74-424 Costume History II
- No more than four credits from 73/74-301, 302, 303, or 304 Selected Topics
- No more than four credits from 74-951, 952, 953, 954 Independent Study
- No more than four credits from 74-114 Theatre Arts in London, 73/74-944 Academic Internship

Musical Theatre Emphasis required courses: 49 credits

- THE72-294 Makeup Design
- THE73-101 Theatre Performance Practicum (2 credits)
- THE73-311 Alexander Technique
- THE73-604 Musical Theatre Workshop (8 credits)
- Twelve credits from:
 - DAN79-204 Ballet
 - DAN79-404 Modern Dance

DAN79-504 Jazz Dance

DAN79-604 Tap Dance

- MUT76-101 Fundamentals of Solfege/Ear Training
- MUT76-103 Fundamentals of Music Theory
- APM8B-xxx (8 credits) Voice
- APM8A-xxx (2 credits) Piano
- Eight additional credits of Music and/or Theatre electives, chosen with and approved by the adviser

Production Participation requirement: All BA and BFA Theatre majors are required to participate in all departmental main stage productions. Each student is required to audition for all main stage productions, unless the student is already assigned by the Theatre faculty to a significant production staff position (e.g., dramaturge, stage manager, assistant designer, etc.). Students who are not cast in onstage roles will be assigned to production positions by the faculty.

Minor in Theatre: 20 credits, 12 credits of which must be upper level (Minors consist of a minimum of 18 credits.)

- Four credits from two of the three main Theatre subject areas: 72-Design & Technology, 73-Performance 74-Theatre History, Literature & Professional
- Twelve additional credits of Theatre

Minor in Dance: 20 credits, 12 credits of which must be upper level (Minors consist of a minimum of 18 credits.) (DAN79-414 may not count towards the Dance minor)

- DAN79-804 Dance Repertory
- Sixteen additional credits of Dance

Minor in Performance Studies: 20 credits, 12 credits of which must be upper level (Minors consist of a minimum of 18 credits.)

- Five courses from:
THE73-284 Performance Studies: Everyday Life and Literature
THE73-614 Theatre for Social Change: Practice and Performance
THE73-714 Topics in Performance Studies
THE73-724 Feminism and Performance
THE74-614 Theatre for Social Change: History and Theory
COM75-404 Performing Culture
COM75-414 Writing Culture
COM75-644 Music and Identity

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

THEATRE DESIGN & TECHNOLOGY (THE)

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|--------|--|
| 72-111 | THEATRE PRODUCTION LABORATORY. An entry-level course in which students will develop the skills necessary to execute the costume, scenery, props, lighting and sound designs for the Department's stage productions. Prerequisite: For Theatre majors, Theatre 72-142. May be repeated for a total of two credits. (FAP) |
| 72-142 | STAGECRAFT. An introduction to the technical aspects of theatre, this project-oriented course surveys the technologies of costumes, scenery, lighting and sound. Students will learn proper safety procedures and acquire the basic skills that will prepare them for successful participation in Theatre Production Laboratory by spending equal amounts of time in the scenery, costume and electrics areas. |
| 1-164 | 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. (FAP)
- 72-211 ADVANCED THEATRE PRODUCTION LABORATORY. Continuation of THE 72-111. Prerequisite: Two credits of Theatre 72-111. May be repeated for a total of three credits. (FAP)
- 72-241 THEATRE PRODUCTION PRACTICUM. One credit is granted for 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 a stage management or design position for a main-stage production. (FAP)
- 1-264 THEATRE CRAFTS. A practical course in which the technical theatre skills used for millinery, mask making, corset building, painting, dying and general craft construction are taught in a laboratory setting. These advanced skills will then be used to create unique costume items for a specific production chosen by the students and the instructor. Prerequisite: Permission of instructor. (FAP)
- 72-294 MAKEUP DESIGN. Design and practice in the art of stage makeup. Course focuses on development of skills for the practicing theatre artist. (FAP)
- 72-464 COMPUTER AIDED THEATRICAL DESIGN. This course familiarizes the student with Computer Aided Design (CAD) using VectorWorks. Each student will take a scenic design that was rendered using a dry point medium and translate it into a CAD drawing. The CAD drawings will concentrate on ground plan view, section view and front elevation view. In addition to 2D rendering, 3D rendering techniques will be explored. The 3D rendering techniques will involve 3D modeling using VectorWorks Spotlight. This course will provide students with an opportunity to create renderings using a CAD program that is widely used throughout the entertainment industry. Prerequisite: Theatre 72-164. (FAP)
- 72-794 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. Prerequisite: Theatre 72-164. (FAP)
- 72-804 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 draftings. The use of the computer as a design tool will also be studied and used as an aid in the creation of assigned designs. (FAP)
- 72-824 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. Students will contribute to the mainstage lighting designs by serving as assistant lighting designers, master electricians and console programmer/operators. Autocad LT and Lightwright will be introduced as an aid in the creation of light plots and spreadsheets. Prerequisite: Theatre 72-164. (FAP)
- 72-834 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. Prerequisite: Permission of instructor. (FAP)
- 72-844 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. (FAP)

72-854	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. This course covers sizing and priming a backdrop, transfer and inking a backdrop and experimentation of faux painting techniques on muslin and hardboard. The techniques covered serve as a foundation for further study and exploration in the art of scene painting. (FAP)
72-914	ADVANCED LIGHTING DESIGN. This course provides an opportunity for students to further study the art and technology of lighting design. There will be three major designs in the areas of ballet, opera and the large-venue concert; a realized design project may be substituted for one of these. Each student will select one of three virtual rendering software applications. Students will present conceptual renderings along with the standard drawings and supporting paperwork as evidence of their designs. There also will be an emphasis in developing and refining one's scenographic design style using research and critical analysis of professional lighting designers in live performance, video and film in order to continue the evolution of each student's aesthetic sensibility. Prerequisite: Theatre 72-824. (FAP)
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.
72-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
72-984	HONORS. By invitation only.

THEATRE PERFORMANCE (THE)

73-101	THEATRE PERFORMANCE PRACTICUM. Main-stage productions are open to all University students. One credit is granted for each production experience. This course may be repeated for up to two credits. Prerequisite: Must be cast in a role in a main-stage production. (FAP)
73-134	INTRODUCTION TO ACTING. The study and practice of basic acting skills including movement, voice, improvisation, character development, script analysis and rehearsal process. Substantial written and performance work required. For non-theatre majors only. (FAP)
1-154	VOICE AND MOVEMENT. This is a practical, activity-based course designed to help students speak and move with ease and freedom. Voice work will focus on improving resonance and enunciation. Movement work will focus on body alignment and spatial awareness. Along with voice and movement skills, students will gain an understanding of the historical and cultural contexts from which voice and movement modalities have developed. Prerequisite: Theatre major or permission of instructor.
73-184	FUNDAMENTALS OF ACTING. This course is designed to introduce students to the process of acting, including trusting and using instincts, making interesting and challenging character choices, analyzing scripts for character, dramatic action and conflict, and the relationship of an actor to the text and the theatre as a whole. Students will work on basic acting skills including movement, voice, exploration of the self, and improvisation in order to create active, engaging and truthful life on stage. Substantial written and performance work is required. For Theatre majors only. Prerequisite: Theatre 73-154.
73-201	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 two credits. Prerequisite: Must be cast in a role in a main-stage production and two credits of Theatre 73-101. (FAP)
1-274	CREATIVE DRAMATICS/THEATRE FOR YOUTH. The purpose of this course is to introduce the student to the field of creative dramatics and theatre for youth through lecture, demonstration, classroom workshops and attendance at theatre for youth performances. Students will learn skills

necessary to work with young people on language and communication, problem solving, creativity, positive self-concept, social awareness, empathy and an understanding of the art of theatre. Elementary- and junior high-age groups will be emphasized. (FAP)

- 73-284 PERFORMANCE STUDIES: EVERYDAY LIFE AND LITERATURE. This course focuses on performance as an activity which can lead to enhanced literary and cultural analysis and understanding. Topics and activities include everyday life performance, cultural performance and the performance of non-dramatic literature. Also Communication Studies 75-424. (FAP) (WA)
- 73-311 ALEXANDER TECHNIQUE. The Alexander Technique is a body alignment and movement technique that focuses on alignment of the spine and skeleton. When the spine and skeleton come into alignment, muscles soften, tension releases, coordination improves, and the body works more efficiently. This activity-based course focuses on group and private work with the instructor and is particularly appropriate for Theatre and Music students. May be repeated for credit. (FAP)
- 73-414 THEATRE DANCE. Preparation and execution of basic movement exercises, jazz, tap and modern dance and their application to choreography for musical theatre. Also Dance 79-414. (FAP)
- 73-504 ACTING: REALISM. This course is an investigation and development of a character that further strengthens techniques of personalization, character and scene analysis and character motivation through action. Additionally, through scene study of realistic dramas, this course investigates the physical life of a character, together with the technical and imaginative development of voice and body skills as a means of achieving fully realized and engaging characterizations. Prerequisite: Theatre 73-184.
- 73-514 ACTING: DEPARTURES FROM REALISM. Study and practice of 20th-century acting techniques through research, analysis work and performance. Prerequisite: Theatre 73-184. (Alternate years)
- 73-604 MUSICAL THEATRE WORKSHOP. This course focuses on the intensive practical aspects of scene-and-song work in the repertory of popular musical theatre genres, paying particular attention to the skills needed as an actor to interpret lyrics and text within the structure of a musical play. There will be weekly rehearsals and critique sessions with emphasis on characterization, technical skills, subtextual dimensions and stylistic considerations. Although this course focuses on the performative elements of acting in a musical, there will also be considerable reading and critical analysis. May be repeated for credit. Prerequisite: Permission of instructor.
- 73-614 THEATRE FOR SOCIAL CHANGE: PRACTICE AND PERFORMANCE. This course explores theatre as a political, activist, problem solving, educational and aesthetic tool. Students will learn to develop interactive performances which can be used to effect social change in a wide variety of community settings. (FAP)
- 73-714 TOPICS IN PERFORMANCE STUDIES. A course which focuses on performance as a field of knowledge and a way of knowing. Topics vary in different semesters and can include: cultural performance, literary performance, performance art and theatre for social justice. Prerequisite: Permission of instructor. Also Communication Studies 75-514 and Feminist Studies 04-714. (FAP) (WA)
- 73-724 FEMINISM AND PERFORMANCE. A course focusing on the ways culture has constructed the performance of gender on stage, in every-day life and in the media. Also Communication Studies 75-524 and Feminist Studies 04-724. (FAP) (WA)
- 73-814 ACTING: POETIC LANGUAGE. Study and practice of acting techniques using texts with poetic language through research, analysis work and performance. Study includes character and scene analysis and the performance of scenes and audition material from a variety of theatrical periods. Prerequisite: Theatre 73-284. (Alternate years)
- 73-894 DIRECTING FOR THE THEATRE. Principles and practices of directing. Includes detailed analysis of the playscript and directing of laboratory or workshop productions. Prerequisite: Theatre 73-184. (FAP)
- 73-934 ADVANCED DIRECTING. This course will explore how a director transforms personal vision into social and aesthetic meaning in a theatrical event. Through lecture, discussion and in-class exercises, the course will examine how a director uses an in-depth approach to script analysis with a

- special emphasis on the director's use of theatrical space and conventions to project a point of view.
Prerequisite: Theatre 73-894. (FAP)
- 73-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 73-301, 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.
- 73-901, 902, 903, 904 TUTORIAL.
- 73-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 73-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 1-984 HONORS. By invitation only.

Theatre History, Literature and Professional (THE)

- 74-104 THEATRE APPRECIATION. 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. (FAL)
- 74-114 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) (FAL)
- 74-124 THEATRE HISTORY AND HISTORIOGRAPHY I. A theatre course exploring various critical approaches to Western written texts intended for the stage, in order to help students develop the ability to analyze and evaluate a variety of scripts in terms of form (structure and tone) and style. Students will read some of the most important realist plays and also examples of departures from realism during the 20th century. The course is intended to familiarize students with a critical practice attentive to theatre as a material institution, rather than focusing solely on the play-text. In addition, the course is meant to introduce students to methods of critical research and issues of historiography (a reflection on the methods and sources used by historians to answer questions about the past). Theatre History and Historiography I, II and III may be taken in any order. (FAL) (WA)
- 74-234 THEATRE HISTORY AND HISTORIOGRAPHY II. This course focuses more on theatre history and historiography than on dramatic literature. Students will be asked to meditate on questions regarding the uses to which play-texts are put in the educational system and in cultural practices (performances through the ages, films, television, exhibitions, etc.). Theatre performances 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). This course and Theatre History and Historiography III comprise a two-semester course that will be organized according to specific topics. Topics may include Theatre and Ritual, Feminine Morphology, Manuals for Acting, (Im)Possible Parallels, Theatrical Spaces, etc. Theatre History and Historiography I, II and III may be taken in any order. (FAL) (WA)
- 74-244 THEATRE HISTORY AND HISTORIOGRAPHY III. See THE74-234 Theatre History and Historiography II for course description. Theatre History and Historiography I, II and III may be taken in any order. (FAL) (WA)
- 74-254 EAST MEETS WEST: INTERCULTURALISM AND THEATRE. An investigation of theatrical interculturalism in a worldwide context. This course examines the series of exchanges, imitations, misunderstandings and betrayals that took place in theatre during the 20th century and the new forms produced at the intersection of cultures. The focus will be on: (a) the study of the "original" theatrical forms (Japanese, Chinese, Nigerian, Indian, Balinese, Brazilian and European); (b) the analysis of more or less conscious and voluntary "hybrid" theatrical forms in terms of performance (actor's techniques) and their aesthetic value; and (c) the consideration of the dangers inherent in intercultural

