

Southwestern

2016–17 Course Catalog



Southwestern University

COURSE CATALOG 2016-2017

Texas' First University, Chartered by the Republic of Texas February 4, 1840
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ACCREDITED BY:

Southwestern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southwestern University.

And by:

The University Senate of the United Methodist Church

The Texas Education Agency

Southwestern University is an accredited institutional member of the National Association of Schools of Music.

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The National Association of Schools and Colleges of the United Methodist Church

The Southern University Conference

The Texas Association of Church-Related Colleges

The Texas Independent College Fund

The Texas United Methodist College Association

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The American Association of University Women

POLICY STATEMENTS:

See page 7.

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 Center for Academic Success and Records.

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ACADEMIC CALENDAR 2016-2017

FALL 2016

August	12	Friday	New students arrive on campus
	15	Monday	First Year and Advanced Entry Seminar classes begin.
	22	Monday	Classes begin
	30	Tuesday	Last day to register late
	31	Wednesday	Last day to add courses
September	5	Monday	SU Closed – no classes
	26	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit, or non-credit
October	4	Tuesday	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
	23	Wednesday	SU closed – no classes
	24	Thursday	SU closed – no classes
	25	Friday	SU closed – no classes
	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
	10	Saturday	Recognition Ceremony for Prospective December Graduates
January	12	Monday	Grades due at 5 p.m.
	3	Tuesday	Last day for removing “Incomplete” grades

SPRING 2017

January	6	Friday	New student registration
	9	Monday	Classes Begin
	16	Monday	SU closed – no classes
	17	Tuesday	Last day to register late
February	18	Wednesday	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	10	Friday	Spring Break begins at 10 p.m. (March 13 – 17)
	20	Monday	Classes resume at 8 a.m.
	27	Monday	Last day to drop courses
April	4	Tuesday	Spring Research and Creative Works Symposium (No Classes)
	14	Friday	SU closed – no classes
May	26	Wednesday	Last day of classes
	1	Monday	Final examinations begin
	2	Tuesday	Seniors’ (prospective May graduates) grades due in Records Office by noon.
	5	Friday	Final examinations end
	6	Saturday	Commencement
	10	Wednesday	Remainder of grades due by 5:00 p.m.
	29	Monday	Last day for removing “Incomplete” grades

SUMMER 2017

Summer I Term	May 10 – June 1 (May 29 SU closed-no classes)
Summer II Term	June 5 – 26
Summer III/Non-Residential Term	May 10 – August 16 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)
Summer III grades due	August 18

ACADEMIC CALENDAR 2017-2018 (TENTATIVE)

FALL 2017

August	18	Friday	New students arrive on campus
	21	Monday	First Year and Advanced Entry Seminar classes begin.
	28	Monday	Classes begin
September	4	Monday	SU Closed -- No classes
	5	Tuesday	Last day to register late
October	6	Wednesday	Last day to add courses
	2	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
	3	Tuesday	Application for Diploma due: Fall candidates
	6	Friday	Fall break begins at 10 p.m.
November	11	Wednesday	Classes resume at 8 a.m.
	6	Monday	Last day to drop courses
	22	Wednesday	SU closed – no classes
	23	Thursday	SU closed – no classes
	24	Friday	SU closed – no classes
December	27	Monday	Classes resume at 8 a.m.
	8	Friday	Last day of classes
	11	Monday	Final examinations begin
	15	Friday	Final examinations end
January	16	Saturday	Recognition Ceremony for Prospective December Graduates
	18	Monday	Grades due at 5 p.m.
	8	Monday	Last day for removing “Incomplete” grades

SPRING 2018

January	12	Friday	New student registration
	15	Monday	SU closed – no classes
	16	Tuesday	Classes Begin
	23	Tuesday	Last day to register late
	25	Thursday	Last day to add courses
February	2	Friday	Application for Diploma due: Spring and Summer candidates
	16	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	9	Friday	Spring Break begins at 10 p.m. (March 13 – 17)
	19	Monday	Classes resume at 8 a.m.
	26	Monday	Last day to drop courses
April	30	Friday	SU closed – no classes
	10	Tuesday	Spring Research and Creative Works Symposium (No Classes)
May	2	Wednesday	Last day of classes
	7	Monday	Final exams begin
	8	Tuesday	Seniors' (prospective May graduates) grades due in Records Office by noon.
	11	Friday	Final examinations end
	12	Saturday	Commencement
June	16	Wednesday	Remainder of grades due by 5:00 p.m.
	4	Monday	Last day for removing “Incomplete” grades

SUMMER 2018

Summer I Term	May 16 – June 8 (May 28 SU closed-no classes)
Summer II Term	June 11 – 29
Summer III/Non-Residential Term	May 16 – August 16 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)
Summer III grades due	August 24

SOUTHWESTERN UNIVERSITY:

A STATEMENT OF WHO WE ARE

Southwestern possesses an historic and continuing mission that has guided our 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, we face 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 and staff, as well as 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 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.

Institutional Mission Statement

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

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

Southwestern University's Core Purpose

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

Southwestern University's Core Values

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

POLICY STATEMENTS

Southwestern University's recruitment and admission of students, awarding of financial aid and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, sexual orientation, gender identity/transgender status, or any other impermissible factor. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities, including sexual misconduct. The Southwestern University Title IX Coordinator is Elma Benavides who can be reached at benavide@southwestern.edu or by phone, (512)863-1441.

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 Brown family have also recognized and promoted the potential of Southwestern's faculty and students. The Brown legacy at Southwestern is also present on campus today through the Shilling Lecture Series, in the exemplary teaching and scholarship carried out by Brown Chairs and Fellows, and in the presence on campus of the Brown Scholars, recipients of Southwestern's highest academic award.

The Brown College of Arts and Sciences is comprised of the Division of Humanities, the Division of Natural Sciences, and the Division of Social Sciences. The Brown College encompasses 18 academic departments and one area, and is also the primary home of 5 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.

Humanities

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

Social Sciences

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

Natural Sciences

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

The Sarofim School of Fine Arts

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

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

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

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:

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

SOUTHWESTERN UNIVERSITY CURRICULUM

Rationale

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

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

Southwestern University's *Paideia* provides students with an educational experience that is interdisciplinary, integrative, and intentional. The philosophy of *Paideia* is that because life is interconnected and interdependent, education must be integrated and interdisciplinary. It is an **integrative** educational model that supports students as they explore the complexity of real life problems – integrating multiple viewpoints and perspectives from engaging in rich, varied experiences. **Interdisciplinary** and **intentional** teaching and learning offers a way to understand disciplines better: to see their assumptions, to critique their histories and investments, and identify points of connection.

Paideia is based on the belief that education must be intentional, that it centers on guided understanding of substantive issues or problems central to the human condition and posed as interdisciplinary, thematic questions. *Paideia* begins by approaching essential questions from three different disciplines, then from an interdisciplinary perspective in a team taught seminar. This framing of the questions promotes flexibility, open mindedness and creativity in thinking and problem solving.

Following their First-Year Seminar* all students will indicate their cluster preference and will be placed into a cluster. Students will take three interconnected courses over the subsequent semesters, culminating with the Paideia seminar in their junior or senior year.

*Students who enter Southwestern with 30 or more credits of transfer work will count Advanced-Entry Seminar as one of their cluster courses.

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

Objectives

- I. Southwestern University graduates will demonstrate:
 - a. the ability to read and think critically.
 - b. the ability to write and speak cogently.
 - c. proficiency in a second language.
 - d. the ability to apply disciplinary knowledge and skills in major projects or other intentional and significant assignments.
- II. Southwestern graduates will develop significant proficiency in their chosen academic major disciplines and will also demonstrate knowledge in the following areas:
 - a. reasoning mathematically, logically and/or symbolically.
 - b. critically interpreting and comparing cultures.

- c. using scientific literacy and understanding of elements of the natural environment to analyze social and/or scientific issues.
 - d. developing aesthetic awareness and engaging in creative activity.
 - e. analyzing the relationship between the individual and the social environment.
 - f. analyzing and understanding the knowledges and practices that define human cultures and identities.
- 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 mission of the First-Year and Advanced Entry Seminars is to help the new student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking/redefining the role of reading, writing, and discussion in inquiry and student centered learning.

Paideia Cluster

Courses across the disciplines are organized as Paideia Clusters around thematic questions, which help to make students more explicitly aware of the disciplinary considerations of the thematic questions. Paideia moves students and faculty understanding beyond the disciplines and enhances the connections between in and out of the classroom learning experiences as they seek creative solutions to complex real world problems. Intercultural study and community-engaged learning further broaden and strengthen student and faculty ways of understanding – analyzing and solving - real life problems. Students are assigned to a Paideia theme based on their interests. No more than two courses may be taken in one department. Up to two courses may meet requirements for Paideia and the major/minor. Transfer course work will not meet requirements for Paideia. Students who enter Southwestern with 30 or more credits of transfer course work will count Advanced-Entry Seminar as one of their cluster courses. One Paideia course may be taken abroad with preapproval from the specific Cluster Coordinator.

Paideia Seminar

The Paideia Seminar creates the interdisciplinary space in which students and faculty collaborate together in exploring the thematic questions. This team-taught seminar serves as the culminating course in the Paideia cluster. Seminars will feature informed, focused discussion based on the cluster theme and opportunities for students to collaborate with faculty in the development of the seminar. An integrative space where students think critically about their experiences in the cluster as well as their academic experiences as a whole including community-engaged learning and study abroad. Pre-requisite: at least 2 out of 3 courses connected to the students' assigned Paideia cluster. The third course may be taken concurrently with the Paideia seminar. Students are assigned to a Paideia seminar taken in their junior or senior year.

Paideia with Distinction

In order to graduate with Paideia distinction, students should complete:

- the three theme-based cluster courses and the Paideia Seminar with an average grade of 3.7 or higher in those courses
- a significant community-engaged learning experience
- a significant intercultural experience
- reflective evaluations of their community-engagement and intercultural learning

Languages and Cultures

Southwestern University students ordinarily must demonstrate proficiency at the intermediate to advanced level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in order to fulfill the language requirement. Incoming students have the opportunity to demonstrate proficiency by achieving advanced placement on the regularly scheduled placement examinations (please see the section about earning credit through placement on page 26). 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 intermediate or higher proficiency in another language provides access to intellectual inquiry, effective interpersonal communication, and intercultural awareness.

Southwestern allows students to seek fulfillment of the language requirement in languages offered at other institutions, or which are heritage languages other than English. In order to fulfill the language requirement in a language not offered at Southwestern University, the student is responsible for supplying pertinent documentation to the Modern Languages and Literatures Department and to the Center for Academic Success and Records, including official transcripts and/or expert verification of intermediate or higher proficiency in the target language.

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 Area/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 broad program must complete a petition process through the Office of Intercultural Learning (IL). Students may obtain the proposal form from IL, and should, if possible, submit the form no later than five weeks prior to the end of the semester preceding the study abroad period. This will help to ensure that the student receives credit for the course prior to their departure. The director of IL will review the proposal and make recommendations to the Intercultural Programs and Perspectives Committee (IPPC), which has the 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 form. If the IPPC has insufficient information to approve a course for the IP designation prior to the departure of the student for the study abroad experience, the course will be evaluated upon the return of the student to campus.

Social Justice

In accordance with Southwestern University's core values which state that the University fosters diverse perspectives, respects the worth and dignity of persons and promotes activism in the pursuit of justice, Southwestern requires all students to take one course that provides them an opportunity to understand how difference is used in the maintenance of structures of power (e.g. institutions, discourses, etc.) and inequality, as well as the activism in which people engage to promote social justice. The Social Justice requirement may be satisfied by designated courses taken in the Area/School Requirements outlined below. Courses that satisfy this requirement are marked in the catalog with (SJ) following their descriptions.

Distribution Courses

As designated by the requirements of each degree, students are to take a course in each area and school of the university. Each area or school may specify the type of courses required to satisfy this requirement. All courses that satisfy distribution requirements are marked in the catalog by including the designation for each area or school that the course may satisfy. A course may only count as satisfying this requirement in one of the areas or school indicated for each course that carries multiple designations.

Humanities Area:

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.

Natural Sciences Area:

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.

Social Sciences Area:

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 above the introductory 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 Paired Majors). All students must have a major in their academic program.

The Minor

A minor requires at least 18 credits in a subject field (12 above the introductory 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 Paired Majors). 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

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

Electives (credits vary depending on degree program and choice of major)

These unrestricted courses give students the opportunity to pursue topics of personal interest that complement courses taken to satisfy degree requirements.

Majors and Minors Available at Southwestern

Majors

Anthropology	181
Applied Physics	160
Art (Studio)	31
Art History	34
Biochemistry	50
Biology	42
Business	63
Chemistry	48
Classics	55
Communication Studies	58
Computational Mathematics	120
Computer Science	119
Economics	62
Education	71
English	84
Environmental Studies (Interdisciplinary)	89
Feminist Studies (Interdisciplinary)	97
French	126
German	126
Greek	55
History	102
International Studies (Interdisciplinary)	109
Kinesiology	113
Latin	55
Latin American and Border Studies (Interdisciplinary)	116
Mathematics	118
Music	137
Philosophy	153
Physics	157
Political Science	162
Psychology	166
Religion	175
Sociology	180
Spanish	132
Theatre	185

Paired Majors

Art History/Business	34
Art History/History	34
Communication Studies/Feminist Studies	58
Economics/Business	62
English/Feminist Studies	83
History/Feminist Studies	103
International Studies/French	109
International Studies/German	109
International Studies/Spanish	109
Philosophy/Feminist Studies	154
Psychology/Education	166
Religion/Feminist Studies	176
Sociology/Anthropology	179
Sociology/Feminist Studies	179
Spanish/Latin American Studies	117
Theatre/Feminist Studies	185

Minors

Anthropology.....	181
Architecture and Design Studies.....	34
Art (Studio).....	34
Art History.....	34
Biology.....	44
Business.....	63
Chemistry.....	49
Chinese.....	125
Communication Studies.....	58
Computer Science.....	120
Economics.....	62
Education.....	77
English.....	85
Environmental Studies.....	90
Exercise and Sport Studies.....	93
Feminist Studies.....	99
French.....	126
Generic Special Education.....	77
German.....	126
Greek.....	55
History.....	104
Kinesiology.....	113
Latin.....	55
Latin American and Border Studies.....	117
Mathematics.....	119
Music.....	147
Philosophy.....	154
Physics.....	157
Political Science.....	162
Psychology.....	167
Race and Ethnicity Studies.....	171
Religion.....	176
Sociology.....	181
Spanish.....	132
Theatre.....	186

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 Area/School and the departments involved and must be approved by the Area/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. If the first 28-credit block of courses in an Independent Major proposal is in an interdisciplinary program (Environmental Studies, Feminist Studies, International Studies, or Latin American and Border Studies), the Area charged with approving the proposal is the one in which the majority of the credits resides. All of the 56 credits will be considered when determining the Area majority.

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 4 credits
- Languages and Cultures (*through fourth-semester proficiency*) up to 16 credits
- Fitness and Recreational Activity (*See Note at the end of this section*) 2 credits
- At least one Intercultural Perspectives (IP) course..... 3-4 credits
- At least one Social Justice (SJ) course 3-4 credits
- Two courses in the Humanities (H) 6-8 credits
- One course in the Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Natural Sciences with a semester-long experimental laboratory component (NSL)..... 3-4 credits
- Two courses in the 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
- Completion of Paideia cluster requirements..... 3 cluster courses and 1 seminar
- 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)

Total, including approved electives: minimum of 127 credits

Bachelor of Fine Arts (Art) (BFA)*

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through fourth-semester proficiency*) up to 16 credits
- Fitness and Recreational Activity (*See Note at the end of this section*) 2 credits
- At least one Intercultural Perspectives (IP) course..... 3-4 credits
- At least one Social Justice (SJ) course 3-4 credits

Seven of the eight following courses:

- Two courses in the Humanities (H) 6-8 credits
- One course in the Natural Sciences from the Mathematics and Computer Science Department 3-4 credits
- One course in the Natural Sciences with a semester-long experimental laboratory component (NSL)..... 3-4 credits
- Two courses in the 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
- Completion of Paideia cluster requirements..... 3 cluster courses and 1 seminar
- 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 4 credits
- Languages and Cultures (*through fourth-semester proficiency*) up to 16 credits
(*See specific requirements for Vocal Performance Concentration and Music Education Concentration with Certification for exceptions*)
- Fitness and Recreational Activity (*See Note at the end of this section*) 2 credits
- At least one Intercultural Perspectives (IP) course.....3-4 credits
- At least one Social Justice (SJ) course3-4 credits

Seven of the eight following courses:

- Two courses in the Humanities (H)6-8 credits
- One course in the Natural Sciences from the Mathematics and Computer Science Department3-4 credits
- One course in the Natural Sciences with a semester-long experimental laboratory component (NSL).....3-4 credits
- Two courses in the 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
- Completion of Paideia cluster requirements..... 3 cluster courses and 1 seminar
- 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 4 credits
- Foreign Language (*through fourth-semester proficiency*)..... up to 16 credits
- Fitness and Recreational Activity (*See Note at the end of this section*) 2 credits
- At least one Intercultural Perspectives (IP) course.....3-4 credits
- At least one Social Justice (SJ) course3-4 credits

Seven of the eight following courses:

- Two courses in the Humanities (H)6-8 credits
- One course in the Natural Sciences from the Mathematics and Computer Science Department3-4 credits
- One course in the Natural Sciences with a semester-long experimental laboratory component (NSL).....3-4 credits
- Two courses in the 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
- Completion of Paideia cluster requirements..... 3 cluster courses and 1 seminar
- 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 50-123/121 and 50-133/131 8 credits
 - Chemistry 51-153/151 or 51-143/141, and 51-163/161 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 Natural Sciences Area 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 4 credits
- Languages and Cultures (*through fourth-semester proficiency*) up to 16 credits
- Fitness and Recreational Activity (*See Note at the end of this section*) 2 credits
- At least one Intercultural Perspectives (IP) course.....3-4 credits
- At least one Social Justice (SJ) course3-4 credits

Seven of the eight following courses:

- Two courses in the Humanities (H)6-8 credits
- One course in the Natural Sciences from the Mathematics and Computer Science Department3-4 credits
- One course in the Natural Sciences with a semester-long experimental laboratory component (NSL).....3-4 credits
- Two courses in the 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
- Completion of Paideia cluster requirements..... 3 cluster courses and 1 seminar
- The Majorat least 38 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

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

Note: Repeated 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.

1. A minimum of 127 credits of academic work is required, of which at least 64 credits must be from Southwestern University. Student must complete their last 32 credits in residence (see number 8 below). Both a minimum overall grade point average of 2.0 on all college-level work attempted and at least a 2.0 on all Southwestern University work is required for graduation.
2. A major requires at least 30 credits and at least 60 percent of the work in the major must be above the introductory level. A minor requires at least 18 credits; of which 12 must be above the introductory 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.
3. Following their First-Year Seminar* all students will indicate their cluster preference and will be placed into a Paideia cluster. Students will take three interconnected courses over the subsequent semesters, culminating with the Paideia seminar in their junior or senior year. *Students who enter Southwestern with 30 or more credits of transfer work will count Advanced-Entry Seminar as one of their cluster courses.
4. A minimum of 30 credits of general education course work is required for graduation. General education credit includes any courses with the following designations: First-Year or Advanced Entry Seminar, Humanities (H), Social Sciences (ScS), Natural Sciences with a semester-long lab (NSL), Natural Sciences from Mathematics or Computer Science (NS), Fine Arts Lecture (FAL), Fine Arts Performance (FAP), the Modern Languages, and the Classical Languages.

5. 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 above the introductory level. The minor, if any, must include at least 12 credits (six credits above the introductory level) at Southwestern.
6. 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. Some majors may require higher grades in their courses.
7. 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.
8. Students who enter Southwestern with more than 64 transfer credits may include up to 16 additional credits from an approved study abroad program.
9. Seniors may complete up to two courses at a regionally accredited college or university on the following conditions: (1) they must have been in residence at Southwestern University for a period of four semesters; (2) they must apply for and receive approval for the work in advance from the appropriate department chair and the Center for Academic Success and Records; (3) courses approved for transfer to fulfill major or minor requirements must be approved by the appropriate department/program chair. All work attempted at other institutions must be reported to Southwestern on official transcripts in time to meet deadlines for graduation certification.
10. A department may provide for a general evaluation of the students' competence in their fields before the beginning of the final year. The specific techniques employed are adapted to the discipline involved, and may include public performance (as in The Sarofim School of Fine Arts) or oral or written examination or both. A senior oral examination or other departmental evaluation may be required at the discretion of the department. Such requirements may be in addition to the capstone experience and will be noted within the department specific area of the catalog
11. 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.
12. 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 12 credits to complete for summer graduation may participate in the Commencement Convocation provided (1) they intend to complete their degree during the following summer term, (2) all grades except those for remaining courses are submitted by the senior grade deadline (Monday prior to Commencement), and (3) they can provide evidence of summer registration for the missing credits. Should a candidate have a compelling reason to be absent from Commencement, he or she may petition to be graduated in absentia by writing to the Dean of the Faculty. Permission to take remaining courses elsewhere must be granted by the Director of Records.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

Registration follows procedures published by the Center for Academic Success and Records. 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. If a student fails to submit payments by the deadline, the student's registration may be canceled and the student must re-register.

CHANGE OF CLASS SCHEDULE

Academic adviser approval is required for initial registration. Once registered, students may modify their schedules with the appropriate approvals as specified by the Center for Academic Success and Records (CASAR). 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 CASAR's Web page for specific instructions for drop/add procedures.

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

Students may add courses through the second Wednesday of class. 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 each semester. The Director of Academic Advising assigns an academic adviser to each new student who enters the University. After the first semester, a student may request a change in adviser by completing the "Change of Academic Adviser" form available in the Center for Academic Success and Records (CASAR) or on the CASAR'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, in some degree programs, such as art, music, languages or the natural sciences, students must enter a sequence of courses in their first semester in order to complete the program in four years. The Director of Academic Advising will assign entering students who indicate interest in such programs to academic advisers who will guide students accordingly.

Students who have completed 60 or more credits must declare a major from the list of majors in the catalog by submitting a completed "Request for Degree Plan" to the Center for Academic Success and Records (CASAR). Students who experience difficulty in choosing a major are encouraged to contact the CASAR. 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 Center for Academic Success and Records in tracking these requirements.

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

Degree requirements may change in a later catalog. The specified sets of requirements will expire 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. 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 up to two courses to count in both majors, unless otherwise specified by department. Refer to the appropriate departmental section of the catalog or contact the chairs of the applicable departments or programs for details. Students in paired majors must complete all requirements, including capstones, for both majors.

SECOND BACCALAUREATE DEGREE

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

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

THE ORGANIZATION OF COURSES

Courses in the curriculum of the University are expressed in terms of credits. For courses that have a minimum class time of 150 minutes per week, students should expect to work outside of class a minimum of 2.5 hours per credit per week. For courses that have a minimum class time of 200 minutes per week, students should expect to work outside of class a minimum of 2 hours per credit per week. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

Course Numbers

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

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

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

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

The numbering system in Applied Music is as follows: the first position is always "8"; the second position is a letter indicating the instrument being studied; the third position is a zero 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 an introductory-level one-hour applied music piano course.

SPECIAL COURSE OPTIONS

Southwestern offers a number of special course options.

Independent Study

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

An Independent Project Description Form must be completed by the student and supervising faculty member giving the 1) Title, 2) Statement of Purpose, 3) Methods and 4) Content. 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 Center for Academic Success and Records by the last day to add courses.

Research Courses

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

Tutorial Courses

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

Seminars

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

Selected Topics

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

Honors Courses

Certain departments offer the opportunity to participate in the University's Departmental Honors Program to highly qualified 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 Center for Academic Success and Records 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, during the sixth to tenth 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 Director of Records drop the student from the course with a grade of "W". After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an "F." Students will be notified of this action by the Center for Academic Success and Records.

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. Transcripts may be requested via the Center for Academic Success and Records web page. These requests are subject to applicable charges. No transcript of credits, statement of standing, diploma or application for a teaching certificate will be granted to students who have a balance due on their account at Southwestern.

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

GRADING SYSTEM

Grades indicate quality of work done by students as follows:

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

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

- P Pass in a Pass/D/F course; denotes C- or better;
- AU Audit;
- CR Credit by examination or in a credit/no credit course; denotes C- or better;
- NC No credit in a credit/no credit course.
- I An Incomplete grade. The grade of Incomplete shall be given only in the case of medical emergency or some other emergency situation beyond the student's control. The grade of Incomplete may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Center for Academic Success and Records (CASAR). If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 p.m. on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records.

W 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. In computing students' cumulative grade point averages, the grades for all attempts in repeated courses in which no credits were earned are included in the average.

Pass/D/F Courses

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

Students may take up to 16 total credits of elective credit in their junior and senior years at Southwestern on a "Pass/D/F" basis; however, these courses cannot replace regularly required courses of the major, minor, 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 to or from Pass/D/F registration 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 Center for Academic Success and Records (CASAR) 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 CASAR. 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. Petition forms are available in the CASAR.

PERMANENT RECORD

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

An explanation of FERPA may be found in the Southwestern University Student Handbook, Faculty Handbook, and the University web site.

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 CASAR.

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 Center for Academic Success and Records keeps information regarding each of these addresses as part of the directory information on the Student Record, and students must maintain accurate data there. Furthermore, students are responsible for claiming their accounts, ensuring that their mailboxes do not become too full, and regularly checking e-mail and their SU Box for important University communications. Students are responsible for the content contained in official messages.

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 hours 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 wishing to add a larger than normal academic load must receive adviser and Director of Records' 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 and Records (CASAR). Students who wish to drop from full-time to part-time status must meet with a staff member in the CASAR 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 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 and Records (CASAR) 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 CASAR, 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 information and student housing requests (if applicable) for the semester in which they plan to return to campus.

Auditing

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

Degree-Seeking Students:

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

Non-Degree Seeking/Visiting Students:

Non-degree seeking individuals interested in auditing a course should complete a visiting student application. Upon receipt of the application, consultation with the instructor and Director of Records will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course

term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. (See the Schedules of Special Fees and Deposits in the Catalog.) Courses designed to develop skills and that are “hands-on” in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as audit.

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

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 Curriculum Committee (formerly 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.

Latin Praise Honors are separate from the University Departmental Honors Program explained elsewhere in this catalog.

Paideia with Distinction

In order to graduate with Paideia distinction, students should complete:

- the three theme-based cluster courses and the Paideia Seminar with an average grade of 3.8 or higher in those courses
- a significant community-engaged learning experience
- a significant intercultural experience
- reflective evaluations of their Community Engagement and Intercultural Learning

PROBATIONARY STATUS AND ELIGIBILITY

Academic Probation

Students remain in good standing academically as long as they are making satisfactory progress toward graduation, and are not on academic probation. “Good standing” is defined as earning at least a 2.0 cumulative grade point average, and completing at least 24 graded credits in an academic year. Academic standing is based only on coursework attempted at Southwestern. Academic probation status is noted on students’ transcripts.

Students will be placed on academic probation if their cumulative grade point average at the end of their second semester of attendance falls below 2.0, and if they pass fewer than 24 graded Southwestern credits in their first year. In subsequent years, students will be placed on academic probation if their cumulative grade point average falls below 2.0 and they are not making satisfactory progress toward graduation by passing an average of at least 24 graded credits each year. It is important to understand that students need to average 16 credits per semester (32 per year) to graduate in four years. To remove academic probation, students must:

1. Receive academic counseling as outlined by the Center for Academic Success and Records;
2. Pass at least 12 graded credits in the next regular semester at Southwestern with a semester grade point average of at least 2.0;
3. Raise their cumulative grade point average to at least 2.0; and,

4. Satisfy the requirements of the prescribed probation program.

Students on academic probation are expected to demonstrate reasonable progress in removing academic probation, and are encouraged to make reasonable progress toward the degree by completing an average of 16 credits per semester. 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 Provost (or a designate), the Director of Records (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. 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. Students who take Southwestern summer courses, or approved courses from another institution, may use those credits toward the determination of their academic standing for the subsequent 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 OR whose grade point average is above a 2.0, but completed less than 24 credit hours in the academic year, will be placed on academic warning by the Center for Academic Success and Records. Students receive a letter notifying them of academic warning, but no entry is made on the students' transcripts. Students placed on warning are expected to:

1. Participate in the Planning for Academic Success Seminar (PASS) offered by the Center for Academic Success and Records;
2. Pass at least 12 graded credits in the next regular semester at Southwestern with a term GPA of at least 2.20;
3. Raise the cumulative GPA to at least a 2.0.

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. Students who take Southwestern summer courses may use those credits toward the determination of their academic standing for the subsequent semester.

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

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

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

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

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

Withdrawal from the University

A student may withdraw from the University during a semester by completing a request for withdrawal with a staff member from the Center for Academic Success and Records. 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 and Records 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. Courses with grades of P or CR are not accepted. Transfer hours 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 Center for Academic Success and Records web page for additional policy information on credit by transfer.

CREDIT FOR MILITARY VETERANS

Veterans who have completed basic training, and have been honorably discharged, will be granted one lower-level and one upper-level fitness and recreational activity credit after submitting a DD Form 214 to the Center for Academic Success and Records. Students on active duty may submit their Joint Services Military Transcript, if a DD 214 is not available.

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

International Baccalaureate Program

Southwestern University recognizes the International Baccalaureate Program and awards college credit upon receipt of a score of at least 5 on the higher-level exam. The Center for Academic Success and Records (CASAR) maintains a list of accepted International Baccalaureate examinations, scores and equivalent credit on the CASAR'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 Center for Academic Success and Records. 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

Students fulfilling the language requirement at Southwestern are expected to attain proficiency in oral and written expression, listening comprehension, reading, and cultural competency. These goals are usually attained at the end of a fourth semester college-level course. Thus, Southwestern students are required to study a language through course level XX-124.

All entering students take placement examinations, which are offered in Chinese, French, German, Greek, Latin and Spanish. Individual results of this exam, coupled with the student's years of high school language study, determine placement into one of the four required sequential courses (014, 024, 114, 124) or exemption from the language sequence.

In some situations, placement scores may result in credit earned; this determination is based upon the student's start term at Southwestern University.

See the Modern Languages and Literatures section in the catalog for detailed information specific to each language offered at Southwestern University. Please see page 10 for receiving credit for languages not offered at Southwestern.

TOEFL Exam

Generally, students whose native language is not English must achieve at least a score of 570 (paper-based test) or 88 (internet-based test) 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 consortia 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).

ANIMAL BEHAVIOR

Interdisciplinary Program

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

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

Contributing Faculty:

Maria Cuevas, PhD, Professor of Biology

Martín Gonzalez, PhD, Associate Professor of Biology

Laura Hobgood, PhD, Professor of Religion

Scott McLean, PhD, Professor of Kinesiology

Benjamin Pierce, PhD, Professor of Biology

Jesse E. Purdy, PhD, Professor *Emeritus* of Psychology

Jimmy Smith, PhD, Professor of Kinesiology

The Animal Behavior program at Southwestern University includes courses from the Psychology and Biology programs to create a major focused on understanding the factors that influence behavior, the functional significance of behavior, the development of behavior, and evolution of behavior. With a strong foundation in the sciences, students take introductory classes in Biology, Chemistry, Statistics and Psychology in preparation for mid-level courses in Research Methods, Animal Behavior and Learning. To fulfill the Animal Behavior major, students have a suite of choices of upper-level courses in Biology to combine with Behavioral Neuroscience in the Psychology Department. Student work in the program concludes with a year of Capstone Research or Internship.

The Animal Behavior Program will not continue in its current form past 2019. New students will not be permitted to major or minor in Animal Behavior after July 1, 2016. It is suggested that prospective students can gain a similar educational experience by majoring and minoring in the parent departments of Psychology and Biology.

Southwestern University is committed to offering the courses needed to fulfill the requirements of the Animal Behavior program for all students enrolled and declared before the fall 2016 semester. In the future, the Departments of Psychology and Biology will continue to provide the other foundational courses that make up the major and minor. Students who enroll before the fall of 2016 and who follow the recommended sequence of courses will be able to graduate with an Animal Behavior major, either a BA or a BS degree.

Note on course numbering: 100 level courses are introductory and have no prerequisites. 200 level courses are considered upper-level and have one prerequisite. 300-500 level courses are upper-level courses and may have multiple prerequisites. 800 level courses are capstone and research courses. 900 level courses are tutorials, honors, internships, and independent study.

Animal Behavior (ANB)

- 09-214 **INQUIRY-BASED RESEARCH METHODS.** This course is designed to give students in-depth experience with the research methods used in contemporary psychology, including both experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, survey research, experimental design, statistical analysis using SPSS, ethics in conducting research, and scientific writing and APA style. This course (which contains a required 1-credit lab, 09-211) involves more intensive experience conducting original research, and thus serves as good preparation for later independent research, such as capstone research or graduate school. As such, this course is recommended for (a) psychology majors who prefer a research-based capstone over an internship-based capstone, and (b) students considering applying to graduate school in psychology. Also Psychology 33-214. Co-requisite: Concurrent registration in 09-211, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 09-214-01 & 09-211-01). Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. (Fall) (WA) (ScS)
- 09-211 **LAB FOR INQUIRY-BASED RESEARCH METHODS.** This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research. This lab is required for Inquiry-Based Research Methods. Co-requisite: Concurrent registration in 09-214, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 09-214-01 & 09-211-01). Also Psychology 33-211. (Fall)
- 09-254 **ANIMAL BEHAVIOR.** 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. Also Psychology 33-254. Prerequisite: Biology 50-112 and 50-122, or Psychology 33-104.
- 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. See Biology 50-971, 50-972, 50-973, 50-974.
09-984	HONORS. By invitation only.

ART AND ART HISTORY DEPARTMENT

The Sarofim School of Fine Arts

Thomas Noble Howe, PhD, Professor of Art and Art History and Chair-Art History
 Victoria Star Varner, MFA, Professor of Art and Chair-Studio Art
 Ron Geibel, MFA, Visiting Assistant Professor of Art
 Patrick Hajovsky, PhD, Associate Professor of Art History
 Katherine M. Hooker, MSIS, Assistant Professor of Art and Art History and Visual Resources Librarian
 Allison Miller, PhD, Assistant Professor of Art History
 Noel Robbins, MFA, Part-Time Assistant Professor of Art
 Kimberly Smith, PhD, Professor of Art History
 Patrick B. Veerkamp, MFA, Part-Time Professor *Emeritus* of Art
 Mary Hale Visser, MFA, Professor of Art
 Allison Young-Vaughn, MFA, Part-Time Assistant Professor of Art

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 New York Arts Program internship offered through the Great Lakes College Association (GLCA).

STUDIO ART (ART)

The studio art curriculum offers art, design, and architecture courses 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, digital arts, commercial art, design, arts administration, teaching art in elementary and secondary schools, etc.). There are two studio art degree programs: the Bachelor of Arts, and the Bachelor of Fine Arts, which is a more focused degree that requires departmental admittance into the program. Students are also encouraged to incorporate a semester abroad or a semester in the NYAP internship in New York.

Studio Art Goals:

1. Develop students' abilities to think critically and creatively about art practice 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 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 second studio in that medium by the end of their sophomore 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 that 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 that appeals to them.

ART HISTORY (ARH)

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

Department Goals:

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

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

Students majoring in art history are required to take a one-semester foundation introductory course (000’s), one course in each of the four areas of Asian Art (200’s), Latin American (300’s), Pre- or Early Modern Europe or architectural history (400’s) and Modern (500’s), a course on Theory and Methods of Art History taken fall Jr. or Sr. year (71-814), a capstone research seminar taken fall Sr. year (71-824), and two further electives.

Students should take Theory and Methods of Art History in the FALL OF JUNIOR YEAR. Students who are studying off campus during the fall of their junior year, or cannot take the seminar for some other legitimate reason, may elect to take Theory and Methods in the fall of their senior year at the same time that they take the capstone seminar. The capstone research seminar, in which students pursue an advanced research topic of their own choosing with faculty approval, and must be taken in the FALL SEMESTER OF SENIOR YEAR.

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

International Studies, with concentration in Europe, Asia or Latin America. It is possible to complete a 56-credit program in International Studies that combines a disciplinary major in Art History (in which at least two courses must focus on the geographical area of emphasis) with an additional “Concentration” consisting of: three courses on either East Asia, Europe, or Latin America (one of which may be in Art History); 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.

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
- One course from:
 - ART69-414 Sculpture: Figurative
 - ART69-424 Sculpture: Abstract
- ART70-224 Drawing II (as soon as possible)

Focus: The BA focus area is a four-course sequence in one focus medium chosen from Intermedia: Ceramics, Design; or Intermedia: Painting, Drawing, Printmaking; or Intermedia: Sculpture, Digital Arts, Photography. To stay on track for a four-year BA degree, the focus medium must be declared by the mid-sophomore year, and the second course in the focus medium must be completed by the end of the sophomore year.

- One additional course (by the end of the sophomore year) from:
 - 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 intermedia focus area (note: these courses are offered only once per year):
 - ART69-234 Intermedia Seminar: Ceramics and Design
 - ART69-334 Intermedia Seminar: Painting, Drawing, and Printmaking
 - ART69-434 Intermedia Seminar: Sculpture, Digital Arts, and Photography
- One course in the Intermedia Capstone (note: these courses are offered only once per year):
 - ART 69-236 Intermedia Capstone: Ceramics and Design
 - ART69-336 Intermedia Capstone: Painting, Drawing, and Printmaking
 - ART69-436 Intermedia Capstone: Sculpture, Digital Arts, and Photography

Studio elective:

- One additional course (3-4 credits) in studio art chosen from courses with a 70-xxx prefix

Art history:

- One Art History course

Note on course numbering: 69- indicates studio art primary focus media: ceramics, painting, sculpture; 70- indicates all other studio media. 100 level courses are introductory. 200-700 level courses indicate various media. 800 level courses are exhibition practicums. 900 level courses are tutorials, honors, internships, and independent study.

Bachelor of Fine Arts in Studio Art:

The BFA in Studio Art is a pre-professional degree that intensifies work in art and design supported by a program in general studies; normally, the intent is to prepare students for professional practice and graduate study. To be admitted to the BFA degree program, students must submit a formal application and pass a portfolio jury during the sophomore or junior year. BFA students must maintain a specified grade point average and pass regular reviews by the studio faculty as a whole to continue in the program. Contact the department chair for the program requirements.

The BFA focus area is a four-course sequence in one intermedia area chosen from Intermedia: Ceramics, Design; or Intermedia: Painting, Drawing, Printmaking; or Intermedia: Sculpture, Digital Arts, Photography. To stay on track for a four-year BFA degree, the focus medium must be declared by the mid-sophomore year, and the second course in the focus medium must be completed by the end of the sophomore year.

Major in Studio Art (BFA): 18 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)
- ART 70-324 Drawing III

Focus: The BFA focus area is a four-course sequence in one intermedia area chosen from Intermedia: Ceramics, Design; or Intermedia: Painting, Drawing, Printmaking; or Intermedia: Sculpture, Digital Arts, Photography.

- One additional course (by the end of the sophomore year) from:
 - 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 intermedia focus area (note: these classes are offered only once per year):
 - ART69-234 Intermedia: Ceramics, Design
 - ART69-334 Intermedia: Painting, Drawing, Printmaking
 - ART69-434 Intermedia: Sculpture, Digital Arts, Photography
- One course in the Intermedia Capstone (note: these courses are offered only once per year):
 - ART69-236 Intermedia Capstone: Ceramics and Design
 - ART69-336 Intermedia Capstone: Painting, Drawing, and Printmaking
 - ART69-436 Intermedia Capstone: Sculpture, Digital Arts, and Photography

Art History:

- ARH71-024, -034, -044, or -054 Introduction to Art History
- One modern Art History course from:
 - ARH71-524 19th Century Art in Europe and the United States
 - ARH71-534 Modernism and 20th C. Avant-gardes
 - ARH71-544 Art After 1945 (recommended)
- ARH71-024 Introduction to Art History: East Asian or one ARH71-300 course in Latin American (except ARH71-304 “special topics”)

Exhibition Practicum:

- Two semesters (one of which must be in the semester of the senior exhibition) of ART70-812 Exhibition Practicum

Studio and Art History Electives:

- Four additional courses (3-4 credits each) in studio art; one art history elective course may be taken instead of a studio course. A total of four credits of Independent Study may count as studio art electives; any additional Independent Study hours count as university electives.

BFA Exhibit Capstone:

- B.F.A. Capstone Exhibition The capstone exhibition must be sponsored by a faculty member in the appropriate medium; and must be approved by the full-time studio art faculty for graduation. BFA students present a senior art exhibition to the public and give a formal talk to the studio faculty for a jury grade. See the Department Chair for details.

Minor in Studio Art: Five courses to include two courses in the same medium required: (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 (3-4 credits) in any studio medium offered in the department: either one additional course in the above focus media plus one in any other medium; or two additional courses in the above media; or two courses in the same medium selected from any offered in the department (e.g., printmaking, photography, digital arts, drawing, architecture/design, and may include one advanced intermedia course).

Minor in Architecture and Design Studies: Five 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
- One course from:
 - ARH71-484 World Architecture: A Comparative Cultural History
 - ARH71-494 Modern Architecture

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

Note on course numbering: 71- indicates art history. -000 and -100 level courses are introductory. 200-500 level courses are period and culture courses (-200: East Asia; -300 Latin America; -400 Pre-Modern and Early Modern Europe and architectural history; -500: Modern Euro-America). 800- level courses are theory and methods, and capstone seminar, primarily for majors. - 900 level courses are tutorials, honors, internships, and independent study.

Introduction:

One Introduction to Art History (any 000- course). Open only to first-year and second-year students, or consent of instructor. Only one 000- level course counts toward the major. Any second 000- course counts as a university elective.

Distribution:

- One course from East Asian Art and Architecture (any 200- course).
- One course from Latin American Art (any 300- course).
- One course from Pre- or Early Modern Europe or Architectural History (any 400- course).
- One course from Modern art (any 500- course).

Electives:

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

Upper Level Courses for Majors:

- ARH71-814 Theory and Methods of Art History (to be taken fall junior year or fall senior year)
- ARH71-824 Capstone Research Seminar (to be taken fall senior year)

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

- One Introduction to Art History (any 000- course). Open only to first- year and second- year students. Only one 000- course counts toward the minor. Any second 000- course counts as a university elective.
- One course in at least two of the four following areas (2 courses total):
 - Asian (any 200- course).
 - Latin American (any 300- course).
 - Pre- or Early Modern Europe or Architectural History (any 400- course).
 - Modern (any 500- course).
- Two additional courses in Art History, which must be upper-level (200- or above).

Paired Majors:

It is possible to do a 16-course paired major in History and Art History by counting an upper-level elective History course for one of the two upper level elective courses required in the Art History major and counting an upper-level Art History course for one of the two elective upper-level History courses required in the History major. (A double major would be 18 courses)

It is possible to do a 19-course paired major in Business and Art History by counting one upper-level elective course in Business, Economics or Accounting as one of the two upper level elective courses required in the Art History major, and counting an upper-level elective course in Art History in as one of the five upper-level elective courses required in Business, Economics or Accounting which are required for the Business major. (A double major would be 21 courses.)

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

Studio Art (ART)

Focus Media

69-214

CERAMICS: HAND-FORMING. A study of various hand-forming methods used in the production of ceramic art with a focus on the vessel form. Other topics include: ceramic materials and their use; low-fire clay and glaze formulation; studio procedures, contemporary ceramic artists, an introduction to the history, theory and criticism of art made of ceramic materials. This course is intended for first- and second-year students; no previous experience required. Lab required. (Spring) (FAP)

69-224

CERAMICS: WHEEL-FORMING. A study of the various wheel-forming methods used in the production of ceramic art with a focus on the vessel form. Other topics include: ceramic materials and their use; high-fire clay and glaze formulation; decorating techniques; studio procedures,

contemporary ceramic artists; and an introduction to the history, theory and criticism of art made from ceramic materials with an emphasis on the modern period (c. 1850-1970). This course is intended for first- and second-year students; no previous experience required. See online course schedule notes for instructions. Lab required. (Fall) (FAP)

- 69-234 INTERMEDIA SEMINAR: CERAMICS, DESIGN. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of ceramics, design and intermedia work form the artwork produced in this studio. May be repeated with a change in content for credit. Lab required. Prerequisite: Art 69-214 and 69-224, or permission of instructor. (Spring)
- 69-236 INTERMEDIA CAPSTONE: CERAMICS, DESIGN. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of ceramics, design and intermedia work form the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review for BAs and BFAs. Two evening labs are required. Prerequisite: Art 69-234 or permission of instructor.
- 69-244 CERAMICS: RAKU. Various pottery forming techniques will be considered in the study of contemporary ceramic art, including basic hand-forming 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. No previous experience required. 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 contemporary approach to materials, using historical and contemporary techniques and color theory to emphasize representational ideas and theories in contemporary art. This course is intended for first- and second-year students; no previous experience required. 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 contemporary approach to materials, historical and contemporary techniques, color theory and abstract painting practices and theories, and their use in contemporary abstract art. This course is intended for first- and second-year students; no previous experience required. Lab required. (FAP)
- 69-334 INTERMEDIA SEMINAR: PAINTING, PRINTMAKING, DRAWING. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the fields of painting, drawing, printmaking, and intermedia work form the artwork produced in this studio. Prerequisites: Art 69-314 and 69-324 (painting) or Art 70-714 and 70-724 (printmaking), or permission of instructor. May be repeated for credit with a change in content. Lab required. (Fall)
- 69-336 INTERMEDIA CAPSTONE: PAINTING, PRINTMAKING, DRAWING. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the fields of painting, drawing, printmaking, and intermedia work form the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review for BAs and BFAs. Prerequisites: Art 69-334, or permission of instructor. Two evening labs 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 in contemporary art. A significant portion of this course is devoted to the study of figure structure via clay, wax, wood and 3-D digital modeling. Students are expected to work toward innovation and extension of the figure as image. This course is intended for first and second year students; no previous experience required. Lab required. (Fall) (FAP)
- 69-424 SCULPTURE: ABSTRACT. The study and manipulation of space, form and materials available to the contemporary artist. Assignments emphasize an investigation of the expressive qualities of form in space using wood, clay, metal and 3D digital modeling. This course is intended for first and second year students; no previous experience required. Lab required. (Spring) (FAP)
- 69-434 INTERMEDIA SEMINAR: SCULPTURE, DIGITAL ARTS, PHOTOGRAPHY. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related

to the field of sculpture, photography, digital arts, and intermedia work form the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review in Studio Art for BAs and BFAs. Prerequisites: Two courses from sculpture (Art 69-414, 69-424), or one in sculpture and one in the following: digital arts (70-514, 70-524) or photography (70-624); or permission of instructor. May be repeated for credit with a change in content. Lab required.

- 69-436 INTERMEDIA CAPSTONE: SCULPTURE, DIGITAL ARTS, PHOTOGRAPHY. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of sculpture, photography, digital arts, and intermedia work form the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review in Studio Art for BAs and BFAs. Prerequisite: Art 69-434; or permission of instructor. Two evening labs 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. A drawing placement exam is available for those with previous experience and a full understanding of linear perspective, pictorial space, and the illusion of light and expression in both line and tonal drawings. See the Department Chair for details. Lab required. (FAP)
- 70-224 DRAWING II: INTERMEDIATE. Figure drawing with an emphasis on the enduring historical, aesthetic, and contemporary significance of figurative art. Models will be provided for the study of proportion, structure and articulation of the human body as the formal means toward expressive drawing. Related topics will also be studied. Various media. Prerequisite: Art 70-114. Lab required. (Spring) (FAP)
- 70-234 DRAWING III: ADVANCED. An advanced course in contemporary figure drawing and non-figurative contemporary drawing. The course is an extension of the concepts introduced in Drawing II with a greater emphasis on understanding the structure of the human body and the expressive potential of drawing. Other related topics are covered and may vary each semester. Prerequisite: Art 70-224. May be repeated with a change in content. 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. 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. (FAP)
- 70-524 DIGITAL ART: ANIMATION AND 3D MODELS. A studio art course that explores computer

animation and digital sculpture as a form of visual expression. Students will be required to produce an original animated short work informed by theoretical study and showing evidence of artistic skill in using 3D modeling software to communicate a visual statement. Final projects will take the form of an animated short, a 3D printed sculpture, or projection installation. 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)

- 70-624 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. Some work in woodcut may also be included in the course content at the instructor's discretion. Previous drawing experience is desirable. 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. Some work in woodcut may also be included in the course content at the instructor's discretion. Previous drawing experience is desirable. 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. (Fall and Spring)
- 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 in-depth project at the invitation of a faculty adviser and with the approval of the studio art faculty. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. Otherwise the credits count as independent study (69-954).

Art History (ARH)

- 71-024 INTRODUCTION TO ART HISTORY: EAST ASIAN. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of East Asian Art. Open only to first- or second-year students, or with consent of instructor. (Annually) (FAL) (WA) (IP)
- 71-034 INTRODUCTION TO ART HISTORY: LATIN AMERICAN. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of Latin American art, from the pre-Columbian, colonial, and modern eras, including US-Latino art. Open only to first- or second-year students, or with consent of instructor. Also Race and Ethnicity Studies 37-394 and Latin American and Border Studies 06-804. (Annually) (FAL) (WA) (SJ) (IP)
- 71-044 INTRODUCTION TO ART HISTORY: ITALIAN RENAISSANCE. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of Italian Renaissance art. Open only to first- or second-year students, or with consent of instructor. (Annually) (FAL) (WA)
- 71-054 INTRODUCTION TO ART HISTORY: MODERN ERA. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of European and American art from the 18th to the 20th centuries. Open only to first- or second-year students, or with consent of instructor. (Annually) (FAL) (WA)

- 71-204 EAST ASIAN ART & ARCHITECTURE. An introductory survey of the art and architecture of China, Korea, and Japan. Organized chronologically around twenty-four major themes. Jades, bronze vessels, tombs, calligraphy, landscape painting, Buddhist art, castles, gardens, woodblock prints, and contemporary works are among the topics covered. Emphasis will be placed on how the distinctive styles, genres, and traditions of each region emerged in relation to one another and in the context of a shared East Asian cultural heritage. (Annually) (FAL) (WA) (IP)
- 71-214 ARTS OF CHINA. This course surveys the arts of China from the Neolithic to the contemporary period. Each lecture will consist of an in-depth examination of one of twenty-three landmarks of Chinese art. A variety of works will be considered including jades, ancient bronzes, calligraphy, Buddhist murals, landscape paintings, Chinese gardens, temples, contemporary works, and more. Each work will be examined in its historical context, introducing students to China's social and political history, as well as its major religious and humanistic traditions including Confucianism, Buddhism, and Daoism. (Biennially) (FAL) (WA) (IP)
- 71-224 ARTS OF JAPAN. This course introduces the visual arts of Japan from the Neolithic to the late twentieth century. It will consider the development of the pictorial, sculptural and architectural traditions in light of themes such as religion, gender, cross-cultural exchange, and changes in socio-political life. Biweekly sessions will cover a range of subjects including ceramics, woodblock printing, ink painting, gardens, religious and castle architecture, calligraphy, tea ceremony, and contemporary works. (Biennially) (FAL) (WA)
- 71-234 ANCIENT CHINESE ART AND CIVILIZATION. This course covers China's rich and complex ancient civilization, beginning in the Neolithic and concluding with the fall of China's first long-lasting imperial administration, the Han dynasty. It considers the development and trajectory of Chinese art and architecture in relation to the formation of local states, kingdoms, and the early Chinese empires. Topics covered include painted ceramics, jades, oracle bones, bronze vessels and bells, lacquer works, mummies, gold ornaments, stone shrines, early palaces and cities, silk, and much more. Art works will be studied in the archaeological context in which they were discovered and in relation to the material culture surrounding them. (Biennially) (FAL) (WA) (IP)
- 71-244 BUDDHIST ART OF EAST ASIA. This course explores the Buddhist art of China, Korea, and Japan by looking at the distinctive styles, genres, and traditions of Buddhist art in each region as well as their shared cultural heritage. Students will study thangkas, mandalas, deity sculptures, portable paintings, temples, and rock-cut cave-chapels. They will also become familiar with the different traditions of East Asian Buddhism including Pure Land, Zen, and Esoteric traditions by reading original Buddhist sutras and looking at Buddhist art and architecture in its socio-religious context. (Biennially) (FAL) (WA)
- 71-254 LANDSCAPE AND ENVIRONMENT IN CHINESE ART. This course explores the roots and development of the landscape tradition in Chinese art from the pre-modern to the modern period, examining the tradition in relation to concepts of nature, human nature, territory, and environment. Weekly readings address topics such as real and imagined space; art as a completion or a violation of nature; landscape as a narrative device; illustration and cartography; landscape as political allegory; artificial landscapes in gardens and artists' studios; and contemporary landscapes.) Also Environmental Studies 49-264. (Biennially) (FAL) (WA) (IP)
- 71-264 ART IN CHINA SINCE 1911. This course, conducted in seminar format, will present an overview of the development of visual arts in China from the late 19th century to the present. Students will consider the ways that recent works created by Chinese artists responded to the turbulent politics of the 20th century, the global art market, and past traditions of Chinese art. Works in a range of mediums will be considered—from painting and calligraphy to architecture, film, and performance works. This course is open to non-majors, and there are no pre-requisites. Also Feminist Studies 04-274 and Race and Ethnicity Studies 37-284. (Biennially) (FAL) (WA) (IP)
- 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, Chupícuaro, 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. Also Latin American and Border Studies 06-814. (Biennially) (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. Also Latin American and Border Studies 06-824. (Annually) (FAL) (IP) (WA)
- 71-344 COLONIAL LATIN AMERICAN ART. Current issues in the study of art and architecture of the colonial period in Latin America, focusing on racial politics, religious conversion, and territorial control. Topics include missions and their decoration, religious conversion and resistance, social aspects of city planning and architecture, indigenous artistic traditions and the emergence of hybrid subjects and new genres, the rise of miraculous images such as Our Lady of Guadalupe, the social identities of artists, and civic and religious performances. Also Latin American and Border Studies 06-834. (Biennially) (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 questions 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. Students are strongly encouraged but not required to take any 300- course in Latin American art as preparation. Also Latin American and Border Studies 06-844 and Race and Ethnicity Studies 37-574. (Biennially) (FAL) (WA) (SJ)
- 71-414 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 will examine 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)
- 71-454 ART OF SPAIN. Looking at both sides of the pivotal year of 1492, this course examines aspects of cultural hybridity in art and architecture that resulted from the ideological conflicts and cultural intermingling of Christians, Muslims, and Jews, questioning the conflicting notions of *convivencia*, or peaceful communion of these religious groups, and the *Reconquista*, or Christian conquest of Spain. Highlights include the crucible city of Toledo, the Great Mosque of Córdoba, pilgrimage architecture on the route to Santiago de Compostela, and the al-Hambra palace in Granada. The course then turns toward Spanish artistic production of the Counter Reformation, concentrating on the roles of paintings and sculptures in visionary practices and the intellectual contributions of artists such as el Greco, Francisco de Zurbarán, and Diego Velázquez. (Biennially) (FAL) (WA)
- 71-484 WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY. A survey of several major architectural traditions and their cultural contexts from prehistory to the present. The presentation of each culture poses the same sequence of questions: topography; chronology; social and power structure; belief structure and rituals; economy; technology; building techniques; systems of ornament; and building types and functions, proceeding from urban and utilitarian to the most expressive monuments. The course terminates by looking at Euro-American Modern within the same framework of questions as the other cultures. 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, their meanings and their functions. Also Classics 07-114. (Biennially) (FAL) (IP) (WA)
- 71-494 MODERN ARCHITECTURE. A survey of Euro-American architecture from c. 1750 through present day. Material considers the context of intellectual history, industrial and political revolutions, mass culture and technological innovation. It is also an introduction to issues of architectural theory and the history of the modern architectural profession. (Biennially) (FAL) (WA)
- 71-514 ROCOCO TO ROMANTICISM. Encompasses the visual arts produced in Europe and the United States during the eighteenth and early nineteenth centuries. Considers Rococo art made under the

ancient régime, the influence of Enlightenment thought on the academic tradition, Salon culture, Neo-Classicism in art, Romantic painting, and native and colonial American art. Issues to be addressed include the relationship between revolution and art; the representations of gender, race and class; the tensions between Enlightenment and Romantic philosophies, and the connections between imperialism and art. (Biennially) (FAL) (WA)

- 71-524 19th C. ART IN EUROPE AND THE UNITED STATES. Encompasses the visual arts produced in Europe and the United States between 1830 and 1900. Organized according to chronological developments in the history of nineteenth-century art, concentrating on the emergence of a photographic visual culture, Realism in art, painting in the academy, the Impressionists, and post-Impressionist movements such as Divisionism, Symbolism, and Art Nouveau. The course also focuses on thematic issues including the rise of mass culture; class identity and conflict; gender in artistic representation and practice; and the politicization of art. (Biennially) (FAL) (WA)
- 71-534 MODERNISM AND THE 20TH C. AVANT-GARDES. Encompasses the visual arts produced in Europe and the United States between 1900 and 1945. Organized according to chronological developments in the history of twentieth-century art, concentrating on *fin de siècle* design, Fauvism, Cubism, Expressionism, the Russian avant-garde, De Stijl, photography and painting between the wars, Surrealism, and art under totalitarian regimes. The course also focuses on thematic issues including primitivism and the colonial imaginary; gender and modern art; abstraction in theory and practice; and the politics of modernism. (Biennially) (FAL) (WA)
- 71-544 ART AFTER 1945. Encompasses the visual arts produced primarily in Europe and the United States after the end of World War II. 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. Students are strongly encouraged but not required to take one of these courses as preparation: ARH 71-494, 71-524, 71-534, or 71-554. (Biennially) (FAL) (WA)
- 71-554 FEMINISM AND ART HISTORY. This course draws on feminist theory and scholarship to analyze art, artists, and the discipline of art history itself. Concentrates on how gender identifications and ideologies are involved in the making, reception and criticism of art. Provides a feminist reflection on the making of the art historical canon, and on how images sustain or challenge gender relations. Incorporates an intersectional perspective, considering how relational constructions of gender, sexuality, race, ethnicity, disability, class, and nation affect visual representation and practice. Also Feminist Studies 04-414. (Biennially) (FAL) (WA) (SJ)
- 71-814 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 intended for juniors in the major. Art History majors should plan to take this during the fall semester of junior year, but may enroll during the fall of senior year if necessary. Prerequisite: Art History 71-0XX (71-024, -034, -044, OR -054), and two additional upper-level courses (71-200, -300, -400, -500) in Art History (Fall semester annually. Art History majors must take it fall junior or fall senior year.)
- 71-824 CAPSTONE RESEARCH SEMINAR. A research seminar in various topics of the students' choosing with faculty approval. Open to majors only, except with permission of instructor. Must be taken in fall semester senior year. Prerequisite: Art History 71-0xx (71-024, -034, -044, OR -054), and four additional upper-level courses (71-200, -300, -400, -500) in Art History. (Fall semester annually. Art History majors must take it fall senior year.)
- 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.
- 71-984 HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single independent in-depth research project chosen in consultation with a faculty adviser and with the approval of the art history faculty. Students may begin the development of their honors project either independently spring semester junior year or fall semester senior year, or

they may begin the development of their project during their capstone seminar, fall semester senior year, and continue that project with further research and writing spring semester senior year. A student may also opt to develop the honors project independently of the capstone seminar, in which case all eight credits must count as University electives. If a student begins the project in the capstone seminar, only four credits must count as university electives. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. If Honors are not awarded the credits count as independent study (71-954).

BIOLOGY DEPARTMENT

Natural Sciences Area

Romi Burks, PhD, Professor and Chair
Erika Johnson Borden, PhD, Visiting Assistant Professor
Stacie Brown, PhD, Assistant Professor and Director of First-Year Laboratories
Maria Cuevas, PhD, Professor
Hayley Gillespie, PhD, Part-Time Assistant Professor
Martín Gonzalez, PhD, Associate Professor
Benjamin Pierce, PhD, Professor
Daniel R. (Max) Taub, PhD, Professor
Maria C. Todd, PhD, Professor
Airon A. Wills, PhD, 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, the Southwestern Community Garden, and in various field locations.

Department Goals:

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

Introductory courses in the Biology Department can either serve as prerequisites for further study for the biology major/minor or satisfy the 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, 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. The interdisciplinary major in Environmental Studies is 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.

NOTE: Students must complete the first-year Biology sequence (Biology 50-123/121, 50-133/131) with a grade of C- or better before enrolling in either Biology 50-222 or 50-232. Students must complete the first-year biology sequence and either Biology 50-222 or 50-232 (see specific prerequisites for each advanced-level course) with a grade of C- or better before enrolling in any additional courses above the introductory level.

Note on course numbering: 100 level courses are introductory. 200 level courses are taken by sophomores and require successful completion of introductory courses. 300-500 level courses are advanced level and require introductory or other courses as prerequisites, please refer to the course description for specifics. 900 level courses are capstone, tutorials, honors, internships, and independent study.

