

Southwestern University

Catalog 2007–2008

Texas' First University

Chartered by the Republic of Texas

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ACCREDITED BY:

Southwestern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501) to award the Bachelor's Degree.

And by:

The Commission on Accreditation of Allied Health Education Programs

The National Association of Schools of Music

The University Senate of the United Methodist Church

The Texas Education Agency

MEMBER OF:

The Associated Colleges of the South

The Association of Texas Colleges and Universities

The Association of American Colleges

The American Council on Education

The Annapolis Group

The Independent Colleges and Universities of Texas

The National Association of Independent Colleges and Universities

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

APPROVED BY:

The American Association of University Women

POLICY STATEMENTS:

See page 6.

NOTE:

The contents of this catalog do not create, nor should they be construed as creating, an express or implied contract between or among the University, its students, applicants or any faculty member. Southwestern University reserves the right to make changes in its announced policies and programs at its discretion.

This catalog is subject to change, amendment and modification by the University without notice and such changes, amendments and modifications will be deemed binding upon students upon adoption. By enrolling at Southwestern University, students agree to abide by the current policies, procedures, rules, regulations, directives and guidelines, as adopted, approved or amended from time to time by the Board of Trustees or the President.

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

CONTENTS

3 Academic Calendar

5 Southwestern University: A Statement of Who We Are

6 Aims, Core Purpose and Core Values of the University

6 Policy Statements

7 The Academic Program

7 Academic Structure of the University

9 Southwestern University Curriculum

9 Objectives

10 Structure of the Curriculum

10 Area One

11 Area Two

12 Area Three

13 Majors and Minors Available at Southwestern

14 Paired Majors

15 The Independent Major (Area of Concentration)

16 University Degrees

16 Bachelor of Arts

17 Bachelor of Science

18 Bachelor of Music

18 Bachelor of Fine Arts

19 Degree Requirements

21 Academic Policies and Procedures

21 Registration
 21 Change of Class Schedule
 21 Academic Advising
 22 Declaring a Major
 22 Degree Plans
 22 Multiple Majors and Paired Majors
 22 Second Baccalaureate Degree
 23 The Organization of Courses
 23 Special Course Options
 25 Class Attendance/Absence
 25 Official Transcripts
 25 Grading System
 27 Permanent Record
 28 Official Communication
 28 Student Status
 30 Academic Honors
 30 Probationary Status and Eligibility
 32 Credit by Transfer
 33 Credit by Examination—Placement
 33 Credit by Examination—Advanced Standing
 36 Course Descriptions
 36 American Studies
 37 Animal Behavior
 37 Art and Art History
 48 Biology
 53 Chemistry and Biochemistry
 57 Classics
 62 Communication Studies
 66 Economics and Business
 72 Education

 84 English
 88 Environmental Studies
 89 Feminist Studies
 92 History
 99 International Studies
 101 Kinesiology
 106 Latin American Studies
 107 Mathematics and Computer Science
 112 Modern Languages and Literatures (Chinese, French and German Programs)
 118 Modern Languages and Literatures (Spanish Program)
 122 Music
 131 Physical Science (Pre-Engineering Program)
 132 Physics
 134 Political Science
 139 Psychology
 144 Religion and Philosophy
 151 Sociology and Anthropology
 156 Theatre
 166 Interdisciplinary Programs
 166 Interdisciplinary Courses
 167 Intradivisional Courses
 168 Special Academic Programs
 168 Southwestern University Departmental Honors Program
 169 Paideia® Program
 170 Study Abroad Programs
 171 New York Arts Program
 171 Washington Semester Program
 172 Summer School
 173 Admission and Financial Information
 173 Admission Procedures
 175 Financial Assistance
 178 Expenses
 183 Student Life
 183 Philosophy of Student Affairs
 183 Student Government and Organizations
 183 Athletic and Recreational Opportunities
 184 General Regulations
 185 Religious Life
 185 Counseling Services
 186 Health Services
 186 Diversity Education
 186 Career Services
 187 University Police Department
 188 Cultural Activities and Special Campus Programs
 189 History and Governance
 193 Endowed Chairs, Professorships, Prizes and Awards
 197 The University Directory
 221 Appendix I
 225 Index

ACADEMIC CALENDAR

2007–2008

FALL 2007

August 17 Friday New students arrive on campus (evening)
27 Monday Classes begin
September 3 Monday Labor Day (SU holiday, no classes)
4 Tuesday Last day to register late
10 Monday Last day to add courses
October 1 Monday Last day to drop courses without record entry or
change to or from Pass/D/F, audit, or non-credit
3 Wednesday Application for diploma due: Fall candidates
12 Friday Fall break begins at 10 p.m.
17 Wednesday Fall break ends and classes resume at 8 a.m.
November 5 Monday Last day to drop courses
20 Tuesday Thanksgiving holiday begins at 10 p.m.
26 Monday Classes resume at 8 a.m.
December 7 Friday Last day of classes
10 Monday Final examinations begin
14 Friday Final examinations end
January 28 Monday Last day for removing "Incomplete" grades

SPRING 2008

January 11 Friday New student registration
14 Monday Classes Begin
21 Monday Martin Luther King Jr. Day (SU holiday, no classes)
22 Tuesday Last day to register late
28 Monday Last day to add courses
February 8 Friday Application for diploma due: Spring and Summer candidates
18 Monday Last day to drop courses without record entry or
change to or from Pass/D/F, audit, or non-credit
March 14 Friday Spring break begins at 10 p.m.
23 Sunday Easter
24 Monday Classes resume at 8 a.m.
31 Monday Last day to drop courses
May 2 Friday Last day of classes
5 Monday Final examinations begin
5 Monday Seniors' grades due in Registrar's Office by 5 p.m.
9 Friday Final examinations end
10 Saturday Commencement
September 8 Monday Last day for removing "Incomplete" grades

SUMMER 2008

Summer I Term May 14–June 5 (May 26 holiday)
Summer II Term June 9–June 30
Non-Residential Term May 14–August 22 (Please check the calendars of
individual programs, including the Southwestern
Summer Study Abroad Program.)