- experiences (cultural appropriation) and the (im)possibility of free exchange under material relations of dominance and exploitation. (FAL) (IP) (WA)
- 74-294 HISTORY OF THE AMERICAN MUSICAL THEATRE. A cultural study of the American Musical as an art form beginning with its origins in vaudeville, burlesque, English music halls, European operetta and minstrel shows through its development, and ultimately its effect on popular culture today. This class will include in-depth analysis of varied musicals to further the understanding of how plot, musical structure and interpretation combine to define the genre. (FAL)
- 74-314 PLAYWRITING. Theory and practices of playwriting. Includes the writing of scripts for theatre reading and production. Also English 10-314. (FAL)
- 74-324 DRAMATURGY. Fundamentals for the development of a dramaturgical sensibility in order to promote integration between theory (the knowledge of theatre history, dramatic literature and criticism) and practice (the expertise needed to realize the potential of a play in a particular production). The course focuses on how to prepare and edit a text and how to collaborate and communicate with the director, actors, set designer, costume designer, lighting designer, etc. In addition, the student will learn how to conduct research in order to create a Dramaturg's Notebook consisting of (a) historical, social, cultural, and philosophical or religious background of the play; (b) biographical information regarding the author; (c) the production history of the play; (d) a critical analysis of the play; and (e) an iconographic portfolio. This course is a prerequisite for students who intend to be dramaturgs for Theatre Department productions. (FAL) (WA)
- 74-414 COSTUME HISTORY I. A survey of historic costume and fashion in the Western world from classical antiquity through the 18th century. This course focuses on the exploration of the relationship between social, political and cultural occurrences and fashion, art and clothing. The ability to identify historical periods by costume silhouette and major events will be acquired in addition to the procurement of a broad vocabulary of costume and fashion terminology. (FAL) (WA)
- 74-424 COSTUME HISTORY II. A survey of historic costume and fashion in the Western world from the late 18th century through the present. This course focuses on the exploration of the relationship between social, political and cultural occurrences and fashion, art and clothing. The ability to identify historical periods by costume silhouette and major events will be acquired in addition to the procurement of a broad vocabulary of costume and fashion terminology. Special attention will be given to the late 20th century and the impact costume and fashion has on the student themselves. (FAL) (WA)
- 74-614 THEATRE FOR SOCIAL CHANGE: HISTORY AND THEORY. This course examines the ways that contemporary theatre and performance with a determined social standpoint attempts to confront issues of political engagement and activism in order to inspire social change. Examples of playwrights and theatre companies covered include: Tony Kushner, Anna Deavere Smith, Tim Miller, Peggy Shaw, Augusto Boal, Dario Fo, Athol Fugard, Teatro Campesino and The Living Theatre. (FAL)
- 74-674 MANAGEMENT FOR THE THEATRE. Studies in managerial aspects involved in promoting and producing theatre (educational, community and professional). (FAL)
- 74-704 SHAKESPEARE. See English 10-624. (H)
- 74-854 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. Projects include proper methods for creating technical analysis running sheets, blocking notation, cue calling, rehearsal reports and leadership/teambuilding exercises. Students will gain hands-on experience by working in stage management in the Department's performance spaces. Prerequisite: Theatre 72-142. (Alternate years) (FAL)
- 74-922 CAPSTONE I. This course, normally taken in the spring of the junior year, involves the students' preparation for their Capstone projects, which will take place in the senior year. Students will work with their faculty mentors to select, plan, organize and conduct research for their projects. Students and their mentors will meet throughout the semester to present and discuss the progress of their projects. (FAP)
- 74-932 CAPSTONE II. Taken during the senior year, this course involves the completion and presentation of the students' capstone projects. In addition to a public presentation of a paper, project, performance

or theatre production, students and their faculty mentors will regularly meet to assess progress on and evaluate the results of their projects. Prerequisite: Theatre 74-922. (FAP)

74-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
74-301, 302, 303, 304	SELECTED TOPICS. Special studies not in the regular curriculum, offered upon student request. May be repeated with change in topic.
74-901, 902, 903, 904	TUTORIAL.
74-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
74-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
74-984	HONORS. By invitation only.

Dance (DAN)

79-204	BALLET. A study of basic foot, arm and body position in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps. (FAP)
79-244	HISTORY OF DANCE. A survey of the development of humankind through dance from primitive times to the 20th century, with a special focus on ballet and dance in America. (FAL)
79-404	MODERN DANCE. Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems. (FAP)
79-414	THEATRE DANCE. See Theatre 73-414. (FAP)
79-504	JAZZ DANCE. A study of jazz technique, free style movement, floor and barre work and combinations. The purpose of this course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance. (FAP)
79-604	TAP DANCE. An introduction to tap dance techniques, emphasizing the use of this dance in theatrical performance. (FAP)
79-804	DANCE REPERTORY. Emphasis is on learning new techniques through combined movement phrases and by learning one dance and/or sections from others. Prerequisites: Any two of the following: Dance 79-204, 404, 504. May be repeated once for credit. (FAP)
79-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
79-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
79-901, 902, 903, 904	TUTORIAL.
79-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
79-951, 952, 953, 954	INDEPENDENT STUDY.

INTERDISCIPLINARY PROGRAMS

INTERDISCIPLINARY COURSES

Paideia® (PAI)

03-211	PAIDEIA® SEMINAR 1A. This seminar is designed to be part of the first semester sophomore Paideia® experience. The seminar will focus on developing reflections on civic engagement, intercultural experiences, and research activities or creative works. The seminar will also focus upon connections between curricular and co-curricular activities. Seminars will involve critical reading, writing and oral presentations. By permission of instructor only. Must be taken Pass/D/F. (Fall)
03-221	PAIDEIA® SEMINAR 1B. This seminar is designed to be part of the second semester sophomore Paideia® experience and will continue and expand upon first semester emphases. By permission of instructor only. Must be taken Pass/D/F. (Spring)

- 03-311 PAIDEIA® SEMINAR 2A. This seminar is designed to be part of the first-semester junior Paideia® experience. The seminar will continue to explore and reflect upon civic engagement, intercultural experiences, and research activities or creative works. The seminar will also connect curricular and co-curricular activities. Focus during the junior year will be upon intercultural experiences. Students in the Paideia® Seminar 2A may also work with students in the Paideia® Seminar 1A and help to shape their Paideia® experience. By permission of instructor only. Must be taken Pass/D/F. (Fall)
- 03-321 PAIDEIA® SEMINAR 2B. This seminar is designed to be part of the second semester junior Paideia® experience and will continue and expand upon first semester emphases, particularly in terms of intercultural experiences. Students in the Paideia® Seminar 2B may also work with students in the Paideia® Seminar 1B and help to shape their Paideia® experience. By permission of instructor only. Must be taken Pass/D/F. (Spring)
- 03-411 PAIDEIA® SEMINAR 3A. This seminar is designed to be part of the first-semester senior Paideia® experience. The seminar will continue to explore and reflect upon civic engagement, intercultural experiences and collaborative/guided research or creative works. Students in the Paideia® Seminar 3A may also work with students in the earlier sequence seminars of the Paideia® Program. Special focus during this semester will be on collaborative/guided research or creative works, civic engagement and progress toward completing the goals in the students' individual Paideia® Plans. By permission of instructor only. Must be taken Pass/D/F. (Fall)
- 03-421 PAIDEIA® SEMINAR 3B. This seminar is designed to be the final part of the Paideia® experience. Special focus during this semester will be on presenting the collaborative/guided research or creative works, completing the anchoring civic engagement reflection, and completing the goals in the students' individual Paideia® Plans. By permission of instructor only. Must be taken Pass/D/F. (Spring)
- 03-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in content.
- 03-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in content.

University Studies (UST)

- 05-012 FIRST-YEAR SEMINAR. Special topics courses that provide stimulating and challenging academic experiences to help prepare incoming students to be successful in a rigorous liberal arts college environment. In particular, seminars focus on developing the student's abilities in the following areas: reading, writing, critical thinking, research, informed discussion and creativity. Additional academic socialization components prepare students for the challenging intellectual demands of college-level course work.
- 05-212 ADVANCED-ENTRY SEMINAR. Special topics courses that provide stimulating and challenging academic experiences to help prepare incoming transfer students to be successful in a rigorous liberal arts college environment. In particular, seminars focus on developing the student's abilities in the following areas: reading, writing, critical thinking, research, informed discussion and creativity. Additional academic socialization components prepare students for the challenging intellectual demands of college-level course work.
- 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.
- 05-963 UNIVERSITY SEMINAR. A University-sponsored interdisciplinary course which may be repeated with changed content.
- 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.

SPECIAL ACADEMIC PROGRAMS

SOUTHWESTERN UNIVERSITY 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 adviser. 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., Animal Behavior, Environmental Studies, Feminist Studies, International Studies, Latin American Studies, Physical Science 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 ordinarily 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-advisers.
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 adviser 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 adviser, the student and the department chair must approve of the selection. The honors adviser is solely responsible for determining the honors course grades.
6. The supervisory committee will be chosen by the honors adviser 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 adviser 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 adviser. 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 adviser, 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 adviser 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 Adviser” or “Committee Member”] and academic department. A copy of this page must be submitted to the Registrar’s Office prior to graduation.

11. Honors projects that take the form of a manuscript are bound and a copy is shelved alphabetically by author with other honors theses in the A. Frank Smith, Jr. Library Center. The student should take at least two original, unmarked copies of the final corrected version of the manuscript to the Collection Development Coordinator for the A. Frank Smith, Jr. Library Center. There should be no written comments on the documents submitted. The library pays for binding two copies, one for the library and one for the student. The student or department may request that additional copies be bound at a set fee. Theses are sent for binding in June of each year.
12. The student who successfully completes an honors project will graduate “with honors” in his or her major, and With Honors will be designated on his or her 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® PROGRAM

Southwestern University’s Paideia Program engages students in learning by building a culture of connections and reflections and by integrating in-class and out-of-class academic and non-academic experiences. The Paideia Program fosters and promotes connections between academic courses, intercultural and diversity experiences, civic engagement, and collaborative or guided research and creative works. The program consists of a series of six one-credit seminar courses and frequent one-on-one meetings between Paideia Scholars and their Paideia Professors.

Although the heart of the Program is the Paideia Seminar, being a Paideia Scholar goes beyond the seminars. The Paideia Program emphasizes student exploration and involvement under the guidance of a faculty member. Students apply to the Program early during the spring semester of their first year. Once in the Program, they engage in readings and discussions of current issues—especially as they relate to their course work, civic engagement, intercultural experience, and research or creative work interests. Paideia Scholars learn to make intentional connections between their different classes and between their in-class and out-of-class experiences.

Paideia Scholars attend seminar classes in groups of 10. Paideia Professors remain with that same group of students through the three years of the Program. Paideia Scholars complete “anchoring” experiences in three areas: Civic Engagement, Intercultural or Diversity Experience, and Collaborative or Guided Research and Creative Works. Scholars frequently share their written reflections with their Paideia Professors and, occasionally, with other Scholars in the Paideia Seminar.

Students who complete the three years of the Paideia® Program earn up to six credits of upper-level electives, have up to \$1000 of Paideia-related expenses paid on their behalf, and graduate with Paideia distinction. All students in good academic and disciplinary standing with the University are eligible to apply to the Program. Students apply for entry into the Program during February of their first year, and are admitted on the basis of their responses to several essay questions. Admitted Scholars are selected by the Paideia Professors based upon review of an application that consists of both essays by the applicants and letters of recommendation from faculty, staff and students.

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 applying for off-campus academic experiences (including internships, study abroad programs or other semester- or year-long off-campus study) must have at least a 2.5 cumulative grade point average at the time of application and/or acceptance into any given program. Students must work with the Office of Intercultural Learning (IL) to ensure that an appropriate program of study is selected. In general, it is suggested that students make an initial appointment with IL at least two semesters before the planned period of study abroad.

Southwestern maintains a list of accepted 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 Intercultural Learning, in cooperation with the Committee on Intercultural Programs and Experiences, reviews programs to create a list, subject to ongoing evaluation, of accepted/approved programs. Students may propose study on a non-approved program offering specialized curricular opportunities that are not afforded by any of the programs on the approved list. Information about the proposal process is available from the Office of Intercultural Learning and should be completed well in advance of the planned experience abroad. 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 who leave Southwestern to attend a program without Southwestern's approval are not eligible to receive transfer credit.

London Semester

A semester program in London is offered each fall. The current program enables up to 30 students and two Southwestern faculty members to live and study together in the Kensington district of London. In addition to courses offered by Southwestern faculty, a British Life and Culture course is offered by visiting lecturers from British academic, governmental and social institutions. The course also includes field trips in London and the UK. Southwestern undergraduates who have achieved sophomore standing before the start of the program are eligible to apply for the Semester in London Program provided they are in good academic standing. 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.

Exchange Programs

As a member of the International Student Exchange Program (ISEP), Southwestern University is able to exchange several students annually with more than 100 universities in Europe, Asia, Africa and South America. Southwestern also has established cooperative partnerships with the Universität Osnabrück in Germany and Kansai Gaidai University in Japan. The cost of the London Semester and exchange programs is equal to regular University charges, and most financial aid applies to program fees.

College Year in Athens

Southwestern University acts as the coordinating institution for the College Year in Athens (CYA) Program. Students from the Associated Colleges of the South (ACS) may apply for the program through the Office of Intercultural Learning and have their CYA course work transcribed by Southwestern for both the CYA summer and semester programs.

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 Intercultural Learning (IL) to receive information and advising regarding participation in these programs.

In order to ensure that students choose an appropriate program, study abroad participants are required to work through IL to complete the application and cross-cultural preparation for a study abroad experience. IL 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 IL 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 application deadline is October 1 for spring study and March 1 for fall study.

Summer Study Abroad

Southwestern University also offers summer programs in various parts of the world. Language and culture programs in recent years have included Honduras, Jamaica, Mexico, Argentina, Spain and Bulgaria.

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 Intercultural Learning. 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. 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 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 12-15 credits for work completed during the semester abroad.

OFF-CAMPUS STUDY WITHIN THE UNITED STATES

New York Arts Program

This program is designed to provide those students seriously interested in the performing, visual and communication arts with an opportunity to serve as apprentices and to experience the world of the established professional artist. 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 or term sharing this milieu with professionals representing all professional arts fields: visual artists, designers, museum curators, performing artists, authors, publishers, film makers, people in theatre and communication arts, etc. Each student is assigned a faculty adviser who teaches a seminar and works closely with the student and his or her apprenticeship sponsor. Students also participate in a specially designed program of seminars conducted by arts professionals, including GLCA (Great Lakes College Association) staff members, on various topics. Program offices are housed in a midtown Manhattan townhouse. Four floors are for housing with common kitchens and lounge/meeting rooms.

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.

Washington Semester Program

Southwestern has established cooperative relations with the United Methodist College Washington Consortium. This internship and academic program offers opportunities for coursework and internships in politics and communications. Depending upon the specific program, students work as interns at the White House, on Capitol Hill, in the courts or with public interest groups. Students may earn up to 15 credits which are transcribed by Southwestern University. The cost of the program is equal to Southwestern tuition, room and board. Most financial aid is applicable to the Washington Semester Program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

SUMMER SCHOOL

Southwestern University offers three summer sessions. Specific courses offered each summer will vary, depending on faculty and student interest. The University cannot guarantee that any specific course a student might need for a degree plan will be taught in the summer, so students should plan their regular fall and spring term schedules carefully. Up to one-third of Southwestern students take advantage of this opportunity in a given summer. Summer tuition rates are very competitive. Five credits may be earned during each of the three-week sessions starting in May and June. No overloads are permitted in summer school. In addition, a nonresidential "Summer III" session is used for Southwestern courses offered abroad or for internships and independent study. Note that these Summer III courses require registration, plus additional approval and forms. Summer school tuition and room and board charges are payable from the time of registration for each summer session. All fees must be paid before students may attend classes.

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Persons interested in studying at Southwestern University should apply to 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 of society following graduation. Admission is selective and involves a thorough review of each candidate's academic and personal qualifications.

Regular Requirements for Admission

Students who graduate from accredited high schools may be admitted if their academic records, standardized test scores, 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, as shown below. In addition to graduation from an accredited high school, it is recommended that students present four years of English, four years of mathematics, three years of science, two years of a foreign language, four years of social science and/or history 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 are required to take the SAT (Scholastic Assessment Test) of the College Board or the ACT of the American College Testing Program and have the results sent to the Office of Admission. All majors in Fine Arts are required to have an audition/interview/portfolio review prior to admission to their respective curricula.

Applicants are invited to submit with their application any evidence which they think would help the Admission Committee in reaching 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 on their total record, extracurricular as well as academic, although a strong academic record is always necessary.

Southwestern University provides its own online application in a downloadable/printable format, as well as a version that can be prepared and submitted electronically. Both versions can be accessed through the University website at www.southwestern.edu.