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

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular and Population Genetics
- BIO50-131 Investigation in Genetics
- BIO50-222 Methods in Ecology and Evolutionary Biology
- BIO50-232 Methods in Cellular/Molecular Biology
- One advanced cellular/molecular course from:
 - BIO50-404 Cancer Biology
 - BIO50-464 Molecular Biology
 - BIO50-484 Microbiology
 - BIO50-494 Biology of Reproduction
 - BIO50-514 Cellular Physiology
 - BIO50-534 Fundamentals of Immunology
 - BIO50-574 General Biochemistry I
 - BIO50-584 General Biochemistry II
- One advanced ecology/evolutionary biology course from:
 - BIO50-314 Genetics
 - BIO50-334 Evolution
 - BIO50-414 Global Change Biology
 - BIO50-434 Ecology
 - BIO50-444 Invertebrate Ecology
- Three additional courses (4 credits each) at 300-level or higher

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

- CHE51-143/141 General Chemistry I with Tutorial/Lab or CHE51-153/151 General Chemistry I/Lab
- CHE51-163/161 General Chemistry II/Lab
- CHE51-543/541 Organic Chemistry I/Lab
- MAT52-114 Introduction to Statistics

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

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular and Population Genetics
- BIO50-131 Investigation in Genetics
- BIO50-222 Methods in Ecology and Evolutionary Biology
- BIO50-232 Methods in Cellular/Molecular Biology

- One advanced cellular/molecular course from:
 - BIO50-404 Cancer Biology
 - BIO50-464 Molecular Biology
 - BIO50-484 Microbiology
 - BIO50-494 Biology of Reproduction
 - BIO50-514 Cellular Physiology
 - BIO50-534 Fundamentals of Immunology
 - BIO50-574 General Biochemistry I
 - BIO50-584 General Biochemistry II
- One advanced ecology/evolutionary biology course from:
 - BIO50-314 Genetics
 - BIO50-334 Evolution
 - BIO50-374 Human Genetics
 - BIO50-384 Conservation Biology
 - BIO50-414 Global Change Biology
 - BIO50-434 Ecology
 - BIO50-444 Invertebrate Ecology
- Four additional courses (4 credits each) at 300-level or higher

Required supporting courses in the Biology major, in addition to BS core (BS):

- CHE51-543/541 Organic Chemistry I/Lab
- CHE51-553/551 Organic Chemistry II/Lab
- MAT52-114 Introduction to Statistics - as the second Mathematics course in the Core

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.

The Biology Department provides two Capstone options for students: Research in Biology (BIO50-974) or a Course-based Undergraduate Research Experience (CURE) that takes place within all upper-level biology courses associated with a laboratory component (50-300 and above). Both options require successful completion of both written and oral communication components as well as a minimum score on the Biology Major Field Test.

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

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular and Population Genetics
- BIO50-131 Investigation in Genetics
- 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)

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)

- 50-123 LIVING SYSTEMS (3-0). This course will introduce students to fundamental cell and biodiversity concepts, such as, cell structure and function, cellular bioenergetics, the diversity of life and how different organisms interact with the environment and with each other. This course is required for students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements. Also Environmental Studies 49-123. To be taken concurrently with BIO50-121. (NSL).
- 50-121 INVESTIGATION INTO LIVING SYSTEMS (0-3) This laboratory course will provide students an opportunity to participate in the process of science as it relates to living systems through a semester long project. Also Environmental Studies 49-121. To be taken concurrently with BIO50-123. (NSL).
- 50-133 MOLECULAR AND POPULATION GENETICS (3-0). This course will introduce students to fundamental molecular and population genetics concepts, such as, molecular basis of inheritance and gene expression, Mendelian genetics and microevolutionary processes. This course is required for students majoring in Biology. Not intended for students solely seeking to fulfill general education requirements. To be taken concurrently with BIO50-131. (NSL).
- 50-131 INVESTIGATION IN GENETICS (0-3) This laboratory course will provide students an opportunity to participate in the process of science as it relates to molecular and population genetics through a semester long project. To be taken concurrently with BIO50-133. (NSL).
- 50-222 METHODS IN ECOLOGY AND EVOLUTIONARY BIOLOGY (3-3; half semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in ecology and evolutionary biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs, and developing specific laboratory and field research skills for ecology and evolutionary biology. Prerequisite: Biology 50-123/121 and 50-133/131 and Mathematics 52-114. (Fall and Spring) (NSL) (WA)
- 50-232 METHODS IN CELLULAR/MOLECULAR BIOLOGY (3-3; half-semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in cellular/molecular biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs and developing specific laboratory skills for cellular/molecular biology. Prerequisites: Biology 50-123/121 and 50-133/131. (Fall and Spring) (NSL) (WA)
- 50-244 HUMAN ANATOMY (3-3). See Kinesiology 48-244. (NSL). This course does not count towards the Biology major in the BA or BS degrees.
- 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 50-123/121, 50-133/131 and Biology 50-222 or 50-232 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (Ecology and Evolutionary 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 50-123/121, 50-133/131 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (Ecology and Evolutionary Biology) (NSL, CURE)
- 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 50-123/121 and 133/131 and Biology 50-232 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (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 50-222. (NSL, CURE)

- 50-374 HUMAN GENETICS AND EVOLUTION (3-0). An exploration of major themes and case studies in human variation and human evolution, including polygenic traits, gene by environment interaction, molecular evidence of natural selection, epigenetics, and variation in life history traits. Prerequisite: Biology 50-123/121, 50-133/131 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (Ecology and Evolutionary Biology) (NS)
- 50-384 CONSERVATION BIOLOGY (3-0) A survey of the field of conservation biology through global and local conservation case studies, including threats to biodiversity, solutions to conservation problems and protection of endangered species. Also Environmental Studies 49-354. Pre-requisites BIO50-123/121, BIO50-133/131 and BIO50-222. (Ecology and Evolutionary Biology) (NS).
- 50-404 CANCER 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 51-543/541. (Cellular and Molecular Biology) (NSL, CURE)
- 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 50-123/121, 50-133/131 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (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 50-123/121, 50-133/131 and Biology 50-232 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204, and Chemistry 51-543/541, or permission of instructor. (NSL, CURE)
- 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. Also Environmental Studies 49-434. Prerequisite: Biology 50-123/121, 50-133/131 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. (Ecology and Evolutionary Biology) (NSL, CURE)
- 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 50-123/121, 50-133/131 and Biology 50-222 or Kinesiology 48-314 or Psychology 33-204 or Animal Behavior 09-204. Biology 50-434 is recommended but not required. (NSL, CURE)
- 50-454 TISSUE MECHANICS (3-0). See Kinesiology 48-754. (NS)
- 50-464 MOLECULAR BIOLOGY (3-3). This course focuses on the molecular aspects of genetic systems in prokaryotes, eukaryotes and viruses. Topics include: molecular methods and their applications, cell cycle control, gene expression, regulation of gene expression, gene arrangement, DNA mutagenesis and repair, mobile genetic elements and viral replication. Laboratory includes independent projects using molecular biology techniques. Prerequisites: Biology 50-232 and Chemistry 51-543/541. (Cellular and Molecular Biology) (NSL, CURE)
- 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 51-543/541, or permission of instructor. (Cellular and Molecular Biology) (NSL, CURE)

50-494	BIOLOGY OF REPRODUCTION (3-0). This course takes a comprehensive look at the process of reproduction by examining the role of hormones, developmental and genetic sex, the process of puberty, and the production of offspring. Emphasis is given to human reproduction, although other species are studied to assist in the understanding of reproduction. Prerequisites: Biology 50-232 and Chemistry 51-543/541. (Cellular and Molecular Biology) (NS)
50-514	CELLULAR PHYSIOLOGY (3-3). The general functions of eukaryotic cells are studied primarily in animal cells. Topics include transcription, translation, protein functions, cell motility, secretion and endocytosis, cell signaling and cell cycling. Laboratory experiments teach techniques and concepts of cellular physiology. Prerequisites: Biology 50-232 and Chemistry 51-553/551. (Cellular and Molecular Biology) (NSL, CURE)
50-524	ENDOCRINOLOGY (3-3). This course undertakes a detailed exposure to the structure and function of the endocrine system. The course emphasizes the biosynthesis, mechanism of action and homeostatic function of hormones. Topics demonstrate the chemical and physiological principles of hormonal integration with emphasis on humans. Prerequisite: Biology 50-232 and either Chemistry 51-553/551 or 51-553/561. Chemistry 51-574 is recommended but not required; or permission of the instructor. (NSL, CURE)
50-534	FUNDAMENTALS OF IMMUNOLOGY (3-0). An introduction to the immune system as studied in mammals. Emphasis is placed on acquired immunity, specifically as it pertains to the humoral and cell-mediated immune responses. This course deals with the cellular and biochemical mechanisms involved in the education and regulation of both the humoral and cell-mediated immune responses. Prerequisites: Biology 50-232 and 50-474. Chemistry 51-574 is recommended but not required; or permission of instructor. (Cellular and Molecular Biology) (NS)
50-574	GENERAL BIOCHEMISTRY I (3-4). Prerequisites: Chemistry 51-553/551 or 553/561. 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) (NS)
50-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
50-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
50-901, 902, 903, 904	TUTORIAL.
50-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Prerequisite: Permission of instructor.
50-951, 952, 953, 954	INDEPENDENT STUDY. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.
50-971, 972, 973, 974	RESEARCH IN BIOLOGY. Students must 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. Also Animal Behavior 09-971, 09-972, 09-973, 09-974.
50-984	HONORS. By invitation only.

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Natural Sciences Area

Emily D. Niemeyer, PhD, Professor and Chair

Kerry A. Bruns, PhD, Professor

David Cooper, PhD, Visiting Assistant Professor

Michael Douglas, PhD, Part-Time Assistant Professor

Maha Zewail Foote, PhD, Professor

Michael Gesinski, PhD, Assistant Professor

Willis Weigand, PhD, Associate Professor and Director of General Chemistry Laboratories

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

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. Majors 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 the skills necessary to conduct chemical or biochemical research.
3. Non-Majors will demonstrate a basic level of understanding of the fundamental principles of chemistry.

The Chemistry and Biochemistry Department offers majors and minors within the BA and BS degrees. The department is accredited by the American Chemical Society (ACS) and offers an option for students to pursue an ACS-certified BS degree in chemistry. For students who wish to enter graduate school in chemistry or a related field upon completion of their degree, the ACS-certified chemistry major offers a strong foundation in all fields within the chemical sciences. The department also offers a major in biochemistry under the BS degree. The 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 for all prerequisite classes before enrolling in a given chemistry course.

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

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

- CHE51-153 Principles of General Chemistry or CHE51-143 Principles of General Chemistry with Tutorial
- CHE51-151 Chemical Methods and Techniques Laboratory
- CHE51-163/161 Chemical Kinetics and Equilibrium
- CHE51-822 Chemistry Literature Seminar
- Capstone (BA or BS), Option 1:
CHE51-912 Senior Research Capstone
- **or**
- Capstone (BA or BS), Option 2:
CHE51-922 Senior Literature Seminar 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 Instrumentation in Environmental and Biological Analysis

Biochemistry:

CHE51-564 General Biochemistry I for Majors

CHE51-584 General Biochemistry II

Inorganic:

- CHE51-624 Intermediate Inorganic Chemistry
- CHE51-634 Inorganic Chemistry and Biological Systems

Organic:

- CHE51-543/541 Organic Chemistry I
- CHE51-553/561 Organic Chemistry II for Majors

Physical:

- CHE51-714 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics or PHY53-424 Quantum Physics

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

- CHE51-153 Principles of General Chemistry or CHE51-143 Principles of General Chemistry with Tutorial
- CHE51-151 Chemical Methods and Techniques Laboratory
- CHE51-163/161 Chemical Kinetics and Equilibrium
- CHE51-822 Chemistry Literature Seminar
- CHE51-543/541 Organic Chemistry I
- CHE51-553/561 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)
- CHE51-564 General Biochemistry I for Majors
- CHE51-624 Intermediate Inorganic Chemistry
- CHE51-644 Instrumentation in Environmental and Biological Analysis
- CHE51-991 Methods in Laboratory Research (repeated for a total of two credits)
- CHE51-912 Senior Research Capstone
- Two additional upper-level courses (3-4 credits each) approved by the Department chair

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

- CHE51-153 Principles of General Chemistry or CHE51-143 Principles of General Chemistry with Tutorial
- CHE51-151 Chemical Methods and Techniques Laboratory
- CHE51-163/161 Chemical Kinetics and Equilibrium
- 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 Instrumentation in Environmental and Biological Analysis

Biochemistry:

- CHE51-564 General Biochemistry I for Majors or CHE51-574 General Biochemistry I
- CHE51-584 General Biochemistry II

Inorganic:

CHE51-624 Intermediate Inorganic Chemistry

CHE51-634 Inorganic Chemistry and Biological Systems

Organic:

CHE51-543/541 Organic Chemistry I

CHE51-553/561 Organic Chemistry II for Majors or CHE51-553/551 Organic Chemistry II

Physical:

CHE51-714 Physical Chemistry: Thermodynamics and Kinetics

CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics or PHY53-424 Quantum Physics

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

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

- CHE51-153 Principles of General Chemistry or CHE51-143 Principles of General Chemistry with Tutorial
- CHE51-151 Chemical Methods and Techniques Laboratory
- CHE51-163/161 Chemical Kinetics and Equilibrium
- CHE51-822 Chemistry Literature Seminar
- CHE51-912 (Capstone option 1)

or

- CHE51-922 (Capstone option 2)
- CHE51-543/541 Organic Chemistry I*
- CHE51-553/561 Organic Chemistry II for Majors*
- CHE51-564 General Biochemistry I for Majors*
- CHE51-584 General Biochemistry II*
- One course from:
 - CHE51-634 Inorganic Chemistry and Biological Systems
 - CHE51-644 Instrumentation in Environmental and Biological Analysis
 - CHE51-714 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-684 Advanced Topics in Biochemistry, CHE51-694 Biochemistry of Nucleic Acids, or CHE51-604 Pharmaceutical Chemistry
- BIO50-232 Methods in Cellular/Molecular Biology
- Upper-level Biology course with lab in the Cellular/Molecular area

*NOTE: Both CHE51-564 General Biochemistry I for Majors and CHE51-584 General Biochemistry II must be taken at Southwestern. At least one from CHE51-543/541 Organic Chemistry I and CHE51-553/561 Organic Chemistry II for Majors must be taken at Southwestern.

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, in addition to the BS core (BS):

- MAT52-254 Calculus II – as the second Mathematics course in the Core

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

Chemistry (CHE)

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)
51-074	CHEMISTRY OF FOOD (2-2). Students in this course will develop a better understanding of food, cooking, and nutrition using basic chemical concepts. Topics that will be discussed include the chemical basis of taste, flavor and aroma; the role of fermentation and chemical reactions in cooking, food, and beverage production; antioxidants and other macro- and micronutrients in the human diet; modern agricultural practices; and the economic, political and social justice issues surrounding the use of food and its availability. The laboratory portion of the course will focus on kitchen experimentation and cooking techniques, flavor pairing, and molecular gastronomy. (NSL)
51-143	PRINCIPLES OF GENERAL CHEMISTRY WITH TUTORIAL (4-0). This course will introduce students to fundamental chemical principles and concepts such as atomic structure, chemical bonding, stoichiometry, thermochemistry, periodicity, solution chemistry, properties of gases and selected topics in descriptive chemistry. This course is recommended for first-year students who have Math SAT scores below 620. Three lectures a week plus one 1-hour tutorial. Prerequisite: Mastery of high school-level chemistry. To be taken concurrently with Chemistry 51-151. Also Environmental Science 49-143. (NSL)
51-151	CHEMICAL METHODS AND TECHNIQUES LAB (0-3). This laboratory course will provide students an opportunity to learn and practice common laboratory techniques through self-directed laboratory experiments. To be taken concurrently with Chemistry 51-153 or 51-143. Also Environmental Science 49-151. (NSL)
51-153	PRINCIPLES OF GENERAL CHEMISTRY (3-0). This course will introduce students to fundamental chemical principles and concepts such as atomic structure, chemical bonding, stoichiometry, thermochemistry, periodicity, solution chemistry, properties of gases and selected topics in descriptive chemistry. This course is recommended for students who have a Math SAT score of at least 620. Prerequisite: Mastery of high school-level chemistry. To be taken concurrently with Chemistry 51-151. Also Environmental Science 49-153. (NSL)
51-161	CHEMICAL KINETICS AND EQUILIBRIUM LAB (0-3). Students will conduct labs to enhance their understanding of kinetics, thermodynamics, equilibrium concepts and other topics covered in lecture. Prerequisites: Chemistry 51-143/151 or 153/151. To be taken concurrently with Chemistry 51-163. (NSL)
51-163	CHEMICAL KINETICS AND EQUILIBRIUM (3-0). This course will introduce topics such as thermodynamics, kinetics and equilibrium. Prerequisites: Chemistry 51-143/151 or 153/151. Students must demonstrate mastery of important concepts from 51-143 and 51-153 if these courses were not taken at Southwestern or not taken the previous semester. To be taken concurrently with Chemistry 51-161. (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 51-163/161. (Spring) (NSL)
51-541	ORGANIC CHEMISTRY I LAB (0-3). Students will be introduced to techniques used to perform experiments on the macroscale as well as the microscale level. Prerequisites: Chemistry 51-163/161. To be taken concurrently with Chemistry 51-543. (NSL)

- 51-543 ORGANIC CHEMISTRY I (4-0). This course is a study of the nature of bonding in carbon-containing molecules and their reactivity. Beginning with fundamental principles, emphasis will be placed on making connections between theory and application. Synthetic and mechanistic approaches will be introduced that lay the groundwork for Organic Chemistry II. Spectroscopic methods for structural determination of organic molecules will be discussed. Three hours per week, plus one hour recitation. Prerequisites: Chemistry 51-163/161. To be taken concurrently with Chemistry 51-541. (NSL)
- 51-551 ORGANIC CHEMISTRY II LAB (0-4). Prerequisite: Chemistry 51-543/541. To be taken concurrently with Chemistry 51-553.
- 51-553 ORGANIC CHEMISTRY II (4-0). This course is the continuation of CHE51-543. The primary focus will be on the reactions of functional groups: their mechanism and their use in complex synthesis. An introduction to biologically relevant classes of organic molecules as well as modern synthetic methods in organic chemistry will also be included. Three hours per week, plus one hour recitation. Prerequisite: Chemistry 51-543/541. To be taken concurrently with Chemistry 51-551 or 561. (NSL)
- 51-561 ORGANIC CHEMISTRY II FOR MAJORS LAB (0-4). This lab is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. The course will provide an introduction to advanced experimental techniques including both infrared and nuclear magnetic resonance spectrometry. Prerequisite: Chemistry 51-543/541 or consent of instructor. To be taken concurrently with Chemistry 51-553. (NSL)
- 51-564 GENERAL BIOCHEMISTRY I FOR MAJORS (3-4). The course focuses on the structure and functional interrelations of proteins, carbohydrates, lipids and nucleic acids in life processes. The laboratory portion of the course will provide experience in fundamental biochemical techniques. This lab is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Prerequisites: Chemistry 51-553/551 or 553/561. (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. Also Biology 50-574. Prerequisites: Chemistry 51-553/551 or 553/561. (NSL)
- 51-584 GENERAL BIOCHEMISTRY II (3-0). Bioenergetics and metabolism. Also Biology 50-584. Prerequisites: Chemistry 51-574 or 51-564. (NSL)
- 51-604 PHARMACEUTICAL CHEMISTRY (3-0). From neurotransmitters to antibiotics, small molecules play a key role in biological processes and human health. This course will explore the structure and function of these secondary metabolites from a chemical perspective. Emphasis will be placed on industrial and bio-synthesis, mechanism of action, clinical applications, and cultural relevance of various classes of biologically relevant molecules (steroids, stimulants, analgesics, anti-virals) Prerequisites: Chemistry 51-553/551 or 553/561. (NS)
- 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 51-543/541. (NSL)
- 51-634 INORGANIC CHEMISTRY AND BIOLOGICAL SYSTEMS (3-4). This course is an introduction to the structure and reactivity of metal complexes with an emphasis on their interaction with biological systems. Fundamental concepts such as electronic structure, symmetry, and molecular orbital theory will be used to determine the structure of transition metal complexes. These models will then be used to describe reactivity with regard to organometallic catalysis and bioinorganic chemistry. Prerequisite: Chemistry 51-543/541. (NSL)
- 51-644 INSTRUMENTATION IN ENVIRONMENTAL AND BIOLOGICAL ANALYSIS (3-4). This course covers the basic principles and practical applications of instrumentation used to study the environment (i.e., water, air, and soil) as well as biological phenomena. Coursework places emphasis on fundamental techniques and the most recent advances in analytical instrumentation. In the laboratory, students will be engaged in a semester-long research project that will introduce them to the use of spectroscopic, chromatographic, and electrochemical instrumentation. Prerequisites: Chemistry 51-553/551 or 553/561. (NSL)
- 51-674 SYNTHETIC AND MECHANISTIC ORGANIC CHEMISTRY (3-0). This course focuses on advanced concepts in organic chemistry dealing broadly with mechanistic determination and synthetic strategies. Subtle electronic and steric factors that greatly affect the reactivity of molecules will be

illustrated using a variety of case studies from current literature. These factors will then be applied to the synthesis of complex organic molecules of biological and industrial importance. Emphasis will be placed on modern methods in asymmetric synthesis and organometallics. Prerequisite: Chemistry 51-553/551 or 553/561. (Spring) (NS)

- 51- 684 ADVANCED TOPICS IN BIOCHEMISTRY (3-0). 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: Chemistry 51-574. (NS)
- 51-694 BIOCHEMISTRY OF NUCLEIC ACIDS (3-0). A survey of nucleic acid structure and function including topics such as drug- and protein-DNA interactions, molecular recognition, DNA damage modifications and mechanisms, and DNA repair. This course also describes techniques and methods used to analyze nucleic acids. Prerequisites: Chemistry 51-574. (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 51-163/161, Mathematics 52-254 and Physics 53-164. (NSL)
- 51-724 PHYSICAL CHEMISTRY: QUANTUM MECHANICS AND STATISTICAL MECHANICS (4-0) 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). Physics majors interested in chemical physics, and Mathematics/Computer Science students are highly encouraged to take this course. Prerequisites: Chemistry 51-163/161, Mathematics 52-254, and Physics 53-164. (NS)
- 51-822 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. To be taken during the junior year. Prerequisite: Chemistry 51-553 or concurrent enrollment. (Spring) (NS) (WA)
- 51-912 SENIOR 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. Prerequisite: Two credits of Chemistry 51-991 or Chemistry 51-992 (NS) (WA)
- 51-922 SENIOR LITERATURE SEMINAR CAPSTONE (2-0). This course is intended for students who have not completed at least two credits of the Methods in Laboratory Research course (51-991). This writing-intensive course will involve an in-depth analysis and critical review of current research topics. Students will be required to write scientific papers, and give oral presentations. (NS) (WA)
- 51-961, 962, 963 LABORATORY RESEARCH WITH DISTINCTION. This course is for students who have distinguished themselves in all aspects of research and have made significant progress in their laboratory work undertaken with a faculty member in the department. Students will work with a faculty member to complete their on-going research project. For seniors only. Upon approval from the department. Converted to Methods in Laboratory Research (51-991,992, 993) at the discretion of the instructor on or before the last class day. Prerequisite: Chemistry 51-991, 992, or 993.
- 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.
- 51-981, 982, 983, 984 HONORS. By invitation only.
- 51-991, 992, 993 METHODS IN LABORATORY RESEARCH. May be repeated with changed content.

CLASSICS AREA

Humanities Area

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

Contributing Faculty:

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

Philip E. Hopkins, PhD, Professor of Philosophy

Thomas Noble Howe, PhD, Professor of Art History

Kimberly Smith, PhD, 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, placed within a global environment.
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) 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.

A placement test taken before beginning at Southwestern helps determine which course within the language sequence will provide the appropriate challenge when getting started. Strict placement into the appropriate level will be enforced, based on the placement exam and high school seat time. An appeals process will be available and only by appealing can a student register for a different course level. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not earned credit placing them out of Southwestern's fourth semester language proficiency requirement must begin language study at the level of placement and take the next courses from 014, 024, 114 and 124 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D in 124 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: The courses numbered 014 and 024 are introductory level. The courses numbered 114 and 124 are intermediate proficiency level. The courses numbered 13-300 and 14-300 and above are intermediate and advanced proficiency level. The courses numbered 07-300 and above designate Classical Civilization courses. The 900 level courses are capstone, tutorials, honors, internships, and independent study.

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*
- Four courses of earned college-level Greek*
- One course in Classics in Translation
- Two additional upper-level courses (3-4 credits each) in Latin and/or Greek, or in Classics in Translation
- Classics 07-954 (Capstone)

*Two of the eight courses in Latin and Greek must be upper level.

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

- Latin 14-954 (Capstone)
- Seven additional courses (3-4 credits each) 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 (3-4 credits each) in Greek, five of which must be upper level

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

- Five courses (3-4 credits each) in Latin, three of which must be upper level

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

- Five courses (3-4 credits each) 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.
13-984	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. Prerequisite: Latin 14-124 or equivalent placement. (H)
14-424	TACITUS. Elements of grammar and style in a historical context. Prerequisite: Latin 14-124 or equivalent placement. (H)
14-504	HORACE. Elements of grammar and style in a historical context. Prerequisite: Latin 14-124 or equivalent placement. (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.
14-984	HONORS. By invitation only.

Classics (CLA)

07-114	WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY. See Art History 71-484. (Biennially) (FAL) (IP) (WA)
07-204	GREEK AND ROMAN MYTHOLOGY. A study of the myths and religion of Greece and Rome, with particular attention to their formation in the eastern world and with a focus on the recrystallization of Classical myth in later literature and art. Exploration of the theories of the study of myth. Extensive readings of primary documents in translation. Also English 10-204. (H) (IP) (WA)
07-314	GREEK CIVILIZATION. The political, social, and cultural history of Greece. The rise, development, and diffusion of the civilization of Greece with particular attention to its Graeco-Asiatic and Graeco-African environment. Includes a section on Greece's contribution to later cultures. Extensive readings of primary documents in translation. May be repeated with change of content. Also History 16-314. (Biennially) (H) (IP) (WA)
07-324	ROMAN CIVILIZATION. An examination of the development of Roman Civilization, from its beginnings until its dissolution, set within the broad cultural continuum of the Mediterranean world.

	Includes a section on Rome's contribution to later cultures. Extensive readings of primary documents in translation. May be repeated with change of content. Also History 16-324. (Biennially) (H) (IP) (WA)
07-334	HISTORY OF WESTERN PHILOSOPHY: ANCIENT. See Philosophy 18-614. (H)
07-354	HELLENISTIC ART. See Art History 71-414. (FAL) (WA)
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

Humanities Area

Davi Johnson Thornton, PhD, Associate Professor and Chair

Robert Bednar, PhD, Associate Professor

Shannon Holland, PhD, Visiting Assistant Professor

Elissa Marek, JD, Part-Time Instructor

David Olson, MA, Assistant Professor and Director of Communication Studies Internships

Valerie Renegar, PhD, Associate Professor

The Communication Studies Department focuses on critical inquiry into the functions of language and media. The department offers a range of courses bound together by an interest in investigating the complex relationships among communication, culture and identity. Students learn a variety of critical and cultural methodologies for the qualitative analysis of communication, including ethnographic and historical approaches as well as approaches located in rhetorical theory, feminist theory, critical race theory, queer theory, critical media studies, 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 through communication.

Department Goals:

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

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

Paired Major:

It is possible to do a 16-course paired major in Communication Studies and Feminist Studies by double counting three courses cross-listed in Communication Studies and Feminist Studies.

Note on course numbering: The departmental curriculum is organized around two main cognate areas: Rhetorical Studies and Critical Media Studies. 100 numbered courses are introductory. 200-300 numbered courses are Rhetorical Studies. 400-500 numbered courses bridge the two main cognate areas. 600-700 numbered courses are Critical Media Studies. 900 numbered

courses are capstone, tutorials, honors, internships, and independent study. After the introductory (100 numbered) courses, numbers have no relationship to the difficulty or level of the course (200-courses are not easier than 600-courses, for instance).

Major in Communication Studies: 9 courses (Majors consist of a minimum of 30 credits.)

- COM75-134 Critical/Cultural Communication Studies
- COM75-154 Public Speaking
- COM75-204 Rhetorical Theory
- COM75-604 Media and Culture
- COM75-804 Critical/Cultural Methods
- COM75-964 Capstone Research Seminar
- Three additional courses (3-4 credits each) in Communication Studies, two of which must be upper level.

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

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

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

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

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

Communication Studies (COM)

75-134	CRITICAL/CULTURAL COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives central to the two cognate areas of the major: Rhetorical Studies and Critical Media Studies. A special focus on qualitative critical/interpretive research methods and theoretical frameworks enhances students' understanding of the role that communication plays in the construction and negotiation of culture and identity. COM Foundation course. (Fall, Spring) (H)
75-154	PUBLIC SPEAKING. This course emphasizes speaking in public from a narrative paradigm. The guiding assumption will be that every public speech act implies a story, and that every image (metaphor, picture, nonverbal embodied communication form) concretizes and is explained by a narrative. Students will learn to be more reflexive, strategic, and skillful as public communicators by creating and performing several speeches that foreground the creation of a public self (ethos) created by articulating a relationship between self and audience through the use of narrative and image. COM Foundation course. (Fall, Spring) (H)
75-204	RHETORICALTHEORY. Rhetoric is the communication that shapes our world. It has a rich and distinguished history that constitutes one of the oldest and most-studied arts in the Western tradition. This course explores the development of theories of rhetoric from Classical Greece and Rome and reveals their roots in contemporary rhetorical theories. COM Core Course. Prerequisites: Communication Studies 75-134 and 75-154. (Spring) (H)
75-234	RHETORICS OF RESISTANCE. This course examines the ways in which rhetoric is used for social protest. It emphasizes historical and cultural contexts as it looks at how social movements use diverse rhetorical strategies to promote social justice. Also Race and Ethnicity Studies 37-294. (H) (SJ)
75-254	THE RHETORIC OF CIVIL RIGHTS. This course surveys the rhetorical strategies used by individuals and collectives during the African American civil rights movement (1954-1968) to maintain and change their worlds. The class critically examines visual and verbal rhetorical texts that work to protest discrimination and bring about a different social order, persuasive strategies used to oppose civil rights, and our contemporary practices of remembering civil rights. Key themes include

- the ways in which systems of racial oppression are challenged through rhetorical strategies. The class also examines ways in which class and gender intersect with racial difference to modulate systems and practices of power and resistance. Also Race and Ethnicity Studies 37-494. (H) (SJ) (FY)
- 75-264 THE RHETORIC OF WOMEN'S RIGHTS. The last 200 years have been a time of incredible change for women in the United States. This course examines the rhetoric that fosters and reflects this kind of social change, ranging from the women's suffrage movement, to the women's movements of the 60s and 70s, to contemporary feminism. Also Feminist Studies 04-534. (H) (SJ)
- 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. (H) (SJ)
- 75-404 COMMUNICATING LEADERSHIP. This course examines current scholarship about how leadership is created and communicated in organizations and other aspects of our lives. Students will demonstrate an understanding of leadership, leadership styles, and the communication strategies of leadership. Discussion, reflective writing, critical thinking, and engagement will be used to assess these goals. (H) (FY)
- 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. Also Feminist Studies 04-484. (H) (SJ)
- 75-444 COMMUNICATION & MEMORY. This course examines the role of communication in producing, representing, reinforcing, and contesting individual and collective memory at a variety of scales: within individuals as well as in between individuals in interpersonal relationships, families, communities, nations, cultures, and across cultures. The main focus is on learning the central critical theory and methodologies used in the analysis and interpretation of acts, practices, texts, objects, and spaces engaged in communicating individual and collective memory. (H) (WA)
- 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. Also Race and Ethnicity Studies 37-454. (H)
- 75-464 ENVIRONMENTAL COMMUNICATION. This course explores various environmental philosophies as they relate to communication contexts in the public sphere, including journalism, sustainability, consumerism, politics, environmental organizations, and ecotourism. We will also examine how environmental theories and policies are play out in local, national, and international arenas. Also Environmental Studies 49-394. (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)
- 75-564 GENDER AND COMMUNICATION. This course critically explores the process of becoming gendered in contemporary culture. Drawing from a body of contemporary research and theories, including feminist, critical/cultural, queer, and psychoanalytic approaches, students will endeavor to discover the ways in which people communicate within a gendered culture. Contexts include interpersonal relationships, families, organizations, institutions, and mediated communication. Also Feminist Studies 04-564. (H) (SJ)
- 75-604 MEDIA AND CULTURE. This course examines the diverse functions that media serve in the performance of individual, social, national, and transnational cultures and identities. Students will analyze how the interdependent relations among media production, media texts, and media audiences are embedded in cultural discourses and dynamics of ideology, power, and agency, and will develop an ability to use theories and methodologies prevalent in cultural studies and critical media studies to

	research, analyze, interpret, and build effective arguments about the interrelationships between media and culture. COM Core Course. Prerequisites: Communication Studies 75-134 and 75-154. (Fall) (H)
75-614	IDENTITY AND MEDIA. This course examines the ways in which individual and collective identities are constituted, shaped, and challenged through media, including entertainment media, social media, and new media. This course examines the ways that media affect (and are affected by) race, gender, class, age, sexuality, nationality, and other dimensions of identity. (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	MEDIA AND NARRATIVE. See Philosophy 18-254. (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. Also Feminist Studies 04-644. (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)
75-684	ROAD MOVIES. This course explores the road movie as a contemporary film genre but also a site of cultural work where representations, histories, futures, identities, bodies and ideas converge and collide. The course unfolds chronologically, situating case study films within their historically specific cultural discourses while over time also developing a detailed analysis of the development of the road movie as a genre and cultural form. (H)
75-804	CRITICAL/CULTURAL METHODS. This writing intensive course explores some of the critical methods used to analyze diverse forms of communication. As a collaborative community of scholars, students will conduct an analysis using critical/cultural methods. Students will demonstrate proficiency in all of the basic practices required for communication studies research in preparation for Capstone. May be repeated with change in topic and instructor approval. Prerequisites: Communication Studies 75-134, 75-154, 75-204, 75-604. (Fall, Spring) (H) (WA).
75-964	CAPSTONE RESEARCH SEMINAR. This course requires students to integrate and extend work done throughout the Communication Studies major by producing a significant research project that is situated both within Communication Studies as a discipline and within the two cognate areas of the major: Rhetorical Studies, and Critical Media Studies. Topics and instructors vary. Prerequisites: Communication Studies 75-134, 75-154, 75-204, 75-604, 75-804. (Fall, Spring) (WA)
75-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
75-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
75-901, 902, 903, 904	TUTORIAL.
75-941, 942, 943, 944, 945, 946, 947, 948	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated with change in content, but no more than four credits of Internship credit will count toward the major or the minor.
75-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content, but no more than four credits of Independent Study will count toward the major or the minor.
75-984	HONORS. By invitation only. Satisfies the capstone experience for the major.

ECONOMICS AND BUSINESS DEPARTMENT

Social Sciences Area

Dirk W. Early, PhD, Professor of Economics and Chair
James M. Christianson, JD, Part-Time Instructor of Accounting
John Delaney, PhD, Part-Time Associate Professor of Accounting
Paul Emberton, PhD, Part-Time Assistant Professor *Emeritus* of Business
Gabriela Flores, PhD, Assistant Professor of Business
Katherine Grooms, PhD, Assistant Professor of Economics
Ziwei He, MS, Part-Time Instructor of Economics
Thu-Hien (Hazel) Nguyen, PhD, Assistant Professor of Business
Emily M. Northrop, PhD, Professor of Economics
Rebecca Paley, MBA, Part-Time Instructor of Accounting
Andrew H. Ross, MBA, Assistant Professor of Business and Director of Business Internships
Debika Sihi, PhD, Assistant Professor of Business
John Thompson, PhD, Part-Time Assistant Professor of Business
Patrick Van Horn, PhD, Assistant Professor of Economics

Students elect to work toward a Bachelor of Arts degree with a major in economics or business.

Paired Majors:

Paired majors and major-minor combinations within the department are also available. In those cases, double counting of Economics 31-104 and Economics 31-474/Business 30-474 is allowed.

It is also possible to do a paired major in Business and Art History by counting one upper-level elective course in Business, Economics, or Accounting as one of the two upper level elective courses required in the Art History major, and counting an upper-level elective course in Art History in as one of the five upper-level elective courses required for the Business major.

Department Goals

Economics:

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

Business:

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

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

Major in Economics: 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
- ECO31-624 Modern Economic Thought
- At least three additional upper-level Economics courses (3-4 credits each)

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
- ECO31-224 Intermediate Microeconomic Theory or ECO31-234 Intermediate Macroeconomic Theory
- Three additional upper-level Economics courses (3-4 credits each)

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

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

- ACC36-114 Fundamentals of Accounting
- ECO31-104 Principle of Economics
- BUS30-214 Foundations of Business
- BUS30-474 Finance
- BUS30-994 Capstone in Business
- Five additional upper-level Accounting, Business or Economics courses (3-4 credits each)

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

Required supporting courses in the Business 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 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
- MAT52-114 Introduction to Statistics
- Two additional upper-level courses (8 credits) in Accounting, Business or Economics.

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

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. (ScS)

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. (ScS)
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 and Mathematics 52-154. (ScS)
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, 31-234 and Mathematics 52-114, or permission of instructor. (Fall) (WA) (ScS)
31-324	ENVIRONMENTAL ECONOMICS. Economic theories and policies regarding protecting or restoring the environment and conserving natural resources. Also Environmental Studies 49-324. Prerequisite: Economics 31-104. (ScS)
31-434	PUBLIC ECONOMICS. Deals with the justification for government activities, the design of programs consistent with these justifications, and the effects of major existing and proposed expenditure programs and taxes. Prerequisites: Economics 31-104 and Mathematics 52-114. Economics 31-224 is recommended. (ScS)
31-474	FINANCE. See Business 30-474. Prerequisites: Accounting 36-114, Economics 31-104, Mathematics 52-114, Mathematics 52-154 and 42 credits. (ScS)
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. (ScS)
31-564	INTERNATIONAL ECONOMICS. The theory of comparative advantage, analysis of commercial policy and principles of international finance. Prerequisite: Economics 31-104. (ScS)
31-574	INVESTMENTS. See Business 30-574. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474 and Mathematics 52-154, or permission of instructor. (ScS)
31-624	MODERN ECONOMIC THOUGHT. Critical examination of alternative strands of economic thought. Prerequisites: Economics 31-104 and junior standing. (ScS)
31-964	CAPSTONE IN ECONOMICS. Topics vary from year to year, but generally will involve group and/or individual research projects. Prerequisite: Senior standing and Economics 31-224, 31-234, 31-314; or permission of instructor. (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: Accounting 36-114, Economics 31-104, and Mathematics 52-114. Sophomore standing required. (ScS)
30-254	BUSINESS LAW. The role of law in society; introduction to legal reasoning, the judicial process and other areas of law. The study of contracts, agency and partnerships. Prerequisite: Sophomore standing. (ScS)
30-354	SOCIOLOGY OF WORK. Prerequisite: Sociology 34-114 or 34-124. See Sociology 34-364 and Race and Ethnicity Studies 37-254. (ScS)

- 30-394 CONSUMER BEHAVIOR. Understanding the buying processes of individuals and groups. Focuses on the demographic and psychographic characteristics of individual consumers, the social influences that affect their behavior, and how marketers attempt to persuade buyers. Prerequisite: Business 30-214. (ScS)
- 30-414 OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include linear and integer programming, simplex method, duality, sensitivity analysis, branch and bound algorithm, transportation and assignment problems, network optimization, and problem solving using optimization software. Also Mathematics 52-414 and Computer Science 54-414. Prerequisites: Mathematics 52-154 and either Business 30-474 or Mathematics 52-674, or permission of the instructor.
- 30-424 STRATEGIC MARKETING. This course utilizes business cases and discussions to illustrate fundamental business issues which include: defining an organization's business and mission, developing strategies for business growth, and devising strategies to contend with unanticipated business changes. The course emphasizes the role of marketing in all of these strategic decisions and in delivering value to the end consumer. Students analyze a variety of issues including new product launch decisions, advertising campaigns, ethical dilemmas related to business operations, and global expansion strategies. Prerequisite: Business 30-214. (ScS)
- 30-434 DIGITAL MARKETING. This course covers the fundamentals of digital marketing. Students learn how to apply and adapt traditional marketing strategies to an electronic domain (e.g., understanding the Internet for distribution). The classes and readings introduce students to search engine optimization (SEO), website management, and e-mail campaign strategies. The course also includes discussions of the ethical issues surrounding and related to e-marketing including privacy and psychological well-being. The latter part of the class is focused on social media. This includes analysis of social media metrics and user sentiment. Prerequisite: Business 30-214. (ScS)
- 30-444 MARKETING FOR NONPROFIT ORGANIZATIONS. Governments and non-profit organizations have made significant strides in generating awareness and advocacy for issues which affect society (e.g., recycling; breast cancer awareness). In addition, the ideologies of many businesses have evolved from a focus on shareholder wealth maximization alone, to a focus on the "triple bottom-line" of profits, people, and planet. Thus, the concept of social marketing, the marketing of issues that will benefit society as well as the individual, has become exceedingly important. This course is designed to give students an appreciation of social marketing and the tools to develop social marketing campaigns. Prerequisite: Business 30-214. (ScS)
- 30-474 FINANCE. Analysis and application of the principles of managerial finance, especially the valuation of financial assets, capital budgeting and financial planning. Proficiency is gained in the application of calculators and computer spread sheets to financial analysis. Also Economics 31-474. Prerequisites: Accounting 36-114, Economics 31-104, Mathematics 52-114, Mathematics 52-154 and 42 credits. (ScS)
- 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. (ScS)
- 30-524 ENTREPRENEURSHIP: A study of entrepreneurs and new venture planning: common problems and successes of those who have started businesses; issues to consider when starting a business; and developing a business plan. Prerequisite: Business 30-214. (ScS)
- 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 business practice. Prerequisite: Business 30-214, Business 30-474 or Economics 31-474, and junior standing. (ScS)
- 30-554 ORGANIZATIONAL BEHAVIOR. A study of the process of management focused on the behavioral approach to management of modern business organizations with emphasis on individual, group, intergroup and total organizational behavior. Communication, leadership styles, perceptual differences and motivation in organizations are stressed. Prerequisite: Business 30-214. (ScS)

30-564	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, Business 30-474 or Economics 31-474, and Junior standing. (ScS)
30-574	INVESTMENTS. Principles of portfolio management and institutional investment analysis; various theories of the securities markets and their relation to the economy; the relation between investment theory and corporate investment; relation of investment to corporate capital structure; and different approaches to security evaluation using Excel models. Also Economics 31-574. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474 and Mathematics 52-154, or permission of instructor. (ScS)
30-584	INTERNATIONAL BUSINESS. This course develops a conceptual framework for making business decisions in a globally competitive company. This framework requires an understanding of an environment that has different cultures and values, multiple foreign currencies, alternative capital markets, and country specific risks. The course focuses on the multinational firm's operating environment, global strategy and functional operations. Prerequisite: Business 30-214 or permission of instructor. (ScS) (IP)
30-594	FINANCIAL STATEMENT ANALYSIS. Application of accounting information to financial decision making; assessing the financial strengths and weaknesses of corporations; measuring operating and financial performance using financial statements and cash flows; constructing pro forma financial statements and forecasts of sales and earnings; and identifying sources of earning manipulation. Also Accounting 36-594. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474. (ScS)
30-912	FINANCIAL ANALYST PROGRAM: Intensive, "hands-on", real world experience in applying the concept of business analysis and valuation to develop analytical skills and experiences as a financial analyst. Student analysts are responsible for managing an over \$400,000 investment portfolio that is part of S.U.'s endowment. Students learn to assess the operating, financial, and investment performance of companies as well as make financial projections; then combine them with technical analyses to make final common stock recommendations for the FAP Portfolio. Prerequisites: Business 30-474. One-year commitment required. Concurrent registration in Business 30-574 during the Fall. Concurrent registration in Business 30-594 during the Spring. Members of the program are selected through an application and interview process. May be repeated. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-964	CAPSTONE IN BUSINESS. Topics may vary from year to year. Students integrate and apply core concepts from multiple disciplines of business, incorporate societal context of business, consider a business issue from systemic perspectives, explore interactive effect of multiple variables, analyze and synthesize complex ideas and distill implications, present logic orally and in writing, and conduct a cumulative self-assessment. Includes completion of Field Test and may include a mandatory field trip. Prerequisites: Business 30-214, Business 30-474 or Economics 31-474, and Senior standing or permission of instructor.
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) (ScS)
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) (ScS)
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) (ScS)
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. (ScS)
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. (ScS)
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) (ScS)
36-534	ADVANCED FINANCIAL ACCOUNTING. Study of the accounting for partnerships, foreign currency issues, business combinations and consolidated financial statements. Prerequisite: Accounting 36-214. (ScS)
36-594	FINANCIAL STATEMENT ANALYSIS. Prerequisites: Business 30-214, and Business 30-474 or Economics 31-474. See Business 30-594. (ScS)
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. (ScS)
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. Includes completion of Field Test. 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

Social Sciences Area

Stephen T. Marble, PhD, Associate Professor and Chair
Sherry E. Adrian, PhD, Associate Professor
Suzanne García-Mateus, PhD, Visiting Assistant Professor
Michael Kamen, PhD, Professor
Julie Lara-Martinez, PhD, Part-Time Assistant Professor
Alicia Moore, PhD, Associate Professor
Tarah Staton, MA, Part-Time Instructor
Alice Sullivan, MA, Part-Time Instructor

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

Department Goals (BSEd):

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

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

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: 10 courses (Majors consist of a minimum of 40 credits.)

- EDU40-314 Innovative Schools
- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-594 Action Research in Education
- EDU40-944 Internship
- EDU40-964 Senior Seminar (Capstone)
- EDU43-404 Survey of Exceptionalities
- Three courses in an Area Concentration (12 credits): Working with their advisor, students will identify three courses having a connected theme and then submit them together with a rationale for approval by the Department. Courses may be drawn from more than one department or program. For example, concentrations may include courses from Environmental Studies, Feminist Studies, Psychology, Philosophy, Political Science, Religion, and/or Sociology/Anthropology.

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

Strong, early field experiences and a closely supervised student teaching placement are integral components of the program. Southwestern University has a collaborative relationship with the local schools and districts including Georgetown Independent School District and local area charter schools. Local schools provide classrooms for university class meetings so that students seeking teacher certification benefit from learning in the context of public schools.

BSEd Education majors seeking elementary certification will be certified to teach mathematics, science, language arts, reading, social studies, physical education, art, theatre, and music for grades EC-6 and special education. BSEd 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 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.

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 Texas Examinations of Educator Standards (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 7-12), or All-Level (early childhood-grade 12). Music Education majors certify for All-Level (early childhood-grade 12).

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. 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. Exemption from a University graduation requirement may not satisfy state certification requirements.

Southwestern University's Teacher Certification program is "Accredited" under the Accountability System for Educator Preparation, a rating is issued by the State Board of Educator Certification under the authority of Section 21.045, Texas Education Code. Accreditation ratings are based on performance standards established by the State Board and are issued annually to each educator preparation program in Texas. The standards represent successful performance by the program's candidates on the examinations required for certification as an educator. Southwestern's cumulative pass rate for 1999–2015 was 99 percent.

Completion of a BSEd 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.

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.

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 2.75 or above on a minimum of 60 credits of work completed.
2. A grade of at least "B" in a writing attentive (WA) course or satisfactory scores on the Texas Higher Education Assessment (THEA) tests or other approved exemption.
3. Proof of professional insurance for student teachers through membership in a statewide teacher organization.

If an applicant is denied admission to the Teacher Certification Program, he or she may appeal by contacting the Chair of the Education Department who has specific information about how to file an appeal. Ongoing enrollment in the Teacher Certification Program is contingent on satisfactory academic performance and satisfactory performance or significant growth in all disposition areas.

Courses which may be taken prior to admission to the Teacher Certification Program include EDU40-311, 40-314, 40-324, 40-484, 40-494, 40-554, 40-594, 43-404, 43-443, 43-473, 44-644, and 44-654. No other professional Education courses may be taken until after admission to the Teacher Certification Program. EDU43-404 must be taken prior to or concurrent with the following: 43-443, 43-473.

State Competency Testing Requirements

Admission: 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). THEA exemptions include achieving designated scores on the SAT, ACT, or TAKS exams, showing competency in basic skills by earning a B or higher in designated university courses, or completing at least three years of active duty in the military prior to enrollment at Southwestern University.

Certification: In order to be recommended for the initial Texas Standard Educator Certification for teacher certification, all persons shall be required to pass the Texas Examinations of Educator Standards (TExES). All students seeking teacher certification must successfully pass at least two state exams: a teaching field or content area exam and the pedagogy and professional responsibilities exam. Students seeking teacher certification in All-level Special Education or Languages Other Than English will need to pass additional exams in the appropriate area.

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

No student will be allowed to take more than two teacher-certification exams on one test date.

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 14 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 2.75 and (1) completion of the appropriate TExES practice exams, (2) demonstrated professional growth toward the teaching profession, and, (3) completion of all degree requirements other than student teaching and its co-requisites prior to the student teaching semester. If a student is denied permission to enroll in student teaching, he or she may appeal by contacting the Chair of the Education Department who has specific information about the procedures for appeals.

Performance Standards

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

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

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 Moodle site.

Note on course numbering: 40- designates professional development/general education courses. 41- designates secondary education. 42- designates elementary education. 43- designates special education. 44- designates early childhood education; 45- designates reading education. 001-004 and 301-304 levels designate special topics. 900 level designates tutorial, academic internship, independent study, research, and honors courses.

BACHELOR OF SCIENCE IN EDUCATION (BSED)

Major requirements common to all BSEd majors in Education: 41 credits (Majors consist of a minimum of 30 credits.)

- EDU40-483 Educational Technology
- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU40-594 Action Research in Education

- EDU40-814 Classroom Organization and Management
- EDU43-404 Survey of Exceptionalities
- EDU43-424 Assessment and Instruction of Students with Moderate-Severe Special Needs
- EDU43-443 Differentiated Instruction for Diverse Learners
- EDU43-453 Positive Behavior Support Strategies
- PSY33-104 Principles of Psychology
- PSY33-244 Lifespan Development

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

- EDU42-553 Social Studies Methods in the Elementary and Middle School
- EDU42-744 Teaching Science in the Elementary and Middle School
- EDU42-754 Teaching Mathematics in the Elementary and Middle School
- EDU42-773 Instructional Strategies
- EDU42-804 Student Teaching in the Elementary and Middle School
- EDU43-804 Student Teaching in Generic Special Education
- EDU44-644 The Child and the Curriculum in Early Childhood Education
- EDU44-654 Teaching English Language Learners
- EDU45-723 Integrating Language Arts Throughout the Curriculum
- EDU45-773 Reading Methods in the Elementary and Middle School I
- EDU45-783 Reading Methods in the Elementary and Middle School II
- MAT52-104 Explorations in Mathematics
- PHY53-034 Introduction to Earth Science or PHY53-054 Exploring the Universe
- One Biology course

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

Additional certification requirements for EC-6/Special Education dual certification: 3-7 credits

- EDU43-473 Early Childhood Intervention
- HIS16-754 Texas History is required for students who did not previously take Texas History in a Texas secondary school.

Additional major requirements for 4-8 certification: 32 credits

- EDU41-764 Literacy in the Content Area
- EDU42-553 Social Studies Methods in the Elementary and Middle School
- EDU42-744 Teaching Science in the Elementary and Middle School
- EDU42-754 Teaching Mathematics in the Elementary and Middle School
- EDU42-773 Instructional Strategies
- EDU42-808 Student Teaching in the Elementary and Middle School (must first complete 28 credits in content area/subject field courses)
- EDU45-773 Reading Methods in the Elementary and Middle School I
- EDU45-783 Reading Methods in the Elementary and Middle School II

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

Additional certification requirements for 4-8 certification: 0-4 credits

- HIS16-754 Texas History is required for students who did not previously take Texas History in a Texas secondary school.

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

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics
- BIO50-131 Investigation in Genetics
- 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 certification requirements for 4-8 certification with Mathematics/Science content area: 28 credits

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics
- BIO50-131 Investigation in Genetics
- 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 major requirements for 4-8 certification with Language Arts/Reading content area: 3 credits

- EDU45-723 Integrating Language Arts Throughout the Curriculum

Additional certification requirements for 4-8 certification with Language Arts/Reading content area: 24 credits

- ENG10-174 American Literature
- ENG10-434 The Teaching of Writing

- Sixteen additional upper-level English credits

One of the above English courses must be designated as writing attentive (WA).

Additional certification requirements for 4-8 certification with Social Studies content area: 24 credits

- ANT35-104 Introduction to Cultural Anthropology
- HIS16-014 World Civilization to 1500
- HIS16-024 World Civilization Since 1500
- HIS16-224 The U.S.: From Colonies to Nation
- HIS16-234 The U.S.: From Nation to World Power
- HIS16-754 Texas History

Additional major requirements for 4-8 certification with Language Arts/Reading/Social Studies content area: 3 credits

- EDU45-723 Integrating Language Arts Throughout the Curriculum

Additional certification requirements for 4-8 certification with Language Arts/Reading/Social Studies content area: 24 credits

- HIS16-224 The U.S.: From Colonies to Nation
- HIS16-234 The U.S.: From Nation to World Power
- HIS16-754 Texas History
- ENG10-174 American Literature
- Eight additional upper-level English credits

Additional major requirements for all Secondary certification areas: Professional Development requirements common to all 7-12 certifications: 15 credits

- EDU41-764 Literacy in the Content Area
- EDU41-753 The Secondary Teacher
- EDU41-808 Student Teaching in the Secondary School (must first complete 28 credits in content area/subject field courses)

The capstone experience is fulfilled by the student teaching requirement (Education 41-808).

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. Students are strongly advised to see an Education Department adviser as well as consulting the catalog to determine the professional development certification courses required.

SECONDARY (GRADES 7-12) CERTIFICATION AREAS

Additional major requirements for certification in Chemistry: 4 credits

- EDU42-744 Teaching Science in the Elementary and Middle School

Additional certification requirements for certification in Chemistry: 28 credits

- 28 additional approved credits in Chemistry

Additional major requirements for certification in Computer Science: 4 credits

- EDU42-754 Teaching Mathematics in the Elementary and Middle School

Additional certification requirements for certification in Computer Science: 28 credits

- 28 additional approved credits in Computer Science

Additional major requirements for secondary certification in English Language Arts/Reading: 3 credits

- EDU45-723 Integrating Language Arts Throughout the Curriculum

Additional certification requirements for secondary certification in English Language Arts/Reading: 28 credits

- ENG10-284 Literary Analysis and Methods
- Two American literature courses
- Two British literature courses (one before 1785 and one after 1785)
- 8 additional approved credits from English, including emergent, world or popular culture literature

Additional major requirements for certification in History: 3 credits

- EDU42-553 Social Studies Methods in the Elementary and Middle School

Additional certification requirements for certification in History: 28 credits

- 8 credits in approved world history courses
- 8 credits in approved U.S. history courses
- HIS16-754 Texas History.
- 8 additional approved History credits*

Additional major requirements for certification in Life Science: 4 credits

- EDU42-744 Teaching Science in the Elementary and Middle School

Additional certification requirements for certification in Life Science: 28 credits

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics
- BIO50-131 Investigation in Genetics
- 20 additional approved credits in Biology

Additional major requirements for certification in Mathematics: 4 credits

- EDU42-754 Teaching Mathematics in the Elementary and Middle School

Additional certification requirements in Mathematics: 28 credits

- MAT52-114 Introduction to Statistics
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- 16 additional approved credits in Mathematics

Additional major requirements for certification in Mathematics and Physics: 8 credits

- EDU42-744 Teaching Science in the Elementary and Middle School
- EDU42-754 Teaching Mathematics in the Elementary and Middle School

Additional certification requirements for certification in Mathematics and Physics: 28 credits

- 28 additional approved credits in Mathematics and Physics

Additional major requirements for certification in Science: 4 credits

- EDU42-744 Teaching Science in the Elementary and Middle School

Additional certification requirements for certification in Science: 28 credits

- 28 additional approved credits in Physics, Biology and Chemistry

ALL LEVEL (Early Childhood-Grade 12) CERTIFICATION AREAS

Additional major requirements for all level (EC-12) certification areas (except the BA in Music Education—see below): Professional Development requirements common to all EC-12 certifications. 15 credits

- EDU41-764 Literacy in the Content Area
- EDU41-753 The Secondary Teacher
- EDU41-804 Student Teaching in the Secondary School
- EDU42-804 Student Teaching in the Elementary and Middle School

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

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

Additional certification requirements for certification in Art: 28 credits

- 28 approved credits in Art and Art History

Additional major requirements for certification in Health: 4 credits

- EDU42-744 Teaching Science in the Elementary and Secondary School

Additional certification requirements for certification in Health: 28 credits

- ESS46-524 Physical Education for Elementary and Secondary Schools
- 20 additional approved credits from Kinesiology and Biology
- One additional course from: (Psychology 33-384 and 33-544 are strongly recommended)
 PSY33-384 Human Sexuality
 PSY33-544 Health Psychology

Additional certification 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 and/or Exercise and Sport Studies
- Two approved Fitness and Recreational Activity (FRA) credits in addition to the two required by the general education requirement (repeated courses will not count)

Additional major requirements for certification in Languages other than English (Chinese, French, German, Latin, or Spanish): 4 credits

- EDU44-654 Teaching English Language Learners

Additional certification requirements for certification in Languages other than English (Chinese, French, German, Latin, or Spanish): 28 credits

- 28 approved credits in the certification language (Chinese, French, German, Latin or Spanish)

Additional certification requirements for certification in Theatre: 28 credits

- 28 approved credits in Theatre

GENERIC SPECIAL EDUCATION FOR MIDDLE SCHOOL, SECONDARY AND ALL LEVEL CERTIFICATION

Additional certification requirements for Generic Special Education certification with Middle School, Secondary, or All Level certification: 7 credits

- 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 Education with at least 24 semester hours in another approved content area or major in an approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physics, Chemistry, Science and History. Students wishing to teach Adaptive Physical Education should seek physical education and General Special Education certification.

ENGLISH AS A SECOND LANGUAGE ALL-LEVEL CERTIFICATION

Additional certification requirements for English as a Second Language all-level certification: 4 credits

- EDU44-654 Teaching English Language Learners

In order to be considered “Highly Qualified” under the No Child Left Behind Act, students seeking certification in English as a Second Language must major in Education with dual certification in one of the following; elementary, middle school, secondary, or all-level.

BA in MUSIC EDUCATION

Music Education Major. See Music Education Major Requirements in the Music Department section of this catalog. Education and Psychology requirements for teacher certification: 36 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
- EDU41-764 Literacy in the Content Area
- EDU42-804 Student Teaching in the Elementary and Middle School
- EDU43-404 Survey of Exceptionalities
- PSY33-104 Principles of Psychology
- PSY33-244 Lifespan Development

EDUCATION MINORS

Minor in Education: 19-20 credits*

- EDU40-494 Foundations and Curriculum of American Schools
- EDU40-554 Schools, Society and Diversity
- EDU43-404 Survey of Exceptionalities
- Two additional courses from:
 - EDU40-324 Case Studies in Comparative Education
 - EDU40-334 Promoting Environmental Literacy
 - EDU40-594 Action Research in Education

Minor in Generic Special Education*: 18 credits

- EDU40-554 Schools, Society and Diversity
- EDU43-404 Survey of Exceptionalities
- EDU43-424 Assessment and Instruction of Students with Moderate-Severe Special Needs
- EDU43-443 Differentiated Instruction for Diverse Learners
- EDU43-473 Early Childhood Intervention

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

ALTERNATE CERTIFICATION

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: Professional Development (40 series), Secondary (41 series), Elementary (42 series), Special Education and English Language Learners (43 series), Early Childhood (44 series), and Reading Education (45 series). Students who have questions about a particular course are encouraged to seek information from the course instructor.

Professional Development

- 40-311, 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 four-credit course. Program fees may be required. (ScS) (FALL, ODD)
- 40-324 CASE STUDIES IN COMPARATIVE EDUCATION. This course examines current issues and practices through the theoretical lens of comparative educational studies. Students read, reflect, participate and inquire into questions, problems and issues that emerge from their exploration of 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. Some sections of this course may include visiting the country (e.g. Jamaica) or countries being studied and/or direct service experiences in educational and public service organizations. (ScS) (IP)
- 40-333 EDUCATIONAL PSYCHOLOGY.
- 40-334 PROMOTING ENVIRONMENTAL LITERACY (4). In this course students explore the appropriate knowledge, skills and resources needed to promote awareness, concern and engagement with environmental issues in non-profit, for-profit, and/or formal educational settings. Students investigate a range of current and future environmental problems, learning how to work with public audiences concerned about the environment and in developing informed decisions regarding their roles as stewards of the Earth. There are field trips to sites where the public engages with the environment. As part of the course, students will be certified to lead workshops in Project WILD and become familiar with a range of other environmental programs. Also Environmental Studies 49-294.