4 5

ACADEMIC CALENDAR (TENTATIVE) 2008–2009

FALL 2008

August 15 Friday New students arrive on campus (evening)
25 Monday Classes begin
September 1 Monday Labor Day (SU holiday, no classes)
2 Tuesday Last day to register late
8 Monday Last day to add courses
30 Monday Last day to drop courses without record entry or
change to or from Pass/D/F, audit, or non-credit
October 1 Wednesday Application for diploma due: Fall candidates
10 Friday Fall break begins at 10 p.m.
15 Wednesday Fall break ends and classes resume at 8 a.m.
November 3 Monday Last day to drop courses
25 Tuesday Thanksgiving holiday begins at 10 p.m.
December 1 Monday Classes resume at 8 a.m.
5 Friday Last day of classes
8 Monday Final examinations begin
12 Friday Final examinations end
January 26 Monday Last day for removing "Incomplete" grades

SPRING 2009

January 9 Friday New student registration
12 Monday Classes begin
19 Monday Martin Luther King Jr. Day (SU holiday, no classes)
20 Tuesday Last day to register late
26 Monday Last day to add courses

February 6 Friday Application for diploma due: Spring and Summer candidates
16 Monday Last day to drop courses without record entry or
change to or from Pass/D/F, audit, or non-credit
March 13 Friday Spring Break begins at 10 p.m.
23 Monday Classes resume at 8 a.m.
30 Monday Last day to drop courses
April 9 Thursday Easter holiday begins 10 p.m.
12 Sunday Easter
13 Monday Classes resume at 8 a.m.
May 1 Friday Last day of classes
4 Monday Final examinations begin
4 Monday Seniors' grades due in Registrar's Office by 5 p.m.
8 Friday Final examinations end
9 Saturday Commencement
September 8 Tuesday Last day for removing "Incomplete" grades
SUMMER 2009
Summer I Term May 13–June 4 (May 25 holiday)
Summer II Term June 8–June 29
Non-Residential Term May 13–August 21 (Please check the calendars of
individual programs, including the Southwestern
Summer Study Abroad Program.)

SOUTHWESTERN UNIVERSITY: A STATEMENT OF WHO WE ARE

Southwestern possesses a historic and continuing mission that has guided 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 John Wesley's appeal: "Let learning 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.

AIMS, CORE PURPOSE AND CORE VALUES OF THE UNIVERSITY***Officially adopted by the faculty and Board of Trustees in 1972 and amended in 2001:***

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions and the professions of society. As defined by the members of the Southwestern University community, including faculty, staff, students, alumni and trustees, the core purpose of Southwestern University is that of fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity. To this end, the Southwestern University community has agreed upon a set of core values that serve as the guiding principles for the institution:

Promoting lifelong learning and a passion for intellectual and personal growth.

Fostering diverse perspectives.

Being true to oneself and others.

Respecting the worth and dignity of persons.

Encouraging activism in the pursuit of justice and the common good.

As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.

POLICY STATEMENTS

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

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

Southwestern University, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1992, recognizes that qualified students who have made Southwestern University aware of diagnosed disabilities, including specific learning disabilities, are entitled to an equal opportunity to benefit from the educational program of the University and that reasonable academic accommodations may be necessary to provide that opportunity to students with disabilities.

THE ACADEMIC PROGRAM**ACADEMIC STRUCTURE OF THE UNIVERSITY**

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

The Brown College of Arts and Sciences

The Brown College of Arts and Sciences was named in 1975 to honor the George R. and Herman Brown families of Houston for their generosity. The Brown family has maintained a strong commitment to educational opportunity and a continuing interest in the institutions that have shaped their own lives, including Southwestern University. The Brown Challenge was a gift providing resources of truly transformative scale to Southwestern's general endowment. Over the years, gifts from The Brown Foundation and 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 made up of the Division of Humanities, the Division of Natural Sciences, and the Division of Social Sciences. Fields of study available in the Brown College include 15 academic departments and one area. The Brown College is also the primary home of 7 interdisciplinary programs.

Many Brown College faculty have their offices in Mood-Bridwell Hall, an historic building dating from 1906. Once a men's dormitory, the building has a unique design with offices surrounding its central atrium of Austin stone. The F.W. Olin Building was constructed in 1996 and houses other faculty offices, as well as state-of-the art classrooms and research laboratories for psychology. The Fondren-Jones Science Hall consists of nearly 60,000 square feet. Originally constructed in 1954, the building was enlarged in 1999 and features two multimedia classrooms, research laboratories for biology, chemistry, physics, and biology, a nuclear magnetic resonance spectrophotometer laboratory, and faculty offices. Faculty offices and laboratories for the kinesiology program are housed in the Corbin J. Robertson Center. The historic Roy and Lillie Cullen Building provides additional classroom space for the programs of the Brown College of Arts and Sciences.

Division of Humanities

Classics Area

Communication Studies
English
History
Modern Languages and Literatures
Religion and Philosophy
Division of Social Sciences
Economics and Business
Education
Kinesiology (see Kinesiology Department)
Political Science
Psychology
Sociology and Anthropology

8 9

Division of Natural Sciences

Biology
Chemistry and Biochemistry
Kinesiology (see Kinesiology Department)
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 theatre, the Bachelor of Music degree, and the Bachelor of Arts in art, art history, music and theatre.

The Alma Thomas Fine Arts Center contains the 720-seat Alma Thomas Theater, the 322-seat Jesse H. and Mary Gibbs Jones Theater, the Caldwell-Carvey Foyer performance space, a choral rehearsal room, a band and orchestra rehearsal hall, two art laboratories with individual carrels for art majors, an art gallery, individual practice rooms with pianos, classrooms, offices and teaching studios.

The Studio Arts Building, a separate facility for ceramics and sculpture, is located on the north side of campus. The grand Aeolian-Skinner pipe organ in the Lois Perkins Chapel is a gift of Mrs. J.J. Perkins. It is used for Chapel services and for recitals, as well as student lessons.

The Sarofim School of Fine Arts

Art and Art History
Music
Theatre

Interdisciplinary Programs

In addition, the University supports a series of team-taught, interdisciplinary courses including fields represented both by The Brown College of Arts and Sciences and The Sarofim School of Fine Arts.

Interdisciplinary Programs

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

SOUTHWESTERN UNIVERSITY CURRICULUM

Rationale

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

arts.

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

Objectives

The Southwestern University curriculum is designed:

I. To develop in students a set of basic academic skills which are the marks of an educated person and are fundamental to the successful completion of any program of study, namely:

- A. Fluency in written and spoken English.
- B. Competence in analytical and critical thinking.
- C. The ability to perform mathematical operations, carry out quantitative analysis and/or practice mathematical reasoning.
- D. The ability to access and evaluate bibliographic and other systems of stored data and information, including electronic resources.
- E. Proficiency in a classical or modern language other than English at the fourth-semester level.

II. To allow students to encounter the various perspectives on knowledge and modes of reasoning, thinking and acquiring knowledge that are fundamental for understanding personal existence, human community, and the natural environment and that are necessary for continued self-education in the modern world, namely:

- A. An understanding of other cultural traditions in order to expand students' cultural experience and provide fresh perspectives on their own cultural assumptions and traditions.
- B. An understanding of the impact of religious ideas and traditions on human experience.
- C. An understanding of how knowledge of the natural world is acquired by the use of scientific methods of inquiry and application of experimental techniques.
- D. An understanding of the creative dimension of human existence and of aesthetic experience as a distinctive mode of perceiving the world.
- E. An understanding of the relationship between the individual and the

10 11

social environment and of the ways in which that relationship can be understood.

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

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

Structure of the Curriculum

The Southwestern University curriculum consists of three areas, each of which contributes an essential component to the student's educational experience. Area One specifies courses common to all programs of study; Area Two provides parameters within which students may choose courses that support their work in Area One and Area Three; Area Three describes the general requirements for an area of study in depth (the major).