Southwestern, along with a number of other selective colleges, accepts the Common Application. Candidates for admission may learn more information about the Common Application from their high school counselor, Southwestern's Office of Admission or the Common Application website. Apply Texas, the state of Texas common application form, has also been made an acceptable option, with additional requirements. The most notable of these is the guidance counselor recommendation form, available online through the Southwestern University website. (Transfer students should only apply utilizing the "Common Application for Transfer Students.")

Applicants are responsible for ensuring the arrival of all materials necessary to complete their application, including transcripts and recommendations from guidance counselors and teachers. Applicants are responsible for contacting the Office of Admission to determine whether or not their file is complete prior to deadline dates.

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. Usually, a personal interview is required.

Early Decision

Students for whom Southwestern is the clear first choice may apply under an Early Decision plan. Southwestern must receive the application and all supporting documents by November 1 of the student's senior year in high school. If admitted, the enrollment and housing deposit will be due by January 10. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time and no additional applications may be submitted to other schools. Financial aid estimates are communicated to the family prior to the required deposit date, assuming the necessary application materials for financial aid review are received by the stated deadline, normally December 1.

Early Action

Southwestern also 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 December 1 of the student's senior year in high school. Admission decisions will be made by February 15. For those students admitted, normal financial aid and candidate reply deadlines will apply: March 1 to submit financial aid forms and May 1 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 (i.e., interview, 7th semester grades, etc.) in order to complete the file.

Regular Decision

Regular Decision is the final admission option for students considering Southwestern University. The application deadline is February 1 of the senior year of high school, with final admission decisions made by April 1. Financial aid and candidate reply deadlines are the same as mentioned above in Early Action.

Transfer Students/Concurrent Enrollment Credit

Each year, Southwestern enrolls a limited number of transfer students. An overall grade point average of 3.0 or better (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 "Regular Requirements for Admission" above) in order to assist the Committee in its review.

A College Official's Report completed by the Dean of Students at the institution last attended is required. 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.

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.

The University requires a minimum of 127 credits for the awarding of a bachelors degree. Sixty-four of those credits must be done in residence at Southwestern University.

NOTE: All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this Catalog (see "Degree Requirements").

Visiting and Special Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. Official transcripts of all college work may be required of visiting students, but generally a transcript or statement of good standing from the registrar's office of the last school attended is sufficient for review.

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. Candidates for readmission will be reviewed in the Office of Admission and, when necessary, 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 Admission Office are encouraged and will be required in some cases.

Southwestern University students in good academic standing may take a student leave of absence by completing the Request for Student Leave of Absence form available in the Center for Academic Success. Students who are granted a student leave of absence will receive pre-registration materials and campus housing assignments (if applicable and available) for the semester in which they plan to return to campus. An application for readmission will not be required of students on student leave of absence status.

Other Admission Requirements

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.

A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students.

Veterans who have earned credits in approved military and service schools will be granted credit as indicated by A Guide to the Evaluation of Educational Experience in the Armed Services when such credit is appropriate to the degree programs of the students at Southwestern.

No person may register for nor attend classes unless the admission procedure has been completed.

Foreign Language Requirements

Students who are not taking a major or minor in a foreign language and are studying for the BA, BS, BFA, BSEd or BM (except Music Education) degrees are expected to attain a fluent capacity and a thorough understanding of the written language. This goal is usually reached at the end of a fourth semester course at the college level. Students may take a proficiency test at the level required for their degree program or complete with a passing grade the specified semester requirement.

All students are to take an online language placement exam, to be administered during the summer prior to fall orientation, in order to help establish placement. Exemption will be granted based on the score of the placement exam, and students will be advised as to which course they should take if they wish to pursue the same language to satisfy their degree requirement. Additional information such as the number of semesters pursued within the high school program will be used to help establish placement. Students may take a beginning course (-014) in a different language, if they choose not to pursue the language taken in high school, without forfeiting exemption in the language tested.

Placement tests may be taken in more than one foreign language by the same student. These online tests are routinely given once a year to first-year students prior to orientation in August. Students entering the University at mid-year may take placement tests before the beginning of the spring semester.

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, or any other impermissible factor. The University's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation. The University does reserve the right to deny admission or readmission to an applicant for other factors without giving reasons and without prejudice to the student.

Application Deadlines

	Application Deadline	Notification	Reply Date
Early Decision	Nov. 1	Dec. 1	Jan. 10
Early Action	Dec. 1	Feb 15	May 1
Regular Decision	Feb. 1	No later than April 1	May 1
Late Decision	After Feb. 1	April 15	May 1

FINANCIAL ASSISTANCE

In a real sense, every student admitted to Southwestern receives financial aid; income from endowments and gifts pays for more than 40 percent of the cost of the student's education. The 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 Office of Financial Aid.

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 Academic Competitiveness Grant, Federal SMART Grant, LEAP Grant, SLEAP Grant, Federal Direct Stafford Loan (subsidized and unsubsidized), Federal Perkins Loan, Federal College Work-Study, Federal Direct PLUS Loan.

State of Texas programs: Tuition Equalization Grant, Texas College Work-Study, B on Time Loan, College Access Loan.

For 2009-10 the Financial Aid Office administered more than \$34 million of 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) by March 1 for the following academic year. This application is available at www.fafsa.ed.gov.

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 1 to be considered for any grant funding through Southwestern.

Work Opportunities

A number of students are employed by the University in part-time positions. Such work is 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 Tomorrow Fund

Families which have participated in the Texas Tomorrow Fund may use these funds as a credit towards 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 Texas Tomorrow Fund Certificate. Upon review of the certificate 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 which 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 Charges

Students may receive Southwestern scholarship and/or grant assistance up to the total amount of institutional 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.

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 grants, need-based scholarships, 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. Southwestern students must pass 80% of all courses attempted at Southwestern.

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, a student must complete his or her degree at Southwestern within a certain number of credits. Students are allowed a maximum of 150 credits to complete their degree. Students who exceed the maximum credits will be considered ineligible for financial aid. All transfer hours will be counted toward the maximum timeframe. 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 placed on **financial aid probation** for one semester. During the probation semester the student will be ineligible to receive financial aid.

At the conclusion of the probation semester, the student's progress will be re-evaluated. If, at that point, the student meets the SAP standards then that student will be considered to be in good standing and will be eligible to receive financial aid in the following semester.

If, after the probation semester, the student is still not meeting the SAP standards 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 he/she attains 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 his or her own expenses during the period of ineligibility.

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 his or her 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. The number of semester hours transferred to Southwestern will be considered toward the maximum timeframe. Only the GPA earned on credits completed at Southwestern will be considered when evaluating the cumulative GPA.

Withdrawals

A student who withdraws from Southwestern after a semester has begun will be considered as having failed to meet satisfactory academic progress standards. The student will be placed on financial aid probation for the next semester in which he or she enrolls. If the student withdraws from Southwestern during financial aid probation, he or she will be considered ineligible to receive financial aid.

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 his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, credits attempted and whether the student is making satisfactory academic progress.

Repeated Courses

The credits attempted/earned for a repeated course will be considered toward the cumulative credits attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Appeals

Written appeals for reinstatement can be made to the Financial Aid Appeals Committee. Appeals must be made by the deadline indicated on the written notice of ineligibility sent to the student. A student may request that his or her 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 hours 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 Vice President for Enrollment Services, the Director of Financial Aid, the Director of Academic Success and Advising and the Associate Vice-President for Academic Administration.

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 supercede 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

Southwestern University believes that a lively academic environment is composed of a diverse group of scholars including those from modest as well as more affluent economic circumstances. Friends and alumni of the University have endorsed this concept by providing for more than one-half of the cost of Southwestern's operating expenses through gifts and endowment. The balance of the cost is provided through tuition charges which are adjusted annually by the Board of Trustees to reflect the changing economic circumstances. Tuition and other charges are subject to change for the 2011–2012 academic year. Charges will be set in January 2011 by the Board of Trustees and will be available in the Business Office.

Tuition charges for 2010–2011 are:

	Per Semester	Per Year
Tuition (2010–2011)	\$15,815	\$31,630
Tuition (2011–2012)	Charges will be set in January 2011 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 Assistance" for information on available financial aid opportunities.

Southwestern welcomes the opportunity to be of service to the retired population of Central Texas. Participation by experienced, knowledgeable individuals enhances the educational environment. Therefore, persons over the age of 60 may enroll on a non-credit basis in University courses at a cost of \$150 per credit. 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 School of Fine Arts, Fitness and Recreational Activity courses in the Department of Kinesiology, 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 more comfortable accommodations reflect the assigned square footage, availability

of lavatory facilities and climate control features. Room charges for the 2011–2012 academic year will be set in January 2011 by the Board of Trustees and will be available in the Business Office.

Room Charges (2010-2011)	Per Semester	Per Year
(Double Occupancy)		
Martin Ruter Hall	\$2,000-2,550	\$4,000-5,100
Herman Brown & Moody-Shearn Hall	\$2,550	\$5,100
Ernest L. Kurth Hall	\$2,285	\$4,570
Mabee Hall	\$2,550	\$5,100
Brown-Cody Hall	\$2,550	\$5,100
Lord & McCombs Residential Centers (per person) (2 bedroom)	\$3,265	\$6,530
Lord & McCombs Residential Centers (per person) (1 bedroom)	\$4,895	\$9,790
Dorothy Manning Lord Residential Center	\$3,705	\$7,410

Room accommodations are assigned for the full academic year, except when a student withdraws for health or academic reasons 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 contract with Sodexo, 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 must purchase a meal plan. Resident students may select from one of the first three plans listed below. Students who do not live in the residence halls or the McCombs Residential Center, including the Lord and the Dorothy Manning Lord Residential Centers, fraternity houses or off campus, may choose one of the first three or the five-meal plan with Pirate Buc\$ or 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. In addition, and upon the recommendation of a medical doctor, special diets can be provided. Meal rates for the 2011–2012 academic year will be set in January 2011.

Meal Charges (2010-2011)	Per Semester	Per Year
19 Meal Plan w/\$75 Pirate Buc\$ per semester	\$2,700.06	\$5,400.13
15 Meal Plan w/\$75 Pirate Buc\$ per semester	\$2,326.60	\$4,653.20
12 Meal Plan w/\$75 Pirate Buc\$ per semester	\$2,180.46	\$4,360.93
5 Meal Plan w/\$100 Pirate Buc\$ per semester	\$944.35	\$1,888.70

State sales tax is added to these charges.

Deposits

A prepayment of \$250 is required of all new students at the time of pre-registration for the fall semester. The \$250 assures the student of a place in the class and will be applied to the semester charges at the time of registration or confirmation of pre-registration. The prepayment is non-refundable. All student charges must be paid in full before pre-registration.

A one-time housing deposit of \$250 is required of all students wishing to reside in the residence halls. The date the deposit is received or the date of approval for admission, whichever is later, establishes the priority for room assignments for new students. Continuing students are assigned in the spring of each year in the manner established by the Associate Vice President and Dean of Students. The housing deposit must be made or confirmed by the Business Office prior to the deadline set each spring. 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 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 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 May 15 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 1 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.

Student Accident and Sickness Insurance Plan

All full-time students are automatically enrolled in the Student Accident & Sickness Insurance Plan, covering sicknesses as well as accidents for a full 12 months. The annual cost of the coverage is \$165 per student, which includes a fee for administration of the program. Participation in the Plan is required unless evidence of comparable coverage is provided by completing the online waiver form by August 6, 2010. A link to the online waiver can be found at <http://southwestern.edu/businessoffice/> and then select "Student Insurance" in the right column.

Fine Arts Fees

For applied music courses, an additional semester fee of \$180 is assessed for courses carrying one credit, and \$360 for courses carrying two or more credits. Some students may be eligible for fee waivers. Contact the office of the Dean of the School of Fine Arts for eligibility information.

Schedules of Special Fees and Deposits

Students registered for 12-19 credits will pay full tuition. Special fees and deposits for the 2011–2012 academic year will be set in January 2011 by the Board of Trustees.

Advanced standing examination	\$50.00
Application fee (new students only)	40.00
Audit charge (per credit)	150.00
Motor Vehicle registration (per year)	100.00
Charge per credit (less than 12)	1,329.00
Final examination out of schedule	50.00
Housing deposit	250.00
Overload fee (per credit in excess of 19)	350.00
Prepayment of tuition—new students	250.00
Returned checks (per item)	20.00
Late registration or late confirmation	50.00
Student Accident and Sickness Insurance Plan (full-time students)	165.00
Tuition Refund Plan, Resident	429.00
Tuition Refund Plan, Non-Resident	330.00

Georgetown residents who are not students may use Southwestern's library for a fee of \$25.

Payment of Accounts

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the University prefers to deal directly with students rather than with their parents. All charges are due and payable upon the issuance of semester billing statements. Students who have guaranteed financial assistance from an authorized agency outside the University must present a letter of guarantee to the Business Office on or before the due date.

All applications and paperwork required for financial aid must be completed and submitted on a timely basis. If any delays occur, the outstanding balance due, without regard to financial aid, must be paid in accordance with the schedule noted below. All students will be billed in advance by the Business Office for tuition and fees with the following possible arrangements:

1. Semester billing statements will be mailed on approximately July 22 and November 23.
2. Payment should be made within 10 days of receipt of the billing statement, either by online credit card payment, by mail or in person to the Business Office. All fees must be paid on or before the due date.
3. No grace period or extension of time is permitted, except as stated above.
4. The University offers a Payment Plan. The Payment Plan is a partnership between Southwestern University and ECSI, Inc., our third-party Payment Plan administrator. ECSI provides administrative support for the Payment Plan, such as monthly billing, internet site maintenance, electronic payment capabilities and receipt of payments.
5. Students are encouraged to verify their account status before the day of registration so that financial aid and other questions can be addressed before the academic registration process begins. Students may view their student account on Web Adviser.

Before pre-registration for the next semester, all past due student charges, fees, etc. must be paid in full. A student will not be permitted to participate if any such charges are outstanding on the date of pre-registration.

Refund Schedule

Students 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. The written approval of the student's academic dean and the Business Office are required to establish an official withdrawal. Questions regarding the University's refund policies should be addressed to the Assistant Controller. 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 in the Registrar's Office 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

Students may purchase tuition, room and board insurance through A.W.G. Dewar, Inc. The Tuition Refund Plan is a private insurance program that supplements the refund policy by ensuring the refund of 100 percent of tuition, room and board if a student withdraws due to illness or accident after the beginning of the academic term. 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 you enroll in the Plan.

BOARD 75% of unused portion.

ROOM No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

Federal and state grant programs have their own policies pertaining to first-time students and shall take precedence over the above refund policies in those instances. If a student withdraws because the student is called to active military service, the tuition paid by the student will be refunded for the semester in which the student withdraws.

If students who receive financial aid through University scholarships or grants-in-aid withdraw because of illness or other unavoidable reasons, the scholarship or grant-in-aid credits are recomputed to the date of withdrawal. Students withdrawing for any other reason forfeit University financial aid for the entire semester in which the withdrawal occurs.

A student whose financial aid is awarded on the basis of full-time status, but who drops to part-time status during the semester, will receive half of any University funds for six to eight academic hours and three-fourths of University funds for nine to 11 hours. In no case will a student receive any University funds in cash. Federal and state grant programs have their own policies pertaining to part-time students and shall take precedence over this policy in those instances.