- 40-483 EDUCATIONAL TECHNOLOGY (3). 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. (ScS) (FALL)
- 40-494 FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS. An examination of the educational history of the United States and the changes in curriculum that 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) (SPRING)
- 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. Also Race and Ethnicity Studies 37-554. (ScS) (SJ) (FALL and SPRING)
- 40-581, 582, 583, or 584 ADVANCED PEDAGOGY AND PROFESSIONAL DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (1 to 4). An examination of the scholarship that investigates the role of technology to empower K-12 students to learn how to learn. This course focuses on both research and professional development for teachers using computer-based technology to support student-centered teaching, learning, classroom organization and meeting content technology standards. Students will research a topic of interest in educational technology, present research and pedagogy to preservice or inservice teachers, and have a field placement in educational technology professional development. Prerequisite: Education 40-482 or 40-483 and permission of the Instructor. (ScS) (FALL and SPRING)
- 40-594 ACTION RESEARCH IN EDUCATION. 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. (ScS) (WA) (FALL)
- 40-681, 682, 683, or 684 ADVANCED STUDY AND PRACTICUM IN PEDAGOGY AND THEORY. Students in this course will continue exploring an academic area of interest from a previously completed course (PCC). Students will work with a faculty member teaching the PCC and/or leading related inservice professional development. The student will engage in further research about pedagogy, theory, and professional development in the area of interest. In addition to a deep investigation into the literature about the area of interest, this innovative course requires students to present in the PCC, plan with the faculty member, present in other classes at SU, provide professional development for local teacher, present to SU faculty, and/or present at the SU Creative Works Symposium. (ScS) (FALL and SPRING)
- 40-814 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. (ScS) (WA) (FALL and SPRING)
- 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

- 41-703 TEACHING SECONDARY STUDENTS (3-1). 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 41-764 and admission to Teacher Certification Program. (ScS) (WA)
- 41-753 THE SECONDARY TEACHER (3-1). A field-based study of the objectives and processes of secondary school teaching. This course will be taught in a secondary school setting and will involve extensive observation and participation. Emphasis in this course will be on the art and the act of teaching. The starting date for this course is aligned with the beginning of Georgetown ISD schools and precedes the start of Southwestern University classes. Prerequisites: Education 40-494, Education 41-764, and admittance to Teacher Certification Program. Concurrent enrollment in Education 43-453 is required. (ScS) (FALL)
- 41-764 LITERACY IN THE CONTENT AREA. 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. (ScS) (FALL)
- 41-804, 808 STUDENT TEACHING IN THE SECONDARY SCHOOL. Observation and supervised teaching in the public secondary schools. The student will take Education 40-814 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. (ScS)

NOTE: See the Professional Development (EDU40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Elementary Education

- 42-553 SOCIAL STUDIES METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL (3-1). 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 42-743. (ScS) (FALL)
- 42-744 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL (3-1). A study of the phenomena and instructional methods in the life, physical, and earth sciences. Emphasis will be placed on educational theory and pedagogy to promote learning science content and developing science process skills and positive attitudes in elementary and middle school students. Learning through inquiry, developmental theory, and exploration and immersion into real-world situations serves as the pedagogical foundation for this course. This course includes field experiences in classrooms.

Prerequisite(s): Completion and/or concurrent enrollment in courses satisfying the natural science requirement, EDU40-483, and admission to the Teacher Certification Program. Elementary and middle school certifying students take this course in conjunction with Education 42-553. Also Environmental Studies 49-744. Permission of the instructor required for non-certifying students. (ScS) (FALL)

- 42-754 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL (3-1). 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. Prerequisites: Education 40-482, admission to Teacher Certification Program and three credits of mathematics. Elementary and middle school certifying students take this course in conjunction with Education 45-773. (ScS) (SPRING)
- 42-773 INSTRUCTIONAL STRATEGIES (3-1). 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 45-783 and Education 43-453. 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 precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-743 and Education 45-773. (ScS) (FALL)
- 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. (ScS)

NOTE: See the Professional Development (EDU40) 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) (SPRING)
- 43-414 PROGRAMS AND SERVICES FOR INDIVIDUALS WITH SPECIAL NEEDS. 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. (ScS)
- 43-424 ASSESSMENT AND INSTRUCTION OF STUDENTS WITH MODERATE – SEVERE SPECIAL NEEDS. This course examines assessment and instructional strategies related to the special education referral and placement process, and on-going evaluation of pre-academic, communication, social, academic, vocational, recreational and independent living skills. Topics include intellectual and academic assessment principles and instruments, the application of theories of learning and cognitive development to instruction and the recognition and handling of selected psychological

challenges. Emphasis is placed on instructional strategies that provide the most accountability for student learning while meeting individualized needs. Co-teaching models in both various settings is explored. Required: Field placement in a setting serving students with special needs. Required: Completion of, or concurrent enrollment in, Education 43-404. (ScS) (FALL, ODD ONLY)

43-443 DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS (3-1). 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. Required: Completion of, or concurrent enrollment in, Education 43-404. (ScS) (SPRING)

43-453 POSITIVE BEHAVIOR SUPPORT 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. Prerequisites: Admission to the Teacher Certification Program, Education 43-404, and concurrent enrollment in Education 41-753 or Education 42-773 and 45-783. The starting date for this course is aligned with the beginning of Georgetown ISD schools, which precedes the start of Southwestern University classes. (ScS) (WA) (FALL)

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. (ScS) (SPRING, EVEN ONLY)

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. (ScS)

NOTE: See the Professional Development (EDU40) 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 art, music, theatre, physical education, and health. Students have opportunities to plan, present and evaluate lessons that make connections between these areas and core content areas of math and science. 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. Directed observation and participation in early childhood classrooms are an integral part of the course. (ScS) (FALL, EVEN ONLY)

44-654 TEACHING ENGLISH LANGUAGE LEARNERS. Study of the development of language and literacy in linguistically and culturally diverse learners. The focus is on second language acquisition in school-age children. Attention is given to the impact of sociolinguistic, psycholinguistic, and cultural factors on language development as well as teaching models for effective ESL instruction and related legal issues. Directed observation and participation in classrooms are an integral part of the course. Prerequisite: Sophomore standing required. (ScS) (FALL, ODD ONLY)

NOTE: See the Professional Development (EDU40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

Reading Education

45-723 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM (3-1) 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. (ScS) (WA) (FALL)

- 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. Also English 10-214. Students seeking 4-8 or 7-12 certification in English, Language Arts, and Reading should register for this course as ENG10-214. (ScS)
- 45-773 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL I (3-1). A study of the reading process, varied approaches to reading instruction including language experience, shared and guided reading, integrated and thematic teaching, comprehension and word analysis strategies including phonics content and instruction, and theories and methods associated with emergent and bilingual literacy. Observation and teaching in urban settings outside of the local community will be included. Elementary and middle school certifying students take this course in conjunction with Education 42-743. Prerequisite: Admission to Teacher Certification Program, Education 42-553, and Education 42-754. (ScS) (SPRING)
- 45-783 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL II (3-1). 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 42-773 and 43-453. 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 precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-553, Education 42-743, Education 42-754 and Education 45-773. (ScS) (FALL)
- 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. (H) Students seeking 4-8 or 7-12 certification in English, Language Arts, & Reading should register for this course as ENG10-224. (ScS)

NOTE: See the Professional Development (EDU40) section for course numbers for Selected Topics, Tutorial, Internship, Independent Study, Research and Honors courses.

ENGLISH DEPARTMENT

Humanities Area

Eileen Cleere, PhD, Professor and Chair
 David J. Gaines, PhD, Professor
 James A. Kilfoyle, PhD, Associate Professor
 Helene Meyers, PhD, Professor
 Elisabeth Piedmont-Marton, PhD, Associate Professor
 John Pipkin, PhD, Visiting Assistant Professor and Writer-in-Residence
 Michael B. Saenger, PhD, Associate Professor

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

Department Goals:

1. Develop skills in reading literature and film.

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

Major requirements are in place to ensure that majors are exposed to a broad range of issues and texts that are representative of the discipline. This includes courses that present the historical and cultural range of literary and cinematic production, a deliberate encounter with interpretive strategies under the heading of critical theory, and under “emergent literatures” a set of courses that exceed established, national canons of literature. Special topics courses (10-304) are frequently offered that, where designated, fulfill these requirements.

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.

Paired Major:

It is possible to complete a 15-course paired major in English and Feminist Studies by double-counting three of the courses cross-listed in English and Feminist Studies: Feminist Film Theory (10-454), Topics in Romanticism (10-664), Topics in Victorian Literature and Culture (10-674), Topics in Women’s Literature (10-854), and Topics in Contemporary Literature (10-864). The department frequently offers other, cross-listed courses that might substitute for one of these 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.

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

Major in English: A student selects either the Literature Concentration or the Literature and Film Concentration. Nine or ten courses (courses must be 3-4 credits each) (Majors consist of a minimum of 30 credits.)

Literature Concentration

- ENG10-244 Introduction to Literary Studies
- One course in British literature written before 1785 from:
 - ENG10-154 British 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 British literature written since 1785 from:
 - ENG10-164 British 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- and 21st-Century American Literature

- One course in emergent literatures from:
 - ENG10-834 Postcolonial Literature
 - ENG10-854 Topics in Women's Literature
 - ENG10-864 Topics in Contemporary Literature
 - ENG 10-874 American Ethnic Literature
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-434 The Teaching of Writing
 - ENG10-444 Topics in Theory
 - ENG 10-454 Feminist Film Studies
- ENG10-934 Seminar (Capstone)
- Two additional courses in English to total nine courses overall, and at least six upper-level courses.

Literature and Film Concentration

- ENG10-244 Introduction to Literary Studies
- ENG10-254 Introduction to Film Studies
- One course in British literature from:
 - ENG10-154 British Literature I
 - ENG10-164 British Literature II
 - 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
 - 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:
 - ENG10-175 American Literature
 - ENG10-714 Topics in American Literature
 - ENG10-734 Topics in 19th-Century American Literature
 - ENG10-754 Topics in 20th- & 21st-Century American Literature
- One course in emergent literatures from:
 - ENG10-834 Postcolonial Literature
 - ENG10-854 Topics in Women's Literature
 - ENG10-864 Topics in Contemporary Literature
 - ENG10-874 American Ethnic Literature
- One course in critical theory from
 - ENG10-404 Literary Theory and Criticism
 - ENG10-434 The Teaching of Writing

ENG10-444 Topics in Theory
ENG10-454 Feminist Film Studies

- Three courses from:
ENG10-504 Topics in Film (may be repeated with change of topic)
ENG10-514 World Cinema
ENG10-524 American Movies
- ENG10-934 Seminar (Capstone)

Minor in English: Five courses (courses must be 3-4 credits each) (Minors consist of a minimum of 18 credits.)

- ENG10-244 Introduction to Literary Studies
- One survey or period course in British literature written before 1785 from:
ENG10-154 British 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 such that the student will take 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) (H) (WA)
10-124	GREAT READS. The analysis and interpretation of works selected from English and world literature. (Biennially) (H) (WA)
10-134	INTRODUCTION TO CREATIVE WRITING. An introductory workshop focused primarily on prose fiction. (Biennially) (H) (WA)
10-154	BRITISH LITERATURE I. Beowulf to 1785. An 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 independently of English 10-164. (Biennially) (H) (WA)
10-164	BRITISH LITERATURE II. 1785 to present. An historically organized course. May be taken independently of English 10-154. (Biennially) (H) (WA)
10-174	AMERICAN LITERATURE. From before Columbus to the present. An historically organized course. May be taken independently of English 10-154 and English 10-164. (Biennially) (H) (WA)
10-204	GREEK AND ROMAN MYTHOLOGY. See Classics 07-204. (H) (IP) (WA)
10-214	CHILDREN'S LITERATURE. See Education 45-734.
10-224	MODERN BRITISH FANTASY FOR CHILDREN. See Education 45-794. (H)
10-234	PHILOSOPHY AND LITERATURE. See Philosophy 18-204. (H)
10-244	INTRODUCTION TO LITERARY STUDIES. An introduction to issues and methods of literary analysis. Topics and readings will vary from semester to semester. Prerequisite: One course in English. (Annually) (H) (WA)
10-254	INTRODUCTION TO FILM STUDIES. Provides students with a broad overview of cinema history and an introduction to the terminology of film analysis and critique. Students will learn film theory, aesthetics, and genre; and begin to explore the semiotics of film structure that embed ideas about

- gender, race, class, and sexuality within gothic, romantic, tragic, and comic modes of representation. Students will also develop an understanding of the importance of cinematography, editing, sound, and casting in the production and interpretation of film meaning. (Annually) (H)
- 10-314 PLAYWRITING. See Theatre 74-314. (FAL)
- 10-334 ADVANCED CREATIVE WRITING: POETRY. A writing workshop in poetry. May be repeated for credit. Approval of instructor required. (Biennially) (H) (WA)
- 10-344 ADVANCED CREATIVE WRITING: FICTION. A writing workshop in prose fiction. May be repeated for credit. Approval of instructor required. (Biennially) (H) (WA)
- 10-354 ADVANCED CREATIVE WRITING: NON-FICTION. An intensive course in writing with emphasis on the critical essay. May be repeated with change in topic. (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 THEORY AND CRITICISM. An intensive introduction to major critical and theoretical approaches to literature. Prerequisite: English 10-244 or permission of instructor. (Biennially) (H)
- 10-434 THE TEACHING OF WRITING. A seminar emphasizing issues and strategies involved in working with student writing from various disciplines. (Annually) (H) (WA)
- 10-444 TOPICS IN THEORY. This course offers a focused engagement with a theoretical question, problem or method. Possible offerings include Foucault and the Legacies of New Historicism, Problems in Textuality, Who Put the Post in Postcolonial? Technical Advances in Ecocriticism, Psychoanalytic Theory and Its Discontents. May be repeated with change of topic. Prerequisite: English10-244 or permission of instructor. (Biennially) (H)
- 10-454 FEMINIST FILM THEORY. This course will focus on the way films define gender, and on the direction that film criticism takes when feminism goes to the movies. It includes an intensive consideration of feminist film criticism and theory from 1975 to the present, and is intended for students who are interested in film studies and who have some experience with critical reading, writing, and theoretical analysis. Also Feminist Studies 04-554. Prerequisite: English 10-244, English 10-254, Feminist Studies 04-104 or permission of instructor. (Biennially) (H)
- 10-504 TOPICS IN FILM. Diverse themes and approaches (such as narrative, historicist, genre, feminist) to Hollywood and/or independent film traditions. Possible offerings include Film Noir, Shakespeare in Hollywood, Romantic Comedies, 60s Hollywood, Reel Jews, and LGBT Film. May be repeated with change of topic. (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)
- 10-604 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. Also Theatre 74-704. Prerequisite: One course in English or permission of instructor. (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, Tigue 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. Also Feminist Studies 04-634. Prerequisite: One course in English or permission of instructor. (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 Brontë sisters. Specific topics for this course will vary and may include Austen and Brontë, Victorian Mystery, Realism and Sensationalism, and Victorian Arts. May be repeated with change in topic. Also Feminist Studies 04-664. Prerequisite: One course in English or permission of instructor. (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- AND 21ST-CENTURY AMERICAN LITERATURE. A study of American writers of the 20th and 21st centuries, 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)
- 10-834 POSTCOLONIAL LITERATURE. A study of literature produced at the intersection of cultures. Consideration of ways cultural differences and legacies of colonization are negotiated. Major figures vary from year to year but will usually include Achebe, Gordimer, Head, Ngugi, Rushdie and Soyinka. Also Race and Ethnicity Studies 37-534. (Biennially) (H) (IP)

- 10-854 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. Also Feminist Studies 04-574. Prerequisite: One course in English or permission of instructor. (Biennially) (H)
- 10-864 TOPICS IN CONTEMPORARY LITERATURE. A study of literature written in English from the 1960s to the present. Topics and authors will vary from semester to semester to reflect the breadth and depth of contemporary literary practices. May be repeated with change in topic. Also Feminist Studies 04-694. Prerequisite: One course in English or permission of instructor. (Annually) (H)
- 10-874 AMERICAN ETHNIC LITERATURE. A study of the literatures of American ethnic communities, analyzing the relationships between ethnicity, history, and literature. Possible subjects include, but are not limited to, African American, Asian American, Latina/o, and Native American literature. Discussion is attentive to the intersections of ethnic identity with gender, sexuality, citizenship, and class. Also Race and Ethnicity Studies 37-764 and Feminist Studies 04-764. (Biennially) (H) (SJ) (WA)
- 10-934 SEMINAR. Fulfills the requirement for a capstone experience. Prerequisite: 10-244. (WA)
- 10-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 10-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 10-901, 902, 903, 904 TUTORIAL.
- 10-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 10-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
- 10-984 HONORS. By invitation only. Students who plan to undertake an Honors project are strongly encouraged to take English 10-404.

ENVIRONMENTAL STUDIES

Interdisciplinary Program

Romi Burks, PhD, Professor of Biology and Program Co-Chair
 Melissa A. Johnson, PhD, Professor of Anthropology and Program Co-Chair
 Joshua Long, PhD, Assistant Professor of Environmental Studies
 M. Anwar Sounny-Slitine, MA, Instructor and GIS Laboratory Manager

Contributing Faculty:

Erika Berroth, PhD, Associate Professor of German
 Michael Bray, PhD, Associate Professor of Philosophy
 Eileen Cleere, PhD, Professor of English
 Rebecca Edwards, PhD, Part-Time Assistant Professor of Physics
 Hayley Gillespie, PhD, Part-Time Assistant Professor of Biology
 Katherine Grooms, PhD, Assistant Professor of Economics
 Jethro Hernandez Berrones, PhD, Assistant Professor of History
 Laura Hobgood, PhD, Professor of Religion
 Joseph Hower, PhD, Visiting Assistant Professor of History
 Alison Kafer, PhD, Professor of Feminist Studies
 Michael Kamen, PhD, Professor of Education
 Stephen Marble, PhD, Associate Professor of Education
 Allison Miller, PhD, Assistant Professor of Art History
 Kenneth Mello, PhD, Associate Professor of Religion
 Emily Niemeyer, PhD, Professor of Chemistry
 Emily M. Northrop, PhD, Professor of Economics
 John Ore, MFA, Professor of Theatre
 Chelsea Platt, MA, Visiting Instructor of Sociology
 Aaron Prevots, PhD, Associate Professor of French

Valerie Renegar, PhD, Associate Professor of Communication Studies
Carl Robertson, PhD, Associate Professor of Chinese
Brenda Sendejo, PhD, Associate Professor of Anthropology
Jimmy C. Smith, PhD, Professor of Kinesiology
Willis Weigand, PhD, Associate Professor and Director of General Chemistry Laboratories

The Environmental Studies program provides an exploration of the interactions and connections between humans and nature from a wide variety of perspectives. Environmental studies considers the physical and biological properties of the environment, concepts of the environment from a range of social, religious, artistic and philosophical perspectives, and public policy approaches to understanding and grappling with environmental problems. The program introduces students to the viewpoints of both environmentalist thinkers and their critics and encourages students to engage in environmental activism.

Program Goals:

1. To develop in students a level of scientific literacy that allows them to be intelligent readers, users and communicators of scientific principles related to environmental issues.
2. To develop in students an understanding of the human (e.g. social, cultural, historical, religious, political, economic, artistic, etc.) dimensions of environmental issues.
3. To develop in students an understanding of public policy related to environmental concerns.
4. To develop in students an understanding of environmental justice, or the intersection of environmental issues, social difference and inequality.
5. To develop in students an introductory working understanding of Geographic Information Systems and its applications to environmental analysis.
6. To develop in students the capacity to integrate multiple disciplinary perspectives and effectively communicate arguments and concepts related to environmental issues.

Note on course numbering: 100-200 level courses are introductory. 300 level courses may require a prerequisite. 400-600 level courses are upper level and require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study. Please refer to the home department's course numbering policy for cross-listed courses.

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

- ENV49-104 Introduction to Environmental Studies
- ENV49-204 Environmental GIS (Geographic Information Systems)
- ENV49-364 US Environmental Policy
- ENV49-964 Capstone in Environmental Studies
- Two courses in the Natural Sciences from:
 - ENV49-034 Introduction to Earth Science
 - ENV49-044 Introduction to Climate Science
 - ENV49-054 Chemistry Appreciation
 - ENV49-064 Chemistry of the Environment
 - ENV49-121 Investigation into Living Systems (take with 49-123)
 - ENV49-123 Living Systems (take with 49-121)
 - ENV49-143/153 Principles of General Chemistry (take with 49-151)
 - ENV49-151 Chemical Methods and Techniques Laboratory (take with 49-143/153)
 - ENV49-224 Topics in Environmental Science
 - ENV49-414 Energy and the Environment
 - ENV49-434 Ecology
 - ENV49-644 Instrumentation in Environmental and Biological Analysis

- One course on Environmental Justice from:
 - ENV49-334 Apocalypse
 - ENV49-344 Animals and Religion
 - ENV49-374 Sacred Space and the Environment
 - ENV49-444 Global Environmental Justice
- An additional upper-level Environmental Studies course

Required supporting course for Environmental Studies major: One course

- MAT52-114 Introduction to Statistics

Note: Environmental Studies 49-434 and 49-644 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.

Note: While not required, students in Environmental Studies are encouraged to complete an Academic Internship and an Intercultural Learning Experience.

Paired Major:

Students may choose a paired major between Religion and Environmental Studies by double counting two courses cross-listed in Religion and Environmental Studies including: Religion and Animals (19-344), Sacred Space and the Environment (19-374), Apocalypse (19-334) and special topics courses with permission of the program chairs.

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

- ENV49-104 Introduction to Environmental Studies
- One course in the Natural Sciences from:
 - ENV49-034 Introduction to Earth Science
 - ENV49-044 Introduction to Climate Science
 - ENV49-054 Chemistry Appreciation
 - ENV49-064 Chemistry of the Environment
 - ENV49-121 Investigation into Living Systems (take with 49-123)
 - ENV49-123 Living Systems (take with 49-121)
 - ENV49-143/153 Principles of General Chemistry (take with 49- 151)
 - ENV49-151 Chemical Methods and Techniques Laboratory (take with 49-143/153)
 - ENV49-224 Topics in Environmental Science
 - ENV49-414 Energy and the Environment
 - ENV49-434 Ecology
 - ENV49-644 Instrumentation in Environmental and Biological Analysis.
- Three additional upper-level Environmental Studies courses, at least one of which must come from the Humanities Division.

Environmental Studies (ENV)

49-034	INTRODUCTION TO EARTH SCIENCE. See Physics 53-034. (NSL)
49-044	INTRODUCTION TO CLIMATE SCIENCE. See Physics 53-044. (NSL)
49-054	CHEMISTRY APPRECIATION. See Chemistry 51-054. (NSL)
49-064	CHEMISTRY OF THE ENVIRONMENT. See Chemistry 51-064. (NSL)
49-104	INTRODUCTION TO ENVIRONMENTAL STUDIES. This course introduces students to the essential environmental issues of the 21 st century. Students are introduced to core concepts in areas such

as environmental degradation and pollution, resource extraction and consumption, urbanization, ecology, sustainable development, activism, and population geography. Each of these topics is taught from an interdisciplinary perspective that examines the interconnections and divisions inherent within the global human population and their relationship to the environment. (ScS) (SJ)

- 49-121 INVESTIGATION INTO LIVING SYSTEMS. See Biology 50-121. To be taken concurrently with 49-123. (NSL)
- 49-123 LIVING SYSTEMS. See Biology 50-123. To be taken concurrently with 49-121 (NSL)
- 49-143 PRINCIPLES OF GENERAL CHEMISTRY WITH TUTORIAL. See Chemistry 51-143. Must be taken concurrently with 49-151. (NSL)
- 49-151 CHEMICAL METHODS AND TECHNIQUES LAB. See Chemistry 51-151. Must be taken concurrently with 49-143 or 49-153. (NSL)
- 49-153 PRINCIPLES OF GENERAL CHEMISTRY. See Chemistry 51-153. Must be taken concurrently with 49-151. (NSL)
- 49-204 ENVIRONMENTAL GIS (Geographic Information Systems). This course introduces students to the practice and theory of Geographic Information Systems (GIS) as a method for analysis of the environment. Students will examine the fundamentals of GIS and GIS applications, learning the concepts needed to effectively manipulate, query, analyze, and visualize spatial-based data. At the end of the semester students should feel comfortable applying GIS to a range of environmental issues, and have a solid understanding of the procedures and data necessary to conduct geographical analysis. Also Race and Ethnicity Studies 37-244. (NSL)
- 49 214 DISEASE, HEALTH AND MEDICINE IN WORLD HISTORY. See History 16-084. (H), (IP), (WA)
- 49-224 TOPICS IN ENVIRONMENTAL SCIENCE. May be repeated with change in content.
- 49-244 ENVIRONMENTAL PHILOSOPHY. See Philosophy 18-234. (H)
- 49-254 LATINA/O AND LATIN AMERICAN SPIRITUALITIES. See Anthropology 35-254, Feminist Studies 04-334, Race and Ethnicity Studies 37-354 and Latin American and Border Studies 06-764. (ScS) (SJ)
- 49-264 LANDSCAPE AND ENVIRONMENT IN CHINESE ART. See Art History 71-254 (FAL) (IP) (WA)
- 49-274 SUSTAINABLE CITIES. After a brief review of environmental and social planning perspectives, we will explore the application of sustainability discourse and practice as it relates to (1) contemporary neoliberal policies and urban governance, (2) social and environmental justice issues, and (3) contemporary environmental challenges and strategies. Lastly, we use the Austin Metropolitan Statistical Area (MSA) as a case study for the evaluation of the promises and pitfalls of sustainable urban development in the 21st century. Topics include urban ecology, segregation and environmental racism, place-making, neoliberal governance, and planning/design issues related to climate change. (ScS) (SJ)
- 49-284 SUSTAINABLE FOOD AND AGRICULTURE. This course offers an interdisciplinary perspective on the environmental, economic, and cultural relationship between producers and consumers in the global food network. The seminar begins with an examination of the driving forces of food commodity consumption and food meaning, and then explores the inequalities created through agro-economic links between industrialized countries and the “developing world.” The remainder of the seminar critically explores various alternatives for agricultural sustainability for the 21st century. See Feminist Studies 04-254. (ScS) (SJ)
- 49-294 PROMOTING ENVIRONMENTAL LITERACY. See Education 40-334. (ScS)
- 49-314 ECOFEMINISTS AND QUEER GREENS. See Feminist Studies 04-314. (H)
- 49-324 ENVIRONMENTAL ECONOMICS. See Economics 31-324. (ScS)
- 49-334 APOCALYPSE. See Religion 19-334. (H) 49-344 ANIMALS AND RELIGION. See Religion 19-344. Also Feminist Studies 04-344. (H)
- 49-354 CONSERVATION BIOLOGY. See Biology 50-384. (NS)
- 49-364 U.S. ENVIRONMENTAL POLICY. This course explores the development of environmental policy in the United States since the 1970s. The purpose of this course is to help students (1) conceptualize

the economic, political, and cultural issues associated with policy, (2) become aware of the policy process, key actors, and important legislation, and (3) apply this knowledge as capable professionals, scholars, and engaged citizens. The last three weeks of the course focus on contemporary policy issues in Texas such as water use and planning, endangered species protection, and energy policy. Prerequisite: Environmental Studies 49-104. Offered every other year (Fall, even years). (ScS)

- 49-374 SACRED SPACE AND THE ENVIRONMENT. See Religion 19-374 and Race and Ethnicity Studies 37-224. (H)
- 49-382 INTERMEDIATE MODERN CHINESE: ECOLOGICAL PROBLEMS. See Chinese 22-312. May be repeated with change in content. (H)
- 49-394 ENVIRONMENTAL COMMUNICATION. See Communication Studies 75-464. (H)49-404 HEALTH AND FITNESS CONCEPTS. See Kinesiology 48-404. (ScS)
- 49-414 ENERGY AND THE ENVIRONMENT. See Physics 53-354. (NS)
- 49-434 ECOLOGY. See Biology 50-434. (NSL)
- 49-444 GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-334, Feminist Studies 04-494 and Race and Ethnicity Studies 37-334. (SJ)
- 49-474 ADVANCED GIS. Advanced Geographic Information Systems (GIS) is a guided research course in which students will learn how to produce a high quality environmental spatial analysis using methods such as: web mapping, differential GPS, remote sensing, and environmental modeling. Prerequisite: Environmental Studies 49-204.
- 49-504 THE HISTORY OF THE U.S. WEST. See History 16-504. (H)
- 49-554 FRENCH CULTURE. See French 11-354. (H) (IP) (WA)
- 49-644 INSTRUMENTATION IN ENVIRONMENTAL AND BIOLOGICAL ANALYSIS. See Chemistry 51-644. (NSL)
- 49-654 CONTEMPORARY GERMAN CULTURE. See German 12-354. (H) (IP)
- 49-714 TRANSNATIONAL IDENTITY NARRATIVES: GENDER/NATURE/CULTURE. See German 12-712 and Feminist Studies 04-734. (H) (IP)
- 49-743 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL (3-1). See Education 42-743. (ScS)
- 49-814 THEATER SUSTAINABILITY. See Theater 72-814. (FAP)
- 49-824 RESEARCH IN GIS (Geographical Information Systems). This directed research courses integrates methods and techniques learned in previous GIS coursework to answer fundamental questions with a spatial science approach. Research can be applied to any discipline, but projects are expected to also innovative GIS applications. Students are expected to formulate research questions, design experiments, and interpret/present results. Prerequisites: Environmental Studies 49-474.
- 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.
- 49-984 HONORS.

EXERCISE AND SPORT STUDIES DEPARTMENT

Social Sciences Area

William C. Raleigh, JD, Assistant Professor and Chair
Joseph Austin, MA, Instructor
Miguel A. Benavides, ATC, EdD, Assistant Professor
William Bowman, MA, Instructor
Jonathan Duncan, MA, Instructor
Angela Marie Froboese, MEd, Instructor
Donald P. Gregory, MEd, Assistant Professor
Matthew Grosso, MEd, Instructor
Janson Hightower, MBA, Instructor
Hannah Long, MS, Instructor
Lori Morris, MA, Instructor
Glada C. Munt, PhD, Professor
William Porter, MA, Instructor
Glenn R. Schwab, MS, ATC, Assistant Professor
Francie Larrieu Smith, MEd, Instructor
Cari Zubke, MEd, Instructor

Contributing Faculty:

Brittany Crim, PhD, Visiting Assistant Professor of Kinesiology
Scott P. McLean, PhD, 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, business and legal aspect of exercise and sport. This minor will expose the student to various perspectives as they relate to teaching/coaching and/or the sports industry. The ESS program supports all students and the general education requirements with Fitness and Recreational Activities courses designed to improve physical activity and/or individual skill level in specific sports.

Department Goals:

1. Develop a practical as well as theoretical understanding of the Sports Industry from a legal, management, philosophical and/or finance perspective.
2. Understand the theoretical and practical connections of exercise and sports to teaching and coaching.
3. Through the Fitness and Recreational Activities Program (FRA), acquire the skills and knowledge of select physical activities in order to continue in an active physical lifestyle.

Note on course numbering: 100 level courses are introductory. 200-500 level courses are upper level. 900 level courses are capstone, tutorials, honors, internships, and independent study.

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
- Eight credits from:
 - ESS46-192 Foundations of Exercise and Sports Studies

ESS46-282 Philosophy of Sport
 ESS46-524 Physical Education for Elementary and Secondary Schools
 ESS46-534 Sport Management: Organization and Administration
 ESS46-544 Sport & Society
 ESS46-564 Sport Psychology
 ESS46-574 Sport Law and Ethics

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

Exercise and Sport Studies (ESS)

46-192	FOUNDATIONS OF EXERCISE AND SPORTS STUDIES. This course investigates the history, philosophy and principles that guide the discipline. In addition, career options and current issues in kinesiology are examined.
46-282	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. (ScS)
46-544	SPORT AND SOCIETY: This course will examine the nature of various sports and their role in American Society from an historical and contemporary perspective. (ScS)
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)
46-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
46-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
46-901, 902, 903, 904	TUTORIAL.
46-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken P/D/F.
46-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.

Fitness and Recreational Activity (FRA)

The following policies apply to Fitness and Recreational Activity courses:

1. Two Fitness and Recreational Activity courses 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.

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.
47-051	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.
47-071	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/PICKLEBALL: Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of racquetball/pickleball 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.
47-161	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.
47-191	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.
47-001, 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, Professor and Chair

Contributing Faculty:

Erika Berroth, PhD, Associate Professor of German
Michael Bray, PhD, Associate Professor of Philosophy
Melissa Byrnes, PhD, Associate Professor of History
Eileen Cleere, PhD, Professor of English
N. Elaine Craddock, PhD, Professor of Religion

Alisa Gaunder, PhD, Professor of Political Science
 Laura Hobgood, PhD, Professor of Religion
 Melissa A. Johnson, PhD, Professor of Anthropology
 Kathleen Juhl, MFA, PhD, Professor of Theatre
 Joshua Long, PhD, Assistant Professor of Environmental Studies
 Maria R. Lowe, PhD, Professor of Sociology
 Shannon Mariotti, PhD, Associate Professor of Political Science
 Kenneth Mello, PhD, Associate Professor of Religion
 Helene Meyers, PhD, Professor of English
 Allison Miller, PhD, Assistant Professor of Art History
 Sandi Kawecka Nenga, PhD, Associate Professor of Sociology
 Aaron Prevots, PhD, Associate Professor of French
 Valerie Renegar, PhD, Associate Professor of Communication Studies
 Omar Rivera, PhD, Associate Professor of Philosophy
 Catherine Ross, PhD, Professor of Spanish
 Brenda Sendejo, PhD, Associate Professor of Sociology
 Kimberly Smith, PhD, Professor of Art History
 Davi Johnson Thornton, PhD, Associate Professor of Communication Studies

The Feminist Studies program provides an interdisciplinary, critical exploration of how salient categories of difference—such as gender, race, class, sexuality, disability, age, religion, indigeneity, and nation—are constituted, challenged and altered across time and place. The program exposes students to the growing body of knowledge that falls under the broad rubric of feminism, including feminist theory and its critics, and it seeks to revise the findings of traditional disciplines to include this new knowledge and variety of feminist methodologies.

Program Goals:

1. Majors will develop feminist research and writing skills.
2. Students will critically reflect on activist practices.
3. Students will learn to use feminist theories and methodologies within traditional disciplines and in interdisciplinary settings.

Note on course numbering: 100 level courses are introductory. 200-400 level courses are upper level and may require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study. Please refer to the home department's course numbering policy for cross-listed courses.

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 each from at least four of the following Areas of Concentration:

Theory and Method:

FST04-124 Introduction to Feminist Philosophy
 FST04-164 Gender and Politics
 FST04-184 Theories of Race
 FST04-284 Topics in Feminist Theory
 FST04-314 Ecofeminists and Queer Greens
 FST04-344 Animals and Religion
 FST04-364 The Embodied Self
 FST04-374 Feminist Ethics
 FST04-434 Sick, Ill, and Twisted: Race, Sex, and Disability in the U.S.
 FST04-464 Feminist and Queer Activism

FST04-484 Communication, Culture and Social Justice

FST04-564 Gender and Communication

FST04-614 Theatre for Social Change

FST04-724 Feminism and Performance

Historical Perspectives:

FST04-224 Women, Goddesses and Religion

FST04-234 Gender and Sexuality

FST04-354 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender

FST04-384 History of Human Rights

FST04-394 Women, Gender, and Sexuality in Native America

FST04-424 Race and Ethnicity in the U.S.

FST04-474 Gender and Generation in Africa

FST04-484 Communication, Culture and Social Justice

FST04-504 Immigration in U.S. History

FST04-534 Rhetoric of Women's Rights

FST04-774 Slavery and Freedom in the Atlantic World

Representation and Aesthetics:

FST04-224 Women, Goddesses and Religion

FST04-254 Sustainable Food and Agriculture

FST04-264 The Body and Sexuality in Religion

FST04-274 Art in China Since 1911

FST04-334 Latina/o and Latin American Spiritualities

FST04-414 Feminism and Art History

FST04-444 Feminist Studies in German

FST04-554 Feminist Film Theory

FST04-574 Topics in Women's Literature

FST04-604 Contemporary Women: Writing, Identity, Difference

FST04-634 Topics in Romanticism

FST04-654 Gender, Race, and Nationalism: Spanish Cinema Since 1992

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

FST04-764 American Ethnic Literature

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

FST04-184 Theories of Race

FST04-234 Gender and Sexuality

FST04-294 Childhood and Youth

FST04-314 Ecofeminists and Queer Greens

FST04-364 The Embodied Self

FST04-394 Women, Gender, and Sexuality in Native America
 FST04-424 Race and Ethnicity in the U.S.
 FST04-434 Sick, Ill, and Twisted: Race, Sex, and Disability in the U.S.
 FST04-484 Communication, Culture and Social Justice
 FST04-524 Race and Ethnicity
 FST04-564 Gender and Communication
 FST04-584 Social Class in the U.S.
 FST04-644 Music and Identity
 FST04-764 American Ethnic Literature

Transnational Perspectives:

FST04-134 Latina/o Identities
 FST04-254 Sustainable Food and Agriculture
 FST04-324 Race, Class and Gender in the Caribbean
 FST04-334 Latina/o and Latin American Spiritualities
 FST04-384 History of Human Rights
 FST04-404 Women and Politics
 FST04-474 Gender and Generation in Africa
 FST04-494 Global Environmental Justice
 FST04-514 Borderlands and Religion
 FST04-454 Race and Immigration in Spanish Literature
 FST04-654 Gender, Race, and Nationalism: Spanish Cinema Since 1992
 FST04-734 Transnational Identity Narratives: Gender/Nature/Culture

- 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 Independent Study 04-954 and Honors in Feminist Studies 04-984.

Paired Majors:

Paired Majors with Communication Studies, English, History, Philosophy, Religion, Sociology, and Theatre are also available. Students wanting a paired major must fulfill the requirements for both majors, but are allowed to double count two or three courses, depending on department. Any course cross-listed with Feminist Studies in the relevant department is eligible for double-counting. See those department pages for details on how many courses can be double-counted.

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. Also Race and Ethnicity Studies 37-104. (H) (ScS) (SJ)
 04-124 INTRODUCTION TO FEMINIST PHILOSOPHY. See Philosophy 18-194. Also Race and Ethnicity Studies 37-194. (H) (SJ)

- 04-134 LATINA/O IDENTITIES. See Philosophy 18-124. Also Latin American and Border Studies 06-514 and Race and Ethnicity Studies 37-124. (H)
- 04-164 GENDER AND POLITICS. See Political Science 32-374. Also Race and Ethnicity Studies 37-164. (ScS)
- 04-184 THEORIES OF RACE. See Philosophy 18-184. Also Race and Ethnicity Studies 37-184. (H)
- 04-204 INTELLECTUAL HISTORIES OF FEMINISM. This course traces the intellectual traditions of contemporary feminist theories and practices. Topics will include feminist methodologies and the formation of, and challenges to, the discipline of Feminist Studies. Prerequisite: Feminist Studies 04-104. (Fall, biennially) (H) (WA)
- 04-224 WOMEN, GODDESSES AND RELIGION. See Religion 19-324. Also Anthropology 35-364. (H) (IP) (WA)
- 04-234 GENDER AND SEXUALITY. See Sociology 34-234. (ScS)
- 04-254 SUSTAINABLE FOOD AND AGRICULTURE. See Environmental Studies 49-284. (ScS) (SJ)
- 04-264 THE BODY AND SEXUALITY IN RELIGION. See Religion 19-364. (H) (IP)
- 04-274 ART IN CHINA SINCE 1911. See Art History 71-264. Also Race and Ethnicity Studies 37-284. (FAL) (WA) (IP)
- 04-284 TOPICS IN FEMINIST THEORY. Using an interdisciplinary framework, this course traces key debates in contemporary feminist theory. Areas of concentration might include theories of the body, queer theory, migration and borders, critical race theory, or methodology. (H)
- 04-294 CHILDHOOD AND YOUTH. See Sociology 34-274. (ScS)
- 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. Prerequisite: Feminist Studies 04-104 or Environmental Studies 49-104.
- 04-324 RACE, CLASS AND GENDER IN THE CARIBBEAN. See Anthropology 35-244. Also Latin American and Border Studies, and Race and Ethnicity Studies 37-344. (ScS) (SJ)
- 04-334 LATINA/O AND LATIN AMERICAN SPIRITUALITIES. See Anthropology 35-254. Also Environmental Studies 49-254, Latin American and Border Studies 06-764 and Race and Ethnicity Studies 37-354. (SJ) (ScS)
- 04-344 ANIMALS AND RELIGION. See Religion 19-344. Also Environmental Studies 49-344. (H)
- 04-354 WITCHES, NUNS, PROSTITUTES, WIVES, AND QUEENS: WOMEN & GENDER. See History 16-394. (H) (IP)
- 04-364 THE EMBODIED SELF. See Philosophy 18-324. (H)
- 04-374 FEMINIST ETHICS. See Philosophy 18-374. (H)
- 04-384 HISTORY OF HUMAN RIGHTS. See History 16-384. (H) (SJ)
- 04-394 GENDER AND SEXUALITY IN NATIVE AMERICA. See Religion 19-354. (H)
- 04-404 WOMEN AND POLITICS. See Political Science 32-434. (ScS) (SJ)
- 04-414 FEMINISM AND ART HISTORY. See Art History 71-554. (FAL) (SJ) (WA)
- 04-424 RACE AND ETHNICITY IN THE U.S. See History 16-414 Also Race and Ethnicity Studies 37-654. (H) (SJ)
- 04-434 SICK, ILL, AND TWISTED: RACE, SEX, AND DISABILITY IN THE U.S. This course surveys constructions of illness, disability and embodied difference. Drawing on insights from disability studies and feminist, queer, and critical race theory, 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. Also Race and Ethnicity Studies 37-434. (H)

04-444	FEMINIST STUDIES IN GERMAN. See German 12-454. (H)
04-454	RACE AND IMMIGRATION IN SPANISH LITERATURE. See Spanish 15-454. Also Race and Ethnicity Studies 37-414. (H) (WA)
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. Also Race and Ethnicity Studies 37-464. (H)
04-474	GENDER AND GENERATION IN AFRICA. See History 16-474. Also Race and Ethnicity Studies 37-474 and Anthropology 35-274. (H) (SJ)
04-484	COMMUNICATION, CULTURE AND SOCIAL JUSTICE. See Communication Studies 75-434. (H) (SJ)
04-494	GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-334. Also Environmental Studies 49-444 and Race and Ethnicity Studies 37-334. (SJ) (ScS)
04-514	BORDERLANDS AND RELIGION. See Religion 19-314. Also Latin American and Border Studies 06-554. (H)
04-524	RACE AND ETHNICITY. See Sociology 34-264. Also Race and Ethnicity Studies 37-264. (ScS)
04-534	THE RHETORIC OF WOMEN’S RIGHTS. See Communication Studies 75-264. (H) (SJ)
04-554	FEMINIST FILM THEORY. See English 10-454 (H).
04-564	GENDER AND COMMUNICATION. See Communication Studies 75-564. (H) (SJ)
04-574	TOPICS IN WOMEN’S LITERATURE. See English 10-854. (H)
04-584	SOCIAL CLASS IN THE U.S. See Sociology 34-324. (ScS)
04-604	TOPICS IN LITERATURE AND CULTURE. See French 11-604.
04-614	THEATRE FOR SOCIAL CHANGE: HISTORY AND THEORY. See Theatre 73-614. Also Race and Ethnicity Studies 37-634. (FAP) (SJ)
04-634	TOPICS IN ROMANTICISM. See English 10-664. (H)
04-644	MUSIC AND IDENTITY. See Communication Studies 75-644. (H)
04-654	GENDER, RACE, AND NATIONALISM: SPANISH CINEMA SINCE 1992. See Spanish 15-644. Also Race and Ethnicity Studies 37-644. (WA) (H)
04-664	TOPICS IN VICTORIAN LITERATURE AND CULTURE. See English 10-674. (H)
04-694	TOPICS IN CONTEMPORARY LITERATURE. See English 10-864. (H)
04-714	TOPICS IN PERFORMANCE STUDIES. See Theatre 73-714. Also Communication Studies 75-514. (FAP) (WA)
04-724	FEMINISM AND PERFORMANCE. See Theatre 73-724. Also Communication Studies 75-524 (FAP) (WA)
04-734	TRANSNATIONAL IDENTITY NARRATIVES: GENDER/NATURE/CULTURE. See German 12-714. Also Environmental Studies 49-714. (H) (IP)
04-764	AMERICAN ETHNIC LITERATURE. See English 10-874. Also Race and Ethnicity Studies 37-764. (H) (SJ) (WA)
04-774	SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. See History 16-454. Also Race and Ethnicity Studies 37-584. (H) (SJ) (IP)
04-784	THE TUDORS: POLITICS & CULTURE, 1485-1603. See History 16-354. (H) (IP)
04-934	SENIOR SEMINAR. (Spring) (WA)
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

Humanities Area

Melissa Byrnes, PhD, Associate Professor and Chair
 Steven C. Davidson, PhD, Professor
 Jethro Hernández Berrones, PhD, Assistant Professor
 Jessica Hower, PhD, Assistant Professor
 Joseph Hower, PhD, Visiting Assistant 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 those who study the past, including themselves.
4. Students will develop an appreciation for, and the ability to engage in, historical research, including demonstrated familiarity with historical sources, methodologies and argumentation.

The History Department strongly encourages students to undertake a study-abroad experience as a part of their curriculum.

Study abroad and advanced historical research necessitate language skills beyond the level of proficiency required for all Southwestern students. Students preparing for graduate work in history should check graduate catalogs to see if additional language work is expected.

Paired Majors:

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 16-384 History of Human Rights, 16-414 Race and Ethnicity in the 20th-Century U.S., 16-464 Immigration in U.S. History, 16-444 Apartheid in Film and Literature, and 16-474 Gender and Generation in Africa, 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 possible to do a 16-course paired major in History and Art History by counting an upper-level elective History course for one of the two upper level elective courses required in the Art History major and counting an upper-level Art History course for one of the two elective upper-level History courses required in the History major. (A double major would be 18 courses)

It is also possible to complete a program in International Studies with a major in History and 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.

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

Individual members of the department work with highly motivated students who design independent study projects and attain internships related to the field of history. Finally, the department participates in the Honors Program by approving exceptional applications for students to do an Honors Project during their senior year.

Note on course numbering: 000 level courses are World History surveys. 200-700 level courses are regional and country surveys, and thematic courses. 800 level courses are methods and capstone courses. 900 level courses are tutorials, honors, internships, and independent study.

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

- One course from:
 - HIS16-014 World Civilizations to 1500
 - HIS16-024 World Civilizations since 1500
 - HIS16-034 Empires and Empires of the Mind in World History
 - HIS16-074 Nations and Nationalism in World History
 - HIS16-084 Disease, Health, and Medicine in World History
- One upper-level course from four of the following six areas:
 - Africa:
 - HIS16-264 African History
 - HIS16-434 South African History
 - 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
 - HIS16-314 Greek Civilization
 - HIS16-324 Roman Civilization
 - HIS16-344 The Real Game of Thrones: The Medieval Era in History and Legend
 - HIS16-354 The Tudors: Politics & Culture, 1485- 1603
 - HIS16-384 History of Human Rights
 - HIS16-404 Modern France and Empire
 - HIS16-514 Muslims in Europe
 - HIS16-524 History of the British Isles since 1688
 - HIS16-534 Topics in British Culture
 - Latin America:
 - HIS16-364 Colonial Latin America
 - HIS16-374 Modern Latin America
 - HIS16-654 Latin American History in Film and Literature
 - HIS16-664 The Mexican Revolution
 - United States:
 - HIS16-224 The U.S.: From Colonies to Nation
 - HIS16-234 The U.S.: From Nation to World Power
 - HIS16-414 Race and Ethnicity in the U.S.

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

HIS16-754 Texas History

Transregional:

HIS16-454 Slavery and Freedom in the Atlantic World

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

HIS16-294 Topics in the History of Science, Technology, and Medicine

- HIS16-854 Historiography
- HIS16-864 Research Seminar (Capstone)
- Two additional upper-level courses in History, each worth at least 3 credits. 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 16-014, 16-034, 16-204, 16-244, 16-254, 16-264, 16-274, 16-314, 16-324, 16-344, 16-354, 16-364, 16-454, 16-514.

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

- One course from:
 - HIS16-014 World Civilizations to 1500
 - HIS16-024 World Civilizations since 1500
 - HIS16-034 Empires and Empires of the Mind in World History
 - HIS16-074 Nations and Nationalism in World History
 - HIS 16-084 Disease, Health, and Medicine in World History
- Four upper-level courses 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. (Biennially) (H) (IP) (WA)
16-024	WORLD CIVILIZATIONS SINCE 1500. The changing nature of the world's civilizations and their increasing interrelations after 1500. (Biennially) (H) (IP) (WA)
16-034	EMPIRES AND EMPIRES OF THE MIND IN WORLD HISTORY: This course traces the evolution of a variety of empires (real or imagined), from the pre-Columbian indigenous, Iberian, French, British, and Dutch empires through the Age of Revolutions, the rise of industry, capitalism, nationalist movements, World Wars, and communism. We will conclude with the process of decolonization and the possible development of an "American Empire" and other new kinds of empires. "Empires," very broadly construed, will be our lens to interpret world history. (Biennially) (H) (IP) (WA)
16-074	NATIONS AND NATIONALISM IN WORLD HISTORY. This course aims to discover the roots of nations around the world and the nationalisms that define or defend them. The class explores how nations are defined, whether nations are natural expressions of human community, why nationalism has often led to violence, and what the future may be for the nation-state. Also Race and Ethnicity Studies 37-074. (Biennially) (H) (IP) (WA)
16-084	DISEASE, HEALTH, AND MEDICINE IN WORLD HISTORY. What is disease? How have different cultures experienced and responded to it? Using case studies from Africa, Europe, Asia, and the Americas, this course explores the changing notions of the body's anatomy and physiology; the role of the environment; the interaction between healers, doctors, and patients; the nature of different therapeutic approaches; and the structure of health care institutions. It particularly evaluates the idea of modern science as the primary motor of change in medicine and analyzes global exchanges as a key element in the spread of disease and responses to it. Also Environmental Studies 49-214. (Biennially) (H) (IP) (WA)
16-204	EARLY MODERN EUROPE. This course explores and questions the concept of the "early modern" period of European history, from the close of the fifteenth to the dawn of the nineteenth century. Students will examine political, cultural, and intellectual developments from the period of feudalism to the "modernity" ushered in by Atlantic-wide revolutions. The course will examine Renaissance art and theory, Reformation and confessional tumult, sovereignty and expansion. (Biennially) (H) (IP)

- 16-214 MODERN EUROPE. Survey of the history of Europe since the late-eighteenth century. This course deepens students' understanding of the major developments in modern Western civilization, from the revolutions of the eighteenth century through the creation and expansion of the European Union. The course explores social, political, intellectual, and cultural developments, as well as examining Europe's role in the world and its relationships with other lands and peoples around the globe. (Biennially) (H) (IP)
- 16-224 THE U.S.: FROM COLONIES TO NATION. This course surveys the political, social, cultural and ideological history of early America, from the beginnings of European settlement to the Civil War. It focuses on several central issues that emerged in early American society and that continue to affect the United States today. These include the meaning of equality and freedom, ideas redefined over time in relationship to changing ideas about slavery, political authority, and the creation of governments, conceptualizing "American" identity, and constructing political authority. Citizenship, revolution, popular sovereignty, and the role of minority opinions in a democracy are major topics explored. (Biennially) (H)
- 16-234 THE U.S.: FROM NATION TO WORLD POWER. This course surveys major political, economic, social, cultural and diplomatic developments in the United States from the end of the Civil War to the present. Course topics include the role of the individual in the state and the state in society, the meaning of equality and freedom, and the United States' role in the world. (Biennially) (H)
- 16-244 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. (Biennially) (H) (IP)
- 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: environmental challenges; 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. Also Race and Ethnicity Studies 37-484. (Biennially) (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, TECHNOLOGY, AND MEDICINE. These courses investigate the historical relationship between humans and nature. Each course topic emphasizes a different geographical area, chronological period and/or specific area of scientific, technological, or medical interest. Every version of the course will emphasize how broader historical contexts have shaped human knowledge of nature, exploring the changing interrelationship between scientific knowledge, society, and culture across time and space. May be repeated with change in topic. (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)
- 16-344 THE REAL GAME OF THRONES: THE MEDIEVAL ERA IN HISTORY AND LEGEND. This course will chart the development of European society, culture, and politics from ca. 1000 to 1500, from British, European, Atlantic and global perspectives. We will study the combination of legend and history manifest in contemporary and modern appraisals of an era when lines between reality and lore, truth and superstition, secular and spiritual were blurred. (Biennially) (H) (IP)

- 16-354 THE TUDORS: POLITICS & CULTURE, 1485- 1603. This course examines the Tudor dynasty, an age of personal monarchy, tyranny, national consolidation, imperial expansion, patriarchy and the rule of wealthy courtiers. Students will explore how the Tudor-Stewart revolution in politics and culture fundamentally transformed Britain and Ireland, with great consequences for the world beyond its borders, between the accession of Henry VII and the death of Elizabeth I. Also Feminist Studies 04-784. (Biennially) (H) (IP)
- 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 this diverse region. 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. Also Latin American and Border Studies 06-674 and Race and Ethnicity Studies 37-424. (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. Also Latin American and Border Studies 06-684 and Race and Ethnicity Studies 37-404. (Biennially) (H) (IP)
- 16-384 HISTORY OF HUMAN RIGHTS. This course places contemporary human rights debates within a long historical context, from Classical and religious traditions, through the Enlightenment, the abolition of slavery, and the growth of socialism, to the signing of the Universal Declaration in 1948 and on to the present day. The course emphasizes questions of minority rights, group rights, and women's rights, as well as the balance between political/civil and social/economic rights. Also Feminist Studies 04-384. (Biennially) (H) (SJ)
- 16-394 WITCHES, NUNS, PROSTITUTES, WIVES, AND QUEENS: WOMEN & GENDER. This course explores the multifaceted experiences of women in the British World, from the medieval era to the present. We consider how gender and sexuality have been constructed differently over time and space; the role of churches, states, and empires in defining and proscribing sexual activity, masculinity, and femininity; the social and political expectations placed upon men and women; cultural representations and manifestations of gender and sexuality; the intersection of gender and other categories of difference; and how pivotal, transnational historical events like the Reformation and decolonization affected women and notions of gender. Also Feminist Studies 04-354. (Biennially) (H) (IP)
- 16-404 MODERN FRANCE AND EMPIRE. This course investigates French history from 1789 to the present, charting political, social, and cultural developments within France and determining the extent to which these altered, or were influenced by, events outside the borders of the "hexagon"—in the Empire or in foreign relations. The course pays particular attention to attempts to define French identity within a global context. (Biennially) (H) (IP)
- 16-414 RACE AND ETHNICITY IN THE 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 America. This course recognizes the historical significance of multiple racial and ethnic groups. It examines the ways major events and processes affected minority groups, as well as how they responded to their social and political environment. Also Feminist Studies 04-424 and Race and Ethnicity Studies 37-654. (Biennially) (H) (SJ)
- 16-434 SOUTH AFRICAN HISTORY. A survey of the history of southern Africa. Themes include indigenous social organization, colonization, slavery, the spread of Christianity, labor migrancy, industrialization, apartheid and its aftermath, and African nationalism and resistance. These issues are examined with attention to questions of race and ethnicity, class, and gender and generation. Also Race and Ethnicity Studies 37-464. (Biennially) (H) (IP) (SJ)
- 16-454 SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. The Atlantic slave trade (AST) and the systems of slavery that it fueled in the Americas were among the most important processes in the shaping of the modern world. Europe, Africa and the Americas were linked through the AST, as well as through the movement to abolish slavery. This course will consider various systems of slavery in the Atlantic basin and changes in those systems over time, as well as examining the economic and ideological links among slave systems in Africa and the Americas. Also Race and Ethnicity Studies 37-584 and Feminist Studies 04-774. (Biennially) (H) (SJ) (IP)
- 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 resulted in new types of conflict. These social and cultural patterns, changes and conflicts are analyzed through the work of historians and anthropologists, as well as novels and films by contemporary Africans. Also Anthropology 35-274, Feminist Studies 04-474, and Race and Ethnicity Studies 37-474. (Biennially) (H) (SJ)

- 16-504 THE HISTORY OF THE U.S. WEST. This course focuses on the history of the U.S. West as both frontier and region, real and imagined, from the mid-19th century onward. It considers topics such as Indian Removal, wars of conquest, immigration and migration, urban frontiers, environmental change, and the myth of the frontier. It especially highlights the intersections of race, gender, class, nationality and the environment. Course objectives include learning to interpret varied forms of historical evidence and fostering analytical, reading, discussion and synthetic skills that will help students think and communicate critically about historical and contemporary society and politics. Also Environmental Studies 49-504. (Biennially) (H)
- 16-514 MUSLIMS IN EUROPE. This course traces the history of Muslim presence in Europe from the early Islamic empires in Andalusia and Sicily, through European imperial experiences with Muslims in Africa and Asia, to the more recent reception of Muslim migrants on European soil. The course questions the intellectual and political utility of defining populations of such cultural, linguistic, and geographical breadth solely by their religion; discusses the development of a “European Islam;” and debates the existence of a “clash of civilizations” or a shared Mediterranean culture. Also Race and Ethnicity Studies 37-524. (Biennially) (H) (IP)
- 16-524 HISTORY OF THE BRITISH ISLES SINCE 1688. This course examines the British Isles since the Glorious Revolution via political, social, cultural, and intellectual lenses, integrating imperial and oceanic perspectives. It explores how British inhabitants formed, developed, and governed four distinct nations (England, Ireland, Scotland, and Wales) as part of a single kingdom, constructing one of the most powerful empires of the modern age, leaving a profound legacy in a globalized, post-colonial world. (Biennially) (H) (IP)
- 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 examines 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. May be repeated with change in topic. (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. Latin America 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 artists, writers and filmmakers. This course ventures into the labyrinthine relationships between the artist and that enigmatic territorial and spiritual landscape extending from the Rio Bravo to Tierra del Fuego. Also Latin American and Border Studies 06-654. (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. Also Latin American and Border Studies 06-664. (Biennially) (H) (IP) (SJ)
- 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. Also Latin American and Border Studies 06-694. (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 the philosophy of history. Prerequisite: 16-014, 16-024, 16-034, 16-074, 16-084; 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, Transnational Histories, and Science, Society, and the State. 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

International Studies Program Committee:

Kimberly Smith, PhD, Professor of Art History and Program Chair

Melissa Byrnes, PhD, Associate Professor of History

Steven C. Davidson, PhD, Professor of History

Allison Miller, PhD, Assistant Professor of Art History

Eric A. Selbin, PhD, Professor of Political Science

Laura Senio Blair, Professor of Spanish

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, 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. A student who wishes to change the basic thrust of his or her 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 Center for Academic Success and Records.

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. Other disciplines may be considered through a formal petition to the International Studies committee following a discussion with the chair of International Studies.

2. Students are required to take at least two courses in their disciplinary major that focus on their geographical area of interest. In addition, a student's capstone project within their disciplinary major must have an international or comparative component that is at least fifty percent related to their area concentration.
3. 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 (three courses for those students majoring or minoring in a language related to their area of emphasis; five courses for all others)

4. 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. 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 from at least three different disciplines. Courses not on this list may be approved on a case-by-case basis. Advanced Language: (Two courses) (This requirement is only for students not majoring or minoring in a language related to their area of emphasis.) Two courses (or courses totaling 8 credits) at the 300 level or above must be taken in a language related to their 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 may be asked to complete a language proficiency exam upon their return from study abroad.
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 or Minor with French, German or Spanish, or a Paired Minor with Chinese, in which up to two courses may be counted toward both majors.

Note on course numbering: Please refer to the home department's course numbering policy for cross-listed courses. 900 level courses are capstone, tutorials, honors, internships, and independent study.

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

European Area of Emphasis

Art History:

- ARH71-444 Hellenistic Art
- ARH71-454 Art of Spain
- ARH71-494 Modern Architecture
- ARH71-544 Italian Renaissance Art
- ARH71-514 Rococo to Romanticism
- ARH71-524 19th c. Art in Europe and the United States
- ARH71-534 Modernism and the 20th c. Avant-Gardes

English:

- ENG10-154 British Literature I
- ENG10-164 British Literature II
- 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
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
FRE11-334 French Cinema
FRE11-354 Topics in French Culture
FRE11-514 Studies in French Literature
FRE11-604 Topics in Literature and Culture
FRE11-614 Texts/Contexts
FRE11-301, 302, 303, 304 Selected Topics

German:

GER12-314 Reading German: Text in Context
GER12-332 Speak German!
GER12-344 Introduction to German Literature and Film
GER12-354 German Culture
GER12-454 Feminist Studies in German
GER12-514 Studies in German Literature
GER12-614 Texts/Contexts
GER12-714 Transnational Identity Narratives: Gender/Nature/Culture
GER12-734 Global Leadership and Intercultural Communication
GER12-301, 302, 303, 304 Selected Topics

History:

HIS16-204 Early Modern Europe
HIS16-214 Modern Europe
HIS16-344 The Real Game of Thrones
HIS16-354 The Tudors: Politics & Culture, 1485- 1603
HIS16-384 History of Human Rights
HIS16-404 Modern France and Empire
HIS16-514 Muslims in Europe
HIS16-524 History of the British Isles since 1688
HIS15-534 Topics in British Culture

Music:

MUL80-114 Music Literature I
MUL80-214 Music Literature II
MUL80-314 Music Literature III
MUL80-414 Music Literature IV
MUL80-424 Medieval and Renaissance Music
MUL80-434 Baroque Music
MUL80-444 Classical and Romantic Music

MUL80-454 20th-Century Music

Philosophy:

PHI18-614 Ethos, Identities, Differences (Critical Histories)

PHI18-624 Being, Structure, Change (Critical Histories)

PHI18-634 Experience, Language, Knowledge (Critical Histories)

PHI18-644 Peoples, Power, Organization (Critical Histories)

Political Science:

PSC32-414 European Politics

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

Spanish:

SPA15-364 Cultures of Spain

SPA15-404 Selected Topics in Iberian Literature

SPA15-414 Readings in Medieval and Early Modern Iberian Literature

SPA15-424 Readings in Contemporary Iberian Literature

SPA15-444 Iberian Literature Abroad

SPA15-454 Race and Immigration in Spanish Literature

SPA15-644 Gender, Race and Nationalism in Spanish Cinema

East Asian Area of Emphasis

Art History:

ARH71-214 ARTS OF CHINA

ARH71-224 Arts of Japan

ARH71-234 Ancient Chinese Art and Civilization

ARH71-244 Buddhist Art of East Asia

ARH71-254 Landscape and Environment in Chinese Art

ARH71-264 Art in China since 1911

Chinese:

CHI22-312 Topics in Intermediate Modern Chinese

CHI22-322 Topics in Advanced Modern Chinese

CHI22-394 Chinese Calligraphy and Culture

CHI22-301, 302, 303, 304 Selected Topics

History:

HIS16-244 Ancient China

HIS16-254 Imperial China 589-1911

HIS16-274 Japanese Civilization

HIS16-564 Modern Chinese History

HIS16-584 Modern Japanese History

Political Science:

PSC32-384 Japanese Politics, Culture, Society

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

PSC32-644 The Chinese Cultural Revolution

Religion:

REL19-284 Introduction to Buddhism

Latin American Area of Emphasis

Anthropology:

- ANT35-244 Race, Class and Gender in the Caribbean
- ANT35-254 Latina/o and Latin American Spiritualities

Art History:

- ARH71-314 Art of Mesoamerica
- ARH71-324 Art of the Andes
- ARH71-344 Colonial Latin American Art
- ARH71-364 Native Books, Images and Objects

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

Philosophy:

- PHI18-284 Philosophies of the Americas

Political Science:

- PSC32-614 Latin American Politics
- PSC32-764 Advanced Research Seminar in Latin American Politics

Spanish:

- SPA15-334 Conversation Through Hispanic Cinema
- SPA15-354 Cultures of 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
- SPA15-534 Cultural Memory in Latin America
- SPA15-614 Topics in Hispanic Film
- SPA15-654 Citizenship & Conflict in Contemporary Colombian Cinema

International Studies (INS)

- 38-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 38-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 38-901, 902, 903, 904 TUTORIAL.
- 38-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 38-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 38-984 HONORS.