I. AREA ONE

A. First-Year Seminar (one course)

The purpose of the First-Year Seminar is to provide an introduction to the Southwestern University liberal arts learning environment. It involves investigation of a special topic in a mentoring relationship with a faculty member that begins during Orientation week and continues into the first part of a student's first regular semester. Seminars are special topic courses that provide stimulating and challenging academic experiences to help prepare incoming students to be successful in a rigorous liberal arts college environment. In particular, seminars focus on developing the student's abilities in the following areas: reading, writing, critical thinking, research, informed discussion and creativity. Additional academic socialization components prepare students for the challenging intellectual demands of college-level course work. Must be completed in the first semester.

B. College Writing (one course)

Writing is a significant form of thinking, a process of discovering and communicating ideas. This course is designed to involve students directly in this process of writing as thinking, to stimulate them to develop their ideas, and to increase their facility with the English language and the use of bibliographic sources. Readings expose students to effective writing and encourage them to respond accurately and intelligently to

the language and ideas of others, but the emphasis of this course is on the students' own writing of expository prose, including the research paper. Should be completed in the first year.

C. Mathematics (one course)

The mathematics requirement is designed to insure that students have an appropriate mastery of computational skills as well as an appreciation of the nature of mathematical reasoning. Any three or four credit-hour mathematics or computer science course taught at Southwestern University (excluding CSC54-143 Introduction to Programming) satisfies this requirement. Should be completed in the first year.

D. Language (up to four semesters)

Southwestern University students ordinarily must demonstrate proficiency at the fourth-semester level in order to fulfill the foreign language requirement. Incoming students have the opportunity to demonstrate proficiency by achieving advanced placement on the regularly scheduled placement examinations. Through the sustained study of literature or other forms of cultural expression in the target language, students gain a foundational understanding of communities and heritages other than their own. Students thereby become conversant in an increasingly interconnected global environment where proficiency in foreign languages provides access to intellectual inquiry (including cultural and literary expression) otherwise inaccessible in a monolingual setting. With permission of the Modern Languages and Literatures Department, the foreign language requirement may be fulfilled by demonstrating proficiency at the equivalent of the fourth-semester level in a language not offered at Southwestern University. The student wishing to fulfill Southwestern's foreign language requirement in this manner is responsible for supplying pertinent documentation to the Modern Languages and Literatures Department and to the Registrar's Office, including official transcripts and/or expert verification of fourth semester or equivalent proficiency in the target language, once the course of study is completed.

E. Fitness and Recreational Activity (two courses)

The objective of the Fitness and Recreational Activity 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.

F. Intercultural Perspectives (one course)

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. Among Area One requirements, only the Intercultural Perspectives requirement may be satisfied by designated courses taken in Area Two. Courses that satisfy this requirement are marked in the catalog with (IP) following their descriptions.

G. Religion (one course)

Courses satisfying this requirement introduce students to reflections on the meaning of human existence, community and the universe from the perspectives of the major religious traditions of humankind. Specific courses may focus upon a segment of religious and philosophical tradition or on several religious traditions in comparison. These courses show how religious tradition shapes human consciousness and provides individuals with self-definition and meaning. Courses that satisfy this requirement are marked in the catalog with (R) following their descriptions.

II. AREA TWO

Courses selected within Area Two 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.

A. At least two courses totaling at least six hours from the Division of Humanities

These courses develop an understanding of human experiences and cultures through

12 13

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.

B. At least two courses totaling at least six hours from the Division of Natural Sciences

These courses develop an understanding of how knowledge of the natural world is acquired by use of scientific methods of inquiry, experimental techniques, or by mathematical/computational models and methods. Courses must be from two different departments, and at least one course must have an experimental lab. Courses that satisfy this requirement are marked in the catalog with (NS) or (NSL)

following their descriptions.

C. At least two courses totaling at least six hours from the Division of Social Sciences

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

D. At least two courses totaling at least six hours from 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. At least three credit hours must be in classroom/lecture format, and at least three credit hours must be in performance/production format. Courses that satisfy this requirement are marked in the catalog with (FAL) or (FAP) following their descriptions.

E. Free Electives (hours 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 in Area One and Area Three.

III. AREA THREE

A. The Major

All majors require at least 30 semester hours (60 percent above the introductory level); some require considerably more hours. No course may satisfy hour requirements in more than one major, except in the case of paired majors (see Paired Majors). All students must have a major in their academic program.

B. The Minor

A minor requires at least 18 semester hours in a subject field (12 above the introductory level). Some minors may require more than 18 hours. Students are not required to have a minor in their academic program.

C. Continued Writing Experience

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.

D. Capstone Experience

Each department and major program shall design its major(s) to include an appropriate capstone experience. This may be a special course, a project in which students are expected to bring together and apply what they have learned, a comprehensive written and/or oral exam, or other experience appropriate for the area of specialization.

Majors and Minors Available at Southwestern

Majors

Accounting	page 69
American Studies (Interdisciplinary)	page 36
Animal Behavior (Interdisciplinary)	page 37
Anthropology	page 155
Art (Studio)	page 41
Art History	page 44
Biochemistry	page 53
Biology	page 49
Business	page 70
Chemistry	page 54
Classics	page 59
Communication Studies	page 62
Composite Science (teaching field)	page 76
Composite Social Studies (teaching field)	page 76
Computational Mathematics	page 107
Computer Science	page 110
Economics	page 67
Education	page 75
English	page 85
Environmental Studies (Interdisciplinary)	page 88
Feminist Studies (Interdisciplinary)	page 89
French	page 114
German	page 115
History	page 94
Independent Major (Interdisciplinary) (Area of Concentration)	page 15
International Studies (Interdisciplinary)	page 99
Kinesiology	page 102
Latin	page 59
Latin American Studies (Interdisciplinary)	page 106
Mathematics	page 108
Music	page 122
Philosophy	page 148
Physical Science (dual-degree program)	page 131
Physics	page 133

Political Science	page 136
Psychology	page 140
Religion	page 145
Sociology	page 153
Spanish	page 120
Theatre	page 156

14 15

Minors

Animal Behavior	page 37
Anthropology	page 154
Architecture and Design Studies	page 41
Art (Studio)	page 41
Art History	page 44
Biology	page 49
Business	page 70
Chemistry	page 54
Chinese	page 113
Communication Studies	page 62
Computer Science	page 110
Dance	page 165
Economics	page 67
Education	page 75
English	page 85
Environmental Studies	page 88
Feminist Studies	page 89
French	page 114
Generic Special Education	page 81
German	page 115
Greek	page 58
History	page 93
Kinesiology	page 102
Latin	page 59
Latin American Studies	page 106
Mathematics	page 108
Music	page 122
Performance Studies	page 158
Philosophy	page 148
Physics	page 133
Political Science	page 136
Psychology	page 140
Religion	page 145
Sociology	page 153
Spanish	page 120
Theatre	page 156

Paired Majors

Certain departments and programs have agreed to “pair” majors, which allow up to six hours of specified courses to count in both majors. Contact the chairs of the applicable department or programs for details about these paired majors. The approved majors are:

Communication Studies/Feminist Studies
Economics/Accounting
Economics/Business
English/Feminist Studies
History/Feminist Studies
International Studies/French
International Studies/German
International Studies/Spanish
Philosophy/Feminist Studies
Psychology/Education
Religion/Feminist Studies
Sociology/Anthropology
Sociology/Feminist Studies
Theatre/Feminist Studies

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 48 semester hours, chosen in accordance with an overall plan that gives unity and coherence to the integrated course of study: 1) 24 semester hours from one subject area (defined as one group of courses sharing a numerical prefix, e.g. 70-XXX-Studio Art), 18 of which must be above the introductory level; and 2) 24 additional semester hours from other subject areas, 18 of which must be above the introductory level.