Special Fees

Southwestern University has established a number of off-campus academic learning experiences which are 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. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

STUDENT LIFE

PHILOSOPHY OF STUDENT LIFE

The quality of student life on campus is very important to the success of the educational process at Southwestern University. The University's goal is to involve students in inquiry and scholarship of the highest quality, and to see that learning extends beyond the classroom. The educational process includes finding a sense of lifelong personal and social direction, enhancing communication skills, learning to think critically and making discriminating judgments.

Student Affairs promotes the mission of Southwestern University by implementing programs and delivering services that provide values-centered education of the whole person. These programs and services facilitate students' development of social competencies, and reflect a shared responsibility for student learning within an undergraduate liberal arts community. Student Life fosters a challenging, secure environment in which the uniqueness of each individual is respected and celebrated.

STUDENT GOVERNMENT AND ORGANIZATIONS

Student Government

One benefit of University life is the opportunity for students to participate in their own governance. This opportunity comes through participation in the Southwestern Student Congress, the Honor Code Council, the University Programming Council and other college-wide committees. The Student Congress is comprised of representatives who provide a forum for student concerns and opinions. The Honor Code Council is comprised of students and faculty who hear all cases involving Honor Code violations. The University Program Council is responsible for community programming and entertainment. In addition, students have the opportunity to participate with faculty and administrators in the major governing councils of the University and on standing and ad hoc committees. The men's Interfraternity Council is a governing and legislative body for the fraternities on campus. IFC works for the improvement of the fraternity system at SU. The women's Panhellenic Council provides programming on women's issues and compiles standards that govern recruitment, pledging and initiating for sororities.

Student Organizations

With 100 registered organizations, the Office of Student Activities at Southwestern University offers involvement opportunities outside of the classroom. A listing of all currently active organizations is available at www.southwestern.edu/offices/studentactivities.

Organizations represent opportunities ranging from student legislation to social activism, literary publications to Greek Life. If you cannot find an organization that suits your interest, then create your own with the help of the Office of Student Activities. Organizations are classified in eight main categories, including governing bodies, departmental, scholastic/honorary, Greek/social, religious, special interest, sports and student publications. If you have any questions about student organizations, please call the Office of Student Activities at 512-863-1345.

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, racquetball courts, tennis courts, outdoor volleyball court, indoor track, gymnasium floors, exercise and weight rooms, soccer, softball and lacrosse fields, a golf course, and games

and media rooms in the student center. Students will find sports, recreation and wellness activities available in four areas at Southwestern: intercollegiate athletics, club sports, intramurals and wellness/leisure departments.

Intercollegiate Athletics

Southwestern University competes nationally as an intercollegiate program without athletic scholarships in the National Collegiate Athletic Association (NCAA) Division III. Conference affiliation is the Southern Collegiate Athletic Conference (SCAC), which includes Austin College (Sherman, Texas), Birmingham-Southern College (Birmingham, Ala.), Centre College (Danville, Ky.), Colorado College (Colorado Springs, Colo.), DePauw University (Greencastle, Ind.), Hendrix College (Conway, Ark.), Millsaps College (Jackson, Miss.), Oglethorpe University (Atlanta, Ga.), Rhodes College (Memphis, Tenn.), Trinity University (San Antonio, Texas) and the University of the South (Sewanee, Tenn.).

The Southwestern University Pirates compete in 18 sports, nine male and nine female, including men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, men's and women's swimming and diving, men's and women's tennis, men's and women's track and field, women's volleyball, women's softball, men's baseball and men's lacrosse.

The Athletic Department, and the student-athletes participating within it, place the highest priority on the academic success and overall quality of the educational experience. The primary goal is for the athletic programs to reflect Southwestern's commitment to the principles of sportsmanship and amateur athletics, ethical conduct, honesty, fairness and respect for others while placing emphasis on the health and welfare of its student-athletes. Participation in athletics at Southwestern contributes to the mission of the University's Student Affairs division by joining efforts with various campus constituencies to implement programs and deliver services that provide fair and equitable treatment of men and women, while maintaining focus on a values-centered education of the whole person.

The faculty 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 their travel schedules and working to make appropriate accommodations regarding make-up work and exams.

Intramural and Recreational Activities

Southwestern Intramural and Recreational Activities (SIRA) provides the University community with opportunities for physical, social and educational development through participation in intramural, fitness/wellness, sport clubs and outdoor recreational programs.

Intramural sports provide an opportunity for participation in organized team and individual sports at various skill levels. A schedule of seven team sports, more than 15 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.

Fitness/wellness programming assists individuals in identifying and meeting their health and fitness-oriented goals through a variety of different offerings. Please consult the SIRA website at www.southwestern.edu/offices/sira or call 512-863-1606 for more information about a variety of programs including, but not limited to: Pilates, personal training, aerobics, Argentine tango and yoga.

Sport clubs are student organizations that are focused on a specific sport or physical activity. Current clubs include: Handball, Women's Lacrosse, SU Cheerleaders and SU Dancers. A club may be instructional, recreational and/or competitively oriented, depending on 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 off campus.

Outdoor recreation offers students a wide variety of camping equipment that can be checked out for weekend use. Additionally, outdoor trips—canoeing, rock climbing, caving, and more—are offered each semester. A registration fee is required from each trip participant although the cost of the trip is subsidized by the University. Lastly, more than 50 students are employed annually in several important positions within SIRA including: intramural supervisor, intramural sports official, office assistant, publicity assistant and equipment manager. Each of these positions allows for personal growth, a sense of accomplishment and contribution to the University community. For more information, visit the SIRA website, call 512-863-1606 or stop by the SIRA office in the Robertson Center, Room 214.

GENERAL REGULATIONS

General Conduct

Enrollment in Southwestern University is considered an implicit declaration of acceptance on the part of the students of University regulations as outlined in the most recent issues of the Catalog and Student Handbook. The Student Handbook is published once a year and is made available to new students online and at the time of their first registration. Responsible

citizenship among college students includes honesty and integrity in class work, regard for the rights of others, respect for local, state and national laws and for campus regulations. Specific regulations concerning the rights and responsibilities of students at Southwestern are contained in the Student Handbook, and students are expected to become thoroughly familiar with these regulations.

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 in the United States. Students established the Honor Code and continue to assume responsibility for honorable conduct in all academic work including tests and examinations. 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."

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. Vehicle registration forms are available at registration for first-year students and in the University Police Office for returning students.

Residential Living

Residence halls are a vital part of the total Southwestern campus community and are intended to complement the educational purposes of the University by providing an atmosphere conducive to meeting academic, social and personal needs of students.

Students who have had less than four full semesters in college are required to live on campus. Students living in traditional residence halls are required to participate in the meal plans provided by the University Food Service. Students who have completed at least four full semesters are not subject to a residential requirement; however, most juniors and seniors choose to live on campus. Should upperclass housing not be available, the University has no obligation to provide it.

The Residence Life staff is responsible for the physical and educational program of the halls, which includes program development to enhance the growth of students, advising of students, counseling and referral, supervision of the student staff and administrative tasks.

Residence hall reservations for new students are made by filling out a housing application. A check in the amount of \$500 (partial tuition prepayment of \$250 and a one-time housing deposit of \$250), payable to Southwestern University, must accompany the housing application. The application and check may be sent to the Office of Admission. Upperclass students wishing to live on campus reserve a space during the annual spring room sign-up period which occurs in April.

The University assumes no responsibility for the loss of property belonging to students in 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, either through their parents' 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 Financial Information section.

RELIGIOUS LIFE

Interested students are encouraged to explore the life of faith as they mature in the intellectual, social and personal pursuits of their college experience. Students are invited to become involved in student-led religious and service organizations related to their interests and/or affiliation. In addition, the University Chaplain is available to offer counsel, information or referral to students seeking spiritual support and to those interested in learning more about opportunities for involvement in religious activities at Southwestern University and the greater Georgetown area. Voluntary mid-week chapel services are held weekly during the school year in the Lois Perkins Chapel under the direction of the University Chaplain.

COUNSELING SERVICES

Counseling Services provides free, confidential, short-term individual counseling concerning personal issues. Counseling groups are also offered on specific topics. Students seek counseling for a wide variety of concerns, including 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 and stress. Referrals to off-campus professionals are available for psychiatric care and for long-term counseling. Counseling Services also provides educational outreach programs on such topics as stress

management, eating disorder prevention, alcohol education, sexual assault risk reduction, perfectionism and relationship skills. Counseling Services is located on the second floor of the Charles and Elizabeth Prothro Center for Lifelong Learning.

HEALTH SERVICES

SU Health Services provides education and care to assist students as they learn to take responsibility for their own health and well-being. Emphasis is placed on the importance of preventing illness through a healthy lifestyle, as well as on helping students manage the health problems that college students sometimes encounter.

The on-campus health care team at SU includes a registered nurse, part-time physicians and part-time physician's assistants. The nurse is available daily for drop-in visits. When appropriate, the nurse will schedule students to see one of the physicians or the physician's assistants, who are on campus for a limited number of hours each week. Working as a team, they are able to treat most of the common health concerns of college students, including routine women's health issues. These services are free to SU students. When routine lab work is required, students can obtain this service on campus at a greatly reduced fee from what would be charged in the community. This fee is payable through the SU Business Office, but insurance coverage may not be used. Prescription services are not available on campus.

Due to the limited resources and facilities available on campus, not all health care needs may be met. Thus, when the situation warrants, the on-campus team will make outside referrals to physicians and other health care professionals in the community. Consideration will be given to the student's private insurance requirements or out-of-pocket costs. Excellent emergency room care is available 24 hours a day at St David's Georgetown Hospital, Scott & White Healthcare-Round Rock, and Seton Medical Center Williamson.

To help make off-campus health care services affordable, a SU group insurance policy is available through EIIA/Markel, which is a nationally recognized provider of this type of insurance. Participation in the group policy is mandatory unless the student can provide proof of other health insurance coverage. This plan covers students for a full 12 months. Claim forms and further information are available on campus through Health Services and on the Health Services website.

Health Services staff also provides individual counseling on nutrition, exercise, stress management and other health-related topics, and offers presentations to residence halls, classes and other groups on health-related issues. Health Services keeps tapes, videos, books and brochures on many health-related topics for students' personal information or as resources for research or presentations.

Health Services is located on the second floor of the Charles and Elizabeth Prothro Center for Lifelong Learning.

DIVERSITY EDUCATION

The Office of Diversity Education seeks to make SU a welcoming and affirming place for the entire community. In order to promote diversity and social justice, the Office of Diversity Education facilitates workshops, supports programs/events and explores cultural awareness. Supporting student organizations is an important function of the office, specifically the Coalition for Diversity and Social Justice and the six cultural/identity-based groups within the coalition: SU Allies, EBONY, Kappa Delta Chi, Latinos Unidos, SU Native and Pan Asian Association. The Office of Diversity Education is located on the second floor of the Charles and Elizabeth Prothro Center for Lifelong Learning.

CAREER SERVICES

The Career Services mission is to help students and alumni explore career options, gain marketable experience and engage in the search process for internships, jobs and graduate/professional school admission. Career Services provides individual career advising and a wide variety of workshops for students to learn career development skills and help them explore different career fields. The Resource Center has more than 600 career-focused publications and the Career Services website offers information on a wide range of exploration, experiential and job search topics.

Students are encouraged to start visiting Career Services as early as their first year, when they can start taking self-assessments (personality and interest inventories) to help explore majors and careers. Career Services staff works one-on-one with students to help them develop effective resumes and interviewing skills and create personalized internship/job search strategies. A comprehensive internship program helps students research and secure internships, either for academic credit or for experience only. Career Services works closely with faculty to ensure students are aware of opportunities and responsibilities involved in internships for academic credit, as well as cultivating employer contacts to enhance future opportunities for students.

The staff also provides graduate/professional school application assistance, including researching programs, reviewing personal statements and other application materials, and conducting practice interviews. To help with internship and job searches, Career Services posts vacancies via e-mail, on the website and in the Resource Center. They sponsor employer information sessions and

on-campus interviews, provide access to a number of internships and job fairs around Central Texas, and use an electronic resume referral and job listing system that connects SU candidates with national employment opportunities.

UNIVERSITY POLICE DEPARTMENT

The Southwestern University Police Department provides year-round, 24-hour uniformed patrol and security duty in marked vehicles on campus property and throughout campus buildings. Patrol procedures also include regular walking assignments for areas of campus not accessible to vehicles, as well as providing on-campus escorts and extra patrol requests. They also present special crime awareness programs to the community throughout the year.

All University Police officers are licensed and certified by the Texas Commission on Law Enforcement Officers Standards and Education as meeting the training requirements of the state of Texas for peace officers. SU's police officers are recognized as peace officers under Article 2.12 of the Texas Code of Criminal Procedure, and they make arrests pursuant to the code for crimes defined in the Texas Penal Code and ordinances of the City of Georgetown. Traffic offenses and other minor incidents also may be handled through the SU Traffic and Safety Committee or the University Committee on Discipline. SU officers are armed and in uniform to be highly visible for the campus community and to act as a deterrent against crime.

The University Police Department prepares and submits offense and incident reports to the Vice President for Student Life and to the Associate Vice President and Dean of Students. Information is also shared with other departments when applicable. Arrest and serious crime information is reported to the Department of Public Safety's Uniform Crime Reporting service. Minor accidents are handled by University Police and the Georgetown Police Department is called in to assist when major accidents occur. Any time criminal activity or anything suspicious is observed on campus, students are encouraged to notify University Police. The department also should be contacted in the event of the following: any accident involving vehicles, pedestrians and/or bicycles; injured persons; fire or smell of smoke; intoxicated or otherwise chemically impaired person walking or driving; or a situation in which a student has been or is being threatened.

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 and the social and everyday life on campus and reflect the institution's commitment to the education and development of the whole person.

THE ARTIST SERIES

Each year, a series of outstanding musicians, actors, dancers and other artists are brought to campus through the sponsorship of the Artist Series. In recent years, such well known performers as the Manhattan String Quartet, Victoria de los Angeles, Eugene Fodor, Jose Greco, P.D.Q. Bach, and the Juilliard String Quartet have performed on the stage of the Alma Thomas Theater.

In addition, a full range of artistic and cultural activities is carried out on campus through the sponsorship of The Sarofim School of Fine Arts. Art exhibits are brought to the gallery of the Alma Thomas Fine Arts Center at regular intervals during the year. Various University groups, such as the Mask and Wig players, the Southwestern University Chorale, the Southwestern University Wind Ensemble and the Southwestern University Chamber Orchestra, present plays and concerts on a regular basis.

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 the traditional lecture series, 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 have been on such topics as "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” and “Science and Religion: Conflict or Convergence?.”

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 and Wangari Maathai.

The Writer’s Voice

A project of the A. Frank Smith, Jr. Library Center, the Writer’s Voice brings authors of national or international prominence to the Southwestern University campus. Recent speakers have included Michael Chabon, Margaret Atwood, Tony Kushner, Carlos Fuentes, Robert Pinsky, Amy Tan and Azar Nafisi.

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 an endowment which 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 business person 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, alumni of Southwestern University, established in 1948 an annual lectureship to be known as the Willson Lectureship. The lectures are directed at 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 which 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 given originally 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 the University, Rutgersville 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 pioneer 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. In 1875, that name was ceded to the state of Texas and the present name, Southwestern University, was adopted.