KINESIOLOGY DEPARTMENT

Natural Sciences Area

Scott P. McLean, PhD, Professor and Chair

Brittany Crim, PhD, Visiting Assistant Professor

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 allied health fields, 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 science and allied health fields.

Note on course numbering: 200 level courses are introductory. 300-700 level courses are upper level courses and may require prerequisites. 800 level courses are research courses. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Kinesiology: 12 courses (Majors consist of a minimum of 36 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)
- KIN48-843 Research in Kinesiology II (Capstone II)
- KIN48-851 Senior Seminar in Kinesiology
- One FRA course in addition to the two required by the general education requirement (repeated courses will not count)
- One additional course (4 credits) in Kinesiology

Required supporting course in the Kinesiology major: One course

- MAT52-114 Introduction to Statistics

BIO50-424 Organ Physiology is recommended for students pursuing the Bachelor of Science degree.

NOTE: The capstone experience is satisfied by Kinesiology 48-832 and Kinesiology 48-843. 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: Five courses (Minors consist of a minimum of 18 credits.)

- KIN48-314 Research Methods in Kinesiology
- KIN48-404 Health and Fitness Concepts
- Three courses from:
 - KIN48-424 Motor Learning and Motor Control

KIN48-714 Biomechanics

KIN48-244 Human Anatomy

KIN48-704 Physiology of Exercise

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 included. Also Biology 50-244. (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 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 frameworks 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 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 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 permission 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 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 48-704.
- 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, 48-424, and 48-714. (WA)
- 48-843 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 project 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 projects as proposed in 48-832. Each student will formally present results of the study in oral and written form. Prerequisites: Kinesiology 48-832. (WA)
- 48-851 SENIOR SEMINAR IN KINESIOLOGY. This course is a student-led seminar in which students will examine and discuss selected topics in each of the core content areas of kinesiology.
- 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 AND BORDER STUDIES

Interdisciplinary Program

Omar Rivera, PhD, Associate Professor of Philosophy and Program Chair

Contributing Faculty:

Michael Bray, PhD, Associate Professor of Philosophy

Carlos De Oro, PhD, Associate Professor of Spanish

Patrick Hajovsky, PhD, Associate Professor of Art History

Jethro Hernández Berrones, PhD, Assistant Professor of History

Theodore J. Jobe, PhD, Associate Professor of Spanish and Assistant Director of the Language Learning Center

Melissa A. Johnson, PhD, Professor of Anthropology

Sandi Kawecka Nenga, PhD, Associate Professor of Sociology

María de los Angeles Rodríguez Cadena, PhD, Associate Professor of Spanish

Eric A. Selbin, PhD, Professor of Political Science

Brenda Sendejo, PhD, Associate Professor of Anthropology

Laura Senio Blair, PhD, Professor of Spanish

Latin American and Border Studies at Southwestern University is an interdisciplinary program designed to increase understanding of Latin American and Latina/o histories, cultures, languages, economies, and political forms. A central part of the program is the critical evaluation of the ideological borders that constitute nations, states, and peoples, as produced from outside and from within Latin America. Recognizing Southwestern University's location in Central Texas, the program emphasizes the

collaboration of a diverse faculty and student body who seek both academic and activist responses to central questions while examining different disciplinary approaches to the study of Latin America and Latina/o identities.

Program Goals:

Latin American and Border Studies includes but is not restricted to any of the geographic and cultural area defined by Latin America, the Caribbean, and United States borderlands. While focusing on one or more regions of this area, the learning goals for all LAS students are to:

1. Demonstrate a deep contextual understanding of cultural, historical, and socio-political realities.
2. Demonstrate reading, writing, and oral proficiency skills in Spanish.
3. Apply and integrate more than one disciplinary approach while engaging with scholarship and activism.
4. Evaluate important cultural, conceptual, and epistemological differences and their global influences.

Students will familiarize themselves with Latin America, the Caribbean, and the United States borderlands through a mixture of academic study, specialized training, civic engagement, study abroad, and discussions with affiliated faculty and visiting scholars.

The LAS Program requires that students achieve a high degree of fluency in Spanish. Minors must show language proficiency up to Spanish IV, and majors must take two additional courses above Spanish IV (see the Spanish Program for guidelines and requirements concerning advanced placement).

Note on course numbering: LAS 300-800 course numbers are arranged according to discipline and do not reflect levels of difficulty or prerequisites. Please refer to the home department's course numbering policy for cross-listed courses. LAS 900-level courses include capstone, tutorials, honors, internships, and independent study.

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

- One introductory course from:
 - LAS06-504 Philosophies of the Americas
 - LAS06-804 Introduction to Art History: Latin American
- Two advanced Spanish language courses chosen from:
 - LAS06-314 Conversation Through Hispanic Cinema
 - LAS06-324 Introduction to Literary Studies
 - LAS06-334 Cultures of Latin America
 - LAS06-344 Selected Topics in Hispano-American Literature
 - LAS06-354 Readings in Pre-20th-Century Hispano-American Literature
 - LAS06-364 Readings in Contemporary Hispano-American Literature
 - LAS06-374 Cultural Memory in Latin America
 - LAS06-384 Contemporary Hispano-American Theater
 - LAS06-394 Citizenship and Conflict in Colombian Cinema
 - LAS06-404 Hispano-American Literature Abroad
 - LAS06-414 Topics in Hispanic Film
 - LAS06-424 Topics in Hispanic Literature
 - LAS06-434 Topics in Hispanic Culture
- Six additional LAS courses, at least one course from each of the three different divisions, chosen from:

Humanities:

 - LAS06-504 Philosophies of the Americas
 - LAS06-514 Latino/a Identities
 - LAS06-524 Philosophy and Literature (Note: only when taught by LAS faculty)
 - LAS06-534 Philosophy and Anti-Colonial Revolt

LAS06-554 Borderlands and Religion
LAS06-654 Latin American History in Film and Literature
LAS06-664 The Mexican Revolution
LAS06-674 Colonial Latin America
LAS06-684 Modern Latin America
LAS06-694 Texas History

Social Sciences:

LAS06-714 Latin American Politics
LAS06-724 Advanced Seminar in Latin American Politics
LAS06-754 Race, Class and Gender in the Caribbean
LAS06-764 Latina/o and Latin American Spiritualities
LAS06-774 Latina/os and Education in the U.S.

Fine Arts:

LAS06-804 Introduction to Art History: Latin American
LAS06-814 Art of Mesoamerica
LAS06-824 Art of the Andes
LAS06-834 Colonial Latin American Art
LAS06-844 Native Books, Images and Objects

Other courses whose main content focuses on Latin America and/or borderlands may count toward the major, subject to approval by the Chair of the LAS Program.

At least one LAS course must be writing attentive (WA), and it is preferred that students fulfill the Social Justice (SJ) and Intercultural Perspectives (IP) designations in LAS courses.

LAS majors must complete a capstone experience, which may be linked to existing departmental capstone courses. The LAS capstone project must include a paper and oral presentation concentrating on a topic pertaining to Latin America and/or the United States borderlands and must be in English. For the case in which a capstone course is unavailable in the particular department of interest, an independent study will count as a capstone. The Chair of LAS must approve all capstone projects before student registration.

LAS majors are required to take an exit exam and/or an oral interview to measure their proficiency in Spanish, as measured in the STAMP (Standard-Based Measurement of Proficiency Exam) at a mid-intermediate rating (level 4).

LAS majors are strongly encouraged to participate in a civic engagement project and take a long semester study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Paired Majors:

LAS majors may pursue a paired major with Spanish in which any two courses may be counted toward both majors. Students who pair LAS and Spanish must take two capstone courses, one in the Spanish department and the other as outlined above for the LAS major.

Minor in Latin American and Border Studies: 5 courses (Minors consist of a minimum of 18 credits.)

- One introductory course from:
LAS06-504 Philosophies of the Americas
LAS06-804 Introduction to Art History: Latin American
- Four additional LAS courses, at least one course from two of the three different divisions, selected from those available for the major.

LAS minors must demonstrate proficiency in Spanish, as measured in the STAMP (Standard-Based Measurement of Proficiency Exam), at a low-intermediate rating (level 3).

LAS minors are encouraged to participate in a civic engagement project and study abroad experience in a Spanish or Portuguese speaking country in Latin America.

Latin American and Border Studies (LAS)

- 06-314 CONVERSATION THROUGH HISPANIC CINEMA. See Spanish 15-334. (H) (IP) (WA)
- 06-324 INTRODUCTION TO LITERARY STUDIES. See Spanish 15-344. (H) (WA)
- 06-334 CULTURES OF LATIN AMERICA. See Spanish 15-354. (H) (IP) (SJ)
- 06-344 SELECTED TOPICS IN HISPANO-AMERICAN LITERATURE. See Spanish 15-504. (H)
- 06-354 READINGS IN PRE-20TH-CENTURY HISPANO-AMERICAN LITERATURE. See Spanish 15-514. (H)
- 06-364 READINGS IN CONTEMPORARY HISPANO-AMERICAN LITERATURE. See Spanish 15-524. (H) (WA)
- 06-374 CULTURAL MEMORY IN LATIN AMERICA. See Spanish 15-534. Also Race and Ethnicity Studies 37-544. (H) (SJ) (WA)
- 06-384 CONTEMPORARY HISPANO-AMERICAN THEATER. See Spanish 15-554. (H) (WA)
- 06-394 CITIZENSHIP AND CONFLICT IN COLOMBIAN CINEMA. See Spanish 15-654. Also Race and Ethnicity Studies 37-674. (H) (WA) (IP) (SJ)
- 06-404 HISPANO-AMERICAN LITERATURE ABROAD. See Spanish 15-544. (H)
- 06-414 TOPICS IN HISPANIC FILM. See Spanish 15-614. (H) (IP) (WA)
- 06-424 TOPICS IN HISPANIC LITERATURE. See Spanish 15-624. (H) (WA)
- 06-434 TOPICS IN HISPANIC CULTURE. See Spanish 15-634. (H) (IP) (WA)
- 06-504 PHILOSOPHIES OF THE AMERICAS. See Philosophy 18-284 and Race and Ethnicity Studies 37-274. (H)
- 06-514 LATINO/A IDENTITIES. See Philosophy 18-124, Race and Ethnicity Studies 37-124, and Feminist Studies 04-134. (H)
- 06-524 PHILOSOPHY AND LITERATURE. See Philosophy 18-204. Note: only when offered by LAS faculty. (H)
- 06-534 PHILOSOPHY AND ANTI-COLONIAL REVOLT. See Philosophy 18-134. (H)
- 06-554 BORDERLANDS AND RELIGION. See Feminist Studies 04-514 and Religion 19-314. (H)
- 06-654 LATIN AMERICAN HISTORY IN FILM AND LITERATURE. See History 16-654. (H)
- 06-664 THE MEXICAN REVOLUTION. See History 16-664. (H)
- 06-674 COLONIAL LATIN AMERICA. See History 16-364. (H) (IP)
- 06-684 MODERN LATIN AMERICA. See History 16-374. (H) (IP)
- 06-694 TEXAS HISTORY. See History 16-754. (H)
- 06-714 LATIN AMERICAN POLITICS. See Political Science 32-484. Also Sociology 34-614 and Race and Ethnicity Studies 37-614. (ScS) (SJ)
- 06-754 RACE, CLASS AND GENDER IN THE CARIBBEAN. See Anthropology 35-244. Also Feminist Studies 04-324 and Race and Ethnicity Studies 37-344. (ScS) (SJ)
- 06-764 LATINA/O AND LATIN AMERICAN SPIRITUALITIES. See Anthropology 35-254. Also Feminist Studies 04-334, Environmental Studies 49-254, and Race and Ethnicity Studies 37-354. (ScS) (SJ)
- 06-774 LATINA/OS & EDUCATION IN THE U.S. See Sociology 34-334. Also Race and Ethnicity Studies 37-324. (ScS)
- 06-804 INTRODUCTION TO ART HISTORY: LATIN AMERICAN. See Art History 71-034. Also Race and Ethnicity Studies 37-394. (FAL) (WA) (SJ) (IP)

06-814	ART OF MESOAMERICA. See Art History 71-314. (FAL) (IP) (WA)
06-824	ART OF THE ANDES. See Art History 71-324. (FAL) (IP) (WA)
06-834	COLONIAL LATIN AMERICAN ART. See Art History 71-344. (FAL) (WA)
06-844	NATIVE BOOKS, IMAGES AND OBJECTS. See Art History 71-364. Also Race and Ethnicity Studies 37-574. (FAL) (SJ) (WA)
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

Natural Sciences Area

Alison Marr, PhD, Associate Professor of Mathematics and Chair
 Barbara Anthony, PhD, Associate Professor of Computer Science
 Edward B. Burger, PhD, President and Professor of Mathematics
 Linda DiLullo, PhD, Visiting Assistant Professor of Mathematics
 Fumiko Futamura, PhD, Associate Professor of Mathematics
 Kendall C. Richards, PhD, Professor of Mathematics
 Gary H. Richter, PhD, Associate Professor of Mathematics
 John Ross, PhD, Visiting Assistant Professor of Mathematics
 Jacob Schrum, PhD, Assistant Professor of Computer Science
 Therese N. Shelton, PhD, Associate Professor of Mathematics
 Charles (Chad) Stolper, PhD, Assistant Professor of Computer Science

Mathematics and Computer Science courses help students develop concise and logical patterns of analytical and algorithmic reasoning and encourage independent and creative work. The department seeks to develop in students an understanding of mathematical structures and models and a facility with problem-solving techniques.

Department Goals:

1. Understand the fundamental principles, operations and applications of the core content in the mathematical and computer sciences.
2. Demonstrate concise logical patterns of mathematical and algorithmic thinking.
3. Communicate the knowledge and skills of the discipline.

The department offers the following three majors leading to either the BA or BS degree: Mathematics, Computer Science and Computational Mathematics. Each student's major program must be determined in consultation with the student's academic 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. CSC54-184, 284, and 454 cannot be taken out of sequence without departmental approval. Any three-credit or four-credit course at the 300 level or above will serve as an approved course unless the department explicitly indicates otherwise. Credit for Honors (MAT52-984 or CSC54-984) will be counted, at most, once as an approved upper-level elective.

Note on course numbering: 100 level courses are introductory. 200-700 level courses are upper level and may require prerequisites. 800 level courses are upper-level advanced and capstone courses. 900 level courses are tutorials, honors, internships, and independent study.

Major in Mathematics (BA): 11 courses totaling a minimum of 39 credits.

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures
- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone)
- Four additional approved upper-level courses in Mathematics

Major in Mathematics (BS): 11 courses totaling a minimum of 39 credits.

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures
- MAT52-754 Differential Equations
- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone)
- Three additional approved upper-level courses in Mathematics

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 totaling a minimum of 21 credits.

- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-674 Linear Algebra
- Three additional approved upper-level courses in Mathematics

Major in Computer Science (BA or BS): 10 courses totaling a minimum of 35 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 upper-level courses in Computer Science

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

- MAT52-154 Calculus I, normally to be completed no later than the sophomore year
- 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 upper-level courses in Computer Science

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
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations
- One additional approved upper-level course in Mathematics or Computer Science
- Two courses from:
 - CSC54-414 Operations Research
 - CSC54-514 Database Management
 - MAT52-524 Introduction to Numerical Analysis
 - MAT52-574 Probability and Mathematical Statistics
- MAT52-894 Senior Seminar in Mathematical Modeling or CSC54-894 Senior Seminar in Software Engineering (Capstone)

Additional requirement for all majors: Major Field Test in Mathematics or Computer Science

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

Mathematics (MAT)

52-104

EXPLORATIONS IN MATHEMATICS. This course presents the spirit and beauty of mathematics through topics chosen by the instructor, emphasizing the role that mathematics plays in society. Topics may include mathematics in art and literature, Euclid's Elements, game theory and voting theory. The mathematical content may include geometry, algebra, and number systems. The course is suitable for a general audience with a broad spectrum of backgrounds and abilities and also satisfies

requirements for EC-6 or 4-8 teacher certification. This course may not be used for the Mathematics major or minor. (Fall, each year; and Spring, even years) (NS)

- 52-114 INTRODUCTION TO STATISTICS. This course provides students in the social and biological sciences with the skills necessary to perform elementary statistical analysis. Topics include descriptive measures, probability, sampling theory, random variables, binomial and normal distributions, estimation and hypothesis testing, analysis of variance, regression and correlation. This course may not be used for the Mathematics major or minor. (Each semester) (NS)
- 52-124 ELEMENTARY FUNCTION THEORY. This course investigates 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. This course may not be used for the Mathematics major or minor. (Fall) (NS)
- 52-154 CALCULUS I. This is a first course in single variable differential and integral calculus. Topics include limits, continuity, differentiation, integration, the Fundamental Theorem of Calculus, the method of substitution, and applications (e.g., optimization, related rates, consequences of the Mean Value Theorem). Prerequisite: Mastery of high school-level pre-calculus (algebra, trigonometry, exponential and logarithmic functions). (Each semester) (NS)
- 52-204 TOPICS IN MATHEMATICS. This course investigates a topic in Mathematics that varies according to the interests of professor. This course may be repeated with a change in the topic. (NS)
- 52-254 CALCULUS II. Topics include techniques of integration, applications of integration (e.g., volumes of solids of revolution, arc length, work), improper integrals, introductory differential equations, infinite series, power series, Taylor's Theorem, and polar coordinates. Prerequisite: Mathematics 52-154. (Each semester) (NS)
- 52-291 PUTNAM POWER HOUR. This course is designed to sharpen problem solving abilities. Students will tackle challenging problems from the William Lowell Putnam Competitions of previous years and study some of the published solutions. Students enrolled in this course will be encouraged to compete in the Putnam Competition in early December. This course may be repeated for credit, but may not be counted toward the major or minor, and must be taken P/D/F. Prerequisite: Consent of instructor.
- 52-354 CALCULUS III. This is a course in multivariable calculus. Topics include vectors, vector-valued functions and functions of several variables, partial differentiation, multiple integration, applications of partial differentiation, applications of multiple integrals, line integrals, Green's Theorem, and surface integrals. Prerequisite: Mathematics 52-254. (Fall) (NS)
- 52-384 DISCRETE MATHEMATICS. See Computer Science 54-384. (Fall) (NS)
- 52-404 GEOMETRY. This course investigates various approaches to geometry. Topics may include synthetic geometry, analytic geometry, projective geometry, Euclidean geometry and non-Euclidean geometry. Prerequisite: Permission of instructor. (Fall, odd years) (NS)
- 52-414 OPERATIONS RESEARCH. See Computer Science 54-414 and Business 30-414.
- 52-454 MATH METHODS IN PHYSICAL SCIENCE. See Physics 53-454.
- 52-524 INTRODUCTION TO NUMERICAL ANALYSIS. This course investigates 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. It is cross-listed as Computer Science 54-524. Prerequisites: Mathematics 52-254, 52-674, and Computer Science 54-184, or permission of instructor. (NS)
- 52-574 PROBABILITY AND MATHEMATICAL STATISTICS. This course is a calculus-based, mathematical introduction to the fundamental principles of probability theory and applications. Topics include combinatorial analysis used in computing probabilities, the axioms and properties of probability, conditional probability, independence of events, discrete and continuous random variables, the standard distributions, expected value and variance, joint distributions, distributions of a function of a random variable, and sampling distributions. Also included are theoretical results such as Bayes Theorem, Central Limit Theorem, Law of Large Numbers, the Empirical Rule, Hypothesis Testing and Confidence intervals at least for a single mean and a single proportion. Prerequisite: Mathematics 52-254. (Spring) (NS)

- 52-674 LINEAR ALGEBRA. This course is an introduction to the basic structure of proofs, linear equations and matrices, vector spaces, linear mappings, determinants, 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. This course investigates the theory of sets, relations, functions, groups and rings. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674 or permission of instructor. (Fall) (NS)
- 52-754 DIFFERENTIAL EQUATIONS. This course investigates the theory and application of differential equations. Topics include both linear and nonlinear first order ordinary differential equations, numerical solutions, and higher order linear ordinary differential equations. Solution techniques may include undetermined coefficients, variation of parameters, power series solutions, and Laplace transforms. Additional topics may be chosen from linear systems, nonlinear systems and Fourier series analysis of partial differential equations with boundary conditions. Prerequisite: Mathematics 52-354, or permission of instructor. (Spring) (NS)
- 52-834 COMPLEX ANALYSIS. This course investigates the algebra and geometry of complex numbers. Topics include analytic and harmonic functions, series, contour integration, conformal maps and transformations. Prerequisite: Mathematics 52-354 or permission of instructor. (Fall, even) (NS)
- 52-844 SEMINAR IN SPECIAL TOPICS. This course is a limited enrollment seminar in a major area of mathematics not generally covered in other courses. Topics may include but are not limited to combinatorics, logic, topology, and history of mathematics. The course may be repeated for credit as topics vary. Prerequisite: Three courses at the 200 level or above and permission of instructor. (NS)
- 52-854 REAL ANALYSIS. This course investigates the algebra and topology of the real numbers. Topics include completeness, sequences, limits and continuity, differentiation, the Mean-Value Theorem, the Riemann/Darboux integral, and infinite series. May also include sequences and series of functions. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674, or permission of instructor. (Spring) (NS)
- 52-874 SEMINAR IN ADVANCED TOPICS. This course is intended to provide additional depth in one of the core subject areas offered in the department. It primarily serves as a second-semester course in algebraic structures, differential equations, or real analysis. The course may be repeated for credit as topics vary. Prerequisite: Permission of instructor. (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 optimization methods with sensitivity analysis, numerical and analytic methods, linear and non-linear differential and difference equations, curve and surface fitting, statistics, and stochastic methods. Topics may vary with the instructor. Applications will be taken from the social and natural sciences. Collaboration and significant class participation are expected. Each student will take the Major Field Test. A major semester project resulting in a written paper and an oral presentation is required from each student; an external presentation may also be required. Prerequisites: Six courses in the major at the 300 level or above, Computer Science 54-184, and permission of instructor. Must have completed one of MAT52-574, MAT52-674, or MAT52-754. (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 EXPLORATIONS IN COMPUTING. This course is 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, 54-284, or 54-454 without departmental approval. (NS)

- 54-184 COMPUTER SCIENCE I. This is the standard first course in computer programming in an object-oriented style. It is primarily intended for students pursuing a major or minor in computer science, mathematics or other disciplines in the natural sciences. Topics include primitive types and operations, assignment, conditional execution, iteration, arrays, classes, methods, recursion, encapsulation, type extension, inheritance and reasoning about programs in Java. The course includes a laboratory component designed to explore applications and to enhance conceptualization. (Each semester) (NS)
- 54-281 COLLOQUIUM IN COMPUTER SCIENCE. In this seminar-style course, each student will give a lecture on a topic in computer science not normally covered in depth in the regular curriculum. Presentation of one lecture and participation in discussions is required. This course may be repeated for credit, but may not be counted toward the major or minor. Must be taken Pass/D/F. Prerequisite: Prior or concurrent enrollment in Computer Science 54-284, and permission of the instructor.
- 54-284 COMPUTER SCIENCE II. This course is a continuation of 54-184 Computer Science I, with an emphasis on abstract data objects such as lists, stacks, queues, trees and graphs, and test-first programming using the automated testing paradigm JUnit. Topics include algorithms for searching, sorting, traversing, inserting and deleting, and reasoning about 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. (Spring) (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 compete in the South Central Programming Contest. This course may be repeated for credit. May not be counted toward the major or minor, and must be taken P/D/F. Prerequisite: Computer Science 54-184. (Fall)
- 54-384 DISCRETE MATHEMATICS. This course investigates concepts in the modeling of discrete phenomena. Topics include logic, structure of proof, set theory, combinatorics, graphs, induction and recurrence relations. Also Mathematics 52-384. Prerequisites: Mathematics 52-154, Computer Science 54-184, and either Mathematics 52-254 or Computer Science 54-284, or permission of instructor. (Fall) (NS)
- 54-394 COMPUTER ORGANIZATION. This course studies the 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)
- 54-414 OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include linear and integer programming, simplex method, duality, sensitivity analysis, branch and bound algorithm, transportation and assignment problems, network optimization, and problem solving using optimization software. Also 52-414 and 30-414. Prerequisites: 52-154 (Calculus I) and either 30-474 (Finance) or 52-674 (Linear Algebra) or permission of the instructor.
- 54-454 ALGORITHMS. An introduction to the design and analysis of algorithms and their implementation in C++. Topics include: greedy, divide-and-conquer, dynamic programming, graph, and randomized algorithms; asymptotic analysis and computational tractability (e.g. NP-completeness); practical data structures (stacks, trees, queues, graphs, hash tables, heaps). Prerequisite: Computer Science 54-284, or permission of instructor. (Spring) (NS)
- 54-474 PROGRAMMING LANGUAGES. A study of the principles and practice in the design and implementation of imperative, functional, logic and object-oriented programming languages. Prerequisite: Computer Science 54-394 or permission of instructor. (Fall) (NS)
- 54-514 DATABASE MANAGEMENT. A study of the logical and physical organization of data in conventional database systems. Topics include functional dependencies, normal forms, relational and other data models, indexing and concurrency control. Prerequisite: Computer Science 54-284 or permission of instructor. (NS)
- 54-524 INTRODUCTION TO NUMERICAL ANALYSIS. See Mathematics 52-524. (NS)
- 54-534 FUNCTIONAL PROGRAMMING. An 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 54-284 or permission of instructor. (NS)
54-644	COMPUTER SYSTEMS. An introduction to operating systems and computer networks. Topics include process control, scheduling, threads, concurrency, memory management, virtual memory, network protocol layers, packets, routing and network security. Prerequisite: Computer Science 54-394. (Spring) (NS)
54-844	SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar not generally covered in other courses. This course may be repeated for credit as topics vary. 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, 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. Each student will take the Major Field Test. Prerequisite: Six courses in the major at the 300 level or above, and permission of instructor. Must have completed one of CSC54-454, CSC54-514, or CSC54-474. (Spring) (NS) (WA)
54-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
54-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. 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

Humanities Area

Aaron Prevots, PhD, Associate Professor of French and Chair
 Erika Berroth, PhD, Associate Professor of German
 Lisa Gustavson, MA, Part-Time Instructor of French
 Francis Mathieu, PhD, Associate Professor of French
 Michelle Reyes, PhD, Part-Time Assistant Professor of German
 Carl Robertson, PhD, Associate Professor of Chinese
 Patricia Schiaffini, PhD, Part-Time Assistant Professor of Chinese
 Anne Siems, MA, Part-Time Instructor of German

The Chinese, French and German programs facilitate intentional, interdisciplinary study in the interrelated disciplines of language, literature and culture. We teach language in cultural contexts, so that students explore diverse perspectives, grow as critical thinkers and acquire the skills, knowledges and attitudes to build communities and promote change. We empower lifelong learners who can articulate and creatively apply a complex understanding of cultural differences.

Department Goals:

In an integrated curriculum, we assess students' progress in developing proficiencies according to guidelines developed for the evaluation of functional language ability by the American Council on the Teaching of Foreign Languages (ACTFL).

1. Students completing the University's language requirement will demonstrate intermediate proficiency in reading, listening, writing and speaking.
2. Students completing the minor will demonstrate intermediate to advanced proficiency in reading, listening, writing and speaking.
3. Students completing the major will demonstrate advanced proficiency in reading, listening, writing and speaking.
4. Students at all levels will demonstrate cultural knowledge and competence commensurate with their proficiency levels.

Students can major in French or German, or minor in French, German or Chinese. We also mentor students who combine or pair one of our majors or minors with expertise in other areas. Our integrated, interdisciplinary curriculum contextualizes language study in historical, geographical, cross-cultural and transnational frames. Within the department's disciplines, which enhance critical inquiry skills and promote responsible global citizenship, students explore aspects of film, culture and literature. Many students complement language-specific research with projects in other divisions, departments or programs, particularly International Studies, Feminist Studies, Environmental Studies, Art History, Business, Music and Natural Sciences. All benefit from Southwestern's forward-thinking library and Language Learning Center, which offer structured access to print, digital and visual resources. To further advance their proficiency, interdisciplinarity and marketability, majors and minors often study abroad and pursue scholarships or internships. Some study or work in several countries over the course of their undergraduate career, for greater cultural awareness and lifelong learning. Other options directly supported by the department include continued study in top graduate schools and teaching language at home or abroad.

A placement test taken before beginning at Southwestern helps determine which course within the language sequence will provide the appropriate challenge when getting started. Strict placement into the appropriate level will be enforced, based on the placement exam and high school seat time. An appeals process will be available and only by appealing can a student register for a different course level. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's fourth semester language proficiency requirement must begin language study at the level of placement and take the next courses from 014, 024, 114 and 124 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D in 124 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: Course numbers correspond primarily to proficiency. The courses numbered 014 and 024 develop novice proficiency. The courses numbered 114 and 124 develop intermediate proficiency. The 300 level courses develop intermediate and advanced proficiency. The 400-600 level courses develop advanced proficiency. The 700 level courses are German courses taught in English and offered with a tutorial. The 900 level courses are capstone, tutorial, independent study, internship and honors.

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

- CHI22-114 Chinese III
- CHI22-124 Chinese IV
- Two sections of CHI22-312 Topics in Intermediate Modern Chinese, or equivalent
- Two sections of CHI22-322 Topics in Advanced Modern Chinese, or equivalent
- One additional course in Chinese (4 credits), at or above the 300 level, or equivalent

The 2-credit courses are provided at the upper level in Chinese to facilitate continuous registration in Chinese courses throughout the undergraduate career. Students who wish to continue language development *are strongly encouraged* to maintain and strengthen their skills by taking 2-credit upper-level Chinese courses, which can be taken concurrently or separately. These courses aim to develop increasing autonomy in learning and to lead to advanced proficiency, which when matched with a relevant major enhances future careers associated with Chinese language or culture.

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

- FRE11-934 Capstone Seminar
- Seven additional courses in French, at least two of which must be at or above the 500 level; FRE11-114 and FRE11-124 if taken will count toward the major

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

- Five courses in French, at least one of which must be at or above the 500 level; FRE11-114 and FRE11-124 if taken will count toward the minor

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 Speak German!

- GER12-344 Introduction to German Literature and Film
- GER12-354 German Culture
- GER12-934 Capstone Seminar
- Four additional courses in German, at least two of which must be at or above the 300 level; GER12-114 and GER12-124 if taken will count toward the major

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 or 12-332 Speak German!
 - GER12-344 Introduction to German Literature and Film
 - GER12-354 German Culture
- Three additional courses in German, at least one of which must be at or above the 300 level; GER12-114 and GER12-124 if taken will count toward the minor

See the Education Department for information regarding teacher certification in French, German or Chinese.

Other Languages (FLN)

21-144, 154, 164, 174	OTHER LANGUAGES. Studies of languages other than those regularly offered by the Modern Languages and Literatures Department. This type of credit toward the Southwestern University language requirement may only be earned with approval of the department, which can work together with the student to determine whether the appropriate proficiency has been reached. Contact the Language Learning Center for details or see the explanation of procedure at its home page online.
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: INTRODUCTORY LANGUAGE AND CULTURE. This course introduces pronunciation, basic grammatical structures, subtleties of Chinese writing and contexts for practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency.
22-024	CHINESE II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the basic skills in Chinese I in addition to speaking and writing practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency. Prerequisite: Chinese 22-014 with a grade of C- or better, or equivalent placement.
22-114	CHINESE III: INTERMEDIATE LANGUAGE AND CULTURE. This course strengthens reading and writing skills, develops grammatical facility and begins an increased focus on oral and written communication for fundamental contexts including daily life, work and travel. Core emphasis is placed on the cultural foundations of Chinese language. Students develop novice to intermediate level proficiency. Prerequisite: Chinese 22-024 with a grade of C- or better, or equivalent placement.
22-124	CHINESE IV: INTERMEDIATE LANGUAGE AND CULTURE. This course emphasizes intermediate proficiencies, including opportunities to negotiate, persuade and advocate. Students develop novice to intermediate level proficiency and begin to engage with contemporary issues and literary and functional texts. Prerequisite: Chinese 22-114 with a grade of C- or better, or equivalent placement.
22-312	TOPICS IN INTERMEDIATE MODERN CHINESE. This course maintains and strengthens intermediate proficiency, including activities such as making purchases, giving directions, and describing personal, family and community spheres of relevance. Students develop intermediate level

proficiency and extend their abilities to broader contexts. May be repeated as topic changes each semester. Also Environmental Studies 49-382. Prerequisite: Chinese 22-124 or equivalent placement. (H)

- 22-322 TOPICS IN ADVANCED MODERN CHINESE. This course maintains and strengthens advanced proficiency, including narration and description of international and national issues as well as daily activities and more personal concerns. Core emphasis is on engaging with current events and broad cultural and literary topics. Students develop advanced level proficiency. May be repeated as topic changes each semester. Prerequisite: Chinese 22-124 or equivalent placement. (H)
- 22-394 CHINESE CALLIGRAPHY AND CULTURE. This course emphasizes the cultural purpose and aesthetic complexity of the art of Chinese writing. Primary focus is on using brush and ink, but with a critical understanding of the place calligraphy holds in China's literary, social, political and aesthetic history. Students develop intercultural knowledge and competence. Taught in English. (Spring, upon availability) (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: INTRODUCTORY LANGUAGE AND CULTURE. This course builds listening, speaking, reading, writing, critical thinking and cultural literacy skills. Students learn to communicate effectively both within personal areas of interest and relative to French and Francophone cultures. Emphasis is placed on student participation, self-expression and the ability to create with language. Students develop novice level proficiency.
- 11-024 FRENCH II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues work on listening and speaking skills and particularly enhances reading, writing, critical thinking and cultural literacy skills. Through film units, emphasis is placed on understanding contemporary life in the French-speaking world, including as related to global contexts. Students develop novice level proficiency. Prerequisite: French 11-014 with a grade of C- or better or equivalent placement.
- 11-114 FRENCH III: INTERMEDIATE LANGUAGE AND CULTURE. This course combines a comprehensive review and fine-tuning of grammar with readings and viewings in literature and culture as well as broader vocabulary practice. Students develop intermediate level proficiency, enhance their understanding of contemporary life in the French-speaking world, practice narration and description orally and in writing, and strengthen their ability to formulate and support opinions. Prerequisite: French 11-024 with a grade of C- or better or equivalent placement.
- 11-124 FRENCH IV: INTERMEDIATE LANGUAGE AND CULTURE. This course provides an enriched focus on sophisticated texts and films in order to enhance reading, writing, research, critical thinking and cultural literacy skills. Students move from description and narration to expanded argumentation, evaluation and analysis. Students develop intermediate level proficiency, practice reading and analyzing sophisticated texts in French, and gain knowledge regarding current social, political and cultural issues. Prerequisite: French 11-114 with a grade of C- or better or equivalent placement.
- 11-314 TOPICS IN LITERATURE AND FILM. This course introduces 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. Focused topics encourage students to make interdisciplinary connections regarding current social, political and cultural issues. Students greatly refine their reading, writing, critical thinking and cultural literacy skills, including through regular group discussion of French and Francophone culture as portrayed in literature and film. Intensive work supports development of intermediate and advanced proficiency. May be repeated with change in topic. Prerequisite: French 11-124 or equivalent placement. (H) (WA)
- 11-334 FRENCH CINEMA. This course provides an introduction to French cinema. It closely analyzes films from the period 1900-present. Topics encourage students to make interdisciplinary connections

regarding social, political and cultural issues. Students refine their critical thinking and cultural literacy skills, sharpen their linguistic facility and accuracy, and expand their awareness of the French and Francophone world. The course also includes focused practice of essay writing skills as related to contemporary film. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Prerequisite: French 11-124 or equivalent placement. (H) (WA)

- 11-354 TOPICS IN FRENCH CULTURE. This course closely analyzes French and/or Francophone identities as voiced in authentic materials including text, images, video, films and music. Focused topics encourage students to make interdisciplinary connections regarding social, political and cultural issues. Develops intermediate and advanced cultural proficiencies. Offerings alternate between French Civilization 1: History of French Culture, French Civilization 2: Contemporary French Culture, and French Civilization 3: Translation and Culture. May be repeated with change in topic. Prerequisite: French 11-124 or equivalent placement. (H) (IP) (WA)
- 11-514 STUDIES IN FRENCH LITERATURE. This course studies selected texts from the modern period, as related to French social, cultural and literary history. Intensive work supports the development of advanced proficiency. May be repeated with change in topic. Prerequisite: One course from French 11-314, 11-334, or 11-354. (H) (WA)
- 11-604 TOPICS IN LITERATURE AND CULTURE. This course focuses on single authors, movements or themes. Offerings include Moralism Literature/Human Condition, Eighteenth Century/Dangerous Liaisons, Paris/Cities/Parisians, and Writing/Identity/Difference. Intensive work supports the development of advanced proficiency. May be repeated with change in topic. Prerequisite: One course from French 11-314, 11-334, or 11-354. (H) (WA)
- 11-614 TEXTS/CONTEXTS. This course focuses on situating texts relative to specific periods or fields of study, including Pre-Revolutionary Literature. Intensive work supports the development of advanced proficiency. May be repeated with change in topic. Prerequisite: One course from French 11-314, 11-334, or 11-354. (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. Students will be guided through independent research and writing that demonstrates advanced proficiency. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project and its original analysis to a French-speaking public. (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, except for 700- level courses, which are taught in English with a German Tutorial.

- 12-014 GERMAN I: INTRODUCTORY LANGUAGE AND CULTURE. This course builds the foundation for developing proficiency in speaking, listening, reading and writing in German. Students learn to communicate effectively both within personal areas of interest and relative to German culture. The course emphasizes student participation, self-expression and the ability to create with language. Students develop novice level proficiency.
- 12-024 GERMAN II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the work begun in the introductory semester and increases focus on speaking skills and cultural literacy. Students develop novice level proficiency. Prerequisite: German 12-014 with a grade of C- or better or equivalent placement.
- 12-114 GERMAN III: INTERMEDIATE LANGUAGE AND CULTURE. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture. Students develop intermediate level proficiency, strengthen their understanding of contemporary life in the

- German-speaking world, narrate and describe orally and in writing, and begin to formulate and support opinions. Prerequisite: German 12-024 with a grade of C- or better or equivalent placement.
- 12-124 GERMAN IV: INTERMEDIATE LANGUAGE AND CULTURE. This course develops intermediate level proficiency and moves students from description and narration to argumentation, including evaluating and analyzing information and formulating hypotheses. Students gain practice in reading and comprehending sophisticated texts in German related to their areas of interest or expertise and increase their knowledge of 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. This course introduces the critical appreciation of a wide variety of texts. Personal stories (e.g. diary), public stories (e.g. journalistic writing), literary stories (e.g. poetry, novellas, short stories) and stories told in music and visual images form the textual basis for critical engagement. Intensive work supports the development of intermediate and advanced level proficiency. Prerequisite: German 12-124 or equivalent placement. (H) (WA)
- 12-332, 334 SPEAK GERMAN! This course focuses on the development of oral proficiency at all levels organized around a framework of interpersonal, interpretive and presentational modes. It promotes autonomy in mixed-ability settings by integrating components where students work together as teachers and learners. A variety of blended learning strategies encourage students to collaborate thoughtfully and to build multiple literacies. The course is offered for 2 and 4 credits in any given semester and can be repeated. Prerequisite: German 12-014 or equivalent placement. (H)
- 12-344 INTRODUCTION TO GERMAN LITERATURE AND FILM. This course emphasizes writing and discussions on selected literary texts and films. Students develop and implement their critical and argumentative skills at and beyond the intermediate level, crafting increasingly complex analyses both individually and in small groups. Students are encouraged to develop their own poetic voice in creative writing assignments at the intermediate and advanced proficiency levels. Prerequisite: German 12-124 or equivalent placement. (H) (WA)
- 12-354 GERMAN CULTURE. Students develop intermediate and advanced proficiency in language and culture. Content varies to cover current aspects of the German-speaking world, for example social and political contexts, unification and its aftermath, the new Germans, German-American relations, social justice and health care, challenges and opportunities of European integration and multiculturalism, and reforms in the German education system. A focus on environmentalism in Germany and the European Union provides a foundation for research on cultural differences in everyday practices and attitudes. Students analyze and compare various culturally significant topics. May be repeated with change in topic. Also Environmental Studies 49-654. Prerequisite: German 12-124 or equivalent placement. (H) (IP) (WA)
- 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 proficiency and explore critical approaches to literature and film. Text selections suggest connections across times and spaces from medieval visionary Hildegard von Bingen to contemporary Literature Nobel Prize winners Herta Müller and Elfriede Jelinek. Students move beyond mere understanding of texts' content and engage in advanced textual analysis. They develop 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 topic. Also Feminist Studies 04-444. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H)
- 12-514 STUDIES IN GERMAN LITERATURE. This course studies selected texts from a variety of periods as related to German social, intellectual, cultural and literary history. Text selections productively balance tradition and innovation. The course develops advanced proficiencies in critical and analytical work in the target language, including through intensive practice of academic writing for research purposes and oral expression. May be repeated with change in topic. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H) (WA)
- 12-614 TEXTS/CONTEXTS. This course provides practice in close readings of texts as they relate to multiple fields of study. Topics may include Self and Other, Genius and Madness, the Figure of the Artist, Memory and Identity, Texts of Catastrophes, Transnational Writing in German or Texts of German Environmentalism. Students continue to enlarge their repertoire of strategies for processing meaning and practice increasingly sophisticated modes of expression. Intensive work develops advanced proficiency in academic writing for research purposes and oral expression. May be repeated with change in topic. Prerequisite: One course from German 12-314, 12-334, or 12-354. (H) (WA)

12-714	TRANSNATIONAL IDENTITY NARRATIVES: GENDER/NATURE/CULTURE. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. Develops literacy in interdisciplinary theoretical frameworks, with a focus on feminist and eco-critical theories. Students practice articulating sophisticated arguments, orally and in writing, when comparing literary and filmic representations of the experience of migration captured in the themes of loss, witness, translation, identity formations, exclusion, relationships to place and cultural memory, through texts from different cultures, media, and historical periods. Further develops intercultural knowledge and competence. Also FST04-734 and ENV49-714. (H) (IP)
12-734	GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. The course supports the development of intercultural knowledge and the skills and attitudes required for communicating across cultures. Focus on research and case studies, e.g. of Germany's <i>Mittelstand</i> (small and mid-size enterprises), documenting increasing importance of intercultural communication for global leadership. Also BUS30. (H) (IP)
12-912	TUTORIAL FOR TRANSNATIONAL IDENTITY NARRATIVES. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples and case studies, individual research projects and small group assignments. Prerequisite: 12-024 or equivalent, co-requisite 12-714.
12-932	TUTORIAL FOR GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples, case studies, individual research projects and small group assignments. Prerequisite: 12-024 or equivalent, co-requisite 12-734.
12-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in German. As an integrative experience, the capstone challenges students to demonstrate their ability to interrelate knowledge, insights and perspectives gained in their German program and their undergraduate experience. Students will work on individual projects while participating substantially in discussions and peer review. Students are expected to demonstrate advanced proficiency. With careful guidance, they will produce a substantial formal research paper and deliver a formal oral presentation introducing their projects to the German-speaking public. (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**

Humanities Area

Carlos A. De Oro, PhD, Associate Professor and Chair

William Christensen, PhD, Associate Professor and Director of the Language Learning Center

Noelia Cigarroa-Cooke, MFA, Part-Time Instructor

Abigail Dings, PhD, Associate Professor

Theodore J. Jobe, PhD, Associate Professor and Assistant Director of the Language Learning Center

María de los Angeles Rodríguez Cadena, PhD, Associate Professor

Catherine Ross, PhD, Professor

Laura Senio Blair, PhD, Professor

The Spanish program facilitates critical inquiry in the interrelated disciplines of language and culture. Studying language in cultural contexts encourages students to explore multiple perspectives, to develop informed views, and to acquire the skills to build communities and act as agents of change. We seek to empower life-long learners who can articulate a complex understanding of cultural differences.

Department Goals:

1. Students completing the University's language requirement will demonstrate Intermediate Proficiency in reading, listening, writing, and speaking, according to ACTFL standards.
2. Students completing a minor will demonstrate Intermediate to Advanced Proficiency in reading, listening, writing, and speaking.
3. Students completing the major will demonstrate Advanced Proficiency in reading, listening, writing, and speaking.
4. Learners of the Spanish language at all levels will demonstrate cultural competency commensurate with their proficiency levels.

The department offers majors and minors in Spanish. Courses taught in the 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 their interests, students may choose from diverse programs in a number of Spanish-speaking countries.

Spanish majors are advised to pursue language courses until their proficiency assures successful work in the field of their specification. They are expected to acquire a general knowledge of Spanish linguistics, as well as the literatures, cultures and civilizations of Spain and the Americas. All Spanish majors are strongly urged to include plans for study abroad either during one semester or through summer programs offered or approved by Southwestern University.

Students planning to do graduate work in languages are advised to have a strong background in the analysis and interpretation of literature. Those planning to be certified as language teachers must have a thorough background in the structure of the target language. The Education Department offers a major in Education with a specialization in Spanish. For more information, please consult with the Education Department.

A placement test taken before beginning at Southwestern helps determine which course within the language sequence will provide the appropriate challenge when getting started. Strict placement into the appropriate level will be enforced, based on the placement exam and high school seat time. An appeals process will be available and only by appealing can a student register for a different course level. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's fourth semester language proficiency requirement must begin language study at the level of placement, and take the next courses from 014, 024, 114 and 124 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D in 124 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

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.

Note on course numbering: The courses numbered 014 and 024 develop novice proficiency levels. The courses numbered 114 and 124 develop intermediate proficiency levels. The 300 level courses develop intermediate and advanced proficiency levels. The 400 level courses are advanced proficiency level Spanish literature courses. The 500 level courses are advanced proficiency level Latin American literature courses. The 600 level courses are advanced proficiency level culture-based courses. The 700 level courses are intermediate and advanced proficiency linguistics courses. The 900 level courses are capstone, tutorial, independent study, internship and honors.

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

- SPA15-124 Spanish IV
- One course from:

SPA15-324 Textual and Visual Analysis

SPA15-334 Conversation through Hispanic Cinema

SPA15-344 Introduction to Literary Studies

- One course from:

SPA15-354 Cultures of Latin America

SPA15-364 Cultures of Spain

- Four additional courses from the following levels: 300, 400, 500, 600, 700
- SPA15-934 Research Seminar for Seniors (Capstone) (offered in spring only)

Majors must take part in a language assessment exam to be conducted during the semester of their Spanish capstone experience.

Spanish majors may pursue a paired major with Latin America and Border Studies (LABS) in which any two courses may be counted towards both majors. Students who pair Spanish and LABS must take two capstone courses, one in the Spanish department and the other as outlined under LABS.

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

- SPA15-124 Spanish IV

- One course from:

SPA15-324 Textual and Visual Analysis

SPA15-334 Conversation through Hispanic Cinema

SPA15-344 Introduction to Literary Studies

- One course from:

SPA15-354 Cultures of Latin America

SPA 15-364 Cultures of Spain

- Two additional courses from the following levels: 300, 400, 500, 600, 700

Minors must take part in a language assessment exam to be conducted during the spring semester of their senior year.

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. An additional goal is to develop practical language learning opportunities facilitated through community-based learning projects. 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. Exit interview/examination is required to satisfy course requirements.
15-324	TEXTUAL AND VISUAL ANALYSIS. An intermediate level course designed to promote the integration of literature, culture, and film while also focusing on critical thinking, interpretation, speaking, and writing skills. Prerequisite: Spanish 15-124 or equivalent placement or permission of instructor. (WA) (H)

- 15-334 CONVERSATION THROUGH HISPANIC CINEMA. An intermediate level course designed to improve conversational Spanish skills through the discussion of movies from around the Spanish-speaking world. Although the course focuses on conversational Spanish, it also offers a review of Spanish grammar and allows for practice with written and presentational Spanish as well. This course is designed specifically for students who have not yet reached confident fluency in the Spanish language. Prerequisite: Spanish 15-124 or equivalent placement. Also Latin American and Border Studies 06-314. (WA) (IP) (H)
- 15-344 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. Prerequisite: Spanish 15-124, or equivalent placement, or permission of instructor. Also Latin American and Border Studies 06-324. (WA) (H)
- 15-354 CULTURES OF LATIN AMERICA. Exploration of Latin American cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. Prerequisite: Spanish 15-124 or equivalent placement or permission of instructor. Also Latin American and Border Studies 06-334. (H) (IP) (SJ)
- 15-364 CULTURES OF SPAIN. Exploration of Peninsular Spanish 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) (SJ)
- 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. May be repeated for credit with change in topic. 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. May be repeated for credit with change in topic. Prerequisite: Spanish 15-344. (H)
- 15-444 IBERIAN LITERATURE ABROAD. Prerequisite: Spanish 15-334 or 15-344. (H)
- 15-454 RACE AND IMMIGRATION IN SPANISH LITERATURE. Exploration of literature written by and about immigrants and people classified as “other” in Spain. Also Race and Ethnicity Studies 37-414 and Feminist Studies 04-454. Prerequisite: Spanish 15-344. (H) (WA)
- 15-464 SPANISH CIVIL WAR. Exploration and analysis of literature and film about the Spanish Civil War. Prerequisites: One 300 level course. (H) (WA)
- 15-504 SELECTED TOPICS IN HISPANO-AMERICAN LITERATURE. May be repeated for credit with change in topic. Also Latin American and Border Studies 06-344. Prerequisite: Spanish 15-344. (H)
- 15-514 READINGS IN PRE-20th-CENTURY HISPANO-AMERICAN LITERATURE. Interpretation and analysis of pre-20th century representative texts from Hispano-America. Also Latin American and Border Studies 06-354. 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. May be repeated for credit with change in topic. Also Latin American and Border Studies 06-364. Prerequisite: Spanish 15-344. (H) (WA)
- 15-534 CULTURAL MEMORY IN LATIN AMERICA. This interdisciplinary course will explore the construction of cultural memory—collective meaningful understandings of the past and present in a given socio historical context—in contemporary Latin America through the examination of symbolic systems, practices, and cultural products: written and audiovisual narratives, music, memorials, and popular traditions. Also Race and Ethnicity Studies 37-544 and Latin American and Border Studies 06-374. Prerequisite: Spanish 15-334 or 15-344. (H) (WA) (SJ)
- 15-544 HISPANO-AMERICAN LITERATURE ABROAD. Also Latin American and Border Studies 06-404. Prerequisite: Spanish 15-334 or 15-344.
- 15-554 CONTEMPORARY HISPANO-AMERICAN THEATER. This course explores, analyzes and critiques the works of contemporary Hispano American and Chicano dramatuges, utilizing appropriate terminology, theory and trends to situate the works within a global context. Also Latin American and Border Studies 06-384. Prerequisites: One 300 level course. (H) (WA)

- 15-614 TOPICS IN HISPANIC FILM. Interpretation and analysis of selected works by Spanish and/or Latin American directors. May be repeated for credit with change in topic. Also Latin American and Border Studies 06-414. Prerequisites: One 300 level course. (H) (IP) (WA)
- 15-624 TOPICS IN HISPANIC LITERATURE. Interpretation and analysis of selected Iberian and/or Hispano-American works. May be repeated for credit with change in topic. Also Latin American and Border Studies 06-424. Prerequisites: Spanish 15-344. (H) (WA)
- 15-634 TOPICS IN HISPANIC CULTURE. Interpretation and analysis of selected cultural events and festivities, works of art and/or literary works by Iberian and/or Hispano-American authors. May be repeated for credit with change in topic. Also Latin American and Border Studies 06-434. Prerequisites: One 300 level course. (H) (IP) (WA)
- 15-644 GENDER, RACE AND NATIONALISM IN SPANISH CINEMA. Discussion of topics such as body, performance, migration and cultural exchange through the viewing, discussing and analyzing of recent films from Spain and the Mediterranean world. Also Race and Ethnicity Studies 37-644 and Feminist Studies 04-654. Prerequisites: One 300 level course. (WA) (H)
- 15-654 CITIZENSHIP AND CONFLICT IN COLOMBIAN CINEMA. Interpretation and analysis of contemporary Colombian films that expose the complex relation between citizenship, state practices and insurgent forces. Also Latin America and Border Studies 06-394 and Race and Ethnicity Studies 37-674. Prerequisites: One 300 level course. (SJ) (IP) (WA) (H)
- 15-704 SELECTED TOPICS IN LINGUISTICS. May be repeated with change in topic. Prerequisite: Spanish 15-124 or equivalent placement. (H)
- 15-714 SPANISH SOCIOLINGUISTICS. Study of the use of the Spanish language in its social context with analysis of variations that occurs over geographic, class, gender, racial, and educational lines. Focus on current issues in sociolinguistics as well as the field's main findings, approaches, and research methodologies. Also Race and Ethnicity Studies 37-714. Prerequisite: Spanish 15-124 or equivalent. (H)
- 15-724 SPANISH PHONETICS AND PHONOLOGY. Study of the theoretical concepts and analytical tools used to describe and categorize sounds in natural languages, focusing specifically on the sound system of Spanish. Prerequisite: Spanish 15-124 or equivalent. (H)
- 15-734 SPANISH IN THE UNITED STATES. Study of the use of the Spanish language in the United States, focusing primarily on linguistic phenomena evidenced in the various speech communities, as well as the social, historical, political, and educational forces that influence Spanish language use, maintenance, and Spanish/English bilingualism. Also Race and Ethnicity Studies 37- 734. Prerequisite: Spanish 15-124 or equivalent. (WA) (H)
- 15-744 LINGUISTICS ABROAD. Prerequisite: Spanish 15-334 or 344.
- 15-934 RESEARCH SEMINAR FOR SENIORS. Fulfills the requirements for a capstone experience in Spanish. Offered only in the spring. Prerequisites: Spanish 15-344, 15-354 or 15-364, 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. May be repeated.
- 15-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content. Prerequisite: Spanish 15-334 or 15-344.
- 15-984 HONORS. By invitation only.

MUSIC DEPARTMENT

The Sarofim School of Fine Arts

David Asbury, DMA, Associate Professor and Chair
Bruce A. Cain, DM, Associate Professor
Anna Carney, MM, Part-Time Instructor
Daniel Chrisman, MM, Part-Time Instructor
John Michael Cooper, PhD, Professor
Patrick Creel, DMA, Part-Time Assistant Professor
Susan Douglas, MM, Part-Time Instructor
Lois Ferrari, DMA, Professor
Alisha Gabriel, MM, Part-Time Instructor
Jessica Gilliam-Valls, DMA, Part-Time Assistant Professor
David Guidi, DMA, Part-Time Assistant Professor
Jason Hoogerhyde, DMA, Associate Professor
Adrienne Inglis, MM, Part-Time Instructor
Kyle Koronka, DMA, Part-Time Assistant Professor
Steven Kostelnik, DMA, Part-Time Assistant Professor
Vincent Lam, DMA, Part-Time Assistant Professor
Delaine Leonard, MM, Part-Time Instructor
David Polley, DMA, Part-Time Assistant Professor
Pamela G. Rossman, MM, Part-Time Instructor
Laurie Scott, PhD, Part-Time Assistant Professor
Mikaila Seo, MM, Part-Time Instructor
Kenny Sheppard, PhD, Professor
Kiyoshi Tamagawa, DMA, Professor
Matthew Teodori, DMA, Part-Time Assistant Professor
David Patrick Utterback, MM, Part-Time Instructor
Robert Gregg Warren, DMA, Part-Time Assistant Professor
Dana Zenobi, DMA, Part-Time Assistant Professor
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. Develop strong, discipline-centric writing skills in all Music majors.
5. Provide opportunities for non-Music majors to gain experience in musical study and practice.

Scholarships

The Sarofim School of Fine Arts grants a number of scholarships to 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.

It is expected that all music majors (BA and BMus) be enrolled in a minimum of eight Music Department credits in each of their first four semesters of study. Failure to comply with this directive will result in the loss of Departmental scholarships.

Performing 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 be certified after graduation by enrolling in an Alternative Teacher Certification Program. The BM with a Performance major is designed for those students who wish to become highly proficient on an instrument or in voice, for the purpose of becoming private teachers and/or professional performers. For those students who wish to pursue a degree in musicology at the graduate level, or for those who wish to gain a greater knowledge and appreciation of significant works of music in Western civilization, the 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. An end-of-semester jury usually serves as a Music Department audition for such students. Because of the minimum amount of time necessary to complete a music major, auditions later than at the end of a student's third semester will be heard only under exceptional circumstances. Growth as a performer, ability to pass the Sophomore Barrier Exam, and ability to complete the capstone will be considered especially carefully for students who audition later than their first year at Southwestern. Specific repertoire requirements for auditions may be obtained from the office of the secretary of the School of Fine Arts or from the appropriate page on the School of Fine Arts website.

Students audition in a specific performing area. Any music major who wishes to change his or her principal performing area will be required, and any scholarship aid based on the student's previous performance is not guaranteed of renewal.

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. Exceptions to this rule must be approved by the Department Chair. Students who audition for and are admitted to the Music major after their first year at Southwestern must perform the Sophomore Barrier Examination at the end of two full semesters after the semester of their audition. Therefore, such examinations will be heard later than the end of the student's fifth semester at Southwestern only under exceptional circumstances.

At the Sophomore Barrier Exam a student commits to a specific degree plan within the Music major. Standards for performance and capstone requirements differ between the Bachelor of Arts and Bachelor of Music degrees, as well as between different majors in the Bachelor of Music degree. Therefore, students who pass the Sophomore Barrier Exam who later wish to change their intended degree or major must obtain the consent of the music faculty. A re-audition may be required.

The content of the Sophomore Barrier Exam 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. In determining whether or not a student passes the Sophomore Barrier Examination, performance ability will be the primary consideration; satisfactory achievement in academic requirements will not override a substandard musical performance. Unsatisfactory achievement in academic requirements can be grounds for a discontinuation of a student's 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 Center for Academic Success and Records.

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 Center for Academic Success and Records. The Music Department capstone is not a specific course; however, students must be enrolled in a course for credit in the semester they present their capstone whose focus is the preparation of the capstone. Possibilities include, but are not limited to: applied lessons in an appropriate performing medium for a minimum of two credits, composition instruction, or independent study. Any proposed capstone that is not a standard recital in the student's principal performance medium, a composition recital, a lecture or a lecture/recital must be approved in advance by the Music faculty no later than the conclusion of the semester before the capstone is to take place.

NOTE: 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.

Note on course numbering: 8_ - indicates Applied Music study. 76- indicates Music Theory courses. 77- indicates Music Education courses. 78- indicates Music Ensemble courses. 80- indicates Music Literature courses. 100-level courses are lower level. 200-600-level courses are upper level. 800-level courses are for student teaching. 900-level courses are tutorials, independent studies, honors projects, and internships.

Bachelor of Arts

Major in Music: 48 credits (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
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-141/241 Opera Theatre
- 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 principal 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 or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience 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 and complete the required 38 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 in music must receive a satisfactory score on the TExES examination.

In summary, there are four tracks for majoring in Music Education:

1. Choral/Vocal emphasis with certification: Students obtaining this degree and passing state-certification examinations will receive All-Level Music Certification from the state of Texas to teach Early Childhood music through Secondary Choir.
2. Choral/Vocal emphasis without certification: Students obtaining this degree may seek certification after graduation by enrolling in a state-approved Alternative Teacher Certification Program.
3. Instrumental emphasis with certification: Students obtaining this degree and passing state-certification examinations will receive All-Level Music Certification from the state of Texas to teach Early Childhood music through Secondary Band/Orchestra.
4. Instrumental emphasis without certification: Students obtaining this degree may seek certification after graduation by enrolling in a state-approved Alternative Teacher Certification Program.

Major in Music Education – With Certification (choral/vocal emphasis): 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
- 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
- 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 (principal instrument)
- Four credits of Applied Music 8A-00x/8A-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: 38 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
- EDU41-764 Literacy in the Content Area
- PSY33-104 Principles of Psychology
- PSY33-244 Lifespan Development

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 (principal instrument)
- Four credits of Applied Music 8A-00x/8A-20x Piano

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

Additional Course Requirements 16 credits

- Four courses from:
 - EDU40-494 Foundations and Curriculum of American Schools
 - EDU40-554 Schools, Society and Diversity
 - EDU43-404 Survey of Exceptionalities
 - EDU41-764 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-244 Lifespan Development

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 Latin.