Students’ programs must be designed in consultation with the chairs of the Division/School and the departments involved and must be approved by the Division/School in which the first 24-hour block falls. The capstone experience is dictated by the requirements of the subject area in the first 24-hour block.

16 17

UNIVERSITY DEGREES

Southwestern University offers four bachelor's degrees. Degree plans typically have the following four components: Area One and Two requirements common to all degrees, specific additional requirements for the particular degree, an area of specialization (major, minor or area of concentration), and approved electives to total a minimum of 121 academic hours. 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

The Bachelor of Arts degree requires a minimum of 121 semester hours.

Area One and Two Requirements Common to All Degrees 35 hours

Specific Additional Requirements for the BA Degree:

Foreign Language, through fourth-semester level (See Note 1) 14 hours

Specialization:

A— The Major at least 30 hours
(60 percent of the hours in the major must be above the introductory level)

The Minor (optional) at least 18 hours
(12 hours must be above the introductory level)

OR

B— The Independent Major (Area of Concentration) 48 hours

An area of concentration permits a student greater freedom to design an interdisciplinary course of study focusing on a theme or career plan. It must consist of no fewer than 48 semester hours: 1) 24 semester hours from one department, 18 of which are above the introductory level, and 2) 24 additional semester hours in other departments, 18 of which are above the introductory level. The area of concentration must be designed in consultation with the chairs of the Divisions/School and departments involved and must be approved by the Division/School in which the 24-hour block of 1) above is taken. The capstone experience required will be dictated by the subject area in the first 24-hour block of courses.

Fitness and Recreational Activity (See Note 2) 2 hours

Approved Electives 19 hours

Total, including approved electives, to complete a minimum of 121 hours

Bachelor of Science

The Bachelor of Science degree requires a minimum of 121 semester hours.

Area One and Two Requirements Common to All Degrees 35 hours

Specific Additional Requirements for the BS Degree:

Biology 50-102, 112, 122 and 162 8 hours

Chemistry 51-153/151 and 51-163/161 OR 51-173/171 and 51-214 8 hours

Mathematics and Computer Science

52-154 and either 52-253 or 52-113 or 54-143 or 54-183 7 hours

Physics 53-154 and 53-164 8 hours

Foreign Language, through fourth-semester level (See Note 1) 14 hours

Specialization:

The Major at least 30 hours

(60 percent of the hours in the major must be above the introductory level)

The Minor (optional) at least 18 hours

(12 hours must be above the introductory level)

The major must be selected from the Division of Natural Sciences, Animal Behavior or Psychology. See specific course requirements for majors and minors listed under departmental program descriptions.

Approved Science Elective 3 to 4 hours

At least one science elective must be chosen from the following courses. This elective should not be within the major department. Additional electives in upper-level science courses are strongly encouraged and students should consult their academic advisers to determine which courses would be most beneficial to their degree.

Biology 50-222, 50-232

Chemistry 51-544, 51-714

Mathematics and Computer Science 52-353, 52-573, 52-673, 54-183 or 54-283

Physics 53-204, 53-214, 53-324, 53-334

Fitness and Recreational Activity (See Note 2) 2 hours

18 19

Additional Electives 9 to 11 hours

Total, including approved electives, to complete a minimum of 121 hours

Bachelor of Music*

The Bachelor of Music degree requires a minimum of 121 semester hours.

Area One and Two Requirements Common to All Degrees 35 hours

Foreign Language, through fourth-semester level (See Note 1) 14 hours

Specific Additional Requirements for the BMus degree hours vary

Specialization (Area of Emphasis) hours vary

Fitness and Recreational Activity (See Note 2) 2 hours

Approved Electives hours vary

Total, including approved electives, to complete a minimum of 121 hours

Bachelor of Fine Arts*

The Bachelor of Fine Arts degree requires a minimum of 121 semester hours.

Area One and Two Requirements Common to All Degrees	35 hours
Foreign Language, through fourth-semester level (See Note 1)	14 hours
Specific Additional Requirements for the BFA	degree hours vary
Specialization (Area of Emphasis)	hours vary
Fitness and Recreational Activity (See Note 2)	2 hours
Approved Electives	hours vary
Total, including approved electives, to complete a minimum of 121 hours	

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

Note 1: If the foreign language requirement for any degree is met by a placement or proficiency examination on which credit hours are not awarded, the needed hours toward the 121 total may be earned as approved electives.

Note 2: No more than three semester hours of Fitness and Recreational Activity (FRA) courses may count in the minimum 121 hours required for any degree except for Kinesiology majors/minors.

DEGREE REQUIREMENTS

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

1. A minimum of 121 semester hours of academic work, of which at least 61 academic hours must be from Southwestern University (see number 7 below). A minimum overall grade point average of 2.0 on all college-level work attempted in addition to at least a 2.0 on all Southwestern University work is required for graduation.
2. In addition to the overall minimum grade point average of 2.0 for graduation, no grade below C- may be counted toward the required semester hours in the major, minor or area of concentration and at least an average of C (2.0) must be presented in the major, minor and area of concentration.
3. Every degree plan must present a minimum of 60 semester hours of work above the introductory level. 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 semester hours (six hours above the introductory level) at Southwestern.
4. Completion of Areas One and Two, common to all degrees.
5. Completion of the major and minor or area of concentration requirements for a given degree plan and the specific additional requirements indicated in that degree plan by the student's major department. A major requires at least 30 semester hours. At least 60 percent of the work in the major must be above the introductory level. A minor requires at least 18 semester hours, 12 above the introductory level. Specific requirements for each major are listed in the appropriate section of the catalog.
6. No more than 48 semester hours may be credited on the degree plan for work in one subject area.
7. The last 33 semester hours must be done in residence at Southwestern unless a student has undertaken the Pre-Engineering program or other similar program. Modification of this regulation will be considered only for those students who have completed a majority of their academic work at Southwestern University. Students who are candidates for the combined degree programs, such as the Pre-Engineering program, must have their combined degree plans approved by the appropriate academic officer at Southwestern University before enrolling in the cooperating school. The hours completed by students in approved programs off campus or overseas apply to this 33-hour rule. Seniors may complete up to two courses at a regionally accredited college or university on the following conditions: (1) they must have been in residence at Southwestern University for a period of four semesters; (2) they must have completed the requirements for the major and minor subjects at Southwestern; and (3) they must apply for and receive approval for the work in advance from the appropriate department chair and the Registrar.