Southwestern University is governed by a 50-member Board of Trustees consisting of representatives, both lay and clergy, from the six current Annual Conferences of the United Methodist Church in Texas, trustees elected at large and two recent graduates of the University elected by students. The bishops in charge of the Annual Conferences of the United Methodist Church in Texas, the president and president-elect of the Association of Southwestern University Alumni, and the president of the University are

ex-officio members. The trustees from the individual Conferences are nominated by the University and elected by the respective Annual Conference. Trustees at large are elected by the Board of Trustees of Southwestern and confirmed by the Annual Conference in which each resides. Elected trustees, other than student trustees, serve terms of four years. Student trustees serve terms of two years.

Southwestern has had 14 presidents and three interim presidents since it was established in Georgetown. They were: 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; and Jake B. Schrum, 2000–present. Faculty members John Howell McLean, John R. Allen, Randolph Ward Tinsley and William B. Jones 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 Alumni Center and spaces for the Business Office, Strategic Planning and Assessment, Fiscal Affairs, Development, University Relations, Human Resources, the Provost, the University Chaplain and the President. Another renovation of the Cullen Building will take place in 2010-2011.

The Wilhelmina Cullen Admission Center, located behind the Cullen Building, was completed in 2009. It houses the offices of Admission and Financial Assistance.

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, Okla. Mood-Bridwell Hall includes classrooms; faculty offices for the Departments of English, History, Economics and Business, Education, Political Science, Sociology and Anthropology, and Mathematics and Computer Science; an electronic classroom; computer laboratories; International Programs; and the Deborah S. Ellis Writing Center. Both Mood-Bridwell Hall and the Cullen Building are included in the National Register of Historic Places.

The Fondren-Jones Science Hall provides classroom and laboratory facilities for the University's curriculum in the sciences, as well as offices for the Departments of Biology, Chemistry and Biochemistry, and Physics. 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.

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.

Across the campus 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 by 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 Margaret Root Brown, a Southwestern alumnus, 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.

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, Gender Awareness Center, the Post Office, offices for the Vice President for Student Life, Student Activities, Diversity Education, Religious Life, the Associate Vice President and Dean of Students and displays of the McCombs Americana Collection. Mr. McCombs chaired the University's Board of Trustees from 1992 to 2000 and continues to serve as a trustee.

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, a language learning center, three psychology laboratories and faculty offices for the Departments of Communication Studies, Psychology, and Modern Languages and Literatures.

Next to the Olin Building is the Charles and Elizabeth Prothro Center for Lifelong Learning, which opened in 2010. Many student services are located in this building, including Career Services, Health and Counseling Services, the Registrar and the Center for Academic Success. It also serves as the home for Southwestern's Paideia® Program.

The Sarofim School of Fine Arts, named for arts benefactor Fayez 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, which was made possible by a grant from Houston Endowment Inc., and is 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 Departments of Art and Art History, Music and Theatre.

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. Its construction 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 athletic facilities. The center includes the Kinesiology and 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 trustee of the University. The Field House houses the Korouva Milkbar Coffeehouse and the University Police Department.

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, Kurth 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, Margaret Root Brown and Alice Pratt Brown. Kurth Residence Hall for women was completed in 1962 and named in honor of the late Mr. E.L. Kurth, an alumnus, benefactor and longtime trustee of the University. 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.

Moody-Shearn Hall and Herman Brown Hall make up a residential complex occupying the northwest corner of the 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 Rutgersville 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. Both Moody-Shearn Hall and Herman Brown Hall were renovated in the summer of 2008. Moody-Shearn Hall serves as

a “Community Engagement/Green Hall,” where students work together to build a community dedicated to sustainable living and community service.

Martin Ruter Hall, a residence hall for men, was erected in 1955 in honor of Martin Ruter, a pioneer Methodist missionary and educator. Funds for the building were provided by the Central Texas, Southwest Texas and Texas Annual Conferences of the United Methodist Church.

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 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. Soccer Field, on the west side of the campus, serve as outdoor playing fields for varsity soccer and lacrosse and intramural sports. Robert Moses is a former trustee of the University. Recreational facilities on the east side of campus include the Rockwell Family Baseball Field, Kurth-Landrum Golf Course, 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. The golf course is named for the late Mr. and Mrs. E.L. Kurth of Lufkin, Texas, both alumni of Southwestern, and the late Mr. Neely G. Landrum, a Southwestern University alumnus and trustee. The softball field was given by Carol Sanders Miller of Waco, Texas, in memory of her parents Carroll and Opal Taylor Sanders. The tennis courts were endowed by Marvin D. Henderson Jr. in honor of his father, a 1941 Southwestern graduate and accomplished tennis player.

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 features meeting space for the campus community and a pro shop for the golf course.

South of the tennis courts is the McCook-Crain Building, erected in 1953 in memory of two alumni, Lieutenant Charles W. McCook and Mr. E.L. Crain. It provides offices for the National Institute for Technology in Liberal Education (NITLE), which is headquartered at Southwestern. NITLE helps liberal arts colleges and universities explore and implement digital technologies.

The Kyle E. White Religious Activities Center, erected in 1956, provides facilities for classes and faculty offices for the Religion and Philosophy Department. The building was made possible by a gift from the late Mrs. Kyle E. White of Anahuac, Texas, in memory of her husband. Turner-Fleming House, the home for the University’s president and family, overlooks the Kurth-Landrum Golf Course. 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. 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.

The Claud Howard and Elizabeth A. Crawford Endowment Fund: Established in 1999 by the estate of Elizabeth A. Crawford '34, to provide visiting scholars 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 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 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.

Jesse H. and Mary Gibbs Jones Professorship in Mathematics: Established in 1972 by a grant from Houston Endowment, Inc.

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 Rutgersville 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, Reverend and Mrs. Albert W. Wilson and Reverend 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 advisers 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 adviser 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.

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 teacher on the faculty of Southwestern University. 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 chair of the Art Department in The Sarofim School of Fine Arts. 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 for 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 head of the Sociology Department at the University.

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 making the highest grade average each semester.

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, April 26, 1996. 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 Reverend David Knox Porter, DD 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 by Mr. and Mrs. Will Mann Richardson of Tyler in 1975.

The Barbara Fay Brown Schoenewolf Memorial Fund: Established by classmates and friends as a tribute to the vision, talent and warmth of Barbara Fay Brown Schoenewolf, a 1971 graduate of Southwestern who died in 1989. Intended to award achievement in art at Southwestern.

The John Score Award in Philosophy: Given periodically to a senior student 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 student 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 upon 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 making 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 and advocacy 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 Department of Education faculty selects the recipient.

Lisa Kenney Award: This monetary award honors the memory and dedication of Lisa Kenney, a student at Southwestern 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

Central Texas Conference

Kay Granger, Fort Worth	2011
Henry C. Joyner, Colleyville.....	2014
Michael McKee, Hurst.....	2012
J. Eric McKinney '72, Georgetown	2012

North Texas Conference

Lisa Barrentine, Allen	2013
W. Mark Craig, Dallas	2013
Robert W. Dupuy '69, Dallas.....	2013
Ronald D. Henderson, Plano.....	2014

Northwest Texas Conference

John S. Curry '70, Pampa	2013
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Rio Grande Conference

Martin Aleman, Jr. '68, Austin.....	2012
Roberto L. Gómez '69, McAllen	2013

Southwest Texas Conference

David J. McNitzky '77, San Antonio.....	2013
Laura A. Merrill '84, Harlingen.....	2012
Robert T. Rork '62, San Antonio	2011
Robert C. Scott, San Antonio.....	2013

Texas Conference

L. James Bankston '70, Houston	2013
Charles R. Millikan '68, Pearland.....	2013
Stephen G. Tipps, Houston	2013
James V. Walzel, Houston.....	2013

Elected at Large

Douglas M. Benold '44, Georgetown	2013
Thomas A. Forbes '71, Austin	2013
James W. Foster '72, Houston.....	2013
Jack Garey, Georgetown	2014
Robert H. Graham, Houston	2014
Larry J. Haynes '72, Coppell	2013
Robert W. Karr '71, St. Louis, Mo.....	2014
Bart C. Koontz '78, San Antonio	2012
R. Griffin Lord, Belton.....	2014
Barbara P. Neely '77, Fort Worth.....	2013
Ernesto Nieto '64, Kyle	2011
Pete A. Sessions '78, Dallas.....	2011
Donald W. Underwood '70, Plano	2014
Robert Wunsch, Austin	2011

Supplemental

Red McCombs '49, San Antonio	2011
Merriman Morton '63, Austin.....	2011

Honorary

Bobby Smith Cohn, Houston
Roy H. Cullen, Houston

Recent Graduates Elected by the Board

Sarah Gould '10, Charlottesville, Va	2012
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C. Preston Hollis '09, Austin2011

Ex Officio Members

W. Earl Bledsoe, Bishop, Plano North Texas Annual Conference
James E. Dorff, Bishop, San Antonio Southwest Texas and Rio Grande
Annual Conferences
Janice Riggle Huie, Bishop, Houston Texas Annual Conference
J. Michael Lowry, Bishop, Fort Worth Central Texas Annual Conference
D. Max Whitfield, Bishop, Albuquerque, NM Northwest Texas and New Mexico
Annual Conferences
Jake B. Schrum '68, President, Georgetown Southwestern University

Elected by the Association of Southwestern University Alumni

Steven A. Raben '63, Houston2012
H. Blake Stanford '81, Austin2014

CHIEF ADMINISTRATIVE OFFICERS

Jake B. Schrum '68, BA, MDivPresident
Richard L. Anderson, BBA, CPA Vice President for Fiscal Affairs
Gerald D. Brody, BA, MEd Vice President for Student Life
James W. Hunt, BSEd, MEd, EdD Provost and Dean of the Faculty;
Professor of Education
Beverly J. Jones, AB, MDiv, PhD University Chaplain;
Holder of the Wilson-Craven Chair for Chaplaincy
W. Joseph King, BA, PhD Executive Director of the National Institute for
Technology and Liberal Education (NITLE);
Vice President for Innovation at Southwestern
Thomas J. Oliver '89, BA, MLA Vice President for Enrollment Services
C. Richard McKelvey, BA, MA Vice President for Institutional Advancement
Francie L. Schroeder Executive Assistant to the President
Ronald L. Swain, BA, MEd, EdD Senior Adviser to the President
for Strategic Planning and Assessment

THE UNIVERSITY FULL-TIME FACULTY

Based on documented information provided by faculty and hires made as of July 8, 2010.

James W. Hunt1988
Provost and Dean of the Faculty; Professor of Education
BSEd, Central Methodist College; MEd, EdD, Northwestern State University of Louisiana.

The Brown College of Arts and Sciences

Sherry E. Adrian1993
Associate Professor and Chair of the Education Department
BA, University of North Texas; MEd, The University of Arizona; PhD, The University of Texas at Austin.
Steven Alexander2003
Associate Professor of Physics; holder of the Robert Sherman Lazenby Chair in Physics
BS, PhD, The University of Texas at Austin.
Amy Anderson1990
Head, Periodical Services with rank of Associate Professor
BSEd, Texas Tech University; MLIS, The University of Texas at Austin.
Barbara Anthony2008
Assistant Professor of Computer Science
BA, Rice University; PhD, Carnegie Mellon University.
Deborah Jené Baclawski2008
Head Women's Soccer Coach with rank of Instructor of Exercise and Sport Studies
BA, Queens College; MA, Georgia State University.

Robert Bednar	1999
Associate Professor of Communication Studies; Chair of the American Studies Program; Paideia® Professor BA, Southwestern University; MA, PhD, The University of Texas at Austin.	
Miguel Angel Benavides	1992
Associate Athletic Trainer with rank of Assistant Professor of Exercise and Sport Studies BA, The University of Texas at Arlington; MEd, Northeast Louisiana University.	
Nikolaos Benteinitis	2006
Assistant Professor of Chemistry BS, National Technical University at Athens, Greece; PhD, Rensselaer Polytechnic Institute.	
Shana Bernstein	2004
Associate Professor of History BA, University of California - Berkeley; MA, PhD, Stanford University.	
Erika Berroth	2004
Associate Professor of German and Chair of the Chinese, French and German Programs in the Modern Languages and Literatures Department; Paideia® Professor Staatsexamen, Eberhard-Karls-Universität, Tübingen, Germany; PhD, University of California - Santa Barbara.	
Mark Bottorff	2002
Associate Professor and Chair of the Physics Department; Director of the Fountainwood Observatory BA, University of Colorado at Boulder; MS, University of Colorado at Denver; PhD, University of Kentucky.	
Michael Bray	2002
Associate Professor of Philosophy; Chair of the Environmental Studies Program BA, Sarah Lawrence College; PhD, Pennsylvania State University.	
Lynne Brody	1990
Dean of the A. Frank Smith, Jr. Library Center with rank of Professor BA, Rutgers University; MLS, Simmons College.	
Kerry A. Bruns	1993
Professor of Chemistry BA, Western New Mexico State University; PhD, New Mexico State University.	
Suzanne Fox Buchele	1998
Associate Professor of Computer Science BA, Connecticut College; MA, MS, PhD, The University of Texas at Austin.	
Romi L. Burks	2003
Associate Professor of Biology; Co-Chair of the Animal Behavior Program; Paideia® Professor BA, BS, Loyola University Chicago; PhD, University of Notre Dame.	
Melissa Byrnes	2008/2010
Assistant Professor of History BA, Amherst College; MA, MS, PhD, Georgetown University.	
Reginald Byron	2009
Assistant Professor of Sociology BA, State University of New York at Geneseo; MA, State University of New York at Buffalo; MA, PhD, The Ohio State University.	
Glenda Warren Carl	1988
Associate Professor of French; Associate Professor of Latin in the Classics Area; Paideia® Professor BA, MA, The University of Kansas; PhD, University of Wisconsin - Madison.	
Daniel Castro Jr.	1996
Professor of History; Paideia® Professor BA, Loyola University; MA, PhD, Tulane University.	
John B. Chapman	1966
Professor of Mathematics; holder of the Jesse H. and Mary Gibbs Jones Professorship in Mathematics BS, Baylor University; MS, University of North Texas; PhD, The University of Texas at Austin.	
William Christensen	2000
Director of the Language Learning Center with rank of Associate Professor of Spanish BA, University of North Texas; MA, PhD, The University of Texas at Austin.	
Eileen Cleere	2000
Professor of English; Chair of the Humanities Division; Paideia® Professor BA, Scripps College; MA, PhD, Rice University.	