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 (principal instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

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

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

Additional Course Requirements for All-Level Certification: 36 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
- EDU41-764 Literacy in the Content Area
- PSY33-104 Principles of Psychology
- PSY33-244 Lifespan Development

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 (principal instrument)
- Four credits of Applied Music 8x-00x/8x-20x (secondary instrument*)

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

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

Additional Course Requirements: 16 credits

- Four courses from:
 - EDU40-494 Foundations and Curriculum of American Schools
 - EDU40-554 Schools, Society and Diversity
 - EDU43-404 Survey of Exceptionalities
 - EDU41-764 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-244 Lifespan Development

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 APM8A-00x/8A-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 or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Keyboard Performance: 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
- MUL 80-602 Piano Solo Repertoire A
- MUL80-612 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 credits of APM8x-00x/8x-20x (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 or equivalent performance at the end of each semester of enrollment in a principal applied area of study at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Instrumental Performance: 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 SU Jazz Band
 - ENS78-171/271 Southwestern University Orchestra
 - ENS78-121/221 Southwestern University Singers (with approval of department chair)
 - ENS78-131/231 Southwestern University Chorale (with approval of department chair)
- 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 credits of APM8x-00x/8x-20x (secondary instrument*)
- Eight credits of Music electives

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

Additional Requirements for the Major in Instrumental Performance: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Major in Music Literature: 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 (principal instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

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

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

Additional Requirements for the Major in Music Literature: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information.

Major in Music 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 (principal instrument)
- Four credits from Applied Music 8x-00x/8x-20x (secondary instrument*)

*Fulfilled by Piano for all students except those whose principal 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 or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information.

Minor in Music: 20 credits (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 lower-level, 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—Harpsichord	J—French Horn	P—Viola	X—Strings (all)
E—Flute	K—Trumpet	Q—Cello	Y—Guitar
F—Oboe	L—Trombone	R—String Bass	Z—Harp

Students may take applied music lessons that grant one, two or four credits per semester. However, only students admitted to the BM/Performance concentration program through passage of the Sophomore Barrier Examination may register for four credits in one applied area in a given semester. Students register for lower-level applied music courses (000-level numbers) the first two semesters that an instrument is studied, and for upper-level applied music courses (200-level numbers) in subsequent semesters of study of that instrument. Students may not register for multiple sections in the same applied study area in a given semester, or for class and individual instruction simultaneously in one applied area.

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 in first semester of enrollment. (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 in first semester of enrollment. (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 in first semester of enrollment. (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 in first semester of enrollment. (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, 76-213, 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, 76-213 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,

- 76-213, 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 77-613. (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 77-613. (Spring of odd-numbered years) (FAP)
- 77-804, 808 STUDENT TEACHING. See Education 41-804, 41-808 and 42-804, 42-808.
- 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, 76-103, 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. Also Race and Ethnicity Studies 37-134. (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)
- 80-622 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)
- 80-701 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)
- 80-001, 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. 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)
76-223	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)
76-311	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)
76-313	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)
76-343	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)
76-413	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)
76-532, 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.

PHILOSOPHY DEPARTMENT

Division of Humanities

Philip E. Hopkins, PhD, Professor and Chair
Michael Bray, PhD, Associate Professor
Linda Cox, PhD, Part-Time Assistant Professor
Banafsheh Madaninejad, PhD, Part-Time Assistant Professor
Omar Rivera, PhD, Associate Professor

Philosophy is a mode of engaging thoughtfully and critically with the grounding ideas, structures and motivations of human practices. Such thinking includes reflection on the relationship between different forms of knowledge (scientific, ethical, political, historical, cultural and aesthetic) and the material and social worlds, on the relationship between forms of knowledge and the unconscious, affective, and socially produced aspects of agency, and on intertwining social, historical and geographical forms of power and human community. Courses in philosophy develop a wide range of intellectual abilities and offer a unique opportunity for students to develop their own modes of thoughtful and critical engagement with different domains of knowledge and practice. The emphasis is on primary texts and a careful discussion of them, their ideas and their interrelation with aspects of personal and social experience.

Department Goals:

1. Foster student ability to engage thoughtfully and critically with the grounding ideas, structures and motivations of human practices and forms of knowledge and with theoretical texts at appropriate levels for both majors and minors.
2. Foster student ability to engage productively and critically with various forms of theoretical argumentation and to articulate such arguments themselves, in spoken and written forms.
3. Foster majors and minors' grounding in the history of western philosophy and in critical approaches to understanding that history.

The curriculum aims to cultivate philosophy as a self-reflective practice and therefore emphasizes critical engagements with the history of western philosophy as vitally important to contemporary philosophy. Students explore contemporary thinking from a foundation of critical inquiry into its past and into the genealogies of questions and commitments that have shaped the histories of both philosophy and the legitimation and critique of social, political, and cultural forms.

Note on course numbering: 100 level courses are introductory. 200-300 level courses are open to all students but have more demanding reading/writing load than 100-level courses. 600 level courses are upper level and require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Philosophy: 10 courses (Majors consist of a minimum of 32 credits.)

- PHI18-604 Reading Philosophy
- Three courses from our core Critical Histories series:
 - PHI18-614 Ethos, Identities, Differences
 - PHI18-624 Being, Structure, Change
 - PHI18-634 Experience, Language, Knowledge
 - PHI18-644 Peoples, Power, Organization
- PHI18-914 Colloquium in Philosophy (Capstone)
- Five 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 three of which must be upper level

Paired Major:

Students may accomplish a 16 course paired major in Philosophy and Feminist Studies by fulfilling the requirements for both majors, but double counting three of the following courses cross-listed in Philosophy and Feminist Studies: Introduction to Feminist Philosophy (18-194), The Embodied Self (18-324), Theories of Race (18-184), or Feminist Ethics (18-374).

Philosophy (PHI)

18-104

SELECTED INTRODUCTORY TOPICS. Normally offered every semester. Topics chosen introduce students to philosophical questions and methods in relation to historical or contemporary issues and often from an interdisciplinary perspective. May be repeated with change in topic. (H)

- 18-114 EDUCATION AND ITS DISCONTENTS. An introduction to a range of classical and contemporary philosophical texts and approaches, centering on the functions of education at an individual and a social level, the place of philosophy within education, and the ways in which both can speak to dilemmas and issues in the contemporary world. (H)
- 18-124 LATINO/A IDENTITIES. This course explores the formation of Latina/o identities in the intersection of race, ethnicity, gender and sexuality. Our discussions will be devoted to articulating the experience of Latinas/os from these intersections, and the kinds of social, cultural, and political projects and activism that emerge from it. We will focus on works by Linda Alcoff, Gloria Anzaldúa, María Lugones and Junot Díaz, among others. Also Feminist Studies 04-134, Latin American and Border Studies 06-514, and Race and Ethnicity Studies 37-124. (H)
- 18-134 PHILOSOPHY & ANTI-COLONIAL REVOLT. This course is oriented around the Haitian Revolution, the only successful slave revolution in history, examining the ways in which it both reflected and responded to the internal contradictions of Western philosophy's developing notion of race and the colonial mission and, on the other hand, its new universalist vision of human rights. How slave revolt exploded this contradiction from within, what its historical and theoretical effects were, and the ways in which related tensions rose again in the wave of anti-colonial revolutions in the 1960s and '70s will be the main focus. We will also consider the rise of "postcolonial" and "decolonial" theory in those revolutions' wake. Also Latin American and Border Studies 06-534, and Race and Ethnicity Studies 37-364. (H)
- 18-164 SELF, ETHICS, SOCIETY. An introduction to philosophical investigations of the character, development, and care for the self, with an emphasis on the question of the self's relationships to others: ethical responsibilities, social structures, and the relation between the two. (H)
- 18-184 THEORIES OF RACE. An introduction and survey of contemporary race theory, with emphases on intersections with gender, class, nationalism and imperialism. This course also focuses on the ways race has been constructed as a category of identity across various cultures, academic disciplines and historical periods, and on the relationship between race and ethnicity as categories of difference. Also Feminist Studies 04-184 and Race & Ethnicity Studies 37-184. (H)
- 18-194 INTRODUCTION TO FEMINIST PHILOSOPHY. An historically informed introduction to key texts in feminist theory. Our approach to the issues and debates will be interdisciplinary and readings will be drawn from a range of disciplines such as philosophy, anthropology, sociology, psychoanalysis, cultural studies. Also Feminist Studies 04-124 and Race and Ethnicity Studies 37-194. (H) (SJ)
- 18-204 PHILOSOPHY AND LITERATURE. An examination of philosophy as articulating issues and problems presented in the themes and aesthetic character of literary works, and literature as exposing themes (i.e. epistemological, metaphysical and ethical themes) that demand philosophical scrutiny. The issues discussed may include the historical relation and differences between literary and philosophical works, questions concerning meaning and representation, and the intersection of politics and narrative. Also English 10-234 and Latin American and Border Studies 06-524. (H)
- 18-214 POLITICS AND ECONOMICS. A critical exploration of the development and implications of the peculiarly modern understanding of "politics" and the "economy" as distinct and autonomous spheres, tracing some of the key historical stages in articulating (and troubling) this distinction and exploring various Marxist, Polanyian, feminist and other critiques of it, as well as the alternatives they propose. (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 the historical and contemporary cultural phenomenon of religion in the western world. (H)
- 18-234 ENVIRONMENTAL PHILOSOPHY. An examination of some of the philosophical, ethical, and political questions posed for contemporary society by climate change and the ecological crisis. Particular focus will be given to interrogating the idea of "Nature," as something outside of, opposed to, pre-existing human beings, and possible alternatives to it, as well as to questions of how we might think/live/do politics in an era where many effects of long-term climate change are now clearly unavoidable. Also Environmental Studies 49-244. (H)
- 18-254 MEDIA AND NARRATIVE IDENTITY. This course examines the role of narrative in the construction of self and group identities and the maintenance of particular world pictures, with a focus on the formation and propagation of value systems in consumer society. We will survey

- contemporary narrative theory and then explore the significance, structures, and dynamics of mass media communication as a primary vehicle for cultural narratives, including propaganda. We will focus on mass media discourse practices in marketing and journalism, with particular attention to media portrayals of values, gender, ethnicity, and community. Also Communication Studies 75-634. (H)
- 18-284 PHILOSOPHIES OF THE AMERICAS. 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. Also Latin American and Border Studies 06-504 and Race and Ethnicity Studies 37-274. (H)
- 18-314 MARXISMS. An introduction and examination of key concepts and debates in the development of Marxist theory, from Marx to the present day. Particular emphasis will be given to conceptions of class and class struggle, including how class relates to issues of gender and race; questions of political organization ('the party,' social movements, etc.); and conceptions of alternatives to capitalism. (H)
- 18-324 THE EMBODIED SELF. An exploration of the emergence of this modern concept, the self, in its psychological, phenomenological, anthropological, political and epistemological contours, as well as the way in which accounts of the self have reckoned with its grounding in the body. Readings may be drawn from a variety of disciplines. Also Feminist Studies 04-364. (H)
- 18-334 MATERIALISMS. An engagement with and exploration of the challenges posed within philosophy by perspectives on the world—including that of modern science—which hold the priority of matter to mind and thought. To what extent and in what ways might philosophy, originally codified through an insistence on the priority of ideas or forms—grasp its own material ground without reducing it to an idea? What effects would such a grasp have on the nature of philosophy, the status of concepts and of subjectivity, or the idea of freedom? Particular emphasis will be given to questions posed by the theory of evolution and neuro-science and to the recent upsurge in new “materialist” or “realist” positions within philosophy. (H)
- 18-374 FEMINIST ETHICS. This course traces the history and development of feminist ethics while considering its central issues and overall project. Areas of concentration might include discussions of human rights and social justice, transnational perspective in ethical theories and biomedical ethics. Also Feminist Studies 04-374. (H)
- 18-394 PSYCHOANALYSIS. An examination of central notions and issues in the development of psychoanalytic theory and a reflection on that theory's continuing relevance and importance, with a particular emphasis on the works of Freud and Lacan. Also Psychology 33-354. (H)
- 18-604 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. Should be taken in sophomore or junior year. Prerequisite: One Philosophy course. (WA) (H)
- 18-614 ETHOS, IDENTITIES, DIFFERENCES. This course will focus on historical understandings of the interactions between individuals and society, especially on the ways in which a society's *ethos*, its overarching set of ideals, values and beliefs, relates to the ideals, values and beliefs of individuals within that society. It will examine the ways in which both individual identities and social identities are formed, the extent to which a society constructs individual identity, and vice versa. Further, the course will examine the ways in which differences emerge both within individuals and in society and the extent to which the societal ethos allows and is transformed by difference. Prerequisite: One course in Philosophy. (H) (Critical Histories)
- 18-624 BEING, STRUCTURE, CHANGE. This course focuses upon the conceptual categories through which human beings negotiate their experience of themselves and the world and examines how those categories are formed and gain or lose currency. In every age and currently, ideas about order and structure; what kinds of things there are and how they relate; how things work, be, or become the things they are; and how we are to understand both the processes of change and the background within which change occurs, such as space and time itself, shape both how we see ourselves and the world and how we act in it. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES).
- 18-634 EXPERIENCE, LANGUAGE, KNOWLEDGE. Humans are knowers: we generate truths and beliefs about the world and our place in it that guide our behavior and our work, as well as our cultural and

political forms. This course asks questions such as: How is knowledge possible? What counts as knowledge? What are the limits of human knowledge? This kind of inquiry analyses the way knowledge is determined by mental, perceptual, emotional and social phenomena, particularly experience and language, and whether this determination is informed by historical processes. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES).

- 18-644 PEOPLES, POWER, ORGANIZATION. This courses focuses on historical understandings and productions of collective social and political identities and agents, the manners (political, economic, cultural, etc.) in which such collectives relate to one another, and the various ways in which such relations have been and could be organized. How might understandings different forms of power and organization assist us in redressing various forms of oppression, domination, exploitation; in furthering various forms of empowerment, equality, justice, liberation? What is the relationship between philosophy and social transformation? Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES)
- 18-914 COLLOQUIUM IN PHILOSOPHY. Required of majors in Philosophy, normally in their final year. Offered every fall. Prerequisite: Philosophy 18-604. (H) (WA)
- 18-301, 302, 303, 304 SELECTED TOPICS. Lectures and readings on subjects of special interest. Subjects to be announced. May be repeated with change in topic. (H)
- 18-901, 902, 903, 904 TUTORIAL.
- 18-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 18-951, 952, 953, 954 INDEPENDENT STUDY. Readings selected to broaden the student's acquaintance with areas of philosophy or topics of special interest. May be repeated with changed content.
- 18-984 HONORS. By invitation only.

PHYSICS DEPARTMENT

Natural Sciences Area

Steven Alexander, PhD, Professor and Chair

Christopher Curry, MS, Visiting Instructor

Mark Bottorff, PhD, Associate Professor and Director of the Fountainwood Observatory

Rebecca Edwards, PhD, Part-Time Assistant Professor

James Friedrichsen, PhD, Part-Time Assistant Professor

Irina Marinova, PhD, Part-Time Assistant Professor

Physics is the study of the fundamental principles and laws that govern the physical universe. The scope of physics is broad and can be understood at many different levels. The Physics Department therefore serves many students: 1) those planning a career in or related to physics; 2) those planning a career in engineering; 3) those planning a career in a science field other than physics; 4) those planning to teach physics; and 5) those who are not majoring in science but would like to know something about the methods of science and what has been inferred from it about the physical universe.

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 interested in teaching will have the knowledge required to teach physics proficiently in elementary or secondary.
5. Students who study physics from the liberal arts or general education perspective will understand the basic tenets and practices of physics, and appreciate the role of physics in their lives.

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 Pre-Engineering major in this catalog.

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

BA and BS Degrees in Physics:

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

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-334 Classical Mechanics I
- PHY53-324 Electromagnetism I
- PHY53-424 Quantum Physics or CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics
- PHY53-872 Capstone Course
- Two courses from:
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-433 Electromagnetism II
 - PHY53-434 Statics
 - PHY53-443 Thermodynamics
 - PHY53-454 Math Methods in Physical Science

Major in Physics (BS): 10 courses (Majors consist of a minimum of 30 credits)

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-334 Classical Mechanics I
- PHY53-324 Electromagnetism I
- PHY53-424 Quantum Physics or CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics
- PHY53-872 Capstone Course
- Three courses from:
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-433 Electromagnetism II
 - PHY53-434 Statics
 - PHY53-443 Thermodynamics
 - PHY53-454 Math Methods in Physical Science

Note: Each department at SU is required to provide a “capstone experience” for their majors. Past physics capstones have included experimental, observational and theoretical research in physics or a physics-related topic. Research has been carried out at SU, at off-campus REU programs and in industry. The detailed structure of the physics capstone experience is contractually agreed upon between the students and their capstone advisers. Generally, there are three components to the physics capstone: 1)

the actual research work, 2) the writing of a significant paper on the research work and 3) an oral public presentation about the research work. Students seeking college credit for the *research component* of their capstone experience may (after consultation with their capstone adviser) sign up for Academic Internship (PHY53-941, 942, 943, 944) or Independent Study and Research (PHY53-951, 952, 953, 954). Regardless of whether the research phase of the capstone is done for credit the capstone course PHY53-872 is required. It is a scientific writing course (see description below) that helps the student prepare both the capstone paper and oral presentation.

Required supporting courses in the major: Four courses

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

Sufficient advanced mathematics for a mathematics minor is highly 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
- PHY53-214 Elementary Modern Physics

Two electives from: PHY53-404 Electronics, PHY53-334 Classical Mechanics I, PHY53-324 Electromagnetism I, PHY53-413 Classical Mechanics II, PHY53-433 Electromagnetism II, PHY53-424 Quantum Physics (or CHE51-724 Physical Chemistry: Quantum Mechanics and Statistical Mechanics), PHY53-434 Statics, PHY53-443 Thermodynamics, PHY53-454 Math Methods in Physical Science

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) (Fall, Odd years)
53-044	INTRODUCTION TO CLIMATE SCIENCE (3-2). Climate is the sum of weather over long periods and is changing (e.g., greenhouse warming, ozone depletion, urban smog) due to mankind's activities. Conceptual understanding of how and why the present-day atmosphere behaves as it does and how this may change in the future is the primary goal of this course. Also Environmental Studies 49-044. (NSL)
53-054	EXPLORING THE UNIVERSE (3-3). This course is an introduction to the science of astronomy for non-science majors. Lectures will inform students about our current understanding of the physical universe. Observations made at the observatory and in indoor lab activities will enable students, through a process of active learning, to infer astronomical knowledge about the universe from their own data. Prerequisite: Mathematics 52-104 or a higher-level mathematics course. (NSL) (Fall, Even years)
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) (154 Fall, 164 Spring)
53-214	ELEMENTARY MODERN PHYSICS (3-3). An introduction to thermodynamics and statistical mechanics, relativity, quantum mechanics, and the physics of atoms, nuclei and particles. Prerequisite: Physics 53-154, 53-164, and Mathematics 52-154 and 52-254. Mathematics 52-354 as a pre-requisite or co-requisite or consent of the instructor. (NSL) (Fall)
53-324	ELECTROMAGNETISM I (3-3). Development of Maxwell's equations with applications to electrostatics and magnetostatics. Prerequisites: Physics 53-154, 53-164. Mathematics 52-154, 52-254 and Mathematics 52-354 is a pre- or co-requisite for this course. (NSL) (Fall)
53-334	CLASSICAL MECHANICS I (3-3). An advanced treatment of Newtonian mechanics with applications to kinematics, forced oscillations, central force motion and systems of particles.

	Prerequisites: Mathematics 52-354 and Physics 53-154, 53-164. Mathematics 52-754 is a pre- or co-requisite for this course. (NSL) (WA) (Spring)
53-354	ENERGY AND THE ENVIRONMENT (3-0). An examination of the different types of energy, the laws of thermodynamics that govern the conversion of energy from one form to another, the sources of energy and the usefulness of energy as a unifying concept for studying planetary processes. Prerequisite: Physics 53-034 or 53-044. Also Environmental Studies 49-414. (NS) (Spring)
53-404	ELECTRONICS (3-3). Introduction to digital and analog circuits with applications to modern instrumentation and robotics. Prerequisites: Mathematics 52-154, 52-254 and Physics 53-154, 53-164 or consent of the instructor. (NSL) (Fall, Even years)
53-413	CLASSICAL MECHANICS II (3-0). Introduction to the Lagrangian and Hamiltonian formulations of mechanics with application to non-inertial reference frames, rigid bodies and oscillating systems. Prerequisite: Physics 53-334. (NS) (Fall, Odd years)
53-424	QUANTUM PHYSICS (4-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Prerequisites: Physics 53-214 and 53-334. (NS) (Spring)
53-433	ELECTROMAGNETISM II (3-0). Applications of Maxwell's equations to propagation of plane and guided waves in various media. Prerequisite: Physics 53-324. (NS) (Spring, Odd years)
53-434	STATICS (3-3). A study of forces, resultants and components of force systems, forces due to friction, conditions of equilibrium, forces acting on members of trusses and frame structures, centroids and moments of inertia. The lab portion of this course involves graphics and modeling fundamentals for engineering design: computer modeling of solid geometry and generation of engineering drawings. Introduction to computer programming using a high-level language and applications of computational methods to the solution of mechanical engineering problems. Prerequisite: Physics 53-154, Mathematics 52-154, 52-254 and 52-354 (or concurrent). (NSL) (Spring, Odd years)
53-443	THERMODYNAMICS (3-0). Basic principles of macroscopic thermodynamics including pressure-volume-temperature relationship of pure substances, work, heat, first and second laws of thermodynamics, entropy and the analysis of simple power and refrigeration systems. Prerequisite: Physics 53-154, 53-164, 53-214, Mathematics 52-154, 52-254 and 52-354. (NS) (Spring, Even years)
53-454	MATH METHODS IN PHYSICAL SCIENCE (3-0). This course examines select mathematical methods used in analyzing problems that arise in the physical sciences and engineering. Emphasis is given to <i>both</i> analytical and computer algebra or numerical approaches to problem solving and analysis. Analytical topics <i>may</i> include: linear vector spaces, Fourier series, ordinary differential equations, the calculus of variations, special functions, series solutions of differential equations, partial differential equations, functions of a complex variable, and integral transforms. Prerequisite: Mathematics 52-354 or permission of the instructor. Also Mathematics 52-454. (NS) (Spring, Even years)
53-872	CAPSTONE COURSE (2-0). A scientific writing course for physics majors in which the capstone is drafted, discussed, revised and polished so that the writing is effective and conforms to modern standards of scientific journal style. In addition, the student will learn how to fully integrate graphical elements and tables, mathematical equations, and numerical information into the document. The student and capstone course professor will work closely with the student's capstone research advisor to bring the document to completion. Requirement: Students are expected to be finished with or nearing completion of the research phase of their capstone. (Spring)
53-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
53-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
53-901, 902, 903, 904	TUTORIAL.
53-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
53-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
53-984	HONORS. By invitation only.

APPLIED PHYSICS

Interdisciplinary Program

For students interested in engineering, Southwestern University offers a pre-engineering program, administered by the Physics Department, that consists of three years of classes at Southwestern, followed by additional academic work at an ABET (Accreditation Board for Engineering and Technology) accredited engineering school. This program places the technical training of the engineer within the broader perspective of the liberal arts tradition and gives particular emphasis to the subject of engineering design.

Program Goal:

To provide students with the basis of a strong liberal arts education with emphasis on basic sciences, mathematics and engineering design and to prepare them for successful completion of an engineering program.

During their third year at Southwestern, students will apply for admission to an ABET accredited engineering school (which usually requires a GPA of 3.0). Students must have completed at least 90 credits including the general education core courses and the courses required for the Applied Physics major before leaving Southwestern. After completing 30 credits of applicable coursework in an ABET engineering program, students must submit their transcript(s) to Southwestern for review by the Physics Department Chair. Upon the Chair's approval and satisfactory completion of all BA Degree Requirements as outlined in Southwestern University's Catalog, students may be awarded a Bachelor of Arts Degree in Applied Physics. The work submitted from the ABET accredited school will be treated as "in residence" coursework. In order to participate in commencement at Southwestern, students in the Pre-Engineering program must complete an Application for Diploma by the date noted in the SU official calendar for their intended Southwestern graduation semester, and they must have submitted a transcript showing that they have successfully completed at least 15 hours of approved courses with the remainder of courses in-progress. The University degree will be conferred only after the final transcript is submitted and approved.

Past SU students have attended Arizona State University in Tempe, Texas A&M University in College Station and Portland State University. Southwestern University currently has an agreement with Washington University in St. Louis that gives preferential admission to students that have a GPA of 3.0 or higher and a recommendation from the Chair of Pre-Engineering program. In addition, Washington University in St. Louis offers a scholarship that covers half of the tuition costs to eligible transfer students.

Each student is encouraged to consult regularly with the Physics chair on Southwestern curriculum updates and to seek pre-approval for courses to be taken elsewhere.

Note on course numbering: Please refer to the home department's course numbering policy for cross-listed courses.

Major in Applied Physics: 17 courses (Majors consist of a minimum of 30 credits.)

- CHE51-153 Principles of General Chemistry or CHE51-143 Principles of General Chemistry with Tutorial
- CHE51-151 Chemical Methods and Techniques Laboratory
- CHE51-163/161 Chemical Kinetics and Equilibrium
- MAT52-154 Calculus I
- MAT52-254 Calculus II
- MAT52-354 Calculus III
- MAT52-754 Differential Equations
- PHY53-104 Introduction to Engineering
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Elementary Modern Physics
- PHY53-334 Classical Mechanics I
- PHY53-434 Statics
- PHY53-872 Capstone Course
- One pre-engineering elective from below

- Two additional pre-approved upper-level engineering courses transferred from an ABET accredited engineering school (totaling at least 6 credits)

Pre-Engineering Electives

- MAT52-674 Linear Algebra
- PHY53-404 Electronics
- PHY53-324 Electromagnetism I
- PHY53-413 Classical Mechanics II
- PHY53-443 Thermodynamics
- PHY53-454 Math Methods in Physical Science

Applied Physics

53-104

INTRODUCTION TO ENGINEERING (3-4). Introduction to engineering as a discipline and a profession. Examines the design, manufacture, assembly and evaluation of products using individual and team projects. Particular emphasis is placed on the role of written and graphical communication in the design process, the use of computer-aided design and rapid prototyping in product development and the role of entrepreneurship in high-tech ventures. (NSL) (Spring, Even years)

POLITICAL SCIENCE

Social Sciences Area

Shannon Mariotti, PhD, Associate Professor and Chair

Alisa Gaunder, PhD, Professor

Timothy J. O'Neill, PhD, Professor

Eric A. Selbin, PhD, Professor

Robert S. Snyder, PhD, Professor

Emily Sydnor, PhD, Visiting Assistant Professor

The political science major is at the core of the liberal arts curriculum, seeking to cultivate skills of political analysis and practice. Students should be able to demonstrate these skills across the discipline in their writing and research. The major cultivates these skills by helping students understand the cultural, theoretical and institutional dimensions of politics through a social scientific method of analysis. Students learn to think critically and creatively, to communicate effectively, to understand decision-making processes and institutions within and among nations and states, to analyze the politics of everyday life, and to acquire skills of political analysis of social data and political texts.

Department Goals:

1. Students will engage in political analysis and application in the discipline.
2. Students will demonstrate the ability to write in the discipline.

Course offerings in Political Science are divided into four broad categories: (1) American politics (2) political theory (3) comparative politics (4) international relations. The array of courses students are expected to take 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 15-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. A public presentation of senior seminar or honors research is required.

Students may receive credit toward their major or minor for one academic internship. Academic internships are open to students in good disciplinary standing with eight credits in political science.

Statistics is recommended for all majors.

Note on course numbering: 100 level courses are introductory. 200-400 are upper level: some of these courses have prerequisites, and some do not. 500-600 level courses are upper-level "craft of research" courses that require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

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

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-234 Introduction to Political Theory
- PSC32-284 International Politics
- PSC32-964 Senior Seminar (Capstone)
- Three additional Political Science courses from any subfield in the major. Two Political Science courses at the 500-600 level in different subfields, at least one but preferably two taken prior to the Senior Seminar.
- Majors who receive credit for American Politics or Comparative Politics through transfer or Advanced Placement must take an advanced course at Southwestern in that subfield.

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. This course has an evening exam(s). (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 course introduces students to political theory, both through studying key philosophical texts, from Plato to Nietzsche, and practicing the critical methods of analysis that shape the subfield. Students analyze ideologies as well as foundational political concepts such as justice, equality, sovereignty, consent, obligation, and freedom, learning how power shapes ideas and how politics operates within theories. Also Race and Ethnicity Studies 37-234. Prerequisites: Political Science 32-114 and 32-144. (ScS) (WA) (SJ) (Political theory)
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 32-114 and 32-144. (WA) (ScS) (International relations)
32-314	PUBLIC OPINION: FACT OR FANTASY? In this course, we explore the factors that shape public opinion, from question wording to socialization to the media and beyond. How do people arrive at their political opinions and how can we be sure that these opinions are grounded in facts and rational understanding of the issues at hand? We investigate the extent to which public opinion is malleable and under what conditions government officials should (and do) take it under consideration when making political decisions. In doing so, we pay particular attention to the methods used to collect

public opinion and the ways in which these methods have the potential to shape our understanding of what the public wants. Pre-requisite: Political Science 32-114 (ScS). (American Politics)

- 32-324 **GOVERNING DIVERSITY: RACE AND ETHNICITY IN AMERICAN POLITICS.** How does a government built on democratic principles of individual liberty and equality continue to support racial stratification? This course examines the many ways elections, public policy, and public opinion have shaped or perpetuated racial and ethnic inequality. Our focus will primarily be on African-Americans, but we will also consider the unique status of Native Americans and the increasing effects of immigrant communities on our political system. We will look at how citizens, politicians, and scholars talk about race, as well as how these ideas are reinforced or challenged by political systems. Also Race and Ethnicity Studies 37-374. Pre-requisite: Political Science 32-114 (ScS). (American Politics)
- 32-334 **CANDIDATES, CAMPAIGNS, AND CITIZENS.** This course will explore the behavior of political elites—candidates, consultants, journalists and others—and citizens in the context of campaigns and elections. We will examine the different contexts and characteristics that shape individual voting behavior, as well as the strategies and tactics used by campaigns and candidates in their attempts to win elections. In evaluating candidate and citizen behavior, we will also consider aggregate patterns of representation and institutional designs that can help or hurt political engagement. Pre-requisite: Political Science 32-114 (ScS). (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. Open to students in good disciplinary standing with eight credits in Political Science. Internships are generally open to juniors and seniors. No more than one internship can count toward the major. Prerequisite: Political Science 32-114 (ScS) (American politics)
- 32-354 **MASS MEDIA AND AMERICAN POLITICS.** This course is an introduction to the study of the mass media and the media's role in American politics. We will focus on traditional print and broadcast news media as well as the advent of online and social media, exploring the content of news coverage, the role and structure of the media as a political institution, issues of ownership and regulation, questions of bias and objectivity, and the effects, if any, of media exposure on citizens. We will also study political campaign advertising, looking at the strategic decisions underlying political ads and the effects of such advertising on voters. (ScS) (American Politics)
- 32-364 **POLITICAL IDEOLOGIES.** An introduction to the systems of ideas, ideals and beliefs through which people view and act in the world. Particular emphasis is placed on the argumentative structure and the political and psychological functions of ideologies; on their historical origin(s) and development; and on their respective conceptions of freedom and democracy. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS) (Political theory)
- 32-374 **GENDER AND POLITICS.** This course analyzes the politics of gender as well as the gender of politics. Drawing from feminist political theory, masculinity studies, as well as queer theory, we rethink the subject of political science while also exploring the gendered nature of the dominant political ideologies, concepts, theories, and spaces of politics. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. Also Feminist Studies 04-164 and Race and Ethnicity Studies 37-164. (ScS) (Political theory)
- 32-384 **JAPANESE POLITICS, CULTURE AND SOCIETY.** This course explores the historical and cultural context of contemporary Japanese politics, the political institutions of "the 1955 system," the policy-making process in post-war Japan, and the effects of the 1994 political reforms. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS) (IP) (Comparative politics)
- 32-394 **FILM, LITERATURE AND THE COLD WAR.** This course examines how selected Western writers and filmmakers portrayed the Cold War. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS) (International relations)
- 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. (ScS) (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. (ScS) (IP) (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. Also Feminist Studies 04-404. Prerequisite: Political Science 32-144. (ScS) (SJ) (Comparative politics)
- 32-444 POLITICAL PSYCHOLOGY. This course analyzes political issues from a psychological perspective to assess the role that the "political brain" plays in shaping our institutions, public policy, and political behavior. The course also introduces students to research methods typical in the study of political behavior. Also Psychology 33-344. Pre-requisites: Political Science 32-114 or Psychology 33-104. (ScS)
- 32-454 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 32-144, and 32-234. (ScS) (Political theory)
- 32-484 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. Also Sociology 34-614, Latin American and Border Studies 06-714, and Race and Ethnicity Studies 37-614. (ScS) (SJ) (Comparative politics).
- 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 32-284 or permission of instructor. (ScS) (International relations)
- 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 32-234 or 32-284, or permission of instructor. (ScS) (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, this course explores the optimistic, Promethian dreams of key Enlightenment theorists, as well as the disenchantment and alienation articulated by critics of modernity. Also Race and Ethnicity Studies 37-564. Prerequisite: Political Science 32-234 or permission of instructor. (ScS) (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 32-234 or permission of instructor. (ScS) (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 32-234 or 32-284, or permission of instructor. (ScS) (International relations)
- 32-624 GERMANY AND JAPAN: LOSERS OF WORLD WAR II? This course compares democratic institutions, economic growth, and political culture in Japan and Germany in the postwar era. It also examines current challenges, including women in politics, nuclear power, immigration and regional dynamics. Prerequisite: Political Science 32-234 or 32-284, or permission of instructor. (ScS) (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 32-234 or 32-284, or permission of instructor. (ScS) (Comparative politics)
32-664	INTERNATIONAL CONFLICT. An exploration of issues concerning the characteristics, causes and justifications of occurrences of international peace and violence. The focus is primarily on post-Cold War era state terrorism (internal and external), low intensity conflict, internal conflict resistance, rebellion and revolution, terrorism and peace. Substantial writing required. Prerequisite: Political Science 32-234 or 32-284, or permission of instructor. (ScS) (International relations)
32-964	SENIOR SEMINAR. This course fulfills the capstone requirement for the major. Requires permission of instructor.
32-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
32-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
32-901, 902, 903, 904	TUTORIAL.
32-941, 942, 943, 944, 948	ACADEMIC INTERNSHIP. May be arranged through the department. These internships require a minimum of 40 hours of work per credit supervised by a member of the departmental faculty and a substantial written component. Internships are generally open to juniors and seniors. Open to students in good disciplinary standing with eight credits in political science. No more than one internship can count toward the major. Must be taken Pass/D/F.
32-951, 952, 953, 954	INDEPENDENT STUDY. Must be arranged with departmental faculty and requires permission of instructor. May be repeated with changed content. Prerequisite: Open to students with at least eight credits in Political Science.
32-984	HONORS. By invitation only.

PSYCHOLOGY DEPARTMENT

Social Sciences Area

Traci Giuliano, PhD, Professor and Chair
 Erin Crockett, PhD, Assistant Professor
 Fay Guarraci, PhD, Professor
 Bryan D. Neighbors, PhD, Associate Professor
 Rebecca North, PhD, Visiting Assistant Professor
 Carin Perilloux, PhD, Assistant Professor

The Psychology Department is committed to providing rigorous educational experiences in the classroom, laboratory, internships, and in mentoring relationships with faculty so that students gain a rich knowledge of and enthusiasm for psychology. By providing opportunities to develop advanced skills in oral and written communication, critical thinking, creative problem solving, and quantitative reasoning, students will be prepared for success in graduate school in psychology and related fields, for careers that value these skills, and for futures as lifelong learners who are prepared to adapt to an ever-changing world.

Department Goals:

1. Students will be able to identify, define and apply central concepts in psychology.
2. Students will have competence 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."

Paired Major:

Students also have the option to pursue a paired major in Psychology and Education by counting PSY33-104 Principles of Psychology and PSY33-244 Lifespan Development toward both majors.

Note on course numbering: 100 level courses are introductory and have no prerequisites. 200 level courses are considered upper-level and have one prerequisite. 300-500 level courses are upper-level courses and may have multiple prerequisites. 800 level courses are capstone research courses. 900 level courses are tutorials, honors, independent study, and capstone internships.

Major in Psychology (BA or BS): 9-10 courses (Majors consist of a minimum of 36 credits.)

- PSY33-104 Principles of Psychology
- Complete one of the two Research Methods options outlined below:
 - PSY33-204 Survey of Research Methods
 - or
 - PSY33-214 Inquiry-Based Research Methods AND PSY33-211 Lab for Inquiry-Based Research Methods; required for all 800 courses (i.e., a research capstone)
- Take at least 4 of the following nine core courses:
 - PSY33-234 Personality Theory and Research
 - PSY33-244 Lifespan Development
 - PSY33-274 Evolutionary Psychology
 - PSY33-284 Psychology of Learning
 - PSY33-424 Abnormal Psychology
 - PSY33-434 Behavioral Neuroscience
 - PSY33-444 Cognitive Psychology
 - PSY33-464 Social Psychology
 - PSY33-544 Health Psychology
- Take 1 additional upper-level course in Psychology
- Complete one of two Capstone options outlined below
 - Eight credits of research from:
 - PSY33-824 Research in Applied Psychology
 - PSY33-834 Research in Behavioral Neuroscience
 - PSY33-844 Research in Clinical Psychology
 - PSY33-874 Research in Social Psychology
 - PSY33-884 Research in Cognitive Evolutionary Psychology
 - or
 - Eight credits of internship:
 - PSY33-948 Academic Internship

Required supporting course in the Psychology major: One 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 (3-4 credits each) 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 – this means no course for which the grade is C- or below may count as a prerequisite for a 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 **SURVEY OF RESEARCH METHODS.** This course is designed to introduce students to the wide variety of research methods in contemporary psychology, including both experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, survey research, experimental design, statistical analysis using SPSS, ethics in conducting research, and scientific writing and APA style. This course (which does not contain a lab) covers the basic methodological background necessary for upper-level psychology courses but does not involve as much project-based original research as does Inquiry-Based Research Methods (33-214). As such, it is recommended for (a) psychology majors/double-majors who are interested in pursuing non-psychology careers (e.g., law, social work, medicine, nursing, human resources) and/or who prefer an internship-based capstone rather than a research-based capstone, (b) psychology minors, (c) non-psychology majors preparing to take the MCAT, and (d) transfer students who want credit for a methods course taken elsewhere. Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. (Fall) (ScS)
- 33-214 **INQUIRY-BASED RESEARCH METHODS.** This course is designed to give students in-depth experience with the research methods used in contemporary psychology, including both experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, survey research, experimental design, statistical analysis using SPSS, ethics in conducting research, and scientific writing and APA style. This course (which contains a required 1-credit lab; 33-211) involves more intensive experience conducting original research, and thus serves as good preparation for later independent research, such as capstone research or graduate school. As such, this course is recommended for (a) psychology majors who prefer a research-based capstone over an internship-based capstone, and (b) students considering applying to graduate school in psychology. Also Animal Behavior 09-214. Co-requisite: Concurrent registration in 33-211, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-214-01 & 33-211-01). Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. (Fall) (WA) (ScS)
- 33-211 **LAB FOR INQUIRY-BASED RESEARCH METHODS.** This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research. This lab is required for Inquiry-Based Research Methods. Co-requisite: Concurrent registration in 33-214, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-214-01 & 33-211-01). Also Animal Behavior 09-211. (Fall) (ScS)
- 33-234 **PERSONALITY THEORY AND RESEARCH.** A survey course that provides an overview of the major personality theories and the methods and findings of personality research. The trait approach will be fully explored, but significant attention will also be paid to both classical and modern modifications of psychoanalytic theories and to biological, learning-based (behavioral), cognitive, and humanistic theories. The emphasis will be on examination and evaluation of the experimental evidence pertinent to each theory. Prerequisite: Psychology 33-104. (Fall) (ScS)
- 33-244 **LIFESPAN DEVELOPMENT.** This course will provide a broad view of the biological, psychological, and social aspects of development from conception through old age. Students who plan to enroll in professional programs in nursing, occupational therapy, physical therapy, physician assistant, or speech pathology upon graduation should strongly consider taking this course. Prerequisite: Psychology 33-104. (Spring) (ScS)
- 33-254 **ANIMAL BEHAVIOR.** See Animal Behavior 09-254.
- 33-274 **EVOLUTIONARY PSYCHOLOGY.** This survey course will provide a solid theoretical foundation for the study of psychology from an evolutionary perspective. We will apply to humans the same lens that evolutionary biology has applied to other species. This perspective cuts across cognition, motivation, attention, social behavior, and many other aspects of psychology. The course will begin with an in-depth introduction to evolutionary theory as it applies to human psychology and behavior, followed by a survey of more specific psychological phenomenon studied from an evolutionary perspective. Prerequisite: Psychology 33-104. (Spring of alternate years) (ScS)

- 33-284 PSYCHOLOGY OF LEARNING. This course provides a survey of the traditional areas of learning psychology including current theoretical and research considerations of classical conditioning, instrumental conditioning, behavioral control, and modeling. Prerequisite: Psychology 33-104. (Spring of alternate years) (ScS)
- 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. Also Education 40-333. Prerequisites: Psychology 33-224 and Education major or minor, or permission of instructor. (Fall) (ScS)
- 33-344 POLITICAL PSYCHOLOGY. See Political Science 32-444. Prerequisite: Psychology 33-104 or Political Science 32-114. (ScS)
- 33-354 PSYCHOANALYSIS. See Philosophy 18-394. Prerequisite: Psychology 33-104. (H)
- 33-374 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). (May term) (ScS)
- 33-384 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. (May term) (ScS)
- 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 33-204 or Psychology 33-214. Psychology 33-234 recommended. (Spring) (ScS)
- 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 central nervous system is a primary focus of the course and specific topics include how the central nervous system mediates perception, emotions, motivation, sleep, learning and memory. Prerequisite: Psychology 33-204 or Psychology 33-214 and Biology 50-114 or 50-123/121, or permission of instructor. (Spring) (ScS)
- 33-444 COGNITIVE PSYCHOLOGY. Cognitive psychology is the scientific study of the mechanisms and processes involved in the acquisition and use of information from the world. This course will provide a comprehensive functional analysis of topics related to the information-processing mechanisms of the mind, including consciousness, perception, attention, memory, conceptual knowledge, language, and decision-making. Prerequisite: Psychology 33-204 or Psychology 33-214. (Spring) (ScS)
- 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 or Psychology 33-214. (Spring) (ScS)
- 33-544 HEALTH PSYCHOLOGY. This course will introduce students to the field of health psychology, which is the application of psychological principles in understanding how the mind, body and behavior interact in health and illness. Emphasis will be placed on the biopsychosocial model, which

considers the role of biological, psychological and social factors in health and illness. Topics of interest include health promotion and primary prevention of illness, stress and coping, pain management, health behaviors (e.g., nutrition, exercise, smoking), and a variety of behavior-related medical conditions (e.g. cardiovascular disease, cancer, AIDS, eating disorders). Also Kinesiology 48-554. Prerequisite: Psychology 33-104 and Psychology 33-204 or Psychology 33-214 or Biology 50-222/50-232 or Kinesiology 48-314 or Sociology 34-314. (Fall) (ScS)

- 33-824 RESEARCH IN APPLIED PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning applied psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-834 RESEARCH IN BEHAVIORAL NEUROSCIENCE. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning neuroscience. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Also Animal Behavior 09-834. Prerequisites: Psychology 33-214, Psychology 33-434 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-844 RESEARCH IN CLINICAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning clinical psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214, Psychology 33-424 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-874 RESEARCH IN SOCIAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning social psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214, Psychology 33-464 and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-884 RESEARCH IN COGNITIVE EVOLUTIONARY PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience on cognitive phenomena from an evolutionary perspective. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214, Psychology 33-274, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 33-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 33-901, 902, 903, 904 TUTORIAL.
- 33-944, 948 ACADEMIC INTERNSHIP. Field placement in an approved setting. Students are expected to complete 120 hours (33-944) or 240 hours (33-948) of supervised experience. All internships have certain prerequisites and require permission of 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.

RACE AND ETHNICITY STUDIES

Interdisciplinary Program

Melissa A. Johnson, PhD, Professor of Anthropology and Program Chair

Contributing Faculty:

David Asbury, DMA, Associate Professor of Music
Michael Bray, PhD, Associate Professor of Philosophy
Melissa Byrnes, PhD, Associate Professor of History
Reginald Byron, PhD, Associate Professor of Sociology
Carlos De Oro, PhD, Associate Professor of Spanish
Abby Dings, PhD, Associate Professor of Spanish
Patrick Hajovsky, PhD, Associate Professor of Art History
Jethro Hernandez Berrones, PhD, Assistant Professor of History
Joseph Hower, PhD, Visiting Assistant Professor of History
Kathleen Juhl, PhD, Professor of Theatre
Alison Kafer, PhD, Professor of Feminist Studies
James A. Kilfoyle, PhD, Associate Professor of English
Maria R. Lowe, PhD, Professor of Sociology
Elissa Marek, JD, Part-Time Instructor of Communication Studies
Shannon Mariotti, PhD, Associate Professor of Political Science
Kenneth Mello, PhD, Associate Professor of Religion
Helene Meyers, PhD, Professor of English
Allison Miller, PhD, Assistant Professor of Art History
Alicia Moore, PhD, Associate Professor of Education
Sandi Kawecka Nenga, PhD, Associate Professor of Sociology
Omar Rivera, PhD, Associate Professor of Philosophy
María de los Angeles Rodríguez Cadena, PhD, Associate Professor of Spanish
Valerie Renegar, Associate Professor of Communication Studies
Catherine Ross, PhD, Professor of Spanish
Eric A. Selbin, PhD, Professor of Political Science
Brenda Sendejo, PhD, Associate Professor of Anthropology
M. Anwar Sounny-Slitine, MA, Instructor and GIS Laboratory Manager
Emily Sydnor, PhD, Visiting Assistant Professor of Political Science
Davi Thornton, PhD, Associate Professor of Communication Studies

The Race and Ethnicity Studies Program offers a minor designed to examine race and ethnicity as categories of difference and as forms of lived experience, and attends to how these categories intersect and overlap with other forms of difference (such as gender, nation, indigeneity, class, religion, ability, sexuality, etc.). The minor approaches race and ethnicity as constructs in particular historical contexts from interdisciplinary, comparative, intercultural and transnational perspectives. It develops a critical awareness of colonial and Eurocentric influences on both the construction of these categories and the scholarly discourse about them. The minor thus provides a critical lens on a variety of historical and contemporary issues and debates generated by specific racial and ethnic formations. At the same time the minor takes note of mobilizations and liberating cultural expressions that have emerged both in response and as alternatives to dominant racial and ethnic structures.

Program Goals:

1. To develop in students the ability to critically analyze race and ethnicity as socially constructed categories of difference.
2. To develop in students an understanding of the relationship of race and ethnicity to other categories of difference and to social, political, cultural, and economic processes.
3. To develop in students an understanding of how race and ethnicity are tied to systems of inequality and how historically marginalized peoples have mobilized for social change.

The Race and Ethnicity Minor curriculum is composed of three groups of courses:

- Reflecting on Concepts Courses: The study of the theoretical and methodological framing of race and ethnicity.
- Thematic or Group-Focused Courses: The study of a specific racial or ethnic group, or of how race and ethnicity shape texts and institutions.
- Allied Courses: A portion of these courses is devoted to conceptual frameworks or to thematic and group foci in relation to race and ethnicity.

Minor in Race and Ethnicity Studies: Five courses across at least three disciplines, 12 credits of which must be upper level. (Minors consist of a minimum of 18 credits.)

- At least one Reflecting on Concepts course from:
 - RES37-124 Latina/o Identities
 - RES37-184 Theories of Race
 - RES37-264 Race and Ethnicity
 - RES37-454 Race and Ethnicity, and Communication
 - RES37-654 Race and Ethnicity in the U.S.
- At least two Thematic or Group-Focused courses from:
 - RES37-214 Introduction to Native Traditions of the Americas
 - RES37-324 Latina/os and Education in the U.S.
 - RES37-344 Race, Class and Gender in the Caribbean
 - RES37-354 Latina/o and Latin American Spiritualities
 - RES37-374 Governing Diversity: Race and Ethnicity in American Politics
 - RES37-384 Rastas, Saints and Virgins
 - RES37-414 Race and Immigration in Spanish Literature
 - RES37-404 Modern Latin America
 - RES37-424 Colonial Latin America
 - RES37-484 African History
 - RES37-494 The Rhetoric of Civil Rights
 - RES37-554 Schools, Society and Diversity
 - RES37-584 Slavery and Freedom in the Atlantic World
 - RES37-734 Spanish in the United States
 - RES37-764 American Ethnic Literature
- Allied courses from:
 - RES37-074 Nations and Nationalism in World History
 - RES37-104 Introduction to Feminist Studies
 - RES37-134 Music in the United States
 - RES37-164 Gender and Politics
 - RES37-194 Introduction to Feminist Philosophy
 - RES37-224 Sacred Space and the Environment
 - RES37-234 Introduction to Political Theory
 - RES37-244 Environmental GIS (Geographical Information Systems)
 - RES37-254 Sociology of Work
 - RES37-274 Philosophies of the Americas
 - RES37-284 Art in China Since 1911
 - RES37-294 Rhetorics of Resistance
 - RES37-314 Globalization: Contemporary World Societies
 - RES37-334 Global Environmental Justice
 - RES37-364 Philosophy and Anti-Colonial Revolts

RES37-394 Introduction to Art History: Latin American
 RES37-424 Sick, Ill, and Twisted: Race, Sex, and Disability in the U.S.
 RES37-464 Feminist and Queer Activism
 RES37-524 Muslims in Europe
 RES37-534 Postcolonial Literature
 RES37-544 Cultural Memory in Latin America
 RES37-564 Modern Political Theory
 RES37-574 Native Books, Images and Objects
 RES37-614 Latin American Politics
 RES37-634 Theatre for Social Change: Practice and Performance
 RES37-644 Gender, Race and Nationalism in Spanish Cinema
 RES37 674 Citizenship and Conflict in Colombian Cinema
 RES37-714 Spanish Sociolinguistics

Additionally, there are other courses offered less regularly in a variety of departments that will fit this minor, some as special topics courses, some as particular content under a fixed course number that carries other content. These will be cross-listed with the Race and Ethnicity course using the official program name and number: RES37. Each semester a list of courses that satisfy the minor will be provided via Web Advisor.

- To complete the minor, students will complete a final assessment administered by the Program Chair.

Race and Ethnicity Studies (RES)

37-074 NATIONS AND NATIONALISM IN WORLD HISTORY. See History 16-074. (H) (IP) (WA)
 37-104 INTRODUCTION TO FEMINIST STUDIES. See Feminist Studies 04-104. (H) (ScS) (SJ) (WA)
 37-124 LATINA/O IDENTITIES. See Philosophy 18-124. Also Latin American and Border Studies 06-514 and Feminist Studies 04-134 (H)
 37-134 MUSIC IN THE UNITED STATES. See Music Literature 80-134. (FAL)
 37-164 GENDER AND POLITICS. See Political Science 32-374. Also Feminist Studies 04-164. (ScS)
 37-184 THEORIES OF RACE. See Philosophy 18-184. Also Feminist Studies 04-184. (H)
 37-194 INTRODUCTION TO FEMINIST PHILOSOPHY. See Philosophy 18-194. Also Feminist Studies 04-124. (H) (SJ)
 37-214 INTRODUCTION TO NATIVE TRADITIONS OF THE AMERICAS. See Religion 19-214. (H) (SJ)
 37-224 SACRED SPACE AND THE ENVIRONMENT. See Religion 19-374. Also Environmental Studies 49-374. (H)
 37-234 INTRODUCTION TO POLITICAL THEORY. See Political Science 32-234. (ScS) (SJ) (WA)
 37-244 ENVIRONMENTAL GIS (GEOGRAPHICAL INFORMATION SYSTEMS). See Environmental Studies 49-204. (NSL)
 37-254 SOCIOLOGY OF WORK. See Sociology 34-364. Also Business 30-354. (ScS).
 37-264 RACE AND ETHNICITY. See Sociology 34-264. Also Feminist Studies 04-524. (ScS)
 37-274 PHILOSOPHIES OF THE AMERICAS. See Philosophy 18-284. Also Latin American and Border Studies 06-504 (H)
 37-284 ART IN CHINA SINCE 1911. See Art History 71-264. Also Feminist Studies 04-274. (FAL) (WA) (IP)
 37-294 RHETORICS OF RESISTANCE. See Communication Studies 75-234 (H) (SJ)
 37-314 GLOBALIZATION: CONTEMPORARY WORLD SOCIETIES See Sociology 34-284. (ScS) (IP)

- 37-324 LATINA/OS AND EDUCATION IN THE U.S. See Sociology 34-334. Also Latin American and Border Studies 06-774. (ScS)
- 37-334 GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-334. Also Environmental Studies 49-444 and Feminist Studies 04-494. (ScS) (SJ)
- 37-344 RACE, CLASS AND GENDER IN THE CARIBBEAN. See Anthropology 35-244. Also Latin American and Border Studies 06-754 and Feminist Studies 04-324. (ScS) (SJ)
- 37-354 LATINA/O AND LATIN AMERICAN SPIRITUALITIES. See Anthropology 35-254. Also Environmental Studies 49-254, Latin American and Border Studies 06-764, and Feminist Studies 04-334. (ScS) (SJ)
- 37-364 PHILOSOPHY AND ANTI-COLONIAL REVOLT. See Philosophy 18-134. (H)
- 37-374 GOVERNING DIVERSITY: RACE AND ETHNICITY IN AMERICAN POLITICS. See Political Science 32-324. (ScS)
- 37-384 RASTAS, SAINTS AND VIRGINS. See Religion 19-384. (H) (SJ)
- 37-394 INTRODUCTION TO ART HISTORY: LATIN AMERICAN. See Art History 71-034. Also Latin American and Border Studies 06-804. (FAL) (WA)
- 37-404 MODERN LATIN AMERICA. See History 16-374. Also Latin American and Border Studies 06-684. (H) (IP).
- 37-414 RACE AND IMMIGRATION IN SPANISH LITERATURE. See Spanish 15-454. (H) (WA)
- 37-424 COLONIAL LATIN AMERICA. See History 16-364. Also Latin American and Border Studies 06-674. (H) (IP).
- 37-434 SICK, ILL, AND TWISTED: RACE, SEX, AND DISABILITY IN THE U.S. See Feminist Studies 04-434. (H)
- 37-454 RACE AND ETHNICITY, AND COMMUNICATION. See Communication Studies 75-454. (H)
- 37-464 FEMINIST AND QUEER ACTIVISM. See Feminist Studies 04-464. (H).
- 37-484 AFRICAN HISTORY. See History 16-264. (H) (IP)
- 37-494 THE RHETORIC OF CIVIL RIGHTS. See Communication Studies 75-254. (H) (SJ)
- 37-524 MUSLIMS IN EUROPE. See History 16-514. (H) (IP)
- 37-534 POSTCOLONIAL LITERATURE. See English 10-834. (H) (IP)
- 37-544 CULTURAL MEMORY IN LATIN AMERICA. See Spanish 15-534. Also Latin American and Border Studies 06-374. (H) (SJ) (WA)
- 37-554 SCHOOLS, SOCIETY AND DIVERSITY. See Education 40-554. (ScS) (SJ)
- 37-564 MODERN POLITICAL THEORY. See Political Science 32-564. (ScS)
- 37-574 NATIVE BOOKS, IMAGES AND OBJECTS. See Art History 71-364. (FAL) (SJ) (WA)
- 37-584 SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. See History 16-454. Also Feminist Studies 04-774. (H) (SJ)
- 37-614 LATIN AMERICAN POLITICS. See Political Science 32-614. Also Latin American and Border Studies 06-714, and Sociology 34-614. (ScS) (SJ)
- 37-634 THEATRE FOR SOCIAL CHANGE: PRACTICE AND PERFORMANCE. See Theatre 73-614. Also Feminist Studies 04-614. (FAP) (SJ)
- 37-644 GENDER, RACE AND NATIONALISM IN SPANISH CINEMA. See Spanish 15-644. Also Feminist Studies 04-654. (H) (WA)
- 37-654 RACE AND ETHNICITY IN THE U.S. See History 16-414. Also Feminist Studies 04-424. (H) (SJ)
- 37-674 CITIZENSHIP AND CONFLICT IN COLOMBIAN CINEMA. See Spanish 15-654. Also Latin American and Border Studies 06-394. (H) (SJ) (IP) (WA)
- 37-714 SPANISH SOCIOLINGUISTICS. See Spanish 15-714. (H)

37-734	SPANISH IN THE UNITED STATES. See Spanish 15-734. (H)
37-764	AMERICAN ETHNIC LITERATURE. See English 10-874. (H) (WA)
37-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
37-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
37-901, 902, 903, 904	TUTORIAL.
37-941, 942, 943, 944	ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken Pass/D/F.
37-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.

RELIGION DEPARTMENT

Humanities Area

Kenneth Mello, PhD, Associate Professor and Chair
 N. Elaine Craddock, PhD, Professor
 Laura Hobgood, PhD, Professor
 Banafsheh Madaninejad, PhD, Part-time Assistant Professor

The program introduces students to a variety of global religious traditions, experiences and expressions, and invites an empathetic understanding of difference. The program provides students with tools to critically engage “religious texts,” including written, oral, performative and symbolic ones. Religion 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.

Department Goals:

1. Students will acquire and compare knowledge of various religious traditions.
2. Students will apply diverse methodological approaches to the study of religious traditions.

Note on course numbering: 200 level courses are introductory. 300-400 level courses are upper level, thematic courses. 700 level courses are special topics. 800 level courses are Theories and Methods and Capstone. 900 level courses are tutorial, independent study, internship and honors.

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

- REL19-814 Theories and Methods of Religion
- REL19-894 Religion Capstone
- Three courses from:
 - REL19-204 Introduction to Christian Traditions
 - REL19-214 Introduction to Native Traditions of the Americas
 - REL19-244 Introduction to Islamic Traditions
 - REL19-274 Introduction to Hinduism
 - REL19-284 Introduction to Buddhism
- Four courses from:
 - REL19-304 Selected Topics
 - REL19-314 Borderlands and Religion
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Apocalypse
 - REL19-344 Animals and Religion

REL19-354 Gender and Sexuality in Native America
 REL19-364 The Body and Sexuality in Religion
 REL19-374 Sacred Space and the Environment
 REL19-384 Rastas, Saints and Virgins
 REL19-394 Indigenous Myth and Narrative
 REL19-714 Topics in Religion

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.

Paired Majors:

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: Borderlands and Religion (19-314), Women, Goddesses and Religion (19-324), Animals and Religion (19-344), Gender and Sexuality in Native America (19-354), and The Body and Sexuality in Religion (19-364).

Students may choose the 15-course paired major between Religion and Environmental Studies by double counting two courses cross-listed in Religion and Environmental Studies, including: Religion and Sustainable Agriculture (19-334), Religion and Animals (19-344), Sacred Space and the Environment (19-374).