20 21

All work attempted at other institutions must be reported to Southwestern on official transcripts, in time to meet deadlines for graduation certification.

8. 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.

9. 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.

10. 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 fewer than ten hours to complete for summer graduation may participate in the Commencement Convocation provided they intend to complete their degree during the following summer term. Should a candidate have a compelling reason to be absent from Commencement, he or she may petition to be graduated in absentia by writing to the Provost.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

Registration follows procedures published by the Registrar. Pre-registration for the following semester is available to currently enrolled students. Students who pre-register must submit the appropriate tuition and fees by the published deadlines to secure their enrollments. Students must register or pre-register at the times designated. Students plan their class schedules in consultation with their academic advisers prior to registration or pre-registration. Clearances by the assigned academic adviser and the Business Office are required. Classes must then be secured via the approved registration process. If a student fails to submit payments by the deadline, the student's pre-registration may be canceled and the student must re-register. Faculty members have the privilege of limiting late enrollments in their classes. Late registration is possible in emergency situations through the first week of classes, but is not recommended. Any absences incurred due to late registration (or late add) may be counted against the student's attendance record for the course, and any work missed must be made up to the satisfaction of the faculty member involved. Further, the student is required to pay a fee for late registration.

CHANGE OF CLASS SCHEDULE

Academic adviser approval is required for the initial registration or pre-registration. Once registered or pre-registered, students may modify their schedules with the appropriate approvals – signatures or other means as specified by the Registrar. Addition of courses is subject to approval by the instructor or academic department offering the course. Students may drop a class through the 10th class day without any approvals by completing the transaction form used by the Registrar's Office. After the 10th class day, approvals from the instructor and academic adviser are required.

Change of Registration (drop/add) cards are available in the Registrar's Office. Online adds and drops will also be available within certain windows 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 week of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth week through the end of the 10th week of classes, students may drop courses with a record entry of "W." The "W" will appear on the student's transcript but will not be counted as part of his or her academic grade point average. After the last day of the 10th week of classes, students may not drop courses. All deadlines are at 5 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

ACADEMIC ADVISING

One aspect of the program of academic advising provides each student guidance in choosing a course of study and in selecting appropriate courses each semester to complete the student's degree plan in a timely manner. The Director of Academic Success and Advising assigns an academic adviser to each new student who enters the university. After the first semester, a student may request a change in academic adviser by completing the "Change of Academic Adviser" form available in the Registrar's Office.

22 23

DECLARING A MAJOR

Entering students at a liberal arts and sciences university such as Southwestern are urged to explore the options offered before making an official declaration of a major. However, some degree programs, such as art, music, languages or the natural sciences, require that students enter a sequence of courses in their first semester in order to complete the program in four years. The Director of Academic Success and Advising will assign entering students who indicate interest in such programs to academic advisers who will guide students accordingly. During the sophomore year, no later than the spring advising period for pre-registration for the junior year, students must declare a major from the list of majors in the catalog by submitting a completed "Request for Degree Plan" to the Registrar's Office. Students who experience difficulty in choosing a major are encouraged to contact the Center for Academic Success. The Office of Career Services offers several interest and personality inventories to assist students in identifying how their interests and abilities may relate to a particular major. Students who are still undecided should make a tentative selection of a major and construct a course of study under a tentative degree plan.

DEGREE PLANS

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

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

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

MULTIPLE MAJORS AND PAIRED MAJORS

A candidate may receive more than one major by completing all of the requirements in each of the majors (not in the same subject area). Subjects normally offered for upper level

electives may be included in the second major and meet the overall requirement for 60 semester hours above the introductory level. No course may satisfy the semester hour requirements in more than one major or a major and a minor or more than one minor. The exception is paired majors, established by two departments or programs with the approval of the Academic Affairs Council, in which as many as six hours of specified courses may count in both majors. Students considering more than one major should be aware that certain combinations of majors cannot be completed in four years. This can affect the student's total cost of schooling and financial aid.

SECOND BACCALAUREATE DEGREE

To become eligible for a second baccalaureate degree, students must complete the 121 semester hours required of the first degree plus a minimum of 30 additional semester hours 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 offered. 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 thirty hours must be completed after the awarding of the first degree.

THE ORGANIZATION OF COURSES

Credit for courses in the curriculum of the University is expressed in terms of semester hours. Normally, one semester hour represents one hour per week of lecture or a three-hour laboratory period (except as otherwise noted). Most courses are scheduled to meet three hours each week and are designated as three-semester-hour courses. Students should expect to spend a minimum of two hours studying outside of class for every hour of class meeting.

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 credit hours granted for the course. In the department's numbers, courses from 0 to 19 are 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.

Example: In the course number ENG 10-713-01, the following information is conveyed:

ENG 10 indicates the department (English Department)

71 is the department's number for the course (since it is above 19, it is an above introductory level course)

3 indicates that the course grants three semester hours

01 indicates that the course is section number one of multiple sections.

Courses with laboratory requirements show in their catalog descriptions the number of clock hours per week devoted to lecture and laboratory, respectively. For example, (3-3) following PHY 53-104 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 credit hours being granted. Also, a two-digit suffix may be used to indicate multiple sections. For example, the course number APM 8A-001-01 indicates that the course is section one of 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

24 25

not take an independent study as the first course in a subject area. See course offerings for independent study numbers.

An Independent Project Description Form must be completed by the student and supervising faculty member giving the 1) Title, 2) Statement of Purpose, 3) Methods and 4) Content. This form serves to describe the content of course. Completion of this form does not register a student for this course. Registration must be through the standard registration process or an add card. The completed form is due in the Registrar's Office by the last day to add courses.

Research Courses

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

Tutorial Courses

On rare occasions, a student may petition to take a regularly offered course on an individual basis. The petition to take a course individually must be submitted to a faculty member responsible for teaching the course on a regular basis, with a copy to the chair of the

department. If the petition is approved by the faculty member and the department chair, it should be forwarded to the Registrar's Office for final approval no later than the end of the pre-registration period in the semester prior to taking the course. 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 303 (upper level) or 003 (lower level).

Honors Courses

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

Academic Internships

Academic internships are offered by a number of departments and programs. These programs allow students to acquire field or on-the-job experience and are structured so that the students are encouraged to relate their classroom activities to their field experience. Internships for credit require significant academic work beyond on-site activities, such as keeping a journal, writing, research, classroom meetings and presentations. A 2.5 cumulative grade point average at the time of application and/or acceptance is required. Unless otherwise specified, all internships are graded on a Pass/D/F basis. Students should consult the catalog for specific departmental or programmatic requirements regarding academic internships. General policies and procedures can be found in the Faculty Handbook and the Student Guide to Academic Internships. Students interested in academic internships must contact the Internship Coordinator in the Office of Career Services as early in the planning process as possible. Registration must be through the standard registration process or an add card. In addition, a completed internship form is due in the Registrar's Office by the last day to add courses.