N. Elaine Craddock.....	1994
	Professor of Religion BA, Smith College; MA, PhD, University of California - Berkeley.
Maria Cuevas.....	1998/2003
	Associate Professor of Biology BS, Purdue University; MS, Northwestern University; PhD, Boston University.
Steven C. Davidson.....	1988
	Professor of History BA, University of Virginia; MA, The University of Chicago; PhD, University of Wisconsin - Madison.
John E. Delaney.....	1988
	Associate Professor of Business BS, Northern Illinois University; MA, University of Illinois at Urbana-Champaign; PhD, The University of Texas at Austin.
Richard T. Denman.....	1981
	Professor and Chair of the Mathematics and Computer Science Department BA, MS, Texas Tech University; MA, PhD, The University of Texas at Austin.
Carlos A. De Oro.....	2006
	Assistant Professor of Spanish BA, Universidad del Atlántico, Barranquilla, Colombia; MA, University of Arkansas; PhD, University of Miami.
Paula Desmond.....	2007
	Assistant Professor of Psychology BSc, Aston University, United Kingdom; PhD, University of Dundee, Scotland.
Abigail Dings.....	2004/2007
	Assistant Professor of Spanish BA, Binghamton University; MA, University of Wisconsin - Madison; PhD, The University of Texas at Austin.
Carolyn Dunlap.....	2010
	Visiting Assistant Professor of Spanish BA, Kalamazoo College; MA, Millersville University; PhD, The University of Texas at Austin.
Dirk W. Early.....	1994
	Professor of Economics; Associate Dean of the Brown College of Arts and Sciences BS, Miami University; MA, PhD, University of Virginia.
Carina Evans.....	2008
	Assistant Professor of English BA, University of Wyoming; MA, PhD, University of California - Santa Barbara.
Lysane Fauvel.....	2010
	Assistant Professor of Philosophy MA, PhD, Stony Brook University.
Kathleen Feyh.....	2009
	Visiting Instructor of Communication Studies BA, University of Connecticut; MA, The University of Texas at Austin.
Carol Fonken.....	1994
	Head, Circulation and Reference Services/Instruction Librarian with rank of Associate Professor AB, University of California - Berkeley; MLS, The University of Texas at Austin.
Maha Zewail Foote.....	2003
	Associate Professor of Chemistry and Chair of the Chemistry and Biochemistry Department BS, California Institute of Technology; PhD, The University of Texas at Austin.
Angela Marie Froboese.....	2007
	Head Women's Softball Coach with rank of Instructor of Exercise and Sport Studies BS, MEd, Stephen F. Austin State University.
Fumiko Futamura.....	2007
	Assistant Professor of Mathematics BA, University of Louisville; MS, PhD, Vanderbilt University.
David J. Gaines.....	1984
	Associate Professor of English; Director of the Paideia® Program and Paideia® Professor; Brown Distinguished Teaching Professor (2000-2003)
Alisa Gaunder.....	2002
	Associate Professor and Chair of the Political Science Department; Chair of the International Studies Program BA, Washington University in St. Louis; MA, PhD, University of California - Berkeley.

Herbert Genzmer.....	2010
	Visiting Assistant Professor of German Freie Universität Berlin, University of Düsseldorf and the University Köln; PhD, University of California- Berkeley.
Traci Giuliano.....	1994
	Professor of Psychology; holder of the John H. Duncan Chair; Paideia® Professor BA, The University of Texas at Austin; MA, PhD, University of California - Los Angeles.
Martín Gonzalez.....	2003
	Associate Professor of Biology BS, MS, The University of Texas at El Paso; PhD, University of California - Berkeley.
Elizabeth Green Musselman.....	1999
	Professor and Chair of the History Department BSFS, Georgetown University; MA, PhD, Indiana University.
Donald P. Gregory.....	1998
	Head Men's Soccer Coach with rank of Assistant Professor of Exercise and Sport Studies; Paideia® Professor BA, Kenyon College; MEd, University of Houston.
Fay Guarraci.....	2003
	Associate Professor of Psychology; Co-Chair of the Animal Behavior Program BA, McGill University; MA, PhD, The University of Vermont.
Frank S. Guziec Jr.....	1996
	Professor of Chemistry; holder of the Herbert and Kate Dishman Chair in Science BS, Loyola University - Chicago; PhD, Massachusetts Institute of Technology.
Halford W. Haskell.....	1984
	Professor and Chair of the Classics Area; Paideia® Professor BA, Haverford College; MA, PhD, The University of North Carolina at Chapel Hill.
Shawna Hein Loberg.....	2005
	Assistant Athletic Trainer with rank of Instructor of Exercise and Sport Studies BS, Southern Illinois University - Carbondale; MS, Purdue University.
Dana Hendrix.....	1991
	Coordinator, Collection Development and Acquisitions with rank of Associate Professor BA, East Texas State University; MALS, Texas Woman's University.
Laura Hobgood-Oster.....	1998
	Professor of Religion; holder of the Elizabeth Root Paden Chair BA, James Madison University; MDiv, Vanderbilt University; PhD, St. Louis University.
Philip E. Hopkins.....	1998
	Associate Professor of Philosophy and Chair of the Religion and Philosophy Department; Paideia® Professor BA, Stephen F. Austin State University; MA, St. John's College; PhD, The University of Texas at Austin.
Molly Jensen.....	2002
	Assistant Professor of Religion BA, Centre College; MTS, Vanderbilt Divinity School; PhD, Vanderbilt University.
Theodore J. Jobe.....	2004/2007
	Assistant Director of the Language Learning Center with rank of Assistant Professor of Spanish BA, University of California - Davis; MA, PhD, The University of Texas at Austin.
Julia R. Johnson.....	2006
	Associate Professor and Chair of the Communication Studies Department; Paideia® Professor BA, California State University - Long Beach; MA, California State University - Northridge; PhD, University of Massachusetts - Amherst.
Melissa A. Johnson.....	1998
	Associate Professor of Anthropology; Paideia® Professor BA, Williams College; MA, PhD, University of Michigan.
Sharon C. Johnson.....	1977
	Associate Professor of Education; 2001 Minnie Stevens Piper Professor BA, The University of Oklahoma; MEd, EdD, Texas Tech University.
Alison Kafer.....	2004
	Associate Professor and Chair of the Feminist Studies Program BA, Wake Forest University; MA, PhD, Claremont Graduate University.

Edward L. Kain.....	1986
Professor of Sociology and Chair of the Sociology and Anthropology Department; University Scholar; Brown Distinguished Teaching Professor (1998-2000)	
BA, Alma College; PhD, The University of North Carolina at Chapel Hill.	
Michael Kamen.....	2002
Associate Professor of Education; Paideia® Professor	
BS, MA, Texas State University; PhD, The University of Texas at Austin.	
James A. Kilfoyle.....	1992
Associate Professor of English; Paideia® Professor	
BA, Wesleyan University; MA, PhD, Brown University.	
Hannah Long.....	2004
Head Women's Volleyball Coach with rank of Instructor of Exercise and Sport Studies	
BS, Portland State University; MS, Texas A&M University.	
Sandra Loudwig.....	2007
Visiting Assistant Professor of Chemistry	
BS, University of Teesside, United Kingdom; D.E.A., PhD, Université Louis Pasteur, France.	
Maria R. Lowe.....	1993
Professor of Sociology	
BA, Trinity University; MA, PhD, The University of Texas at Austin.	
Stephen T. Marble.....	2006
Associate Professor of Education; Paideia® Professor	
BJ, BA, The University of Texas at Austin; MA, University of Hawaii; PhD, The University of Texas at Austin.	
Shannon Mariotti.....	2008
Assistant Professor of Political Science	
BA, American University; MA, The University of Texas at Austin; MA, PhD, Cornell University.	
Alison Marr.....	2007
Assistant Professor of Mathematics	
BA, Murray State University; MS, Texas A&M University; PhD, Southern Illinois University.	
Francis Mathieu.....	2007
Assistant Professor of French; Paideia® Professor	
Maîtrise, Université de Franche-Comté, France; BA, University of Limerick, Ireland; MA, Ohio University; PhD, University of California - Santa Barbara.	
Thomas V. McClendon.....	1998
Professor of History	
BA, Pomona College; JD, Boalt Hall School of Law, University of California - Berkeley; MA, PhD, Stanford University.	
Scott P. McLean.....	2001
Associate Professor and Chair of the Kinesiology Department; Paideia® Professor	
BA, The College of Wooster; PhD, Arizona State University.	
Kenneth Mello.....	2009
Assistant Professor of Religion	
BA, MA, Colgate University; MA, The University of Arizona; PhD, University of California - Santa Barbara.	
Helene Meyers.....	1991
Professor of English; holder of the Carolyn and Fred McManis Chair; Paideia® Professor	
BA, Pennsylvania State University; MA, University of Florida; PhD, Indiana University.	
Alicia Moore.....	2001
Associate Professor of Education	
BA, Huston-Tillotson College; MEd, PhD, The University of Texas at Austin.	
Michael Mosser.....	2009
Visiting Assistant Professor of Political Science	
BA, University of Pittsburgh; MA, PhD, University of Wisconsin - Madison.	
Jacqueline E. Muir-Broadus.....	1990
Professor of Psychology and Education; Chair of the Psychology Department	
BA, MA, University of Guelph, Canada; PhD, Florida Atlantic University.	
Glada C. Munt.....	1975
Director of Intercollegiate Athletics with rank of Professor of Exercise and Sport Studies	
BS, Trinity University; MS, Baylor University; PhD, University of North Texas.	
Bryan D. Neighbors.....	2000
Associate Professor of Psychology	
BS, University of Houston - Clear Lake; MS, PhD, The University of Georgia.	

Sandi Kawecka Nenga	2004
Assistant Professor of Sociology	
BA, Simon's Rock College of Bard; MA, San Francisco State University; PhD, Indiana University.	
Mary Grace Neville.....	2003
Associate Professor of Business	
BS, Northwestern University; MBA, Wharton School of Business – University of Pennsylvania; PhD, Case Western Reserve University.	
Emily D. Niemeyer	1998
Professor of Chemistry	
BS, Ohio Northern University; PhD, State University of New York at Buffalo.	
Emily M. Northrop.....	1994
Associate Professor of Economics and Chair of the Economics and Business Department	
AB, MA, The University of Alabama; PhD, The University of Texas at Austin.	
William P. O'Brien.....	1986
Associate Professor of Physics	
BS, University of North Texas; PhD, The University of North Carolina at Chapel Hill.	
David Olson	1992
Director of Communication Studies Internships with rank of Assistant Professor	
BA, Grand Valley State College; MA, MA, Eastern Michigan University; AMLS, University of Michigan.	
Timothy J. O'Neill	1987
Professor of Political Science; holder of the Tower-Hester Chair in Political Science; Chair of the Social Sciences Division;	
Paideia® Professor	
BA, Claremont McKenna College; MA, PhD, University of California - Berkeley.	
Barbara Boucher Owens	1999
Associate Professor of Computer Science	
BA, Ohio Wesleyan University; MA, The University of Texas at Austin; PhD, New York University.	
Joan G. Parks	1986
Head, Reference Services with rank of Associate Professor	
BS, The University of Tennessee - Knoxville; MEd, Middle Tennessee State University; MSLS, The University of Tennessee - Knoxville.	
Elisabeth Piedmont-Marton	1999
Associate Professor of English; Director of the Deborah S. Ellis Writing Center; Paideia® Professor	
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	
BS, Southern Methodist University; PhD, University of Colorado.	
Walter M. Potter.....	1988
Professor of Mathematics and Computer Science; holder of the Lord Chair in Computer Science	
BA, University of Washington; MA, PhD, University of Wisconsin - Madison.	
Aaron R. Prevots.....	2004
Associate Professor of French	
BA, MA, American University; AM, PhD, Brown University.	
Jesse E. Purdy	1978
Professor of Psychology; Brown Distinguished Research Professor (1999-2003)	
BS, MS, PhD, Colorado State University.	
William C. Raleigh	1999
Head Men's Basketball Coach with rank of Assistant Professor of Exercise and Sport Studies; Assistant Director of Intercollegiate Athletics	
BA, Muhlenberg College; JD, Seton Hall University.	
Gulnar H. Rawji.....	1985
Associate Professor of Chemistry	
BS, Simmons College; PhD, Boston University.	
Kendall C. Richards	1991
Professor of Mathematics	
BS, MA, Eastern New Mexico University; PhD, Texas Tech University.	
Gary H. Richter.....	1977
Associate Professor of Mathematics	
BA, The University of Texas at Austin; MS, University of Houston; PhD, The University of Texas at Austin.	

Omar Rivera.....	2010
	Assistant Professor of Philosophy BA, St. John's College; MA, PhD, Pennsylvania State University.
Kenneth D. Roberts.....	1981
	Professor of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics BBA, The University of Texas at Austin; MBA, Wharton School of Finance - University of Pennsylvania; PhD, University of Wisconsin - Madison.
Carl Robertson.....	2002
	Associate Professor of Chinese; Paideia® Professor BA, Brigham Young University; AM, Washington University in St. Louis; MA, PhD, University of Oregon.
Maria de los Angeles Rodriguez Cadena.....	2008
	Assistant Professor of Spanish BA, University of Vera Cruz, Mexico; MA, Ohio University; PhD, University of Michigan.
Andrew Ross.....	2006
	Visiting Instructor of Business BA, Austin College; MBA, Southern Methodist University.
Catherine Ross.....	2005
	Assistant Professor of Spanish; Paideia® Professor BA, Davidson College; MA, The University of Kansas; PhD, The University of Texas at Austin.
Michael B. Saenger.....	2001
	Associate Professor of English BA, University of California - Berkeley; MA, PhD, University of Toronto, Canada.
Glenn R. Schwab.....	2001
	Head Athletic Trainer with rank of Assistant Professor of Exercise and Sport Studies BS, Eastern Illinois University; MS, West Virginia University.
Ronda S. Seagraves.....	1992
	Associate Director of Intercollegiate Athletics with rank of Assistant Professor of Exercise and Sport Studies; Chair of Exercise and Sport Studies Department BS, The Ohio State University; MA, Allegheny College.
Eric A. Selbin.....	1992
	Professor of Political Science; University Scholar; Brown Distinguished Research Professor (1999-2003) BA, The University of Texas at Austin; MA, Louisiana State University; PhD, University of Minnesota.
Fred E. Sellers.....	1987
	Associate Professor of Business BA, Yale University; MBA, PhD, The University of Kansas.
A.J. Senchack Jr.....	1998
	Professor of Business; holder of the Lucy King Brown Chair BS, MBA, Texas Tech University; PhD, University of California - Los Angeles.
Brenda Sendejo.....	2010
	Assistant Professor of Anthropology BA, MA, PhD, The University of Texas at Austin.
Laura Senio Blair.....	2002
	Associate Professor of Spanish and Chair of the Spanish Program in the Modern Languages and Literatures Department; Chair of the Latin American Studies Program BA, Whitman College; MA, University of Colorado at Boulder; PhD, The University of Kansas.
Rebecca Ann Sheller.....	1994
	Associate Professor of Biology BS, Southwestern University; PhD, The University of Texas at Austin.
James R. Shelton.....	1999
	Head Baseball Coach with rank of Assistant Professor of Exercise and Sport Studies BA, St. Edward's University; MEd, The University of Texas at Austin; PhD, The University of New Mexico.
Therese N. Shelton.....	1987
	Associate Professor of Mathematics; Chair of the Natural Sciences Division BS, Texas A&M University; MS, PhD, Clemson University.
Francie Larrieu Smith.....	1999
	Head Men's and Women's Cross Country Coach with rank of Instructor of Exercise and Sport Studies BA, California State University - Long Beach; MEd, The University of Texas at Austin.