Religion (REL)

19-204	INTRODUCTION TO CHRISTIAN TRADITIONS. A historical and thematic introduction to the Christian thought and practice. The survey begins with the Jesus movement and continues through the current growth of Christianity in the southern hemisphere, particularly sub-Saharan Africa and Latin America. Literary genres, gender issues, political contexts, social movements and ethical dimensions are explored. (H) (SJ)
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. Also Race and Ethnicity Studies 37-214. (H) (SJ)
19-244	INTRODUCTION TO ISLAMIC TRADITIONS. A survey of the history, practices and beliefs of Islam from Muhammad's era to the modern. It investigates special themes such as mysticism, gender and politics with attention to diverse cultural contexts. (H)
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) (IP) (SJ)
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, and then surveys the spread of Buddhism to China and Japan and the interaction with Confucian, Daoist and Shinto traditions. (H) (IP)
19-314	BORDERLANDS AND RELIGION. An exploration of complex religious identities of the Texas-Mexico borderlands as expressed in folklore, visual art, poetry, music, film, and ethnographic studies. Through the lens of critical feminist theory, this course examines ways that border-crossing religious identities challenge prevalent assumptions about religion, gender, nation, race, and class. Also Feminist Studies 04-514. (H)
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 35-364 and Feminist Studies 04-224. (H) (IP) (WA)

- 19-334 APOCALYPSE. Why do we imagine the end of everything? Is it fear? Is it control? Is it wanting to let go of control? What do religious traditions do with the idea of apocalypse (a vision, a revelation of things to come)? This course examines those questions in both “religious” and “secular” settings (while questioning those boundaries) asking why humans have imagined end times. It also considers why these imaginings exist and how they function. In addition, it raises issues of social justice and expresses hope in a different (and better) future as well as current environmental fears of demise. Also Environmental Studies 49-334. (H)
- 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 and Feminist Studies 04-344. (H)
- 19-354 GENDER AND SEXUALITY IN NATIVE AMERICA. An examination of the ways in which gender and sexuality are understood and acted out in Native American ritual and spiritual life, past and present. Focus will be placed on both continuity and change, and the context through which these definitions make sense. Also Feminist Studies 04-394. (H)
- 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) (IP)
- 19-374 SACRED SPACE AND THE ENVIRONMENT. This course looks at the ways in which groups of peoples (the focus will be primarily on Native Americans) have shaped their spiritual identities and communities around important places within the landscape, defining themselves against these places in nature and being defined by them at the same time. Students will try to understand what it means to give spiritual value to natural places, and the varieties of ways in which religious activities (and/or environmental philosophies) are focused on such places. Also Environmental Studies 49-374 and Race and Ethnicity Studies 37-224. (H)
- 19-384 RASTAS, SAINTS AND VIRGINS. This course looks at the study of ethnic religious traditions in the United States - religions associated with specific ethnic groups. Students will examine religious systems such as Santeria, Rastafarians and the Cult of the Virgin of Guadalupe, among others. The goal of the course is not only to understand the religions themselves, but also to see how to go about studying religious systems which are not founded in texts and which differ on a deep philosophical level from many mainstream religious systems. Also Race and Ethnicity Studies 37-384. (H) (SJ) (IP)
- 19-394 INDIGENOUS MYTH AND NARRATIVE. An examination of oral and written narratives in Native American cultures and communities (past and present) to show how such narratives serve as ways of encoding culture and identity, notions about world and self, and serve as a powerful means of passing those ideas on generationally. Students will have the opportunity to read collections of narratives, listen to narratives being told via audio recordings, as well as examine more contemporary methods of narrative transmission, including comic books, animation, and the internet. (H)
- 19-714 TOPICS IN RELIGION. A critical investigation of an important subject or issue in religion: religion and violence, religion and media, religious authority, religion and politics, etc. May be comparative or may focus on one tradition. This course may be repeated when topic varies. Topics courses that rotate, not necessarily every two years: Ball Games, Baskets, and Living Skies; A Novel Approach to American Religious History; Pilgrimage; Yoga; Religion and Politics; Religion and Ecology. (H)
- 19-814 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 religion courses before enrolling. This class is primarily for Religion majors and minors, but is open to others with permission of instructor. (WA)

19-894	RELIGION CAPSTONE. This research seminar is intended for majors in religion but is open to other students with the permission of the instructor. (WA)
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.
19-984	HONORS. By invitation only.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

Social Sciences Area

Reginald Byron, PhD, Associate Professor of Sociology and Chair
 Jennifer Carlson, PhD, Part-Time Assistant Professor of Anthropology
 Melissa A. Johnson, PhD, Professor of Anthropology
 Maria R. Lowe, PhD, Professor of Sociology
 Sandi Kawecka Nenga, PhD, Associate Professor of Sociology
 Chelsea Platt, PhD, Visiting Assistant Professor of Anthropology
 Brenda Sendejo, PhD, Associate 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. The Department's offerings combine sociology's focus on contemporary and historical patterns of social interaction with anthropology's interests in systems of cultural meanings, and encourage awareness and understanding of human diversity and cultural variation. The Department is especially interested in examining the ways that race, class, gender and other social characteristics operate within systems of domination and resistance. Course work within the Department will challenge students to examine some of their most basic assumptions about the world and will contribute to a critical understanding of how the social world operates—an essential characteristic of a liberally educated global citizen. 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:

1. Develop in Sociology majors a mastery of the central concepts and major theoretical paradigms in the discipline.
2. Develop in Sociology majors the ability to clearly articulate a research question, linking it to a body of empirical research embedded within a theoretical tradition.
3. Develop in Sociology majors competence in collecting and analyzing data using both quantitative and qualitative research methods.
4. Develop in Sociology students the ability to report research findings, in both written and oral formats, 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 affect social life.

Anthropology:

1. Develop in students an understanding of cultural relativism and ethnocentrism, and knowledge of cultural diversity.
2. Develop in students an understanding of how anthropology analyzes the relationships between difference, culture, and power.

3. Develop in students a mastery of the major theoretical frameworks in sociocultural Anthropology.
4. Develop students' mastery of ethnographic research methods and an understanding of the politics and ethics of anthropological research and practice.
5. Develop in students the ability to analyze ethnographic data, contextualize their analysis within related scholarship, and demonstrate sophisticated ethnographic writing skills.
6. Develop in students the ability to present their own original ethnographic research in both written and oral formats to a broad academic audience.

The Department seeks to emphasize how the two disciplines of sociology and anthropology complement each other. The department offers majors and minors in both Sociology and Anthropology, a paired major in Sociology and Anthropology, and a paired major in Sociology and Feminist Studies.

Paired Majors:

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

Students may choose a 15-course paired major between Sociology and Feminist Studies by meeting all requirements in both majors, and counting two of the courses that are cross-listed between the two programs. Those courses include 34-234, 34-264, 34-274, and 34-324.

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 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 world, 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 race and ethnicity as well as gender are constructed by a range of interlocking inequalities as well as how they are 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.

Major in Sociology

Students seeking a major in Sociology will complete the requirements for the BA degree. The major in Sociology is built around a cumulative curriculum with courses at four different levels. Descriptions of the skills built at each level of the curriculum are found in the handbook on the departmental homepage. Majors considering graduate school or careers in social work or public health are strongly encouraged to register for an academic internship.

Note on course numbering: 100 level courses are introductory. 200-700 level courses are upper level and most require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

Anthropology

The Anthropology major is designed to develop a critical awareness and understanding of the diversity of peoples and cultures, and of the relevance and application of anthropological perspectives and methods to contemporary issues. The 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 and U.S-Mexico Borderlands. Typically, courses cover issues central to our contemporary global society: questions of race, class and gender; environmental (in)justice; global inequality; the making of religious and spiritual forms and identities; the intersections of gender, race, feminism and religion; 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.

Major in Anthropology

Students seeking a major in Anthropology complete the requirements for the BA degree. Students are 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 typically complete this either through extending the depth of their project for the Ethnographic Methods course, or through conducting research during a study abroad experience (see approved list of study abroad providers).

Note on course numbering: 100 level courses are introductory. 200 level courses are upper level and regionally focused. 300 level courses are upper level and topically focused. 200-300 level courses may require prerequisites. 400 level courses are theory and method courses and require prerequisites. 900 level courses are capstone, tutorial, independent study, internship and honors.

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 Cultural Anthropology
- SOC34-314 Research Methods (recommended for sophomores; must be taken prior to the senior year)
- SOC34-344 Sociological Theory (recommended for juniors but may be taken by sophomores to facilitate study abroad plans; must be taken prior to the senior year)
- SOC34-964 Senior Research Seminar (Capstone, to be taken in the fall of the senior year)
- One qualitative methods course from:
 - SOC34-264 Race and Ethnicity
 - SOC34-274 Childhood and Youth
 - SOC34-324 Social Class in the U.S.
 - SOC34-334 Latina/os & Education 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

Additional requirements for the Sociology Major:

- Successful completion of a senior oral examination during the last semester of study.
- Completion of the Major Field Examination in Sociology sometime during the senior year.

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 Cultural Anthropology
- SOC34-114 Social Patterns and Processes or SOC34-124 Social Problems
- ANT35-404 Anthropological Theory (to be taken in the junior or senior year)
- ANT35-414 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 upper-level courses in Anthropology, one of which may be a Sociology course.

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

- ANT35-104 Introduction to Cultural 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) (SJ)
- 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) (SJ)
- 34-214 **CRIMINOLOGY.** This course examines the sociological foundations of crime including factors such as residential segregation, economic inequality, and masculinity. Some attention will also be devoted to American and international perspectives on criminal justice. (ScS)
- 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 and within racial, ethnic and social class categories. Also Feminist Studies 04-234. Prerequisite: Sociology 34-114 or 34-124, or Feminist Studies 04-104. (ScS)
- 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. Also Feminist Studies 04-524 and Race and Ethnicity Studies 37-264. Prerequisite: Sociology 34-114 or 34-124. (ScS)
- 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 and write an ethnographic paper. Also Feminist Studies 04-294. Prerequisite: Sociology 34-114 or 34-124. (Fall) (ScS)
- 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 are explored. Students are required to attend SPSS lab sessions (during normal class time). They will perform quantitative analyses using a recent wave of global survey data and write a paper based on the results. Also Race and Ethnicity Studies 37-314. Prerequisite: Sociology 34-114 or 34-124. (IP) (ScS)
- 34-314 **RESEARCH METHODS.** This course 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 34-124, Mathematics 52-114, and sociology major or permission of the instructor. (Fall) (WA) (ScS)
- 34-324 **SOCIAL CLASS IN THE U.S.** This course explores 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. Training in in-depth interview methods. Also Feminist Studies 04-584. Prerequisite: Sociology 34-114 or 34-124. (Every other Spring) (ScS)
- 34-334 **LATINA/OS & EDUCATION IN THE U.S.** This course examines social patterns and processes in Latina/os' educational experiences and outcomes using autobiographical and sociological readings. Training in in-depth interview methods. Also Latin American and Border Studies 06-774 and Race and Ethnicity Studies 37-324. Prerequisite: Sociology 34-114 or 34-124. (Every other spring) (ScS)
- 34-344 **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. Prerequisites: Sociology 34-114 or 34-124, and sociology major or permission of the instructor. (Spring) (ScS)
- 34-364 **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. Students are required to attend SPSS lab sessions (during normal class time). They will perform quantitative analyses using a recent wave of global survey data and write a paper based on the results. Also Business 30-354 and Race and Ethnicity Studies 37-254. Prerequisite: Sociology 34-114 or 34-124. (ScS)
- 34-614 LATIN AMERICAN POLITICS. See Latin American and Border Studies 06-714, Political Science 32-614 and Race and Ethnicity Studies 37-614. (ScS) (SJ)
- 34-961 PRE-CAPSTONE RESEARCH DESIGN. Students in this course develop individual capstone research projects within an intellectual community of their peers. Students are expected to design a research project grounded in sociological literature, apply for IRB approval and pilot their data collection. Prerequisite: Sociology 34-314.
- 34-964 SOCIOLOGY CAPSTONE SEMINAR. 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: 34-314, 34-344 and qualitative methods requirement; or permission of instructor. (Fall) (WA) (ScS)
- 34-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 34-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 34-901, 902, 903, 904 TUTORIAL.
- 34-941, 942-944, 946 ACADEMIC INTERNSHIP. Prerequisite: Sociology major of junior or senior standing and permission of instructor. Must be taken Pass/D/F.
- 34-951, 952, 953, 954 INDEPENDENT STUDY. Prerequisites: Junior or senior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
- 34-984 HONORS. By invitation only.
- Anthropology (ANT)**
- 35-104 INTRODUCTION TO CULTURAL ANTHROPOLOGY. This course provides a critical understanding of the similarities and differences in cultures and peoples through time and space, and of the application of anthropological knowledge to contemporary global issues. Topics covered may include the history of anthropology; human evolution; the idea of race; gender across cultures; kinship; political organization; economies; consumption; religion; language; ethics; and fieldwork. (Each semester) (ScS) (IP) (SJ)
- 35-244 RACE, CLASS AND GENDER IN THE CARIBBEAN. This course critically examines how the constructs of race, class and gender shape everyday life in the Caribbean. The course will cover history and politics, language, music, "sports" (public fun from cricket to Christmas to Carnival), families and social organization, religions and health, development migration and tourism. Also Feminist Studies 04-324, Latin American and Border Studies 06-754, and Race and Ethnicity Studies 37-344. Prerequisite: Anthropology 35-104 or Feminist Studies 04-104. (ScS) (SJ)
- 35-254 LATINA/O AND LATIN AMERICAN SPIRITUALITIES. This course examines Latina and Latino spiritual practices and beliefs and their historical development and cultural production in the U.S., Mexico, and other parts of Latin America. Topics include folk and organized religious practices, indigenous and feminist spiritualities, politics and religion, and their intersection with issues of gender, race, ethnicity, and class. Also Environmental Studies 49-254, Feminist Studies 04-334, Latin American and Border Studies 06-764, and Race and Ethnicity Studies 37-354. (ScS) (SJ)
- 35-334 GLOBAL ENVIRONMENTAL JUSTICE. An exploration of global environmental issues from a perspective that foregrounds questions of social inequality (differences in socioeconomic status, race, gender, indigeneity, national identity, etc.). The course includes an overview of the U.S. environmental justice movement, a consideration of global inequality, and social theories of nature and culture. Topics addressed may include global climate change, consumerism, pollution and toxic substances, resource extraction, bio-diversity conservation, food production systems, natural disasters, and water scarcity. Students will be required to engage in environmentally oriented activism or

- service, and to reflect on their experiences as a part of the course. Also Environmental Studies 49-444, Feminist Studies 04-494 and Race and Ethnicity Studies 37-334. Prerequisite: Anthropology 35-104, Environmental Studies 49-104 or Feminist Studies 04-104. (Fall of odd-numbered years) (ScS) (SJ)
- 35-364 WOMEN, GODDESSES AND RELIGION. See Religion 19-324 and Feminist Studies 04-224. (H) (IP) (WA)
- 35-404 ANTHROPOLOGICAL THEORY. This course introduces students to the major anthropological theories of human society and culture. 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, theories of culture and power and, theories of cultural mixing. Prerequisite: Anthropology 35-104. Restricted to Majors with Junior or Senior standing. (Fall of even-numbered years.) (ScS)
- 35-414 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. Restricted to Majors who are second-semester Sophomores or Juniors. (Spring of odd-numbered years.) (WA) (ScS)
- 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. Students will be encouraged to present their research at regional conferences or at the Southwestern Undergraduate Works Symposium. Prerequisite: Permission of instructor. (Spring) (WA) (ScS)
- 35-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 35-301, 302, 303, 304 SELECTED TOPICS. These are courses that fall out of our typical range of anthropology courses. Offered infrequently. May be repeated with change in content.
- 35-901, 902, 903, 904 TUTORIAL.
- 35-941, 942, 943, 944 ACADEMIC INTERNSHIP. Prerequisite: Anthropology major above first-year standing and permission of instructor. Must be taken Pass/D/F.
- 35-951, 952, 953, 954 INDEPENDENT STUDY. Prerequisites: Junior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
- 35-984 HONORS. By invitation only.

THEATRE DEPARTMENT

The Sarofim School of Fine Arts

Sergio Costola, PhD, Associate Professor and Chair

Kerry Bechtel, MFA, Associate Professor, Resident Costume Designer

Paul J. Gaffney, PhD, Professor

Babetta George, MFA, Part-Time Assistant Professor

Kathleen Juhl, MFA, PhD, Professor

John Ore, MFA, Professor, Director of Technical Operations and Resident Lighting and Sound Designer

Desiderio Roybal, MFA, Associate Professor and Resident Scenic Designer

Patrick Shaw, MFA, Part-Time Assistant Professor

The Department of Theatre is dedicated to the education of theatre advocates, educators, and practitioners through training and study in history, literature, performance, and production. As a multi-disciplinary art, training in theatre represents an academic and artistic exploration within a liberal arts context. As such, our curriculum requires students to develop skills in collaborative,

creative and critical thinking. Additionally, students must cultivate their abilities to express themselves through written, oral, and visual communication. Because theory and practice are inseparable, the Department requires students to be involved in coursework and in producing performances and productions designed and selected to educate, enhance, and elevate the lives of the greater community.

Department Goals:

1. Demonstrate skills in at least two areas of theatre:
 - History, Dramaturgy, Criticism
 - Production Design
 - Directing and Management
 - Performance
2. Demonstrate oral, visual and written communication skills in the classroom and through production.
3. Demonstrate knowledge of theatre history, literature and criticism.

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

Production Participation Requirement: All BA Theatre majors are required to participate in all 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.

Sophomore Barrier: All students pursuing a major in Theatre must present an electronic portfolio of their cumulated work at the conclusion of their second full year of study. Transfer students must present their portfolios after two semesters as Theatre Majors. The Department Chair must approve exceptions to this rule in consultation with the Theatre faculty. Students must submit a formal letter to the Department Chair requesting an exception.

At the Sophomore Barrier presentation, students commit to the major and declare two areas of interest: History, Dramaturgy, Criticism; Production Design; Directing and Management; or Performance. If students wish to change their areas of interest following their Sophomore Barrier presentation, they must apply through a formal letter submitted to the Chair of the Department of Theatre, who will, in a timely manner and in consultation with the Theatre faculty, determine the validity of the requested change.

The content of the Sophomore Barrier presentation will include a sample of each students' writing (i.e. a formal research paper) and a demonstration of competence in their two areas of interest in the form of an electronic portfolio presentation for History, Dramaturgy, Criticism; Design; and Directing and Management; or both an electronic portfolio presentation and a formal audition for Performance.

The quality of the Sophomore Barrier presentation and electronic portfolio, as well as students' general level of achievement in the Theatre Curriculum and involvement in Theatre Company will be assessed by the faculty at this time. Students may be asked to repeat their Sophomore Barrier presentation if the faculty determine it to be of poor quality.

Under exceptional circumstances, students who decide to major in theatre after their first year may schedule the equivalent of a Sophomore Barrier presentation in consultation with the department faculty. Such students must work very closely and diligently with two appropriate Theatre faculty members to create electronic portfolios and performances that demonstrate their ability to produce excellent Capstone portfolios that are equivalent to portfolios done over four years.

Juries: Subsequent to the Sophomore Barrier presentation, Theatre Majors, or students who intend to major in theatre, perform a yearly jury, which is a graded electronic portfolio presentation and performance, through which students demonstrate continued competence in their two areas of specialization. Students must ask for assistance with the content of their portfolios from appropriate faculty members in those areas of specialization. Juries are held at the end of each spring semester.

Capstone Requirement: The Theatre Capstone is an electronic portfolio that contains a well-curated selection of each Theatre Majors' work collected during the student's four years of theatre study. This portfolio is presented as the student's final jury at the end of the spring semester of the senior year. Successful completion of the capstone requirement is recorded in a special report card filed with the Center for Academic Success and Records. The Theatre Department capstone is not completed through a graded capstone course but is, rather, a collection of materials gathered from students' course work and production work and extra-curricular activities. It includes the most outstanding work from students' electronic jury portfolios and performances. The department intends that the electronic portfolio will serve as a foundation for application to graduate schools and professional employment.

NOTE: Any creative exceptions to the requirements of the major that students may want to propose must be submitted to the Chair of the Department through a formal and detailed proposal. The Department faculty will evaluate the proposal, and students will receive written notification, in a timely manner, of the faculty's decision.

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, and 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.

Note on course numbering: 72- indicates Theatre Design, 73- indicates Performance and 74- indicates Theatre History and Criticism. 100 level courses are introductory level. 200-800 level courses may be appropriate for all levels unless otherwise indicated by prerequisite designations.

Major in Theatre (BA): 46 credits (Majors consist of a minimum of 30 credits.)

- Theatre Core:
 - THE72-164 Design Fundamentals
 - THE72-100 Theatre Company (six semesters)
 - THE72-211 Theatre Laboratory (six semesters)
 - THE73-184 Fundamentals of Acting
 - THE74-124 Intro to Play Analysis
 - THE74-234 Theatre History
- Twenty four additional upper-level credits in Theatre performance, design, production, management, independent study, internship, literature or other courses approved by the academic adviser.

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 & Production; 73-Performance; 74-Theatre History & Criticism
- Twelve additional credits of Theatre

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

Theatre Design (THE)

72-100	THEATRE COMPANY. Students enrolled in this course will form a company of artists who will support departmental productions by working six hours per week in the areas of scenery, costumes, lighting, or sound. Additionally, students will fulfill back stage crew or front of house management and ushering assignments; and serve as assistant directors, designers, shop managers, and stage managers. Students will also participate in a specified number of workshops, master classes, dramatic literature lecture/discussions, and attend professional and educational performances. The final two semesters of Theatre Company must occur during their senior year. To be taken concurrently with Theatre 72-211.
72-164	DESIGN FUNDAMENTALS. This beginning design course provides students the opportunity to explore the major areas of design for theatrical production: costume, scenery/props, sound and lighting. Students will be exposed to theatrical drawing, rendering, script analysis and collaboration. The format of this class will vary from discussion to lecture to group activities. This course is open to only first year students and sophomores. Juniors and seniors may register with the permission of the instructor. (FAP)
72-211	THEATRE LABORATORY. This course is designed to complement Theatre Company by providing a laboratory setting for students to learn and develop their skills in technical theatre which in turn will support the production component of the curriculum.
72-241	THEATRE PRODUCTION PRACTICUM. One credit is granted for assistant stage management and design positions for main-stage theatre productions. This course may be repeated for up to four credits. Prerequisite: Must be chosen for an assistant stage management or design position for the production season. For non-major students only. (FAP)

72-294	MAKEUP DESIGN. Design and practice in the art of stage, screen and print makeup. Course focuses on development of skills for the practicing theatre artist. (FAP)
72-674	THEATRE ARTS MANAGEMENT. Studies of the managerial aspects of creating, producing and promoting both commercial and non-profit theatre (educational, community and professional). (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. (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. (FAP)
72-814	THEATRE SUSTAINABILITY. Using the black-box space Heather Hall as a model, this course introduces students to a variety of strategies that seek to lessen the wasteful material nature often associated with traditional theatre production. Electrical energy consumption and renewable energy production are major facets of study; however, scenery, properties, costumes, performance and the business aspects of theatre production will also be explored. Also Environmental Studies 49-814. (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. (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. (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. The techniques covered serve as a foundation for further study and exploration in the art of scene painting. (FAP)
72-864	STAGE MANAGEMENT FOR THE THEATRE. An introduction to stage management for academic and professional theatre. This project-oriented course provides students with a survey of techniques and strategies aimed at modeling successful stage management. Students will gain hands-on experience by working in stage management in the Department's performance spaces. (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)

- 73-154 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 and will include work on stage dialects. Movement work will focus on body alignment and spatial awareness.
- 73-184 FUNDAMENTALS OF ACTING. This course is designed to introduce students to the processes of acting, including developing clear characters, analyzing scripts, exploring dramatic action and conflict and making bold choices in the development of scenes and monologues. Students will work on basic acting skills including movement, voice, and improvisation. Substantial written and performance work is required. (FAP)
- 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 four credits. Prerequisite: Must be cast in a role in a main-stage production. For non-major students only. (FAP)
- 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.. (FAP)
- 73-504 ACTING: REALISM. This course investigates the analysis and performance of scenes from realistic plays. Students engage in activities designed to explore advanced techniques for personalizing and physicalizing characters, playing actions and objectives, and engaging in rigorous script analysis (FAP)
- 73-514 ACTING: DEPARTURES FROM REALISM. Study and practice of 20th and 21st -century acting techniques through research, analysis work and performance. (Alternate years) (FAP)
- 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. While this course focuses on the performative elements of acting in a musical, considerable reading and critical analysis will also be required. May be repeated for credit. Prerequisite: Permission of instructor. (FAP)
- 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 that can be used to effect social change in a wide variety of community settings. Also Race and Ethnicity Studies 37-634 and Feminist Studies 04-614. (FAP) (SJ)
- 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. This course explores acting techniques for developing performances from texts that feature poetic language. Activities include voice and language, movement and manners and dialect work. Rigorous character and scene analysis and historical research are required. (Alternate years) (FAP)
- 73-894 DIRECTING FOR THE THEATRE. Principles and practices of directing. Includes detailed analysis of the playscript and directing of laboratory or workshop productions (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.
- 73-984 HONORS. By invitation only.

Theatre History and Criticism (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 INTRODUCTION TO PLAY ANALYSIS A course exploring various critical approaches to Western written texts intended for the stage. The selection of plays will help students develop the ability to analyze and evaluate a variety of scripts in terms of form, structure, tone and style. Students will be introduced to some of the most important realistic plays of the twentieth century while also exploring texts that depart from realism. (FAL) (WA)
- 74-234 THEATRE HISTORY. A course exploring Western theatre and drama in a variety of periods. Theatre performances and plays will be analyzed as functions of different fields of influence (economic realities of production and attendance; politics and power relations within and outside the theatre; social norms regarding gender, race, ethnicity, religion, family, etc.; aesthetic values of the time). In addition, the course is meant to introduce students to methods of critical research and issues of historiography. (FAL) (WA)
- 74-254 EAST MEETS WEST: INTERCULTURALISM AND THEATRE. An investigation of theatrical interculturalism in a world-wide context. This course examines the series of exchanges, imitations, misunderstandings, and betrayals that took place in theatre during the twentieth-century and the new forms produced at the intersection of cultures. (IP) (FAL) (WA)
- 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 know-how and expertise needed to realize the potential of a play in a particular production). This course is a prerequisite for those students who intend to dramaturg for SSFA 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)
- 74-704 SHAKESPEARE. See English 10-624. (H)
- 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.

INTERDISCIPLINARY PROGRAMS

INTERDISCIPLINARY COURSES

AIR FORCE RESERVE OFFICER TRAINING COURSE

The Air Force Reserve Officer Training Corps (AFROTC), activated at the University of Texas in September, 1947, is taught on the 40 Acres of UT-Austin's main campus. The program, housed in the College of Liberal Arts (CLA) Building, is designed to commission career-oriented officers who meet specific Air Force requirements. The AFROTC objective is to place on active duty lieutenants who demonstrate dedication to their assignments, willing acceptance of responsibility, critical and creative thinking, and the ability to speak and write effectively.

AFROTC scholarships are available to selected cadets. Scholarships are awarded on the basis of overall merit, with particular attention paid to academic achievement. Recipients must maintain academic standards in order to retain the scholarships. Additional information is available from the chair of the department.

Extracurricular activities available through AFROTC include; intramural athletics, parades, ceremonies, formal military functions, field trips to Air Force installations, and membership in national military societies.

Air Force science courses are designed to prepare selected students for a commission in the United States Air Force through the AFROTC program. Students who do not hold AFROTC scholarships may take lower-division courses with no military obligation. Scholarship students and selected students who elect to take upper-division courses are on contract. Upon graduation and commissioning he/she will enter active duty in the United States Air Force.

All courses are taught by officers on the University of Texas at Austin campus. Qualified students from Southwestern University may enroll and, upon graduation from Southwestern, be commissioned as second lieutenants. Students should contact the Air Force ROTC at (512) 471-1776 at the University of Texas for further information.

Air Force Science Classes (AFS)

Chair: David A. Haase, Col, USAF, (512) 471-1776 • Contact: Nan Bradford-Reid, Admin Associate, (512) 471-1776

Lower-Division Courses (General Military Courses)

99-101	LEADERSHIP LABORATORY. [GMC LLAB] Various leadership techniques, including drill and ceremonies, customs and courtesies, and uniform standards. Two laboratory hours a week for one semester. Taken on a pass-fail basis for one hour credit; additional hours to be arranged.
99-111	THE FOUNDATIONS OF THE UNITED STATES AIR FORCE I. Introductory course exploring the overall roles and missions of the United States Air Force and career fields available in the Air Force. Emphasis on military customs and courtesies, appearance standards, Air Force core values, and written communication. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered fall semester only.]
99-121	THE FOUNDATIONS OF THE UNITED STATES AIR FORCE II. Continuation of Air Force Science 99-111, with an introduction to American military history and emphasis on personal communication. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered spring semester only.]
99-131	THE EVOLUTION OF USAF AIR AND SPACE POWER I. Key historical events and milestones in the development of air power as a primary instrument of United States national security. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 101. [Offered fall semester only.]

99-141 THE EVOLUTION OF USAF AIR AND SPACE POWER II. Basic tenets of leadership and ethical behavior. Interweaves study of Air Force core values and competencies with history of events and leaders in United States air power. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered spring semester only.]

Upper-Division Courses (Professional Officer Courses)

99-201 LEADERSHIP LABORATORY. [POC LLAB] Leadership laboratory course for upper-division students. Further development of leadership skills through leadership positions within the cadet corps. Includes training of freshman and sophomore students as well as a *practicum* in Air Force unit operation. Two laboratory hours a week for one semester. Taken on a pass-fail basis for one hour credit; additional hours to be arranged.

99-203 AIR FORCE LEADERSHIP STUDIES I. A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Three lecture hours per week for one semester. Prerequisite: Air Force Science 99-111, 99-121, 99-131, and 99-141; concurrent enrollment in Air Force Science 99-201; and a four- or five-week field training course or equivalent ROTC or military training. [Offered fall semester only.]

99-213 AIR FORCE LEADERSHIP STUDIES II. A continuation of AFS99-203. Three lecture hours per week for one semester. Prerequisite: Air Force Science 99-203 and concurrent enrollment in Air Force Science 99-201. [Offered spring semester only.]

99-223 NATIONAL SECURITY AFFAIRS. Evolution of the role of national security in a democratic society, with emphasis on policy formulation, competing values, and organizations. Area studies and the impact of developing nations on US national security. Three lecture hours per week for one semester. Prerequisite: Air Force Science 99-203 and 99-213 and concurrent enrollment in Air Force Science 99-201. [Offered fall semester only.]

99-233 CURRENT ISSUES AND PREPARATION FOR ACTIVE DUTY. Acculturation to active duty. Includes study of the evolution and jurisdiction of military law, officership, and current Air Force issues. Three lecture hours per week for one semester. Prerequisites: Air Force Science 99-223 and concurrent enrollment in Air Force Science 99-201. [Offered spring semester only.]

COLLEGE YEAR IN ATHENS STUDY ABROAD

The following courses are for CYA (College Year in Athens) study abroad students only. For more information, please visit CYA's website at www.cyathens.org or contact them at info@cyathens.org or (617) 868-8200.

Art & Archaeology (CYA)

01-313, 01-413 AEG/ANC GK ART & ARCHAEOLOGY. A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. The schedule of class visits to sites, monuments and museums is coordinated as much as possible with school field trips. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on. Cannot be taken with 01-323 (A361). Both Semesters. (A331, A431)

01-323, 01-423 THE TOPOGRAPHY AND MONUMENTS OF ATHENS. *Please note: This course is a detailed archaeology course intended for students with some background in archaeology and/or ancient history.* Classical Athens grew triumphantly from the ashes of the Persian Wars, set up one of the earliest and most direct democracies, held firmly onto an Empire of hundreds of subordinate states, and amid the bustle of exuberant religious and theatrical festivals, polemical law suits, the crowning achievements of its poets, historians and philosophers, it created some of the greatest monuments known from Antiquity. This exclusively site-based course gives a comprehensive overview of the topography, archaeology and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. Every major site - and many minor ones - will be explored, paying attention to their physical setting, architectural and archaeological characteristics, and position in the political, religious and social lives of the Athenians. Thucydides, the gifted historian of the Peloponnesian War, put into the mouth of Pericles the words, 'Future ages will wonder at us, as the present age wonders at us now.' Future ages did indeed wonder at the buildings of the ancient city,

and this course will trace the rediscovery of Athens' antiquities from the earliest modern travelers to Greece in the 15th century, through to the development of scientific archaeology in the 19th, and indeed will look the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. Students will gain a wide range of key skills during the course: topographic interpretation from maps and site plans with an understanding of how landscape affects site development; research skills from assessing publications from excavation reports to antiquarian rare books and archival or photographic collections; oral presentation skills through preparing individual reports presented on site to the group; as well as gaining an ability to use the evidence of archaeology, architecture, inscriptions, and coins in the construction of historical arguments. Cannot be taken with 01-313 (A331). Both Semesters. (A361, A461)

01-333, 01-433

ANCIENT GREEK SCULPTURE. A course designed to give the student first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, Olympia, and elsewhere. Both Semesters. (A362, A462)

01-343, 01-443

BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palaistine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material will not be confined to the examination of the evolving 'styles' and 'iconographies' –the pictorial languages of these artefacts- but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course will examine the various ways through which the Byzantine culture influenced the new humanism of the early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussion on primary texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments have been scheduled as part of the course. The monastery of HossiosLoukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to HagiosDimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki have also been planned as part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (A364, A464)

01-353, 01-453

ANCIENT GREEK ARCHITECTURE. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order that students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Spring Semester. (A366, A466)

01-363, 01-463

AEGEAN PREHISTORY: THE BRONZE AGE. This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. Students will be introduced to theoretical and interpretative methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations will be discussed offering a fresh look on the large number of sites in the areas of interest. Finally, the students will be able to experience site and museum visits as well as hands-on activities in order to study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age. Spring Semester. (A367, A467)

01-373, 01-473

ANCIENT MATERIALS & TECHNOLOGIES. The course will investigate a range of processes through which raw materials –e.g. clay, wood and marble - were shaped into objects such as the Dipylon Vases, Kouroi sculptures, temple friezes, jewelry. Students will examine a range of objects of

Greek origin, from Neolithic to Hellenistic and Roman times and beyond, focusing on techniques and materials that were employed to produce both objects that featured in people's daily life and luxury commodities. Much of the course will be taught outside the classroom, taking advantage of the museums and archaeological sites available in Athens and its vicinity. Students will be able to discover how skilled Greek societies were in transforming raw materials into functioning objects, and gain an understanding of the value of the material remains within their original Greek context. Although this is not a scientific, laboratory-based course, it will touch upon analytical techniques that are employed to investigate some of the most commonly used materials. Fall Semester. (A372, A472)

- 01-383, 01-403 GREEK VASE-PAINTING: GODS, HEROES, AND MONSTERS. The course will explore the imagery of Greek painted pottery from the Late Geometric (ca. 750 BCE) to the end of the Classical period (ca. 350). The emphasis will be on Attic black- and red-figure vases of the 6th and 5th centuries, but relevant material from such workshops as the Corinthian, Laconian, and South Italian will also be considered. Classroom sessions will be complemented by field trips to vase collections in Athens, primarily those of the National Archaeological Museum, but also smaller collections such as those of the Agora, the Kerameikos, and the Canellopoulos Museum. Fall semester. (A353, A453).
- 01-483 ARCHAEOLOGICAL DRAWING. For students who will pursue a career in archaeology, this course develops basic techniques in the drawing of pottery and other archaeological finds, such as bone, metal, stone and figurines. The skills acquired have enabled students to work at many excavations, e.g. in Egypt, at Troy, and in the Athenian Agora. Enrolment limited to eight students. Spring Semester. (A416)
- 01-393, 01-493 MODERN ATHENS: SPACE, ART AND URBAN CULTURES. The primary representation of Athens, a city understood as both modern and ancient, is globally familiar. And yet, though physically and symbolically dominated by the Parthenon on the Acropolis hill, the Athenian urban fabric teems with diverse spaces, cultures and artistic practices that often complicate and contradict dominant narratives surrounding this metropolis. Through a cultural studies approach that traces the city's history from its neo-classical beginnings to its present economic and social crises, this course will critically engage with the artistic, cultural and architectural formations of contemporary Athens in relation to larger questions surrounding nationhood, identity, and modernity. An in-depth analysis of various forms of artistic expression including but not limited to music, graffiti, performance, and film, will be combined with fieldwork offering students the opportunity to engage with the myriad aspects of the city and its inhabitants in order to produce a deeper understanding of everyday Athenian life. Fall semester. (A/E373/473).
- 01-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 01-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Classical Languages (CYA)

- 02-113 BEGINNING ANCIENT GREEK I. The course consists of an intensive study of the forms, syntax, and vocabulary of ancient Greek. Fall Semester. (C101)
- 02-123 BEGINNING ANCIENT GREEK II. Students who have successfully completed 02-113 (C101) or its equivalent undertake the reading of an original text. Spring Semester. (C102)
- 02-213 ANCIENT GREEK: ATTIC PROSE. In this course students are introduced to the work of writers of the fifth and fourth centuries BC. Consists of the reading of one or more Socratic dialogues in Plato or of the most representative speeches of the greatest Attic orators of the period, such as Lysias, Isocrates, Antiphon and Demosthenes. Having learned the basics of Ancient Greek at their home institutions, in this course students improve their reading skills by translating as much Greek as possible. At the same time, we focus on expanding their knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board and sight-reading are important components of the course. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also discussed: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's political views, and so on. It is the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of the text in the history of Greece and the literature produced there. Prerequisite: two semesters of Ancient Greek. Fall Semester. (C201)
- 02-223 ANCIENT GREEK: HOMER. The course consists of the reading of selected books from The Iliad or The Odyssey; sight-reading and exercises in writing Greek prose complete the course. Spring Semester. (C202)

- 02-233 INTERMEDIATE LATIN. This course will introduce students to the most representative work of the Roman comic playwright, T. Maccius Plautus (d.184 BCE). Although his Latin is somewhat archaic, it is quite simple and fairly easy to translate. The course will focus on improving students' reading skills and at the same time expanding their knowledge of Latin grammar and syntax. Students will also examine the author's language and style, and discuss his texts in their historical context. Fall Semester. (C211)
- 02-243 INTERMEDIATE LATIN. Reading of selected authors as indicated by the requirements and previous level of attainment of the class; exercises in prose composition. Prerequisite: one year of Latin. Spring Semester. (C212)
- 02-313 ANCIENT GREEK: THUCYDIDES. The course includes the reading of one or more of the books of The History, and sight-readings of Greek prose and poetry. Fall Semester. (C305)
- 02-323 ANCIENT GREEK: ATTIC POETRY. The course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles) or the comedies of the most important poet of the Old Attic Comedy, Aristophanes. C306 consists of the reading of one tragedy or comedy. At the same time, we focus on expanding the students' knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board, sight-reading and meter exercises are important components of the course. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also taken under consideration: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's views with regard to contemporary politics, and so on. At the end of the semester each student is assigned a role, and the play taught in class is presented in front of the entire CYA community. In this way, the students are presented with the opportunity not only to improve their language skills but also to "feel" the spirit of the play, the ethics of its characters, and its role in the history of Greece and the poetry produced there. Prerequisite: three semesters of Greek. Spring Semester. (C306)
- 02-333 ADVANCED LATIN. Reading of selected authors as indicated by the requirements and previous level of attainment of the class; exercises in prose composition. Prerequisite: two years of Latin. Fall Semester. (C311)
- 02-343 ADVANCED LATIN. Reading of selected authors as indicated by the requirements and previous level of attainment of the class; exercises in prose composition. Prerequisite: two years of Latin. Spring Semester. (C312)
- 02-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 02-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Communications (CYA)

- 15-313 MEDIATING THE MESSAGE: SOCIAL MEDIA AND PEOPLE (IN GREECE). Social Media (or Social Networks) constitute the spear of the Writable Web that is causing massive changes in traditional mediating models. Human and institutional communication is going through tremendous change, with individual wisdom directly competing with mass media operations. Peer online activity and shared material create multiple instances of media experiences for users who are engaged in a constant selection process, either browsing on a homepage of an online newspaper or through Facebook posts. Traditional media, despite their heavy online investments are challenged in terms of their role as leading intermediaries between institutional sources and society. Studies have suggested that peer-shared material via deep links to websites constitute a significant point of entry for an increasing population of social network users, who tend to ignore pre-arranged syntheses of news stories on mainstream homepages. THE GREEK CASE: During the crisis years in Greece, online public dialogue has experienced a substantial growth, not only amongst people, but also between audiences and established media that, increasingly see news content being put under scrutiny (sometimes even ridicule) by producers-users (or *producers*), who are active online. Traditional political forces have similar experiences, trying to keep up with developments. During the crisis years in Greece, social media users/voters have boosted political discourse via social networks, contributing, sharing or commenting on on-going developments. At the same time, crisis at a political level has caused the disintegration of old political formations accompanied by the demise of, until then, dominant political rhetoric and messaging systems. Social media functions of mainstream politics remained in the margins of creativity, playing a minimal role amongst potential voters. Spring Semester, (Co346).

15-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

15-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Economics (CYA)

03-313, 03-413

CRISIS & RECOVERY IN GREECE/EUROPE. Co-taught by a political scientist and an economist, this course explores the causes, the present reality and the future implications of the Greek and European crises. By using a variety of analytical tools and perspectives the course offers a comprehensive examination of the ongoing crisis, which has tested the limits of European solidarity and has evolved into one of the greatest challenges to the European integration project and the common currency. The economic component concentrates on the historical economic, political and institutional factors which largely determined the economic performance and shaped the structural features of the Greek economy. The historical approach offers a broad overview of the major changes in policy regimes, economic institutions, ideas and policies and an understanding of the EU-Greek economic and institutional relations. This background will help students to better understand the long term economic and structural factors that caused the economic crisis and the rationale that lies behind the Economic Adjustment Programmes agreed between Greece and its European creditors. The political economy component provides an overview of the Greek/Eurozone crisis from institutional, political and economic perspectives. It sets the Greek crisis within the greater European context, with a special emphasis on the interdependence and interconnection between the systems. This section places a special emphasis on recent developments in the Greece - since the January 2015 election of the left wing SYRIZA government and examines possible scenarios for the future, for both Greece and Europe. Both Semesters. (*S/EC/326, S/EC/426*)

03-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

03-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Environmental Studies (CYA)

04-313, 04-413

THE NATURAL ENVIRONMENT OF GREECE. A unique review of the natural world and wildlife of Greece through an exploration of its lands and seas with reference to humankind's effects on the environment through the ages. The course uses a multidisciplinary approach to study physical and human geography, biodiversity, and historical ecology. Through a succession of guided excursions in and around Athens, students will be able to interpret landscape features and processes and develop skills in identifying the region's rich flora and fauna. Interpreting natural history will promote a better awareness of the environment and current conservation problems in modern Greece. Fall Semester. (*G350, G450*)

04-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

04-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Ethnography (CYA)

05-313, 05-413

THE CULTURE OF MODERN GREECE. Students abroad are already proto-anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class turns that experience into a structured exploration, both offering history and social context that will allow life in Greece to make sense, and giving assignments that will have students exploring that society in ways they might not otherwise find on their own. We focus on the culture(s) of Modern Greece from the 1960s onwards, drawing on authors from across the social sciences to help us identify key realms that make life in Greece distinct. We will also train more specifically in the theories and methods of anthropology, identifying how the focuses of anthropologists writing ethnographies in Greece have changed over the past decades, learning thus both about social changes in Greece and about the history and scope of anthropology at the same time. Tying this content to the experiential realm, we will try on different lenses that social scientists have created for us to look through as we conduct ethnographic research, testing what new insights we can gather when we examine the world through theories of space, ritual, performance, gender, symbol, and more. This structure will allow the student an understanding of contemporary society in Greece and a developing awareness of their own cultural conditionings and ethnocentrism. Fall Semester. (*E333, E433*)

05-323, 05-423 **GENDER & SEXUALITY IN MODERN GREECE.** This course combines readings from across the social sciences and first-hand participant-observation research to answer these questions. We'll be discussing gender and sexuality in their intersections in Greece with kinship, religion, economy, national and international politics, technology, medicine, modernity, ethnicity, and more, giving us a

particular insight into important aspects of change (and continuity) in this region during the last century. Students will also be introduced to the methodologies of ethnographic research, providing you with the tools to enrich your experience in Greece through a sustained, focused, curious, and systematic engagement with the cultures you're immersed in here (and with your own position here as a student/tourist/traveler/foreigner/gendered person). Additionally, in the research assignments, students will be introduced to aspects and spaces of society that they might not otherwise discover on their own. Spring Semester. (*E356, E456*)

05-333, 05-433

CITIZENS/STATE/SOCIETY. In recent years, Greece has seen the emergence of what has been called "civil society," voluntary and social organizations that are an integral part of political life, but are not commercial in nature or part of the state. This course examines this emergence, along with the changing relationships between citizen and state that have been happening concurrently, and the major social issues in contemporary Greece that these organizations and movements concern themselves with. Students join such organizations as volunteers, devoting a minimum of 45 hours to their internships over the course of the semester. These volunteer experiences are integrated into the course, providing an experiential dimension to the questions we will be exploring together. There are three main reasons why students want to do a service learning course when they study abroad: they have a personal commitment to service or justice, they want to contribute to the community where they will be living, and they want to feel involved and immersed in this community and learn about it by being so. This course enriches those goals by providing another layer to this experience, as students learn about the history and development of the kinds of organizations that welcome volunteers, about why the concept of volunteerism has come to be so closely linked to the idea of a functioning democracy, and about why the development of this type of activity has occurred in a very specific way in Greece. All efforts are made to match students with volunteer positions that align with their interests. Spring Semester. (*E/S/357, E/S/457*)

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.

History (CYA)

06-313, 06-413

DEVELOPMENT OF ATHENIAN DEMOCRACY. This course examines the emergence and unfolding of the political institutions of Athenian democracy to the end of the 5th c. BC. Its focus is primarily on the Age of Pericles, when Athenian democracy reached the point of its highest development, a period generally acknowledged as being one of the greatest moments in world history. The political institutions of the period are examined against their historical background and on the basis of the study of primary sources (i.e. the reading and interpretation of literary sources, visits to archaeological sites and museums, the study and interpretation of inscriptions and other archaeological evidence). Spring Semester. (*H/S/311, H/S/411*)

06-323, 06-423

CONTEMP GREEK POLITICS & SOCIETY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important will be a historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Spring Semester. (*H/S/339, H/S/439*)

06-333, 06-433

SPORTS, GAMES & SPECTACLES IN THE GRACO-ROMAN WORLD. The main aim of this course will be to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze age through to the period of late antiquity. Within this wider spatial and temporal context, we will focus on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course will primarily seek to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients. A secondary aim of this course will be to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we'll be

looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We'll also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere. In addition to in-class lectures and discussions, the course will also include a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi and Messene) where sessions will center on the examination and interpretation of the physical evidence. Both Semesters. (H355, H455)

06-343, 06-443

ANCIENT MACEDON. An examination of the actions and events of the 4th c. through the study of primary evidence - literary, epigraphic and archaeological. Special attention is paid to the career of Philip II and to that of his son Alexander the Great. The course is partly taught on the field trip to Northern Greece which takes students to Thessaloniki and its museums, , the ancient capital city of Pella, the royal Macedonian tombs, the palace at Vergina and other sites with a view to familiarize the students with the archaeological evidence on Macedonian history A visit to the Epigraphic Museum in Athens acquaints students with important 4th century documents that survive inscribed on stones and which constitute valuable sources of ancient history. Special emphasis is given to topics that are central to modern political and intellectual debate. Cannot be taken with 01-343 (A364). Spring Semester. (H356, H456)

06-353, 06-453

A HISTORY OF BYZANTIUM. The course is an introduction to the history of the Byzantine Empire (284/324-1453). The first unit explores the transformation of the Ancient World and the emergence of the Byzantine Empire as a major political, economic, and cultural power in Europe and the Near East, from Diocletian's re-foundation of the Roman Empire (284-305) and Constantine's re-foundation of the city of Byzantium/New Rome (324) until the end of the 12th century. Among the topics covered in this unit are the development of imperial ideology and the institutions of the state; warfare and diplomacy; social and economic life, and literary, artistic, and architectural achievements. The second unit examines the period between the Latin and the Ottoman Conquests of Constantinople (1203/1204 and 1453) and the shaping of the historical memory of Byzantium from the Late Middle Ages to today, and ends with an introduction to the Medieval history and monuments of the Peloponnese and the school field trip to the region. A major theme of this second unit is Byzantium as perceived in Western arts (literature, theatre, cinema, opera, music, photography, painting and sculpture), in order to better understand the mechanisms of (re)construction of historical memory through the analysis of different interpretations of particular historical events. The course pays particular attention to Athens and the Peloponnese in its use of examples and case histories covering many aspects of medieval history (the Crusades and the rise of Islam), art and architecture and along with a focus on the religious aspects. The course should be very useful for students majoring in these subjects as well as those in modern history & religious studies. Fall Semester. (H359, H459)

06-363, 06-463

TO THE STRONGEST: ANCIENT NEAR EAST. The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled "Hellenistic". Within this perspective, our main focus will be on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which this course will give a special emphasis). The main purpose of the course will be to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period. Fall Semester. (H368, H468).

06-373, 06-473

IS THIS THE CENTER OF THE WORLD? In 1935 the American ambassador to Greece remarked that developments in this peripheral European country forecast global trends and transformations. Eighty years later, amidst an unprecedented financial and social turmoil, Greece seemed to foretell the crisis and reshaping of the European project. The understanding of Greece as a laboratory of the future blended with ideas of national exceptionalism, perceptions of classical times, and links between contemporary events and the country's recent troubled past. It was indeed the history of Modern Greece that reaffirmed such notions: the Greek War of Independence (1821) underscored the downfall of the multiethnic Ottoman Empire, the Greek Civil War (1946-1949) proved to be pivotal in the unfolding of the Cold War division, the Greek transition to Democracy (1974) preceded the end of authoritarian regimes across the global south. Is Greece a unique case in Modern History? The course explores and challenges this question by providing an overview of Modern Greek history spanning from the revolutionary visions of the 19th century until the contemporary crisis of the common

European project. Leaving aside theories of national exceptionalism it aims to position Modern Greek history within the broader international context and to discuss Greece as a thought-provoking paradigm of a country encompassing a number of challenges spanning from the tension between the ancient past and the quest for a modern state to the recurring theme of being on the margin between the West and the East. The overall aim is to provide students with firm background knowledge that will allow them to understand contemporary Greek society and rethink on how we conceptualize social, political and cultural transformations in any given national/international setting. Therefore, the course illustrates the links and intersections between Greek, Balkan, European and Global history. This viewpoint will enhance theoretical discussion and debate on the nature and content of transnational history and historiography, the contributions and limitations of dependence and center/periphery theories, and the role of historical experience and knowledge in the shaping of our collective perception of the world and the shaping of political imagination in the 21st century. In this context, the history of Modern Greece will become an example of how we perceive history in general and the impact of this perception in framing our response to present and future challenges. This last aim is further explored in a series of historical tours in the city of Athens and discussing the multiple ways diverse historical legacies and memories intersect with the contemporary urban social and spatial fabric. Fall semester. (*H385, H485*)

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.

Literature (CYA)

07-313, 07-413

ATTIC TRAGEDY (IN TRANSLATION). Aeschylus, Sophocles and Euripides are all a fascinating ‘way into’ the wider religious and political culture of fifth-century Athens and a rich part of the living tradition of theater today. This course combines both perspectives and seeks to answer the questions ‘What was Attic tragedy?’ (How and why did it emerge when it did?), ‘What is Attic tragedy?’ (What is its relevance and value in the theater today?), and ‘Are the first two questions different questions after all?’ The course combines traditional academic practices (lectures, seminars, the writing of papers) with an experimental ‘hands on’ approach. For the latter, students participate, in either onstage or offstage roles, in a workshop production of certain scenes from an ancient tragedy, intended to explore its theatrical nature and modern relevance. Absolutely no previous experience of theater is needed – after all, the Athenians invented it for themselves! Spring Semester. (*L351, L451*)

07-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

07-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

Modern Greek Language (CYA)

08-114

MODERN GREEK I. Elementary Modern Greek for beginners or for those with very little knowledge of the language. By the end of the course, students will be able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); will acquire daily vocabulary and basic grammatical structures; and will be able to write simple letters and brief texts. Both Semesters. (*M101*)

08-124

MODERN GREEK ACCELERATED I. An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek. By the end of the course, students will be able to handle daily life situations, will acquire daily vocabulary and basic grammatical structures; and will be able to write simple letters and brief texts. Both Semesters. (*M101A*)

08-134

MODERN GREEK II. Elementary Modern Greek for those with some knowledge of the language or completion of 60 hours of instruction. Students will learn to handle a wide range of daily life situations; will further develop vocabulary and grammatical structures (all tenses and moods, irregular conjugations and declensions); and will learn to write letters and brief texts. Both Semesters. (*M102*)

08-214

MODERN GREEK-INTERMEDIATE I. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course students will be able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Both Semesters. (*M201*)

08-224

MODERN GREEK-INTERMEDIATE II. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course students will be able to handle a wide range of situations with complications; describe events in past, present and future; read

authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Both Semesters. (*M202*)

- 08-314 MODERN GREEK (LEVEL: OTHER). For those who wish to take Modern Greek beyond the introductory level and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information. Both Semesters. (*M301*)
- 08-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 08-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

*CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

Philosophy (CYA)

09-313, 09-413

PHIL: FIRST PRIN/ULTIM REALITY. "All men by nature desire to know," says Aristotle in the beginning of the *Metaphysics*. How many times have we not wondered what love and happiness is, what is real and what is fake, what to do and what not to do? How many times have we not wondered if we really know what we think we know, how to do what we want to do, or how to live? How many times have we not wondered whether any of "this" has a point, whether there is only one reality or whether there is a beyond, and what our place in it is? Like other living beings we are in the world. But unlike other living beings we are conscious of the fact that we are in the world. We alone, of all living beings, can think of ourselves as being in the world and as being confronted with the world. We alone wonder about that which confronts us. We wonder about the very confrontation and its point. And we wonder about our capacity to confront and be confronted. In this class we examine how this wonder was first framed and addressed in the Ancient Greek thought. We see that the question of wonder that both Plato and Aristotle inherited from the Pre-Socratics is the question of Being and Becoming. What is all that which confronts us if not what is? But if that which confronts us is what is, then how will generation and destruction, change from not being to being and the reverse, ever be possible? What is that which explains Being and Becoming? Or else, what are the Principles of Being? In the beginning of the semester, we study the views of some of the Pre-Socratics: Thales of Miletus, Heraclitus and Parmenides. Then, we move on to Plato's dialogues, and we study his conception of being in the *Phaedo* and the *Republic*. And finally, we turn to Aristotle's conception of being and becoming in his *Physics* and *Metaphysics*. The readings will often be challenging. But for us who will get involved it will be an adventure; an adventure that promises to show that our intellectual life is not a private business in our heads, but part of a broader body of thought and community of thinkers and ideas with its own history, problems and secrets. (*P353, P453*)

09-323, 09-423

PHIL: GOOD LIFE & COMMON GOOD. Nowadays when we think about the ethical thing to do, we think about an option we have, something we may or may not choose to do. In this class we see that the ethical for both Plato and Aristotle does not refer to a mere option; a thing we may or may not do, but human choice and action itself. For both Plato and Aristotle human action aims at the good by its constitution, and thus the question of the ethical becomes for them the question of the nature of the good. We begin this class by examining how for Socrates the notion of the good is connected with the notion of examination (critique) and political commitment. Then we see how for Plato the good is the excellent shape of the human soul and the human polis alike. And last, but not least, we see how for Aristotle the human good is the natural aim or telos of the kind of life that is distinctive of the human species. As the semester develops, we also see how for all these thinkers the ethical is very closely connected with the political. So we see how a) for Socrates the project of examination (critique) is part of the excellent political attitude, b) for Plato the structure of the human soul exactly parallels the structure of the polis, and c) for Aristotle the natural aim or telos of the human being can only be realized within the excellent political regime. Spring Semester. (*P354, P454*)

09-333, 09-433

THE CONCEPT OF LIFE IN ANCIENT GREEK PHILOSOPHY & ITS RELEVANCE TODAY. In the first part we will explore the first systematic account of the concept of life which is Aristotle's. To do this we will examine Aristotle's understanding of nature as having its own ends, his distinction between genus and as species, his account of the logic of life and his distinction between forms of life [vegetative(plants), sensitive(animals), rational(humans)]. In the second part we will see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture. Fall semester. (*P356, P456*).

- 09-343, 09-443 ACTION IN ANCIENT GREEK AND CONTEMPORARY ANALYTICAL PHILOSOPHY. The aim of this course is twofold: to explore the formulation of this question in the analytical philosophy of the 20th century; what has come to be called the philosophy of action, and to examine the roots of this question in ancient Greek philosophy. Thus, in the first part of the course we will study the way Socrates, Plato and Aristotle formulated the question. And we will read Plato's Apology and the Protagoras and parts of Aristotle's De Anima, the Metaphysics and the Nicomachean Ethics. In the second part of the course we will examine the way 20th century analytical philosophy formulated the question. To do so, we will read: Ludwig Wittgenstein, Donald Davidson, Elizabeth Anscombe, Jennifer Hornsby, Michael Bratman, Harry Frankfurt, Christine Korsgaard, John McDowell, Michael Thompson, John Hyman, etc. Fall semester. (P415)
- 09-353, 09-453 PRACTICAL PHILOSOPHY, ANCIENT ROOTS AND CONTEMPORARY ISSUES II: REASON. This course explores the philosophical question of the nature of *practical reason*. What is it for an action to be rational or irrational? Are there different standards of the rationality of action? If yes, are these standards commensurable or incommensurate? How does the rationality of action differ from the rationality of belief? In the first part of this course we will examine the Socratic conception of practical irrationality as ignorance of the good, the Platonic conception of irrationality as conflict and injustice in the soul, and the Aristotelian account of practical reason as the wisdom of the virtuous man and of practical irrationality as the failure to exercise one's knowledge. In the second part of this course we will examine modern conceptions of practical reason (Hume and Kant) and issues in contemporary discussions of practical reason, such as the question of the naturalism of reasons, the motivating power of reasons, the existence of instrumental rationality, the commensurability of reasons, etc. Spring Semester. (P420)
- 09-363, 09-463 THE PHILOSOPHY OF CITIZENSHIP: HISTORY AND CONTEMPORARY ISSUES. This course explores the philosophical question of the essence of citizenship and its relevance to contemporary social and political issues. In the first part we study the classical conception of the polis and the citizen in the works of Plato and Aristotle, the modern conception of the state and the citizen in the works of Machiavelli, Hobbes, Locke and Rousseau, the Hegelian distinction between citizen and bourgeois and the Marxist critique of the liberal conception of civil rights. In the second part, we examine how the philosophical question of citizenship may relate to contemporary issues of justice and difference (class, race, gender, culture, etc.) as well as justice and globalization (immigration, asylum, nationalism, etc.). Classroom sessions will be complemented with guest lectures by political philosophers, on site classes in Plato's Academy and Aristotle's Lyceum, and visits to institutions such as the Greek Asylum Service, the Refugee Center and political rights activist centers. Spring Semester. (P358, P458)
- 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.

Political Science, International Relations (CYA)

- 10-313, 10-413 CRISIS & RECOVERY IN GREECE/EUROPE. Co-taught by a political scientist and an economist, this course explores the causes, the present reality and the future implications of the Greek and European crises. By using a variety of analytical tools and perspectives the course offers a comprehensive examination of the ongoing crisis, which has tested the limits of European solidarity and has evolved into one of the greatest challenges to the European integration project and the common currency. The economic component concentrates on the historical economic, political and institutional factors which largely determined the economic performance and shaped the structural features of the Greek economy. The historical approach offers a broad overview of the major changes in policy regimes, economic institutions, ideas and policies and an understanding of the EU-Greek economic and institutional relations. This background will help students to better understand the long term economic and structural factors that caused the economic crisis and the rationale that lies behind the Economic Adjustment Programmes agreed between Greece and its European creditors. The political economy component provides an overview of the Greek/Eurozone crisis from institutional, political and economic perspectives. It sets the Greek crisis within the greater European context, with a special emphasis on the interdependence and interconnection between the systems. This section places a special emphasis on recent developments in the Greece - since the January 2015 election of the left wing SYRIZA government and examines possible scenarios for the future, for both Greece and Europe. Both Semesters. (S/Ec/326, S/Ec/426)
- 10-323, 10-423 DEVELOPMENT OF ATHENIAN DEMOCRACY. This course examines the emergence and unfolding of the political institutions of Athenian democracy to the end of the 5th c. BC. Its focus is primarily on the Age of Pericles, when Athenian democracy reached the point of its highest

development, a period generally acknowledged as being one of the greatest moments in world history. The political institutions of the period are examined against their historical background and on the basis of the study of primary sources (i.e. the reading and interpretation of literary sources, visits to archaeological sites and museums, the study and interpretation of inscriptions and other archaeological evidence). Spring Semester. (*H/S/311, H/S/411*)

10-333, 10-433

CONTEMP GREEK POLITICS & SOCIETY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country's current crisis. A salient feature of the course is an examination of the central role that the "foreign factor" has played in Greek politics from the early 19th century until today. Equally important will be a historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Spring Semester. (*H/S/339, H/S/439*)

10-343, 10-443

IMMIGRANTS, CITIZENSHIP AND NATIONALISM IN EUROPE. The course explores the challenges of integrating a growing and increasingly diverse immigrant population into relatively homogeneous European polities and societies. While taking a broad comparative approach (focusing mostly on France, Germany, and the UK), the course pays special attention to Greece, a country where national identity is still strongly rooted in the notion of the ancient community of faith, culture, and blood and where migrants have not yet gained widespread access to citizenship and political participation. Students will be exposed to the most recent and influential theories of nationalism, ethnicity, citizenship and social integration, but will also have a chance to learn "hands-on" by interacting with local immigrant communities as well as with representatives of mainstream Greek society holding quite differing views on this increasingly controversial social phenomenon. Fall Semester. (*S348, S448*)

10-353, 10-453

CITIZENS/STATE/SOCIETY. In recent years, Greece has seen the emergence of what has been called "civil society," voluntary and social organizations that are an integral part of political life, but are not commercial in nature or part of the state. This course examines this emergence, along with the changing relationships between citizen and state that have been happening concurrently, and the major social issues in contemporary Greece that these organizations and movements concern themselves with. Students join such organizations as volunteers, devoting a minimum of 45 hours to their internships over the course of the semester. These volunteer experiences are integrated into the course, providing an experiential dimension to the questions we will be exploring together. There are three main reasons why students want to do a service learning course when they study abroad: they have a personal commitment to service or justice, they want to contribute to the community where they will be living, and they want to feel involved and immersed in this community and learn about it by being so. This course enriches those goals by providing another layer to this experience, as students learn about the history and development of the kinds of organizations that welcome volunteers, about why the concept of volunteerism has come to be so closely linked to the idea of a functioning democracy, and about why the development of this type of activity has occurred in a very specific way in Greece. All efforts are made to match students with volunteer positions that align with their interests. Spring Semester. (*E/S/357, E/S/457*)

10-363, 10-463

PEACE, CONFLICT & INTL POL: LESSONS FROM THE MEDITERRANEAN REGION. This course focuses on unfolding events in the regions of the eastern Mediterranean and Southeastern Europe (including Greece and Turkey) and issues of peace and conflict. During this critical juncture for Europe and the greater region of the Middle East and North Africa our course is also taking another dimension as it will be looking at the geopolitical dimensions of the economic crisis in Europe and the current turmoil in the Middle East. The course's chief concern is conflict analysis (causes and consequences) with an emphasis on conflict prevention, management and resolution. It examines the reasons that contribute to the emergence and endurance of a conflict as well as the implications for regional and international peace and security. Moreover, the course examines different threats and challenges to international security such as terrorism and religious extremism. Moreover, it presents the major debates in international relations theorizing as well as different approaches to conflict analysis in order to canvass the conceptual framework within which to analyze the case studies. Assigned readings are designed to reflect alternative points of view permitting constructive synthesis based on a continuing in-class dialogue. Among the cases and conflicts to be considered are: (1) the challenges for European unification and Euro-atlantic relations, (2) the sources of terrorism and methods of counterterrorism, (3) the Israeli-Palestinian conflict and the explosive situation in several countries of the Middle East, (4) the Greek-Turkish rivalry and the Cyprus

problem (5) the energy sector and its influence on regional international security and (6) the integration of post-Milosevic Western Balkans into the European security architecture and the conflict over Kosovo. Fall Semester. (S361, S461)

10-373, 10-473

THE EUROPEAN UNION: CHALLENGES AND STRATEGIC CHOICES. With 28 member states and nearly half a billion residents, the European Union has grown into a major political and economic actor on the world stage. It has promoted peace in Europe for over five decades, changed the way Europeans live, as well as the way the rest of the world perceives Europe. The EU has been considered a paradigm of a successful “peace project” that promoted stability, prosperity and successful cooperation between erstwhile feuding nations. The fact that the Union has grown from its original 6 members to the current 28 serves as undeniable proof of the appeal and attractiveness of the EU for most countries on the European continent. The ongoing economic crisis in the eurozone has changed this idyllic picture of the EU: in this context, the European Union is being called upon to respond to the challenge of the economic crisis and safeguard the common currency, while promoting direct policies for confronting the recession and employment by stimulating growth. Moreover, the EU must address crucial social issues such as growing disillusionment with the European project, the rise of extremism in Europe, and growing polarization between North and South. At the same time, the EU also faces important international challenges, such as the situation in the Middle East and Ukraine, relations with Russia and the United States, and the crucial issue of energy supplies to the Union in light of the volatile international situation. Through a combination of lectures, critical analysis in class discussions and students’ written work/independent research, this course will focus on the study of the history, institutions, policy processes and current challenges of the European Union. Special emphasis will be placed on the ongoing economic crisis in the eurozone area and its political/social repercussions, the strategic choices for emerging from the crisis, and the challenges of the increasingly unpredictable international environment. Spring Semester. (S363, S463)

10-383, 10-483

PERSPECTIVES ON PEACE AND CONFLICT. This course addresses issues of peace and conflict using the case studies of the Cyprus problem, the Balkans and Greek-Turkish relations. It will examine (a) the reasons that contribute to the emergence of a conflict (b) what allow for its endurance, (c) what can bring about conflict resolution and (d) the implications for international and regional peace and stability. Spring Semester. (S373, S474)

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.