CLASS ATTENDANCE/ABSENCE

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

INVOLUNTARY WITHDRAWAL PROCESS

When excessive absences for any reason jeopardize a student's work in any course, the instructor may inform the Director of Academic Success and Advising. Notice will be sent to the student as a warning that further absence may lead to failure or withdrawal from the course. If continued absence makes the student unable to complete a course satisfactorily, the instructor makes a written recommendation to the Director of Academic Success and Advising that the student be dropped from the course with a grade of "F."

A student may appeal an involuntary withdrawal from a course by submitting a letter of appeal to the Director of Academic Success and Advising within five calendar days of the notification of withdrawal. The Director will forward all relevant documentation to the Provost, who will decide the merits of the appeal and inform the student and the instructor of the result of the appeal. The Provost's decision is final. Involuntary withdrawals must be finalized by the end of the 10th week of class.

OFFICIAL TRANSCRIPTS

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

GRADING SYSTEM

Grades indicate quality of work done by students as follows:

A Scholarship of excellent quality;

26 27

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;
S Satisfactory performance in an audit or noncredit course;
U Unsatisfactory performance in an audit or noncredit course;
AU Audit;

CR Credit by examination or in a credit/no credit course; denotes C- or better;
NC No credit in a credit/no credit course.

I An Incomplete grade. The grade of Incomplete shall be given only in the case of medical emergency or some other emergency situation beyond the student's control. The grade of Incomplete may not be given for the sole reason of permitting additional time to complete assigned course work. If the Incomplete has not been replaced by 5 p.m. on the last day to add courses of the next regular semester, the grade becomes an F. Upon petition in writing by the student and approval by the faculty member, extension of the deadline may be granted by the Registrar.

W Honorable withdrawal from a course (without evaluation) after the end of the first one-third of the semester (the end of the fifth week for a regular semester course).

Withdrawal privileges terminate at the end of the 10th week of a regular semester.

The grades of A, B, C and D may be awarded with a plus or minus. In determining grade point averages, letter grades are given the following grade point values: A+, 4.00; A, 4.00; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; F, 0.00. Grades are available to students online at the end of each semester.

Repeated Courses

Courses may be repeated, but credit hours are counted only once unless otherwise specified, and the most recent satisfactory completion of the course is the one that grants hours on the student's degree plan or transcript. In computing students' cumulative grade point averages, the grades for repeated courses in which no hours were earned are included in the average. In counting grade points for any one semester, students who have a grade of at least C- in a course completed prior to that semester may not again present grade points in that course to meet minimum requirements for continuance in the University.

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

Pass/D/F Courses

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

Students may take up to 12 total semester hours 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 12 semester hours of Pass/D/F courses students may elect to take. Students may not change graded registration of an elective course to Pass/D/F registration or Pass/D/F registration to a graded elective course after the last date for dropping a course without record (the end of the fifth week of classes).

Final Evaluations

Final evaluations are required in all courses at the close of each semester. Students who find it necessary to take a final examination out of schedule may do so only with the consent of the instructor and of the Registrar and after payment of a special rescheduling fee to the Business Office. Petitions for the approval of a final examination out of schedule are available in the Registrar's Office. Re-examination or special projects to raise grades are prohibited for students who have failed the course or the final examination except in extraordinary cases as approved by the Provost. The published Final Examination Schedule may not be altered. Students who have three final examinations in one day may reschedule only the middle examination. (Take-home finals do not count in determining whether a student has three finals in one day.) There is no fee for rescheduling the exam, and the student and the faculty member may work out the time for the rescheduled exam without administrative intervention or approval. (Students may take three examinations in one day if they so choose.) Students with two finals in one day may not reschedule. Students must request that a final exam be rescheduled at least one week before final examinations begin, otherwise they must follow their examination schedule as it stands. Students who wish to reschedule final examinations for personal reasons must file a Petition for Final Examination Out of Schedule form and pay the specified fee for each exam rescheduled. Petition forms are available in the Registrar's Office.

PERMANENT RECORD

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

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

FERPA generally requires the student's permission to release anything other than "directory information" about the student to any person outside the University. At Southwestern

28 29

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
- the most recent previous educational agency or institution attended by the student
- photographs or other personal "imagery"
- listings of candidates for degrees
- full-time/part-time status
- other similar information

FERPA does allow the student to specify that even directory information which applies to him or her not be released. This is done by signing a form available in the Registrar's Office. Southwestern University policy generally prohibits the release of lists of students and their directory information outside the Southwestern community. It also generally prohibits release of address information for a specific student outside the Southwestern community.

OFFICIAL COMMUNICATION

During the academic year, official University correspondence and notices may be sent via telephone, electronic mail or letter. This assortment is necessary to allow quick, efficient and effective communication. The University provides every student with Internet access, a voicemail account, 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 telephone, e-mail, SU box, local address (if living off campus) and permanent address. The latter two may not be the SU Box Number. The Registrar's Office keeps information regarding each of these addresses as part of the directory information on the Student Record, and students must maintain accurate data there. Furthermore, students are responsible for claiming their accounts, ensuring that their mailboxes do not become too full, and regularly checking e-mail, voicemail and their SU Box for important University communications.

STUDENT STATUS

Normal Student Load

Students normally carry a load of 15 semester hours of academic work each semester. A regular full-time student is defined as one carrying at least 12 and not more than 17 semester hours of credit. Students completing an average of 15 semester hours of work each semester for four years plus two hours of FRA courses will complete the minimum 121 hours of credit required for all degrees. Any student schedule which includes (A.) three 4-hour courses, or (B.) an Applied Music, Fitness and Recreational Activity, Paideia® Seminar, or Ensemble course, may exceed the 17 credit hour maximum for a total of 18 credit hours without special approval.

Overloads

When students have proven their ability to do above-average work, they may carry more than a normal load. Eighteen semester hours of work may be taken if an average grade of B (3.0) or better is achieved on a minimum of 15 semester hours of academic work taken the preceding semester. Students may not pre-register for an overload. Students of exceptional ability may be given permission to take up to 21 semester hours of work. Students wishing to add a larger than normal academic load must receive adviser and Registrar approval in advance. There is an additional charge per hour for all hours above 18.

Part-time Status

Most students are expected to enroll as full-time students with at least 12 semester hours. A part-time student is defined as one taking a course load of 11 semester hours or fewer. Students may not enroll as part-time or change enrollment to part-time status without completing the Permission to Drop to Part-Time Status Form, available in the Center for Academic Success. Students who wish to drop from full-time to part-time status must meet with a member of the Center for Academic Success staff to determine what consequences, if any, could result from such an action. Such consequences could include academic probation or dismissal, financial aid penalties, or forfeiting of athletic eligibility. A part-time student may be a degree-seeking student.