Jimmy C. Smith	1991
	Professor of Kinesiology BA, MS, Baylor University; PhD, University of North Texas.
Robert S. Snyder	1992
	Professor of Political Science BA, McDaniel College; MA, University of Pennsylvania; PhD, University of Michigan.
Lester Sombito	2005
	Head Men's and Women's Tennis Coach with rank of Instructor of Exercise and Sport Studies BA, University of Mary Hardin-Baylor; MEd, The University of Texas at Austin.
Linda Southwick	1995
	Laboratory Manager in Biology with rank of Assistant Professor of Biology BA, Austin College; MT, The University of Texas M.D. Anderson Hospital; MS, The University of Texas at Tyler.
Kathryn E. Stallard.....	1992
	Head, Special Collections and Archivist, John G. Tower Papers, with rank of Associate Professor AB, The University of Illinois at Chicago; MA, MLS, University of Wisconsin - Madison.
Elizabeth L. Stockton.....	2006
	Assistant Professor of English; Paideia® Professor BA, Oglethorpe University; MA, The University of Chicago; PhD, The University of North Carolina at Chapel Hill.
Dustin Tahmahkera	2009
	Assistant Professor of Communication Studies BA, MA, Midwestern State University; PhD, Bowling Green State University.
Daniel R. (Max) Taub	2001
	Associate Professor and Chair of the Biology Department BA, University of Massachusetts - Amherst; PhD, State University of New York at Stony Brook.
Davi Johnson Thornton.....	2006
	Assistant Professor of Communication Studies BA, Samford University; MA, PhD, The University of Georgia.
Maria C. Todd.....	2001/2004
	Associate Professor of Biology BSc, University of Sussex, England; PhD, Cambridge University, England.
Willis Weigand.....	1994
	Director of General Chemistry Laboratories with rank of Associate Professor of Chemistry BS, Southwestern Oklahoma State University; PhD, University of Arkansas.
Mary E. Young.....	1990
	Professor of Economics BA, Beloit College; MPA, PhD, The University of Texas at Austin.
Hong Yu	2000
	Head, Cataloging Services with rank of Assistant Professor BA, MA, Hangzhou University, China; Diploma of Education, National University of Singapore; MLIS, The University of Oklahoma.
Theresa Zelasko	2006
	Librarian/Cataloger with rank of Assistant Professor BA, Mississippi State University; MS, The University of Texas at Austin.

THE SAROFIM SCHOOL OF FINE ARTS

Paul J. Gaffney	2003
	Dean of The Sarofim School of Fine Arts; Professor of Theatre; Acting Chair/Artistic Director of Theatre BS, Clarion University of Pennsylvania; MA, Indiana University; PhD, The University of Kansas.
David S. Asbury.....	1993/2008
	Assistant Professor of Music 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; holder of the Margaret Root Brown Chair; Paideia® Professor BM, MM, Florida State University; PhD, Duke University.	
Sergio Costola	2003
Associate Professor of Theatre Laurea, Università degli Studi di Bologna, Italy; PhD, University of California - Los Angeles.	
Lois Ferrari	1993
Professor of Music BM, MM, Ithaca College School of Music; DMA, Eastman School of Music, University of Rochester.	
Patrick Hajovsky	2007
Assistant Professor of Art History BA, University of North Texas; BA, Tulane University; MA, PhD, The University of Chicago.	
Jason Hoogerhyde	2004
Associate Professor and Chair of the Music Department BM, Lawrence University Conservatory of Music; MM, Boston University; DMA, University of Cincinnati Conservatory of Music.	
Katherine M. Hooker	2005
Visual Resources Librarian with rank of Assistant Professor of Art and Art History BA, Trinity University; MSIS, The University of Texas at Austin.	
Thomas Noble Howe	1985
Professor of Art and Art History; Chair of the Art History; holder of the Herman Brown Chair; Brown Distinguished Research Professor (2000-2004) BA, Lawrence University; MA, PhD, Harvard University.	
Kathleen M. Juhl	1987
Professor of Theatre; Brown Distinguished Teaching Professor (2001-2004) 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.	
Eri Lee Lam	2003
Associate Professor of Music BM, University of Houston; MM, DMA, University of Minnesota.	
John Ore	1992
Professor of Theatre; Director of Technical Operations; Resident Lighting Designer BA, MFA, The University of Tennessee - Knoxville.	
Rick Roemer	2000
Professor of Theatre BA, University of California - Santa Barbara; MA, PhD, University of California - Los Angeles.	
Desiderio Roybal	2000
Associate Professor of Theatre; Resident Scenic Designer; Faculty Chair of The Sarofim School of Fine Arts; Paideia® Professor BA, MA, South Dakota State University; MFA, University of Missouri - Kansas City.	
Eileen Meyer Russell	2006
Associate Professor of Music BM, Indiana University; MM, University of Northern Iowa; DM, Indiana University.	
Kenneth M. Sheppard	1974
Professor of Music; 2010 William Carrington Finch Professor BM, Hardin-Simmons University; MMed, PhD, Texas Tech University.	
Kimberly Smith	1999
Associate Professor of Art History BA, Duke University; MA, PhD, Yale University.	
Kiyoshi Tamagawa	1992
Professor of Music BM, Oberlin College Conservatory of Music; MM, Yale University; DMA, The University of Texas at Austin.	
Victoria Star Varner	1985
Professor of Art; Chair of Studio Art BSEd, MA, University of Missouri; MFA, Indiana University.	
Patrick B. Veerkamp	1983
Professor of Art; Paideia® Professor BA, Adams State College; MA, University of Denver; MFA, Colorado State University.	

Mary Hale Visser	1979
	Professor of Art BAE, MFA, The Ohio State University.
Xin Wu	2010
	Visiting Assistant Professor of Art History BA, MA, Tongji University; MA, McGill University; PhD, University of Bristol.

RETIRED FACULTY

Martha Mitten Allen	1960
	Professor Emeritus of History, retired 1997 BA, MA, Southern Methodist University; PhD, The University of Texas at Austin.
Drusilla Huffmaster Anderson	1961
	Professor Emeritus of Piano; Artist-in-residence, retired 1988 Diploma, Juilliard Graduate School, Juilliard School of Music.
John Edward Bigley	1976
	Associate Professor Emeritus of Library Automation Services, retired 2009 BA, Southwestern University; MLIS, The University of Texas at Austin.
George A. Brightwell, Jr.	1978
	Registrar and Associate Dean Emeritus; Assistant Professor of Economics and Business, retired 1997 BA, Rice University; MBA, Northwestern University.
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.
Frederick Burr Clifford	1958
	Professor Emeritus of Classics and Humanities; Dean Emeritus of The Brown College of Arts and Sciences 1962-1977, retired 1981 BA, Northern Michigan College; MDiv, Oberlin Graduate School of Theology; MA, PhD, University of Michigan.
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.
Weldon S. Crowley	1976
	Professor Emeritus of History; holder of the Lucy King Brown Chair in History, retired 1997 BA, McMurry College; MDiv, Drew University; MA, PhD, The University of Iowa.
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.
Thomas Claire Douglass	1947
	Professor Emeritus of String Instruments, retired 1983 BMus, MMus, Illinois Wesleyan University; Graduate Study, University of Southern California and University of Illinois.
Harold Damon Eidson, Jr.	1972
	Director of Instructional Technology; Assistant Professor Emeritus of Mathematics and Computer Science, retired 2002 BS, State College of Arkansas; MA, 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.
Jack Thomas Harris	1969
	Associate Professor Emeritus of English, retired 1990 BA, University of Minnesota; PhD, The University of Texas at Austin.
T. Walter Herbert, Jr.	1975
	Professor Emeritus of English; University Scholar and holder of the Herman Brown Chair, retired 2006 BA, Harvard University; MDiv, Union Theological Seminary; PhD, Princeton University.

Fred R. Hilgeman.....	1967
	Professor Emeritus of Chemistry, retired 2006 BA, Central College; PhD, Tulane University.
Dan C. Hilliard.....	1974
	Professor Emeritus of Sociology; Paideia® Professor, retired 2008 BA, Rice University; MA, 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.
William B. Jones.....	1965
	Professor Emeritus of History; Executive Vice President Emeritus; University Historian; holder of the John H. Duncan Chair, retired 2000 BA, Millsaps College; BD, Emory University; PhD, Vanderbilt University.
Edwin M. Lansford, Jr.	1962
	Professor Emeritus of Biochemistry; Associate Director of Mood-Heritage Museum, retired 1993 BA, Rice University; BA, University of California; MA, PhD, The University of Texas at Austin.
Carla d'Estelle Lowry.....	1984
	Professor Emeritus of Kinesiology; Associate Dean of Students; Director of Wellness and Leisure Activities, retired 2001 BS, Wayland Baptist University; MA, PhD, Texas Woman's University.
James L. Mallon.....	1970
	Head Baseball Coach; Associate Director of Intercollegiate Athletics; Associate Professor Emeritus of Kinesiology, retired 2004 BS, MS, Baylor University.
Robert A. Morgan.....	1980
	Associate Professor Emeritus of Biology, retired 2003 BA, MA, University of North Texas; PhD, Cornell University.
George E. Nelson.....	1958
	Professor Emeritus and Chair of the Music Department, retired 1991 BMEd, Southwestern University; MMus, DMA, The University of Texas at Austin; Graduate Study, Eastman School of Music and University of Colorado.
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.
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.
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 Administration, retired 2010 BBA, Texas A&M University; MS, University of Northern Colorado; PhD, Texas A&M University.
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.
Robert C. Reinehr.....	1981
	Professor Emeritus of Psychology, retired 1999 BA, MA, PhD, The University of Texas at Austin.
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.
Raymond Lee Schroeder.....	1968
	Assistant Professor Emeritus of Music, retired 2005 BM, Cincinnati Conservatory; MM, Boston University.
Roy B. Shilling, Jr.....	1981
	President Emeritus of the University - 1981-2000, retired 2000 BA, McMurry College; BD, Southern Methodist University; MS, PhD, Indiana University.
William Nick Sikes.....	1974

	Professor Emeritus of Education; holder of the Will W. Jackson Professorship in Education, retired 2001 BS, The University of Texas at Austin; MNS, The University of Oklahoma; PhD, The University of Texas at Austin.	
Farley W. Snell.....		1972
	University Chaplain; Professor Emeritus of Religion and Philosophy; holder of the Wilson-Craven Chair in Religion, retired 1999 AB, Florida Southern College; MDiv, PhD, Union Theological Seminary.	
Robert L. Soulen		1964
	Professor Emeritus of Chemistry; holder of the Lillian Nelson Pratt Chair in Science, retired 1996 BA, Baker University; PhD, Kansas State University.	
Elred C. Speck		1978
	Professor Emeritus of Business Administration; holder of the John Shearn Chair in Business Administration, retired 1983 BS, University of Wisconsin; MS, PhD, Northwestern University.	
Norman Woods Spellmann		1960
	Professor Emeritus of Religion and Philosophy; holder of the Bishop Seth Ward Professorship in Religion, retired 1998 BA, Southwestern University; BD, Southern Methodist University; PhD, Yale University.	
Suk-Soon Suh.....		1967
	Professor Emeritus of Political Science, retired 1991 BA, Seoul National University; MA, PhD, University of Nebraska.	
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.	

ADMINISTRATIVE OFFICES (based on hires as of April 19, 2010)

Office of the President

Jake B. Schrum, BA, MDiv President
Francie Schroeder Executive Assistant to the President
Latoya Jenkins, AA Senior Secretary
Joe A. Wilson, MTh, DMin Bishop-in-Residence

Strategic Planning and Assessment

Ronald L. Swain, BA, MEd, EdD Senior Adviser to the President
for Strategic Planning and Assessment
Nancy Schutz Senior Executive Secretary
(To be filled) Director of Institutional Research and Assessment

University Chaplain / Office of Religious Life

Beverly Jones, BA, MDiv, PhD University Chaplain;
Holder of the Wilson-Craven Chair for Chaplaincy
Jane King Staff Secretary

Office of the Provost and Dean of the Faculty

James W. Hunt, BSEd, MEd, EdD Provost and Dean of the Faculty
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for Academic Administration
David Gaines, BA, MA, PhD Director of the Paideia® Program
Barbara Jean Program Assistant
John McCann, BA, MPA, PhD Assistant Dean of Faculty Development
and Sponsored Programs
Corlee Bosch, BS Senior Secretary
Christine Vasquez Senior Secretary
Susan Lamb Faculty Secretary
Kelly Lessard, AAS Faculty Secretary
Maria Trevino Faculty Secretary
Willis Weigand, BS, PhD Director of General Chemistry Laboratories
Linda Southwick, BA, MS Laboratory Manager in Biology
David Olson, BA, MA Director of Communication Studies Internships
Christy Schaller, BS Biology Lab Technician
Jingwen Ma, BS, MA, MA Chemistry Stockroom Manager/Lab Technician
Gerry Wade, BA, MA Coordinator of Science Facilities and Equipment

Upward Bound Program

Lorna Hermosura, BA, MS Director of Upward Bound
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Kathy Mendoza Staff Secretary

Office of the Dean of The Sarofim School of Fine Arts

Paul J. Gaffney, BS, MA, PhD Dean of The Sarofim School of Fine Arts
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Allison Fannin Staff Secretary
Katherine Hooker, BA, MSIS Visual Resources Librarian
John Ore, BA, MFA Director of Technical Operations

A. Frank Smith, Jr. Library Center

Lynne Brody, BA, MLS Dean, Library Services
Amy Anderson, BSEd, MLIS Head, Periodical Services
(To be filled) Head, Library Systems and Web Services
Carol Fonken, AB, MLS Head, Circulation and
Reference Services/Instruction Librarian
Dana Hendrix, BA, MALS Head, Collection Development and Acquisitions
Paul Sicard, BS Coordinator, Audiovisual Services
Hong Yu, BA, MA, MLIS Head, Cataloging
Joan G. Parks, BS, MEd, MSLS Head, Reference Services

Kathryn E. Stallard, BA, MA, MLS Head, Special Collections
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 Laura Helms, BAAS Library Assistant, Circulation Services
 Lisa Hopkins, BA, MLS Library Assistant, Cataloging
 Doreen Prevots, BS Library Assistant, Acquisitions
 Jeanette Holliday Library Assistant, Acquisitions
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 Jean Whewell, BA Library Assistant, Circulation/Periodical Services
 (To be filled) Library Assistant, Special Collections
 Mary Fields Library Assistant, Periodical Services
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Office of the Registrar

David H. Stones, BA, MA Registrar
 Paige Bonner, BA Associate Registrar
 Katy Sombito, BA, MEd Assistant Registrar
 Angie Garcia Information Specialist
 Suzanne Deal Student Information Specialist

Center for Academic Success

Kimberly Murphy, BA, MEd Director of Academic Success and Advising
 David Seiler, BA, MEd Associate Director of Academic Success
 Kimele Carter, BS, MSW Assistant Director of Academic
 and Access Resources
 Louisa Landry Academic Success Specialist

Language Learning Center

William Christensen, BA, MA, PhD Director of Language Learning Center
 Ted Jobe, BA, MA, PhD Assistant Director of Language Learning Center

Office of Intercultural Learning

Susan Mennicke, BA, MA Director of Intercultural Learning
 Lori Ivins, BS Staff Secretary

Education Department Services

Sherry Adrian, BA, MEd, PhD Director of Laboratory Experiences
 and Certification Officer
 Sue Smith Testing and Certification Coordinator
 Joni Ragle, BA, MEd Director of Operation Achievement

Deborah S. Ellis Writing Center

Elisabeth Piedmont-Marton, BA, MA, PhD Director

Office of Civic Engagement

Suzanna Pukys, BA, MA Director of Civic Engagement

**National Institute for Technology in Liberal Education (NITLE) Offices,
 Headquarters**

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 and Vice President for Innovation for Southwestern University
 Fort Worth
 Arden Baxter, BFA, MBA Senior Executive Secretary
 Georgetown
 Bryan Alexander, BA, MA, PhD Director of Research
 Middlebury, Vt.
 Dayna Charriere, BA, MA Accountant
 Georgetown
 Sean Connin, BS, MFS, PhD Program Officer for Science and Technology
 Rainbow Lake, N.Y.
 Rebecca Davis, BA, MA, PhD Associate Director, NITLE Programs

Eric Harper, BA, BA, BS	Georgetown Associate Director for Operations Evanston, Ill.
Eric Jansson, BA, MA.....	Information Services Manager Georgetown
Nancy Millichap, BS, MA	Director of Professional Development Programs Saline, Mich.
Michael Nanfito, BA, MLIS	Participant Relations Manager Tacoma, Wash.
Grace Pang, BA, MA	Communications Manager Ann Arbor, Mich.
Christina Richison, BA, BS	Director of Business Development and Strategic Partnerships Georgetown
Ruben Ruiz, BA	Technology Specialist Georgetown
Victoria Stawiarski, BA	Information Specialist Ann Arbor, Mich.