Religion (CYA)

11-313, 11-413

ANCIENT GREEK MYTHOLOGY AND RELIGION. The purpose of the course is to provide a knowledge and a method of ‘reading’ Greek myths of the Archaic and Classical periods in their cultural and historical context. The course, among other things, will examine the nature of Greek myth and its representation in Greek art. It will also explore how the artistic representation of myth reflected social and religious institutions and practices; and finally, it investigates how myth is related to religion. Both Semesters. (R332, R432)

11-323, 11-423

THE ORTHODOX CHURCH. This course will introduce the student to the Orthodox Church, the largest of the Eastern Christian Churches. It will explore its history, faith, liturgy and spirituality of the Orthodox Church by means of lectures, readings, audio-visual presentations, discussion, and personal experience. The goals and objectives of this course are to familiarize the student with the rich history, heritage and tradition of the Orthodox Church in particular and with the Christian East in general; to explore the Orthodox Church in its natural setting; to discover the common spiritual foundation and background of Christianity in East and West; and to compare/contrast the spiritual tradition of the Orthodox Church with one’s own faith tradition. Spring Semester. (R365, R465)

11-333, 11-433

THE RELIGIONS OF THE MIDDLE EAST. Religion is a subject in which people continue to vest powerful emotions. This course will focus on the three monotheistic religions of the Middle East: Judaism, Christianity and Islam, and in order to develop a better understanding of them, will make frequent exciting on-site visits and exploit as many primary sources as possible. Monotheism is the shared theological orientation of Judaism, Christianity and Islam that often embraces almost every aspect of the private and the public life of their followers. Our aim will be to examine Judaism, Christianity and Islam’s main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a

completely different outlook exist and claim sole orthodoxy. Hopefully, we might eventually come to question our own assumptions of the three monotheistic religions. Fall semester. (*R350, R 450*).

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.

Independent Study (CYA)

12-413, 12-423 INDEPENDENT STUDY. Both Semesters. (*T401, T402*)

Urbanism and Sustainability (CYA)

13-313 URBAN SUSTAINABILITY. The course provides an exploration of how the contemporary discourse on the ever-evolving concept of sustainability, transforms the ways we produce and manage built space. The environmental, but also the social and economic implications of the ways we plan and construct human settlements, and particularly cities and infrastructure, will be traced and discussed. Students will be introduced to approaches and methodologies for setting and achieving sustainability targets across spatial scales, from buildings to city planning. These concepts will be juxtaposed with the reality of large urban projects, currently in progress in Athens amidst the special conditions created by the current financial situation that will shape the city for the next decades. The case studies will be approached through site visits and discussions with stakeholders involved. The course will offer a solid understanding of the complex concept of sustainable development but most importantly help develop analytical and critical thinking before the issues and the challenges involved. Spring semester. (*U/G/370*)

13-323 CONTEMPORARY URBANISM. The city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in medias res, against the ancient walkscapes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, civitas and public space of the contemporary city. This analysis and representation seminar will examine the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city's future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges? The course will be structured in lectures, student presentations and a number of walks. Students will document their research in papers, maps & media. Both Semesters. (*U371, U372*)

13-333 URBAN DESIGN STUDIO. An optional studio course to be taken in conjunction with U371. Students will produce designs for projects to be implemented in Athens. (*U372*)

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.

Summer Courses (CYA)

14-314 EXCAVATING IN THE AEGEAN, DESPOTIKO. The course introduces students to archaeological fieldwork methods and theory through active participation in the systematic excavation of the sanctuary of Apollo situated on the uninhabited islet of Despotiko, the most important Cycladic sanctuary after Delos. The first week's class takes place at the Archeological Museum of Paros where students will be trained in processing finds. The next three weeks will be on site learning basic methods of excavating, measuring and recording. Students will gain more fully a comprehension of the purposes of an excavation and learn how to place the sanctuary and its material culture in a theoretical context. Summer. (*MS321*)

14-324 THE ANTHROPOLOGY OF FOOD IN GREECE. The Mediterranean Diet is world-famous as a dietary regimen with significant health benefits. However, it also has a rich symbolic life, a place in social relationships, an importance to ritual, a connection to regional and national identity and powerful ties to memory. With an emphasis on experiential learning, the course explores the history and social context in which the Mediterranean Diet was developed and the place it has in

contemporary Greek society. Issues of globalization, changes in agriculture, food tourism, food security, poverty, and consumer protection will also be discussed. Summer. (MS325)

- 14-334 **WHEN EGYPT MEETS THE AEGEAN.** The course explores the relationship of Egyptian and Greek cultures in the Bronze Age within the wider Eastern Mediterranean context. Focal points of the course are the Egyptian Collection in the National Archaeological Museum in Athens, Akrotiri in Santorini (the Pompeii of the Prehistoric Aegean), Crete, and Mycenae. Students will have the very rare opportunity to experience hands-on activities and behind the scenes visits which will allow them to comprehend more deeply the culture through actual contact with artifacts. In addition, distinguished scholars and specialists of Greek archaeology will be sharing their academic interests and excitement. Summer. (MS347)
- 14-354 **CREATIVE NONFICTION WRITING.** Through creative nonfiction the course will use Greece as a lens to examine the ways writers draw on Greece's rich myths, history, and literary traditions. It will explore questions that arise when writing about place and travel. In what ways do our expectations and our actual perceptions merge into a narrative? And how do outsiders' perspectives contribute to the literary composition and creation of place? Students will work on crafting and analyzing nonfiction prose that is reflective, lyrical and/or investigative, and that borrows rhetorical elements from fiction and poetry. Summer. (MS348)
- 14-364 **SUSTAINABILITY: URBAN AND ISLAND.** The course will trace how human communities of different scale employed architecture, infrastructure and the natural resources available in order to sustain themselves. Students will observe the metropolis of Athens and three small Aegean islands as case studies of the structures and processes put in place to cover their needs of food, shelter, social engagement and economic development. The evolution of these settlements and the practices used in the past and present will be juxtaposed and questioned in terms of their environmental, social and economic impact. Summer. (MS375)
- 14-374 **THE GLOBAL GOVERNANCE OF MIGRATION: EMERGING RESPONSES TO IRREGULAR MIGRATION (ATHENS, THE ISLAND OF LESVOS, AND BRUSSELS).** The course will study the emerging responses to irregular migration and particularly maritime irregular migration to the EU from a critical and comparative perspective. It will focus on examples from the US, EU and Australia. To see first-hand how irregular migration management is designed at the external borders of the Union, the class will travel to the island of Lesbos, currently a main disembarkation point for irregular migrants transiting from Turkey, and to Brussels, the center of decision-making. The course will effectively ask the question of whether there is indeed a global governance of irregular migration, what similarities and differences are in place, and how it impacts human mobility today. Summer. (MS384)
- 14-484 **SEMINAR IN PHILOSOPHY.** Intensive Philosophy course seminar. Summer (P480)
- 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.

General Science (GSC)

02-201

FOSTERING COLLABORATIVE OPPORTUNITIES IN THE NATURAL SCIENCES. This seminar is designed to foster a sense of community among student researchers, students seeking a research experience, and the faculty of the Natural Sciences Division. Course readings, discussions, and assignments will focus on providing students with a better understanding of the scientific process and the importance of collaboration in furthering scientific discovery. May be repeated for credit.

Paideia (PAI)

03-XXX

PAIDEIA SEMINAR. This team-taught seminar serves as the culminating course in the Paideia curriculum. Seminars will feature informed, focused discussion based on the cluster theme and opportunities for students to collaborate with faculty in the development of the seminar. An integrative space where students think critically about their experiences in the cluster as well their academic experience as a whole including community-engaged learning and study abroad. Pre-requisite: Three cluster courses. (Note: the third can be taken concurrently with the seminar.)

University Studies (UST)

05-014

FIRST-YEAR SEMINAR. Special topics courses that help the first-year student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics

or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking the role of reading, writing, and discussion in inquiry and student centered learning.

05-214	ADVANCED-ENTRY SEMINAR. Special topics courses that help the transfer student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking the role of reading, writing, and discussion in inquiry and student centered learning.
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 20 th 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., Classics, 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 Center for Academic Success and Records prior to graduation.
11. The A. Frank Smith, Jr. Library Center retains electronic copies of each honors thesis completed. The thesis, with a scanned completed signature page included, is uploaded to Southwestern's institutional repository, SU Scholar, at suscholar.southwestern.edu. The library will review the submission, assign metadata, and make it publicly available, with a stable URL. In addition, if requested, the library will bind one printed copy as a gift to graduating honors students, for no charge. To receive a bound copy, students should bring the printed thesis pages, already in order, along with a completed signature page, to the library. Pages must have at least a 1 inch margin on the left side of the page (more if possible), and at least a 1/2 inch margin on the other three sides because the bindery will crop the pages in the binding process. Most theses have a 1 inch margin all around. Students should include with the thesis their full name, future email address (and a non-SU email if possible), and a phone number and address where the thesis can be mailed. This information and the printed work should be submitted to the Information Services assistant in the library.
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.

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 Intercultural Programs and Perspectives Committee, 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. Students wishing to propose such an opportunity should work with the Office of Intercultural Learning. 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.

London Semester

A semester program in London is offered each fall. The current program enables up to around 40 students and two Southwestern faculty members to live and study together in the Kings Cross and Bloomsbury districts 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 London Semester Program provided they are in good academic and disciplinary standing and do not have an outstanding balance with the university. Applications are evaluated on the basis of the student's academic record and potential, the way in which the program relates to the student's overall educational objectives, and the student's maturity and ability to be a good representative of Southwestern University. The cost of the London Semester program is equal to Southwestern tuition, room and board. Most financial aid is applicable to the London Semester program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

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, Oceania, and the Americas. The cost of the ISEP exchange program is equal to Southwestern tuition, room and board. Most financial aid is applicable to the ISEP exchange program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

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. Southwestern also serves as the School of Record for non-ACS students who participate in College Year in Athens programs. Please see page 191 for course descriptions.

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, February 1 for summer 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 Argentina, Costa Rica, Perú, and Spain.

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, and it is highly recommended that students communicate about their course schedule and associated transfer credit while pursuing the program abroad. In addition, Southwestern must receive official transcripts from the institution awarding the credit. For determining transfer credits for participation in the foreign study programs of other

universities, Southwestern adheres in general to the “Policy Statement on Study Abroad Programs” approved by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). The acceptance of credit from foreign study programs sponsored by other American institutions of higher learning will be judged on an individual basis according to the following standards: 1) the program has been approved by the appropriate department chair and the Center for Academic Success and Records at Southwestern; 2) the program was supervised by a regionally accredited institution; 3) the student was regularly matriculated in an institution of higher learning during participation in the program; and 4) the program was primarily a college program and not a mixed high school-college program. Students may transfer up to 19 credits for each approved study abroad semester. Typically, students earn 15-16 credits for work completed during the semester abroad.

OFF-CAMPUS STUDY WITHIN THE UNITED STATES

New York Arts Program

This program, offered during the fall and spring semesters, is designed to provide any eligible student seriously interested in the performing, visual, communication and media arts with an opportunity to serve as interns and to experience the world of established professionals in various arts, media and organizations relevant to their academic interests. The cultural resources of New York City are well known. Less familiar is the artist’s milieu, that mix of people, places and events which constitute the artist’s environment, world and immediate audience. Qualified students accepted into the program spend a semester sharing this milieu with professionals representing all professional 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 internship sponsor. Students also participate in a specially designed program of seminars conducted by arts professionals, including NYAP 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. Please contact the Internship Coordinator in the Career Services Office for further information.

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.

COMMUNITY-ENGAGED LEARNING

Community-engaged learning is a core part of the Southwestern experience that promotes the core values of “contributions toward the well-being of humanity” and “encouraging activism in the pursuit of justice and the common good.” Students have many options to engage with the community through volunteerism, community service, community internships, activism, and community-engaged learning.

Often called “learning by doing,” community-engaged learning goes beyond volunteerism by providing academically rigorous, course-based learning partnerships for students to apply, and more fully understand, academic knowledge through projects and course assignments that address genuine community needs. Community-engaged learning is a course-based, credit-bearing academic experience in which students: a) participate in an organized learning partnership that meets identified community needs and b) intentionally and deeply reflect on the activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Students are encouraged, but not required, to take community-engaged learning classes as part of their undergraduate studies.

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Those interested in studying at Southwestern University must apply to the University through the Office of Admission. The University admits those students most able to successfully complete a degree program, make positive contributions to the overall life of the Southwestern community and become productive citizens following graduation. Admission is selective and involves a thorough review of each candidate’s academic and personal qualifications.

First Year 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 or the ACT and have the results sent to the Office of Admission.

Applicants are invited to submit with their application any evidence that they think would help the Admission Committee reach its decision on eligibility for admission, including creative samples and written statements to supplement the required essay. A personal interview is required in some cases and strongly recommended for all. Candidates for admission are considered based on their total record—extracurricular as well as academic—although a strong academic record is always necessary.

Applicants are responsible for ensuring the arrival of all materials necessary to complete their application, including transcripts and 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.

Those who plan to major in fine arts are encouraged to have an audition/interview/portfolio review prior to admission to their respective curricula. A formal audition/portfolio review is required for fine arts scholarships and may be required for entry into certain majors.

Early Admission

A few students may be admitted each year following their junior year in high school. In these cases, the candidate is expected to have an outstanding academic record, acceptable test score results and the maturity to enter college without the senior year of high school. A personal interview is required.

Early Decision

Students for whom Southwestern is their clear first choice may apply under Early Decision. Southwestern must receive the application and all supporting documents by November 1 of the student's senior year in high school. If admitted the enrollment and housing deposit will be due by January 1. A need based financial aid package will be presented to the student prior to the required deposit date, assuming the FAFSA has been received by the stated deadline. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time and no other applications may be submitted to other schools

Early Action

Southwestern provides an Early Action option for students who consider the institution to be one of their top choices, but who also wish to consider other admission offers before making a final decision. The application deadline is December 1 of the student's senior year in high school. Admission decisions will be made by February 1. 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 (e.g., interview, 7th semester grades, etc.) in order to complete the file.

Regular Decision

Regular Decision is the second 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

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.

The College Official's Report is required and must be completed by a college official(s) with access to your academic work and your disciplinary record. In addition, transfer students must furnish official transcripts of high school and all college-level work attempted. All credits are accepted on the basis of the classification given that institution by its accreditation agency or agencies. Credits earned at non-accredited institutions are subject to re-evaluation on the basis of the quality of work done at Southwestern University. No grade below C- is accepted for transfer from another institution.

Other Admission Information

Some colleges have entered into cooperative programs with high schools whereby high school students may enroll in first-year college-level classes and receive college and high school credit concurrently. Southwestern will transfer these credits toward a degree, provided they meet the criteria in the preceding paragraph and are submitted to Southwestern on an official college transcript. Until a student has graduated from High School, they are considered a first year student, regardless of hours earned.

The University requires a minimum of 127 credits for the awarding of a bachelor's degree. A student must take at least 64 hours and must complete 60 percent of his/her chosen major (and/or minor) at Southwestern in order to earn a degree from Southwestern University.

All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this catalog (see "Degree Requirements"). Most transfer students need a minimum of four semesters worth of work to obtain a degree.

Non-Degree Seeking/Visiting Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. A visiting student application along with official transcripts 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.

Non-degree seeking individuals interested in auditing a course should complete a visiting student application. Upon receipt of the application, consultation with the instructor and Director of Records will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. (See the Schedules of Special Fees and Deposits in the Catalog.) Courses designed to develop skills and that are "hands-on" in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as audit.

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

Readmission

Any student who previously attended Southwestern for at least one regular semester must file an application for readmission at least one month prior to the beginning of the semester for which the student is seeking readmission. Students will be readmitted on a first-come, first-served basis. A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students. Candidates for readmission will be reviewed by the Office of Admission, with academic and student life administration involvement to be sure each student returning is ready to successfully complete a Southwestern degree. Personal interviews in the Office of Admission are encouraged and will be required in some cases.

Other Admission Requirements Information

All college work for which an applicant has registered must be reported at the time of application. Applicants must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled. Failure to make an accurate report of colleges attended will subject the student to disciplinary action, including possible suspension.

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.

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.

First Year Application Deadlines

	Application Deadline	Notification	Reply Date
Early Decision	Nov. 1	Dec 1	January 1
Early Action	Dec 1	March 1	May 1
Regular Decision	Feb. 1	No later than April 1	May 1

Late Decision After Feb. 1 April 15 OR UPON
COMPLETION OF THE
REVIEW PROCESS May 1

FINANCIAL AID

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 each student's education. Tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. Students should direct inquiries concerning financial assistance to the Financial Aid Office. The University has scholarships, grants, work opportunities and loans to assist students in meeting financial needs for their college education. The University administers a variety of programs, including the following:

Federal programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loan (subsidized and unsubsidized), Federal 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 2014-15, the Financial Aid Office administered more than \$45 million in various kinds of financial aid for Southwestern students.

Students must reapply for all types of need-based financial assistance (scholarships, grants, work and loans) every year. To be considered for any type of need-based financial aid, current and prospective students should submit a Free Application for Federal Student Aid (FAFSA) by March 1 for the following academic year. This application is available at www.fafsa.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 1st to be considered for any grant funding through Southwestern.

Work Opportunities

A number of students are employed by the University in part-time positions in University offices, the library, residence halls, the dining hall and other similar areas.

Loans and Financing Options

Southwestern offers a variety of loan programs and financing options to assist families in their efforts to meet educational expenses. Current information on these options is available from the Financial Aid Office or at www.southwestern.edu.

Texas Guaranteed Tuition Plan (formerly the Texas Tomorrow Fund)

Families who have participated in the Texas Guaranteed Tuition Plan/Texas Tomorrow Fund may use these funds as a credit toward payment of tuition. To take credit for this program, a family must provide both the Financial Aid Office and the Business Office with a copy of the plan ID card. Upon review of the card and the type of plan selected, the appropriate amount will be allowed as credit toward payment of each semester's bill.

Cost of Education

Students may receive a combination of sources and types of financial assistance that may not exceed the total cost of education, as determined by the Financial Aid Office. If a student receives a combination of aid funds that exceed the total cost of education, it will constitute an over-award. To remain in compliance with applicable federal, state and University regulations, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the over-award. Such adjustments may include the reduction of scholarship or grant assistance previously awarded to the student.

Institutional 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. In no case will a student receive any University funds in cash.

Full-Time Requirement

All scholarships and grants from the University require a student to enroll at the University on a full-time basis. If a student does not enroll on a full-time basis for a semester, that student's University scholarship or grant will be canceled for that semester. An exception to this policy is made for a graduating senior in his or her last semester, when that student is taking only enough

courses to graduate at the end of that semester. In this case, the University scholarship or grant is prorated based upon the number of hours in which the student enrolls.

Federal and state financial aid programs have their own policies pertaining to part-time students. Generally, loan programs require at least half-time enrollment. Students who qualify for a Federal Pell Grant may be able to receive a prorated amount of this grant based upon the number of hours enrolled. State grant programs typically require full-time enrollment. Students should consult with the Financial Aid Office for information about minimum enrollment requirements for individual federal and state financial aid programs.

Withdrawals

If a student withdraws from the University after the beginning of a semester for any reason, that student's financial aid for that semester is subject to being prorated based upon the withdrawal date. All scholarships, grants and loans are affected, including those from federal, state and university sources. Upon being notified of the student's withdrawal, the Financial Aid Office will review that student's financial aid record to determine what scholarships, grants and loans must be returned to the appropriate programs. If it is determined that funds must be returned, the student's account at the University will be updated to reflect the amount being returned to the program. The Financial Aid Office will send a written notice to the student's home address, detailing any reduction of the student's financial aid.

The amount of University funds to be returned is calculated based on the week in which the student withdrew. The refunds are determined as shown below:

	Percentage returned to SU	Percentage retained by student
If the withdraw occurs:		
During the first full week of classes	80%	20%
During the second full week of classes	60%	40%
During the third full week of classes	50%	50%
During the fourth full week of classes	40%	60%
During the fifth full week of classes	30%	70%
After the end of the fifth full week of classes	0%	100%

Federal and state programs have their own regulations pertaining to the calculation of the amount of funds that must be returned. Southwestern University evaluates withdrawn students in compliance with applicable federal and state regulations. Information about these regulations may be obtained in the Financial Aid Office.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

Students at Southwestern University are required to maintain satisfactory academic progress toward their degree in order to receive any financial aid (defined as federal, state, or institutional financial aid, to include merit scholarships, need-based scholarships, need-based grants, loans, and federal/state work-study.) This progress is monitored using both qualitative and quantitative components of a student's academic work at Southwestern. To maintain good standing, a student must maintain the minimum levels defined for each component.

The **qualitative** component considers a student's cumulative grade point average (GPA) earned at Southwestern. Students must maintain a minimum cumulative GPA of 2.0 in their Southwestern University coursework.

The **quantitative** component considers the number of credit hours that are successfully completed by a student in comparison to the number of credit hours attempted by that student. This is also referred to as the pace of progression. Southwestern students must pass 80% of all credit hours attempted.

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

The Financial Aid Office will review academic progress at the end of each academic year. During each review, the student's cumulative qualitative and quantitative components will be considered, i.e., all SU grades and course credits attempted/earned by that student up to that point.

Maximum Time Frame

In addition to the qualitative and quantitative components, students must complete their degree at Southwestern within a certain number of credit hours. Students are allowed a maximum of 175 credit hours to complete their degree. Students who exceed the maximum hours 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 declared ineligible to receive financial aid. That student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until (1) he/she attains the required SAP standards or (2) he/she submits an appeal for reinstatement of financial aid eligibility and such a request is approved by the Financial Aid Appeals Committee (the "Committee")

The Financial Aid Office will send the student a written notification of the ineligibility, with information about how the student may submit an appeal to reinstate his or her financial aid eligibility.

When a student's financial aid eligibility is reinstated by the Committee, the student will be placed on a probation status for one semester. Students on probation will be placed on an academic plan determined by the Committee. During the probation semester the student will be eligible to receive financial aid. After the conclusion of the probation semester, the student's progress will be reevaluated. At that point, the student remains eligible to receive financial aid in the following semester if:

- 1) The student is meeting the SAP requirements OR
- 2) The Committee has determined that the student is successfully following the academic plan previously assigned to him/her.

If the student meets the SAP requirements after the probation semester, then he/she will be considered to be in good standing and will be eligible to receive financial aid in the following semester.

If the student does not meet the SAP standards after the probation semester, but the Committee has determined that the student is successfully following the academic plan assigned to him/her, then that student may continue receiving financial aid for the following semester.

If neither 1) or 2) are met, then that student will be considered ineligible for financial aid. The student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until 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.

Appeals

A Student who is declared ineligible may submit an appeal to have his or her eligibility reconsidered. Appeals for reinstatement must be made in writing to the Financial Aid Appeals Committee. Appeals must be made by the deadline indicated on the written notice of ineligibility sent to the student. The written appeal must include (1) the reasons why the student failed to meet the SAP requirements and (2) what has changed that will allow the student to meet the SAP standards at the next evaluation. A student may request that 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 or designate, the Director of Financial Aid, the Director of Records, and the Associate Vice-President for Academic Administration.

Dropped Courses

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the university in an ineligible status then that student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Southwestern will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other Southwestern students.

Transfer Credits and Credit by Exam

Credits earned through courses transferred from other institutions, through examination or testing (such as Advanced Placement (AP) or International Baccalaureate (IB) exams) or through dual credit programs will be considered when determining a student's completion rate and maximum timeframe. Only the GPA earned on hours completed at Southwestern will be considered when evaluating the cumulative GPA.

Withdrawals

A student who withdraws from Southwestern after a semester has begun will have his or her satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Southwestern while on financial aid probation, he or she will be immediately declared ineligible to receive financial aid and must submit an appeal to have his or her standing re-evaluated.

Incomplete Courses

A course in which a student receives an “incomplete” grade will be counted against the student’s completion rate for the period being evaluated. An “incomplete” grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the “incomplete” grade is replaced with a final grade in the course, that student’s SAP status will be re-evaluated to determine his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester hours attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The hours attempted/earned for a repeated course will be considered toward the cumulative semester hours attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Academic Progress Standards Unique to Individual Programs

This policy indicates minimal academic progress standards for students to receive financial aid. It should be noted, however, that individual grant or scholarship programs may require different or higher standards than what are outlined in this policy. In those instances the individual program standards will supersede the SU policy **for that particular program only**. The most notable exception is the Tuition Equalization Grant awarded from the State of Texas. Contact the Financial Aid Office for more details regarding standards for individual programs.

EXPENSES

Tuition

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 30 percent 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 2017–2018 academic year. These charges will be set in January 2017 by the Board of Trustees.

	Per Semester	Per Year
Tuition (2016–2017)	\$19,530	\$39,060
Tuition (2017–2018)	Charges will be set in January 2017 by the Board of Trustees and will be available in the Business Office.	

To further assure a diverse community of scholars, Southwestern provides scholarships, work opportunities and loan funds to students. Awards are based upon need and merit. See “Financial Aid” for information on available financial aid opportunities.

Southwestern welcomes the opportunity to be of service to the population of Central Texas. Participation by experienced, knowledgeable individuals enhances the educational environment. Therefore, individuals may enroll in University courses on a non-credit “audit” basis at a cost of \$150 per credit, or \$75 per credit hour if age 50 or over. Transcripts and other formal administrative procedures will not be maintained, thus eliminating unnecessary expenses associated with the enrollment of senior members of the student body.

Audit enrollment will be encouraged in courses designed to develop critical thinking capabilities and which occur in traditional classroom settings. Courses that are designed to develop skills, such as private music lessons and activity courses in the Sarofim School of Fine Arts, fitness and recreational activity courses in the Kinesiology Department, and laboratory courses are not open for audit enrollment.

Room Charges

Room charges reflect actual cost to the University of providing the services. The University is committed to assuring a full range of housing accommodations. Charges for the more comfortable accommodations reflect the assigned square footage, availability of lavatory facilities and climate control features. When modifications are made to housing accommodations due to need, the housing rates are adjusted appropriately. Room charges for the 2017–2018 academic year will be set in January 2017 by the Board of Trustees and will be available in the Business Office.

Room Charges (2016-2017)	Per Semester	Per Year
Halls - Double Occupancy		
Brown-Cody Hall	\$3,070	\$6,140
Ernest L. Kurth Hall	\$2,755	\$5,510
Herman Brown Hall	\$3,070	\$6,140
J.E. and L.E. Mabee Hall	\$3,070	\$6,140
Martin Ruter Hall	\$2,405-3,070	\$4,810-6,140
Moody-Shearn Hall	\$3,070	\$6,140
Fraternity Houses		
Kappa Alpha (KA)	\$3,070	\$6,140
Pi Kappa Alpha (PKA)	\$3,070	\$6,140
Apartments		
Dorothy Manning Lord Residential Center	\$4,455	\$8,910
Grogan and Betty Lord Residential Center (per person)		
- 2 bedroom	\$4,455	\$8,910
- 1 bedroom	\$6,690	\$13,380
Charline Hamlin McCombs Residential Center (per person)		
- 2 bedroom	\$3,930	\$7,860
- 2 bedroom double-occupancy	\$2,405	\$4,810

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 any of the meal plans listed below, **except** the five-meal plan. Students who live in the Grogan and Betty Lord or the Dorothy Manning Lord Residential Center, a fraternity house, or off campus may choose from any of the meal plans or choose to not have a meal plan at all.

Additional meals may be purchased at posted prices. The menu selections are designed to afford students a range of choices that encourage a nutritionally balanced diet as well as items that may respond to a variety of individual tastes. Special diets can be provided upon the recommendation of a medical doctor. Meal rates for the 2017–2018 academic year will be set in January 2017.

Meal Charges (2016-2017) *	Per Semester	Per Year
Unlimited Meals + \$50 Dining Dollars + \$75 Pirate Buc\$ per semester	\$3,074	\$6,148
15 Meals per week + \$125 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,760	\$5,520
12 Meals per week + \$125 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,646	\$5,292
165 block of meals per semester + \$175 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,646	\$5,292
9 Meals per week + \$150 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,478	\$4,956
140 block of meals per semester + \$150 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,478	\$4,956
5 Meals per week + \$100 Pirate Buc\$ per semester	\$1,069	\$2,138

*State sales tax is included.

Traditional Meal Plans (15, 12, 9, or 5 Meals per week) –

Unused meals on the Traditional Meal Plans do not transfer from week to week. Meals can only be used for the students to which the plan belongs.

The 5 meal plan is only available to students living in the Dorothy Manning Lord Residential Center, the Grogan and Betty Lord Residential Center, fraternity houses, and off campus.

Block Plans (165 and 140 meals per semester) –

Unused meals on the Block Plans do not transfer from Fall to Spring semester. At the end of each semester, any unused meals are non-refundable and will not be transferred over to the next semester or the new academic year. Meals can only be used for the student to which the plan belongs.

Pirate Buc\$ –

Pirate Bucks can be used anywhere on or off campus that accepts pirate cards. Pirate Bucks will carry over from semester to semester and any balance will be refunded when the student graduates or leaves Southwestern.

Dining Dollars –

Dining Dollars can only be used on campus at the Commons or The Cove. Dining Dollars will carry over from Fall to Spring semester, but must be used by the end of the Spring semester. Any unused Dining Dollars at the end of the Spring semester will be forfeited.

Deposits

Enrollment Deposit - 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.

Housing Deposit - A one-time housing deposit of \$250 is required of all students wishing to reside in the residence halls. Continuing students are assigned in the spring of each year in the manner established by the Director of Residence Life. 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 housing deposits are refundable upon completion of a University degree or at the time a student formally withdraws from the University. In the event that a student leaves the residence hall for other than academic/health reasons or graduation or at the end of an academic year, the deposit will be forfeited. Additionally, students who leave the residence halls between the fall and spring semesters to move to private accommodations will be held liable for spring semester room charges. Returning students who have reserved a room during spring room sign-up for the following fall semester must cancel in writing

with the Office of Residence Life by June 1 in order to receive a refund of the housing deposit. Students who are graduating, transferring, studying abroad or formally withdrawing from the University who fail to file an Intent to Vacate form by December 1st will forfeit the housing deposit. All students who live in the residence halls during the fall semester will forfeit their housing deposit if they return to Southwestern and cancel their residence hall room reservation and live elsewhere during the spring semester. In addition, students who cancel after December 1 will be held accountable for the entire spring semester room charge. In the event that any fees or charges are due to the University upon withdrawal or graduation, the deposits will be applied to the balance due.

Schedules of Special Fees and Deposits

Students registered for 12-19 credits will pay full tuition. Special fees and deposits for the 2017–2018 academic year will be set in January 2017 by the Board of Trustees.

Advanced standing examination.....	\$50.00
Audit charge (per credit)	150.00
Audit charge – Individuals over 50 years old (per credit)	75.00
Motor Vehicle registration (per semester)	100.00
Charge per credit (less than 12)	1,630.00
Final examination out of schedule.....	50.00
Enrollment deposit (prepayment of tuition – new students)	250.00
Housing deposit.....	250.00
Fraternity Parlor Fees.....	200.00
Overload fee (per credit in excess of 19)	350.00
Returned checks (per item)	20.00
Late Payment Fee (per semester)	100.00
Late registration or late confirmation.....	50.00
Dewar Optional Tuition Refund Plan, Resident.....	284.00
Dewar Optional Tuition Refund Plan, Non-Resident.....	218.00
Additional Fine Arts Fees (per semester)	
Applied music lesson – one credit course.....	180.00
Applied music lesson – two or more credit course.....	360.00
(Some students may be eligible for fee waivers. Contact the office of the Dean of the Sarofim School of Fine Arts for eligibility information.)	
Lab Fees (per applicable Science class)	75.00
Student Health Insurance (per year).....	1,898.00
Library Fee for Georgetown residents (not students)	25.00

Special Fees

Southwestern University has established a number of off-campus academic learning experiences designed to broaden the background of student scholars. Because of special costs associated with some of the programs, special fees may be assessed on a program-by-program basis and are not refundable if the student drops the course. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

Billing & Payment of Accounts

In compliance with Family Education Rights and Privacy Act (FERPA), Southwestern University cannot release a student’s educational record, including student account and financial information, to any person unless authorized by law or unless the student consents to the disclosure in writing. Students must complete the FERPA Information Release Form and indicate by name the authorized parents/persons that they give employees at Southwestern University permission to talk to about his/her student account and other financial information. This form is available on the Academic Success & Records website or office.

The University billing schedule and payment due dates can be found on the Business Office website in the Student Accounts section located at: southwestern.edu/offices/business/student-accounts/. Fall semester bills are sent after registration and financial aid awards have been completed and a reminder Fall bill is mailed in mid-July. Spring semester bills are mailed in November. Students may receive additional bills for charges accrued during the semester such as traffic tickets, library fines, residence hall damages and/or course fees. Bills are sent via email and mail.

At the time of registration for any semester or term, every student is required to accept the Southwestern University Payment Terms Agreement. If the Agreement is declined, registration will not be allowed.

Payment Options -

- In Person at the Business Office – Cash, checks, money orders, or cashier’s checks are accepted at the Business Office, which is located on the first floor of the Cullen Building.
- By Mail – Checks, money orders, or cashier’s checks are accepted by regular mail at the following address:
Southwestern University, P.O. Box 770, Georgetown, TX 78627-0770

- On-line Credit Card or ACH Payments – After logging in to Web Advisor, credit cards payments are accepted with a 2.75% processing fee or electronic check/ACH payments with no fee. Students have to set up a “Parent PIN” in their Web Advisor account for a parent or other authorized individual to get access to make payments on-line.
- ECSI Payment Plan – An interest-free payment plan option is provided through our partnership with Heartland ECSI that allows the payment amount to be divided into interest-free monthly payments. There is a \$40 application fee and the payment amount can be adjusted up or down during the semester if the balance due changes. Due to the flexibility of the payment plans, the sooner that you sign up the lower your monthly payment amount will be. For more information or to enroll visit southwestern.edu/aid/payment.php.

Late Payment Fee Policy

Late Payment Fee

An initial late payment fee of \$100 will be charged to unpaid student accounts with no payment arrangements made by the payment deadline each semester.

In addition, students with past due balances may be dropped from all current and future class enrollment for non-payment. Students with past due balances will not be permitted to move into on-campus housing for the fall semester. Likewise, students already in on-campus housing during the fall semester who have past due balances for spring will be notified prior to the end of the fall semester that they will be required to move out at the end of the term and not permitted to return to housing unless immediate payment arrangements are made.

In calculating the past due balance, confirmed financial aid, established payment plan amounts, verified VA benefits, Texas Tomorrow funds, and other substantiated credits will be considered and deducted from the actual student account balance. Students and families with unique payment circumstances must contact the Business Office to confirm payment arrangements prior to the due date. Late payment fees will be assessed on accounts that have not been paid or do not have sufficient financial aid, other credits, or payment arrangements to cover the total institutional charges owed.

Pre-Registration Holds

Prior to pre-registration for the next term, if any estimated funds or other credits are still not received as payment on the student account or new charges exist that result in an unpaid balance of \$500 or more, the student account will be put on hold and pre-registration will not be allowed until the estimated funds are received or the unpaid balance is paid. While on hold, the student will not be able to obtain a transcript.

Delinquent Accounts & Collection Agencies

After the end of the semester, any remaining delinquent accounts will be referred to outside collection agencies and will be reported to the national credit bureaus. The student is responsible for payment of any and all collection agency charges, attorney fees, and court costs that accrue. Student account balances are considered to be an educational loan and therefore are not dischargeable under the United States Bankruptcy Code

Refund Schedule

Students allowed to withdraw all or part of their registration will be granted a reduction of a portion of the original charges according to the schedule shown below. Questions regarding the University’s refund policies should be addressed to the Business Office. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added, if the drop and add occur simultaneously. The date the withdrawal or change in class load is received by the Records 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

Board: 75% of unused portion of the base meal plan is refunded.
Dining Dollars are also refunded at 75%, only if they have not already been used.
Pirate Buc\$ refunds must be requested in writing from the Pirate Card Office.

Room: No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

Students may purchase tuition, room and board insurance through A.W.G. Dewar Inc. This Tuition Refund Plan is a private insurance program that **supplements** the University refund policy by ensuring a refund of up to 100 percent of tuition, and on-campus room and board if it is necessary for a student to medically withdraw due to illness or accident before the end of the

academic term based on a doctor's certification. 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.

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.

Withdrawals and Financial Aid

A student's institutional and federal financial aid is subject to being reduced in the event of that student's withdrawal from classes during a semester. Consult the "Financial Aid" section of this catalog for information regarding the impact of a withdrawal on student's financial aid award.

Part-Time Status and Financial Aid

Most financial aid and University merit scholarship programs require a student to enroll at the University on a full-time basis. Consult the "Financial Aid" section of this catalog for information about how this policy affects students who enroll on a part-time basis.

STUDENT LIFE

PHILOSOPHY OF STUDENT LIFE

The Office of Student Life 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.

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 and outdoor tracks, gymnasiums, exercise and weight rooms, soccer, baseball, softball and lacrosse fields, and games and media rooms in the student center. Students will find sports, recreation, and wellness activities available at Southwestern in a number of areas, including intercollegiate athletics, club sports, intramurals, and recreational activities.

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 with the Southern Collegiate Athletic Conference (SCAC), which includes Austin College (Sherman, TX), Centenary College (Shreveport, LA), Colorado College (Colorado Springs, CO), Trinity University (San Antonio, TX), University of Dallas (Dallas, TX), Texas Lutheran University (Seguin, TX), and Schreiner University (Kerrville, TX).

The Southwestern University Pirates compete in 20 sports, including men's baseball, men's and women's basketball, men's and women's cross country, men's football, men's and women's golf, men's and women's lacrosse, men's and women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, men's and women's track and field, and women's volleyball.

The Athletics Department and the student-athletes participating within it place the highest priority on the academic success and overall quality of the educational experience while striving for excellence on the playing field. The primary goal is for our athletics 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 student-athletes. Participation in athletics at Southwestern contributes to the mission of the University's Student Life 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.

Faculty members are important partners in helping student-athletes balance the rigors of their academic studies with the challenges of intercollegiate athletic participation. Student-athletes are responsible for communicating with faculty and staff about their travel schedules and working to make appropriate accommodations regarding make-up work and exams.

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 team sports, individual sports and special events allow students, faculty, and staff to compete against others of similar skill in men's, women's, and co-recreational 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 512-863-1665 for more information about a variety of programs including, but not limited to: Cardio Sculpt, personal training, Zumba, and yoga.

Sport clubs are student organizations that are focused on a specific sport or physical activity. Current clubs include: fencing, ultimate frisbee, 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 offerings include a wide variety of camping equipment that can be checked out for weekend use. In addition, outdoor trips—canoeing, rock climbing, caving, for example—are offered each semester. A registration fee is required from each trip participant although the University subsidizes the cost of the trips.

Also, 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 at 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 during Orientation Week and online to all students. 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. 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 honor codes in the U.S. 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 during Orientation Week and online for all students at www.southwestern.edu/studentlife/safety. Return completed forms to the University Police Office.

RESIDENTIAL LIVING

Residence halls are a vital part of the 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 completed 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, many juniors and seniors choose to live on campus. Should upper-class 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 residence halls, including 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 an online housing form through Web Advisor. A check in the amount of \$500 (a 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. Upper-class students wishing to live on campus reserve a space during the annual spring room sign-up period, which occurs in March.

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, 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.

SPIRITUAL AND RELIGIOUS LIFE

Interested students are encouraged to explore a life of meaning and faith as they mature in the intellectual, social and personal pursuits of their college experience. Students are invited to become involved in programs offered by the Office of Spiritual and Religious Life and/or student-led religious and service organizations related to their interests and/or affiliation. In addition, the 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 in the greater Georgetown area. Voluntary mid-week chapel services are held Thursdays at 11:30 during the school year in the Lois Perkins Chapel under the direction of the Chaplain.

COUNSELING CENTER

The Counseling Center provides confidential, short-term individual counseling concerning personal issues. Counseling groups are also offered on specific topics. Students seek counseling for a wide variety of issues. These include adjustment to college, motivation, depression, anxiety, relationships with peers or family, sexuality, alcohol or drug use, body image, suicidal thoughts, self-esteem, mood swings, disordered eating, trauma, and stress. Referral to off-campus professionals is available for complex medication concerns and for long-term counseling. For more information, call 512-863-1252 or come by the Counseling Center on the second floor of the Prothro Center for Lifelong Learning.

HEALTH CENTER

The Health Center provides health care and education 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 helping students manage the health problems college students sometimes encounter. The on-campus health care team at the SU Health Center includes physicians, a physician assistant, a nurse practitioner, a registered nurse and a health educator. Providers are able to treat common illnesses, provide ongoing care for chronic conditions, perform routine screening and wellness exams for women and men, and provide laboratory services. The Health Center also works closely with the Counseling Center to provide mental health screening and treatment when appropriate. Pharmacy services are not available on-campus, but prescriptions are sent to the student's pharmacy of choice. Due to limited resources and facilities available on campus, not all health care needs may be met. When this situation arises, referrals may be made to physicians, other specialists, and facilities in the community. Consideration will be given to the student's private insurance requirements and out-of-pocket costs. Emergency room care is available 24 hours a day at three nearby locations:

- St. David's Georgetown Hospital – 2000 Scenic Drive, Georgetown - 512-943-3000
- Scott & White Hospital - 300 University Blvd, Round Rock – 866-509-9191
- Seton Medical Center – 201 Seton Parkway, Round Rock – 512-324-4000

After-hours and weekend resources available for Southwestern students include:

Family Medical Center

908 Rockmoor Dr.
512-868-0901

Next Care Urgent Clinic

900 N. Austin Ave. Suite 105
512-930-7828

CVS Minute Clinic

4426 Williams Dr.
512-869-2506

Georgetown Medical Clinic

3201 S. Austin Ave., Ste. 210
512-763-4000

Additional services provided by the Health Center include coordinating campus-wide flu clinics, providing first-aid coverage during campus-wide special events (e.g. concerts and Commencement), and providing outreach and education through classes, presentations, health fairs, and workshops. The Health Center advises the Student Health Advisory Council (SHAC) and works with the American College Health Association (ACHA) to guide evidence-based practice and provide SU students with up to date health information and resources. The Health Center does not provide written excuses for student absences. It is the responsibility of each student to notify his/her professor whenever he/she is sick or not feeling well enough to attend class. The

Counseling and Health Center charges a “no show” fee for all appointments that are not attended or cancelled within 24 hours prior to the scheduled appointment time. The fee of \$15 will be automatically charged to your student account. The SU Health Center is located on the second floor of the Prothro Center for Lifelong Learning. Call 512-863-1252 for an appointment. A limited number of same-day appointments are available on a first-come, first-served basis. Health Information Requirements: As part of the admissions process, SU Health Center requires a completed Health Record. The Health Record is included in the admission packet, and can also be downloaded from the Health Center website at <http://southwestern.edu/live/files/5087-suhealthrecord2016-2pdf>. Critical required information includes a complete physical exam and TB test (both within the past year), a complete immunization record, a copy of the front and back of health insurance card, and proof of meningitis vaccine for students 21 and under. (Proof of meningitis vaccine is required for housing assignments.)

Student Health Insurance

All full-time SU students will be required to have and keep current health insurance. The University will automatically enroll all students in a student health insurance plan that can be waived by providing evidence of coverage through a primary insurance plan. The insurance must provide coverage that extends to the location of the University. Students will not be charged a co-pay for on-campus services, but the health insurance will be billed. The most recent copy of the health insurance card should be brought to each visit. Any labs collected at the Health Center will be sent to Clinical Pathology Laboratories, who will bill the health insurance separately. For further information regarding the new Student Health Insurance, see the Health Center website for frequently asked questions.

DIVERSITY EDUCATION

The Office of Diversity Education (ODE) seeks to make Southwestern University a welcoming, engaging and affirming place for the entire community. The ODE works to promote diversity and social justice initiatives on campus, as well as provide resources, and support the continued development of a positive campus climate. The ODE facilitates workshops, conducts trainings, supports programs/events, and explores cultural and identity awareness and education. The Cross Cultural Center also provides a resource library and a place for study groups or meetings. An important function of the ODE is supporting student organizations, specifically the Coalition for Diversity and Social Justice, and the eight cultural/identity-based groups within the coalition: Pirates for Pride, EBONY, Kappa Delta Chi, Latinos Unidos, SU Native, Asian Student Association, SU Planned Piratehood and Students for Environmental Activism and Knowledge (SEAK). 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 empower and assist students and alumni as they explore career options, gain marketable experience, and engage in the search process for internships, jobs, and graduate/professional school admission. We accomplish this through individual career advising and a wide variety of workshops and events for students to learn career development skills and to explore various career fields. Our workshops and events engage alumni and other professionals serving as resources and points of contact across a wide scope of industry options. The Career Services website offers information on a wide range of exploration, experiential, and job search topics, and our Resource Center has over 600 career-focused publications. Students should visit and engage with Career Services early in their first year, when they can start taking self-assessments (personality and interest inventories) to help explore majors and careers. The Career Services team works one-on-one with students to help them develop effective resumes, cover letters, social media presence, develop interviewing and networking skills, and create personalized internship/job search strategies. A comprehensive internship program helps students identify, research, and secure internships, either for academic credit or for experience only. We work closely with faculty and staff to ensure students are aware of opportunities and responsibilities involved in internships for academic credit, as well as cultivating employer and alumni contacts to enhance future opportunities for students. The team 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 by email, on our website, and in the Resource Center. We coordinate employer information sessions and on-campus interviews, host our own SU internship and career fair and provide access to a number of additional fairs around Central Texas, and use an electronic resume referral and job listing system that connects SU candidates with local, state, and national employment opportunities.

STUDENT ACTIVITIES

The Office of Student Activities provides and facilitates learning experiences through leadership opportunities, student organizations, social activities, and other services that promote personal growth and the empowerment of students for success in our diverse community and beyond. With approximately 100 registered student organizations, students are encouraged to explore their interests and engage with the community. The Student Activities staff offers monthly leadership development sessions and workshops to help enhance student leadership skills. Additionally, students may attend and participate in various entertainment-based events throughout the academic calendar year including weekly Friday Night Live performances, monthly Cinematic Saturday viewings and the annual Soundwave concert.

To learn more, contact the Office of Student Activities at 512-863-1345, or stop by and visit them on the third floor of the Red and Charline McCombs Campus Center.

UNIVERSITY POLICE DEPARTMENT

The Southwestern University Police Department provides year-round, 24-hour-a-day 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. Police 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 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 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, as well as the Campus Safety and Security survey, also known as the "Cleary Act." 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 should also 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 with the social and everyday life on campus and reflect the University's commitment to the education and development of the whole person.

THE ARTIST SERIES

Throughout the academic year, the departments in the Sarofim School of Fine Arts bring a wide range of guest artists to campus to present exhibits, lectures, and to perform in concerts and theatrical productions. Among them have been The Peabody Trio, Christian Lavigne, Anton Nel, Abbie Conant & William Osborne, the Austin Civic Orchestra, Rudy Pozzatti, and Top Brass from The United States Army 'Pershing's Own.'

The students and faculty of the Departments of Art & Art History, Music and Theatre also present many performances throughout the year. In addition to many solo recitals, the Jazz Band, Wind Ensemble, Orchestra and Opera Theatre regularly perform on the Alma Thomas and Jones Theater stages. Among recent stage productions have been *Into the Woods*, *The Man Who Came to Dinner*, *The Laramie Project*, *Gypsy*, *Little Shop of Horrors*, *Heartbreak House*, *Suburbia*, *Anton in Show Business*, *Rumors*, and *Dead Man Walking*. The Theatre Department also regularly produces theatre for young audiences, such as *The Yellow Boat*, *Frog and Toad*, and *A Midsummer Night's Dream*. All performances and concerts are free to Southwestern students, faculty and staff. All theatre productions and some music concerts require a ticket that can be attained at the Box Office.

LECTURESHIPS AND SYMPOSIA

In an effort to provide students at Southwestern University access to major issues of life and culture, the University presents a series of lectures and other academic occasions during the year.

Brown Symposium Series

Through the generosity of The Brown Foundation, Inc., of Houston, the Brown Symposium Series was established to bring to campus people of national and international repute in areas represented by the holders of endowed Brown professorships. Distinct from traditional lecture series, these symposia are integrated into the regular curricular design of the University, and the members of the symposia participate in a total education experience.

Symposia topics have included: "Cosmology: the Changing Philosophies of Science," "Benjamin Britten and the Ceremony of Innocence," "Pandora's Box: Computers in Everyday Life," "Africa and Afro-America," "Punctuated Evolution: The Slender Thread of Life," "Discoveries of America," "Macrohistory: New Visions of the World," "Global Climates: Past, Present &

Future,” “Communities,” “Drawing and Crossing Boundaries: The Roots of Texas Music,” “The Human Genome Project: Advances, Repercussions and Challenges,” “España y América: Cultural Encounter—Enduring Legacy,” “Shakespeares!,” “Globalization: Win-Win or Win-Lose?,” “Spiritualities of Resistance,” “Arctic Journey: Discoveries of Inter-relationships in the Circumpolar North,” “For Love and Justice: Breaking the Cycles of Intimate Violence,” “GNP or Gross National Well-Being?,” “Who Do We Think We Are?!” “Umwelt: Exploring the Self-Worlds of Human and Non-Human Animals,” “Science and Religion: Conflict or Convergence?,” “IMPERIVM: The Art of Empire in Rome and America,” “Think – Converse – Act: The Salon and Its Histories,” “Back to the Foodture: Sustainable Strategies to Reverse a Global Crisis,” “Sex Talk: A Symposium with Benefits,” “Healing: The Art and Science of Medicine,” and “What Things May Come: 3D Printing in the Fine Arts and Sciences.”

The Roy & Margaret Shilling Lecture Series

Established in 1999 by The Brown Foundation, Inc. of Houston to honor the 13th president and first lady of Southwestern, the Roy & Margaret Shilling Lecture Series presents internationally prominent speakers on topics relating to ethics, public service and public policy. Speakers have included The Archbishop Desmond Tutu, President Jimmy Carter, Bill Moyers, Karen Hughes, Marian Wright Edelman, John McGuire, William Sloane Coffin, Prime Minister Benazir Bhutto, Thomas H. Kean, Bill Bradley, Wangari Maathai, Dr. William H. Foerger, Blake Mycoskie, Thomas Friedman, Jane Goodall, Scott Simon, and Sister Helen Prejean.

The A. Frank Smith, Jr. Distinguished Lecture Program

In 1988, the law firm of Vinson & Elkins honored its former managing partner and longtime Southwestern University trustee, A. Frank Smith, Jr., through the endowment that established this lecture program. These lectures bring to campus distinguished guest speakers in the fields of law, history, government, political science and public service.

The Jessie Daniel Ames Lecture Series

The Jessie Daniel Ames Lecture Series focuses on the professional and civic achievements of women. Established in 1985, the lecture series is named for Jessie Daniel Ames, a 1902 alumna of Southwestern University who championed the causes of voting rights for women, prison reform and anti-lynching legislation. A businessperson and leader in the national suffragist movement, she was a founder and the first president of the Texas League of Women Voters and was one of the first women delegates to the state and national Democratic conventions.

The Willson Lectureships

The late J.M. Willson and Mrs. Willson of Floydada, Texas—both Southwestern alumni—established in 1948 a lectureship to be known as the Willson Lectureship. The lectures are directed to the student body and seek to significantly relate religious questions to social life and experience.

Global Citizens Program

In 1979, Everett and Marguerite DuPuy established the Global Citizens Fund at Southwestern to promote the responsibility that global citizenship brings. The focus of the fund has been to enhance world peace and international cooperation by supporting both on-campus and off-campus activities that lead to international understanding.

The Slover-Southwestern Lectureships

This lectureship series represents the joining of an endowment given by the German Mission Conference to Southwestern University and an endowment left by the late Reverend George S. Slover, DD. Each of these endowments was originally given to establish annual lectureships. Since 1978, they have been combined to provide one lectureship a year in the area of values and social questions.

HISTORY AND GOVERNANCE

Southwestern University is the descendant of four of the earliest institutions of higher learning in Texas. The forerunner of Southwestern, 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 pioneering Methodists and united in one central college in Georgetown in 1873 were Wesleyan College, chartered in 1844; McKenzie College, 1848; and Soule University, 1856. When the five Methodist Conferences of Texas located the central institution in Georgetown it was known as Texas University. In 1875, that name was ceded to the state of Texas and the present name, Southwestern University, was adopted because, at that time, Southwestern was southernmost Methodist college in the United States.

Southwestern is governed by a 45-member Board of Trustees consisting of representatives from the five current Conferences of the United Methodist Church in Texas, two episcopal bishops, trustees at large, and two recent graduates of the University, nominated by students. The president and president-elect of the Association of Southwestern University Alumni and the president of the University are ex-officio members of the Board. The trustees from the individual Conferences are nominated by the Board and elected by the respective Annual Conference. Episcopal trustees are nominated and elected by the bishops of the University's

five patronizing conferences in consultation with the Board. At large trustees are elected by the Board. Elected trustees, other than student trustees, serve terms of four years. Student trustees serve terms of two years.

Southwestern has had 15 presidents and three interim presidents since it was established in Georgetown: Francis Asbury Mood, 1873–1884; John Wesley Heidt, 1885–1889; John Howell McLean, 1889–1897; Robert Stewart Hyer, 1898–1911; Charles McTyeire Bishop, 1911–1922; Paul Whitfield Horn, 1922–1924; James Samuel Barcus, 1924–1928; King Vivion, 1928–1935; John William Bergin, 1935–1942; John Nelson Russell Score, 1942–1949; William Carrington Finch, 1949–1961; Lawrence Durwood Fleming, 1961–1981; Roy B. Shilling Jr., 1981–2000; Jake B. Schrum, 2000–2013, and Edward B. Burger, 2013–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 Schrum Alumni Center and spaces for the Business Office, Strategic Planning and Assessment, Fiscal Affairs, University Relations, Human Resources, the Office of the Provost and the Office of the President.

The Wilhelmina Cullen Admission Center, located behind the Cullen Building, was completed in 2009. It houses the Offices of Admission and Financial Aid.

Mood-Bridwell Hall, erected in 1908, was originally named Mood Hall in honor of Francis A. Mood, the first Regent (president) of the University. It was renamed Mood-Bridwell Hall in October 1978, following renovations funded by grants from the J.S. Bridwell Foundation of Wichita Falls, Texas, and The J.E. and L.E. Mabee Foundation, Inc., of Tulsa, Okla. Mood-Bridwell Hall includes classrooms; faculty offices for the English, History, Economics and Business, Education, Environmental Studies, Political Science, Sociology and Anthropology, and Mathematics and Computer Science Departments; an electronic classroom; computer laboratories; 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 Biology, Chemistry and Biochemistry, and Physics Departments. The original building was completed in 1954 as a gift from Mrs. W.W. Fondren of Houston. With gifts from Houston Endowment Inc., of Houston, the building was completely renovated during 1980–81. Formerly called the Fondren Science Hall, the building was rededicated in the fall of 1981. The new name, The Fondren-Jones Science Hall, recognizes the long friendship between Jesse H. Jones, founder of Houston Endowment Inc., and Southwestern University. The Gordon C. Evans Sr. Wing of Fondren-Jones was dedicated in 1999, adding 24,000 square feet to the facility. It features multimedia classrooms, research laboratories, a computer laboratory and faculty offices. Gordon C. Evans Sr. was a longtime employee of the Jesse H. Jones Interests and Houston Endowment, Inc. A major expansion and renovation of the science center was completed in 2016.

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 academic mall from the A. Frank Smith, Jr. Library Center is Lois Perkins Chapel, a Gothic-inspired structure of native limestone seating 850, where weekly chapel services and other events are held. The chapel was erected in 1950 with a gift from the late J.J. Perkins of Wichita Falls, Texas, and is named in honor of Mrs. Perkins, an alumna of the University. The chapel was completely renovated in 1981 through a gift from Mr. and Mrs. Charles N. Prothro of Wichita Falls, Texas, to honor her mother, Mrs. Perkins. Mr. Prothro served on the Board of Trustees for 30 years and was chair for 11 of those years. The chapel courtyard contains a sculpture titled Madonna and Child by noted Austin sculptor Charles Umlauf. It was given to Southwestern

in 1953 by Southwestern alumna Margaret Root Brown in memory of her mother, South Carolina Easley Root. The plaza behind the chapel is named for William Carrington Finch, who served as president of Southwestern from 1949-1961, and his wife, Lucy. West of the chapel is the Red & Charline McCombs Campus Center, dedicated in 1998 and made possible by a gift from alumni Red and Charline McCombs of San Antonio, The Vivian L. Smith Foundation of Houston, the J.E. and L.E. Mabee Foundation of Tulsa, Okla., and Charles and Elizabeth Prothro and the Perkins-Prothro Foundations of Wichita Falls, Texas. The 63,000 square-foot center includes campus dining facilities; a ballroom; student organization offices; the University Bookstore; the University Post Office; Offices of the Vice President for Student Life, Student Activities, and the 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 Communication Studies, Psychology, and Modern Languages and Literatures Departments.

Next to the Olin Building is the Charles and Elizabeth Prothro Center for Lifelong Learning, which opened in 2010. In addition to classrooms and seminar spaces, many student services are located in this building, including Career Services, Health and Counseling Services, and the Center for Academic Success and Records. It also serves as the home for Paideia, the Multicultural Center, the Office of Community-Engaged Learning and the Office of Intercultural Learning.

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, made possible by a grant from Houston Endowment Inc., and named for Jesse H. Jones and Mary Gibbs Jones. It also includes rehearsal halls; practice rooms; an art gallery; studios for painting, drawing, printmaking, design and architecture; and offices for the Art and Art History, Music and Theatre Departments.

The 18,000 square-foot visual arts wing, added in 1999, was made possible by a gift from Mr. Sarofim. Another gift from Mr. Sarofim enabled the University to completely renovate the Alma Thomas Theater. The newly renovated theater was dedicated in 2008, giving Southwestern University as fine a performing arts facility as any liberal arts college in the country. The separate Rufus Franklin Edwards Studio Arts Building contains studios for sculpture and ceramics. Construction of the building was funded by Mr. Edwards, class of 1922.

The Corbin J. Robertson Center, dedicated in 1996, provides more than 95,000 square feet of comprehensive recreational and athletics facilities. The center includes the 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 baseball locker room that was added to the Robertson Center in 2013 is named in memory of Jim Mallon, the winningest coach in the University's history.

The Fountainwood Observatory, dedicated in 1997, was made possible by the partners of Fountainwood Estates in Georgetown. Joe S. Mundy Hall, dedicated in 2004, houses classrooms, transitional office space and meeting space. The hall was named for alumnus and longtime trustee Joe S. Mundy.