Student Leave of Absence

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

Auditing

Persons desiring to audit a course must receive the permission of both the professor and the Registrar. The auditor who is not enrolled as a regular student at the University is admitted as an audit-only student. Auditors pay a per semester hour fee for the privilege of auditing a course. There is no charge for regular students unless their total load (including audited courses) exceeds 18 semester hours. In this case, they will pay a fee per hour above 18. Permission from the Registrar is required if a student's total load exceeds 17 semester hours. Courses designed to develop skills and that are "hands-on" in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as audit. Registration to audit a course is on a space available basis after "regular" registration.

Classification of Students

Students who have fewer than 30 semester hours of credit are classified as first-year students; those who have at least 30 semester hours of credit and fewer than 60 are classified as sophomores; those with at least 60 semester hours, and fewer than 90, as juniors; and those

30 31

with at least 90 semester hours, as seniors. Students who have already earned degrees and are taking additional undergraduate work are classified as post-graduates. Students may be conditionally admitted, and their admission will be reviewed at the close of the semester.

ACADEMIC HONORS

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

Dean's List

Students are placed on the Dean's List for a given semester if they attain a grade point average for that semester of at least 3.60 on 12 academic hours of graded course work, and if they are in good standing with the University.

Latin Praise Honors

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

The most recently approved cumulative grade point averages, in effect since the May 1983 graduation, are at least 3.65 for *cum laude*, at least 3.80 for *magna cum laude* and at least 3.95 for *summa cum laude*.

Students must have a minimum of 60 hours of academic credit at Southwestern to be eligible to be graduated with academic honors. Grades transferred from another institution are not included in cumulative grade point averages. The foregoing is separate from the University Departmental Honors Program explained elsewhere in this catalog.

PROBATIONARY STATUS AND ELIGIBILITY

Academic Probation

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

Full-time students will be placed on academic probation if their cumulative grade point average at the end of a regular semester falls below 2.0 or if they pass fewer than nine semester hours in any regular semester after their first. To remove academic probation, students must:

1) receive academic counseling as outlined by the Center for Academic Success; 2) pass at least 12 graded semester hours in the next regular semester at Southwestern with a semester grade point average of at least 2.20; and 3) raise their cumulative grade point average to at least 2.0. Students on academic probation are expected to demonstrate reasonable progress in removing academic probation. Failure to meet these conditions may result in dismissal. "Reasonable progress in removing academic probation" is determined at the end of each regular semester by a committee composed of the Registrar, the Provost (or a designate), the Director of Academic Success and Advising (or a designate), the Vice President for Enrollment Services (or a designate) and the Vice President for Student Life (or a designate). This determination, and the notification of students affected, is made as soon as is practicable after semester grades are posted in the Registrar's Office. Students continued on academic probation must remove the conditions of the continued probation at the end of that semester to be eligible to return to the University the following regular semester.

Academic Warning

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

Dismissal and Eligibility for Continuance

Students in their first regular semester who do not pass a minimum of six semester hours of course work are ineligible to return for the following semester. Students continued on academic probation must meet conditions of the continued probation at the end of that semester to be eligible to return to the University the following regular semester. Students declared ineligible to return the first time must wait one regular semester to be considered for readmission to the University.

Dismissal based on spring semester performance is effective beginning with the following second summer session. Dismissal status is not affected by any summer courses which may

be completed.

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

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

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

Appeal of Academic Ineligibility Decisions

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

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

2. The Associate Vice President for Academic Administration convenes a meeting of the Academic Standards Committee which studies the appeal letter, any supporting materials, and the student's records with input from the Vice President for Enrollment Services (or designate) and the Vice President for Student Life (or designate). A recommendation is made to the Provost whether or not to reinstate the student's eligibility.

3. The Associate Vice President for Academic Administration takes the recommendation of **32 33**

the Academic Standards Committee to the Provost who makes a decision regarding the student's status based on all available information. The decision by the Provost is final and is conveyed to the student by letter.

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

Withdrawal from the University

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

CREDIT BY TRANSFER

Southwestern University generally accepts credit from other regionally accredited institutions, including credit completed through approved dual credit programs. This credit is normally accepted at face value upon Southwestern's receipt of an official college transcript. However, Southwestern University evaluates all transfer work for its applicability to Southwestern programs of study.

Transfer students' transcripts are evaluated on an individual basis to determine which courses will be counted toward Southwestern's Area One and Two requirements. If there is a question about whether a course from another institution presented by a transfer student actually meets the objectives of a given requirement, a Southwestern faculty member who teaches in the relevant discipline may be asked to interview the student. Final responsibility for assessing transcripts and transfer credit rests with the Registrar. Additionally, if there is doubt concerning the level of competence a transfer student has in mathematics or college writing, the University may require a test to determine whether the student has achieved the necessary level of skill. In certain circumstances, students matriculated at Southwestern University may be allowed to take work at another institution to satisfy Area One and Two requirements, but they must secure approval in advance from the appropriate Southwestern department chair. Forms for this purpose are available in the Registrar's Office. Transfer students are exempt from the First-Year Seminar requirement.

Although there is no limitation on the number of years for which courses are accepted, the older the courses are, the less likely they are to be currently applicable. Generally, applicable courses are accepted if they have grades of C- or better. Grades of D or F are not accepted. Transfer hours are not calculated in the student's overall grade point average. Up to three hours of graded Fitness and Recreational Activity course credit are accepted. Excess Fitness and Recreational Activity hours are not accepted. Some military training, ROTC, etc. may be accepted for FRA credit (P or CR) if the credit appears on a transcript from a regionally accredited institution. Credit by examination hours awarded by another institution will transfer only if they meet the minimum standards required by Southwestern at the time the transferring student enters Southwestern.

Upon approval, courses taken by a Southwestern University student at another regionally accredited institution or previously approved foreign institution may be transferred to Southwestern University. If the student has earned 90 or more semester hours, approval of the Registrar is required. No course taken at a two-year college will count as upper-level credit. If a course is to substitute for a course in the general education requirements common

to all degrees, it requires approval by the Registrar (in consultation with the appropriate department chair). If a course is to substitute for a course fulfilling either a requirement specific to a degree plan or a major, it requires approval by the Registrar (in consultation with the appropriate department chair). Approval is based on content equivalency as documented by the course description in the catalog of the institution in which the course is taken and/or the course syllabus, unless the course is on the published list of courses and equivalencies.

Prior approval should be secured on a form provided by the Registrar's Office (for regionally accredited institutions) or by the Director of Intercultural Learning (for foreign institutions). Unless that is done, no guarantee can be given that credit so earned will fulfill requirements on degree plans at Southwestern.

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 a falsification of records and could result in severe disciplinary action.

Credits earned through extension and correspondence are treated like other transfer credit for establishing scholastic status, eligibility for graduation and honors.

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.