Office of Student Life

Gerald D. Brody, BA, MEd	Vice President for Student Life
Kathi Arrington Ray, BS	Senior Executive Secretary
Mike Leese, BA, MA, EdD	Associate Vice President and Dean of Students
Stefanie Alvarez, BS	Senior Secretary
Josh Walker, BA, MA	Assistant Director of Residence Life

Student Activities

Jaime Woody, BA, MS	Associate Dean for Student Life
Jason Chapman, BA, MA.....	Student Activities Coordinator
Lisa Dela Cruz, BA.....	Student Activities Coordinator

Counseling and Health Services

Judith Sonnenberg, BA, MA, PsyD	Director of Counseling and Health Services
Jason Bonick, BS, MA, LCPC.....	Psychologist
Beverly Savinsky, BA, MA, PhD	Psychologist
(To be filled).....	Wellness Counselor and Outreach Specialist
Dinorah Martinez-Anderson, RN.....	Director of Health Services
Tom Swift, BFA	Staff Secretary

Student Multicultural Affairs

Mary E. González, BA, MLA	Assistant Dean for Student Multicultural Affairs
---------------------------------	--

Career Services

Roger Young, BS, MS.....	Director of Career Services
Alexandra Anderson, BA, MA, MEd.....	Associate Director of Career Services
Maria Kruger, BA, MEd	Career Services Internship Coordinator
Dana Luna, BS	Staff Secretary

University Police

Deborah Brown, BA.....	Chief of Police
Mike Mitchell.....	Assistant Chief of Police
Pat Murray, BA	Sergeant
Joseph Dillard	Police Officer
Brad Dunn.....	Police Officer
Tom Leggitt.....	Police Officer
Anne Hines, AA	Staff Secretary

Intramural and Recreational Activities

Derek A. Timourian, BS, MA	Director of Intramural and Recreational Activities
Anna Castillo, BA, MA.....	Intramural Sports Specialist

Intercollegiate Athletics

Glada C. Munt, BS, MS, PhD.....	Associate Vice President and Director of Intercollegiate Athletics
Ronda S. Seagraves, BS, MA.....	Associate Director of Intercollegiate Athletics; Coordinator of Robertson Center
James R. Shelton, BS, MEd, PhD.....	Head Baseball Coach
Kyle Shipp, BA.....	Assistant Baseball Coach; Assistant Sports Information Director
William C. Raleigh, BA, JD.....	Head Men’s Basketball Coach; Assistant Director of Intercollegiate Athletics
Chet Cook, BS, MEd.....	Assistant Men’s Basketball Coach; Assistant Golf Coach
(To be filled).....	Head Women’s Basketball Coach
Julie Wilke, BA, MS.....	Assistant Women’s Basketball Coach; Assistant Track Coach
Francie Larrieu Smith, BA, MA.....	Head Men’s and Women’s Cross Country Coach
Dan Ruyle, BBA.....	Head Men’s and Women’s Golf Coach
Donald P. Gregory, BA, MEd.....	Head Men’s Soccer Coach
(To be filled).....	Assistant Men’s Soccer Coach; Outdoor Venues Coordinator
Jené Baclawski, BA, MA.....	Head Women’s Soccer Coach
Amanda Garrison, BA.....	Assistant Women’s Soccer Coach; Assistant Tennis Coach
Daniel Carrington, BS.....	Head Men’s and Women’s Swimming and Diving Coach
(To be filled).....	Assistant Men’s and Women’s Swimming and Diving Coach
Lester Sombito, BA, MEd.....	Head Men’s and Women’s Tennis Coach
Hannah Long, BS, MS.....	Head Women’s Volleyball Coach
Tara Hatfield, BA.....	Assistant Volleyball Coach
Angela Froboese, BS, MEd.....	Head Softball Coach; Student Worker Coordinator
(To be filled).....	Assistant Softball Coach; Assistant Cross Country Coach
Joe Ernst, BS.....	Head Men’s Lacrosse Coach
Bill Bowman, BA, MA.....	Assistant Lacrosse Coach
Glenn Schwab, BS, MS.....	Head Athletic Trainer
Miguel Benavides, BA, MEd.....	Associate Athletic Trainer
Shawna Hein Loberg, BS, MS.....	Assistant Athletic Trainer
Abbey Petrecca, BS, MS.....	Assistant Athletic Trainer
Megan Hardin, BA.....	Sports Information Director
Reyes Diaz.....	Equipment Manager
Denise Barnes.....	Accounting Assistant
Susan Leavell.....	Staff Secretary

Office of the Vice President for Enrollment Services

Thomas J. Oliver, BA, MLA.....	Vice President for Enrollment Services
Gena Turner, BBA.....	Senior Executive Secretary

Office of Admission

Monty L. Curtis, BA, MA.....	Associate Vice President for Enrollment Services
Michael G. Rossman, BA.....	Director of Admission
Scott Sandoval, BA.....	Director of Admission Communication; Senior Associate Director of Admission
Christine Kettle Bowman, BA.....	Associate Director of Admission
Gail Roberson, BA.....	Associate Director of Admission
Derrick Mueller, BS.....	Associate Director of Admission; Coordinator of Athletic Recruiting

Sarah Hennes, BA Assistant Director of Admission
Adam Navarro-Jusino, BA Assistant Director of Admission
Karen Purdy Data Entry Coordinator
Mary Blank Data Entry Operator
Dottie Turner Staff Secretary
Anna Easterling, BFA Receptionist

Student Financial Assistance

James Gaeta, BBA Director of Financial Aid
Nadia Mahannah, BA Associate Director of Financial Aid
Tish Owen Assistant Director of Financial Aid
Nancy Wamsley Financial Aid Assistant

Office of the Vice President for Institutional Advancement

C. Richard McKelvey, BA, MA Vice President for Institutional Advancement
Lou Ann Moore Senior Executive Secretary

Alumni Relations Office

Georgianne Hewett, BA Associate Vice President for Alumni Relations
JoAnn Lucero, BA Assistant Director of Alumni Relations
Grace Pyka, BA Assistant Director of Alumni Relations
Daniel Webb, BA Assistant Director of Alumni Relations
Mary Sharon White Senior Secretary

Development Office

Kent Huntsman, BS, CPA Associate Vice President for Development
Susan Stubbs Senior Secretary
Rob Bacchus, BA, MNA Director of Annual Giving
(To be filled) Assistant Director of Leadership Gifts
Danielle Stapleton, BA Assistant Director of Annual Giving
Justin Gould, BA, MBA Director of Gift and Estate Planning
Amanda Parr, BA Director of Leadership Gifts
Larkin Tom, BA, MS Director of Foundation Relations
Brenda Cornett, AAS Staff Secretary
Dyana Shearer Kenison Staff Secretary
(To be filled) Staff Secretary

University Relations Office

Cindy Locke, BBA Associate Vice President for University Relations
John J. Kotarski, BA Director of Web Development and Communications
Meredith Barnhill, BA Assistant Director of Web Development
and Communications
(To be filled) Director of Creative Services
Antonio Banda, AAS, BFA Graphic Designer
Kristina Moore, BS Writer/Editor
Ellen Davis, BA, MBA Director of Communications
Keely Doering, BS Creative Services Coordinator
Deborah K. Pauley, BS, MA Director of University Events
Xan Koonce, BA Associate Director of University Events
June Cody, BA, MEd Part-time Staff Secretary
PJ Moore, BS, BE Part-time Staff Secretary

Advancement Information Services

Jan Hughes Nowlin Senior Director of Advancement Information Services
Paulette Butterworth, BA Associate Director of
Advancement Information Services
Cullie Hamilton Donor Records Coordinator
Karen Frugé Constituency Records Coordinator

Office of the Vice President for Fiscal Affairs

Richard L. Anderson, BBA, CPA Vice President for Fiscal Affairs

Norma Aguirre Gaines, BA..... Administrative Assistant
 Robert D. Mathis, BS, CFM Associate Vice President for Facilities
 and Campus Services
 Diane Gonzalez..... Senior Secretary
 Michael DeLance, BS, MS Director of Campus Safety and Risk Management

Business Office / Post Office / Pirate Office

Gary L. Logan, BBA, CPA Associate Vice President for Finance
 Josie Rodriguez, BBA..... Controller
 Brenda Thompson, BBA, CPA..... Assistant Controller
 Dayna Charriere, BA, MA Accountant/NITILE
 Judy Offield..... Head Cashier
 Susan Moore Cashier I
 Pam Leatherwood Accounting Clerk
 Paula Sutton Purchasing Assistant
 Lori McBee Accounts Payable Clerk
 Diana Taylor..... Accounting Clerk
 Janie Litton..... Payroll Coordinator
 Debbie Sanderfer Supervisor, Mail Service
 David Smith Mail Clerk
 Lillian Smith Mail Clerk
 Pam Conger..... Coordinator of Campus One Card Services

Human Resources

Elma F. Benavides, BBA, MA, SPHR..... Associate Vice President
 for Human Resources
 Brenda Krusely Human Resources Assistant
 Chris Murray Human Resources Information Specialist
 Christie Sponsel, PHR Benefits Coordinator and Human Resources Generalist

Information Technology Services / Switchboard Operations

Robert C. Paver, BA, MA Associate Vice President for
 Information Technology Services
 Margie Funkhouser Helpdesk Support Assistant
 Sharon E. Fass, BBA, MEd Director of Technology Support
 and Academic Computing
 Melanie Hoag, BS, MS, PhD..... Instructional Technologist
 Robert C. Radford..... Coordinator of Telecommunications Services
 Todd K. Watson, BA Associate Director of Systems and Networks
 John Koen System and Network Administrator
 Traci Willis..... System and Network Administrator
 Laura McCord, BS, MS Web Programmer/Analyst
 Jennifer O’Daniel, BS..... Associate Director of Administrative Computing
 Trish Aitken..... Programmer/Analyst
 George Godward, BS Programmer/Analyst
 Neal Mann, BA Technology Support Specialist
 Daryl Tschoepe Technology Support Specialist
 David Williamson, BS, MBA..... Technology Support Specialist
 Laura Gatlin, AAS Computer Operations Assistant
 (To be filled)..... Head Switchboard Operator
 John Ragle, BA, MAT, PhD..... Switchboard Operator
 Annette Witherspoon Switchboard Operator

Physical Plant

Joe LePage Director of Physical Plant
 Helen Gwaldo Staff Secretary
 Helyne Knauth Stores Clerk
 Phill Collier..... Supervisor of Mechanical Services
 Bob Bohl HVAC Mechanic
 J C Burt HVAC Mechanic

Bill Dobbs	Alarm Control Electrician
Shorty Schwartz, BA.....	Electrician
Steve Kamrath	Senior Preventative Maintenance Mechanic
Johnny Macias	Preventative Maintenance Mechanic
Michael Torres	Lighting Technician
Tom Boulmay.....	Supervisor of Central Plant
Billy Jones.....	Central Plant Mechanic
Vernon Bell	Central Plant Operator
Steve Drake.....	Central Plant Operator
William Lane.....	Central Plant Operator
Terry Stanford.....	Central Plant Operator
Tim Fisher	Supervisor of Grounds
Randy Damron	Pest Control Technician
David Dellsperger	Groundskeeper / Irrigation
Tony Orcutt	Auto / Small Engine Mechanic
Stan Bessent	Lead Groundskeeper
(To be filled).....	Lead Groundskeeper
Jose Arreola.....	Groundskeeper
Cindy Busby.....	Groundskeeper
Randy Diaz.....	Groundskeeper
Robert Diaz	Groundskeeper
John Dixon.....	Groundskeeper
Roy Grona.....	Groundskeeper
Mike Lyda	Groundskeeper
Nick McCormick	Groundskeeper
Jonas Medrano	Groundskeeper
Ben Nava.....	Groundskeeper
Panfilo Perez Jr.....	Groundskeeper
Frank San Miguel.....	Groundskeeper
Michael Sedwick.....	Groundskeeper
James Williams	Groundskeeper
Mario Bustos.....	Supervisor of Custodial Services
Patty Casady.....	Housekeeper / Catering Assistant
J.R. Marquez	Custodian IV
Verna Macias.....	Assistant Supervisor of Custodial Services
Ruben Torres	Assistant Supervisor of Custodial Services
Javier Ahumada.....	Custodian
Maria Carbajal	Custodian
Idolina Cabral.....	Custodian
Herminia Carreno.....	Custodian
Manuela Carreno.....	Custodian
Carmelo Ceballos.....	Custodian III
Josefina Chavez.....	Custodian
Josie Cosper	Custodian
Eli Davila	Custodian
Anita Drake.....	Custodian
Briseyda Eckert.....	Custodian
Irene Gallegos	Custodian II
Rosa Garcia.....	Custodian
Thelma Garza.....	Custodian
Colleen Gibbs.....	Custodian
Inez Gonzales.....	Custodian
Gregorio Hernandez.....	Custodian
Nora Juarez	Custodian
Ann Kilpatrick	Custodian
Tina Long.....	Custodian
Inocente Martinez	Custodian
Mary Martinez	Custodian
Shirley Maya.....	Custodian

Yolanda Mendez.....	Custodian
Elvira Palacios	Custodian
Demetrio Perez.....	Custodian III
Roy Salazar	Custodian
Angie San Miguel	Custodian
Geraldine Stanford	Custodian
Leticia Terrazos.....	Custodian
Maria Tijerina.....	Custodian
Stella Torres	Custodian
Maricruz Valdez.....	Custodian
Abby Vasquez	Custodian
Irma Vasquez.....	Custodian
Juan Vasquez.....	Custodian
Genoveva Venegas.....	Custodian
Dominga Zavala.....	Custodian
Torivia Zavala	Custodian
Kenneth Cervenka.....	Supervisor of Architectural Services
Cadmus Brown.....	Locksmith / Carpenter
Phill Lindinger	Locksmith / Carpenter
Michael Gaudiello.....	Carpenter
Duke Moore	Carpenter
Severo Castillo.....	Painter
Moses Ramirez.....	Painter
Donald Repa.....	Plumber
Patrick Jezisek.....	Plumber

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