The Jesse H. and Mary Gibbs Jones Center, the residence hall complex on the east side of campus, is collectively named in honor of Jesse H. and Mary Gibbs Jones, who established Houston Endowment Inc. The endowment contributed \$5 million from 1982 through 1986 for the rehabilitation of campus residence halls and other facilities. Included in the Jones Center are Brown-Cody Hall, 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 located in the northwest area of campus. The halls were put into use in 1966 and feature exterior corridors and private courtyards. Moody-Shearn Hall was a gift of the Moody Foundation of Galveston, Texas, and is named in honor of Mr. John Shearn, an early graduate of 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.

Martin Ruter Hall, a residence hall for men, was erected in 1955 in honor of Martin Ruter, a pioneering Methodist missionary and educator. The Central Texas, Southwest Texas and Texas Annual Conferences of the United Methodist Church provided funds for the building.

Located north of Ruter Hall is the Charline Hamblin McCombs Residential Center, an apartment complex for 96 students, dedicated in 2001. The center is named for alumna Charline Hamblin McCombs, who, along with her spouse, Red McCombs, has been a longtime supporter of student scholarships and building initiatives at Southwestern. The Grogan and Betty Lord Residential Center is an apartment complex for 200 students located on the northwest corner of campus. Dedicated in 1995, the Lord Center was made possible by contributions from members of the Lord family toward the enrichment of residential life at Southwestern. Grogan Lord served on the Board of Trustees from 1958 until his death in 2007. The facility includes the Sharon Lord Caskey Community Center featuring campus community meeting rooms and sorority chapter rooms.

The Dorothy Manning Lord Residential Center, dedicated in 2007, includes three residence halls: The Eddy C. Scurlock-Edward A. Clark Hall, The Genevieve Britt Caldwell Hall, and The Frank and Louise Britt Carvey Hall. These residence halls offer apartment-style living, with kitchens in each apartment, fully furnished rooms, a community room and recreation areas.

Snyder Athletic Field and the Robert K. Moses Jr. Field, on the west side of the campus, serve as outdoor playing fields. Robert Moses is a former trustee of the University. Recreational facilities on the east side of campus include the varsity soccer and lacrosse field, the Rockwell Family Baseball Field, the Taylor-Sanders Softball Field and the Marvin D. Henderson Sr. Tennis Courts. The baseball field is named for the late Henry M. Rockwell and his family. Carol Sanders Miller of Waco, Texas, gave the softball field in memory of her parents Carroll and Opal Taylor Sanders. Marvin D. Henderson Jr. endowed the tennis courts in honor of his father, a 1941 Southwestern graduate and accomplished tennis player.

In 2013, Southwestern added two new practice fields, a 15,000 square-foot field house and a new track on the east side of campus to accommodate its growing athletics program.

West of the tennis courts is the Julie Puett Howry Center. Made possible by Nelson and Ruth Puett of Austin and named for their daughter, the late Julie Puett Howry, an alumna, the center features the Office of Spiritual and Religious Life and the office of the University Chaplain, as well as meeting space for the campus community. 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.

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, sits on the eastern edge of campus. The home was a gift of the late Mr. and Mrs. P.E. Turner of Houston and was given to the University to honor former President and Mrs. Durwood Fleming.

ENDOWED CHAIRS, PROFESSORSHIPS, PRIZES AND AWARDS

CHAIRS AND PROFESSORSHIPS

The Brown Foundation, Inc. Memorial: A fund contributed by The Brown Foundation, Inc. of Houston to establish the following endowed chairs bearing the names of those whose memories will be thereby perpetuated: Herman Brown Chair, Margaret Root Brown Chair, Lillian Nelson Pratt Chair, Lucy King Brown Chair, Elizabeth Root Paden Chair and John H. Duncan Chair.

Margaret A. Cargill Chair in Education: Established in 2011 by the Margaret A. Cargill Foundation.

The Claud Howard and Elizabeth A. Crawford Endowment Fund: Established in 1999 by the estate of Elizabeth A. Crawford '34, to provide visiting scholar and/or visiting professor programs annually in the English Department.

Hugh Roy and Lillie Cullen Chair in Economics: Established in 1968 by The Cullen Foundation to memorialize the names of Hugh Roy and Lillie Cullen.

The 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.

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, Rev. and Mrs. Albert W. Wilson and Rev. and Mrs. William A. Craven, to create the Wilson-Craven Chair in Religion.

PRIZES AND AWARDS

Faculty Awards

The Excellence in Academic Advising Award: Created to distinguish those academic 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.

Drusilla Huffmaster Anderson Prize in Music: Established in 2011 in memory of Drusilla Huffmaster Anderson by family and friends. Following an impressive musical career as a pianist, Ms. Anderson was appointed to the music faculty of Southwestern University as Artist-in-Residence in 1961. This award will be given to piano students, vocal students, or students studying other musical instruments as chosen by the Dean of the Sarofim School of Fine Arts.

The Annie Edwards Barcus Minga Speech Contest: Established by Dr. and Mrs. T. Herbert Minga to grant awards in persuasive speaking to honor Annie Edwards Barcus '22, a distinguished alumna and former Southwestern faculty member. Dr. Minga was a member of the University's Board of Trustees from 1965 to 1976.

Brooks Prize: Established in 2008 as a scholarship award to be presented each year to the two winners and the two runners-up of the Brooks Debate at Southwestern University.

The Goostree-Morgan-Springer Scholarship Fund: Established in 1983 by Mrs. Lacy W. Goostree to provide a scholarship award for one of the yearly recipients of the Goostree-Morgan-Springer Award.

The King Creativity Fund: Established in 1999 by W. Joseph King, PhD, '93 to support innovative and visionary projects of enrolled students across multiple disciplines, as well as students involved in extracurricular activities and off-campus projects. The Fund supports up to 20 projects in any given academic year. Grant recipients pursue individual and group projects aimed at pushing boundaries, stretching the mind and paying tribute to the art of imagination. King Creativity Scholars present their work annually at the King Creativity Symposium.

The Laura Kuykendall Communication Award: This award was established by the late Miss Pearl A. Neas in memory of Miss Laura Kuykendall and is awarded to an outstanding communication student.

The Bob Lancaster Award: This award is given in the spring semester to the outstanding graduating majors in studio art and art history. It was established in memory of the late Robert L. Lancaster, sculptor and former chair of the Art Department. 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 Chair of the Sociology Department.

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.

Walter Milton Potter Prize (a.k.a. Potter Prize): Established by W. Joseph King '93, to honor Dr. Walter Milton Potter, holder of the Lord Chair in Computer Science and academic adviser to Dr. King. The Potter Prize is awarded to the student who is selected as the overall most creative King Creativity Scholar for the given year.

The Henry E. Meyer Memorial Music Composition Award: Awarded annually to an outstanding music student from funds donated by Mr. and Mrs. R. Cochrane Penick.

Merriman Morton Business Leadership Award: Given by Dorothy Drummer on the occasion of Merriman Morton '63 being presented the Distinguished Alumnus Award on April 26, 1996. Awarded to an outstanding senior with a major in the Economics and Business Department who demonstrates business leadership and potential for success in the business community.

The David Knox Porter Award: Established in memory of the Rev. David Knox Porter, an alumnus of the University, by his daughters, Mrs. Meade F. Griffin and Mrs. Leslie Etter. This award is given annually to the outstanding pre-theological student.

Mary Mann Richardson Award: This award is given annually to a member of the pledge class of the Zeta Chapter of the Alpha Delta Pi Sorority. It was established in 1975 by Mr. and Mrs. Will Mann Richardson of Tyler, Texas.

The Barbara Fay Brown Schoenewolf Memorial Fund: Established by classmates and friends as a tribute to the vision, talent and warmth of the late Barbara Fay Brown Schoenewolf '71. It is intended to award achievement in art at Southwestern.

The John Score Award in Philosophy: Given periodically to a senior majoring in philosophy whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. John Score, who taught in the department in 1947 and again from 1955 until his death in 1995, and who was instrumental in establishing the program in philosophy during his tenure as chair of the department.

The Norman W. Spellmann Award in Religion: Given periodically to a senior majoring in religion whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. Norman W. Spellmann on the occasion of his retirement after 38 years of teaching in the department.

The Vicente D. Villa Award in Biology: Awarded annually to the outstanding graduating biology student. The award is named for Professor *Emeritus* Vicente D. Villa in honor of his passion for biology and devotion to undergraduate education.

The Mary Lynn Webb Starnes Music Award: Given by Mrs. C.W. Webb of Elgin and the late Mr. Webb, in memory of their daughter, Mary Lynn, to an outstanding senior "for proficiency in music performance, excellence in academic affairs and great promise in the field of music."

The Wall Street Journal Student Achievement Award: This award is given annually to the outstanding senior student graduating in the Economics and Business Department. Selection is made by the departmental faculty and is based 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 Education Department faculty selects the recipient.

Lisa Kenney Award: This monetary award honors the memory and dedication of Lisa Kenney, a Southwestern student, who died while completing her program. The award is presented on an occasional basis to an outstanding postgraduate student who reflects Lisa’s enthusiasm and potential for excellence in the teaching profession.

King-Trowbridge-Parks Award for Social Justice in Education: This award, in honor of Coretta Scott King, Dr. Martin Luther King Jr., Augustus Trowbridge, and Rosa Parks and their dedication to social justice and civil rights, is presented to a pre-service teacher whose knowledge, passion and actions support the ongoing struggle for social justice and civil rights through and within preschool-12th grade education.

THE UNIVERSITY DIRECTORY BOARD OF TRUSTEES

Central Texas Conference

Tim Bruster, Fort Worth.....	2019
Henry C. Joyner, Colleyville.....	2018
Dan Stultz '72, Georgetown.....	2018

North Texas Conference

Pam Slaughter Bush '76, Dallas.....	2019
Robert W. Dupuy '69, Dallas.....	2017
Ronald D. Henderson, Plano.....	2018
Elizabeth Yaeger, Wichita Falls.....	2019

Northwest Texas Conference

Suzanne Blake, Lubbock.....	2019
John S. Curry '70, Pampa.....	2017

Rio Texas Conference

Roberto L. Gómez '69, San Antonio.....	2017
Laura A. Merrill '84, Harlingen.....	2019
Kenneth Snodgrass, Austin.....	2019

Texas Conference

L. James Bankston '70, Houston.....	2017
Christopher E. Cragg '83, Houston.....	2018
Stephen G. Tipps, Houston.....	2017

Episcopal Trustee

Michael McKee, Bishop, Plano.....	North Texas Conference	2018
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Elected at Large

Robert H. Graham, Houston.....	2018
Larry J. Haynes '72, Coppell.....	2017
Brian Thomas Jackson '95, San Francisco, CA.....	2018
Robert W. Karr '71, St. Louis, MO.....	2018
Sylvia J. Kerrigan '87, Houston.....	2018
R. Griffin Lord, Belton.....	2018
Amanda McMillian '95, Houston.....	2019
Mary E. Medley '74, Denver, CO.....	2019

Lynn Parr Mock '83, Dallas.....	2018
Ernesto Nieto '64, Kyle.....	2018
Steven A. Raben '63, Houston.....	2019
Pete A. Sessions '78, Dallas.....	2018
Thomas V. Shockley, Dallas.....	2018
H. Blake Stanford '81, Austin.....	2018
Donald W. Underwood '70, Plano.....	2018

Recent Graduates Elected by the Board

Dakota McDurham '16, Waco.....	2018
Carson Severson '15, Houston.....	2017

Elected by the Association of Southwestern University Alumni

Jean Janssen '84, Houston.....	2018
Charlie Olson '78, Waco.....	2020

Life Trustees

Jack Garey, Georgetown
 Red McCombs '49, San Antonio

CHIEF ADMINISTRATIVE OFFICERS

Edward B. Burger, BA, PhD.....	President; Professor of Mathematics
Christine Kettle Bowman, BA, MEd.....	Dean for Admission and Enrollment Services
Craig Erwin, BA, MBA.....	Vice President for Finance and Administration
Alisa Gaunder, BA, MA, PhD.....	Dean of the Faculty; Professor of Political Science
Meaghan M. McClellan, BSN.....	Director of Administrative Services for the President's Office and Board of Trustees
Pamela McQuesten, BA, MA, MBA, PhD.....	Vice President for Information Services and Chief Information Officer
Paul Secord, BA, MED, MST.....	Vice President for University Relations
Jaime Woody, BA, MS.....	Vice President for Student Life

THE UNIVERSITY FULL-TIME FACULTY and STAFF WITH FACULTY RANK

Based on documented information provided by faculty and hires made as of June 21, 2016.

The Brown College of Arts and Sciences

Sherry E. Adrian.....	1993
Associate Professor of Education; Director of Paideia®, holder of the Herbert and Kate Dishman Professorship in Special Education BA, University of North Texas; MEd, The University of Arizona; PhD, The University of Texas at Austin	
Steven Alexander.....	2003
Professor and Chair of the Physics Department; holder of the Robert Sherman Lazenby Chair in Physics BS, PhD, The University of Texas at Austin	
Amy Anderson.....	1990
Serials and Digital Resources Librarian with rank of Associate Professor BSEd, Texas Tech University; MLIS, The University of Texas at Austin	

Barbara Anthony.....	2008
Associate Professor of Computer Science	
BA, Rice University; PhD, Carnegie Mellon University	
Joseph D. Austin.....	2012
Head Football Coach with rank of Instructor of Exercise and Sport Studies	
BA, MA, Concordia University, St. Paul	
Robert Bednar.....	1999
Associate Professor of Communication Studies	
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; EdD, University of Mary Hardin-Baylor	
Erika Berroth.....	2004
Associate Professor of German	
Staatsexamen, Eberhard-Karls-Universität, Tübingen, Germany; PhD, University of California – Santa Barbara	
Erika Johnson Borden.....	2010
Visiting Assistant Professor of Biology	
BS, James Madison University; PhD, North Carolina State University	
Mark Bottorff.....	2002
Associate Professor of Physics; Director of the Fountainwood Observatory	
BA, University of Colorado at Boulder; MS, University of Colorado at Denver; PhD, University of Kentucky	
William R. Bowman.....	2005
Head Men’s Lacrosse Coach with rank of Instructor of Exercise and Sport Studies	
BA, Southwestern University; MA, Boston University	
Michael Bray.....	2002
Associate Professor of Philosophy	
BA, Sarah Lawrence College; PhD, Pennsylvania State University	
Stacie Brown.....	2014
Director of First-Year Laboratories with rank of Assistant Professor of Biology	
BS, University of Central Oklahoma; PhD, The University of Texas at Austin	
Kerry A. Bruns.....	1993
Professor of Chemistry	
BA, Western New Mexico State University; PhD, New Mexico State University	
Edward B. Burger.....	2013
President; Professor of Mathematics	
BA, Connecticut College; PhD, The University of Texas at Austin	

Romi L. Burks.....	2003
Professor and Chair of the Biology Department (spring 2017); Co-Chair of the Animal Behavior Program; Co-Chair of the Environmental Studies Program	
BA, BS, Loyola University Chicago; PhD, University of Notre Dame	
Melissa Byrnes.....	2008/2010
Associate Professor and Chair of the History Department	
BA, Amherst College; MA, MS, PhD, Georgetown University	
Reginald Byron.....	2009
Associate Professor of Sociology and Chair of the Sociology and Anthropology Department	
BA, State University of New York at Geneseo; MA, State University of New York at Buffalo; MA, PhD, The Ohio State University	
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 and Chair of the English Department; holder of the John H. Duncan Chair	
BA, Scripps College; MA, PhD, Rice University	
N. Elaine Craddock.....	1994
Professor of Religion	
BA, Smith College; MA, PhD, University of California – Berkeley	
David Cooper.....	2015
Visiting Assistant Professor of Chemistry	
BS, Rose-Hulman Institute of Technology; PhD, Rice University	
Brittany Crim.....	2014
Visiting Assistant Professor of Kinesiology	
BS, University of Texas Southwestern Medical Center; MS, University of Alabama; PhD, The University of Texas at Austin	
Erin Crockett.....	2011
Assistant Professor of Psychology	
BA, Southwestern University; MA, PhD, The University of Texas at Austin	
Maria Cuevas.....	1998/2003
Professor of Biology	
BS, Purdue University; MS, Northwestern University; PhD, Boston University	
Christopher Curry.....	2015
Coordinator of First-Year Physics Laboratories with rank of Instructor of Physics	
BS, Northern Kentucky University; MS, Georgia Institute of Technology	
Steven C. Davidson.....	1988
Professor of History	
BA, University of Virginia; MA, The University of Chicago; PhD, University of Wisconsin – Madison	

Carlos A. De Oro.....	2006
Associate Professor and Chair of the Spanish Program in the Modern Languages and Literatures Department	
BA, Universidad del Atlántico, Barranquilla, Colombia; MA, University of Arkansas;	
PhD, University of Miami	
Linda DiLullo.....	2005
Visiting Assistant Professor of Mathematics	
BS, Troy State University; MS, PhD, Auburn University	
Abigail Dings.....	2004/2007
Associate Professor of Spanish	
BA, Binghamton University; MA, University of Wisconsin – Madison; PhD, The University of Texas at Austin	
Jonathan L. Duncan.....	2011
Head Swimming and Diving Coach with rank of Instructor of Exercise and Sport Studies	
BA, Purdue University; MA, Indiana State University	
Dirk W. Early.....	1994
Professor of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics; Chair of the Economics and Business Department; Associate Dean of Social Sciences	
BS, Miami University; MA, PhD, University of Virginia	
Gabriela L. Flores.....	2016
Assistant Professor of Business	
BS, University of Michigan; MBA, Oakland University; PhD, The University of Texas at El Paso	
Carol Fonken.....	1994
Director of Research and Digital Scholarship with rank of Associate Professor	
AB, University of California – Berkeley; MLS, The University of Texas at Austin	
Maha Zewail Foote.....	2003
Professor of Chemistry	
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
Associate Professor of Mathematics	
BA, University of Louisville; MS, PhD, Vanderbilt University	
David J. Gaines.....	1984
Professor of English; Director, National Fellowships and Scholarships; Brown Distinguished Teaching Professor (2000-2003)	
BA, Stanford University; MA, PhD, The University of Texas at Austin	
Suzanne García-Mateus.....	2016
Visiting Assistant Professor of Education	
BA, The University of Texas at Austin; MA, University of Michigan; PhD, The University of Texas at Austin	

Alisa Gauder.....	2002
Dean of the Faculty; Professor of Political Science	
BA, Washington University in St. Louis; MA, PhD, University of California – Berkeley	
Michael Gesinski.....	2013
Assistant Professor of Chemistry	
BS, Rice University; PhD, University of California – Irvine	
Traci Giuliano.....	1994
Professor and Chair of the Psychology Department	
BA, The University of Texas at Austin; MA, PhD, University of California – Los Angeles	
Martín Gonzalez.....	2003
Associate Professor and Chair of the Biology Department (fall 2016)	
BS, MS, The University of Texas at El Paso; PhD, University of California – Berkeley	
Donald P. Gregory.....	1998
Head Men’s Soccer Coach with rank of Assistant Professor of Exercise and Sport Studies	
BA, Kenyon College; MEd, University of Houston	
Katherine Grooms.....	2013
Assistant Professor of Economics	
BS, Trinity University; MA, PhD, University of California – Santa Barbara	
Matthew C. Grosso.....	2012
Head Women’s Lacrosse Coach with rank of Instructor of Exercise and Sport Studies	
BA, George Mason University; MEd, Goucher College	
Fay Guarraci.....	2003
Professor of Psychology; Co-Chair of the Animal Behavior Program	
BA, McGill University; MA, PhD, The University of Vermont	
Halford W. Haskell.....	1984
Professor and Chair of the Classics Area	
BA, Haverford College; MA, PhD, The University of North Carolina at Chapel Hill	
Jethro Hernández Berrones.....	2014
Assistant Professor of History	
BS, MA, Universidad Nacional Autónoma de México; PhD, University of California – San Francisco	
Janson Hightower.....	2012
Head Men’s Basketball Coach with rank of Instructor of Exercise and Sport Studies	
BA, Hendrix College; MBA, University of Central Arkansas	
Laura Hobgood.....	1998
Professor of Religion; holder of the Elizabeth Root Paden Chair	
BA, James Madison University; MDiv, Vanderbilt University; PhD, St. Louis University	
Shannon Holland.....	2015
Visiting Assistant Professor of Communication Studies	
BA, MA, Wichita State University; PhD, University of Georgia	

Philip E. Hopkins.....	1998
Professor of Philosophy and Chair of the Philosophy Department; holder of the Lurlyn and Durwood Fleming Professorship in Religion and Philosophy	
BA, Stephen F. Austin State University; MA, St. John's College; PhD, The University of Texas at Austin	
Jessica Hower.....	2013
Assistant Professor of History	
BA, Union College; MA-in-Passing, PhD, Georgetown University	
Joseph Hower.....	2015
Visiting Assistant Professor of History	
BA, Saint Joseph's University; MA, University of Virginia; PhD, Georgetown University	
Theodore J. Jobe.....	2004/2007
Assistant Director of the Language Learning Center with rank of Associate Professor of Spanish	
BA, University of California – Davis; MA, PhD, The University of Texas at Austin	
Melissa A. Johnson.....	1998
Professor of Anthropology; Chair of the Race and Ethnicity Studies Program; Co-Chair of the Environmental Studies Program	
BA, Williams College; MA, PhD, University of Michigan	
Alison Kafer.....	2004
Professor and Chair of the Feminist Studies Program; 2016 William Carrington Finch Professor	
BA, Wake Forest University; MA, PhD, Claremont Graduate University	
Michael Kamen.....	2002
Professor of Education	
BA, State University of New York at Stony Brook; MS, Bank Street College of Education; PhD, The University of Texas at Austin	
James A. Kilfoyle.....	1992
Associate Professor of English	
BA, Wesleyan University; MA, PhD, Brown University	
Joshua B. Long.....	2011
Assistant Professor of Environmental Studies	
BS, Texas State University; MA, Northern Arizona University; PhD, The University of Kansas	
Maria R. Lowe.....	1993
Professor of Sociology	
BA, Trinity University; MA, PhD, The University of Texas at Austin	
Stephen T. Marble.....	2006
Associate Professor and Chair of the Education Department	
BJ, BA, The University of Texas at Austin; MA, University of Hawaii; PhD, The University of Texas at Austin	

Shannon Mariotti.....	2008
Associate Professor and Chair of the Political Science Department	
BA, American University; MA, The University of Texas at Austin;	
MA, PhD, Cornell University	
Alison Marr.....	2007
Associate Professor of Mathematics; Chair of the Mathematics and Computer Science Department	
BA, Murray State University; MS, Texas A&M University; PhD, Southern Illinois University	
Francis Mathieu.....	2007
Associate Professor of French	
Maîtrise, Université de Franche-Comté, France; BA, University of Limerick, Ireland;	
MA, Ohio University; PhD, University of California – Santa Barbara	
Scott P. McLean.....	2001
Professor and Chair of the Kinesiology Department	
BA, The College of Wooster; PhD, Arizona State University	
Kenneth Mello.....	2009
Associate Professor and Chair of the Religion Department	
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 University Chair	
BA, Pennsylvania State University; MA, University of Florida; PhD, Indiana University	
Alicia Moore.....	2001
Associate Professor of Education; holder of the Cargill Professorship in Education	
BA, Huston-Tillotson College; MEd, PhD, The University of Texas at Austin	
Lori Morris.....	2015
Head Women’s Basketball Coach with rank of Instructor of Exercise and Sport Studies	
BA, University of San Diego; MEd, Azusa Pacific 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
Associate Professor of Sociology	
BA, Simon’s Rock College of Bard; MA, San Francisco State University;	
PhD, Indiana University	
Thu-Hien (Hazel) Nguyen.....	2014
Assistant Professor of Business	
BA, Hochiminh City University of Technology; MS, MBA, Boston University;	
PhD, University of Arkansas	

Emily D. Niemeyer.....	1998
Professor of Chemistry and Chair of the Chemistry and Biochemistry Department, holder of the Herbert and Kate Dishman Chair in Science	
BS, Ohio Northern University; PhD, State University of New York at Buffalo	
Rebecca North.....	2016
Visiting Assistant Professor of Psychology	
AB, Princeton University; MPA, MA, PhD, The University of Texas at Austin	
Emily M. Northrop.....	1994
Professor of Economics	
AB, MA, The University of Alabama; PhD, The University of Texas at Austin	
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	
BA, Claremont McKenna College; MA, PhD, University of California – Berkeley	
Joan G. Parks.....	1986
Research and Instruction Librarian with rank of Associate Professor	
BS, The University of Tennessee – Knoxville; MEd, Middle Tennessee State University;	
MSLS, The University of Tennessee – Knoxville	
Carin Perilloux.....	2016
Assistant Professor of Psychology	
BA, Knox College; PhD, The University of Texas at Austin	
Elisabeth Piedmont-Marton.....	1999
Associate Professor of English	
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	
John Pipkin.....	2013
Visiting Assistant Professor of English and Writer-In-Residence	
BA, Washington and Lee University; MA, The University of North Carolina at Chapel Hill; PhD, Rice University	
Chelsea A. Platt.....	2016
Visiting Instructor of Sociology	
BA, Texas Christian University; MA, Texas Tech University	
William Porter	2014
Head Men’s and Women’s Tennis Coach with rank of Instructor of Exercise and Sport Studies	
BA, MA, University of Dubuque	

Aaron R. Prevots.....	2004
Associate Professor of French and Chair of the Chinese, French and German Programs in the Modern Languages and Literatures Department	
BA, MA, American University; AM, PhD, Brown University	
William C. Raleigh.....	1999
Assistant Director of Intercollegiate Athletics; Chair of Exercise and Sport Studies with rank of Assistant Professor	
BA, Muhlenberg College; JD, Seton Hall University	
Valerie Renegar	2012
Associate Professor of Communication Studies	
BA, University of Notre Dame; MA, Kansas State University; PhD, The University of Kansas	
Kendall C. Richards.....	1991
Professor of Mathematics; Associate Dean of the Faculty; Holder of the Lord Chair in Mathematics and Computer Science	
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
Associate Professor of Philosophy; Chair of the Latin American and Border Studies Program	
BA, St. John's College; MA, PhD, Pennsylvania State University	
Carl Robertson.....	2002
Associate Professor of Chinese	
BA, Brigham Young University; AM, Washington University in St. Louis; MA, PhD, University of Oregon	
Maria de los Angeles Rodríguez Cadena.....	2008
Associate Professor of Spanish	
BA, University of Vera Cruz, Mexico; MA, Ohio University; PhD, University of Michigan	
Andrew Ross.....	2006
Director of Business Internships with rank of Assistant Professor of Business	
BA, Austin College; MBA, Southern Methodist University	
Catherine Ross.....	2005
Professor of Spanish	
BA, Davidson College; MA, The University of Kansas; PhD, The University of Texas at Austin	
John Ross.....	2015
Visiting Assistant Professor of Mathematics	
BA, St. Mary's College of Maryland; MA, PhD, Johns Hopkins University	
Michael B. Saenger.....	2001
Associate Professor of English	
BA, University of California – Berkeley; MA, PhD, University of Toronto, Canada	

Jacob Schrum.....	2014
Assistant Professor of Computer Science	
BS, Southwestern University; MS, PhD, The University of Texas at Austin	
Glenn R. Schwab.....	2001
Associate Athletic Director and Director of Athletic Training Services with rank of Assistant Professor of Exercise and Sport Studies	
BS, Eastern Illinois University; MS, West Virginia University	
Eric A. Selbin.....	1992
Professor of Political Science; Holder of the Lucy King Brown Chair; University Scholar (2006-2014); Brown Distinguished Research Professor (1999-2003)	
BA, The University of Texas at Austin; MA, Louisiana State University; PhD, University of Minnesota	
Brenda Sendejo.....	2010
Associate Professor of Anthropology	
BA, MA, PhD, The University of Texas at Austin	
Laura Senio Blair.....	2002
Professor of Spanish	
BA, Whitman College; MA, University of Colorado at Boulder; PhD, The University of Kansas	
Therese N. Shelton.....	1987
Associate Professor of Mathematics	
BS, Texas A&M University; MS, PhD, Clemson University	
Debika Sihi	2013
Assistant Professor of Business	
BBA, MPA, PhD, The University of Texas at Austin	
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	
M. Anwar Sounny-Slitine.....	2011
GIS Laboratory Manager with rank of Instructor of Environmental Studies	
BA, BS, MA, The University of Texas at Austin	
Charles D. (Chad) Stolper.....	2016
Assistant Professor of Computer Science	
BS, Furman University; PhD, Georgia Institute of Technology	

Emily Sydnor	2015
Visiting Assistant Professor of Political Science	
BA, George Washington University; MA, PhD, University of Virginia	
Daniel R. (Max) Taub.....	2001
Professor of Biology	
BA, University of Massachusetts – Amherst; PhD, State University of New York at Stony Brook	
Davi Johnson Thornton.....	2006
Associate Professor and Chair of the Communication Studies Department	
BA, Samford University; MA, PhD, The University of Georgia	
Maria C. Todd.....	2001/2004
Professor of Biology	
BSc, University of Sussex, England; PhD, Cambridge University, England	
Patrick Van Horn.....	2013
Assistant Professor of Economics	
BA, Stephen F. Austin State University; MA, PhD, University of California – Irvine	
Carmen Velez	2015
Director of Organic Chemistry Laboratories with rank of Assistant Professor of Chemistry	
BS, University of Puerto Rico; MS, PhD, University of California – San Diego	
Willis Weigand.....	1994
Director of General Chemistry Laboratories with rank of Associate Professor of Chemistry	
BS, Southwestern Oklahoma State University; PhD, University of Arkansas	
Hong Yu.....	2000
Head Cataloging and Metadata Librarian with rank of Associate Professor	
BA, MA, Hangzhou University, China; Diploma of Education, National University of Singapore; MLIS, The University of Oklahoma	
Theresa Zelasko.....	2006
Research and Instruction Librarian with rank of Assistant Professor	
BA, Mississippi State University; MS, The University of Texas at Austin	
Cari Zubke	2012
Assistant Athletic Trainer with rank of Instructor of Exercise and Sport Studies	
BA, Wichita State University; MEd, Hardin-Simmons University	
 THE SAROFIM SCHOOL OF FINE ARTS	
David S. Asbury.....	1993/2008
Associate Professor and Chair of the Music Department	
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	
BM, MM, Florida State University; PhD, Duke University	
Sergio Costola.....	2003
Associate Professor and Chair of the Theatre Department	
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	
Paul J. Gaffney.....	2003
Professor of Theatre	
BS, Clarion University of Pennsylvania; MA, Indiana University; PhD, The University of Kansas	
Ron Geibel.....	2015
Visiting Assistant Professor of Art	
BFA, Edinboro University of Pennsylvania; MFA, University of Montana	
Patrick Hajovsky.....	2007
Associate Professor of Art History	
BA, University of North Texas; BA, Tulane University; MA, PhD, The University of Chicago	
Jason Hoogerhyde.....	2004
Associate Professor of Music	
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 Art History; 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	
Allison Miller.	2011
Assistant Professor of Art History	
AB, University of Chicago; PhD, Harvard University	

John Ore.....	1992
Professor of Theatre; Director of Technical Operations and Resident Lighting and Sound Designer BA, MFA, The University of Tennessee – Knoxville	
Desiderio Roybal.	2000
Associate Professor of Theatre; Resident Scenic Designer BA, MA, South Dakota State University; MFA, University of Missouri – Kansas City	
Kenneth M. Sheppard.	1974
Professor of Music BM, Hardin-Simmons University; MMed, PhD, Texas Tech University	
Kimberly Smith.	1999
Professor of Art History, Chair of the International Studies Program BA, Duke University; MA, PhD, Yale University	
Kiyoshi Tamagawa.	1992
Professor of Music; Associate Dean of the Sarofim School of Fine Arts 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	
Mary Hale Visser.....	1979
Professor of Art; holder of the Herman Brown Chair BAE, MFA, The Ohio State University	
RETIRED FACULTY	
Martha Mitten Allen.....	1960
Professor <i>Emeritus</i> of History, retired 1997 BA, MA, Southern Methodist University; PhD, The University of Texas at Austin	
John Edward Bigley.....	1976
Associate Professor <i>Emeritus</i> 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 <i>Emeritus</i> ; Assistant Professor of Economics and Business, retired 1997 BA, Rice University; MBA, Northwestern University	
Lynne Brody.....	1990
Dean of the A. Frank Smith, Jr. Library Center with rank of Professor, retired 2012 BA, Rutgers University; MLS, Simmons College	
Glenda Warren Carl.....	1988
Associate Professor <i>Emeritus</i> of French; Associate Professor of Latin in the Classics Area, retired 2014 BA, MA, The University of Kansas; PhD, University of Wisconsin – Madison	

Virginia A. Carwell.....	1968
Professor <i>Emeritus</i> of English, retired 1999	
BS, Eastern Illinois State College; MA, PhD, Northwestern University	
Suzanne Chamier.....	1989
Professor <i>Emeritus</i> of French; Brown Distinguished Teaching Professor (1998-2001), retired 2007	
BA, University of Missouri at Columbia; MA, The University of North Carolina at Chapel Hill; PhD, Washington University	
John B. Chapman.....	1966
Professor <i>Emeritus</i> of Mathematics; holder of the Jesse H. and Mary Gibbs Jones Professorship in Mathematics, retired 2012	
BS, Baylor University; MS, University of North Texas; PhD, The University of Texas at Austin	
B. Joe Colwell.....	1970
Professor <i>Emeritus</i> 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 <i>Emeritus</i> 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 <i>Emeritus</i> of History; Brown Distinguished Teaching Professor (1998-2001), retired 2004	
AB, University of California – Berkeley; MA, PhD, University of Washington	
John E. Delaney.....	1988
Associate Professor <i>Emeritus</i> of Business, retired 2015	
BS, Northern Illinois University; MA, University of Illinois at Urbana – Champaign; PhD, The University of Texas at Austin	
Richard T. Denman.....	1981
Professor <i>Emeritus</i> of Mathematics and Computer Science, retired 2014	
BA, MS, Texas Tech University; MA, PhD, The University of Texas at Austin	
Harold Damon Eidson Jr.....	1972
Director of Instructional Technology; Assistant Professor <i>Emeritus</i> of Mathematics and Computer Science, retired 2002	
BS, State College of Arkansas; MA, The University of Texas at Austin	
Florence C. Gould.....	1986
Professor <i>Emeritus</i> of Political Science, retired 2002	
BA, The University of Texas at Austin; MA, Duke University; PhD, University of Houston	
Frank S. Guziec, Jr.....	1996
Professor <i>Emeritus</i> of Chemistry; holder of the Herbert and Kate Dishman Chair in Science, retired 2013	
BS, Loyola University Chicago; PhD, Massachusetts Institute of Technology	

Dana Hendrix.....	1991
Associate Professor <i>Emeritus</i> of Library Resources, retired 2015	
BA, East Texas State University; MALS, Texas Woman's University	
T. Walter Herbert Jr.....	1975
Professor <i>Emeritus</i> 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 <i>Emeritus</i> of Chemistry, retired 2006	
BA, Central College; PhD, Tulane University	
Dan C. Hilliard.....	1974
Professor <i>Emeritus</i> of Sociology, retired 2008	
BA, Rice University; MA, PhD, The University of Texas at Austin	
Robert A. Horick	1983
Director of Networked Systems and Associate Professor <i>Emeritus</i> 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	
James W. Hunt.....	1988
Provost <i>Emeritus</i> ; Professor <i>Emeritus</i> of Education, retired 2015	
BSEd, Central Methodist College; MEd, EdD, Northwestern State University of Louisiana	
Sharon C. Johnson.	1977
Associate Professor <i>Emeritus</i> of Education; 2001 Minnie Stevens Piper Professor, retired 2011	
BA, The University of Oklahoma; MEd, EdD, Texas Tech University	
William B. Jones.....	1965
Professor <i>Emeritus</i> of History; Executive Vice President <i>Emeritus</i> ; University Historian; holder of the John H. Duncan Chair, retired 2000	
BA, Millsaps College; BD, Emory University; PhD, Vanderbilt University	
Edward L. Kain.....	1986
Professor <i>Emeritus</i> of Sociology; University Scholar; Brown Distinguished Teaching Professor (1998-2000), retired 2015	
BA, Alma College; PhD, The University of North Carolina at Chapel Hill	
Edwin M. Lansford Jr.....	1962
Professor <i>Emeritus</i> 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	
Thomas V. McClendon.....	1998
Professor <i>Emeritus</i> of History, retired 2016	
BA, Pomona College; JD, Boalt Hall School of Law, University of California – Berkeley; MA, PhD, Stanford University	

Robert A. Morgan.....	1980
Associate Professor <i>Emeritus</i> of Biology, retired 2003	
BA, MA, University of North Texas; PhD, Cornell University	
Jacqueline E. Muir-Broadus.....	1990
Professor <i>Emeritus</i> of Psychology and Education, retired 2015	
BA, MA, University of Guelph, Canada; PhD, Florida Atlantic University	
Gwen Kennedy Neville.....	1979
Professor <i>Emeritus</i> of Sociology and Anthropology; holder of the Elizabeth Root Paden Chair in Sociology, retired 1998	
BA, Mary Baldwin College; MA, PhD, University of Florida	
Mary Grace Neville.....	2003
Associate Professor <i>Emeritus</i> of Business; holder of the John Shearn Chair in Business, retired 2014	
BS, Northwestern University; MBA, Wharton School of Business – University of Pennsylvania; PhD, Case Western Reserve University	
William P. O’Brien.....	1986
Associate Professor <i>Emeritus</i> of Physics, retired 2014	
BS, University of North Texas; PhD, The University of North Carolina at Chapel Hill	
G. Benjamin Oliver.....	1977
Professor <i>Emeritus</i> 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	
Barbara Boucher Owens.....	1999
Associate Professor <i>Emeritus</i> of Computer Science, retired 2012	
BA, Ohio Wesleyan University; MA, The University of Texas at Austin; PhD, New York University	
Lois W. Parker.....	1966/1970
Associate Professor <i>Emeritus</i> 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 <i>Emeritus</i> of Business; holder of the John Shearn Chair in Business, retired 2010	
BBA, Texas A&M University; MS, University of Northern Colorado; PhD, Texas A&M University	
F. Ellsworth Peterson.....	1965
Professor <i>Emeritus</i> of Music; holder of the Margaret Root Brown Chair, retired 2002	
BM, Southwestern University; SMM, Union Theological Seminary; MA, PhD, Harvard University	
Walter M. Potter.....	1988
Professor <i>Emeritus</i> of Mathematics and Computer Science; holder of the Lord Chair in Computer Science, retired 2014	
BA, University of Washington; MA, PhD, University of Wisconsin – Madison	

Jesse E. Purdy.....	1978
Professor <i>Emeritus</i> of Psychology; Brown Distinguished Research Professor (1999-2003), retired 2015	
BS, MS, PhD, Colorado State University	
Gulnar H. Rawji.....	1985
Associate Professor <i>Emeritus</i> of Chemistry, retired 2015	
BS, Simmons College; PhD, Boston University	
Kenneth D. Roberts.....	1981
Professor <i>Emeritus</i> of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics, retired 2013	
BBA, The University of Texas at Austin; MBA, Wharton School of Finance – University of Pennsylvania; PhD, University of Wisconsin – Madison	
Robert C. Roeder.....	1983
Professor <i>Emeritus</i> of Physics; holder of the Robert Sherman Lazenby Chair in Physics, retired 2003	
BS, MS, McMaster University, Canada; PhD, University of Illinois at Urbana – Champaign	
Rick Roemer.....	2000
Professor <i>Emeritus</i> of Theatre, retired 2015	
BA, University of California – Santa Barbara; MA, PhD, University of California – Los Angeles	
Eileen Meyer Russell.....	2006
Associate Professor of Music, retired 2016	
BM, Indiana University; MM, University of Northern Iowa; DM, Indiana University	
Raymond Lee Schroeder.....	1968
Assistant Professor of Music, retired 2005	
BM, Cincinnati Conservatory; MM, Boston University	
Jake B. Schrum.....	2000
President <i>Emeritus</i> of the University – 2000-2013, retired 2013	
BA, Southwestern University; MDiv, Yale University Divinity School	
Fred E. Sellers.....	1987
Associate Professor <i>Emeritus</i> of Business, retired 2014	
BA, Yale University; MBA, PhD, The University of Kansas	
A.J. Senchack Jr.....	1998
Professor <i>Emeritus</i> of Business; holder of the Lucy King Brown Chair, retired 2014	
BS, MBA, Texas Tech University; PhD, University of California – Los Angeles	
Rebecca Ann Sheller.....	1994
Associate Professor <i>Emeritus</i> of Biology, retired 2015	
BS, Southwestern University; PhD, The University of Texas at Austin	
Roy B. Shilling Jr.....	1981
President <i>Emeritus</i> of the University – 1981-2000, retired 2000	
BA, McMurry College; BD, Southern Methodist University; MS, PhD, Indiana University	

William Nick Sikes.....	1974
Professor <i>Emeritus</i> 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 and Professor <i>Emeritus</i> 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 <i>Emeritus</i> of Chemistry; holder of the Lillian Nelson Pratt Chair in Science, retired 1996	
BA, Baker University; PhD, Kansas State University	
Linda Southwick.....	1995
Laboratory Manager in Biology with rank of Assistant Professor <i>Emeritus</i> of Biology, retired 2014	
BA, Austin College; MT, The University of Texas M.D. Anderson Hospital;	
MS, The University of Texas at Tyler	
Eldred C. Speck.....	1978
Professor of Business Administration; holder of the John Shearn Chair in Business Administration, retired 1983	
BS, University of Wisconsin; MS, PhD, Northwestern University	
Kathryn E. Stallard.....	1992
Associate Professor <i>Emeritus</i> of Special Collections and Archives, retired 2015	
AB, The University of Illinois at Chicago; MA, MLS, University of Wisconsin – Madison	
Suk-Soon Suh.....	1967
Professor of Political Science, retired 1991	
BA, Seoul National University; MA, PhD, University of Nebraska	
Patrick B. Veerkamp.....	1983
Professor <i>Emeritus</i> of Art, retired 2015	
BA, Adams State College; MA, University of Denver; MFA, Colorado State University	
Vicente Villa.....	1985
Professor <i>Emeritus</i> of Biology; holder of the John H. Duncan Chair, retired 2003	
BA, The University of Texas at Austin; PhD, Rice University	
Mary E. Young.....	1990
Professor <i>Emeritus</i> of Economics, retired 2011	
BA, Beloit College; MPA, PhD, The University of Texas at Austin	

ADMINISTRATIVE OFFICES

Based on hires made as of July 1, 2016.

PRESIDENT

Edward B. Burger, BA, PhD..... President;
.....Professor of Mathematics
Meaghan McClellan, BSN Director of Administrative Services for the President's Office and Board of Trustees
Latoya Jenkins, AA Executive Administrative Assistant for the Office of the President

ACADEMIC AFFAIRS

Office of the Dean of the Faculty

Alisa Gaunder, BA, MEd, PhD..... Dean of the Faculty;
..... Professor of Political Science
Kendall C. Richards, BS, MA, PhD..... Associate Dean of the Faculty
Dirk Early, BS, MS, PhD..... Associate Dean of the Social Sciences
Kiyoshi Tamagawa, BM, MM, DMA Associate Dean of the Sarofim School of Fine Arts
Julie A. Cowley, BBA, MS..... Associate Vice President for Academic Affairs
Sherry Adrian, BA, MEd, PhD Director of Paideia®
David Gaines, BA, MA, PhD..... Director, National Fellowships & Scholarships
Barbara Jean Executive Administrative Assistant for the Office of the Dean of the Faculty
Julie Sievers, BA, MA, PhDDirector of Teaching, Learning, and Scholarship
Susan Lamb Senior Administrative Assistant - Academic Administration
Christine Vasquez..... Senior Administrative Assistant - Academic Administration
Susie Bullock..... Administrative Assistant - Faculty
Jennifer Esparza..... Administrative Assistant - Faculty
Kelly Lessard, AAS Administrative Assistant - Faculty
Jing Chai, MB, MAMolecular Biology Lab Technician
Christy Schaller, BS..... Biology Lab Technician
Jingwen Ma, BS, MAChemistry Stockroom Manager/Lab Technician
Lee Fellows, BS..... Coordinator of Science Facilities and Equipment

Office of Institutional Research

(To be filled)..... Director of Institutional Research

Upward Bound Program

Leonie Dsouza, BS, MEd Director of Upward Bound
Veronica Luna, BS..... Academic Adviser
Rosa Linda Ruiz Administrative Assistant - Upward Bound

The Sarofim School of Fine Arts

Laura Sewell, BA, MFA Manager of the Sarofim School of Fine Arts Administration
(To be filled)..... Administrative Assistant - Fine Arts
Daniel Gardner, BA, BFA, MFA..... Technical Assistant - Studio Art
Justin Smith, BA, MFA Technical Director
(To be filled)..... Technical Assistant/Exhibition Coordinator

Center for Academic Success and Records

(To be Filled)..... Director of Records
(To be Filled) Director of Academic Advising
Nadia Mahannah, BA Associate Director of Records
Kaylyn Evans, BA Assistant Director of Records and Degree Completion
David Seiler, BA, MEd..... Associate Director of Academic Success
Jennifer Smull, BMus, MA, MEd Assistant Director of Academic Success

Louisa Landry Academic and Transition Advisor
Guillermo Alvarado, BA Academic Success and Records 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

Tisha Temple, BA, MA Director of Intercultural Learning
Cortney Graves, BA Intercultural Learning Coordinator

Education Department Services

Sherry Adrian, BA, MEd, PhD Director of Laboratory Experiences and Certification Officer
Sue Smith Testing and Certification Coordinator

Deborah S. Ellis Writing Center

Jennifer Marciniak, BA, MA Director

Office of Community-Engaged Learning

Sarah Brackmann, BA, MA, PhD Director of Community-Engaged Learning
Aimee Slagle, BA Coordinator of Community-Engaged Learning
Jeanette Montalvo, BS Coordinator of Operation Achievement

STUDENT LIFE

Jaime Woody, BA, MS Vice President for Student Life
Stefanie Alvarez, BS Executive Administrative Assistant for Student Life
(To be filled) Dean of Students

Career Services

Daniel Orozco, BS, MS Director of Career Services
Alexandra Anderson, BA, MA, MEd Associate Director of Career Services
Maria Kruger, BA, MEd Internship Coordinator
Dana Luna, BS Administrative Assistant-Career Services

Counseling and Health Center

Jason Bonick, BS, MA, LPC-S Director of Counseling and Health Center
Kylin Lee, BA, MS, PhD Psychologist
Rachel McNally, BA, MS, PhD Psychologist
Marie Worsham, BS, PhD Psychologist
Jennifer Spiller, BA, MSN, RN, FNP-C Family Nurse Practitioner and Health Services Manager
Kelli Becerra, BS, MEd, CHES Health Educator
Stacy Leeber, BSN Registered Nurse
Connie Hicks, AS Administrative and Medical Assistant – Counseling & Health Center

Diversity Education

Terri R. Johnson, BS, MLS Assistant Dean for Student Multicultural Affairs

Intramural and Recreational Activities

Derek A. Timourian, BS, MA Director of Intramural and Recreational Activities
and Associate Dean for Student Life
Anna Castillo, BA, MA Associate Director of Intramural and Recreational Activities

Residence Life

(To be filled) Director of Residence Life

(To be filled)..... Assistant Director of Residence Life Outreach
 Kevela Kirby, BS, MS Assistant Director of Residence Life
 Magen Smith, BM Assistant Director of Residence Life

Spiritual and Religious Life and Chaplain

Megan Davidson, BA, MDiv Director of Spiritual and Religious Life and Chaplain

Student Activities

Derek Timourian, BS, MA Director of Student Activities
 and Associate Dean for Student Life
 Jason Chapman, BA, MA Assistant Director of Student Activities
 Ronald Palmer, BBA, MEd Assistant Director of Student Activities

University Police

Brad Dunn..... Chief of Police
 Jim Seals Assistant Chief of Police
 Pat Murray, BA, MS Sergeant
 Randy Dillard Police Officer
 Donald Klepac Police Officer
 Joseph Ribar, AAS..... Police Officer
 Glenn Holzer..... Pirate Bike and Public Service Assistant
 Anne Hines, BS University Police Communications Coordinator

Intercollegiate Athletics

(Reports to the President, but will remain integrated with the Student Life area)

Glada C. Munt, BS, MS, PhD Associate Vice President for Intercollegiate Athletics
 Glenn Schwab, BS, MS Associate Athletic Director and Director of Athletic Training Services
 R.J. Thomas, BBA Head Baseball Coach
 Kris Ingram, BA Assistant Baseball Coach;
 Outdoor Facilities Coordinator
 William C. Raleigh, BA, JD Assistant Director of Intercollegiate Athletics;
 Chair of Exercise and Sport Studies
 Janson Hightower, BA, MA Head Men’s Basketball Coach
 Zachary Graham, BA Assistant Men’s Basketball Coach
 Lori Morris, BA, MEd Head Women’s Basketball Coach
 Georgina German, BA Assistant Women’s Basketball Coach
 Francie Larrieu Smith, BA, MA Head Men’s and Women’s Cross Country Coach;
 Head Men’s & Women’s Track & Field Coach;
 NCAA Senior Woman Administrator
 Andrew Diehl, BA, MEd Assistant Men’s and Women’s Cross Country Coach;
 Assistant Men’s and Women’s Track and Field Coach
 Greg Sigler, BA Head Men’s and Women’s Golf Coach
 Don Gregory, BA, MEd Head Men’s Soccer Coach
 Kevin Donovan, BA Assistant Men’s Soccer Coach
 Linda Hamilton, BA Head Women’s Soccer Coach
 Felix Oskam, BS, MS Assistant Women’s Soccer Coach
 Jon Duncan, BA, MA Head Men’s and Women’s Swimming and Diving Coach
 Kelly Heyde, BA, MEd Assistant Men’s and Women’s Swimming and Diving Coach;
 David Houck, BS Part-time Assistant Men’s & Women’s Diving Coach
 Billy Porter, BA, MA Head Men’s and Women’s Tennis Coach
 Don Flora, BS, MA Head Volleyball Coach
 Sarah Palmer, BA Assistant Volleyball Coach
 Angela Froboese, BS, MEd Head Softball Coach
 Allison Cukrov, BA Assistant Softball Coach

Bill Bowman, BA, MA Head Men’s Lacrosse Coach
Daniel Moriarty, BS Assistant Men’s Lacrosse Coach
Matthew Grosso, BA, MEd Head Women’s Lacrosse Coach
Marissa Brown, BA Assistant Women’s Lacrosse Coach
Joe Austin, BA, MA Head Football Coach
Tom Ross, BA, MA Associate Head Football Coach, Co-Offensive Coordinator
Kenneth Eboh, BS Assistant Football Coach;
Recruiting Coordinator, Defensive Line;
Assistant Men’s & Women’s Track & Field Coach
Bill Kriesel, BS, MBA Assistant Football Coach;
Defensive Coordinator and Academic Success;
Assistant Strength & Conditioning Coach
Doug Ross, BS Head Strength and Conditioning Coach
Garrett Winsett, BA, MA Assistant Football Coach
Chad Ellis, BA Assistant Football Coach
Nicholas Mask Part-time Assistant Football Coach
(To be filled) Head Athletic Trainer
Miguel Benavides, BA, MEd, EdD Associate Athletic Trainer
(To be filled) Assistant Athletic Trainer
(To be filled) Assistant Athletic Trainer
Cari Zubke, BA, MEd Assistant Athletic Trainer
Megan Hardin, BA, MA Sports Information Director
Tony Baldwin, BA, MS Assistant Sports Information Director
Reyes Diaz Equipment Manager (CJR)
Michael Torres Equipment Manager (Field House)
Denise Barnes Athletics Business Operations Coordinator
Susan Leavell Administrative Assistant - Athletics

ENROLLMENT SERVICES

Christine D. Bowman, BA, MEd Dean of Enrollment Services
Melynda Stiles Executive Administrative Assistant for Enrollment Services

Admission

Bob Baldwin, BA, MBA Director of Admission
Scott Sandoval, BA Director of Transfer Recruitment
Jamar Keaton, BA, MFA Assistant Director of Admission
Dana Marchant, BS Assistant Director of Admission
Robert Awkward, BA Admission Counselor
Patrick Firme, BA Admission Counselor
Michael Massad, BA Admission Counselor
Alma Raymer, BA Admission Counselor
Lizette Villarreal, BA Admission Counselor
(To be filled) Enrollment Services Information Assistant
Mary Blank, BS Enrollment Services Information Assistant
Michelle Hohman Administrative Assistant - Enrollment Services
Dottie Turner Administrative Assistant - Enrollment Services

Financial Aid

James Gaeta, BBA Director of Financial Aid
Tish Owen Associate Director of Financial Aid
Amanda Figueroa, BA Assistant Director of Financial Aid
Arun Jacob, BA Financial Aid Counselor
Tracy Tackett Enrollment Services Information Assistant

UNIVERSITY RELATIONS

Paul Secord, BA, MEd, MST..... Vice President for University Relations
Susan Stubbs..... Executive Administrative Assistant for University Relations

Alumni and Parent Relations

Megan Frisque, BS, MS..... Associate Vice President for Alumni & Parent Relations
Grace Pyka, BA..... Senior Associate Director of Alumni & Parent Relations
Amy Bartley-Vigil, BA..... Associate Director of Alumni & Parent Relations
(To be filled)..... Director of Stewardship

Development

Kent Huntsman, BS, CPA..... Associate Vice President for Development
Becky Rodriguez..... Senior Administrative Assistant for Development
Dyana Shearer..... Senior Administrative Assistant for Development
Melissa Miller, BA, MA..... Director of Annual Giving
Taylor Kidd, BA..... Associate Director of Annual Giving
(To be filled)..... Associate Director of Annual Giving
April Hampton Perez, BA, MSW..... Senior Director of Development, Planned Giving
Amanda Parr, BA..... Director of Development, Major Gifts
(To be filled)..... Director of Development, Major Gifts
Larkin Tom, BA, MS..... Senior Director of Foundation Relations
Dominique Bertrand, BA, MA..... Associate Director of Grants, Foundation Relations
Cheryl Shea..... Administrative Assistant, Annual Giving

Advancement Services and Operations

(To be filled)..... Senior Director of Advancement Services and Operations
Paulette Bilby, BA..... Director of Prospect Research
Karen Frugé..... Constituency Research and Data Coordinator
Cullie Hamilton..... Gift Accounts Coordinator

Events

Deborah K. Pauley, BS, MA..... Director of University Events
Xan Koonce, BA..... Associate Director of University Events

MARKETING

Timothy Cobb, BS, MS..... Vice President for Integrated Communications, (Chief Marketing Officer)
Kristen Paxson, BS, MBA..... Executive Administrative Assistant
Eric Bumgardner, BA..... Director of Communications
Dinah Goodson, BA, MA..... Content Marketing Strategist
Ed Hillis, BA..... Webmaster
Kendra Lewellyn, BS..... Senior Graphic Designer
Ashley Roberts, BA..... Public Affairs Specialist

INFORMATION SERVICES

Brenda Cornett, AAS..... Executive Administrative Assistant for Information Services

Information Technology

Todd K. Watson, BA..... Senior Director of Information Technology
Nathan Mendez, BBA..... Systems and Network Administrator
Traci Willis..... Systems and Network Administrator
Jennifer O’Daniel, BS..... Director of Administrative Computing
Trish Aitken..... Programmer/Analyst
George Godward, BS..... Programmer/Analyst
(To be filled)..... Systems Developer

Daryl Tschoepe..... Technology Support Manager
 Paul Ford, BA..... Technology Support Specialist
 David Williamson, BS, MBA..... Technology Support Specialist
 Laura Gatlin, AAS..... Administrative Computing Support Specialist
 Paul Sicard, BS..... Audiovisual Services Coordinator
 Dave Wilmot, AS..... Pirate Card and Telecommunications Coordinator

Library Resources

Amy Anderson, BSEd, MLIS..... Director of Library Resources
 Mary Peck, BS..... Interlibrary Loan Coordinator
 Hong Yu, BA, MA, MLIS..... Head Cataloging and Metadata Librarian
 Mary Fox Fields..... Library Resources Acquisition Assistant
 Kerrie Zeitler, BA..... Library Resources Acquisition Assistant

Operations

Jean Whewell, BA..... Information Services Operations Manager
 Jefferson Ellinger, BA..... Information Services Assistant - InfoDesk
 Joseph Heid, BA..... Information Services Assistant - InfoDesk
 Debi Flummer, BA..... Information Services Assistant - Evening
 Annette Witherspoon..... Switchboard Operator
 Evelyn Rossi..... Switchboard Operator

Research and Digital Scholarship

Carol Fonken, AB, MLS..... Director of Research and Digital Scholarship
 Joan G. Parks, BS, MEd, MSLS..... Head Research and Instruction Librarian
 Theresa Zelasko, BA, MSIS..... Outreach and Information Literacy Librarian
 Melanie Hoag, BS, MS, PhD..... Instructional Technologist
 Andrew Rechnitz, BA, MA, PhD..... Postdoctoral Fellow in Digital Scholarship

Special Collections and Archives

Jason Dean, BBS, MSLIS..... Director of Special Collections and Archives
 Doreen Prevots, BS..... Special Collections and Archives Assistant

FINANCE AND ADMINISTRATION

Craig Erwin, BA, MBA..... Vice President for Finance and Administration
 Norma Aguirre Gaines, BA..... Executive Administrative Assistant for Finance and Administration
 (To be filled)..... Associate Vice President for Facilities Management
 Michael DeLance, BS, MS..... Director of Campus Safety and Risk Management

Business Office / Post Office

Brenda Thompson, BBA, CPA..... Controller
 Jennifer Martinka, BBA, MS, CPA..... Assistant Controller
 Loretta Waclawczyk, BBA, CPA..... Senior Accountant
 Melissa Williamson..... Accountant
 Pam Leatherwood..... Accounting and Budget Specialist
 Judy Offield..... Head Cashier
 Susan Moore..... Cashier I
 Paula Sutton..... Purchasing Assistant
 Lori McBee..... Accounts Payable Clerk
 Theresa Knesek, CPP..... Payroll Coordinator
 Debbie Sanderfer..... Supervisor, Mail Service
 David Smith..... Mail Clerk
 Shari Croegaert..... Part-time Data Entry Clerk

Human Resources

Elma F. Benavides, BBA, MA, SPHR..... Associate Vice President for Human Resources
Tafi LaDuque, BS..... Senior Administrative Assistant - Human Resources
Chris Murray..... Senior Human Resources Information Specialist
Christie Sponsel, PHR, SHRM-CP..... Benefits Administrator and Senior Human Resources Generalist

Physical Plant

Viola Hunt Senior Administrative Assistant - Physical Plant
Helyne Knauth..... Administrative Assistant - Physical Plant

Shorty Schwartz, BA Manager of Facility and Maintenance Operations
Thomas Williams..... Supervisor of Mechanical Services
(To be filled)..... HVAC Mechanic
Ken Nofsinger..... HVAC Mechanic
Bill Dobbs..... Alarm Control Electrician
Andrew Sullivan Maintenance Assistant
Randall Shiller Senior Preventative Maintenance Mechanic
(To be filled)..... Preventative Maintenance Mechanic
Joshua Barrington Lighting Technician
Hershell Biffle Supervisor of Central Plant
James Garcia..... Central Plant Mechanic
Robert Hernandez... Central Plant Operator
William Lane Central Plant Operator
Johnny Stanford..... Central Plant Operator
Edward Trevino Central Plant Operator
Todd Huddleson, BS..... Energy Management System Technician;
Central Plant Operator

Kenneth Cervenka Supervisor of Architectural Services
Brandon Quintanilla..... Lead Locksmith
Phill Lindinger..... Locksmith / Carpenter
Roy Grona..... Building Maintenance Technician
(To be filled)..... Roofer/Carpenter
Moses Ramirez Painter
Donald Repa Plumber

Manuel Cordero..... Manager of Custodial and Grounds Services
Juan Garza Event Set-up / Grounds
Randy Damron..... Supervisor of Grounds
Ben Nava Lead Groundskeeper
David Dellsperger..... Grounds/Irrigation
Stephen Downey..... Auto / Small Engine Mechanic
Jose Arreola Grounds
Roger Castillo Grounds
John Crisostomo Grounds
Justin Crook, AA Grounds
Eli Davila..... Grounds
Mike Lyda..... Grounds
Jonas Medrano Grounds
Panfilo Perez..... Grounds
John Poulos..... Grounds
Michael Sedwick Grounds
Ruben Torres Supervisor of Custodial Services
Anita Drake..... Lead Custodian
Patty Casady Housekeeper - President’s Home

Javier Ahumada	Custodian
Idolina Cabral	Custodian
Maria Carbajal.....	Custodian
Herminia Carreno	Custodian
Carmelo Ceballos.....	Custodian III
Josefina Chavez	Custodian
John Dixon.....	Custodian
Irene Gallegos.....	Custodian
Rosie Garcia	Custodian
Thelma Garza	Custodian
Colleen Gibbs	Custodian
Gregorio Hernandez.....	Custodian
Nora Juarez	Custodian
Tina Long	Custodian
J.R. Marquez.....	Custodian IV
Inocente Martinez	Custodian
Mary Martinez	Custodian
Shirley Maya.....	Custodian
Yolanda Mendez.....	Custodian
Maria Munoz de Garcia	Custodian
Maricruz Orona.....	Custodian
Elvira Palacios.....	Custodian
Gloria Perez de Aguirre	Custodian
Marco Rodriquez	Custodian
Roy Salazar	Custodian
Angie San Miguel.....	Custodian
Leticia Terrazos	Custodian
Genoveva Venegas	Custodian
Peter Waldrop	Custodian
Dominga Zavala.....	Custodian

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