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

College Board Advanced Placement Examinations

College Board Advanced Placement examination credit scores of 4 or 5 are awarded lower level credit. The Registrar, in consultation with the appropriate department chair, decides whether to award credit for a specific Southwestern course or elective hours. AP credits may count for courses in Areas One and Two. 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. Decisions to award credit for a specific Southwestern course or elective hours are made by the Registrar in consultation with the appropriate department chair.

CREDIT BY EXAMINATION—ADVANCED STANDING

Students who are currently enrolled may earn credit by taking advanced standing examinations in most subject areas, except that 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

34

from the Testing and Certification Coordinator and in the Registrar's Office. An advanced standing examination in a subject must be taken prior to enrollment in a subsequent continuous course in the same subject. Further, 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. 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. Credits received for CLEP subject examinations while students are enrolled at other universities are usually treated like other transfer credits if they appear on official transcripts along with credits for regular course work. The only exception to the rule of not taking CLEP subject examinations before entering Southwestern are 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. If the CLEP subject examination in a particular subject area is available, it must be taken before a departmental examination is requested. 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

If the appropriate CLEP subject examination is not available in the subject area in which a student seeks advanced standing, students may arrange to take a departmentally prepared advanced standing examination. Students usually arrange this type of examination 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.

36 37

COURSE DESCRIPTIONS

AMERICAN STUDIES (AMS)

Interdisciplinary Program

Robert Bednar, PhD, Program Chair and Associate Professor of Communication Studies
American Studies Major

American Studies is an interdisciplinary major that focuses on the study of the complex interplay of the diverse cultures of North America, past and present. Students do coursework in a number of different disciplines—which exposes them to different content areas and time periods as well as discipline-specific methodologies—and work closely with the Adviser/Program Chair to integrate their knowledge and their approach to learning to produce an interdisciplinary method of critical inquiry into American society and culture that is more than the sum of its parts.

Of the 48 semester hours of coursework in the American Studies major, 21 hours are specified as Required Core Courses. The remaining 27 hours are chosen from courses cross-listed with American Studies or from the list of approved Allied Courses below with the guidance and approval of the Adviser/Program Chair. These courses must include work in at least two departments other than History, Communication Studies and English. Other courses not listed may also be included with the approval of the Chair if the content is appropriate to American Studies and contributes to the student's focus of interest. At least 30 hours in the major must be above the introductory level.

Major in American Studies: 48 semester hours, including Communication Studies 75-743; English 10-733, 753; History 16-223, 233, 413; American Studies 01-963 (Capstone); 27 additional hours from courses cross-listed with American Studies or from the list of Approved American Studies Allied Courses below (at least nine of these hours must be above the introductory level). At least six of these hours must be from two departments other than Communication Studies, English and History.

Approved American Studies Allied Courses

Anthropology 35-103, 203, 214

Art History 71-653, 663

Communication Studies 75-453, 473, 543, 603, 613

Economics 31-013, 103, 213, 323, 513, 533, 573

Education 40-553

English 10-523, 713

History 16-453, 463, 753

Music 80-383

Political Science 32-113, 313, 323, 363, 463, 514, 524, 534, 564, 713

Religion 19-293

Sociology 34-113, 123, 223, 233, 263, 313

Theatre 74-613

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.

01-901, 902, 903, 904 TUTORIAL.

01-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

01-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

01-963 AMERICAN STUDIES CAPSTONE. An interdisciplinary investigation, in depth, into aspects of the American experience. May be repeated for credit with change in content.

1-983 **HONORS.**

ANIMAL BEHAVIOR

Interdisciplinary Program

Romi Burks, PhD, Program Chair and Assistant Professor of Biology

The major in Animal Behavior is an interdisciplinary program offered by the departments of Biology and Psychology. The program prepares students for graduate programs in animal behavior, animal learning, behavioral ecology, biopsychology, ecology, neuroscience and veterinary science. Students may choose to complete a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree with a major in Animal Behavior by completing the requirements specified in the course catalog under "University Degrees." Students interested in veterinary school are advised to obtain clinical experience and seek the BS degree in Animal Behavior. In addition to the required and selected courses listed below, the student is required to participate in research projects under the supervision of faculty members. The research may be conducted in department laboratories or at field sites. Research opportunities are also available at off-campus laboratories and facilities. A final requirement for the Animal Behavior major is completion of the capstone project (usually in the senior year). This project consists of conducting original research in the student's area of interest and in cooperation with one of the program's faculty advisers. This requirement is fulfilled through the second three-hour block of research credit (50-973, 33-833 or 33-853), depending on interest and results in a written and oral presentation of research findings.

Major in Animal Behavior (BA or BS): 61 semester hours, including Biology 50-102, 112, 122, 162, 334; two from Biology 50-364, 394, 424, 434, 444; Chemistry 51-153/151, 163/161; Psychology 33-103, 111, 204, 214, 453; Psychology 33-223 or 363; Biology 50-353 or Psychology 33-433; Biology 50-213 or Psychology 33-253; six hours from Biology 50-973, Psychology 33-833, 853

(Capstone) Mathematics 52-113.

Additional recommended courses: Biology 50-163, Mathematics 52-154, Philosophy 18-103 or 273.

Minor in Animal Behavior: 22 semester hours, including Biology 50-112, 122; Mathematics 52-113; Psychology 33-103; Biology 50-213 or Psychology 33-253; nine additional hours of courses in the Animal Behavior major above the introductory level, chosen with the approval of the program chair.

ART AND ART HISTORY DEPARTMENT

The Sarofim School of Fine Arts

Professor Thomas Noble Howe, PhD, Chair-Art History

Professor Victoria Star Varner, MFA, Chair-Studio Art

Professor Mary Hale Visser, MFA (Studio Art)

Professor Patrick B. Veerkamp, MFA (Studio Art)

Associate Professor Kimberly Smith, PhD, (Art History)

Assistant Professor Diana Tenckhoff, PhD (Art History)

Visiting Assistant Professor Patrick Hajovsky, PhD (Art History)

Assistant Professor Traey Amescua, MFA (Studio Art) (part-time)

Assistant Professor Alison Fitzgerald, MFA (Studio Art) (part-time)

Assistant Professor Erin Curtis, MFA (part-time)

Assistant Professor Elvia Perrin, MFA (Studio Art) (spring only – part-time)

The Art and Art History Department offers courses leading to a Bachelor of Arts degree with majors in Studio Art and in Art History, and minors in Studio Art, Art History, and Architecture and Design Studies. The Sarofim School of Fine Arts grants a number of scholarships to majors in studio art. These

38 39

scholarships and awards are awarded after an audition or portfolio review by the prospective students with members of the Art and Art History Department faculty and can be scheduled through the secretary of the School of Fine Arts. For students who are Work Study eligible as part of their financial aid package, there are numerous jobs in the Art and Art History Department, including faculty assistants, slide library staff, and studio assistants. Students interested in these positions should inquire through the secretary of the School of Fine Arts.

Mission Statement of the Art and Art History Department

The mission of the Art and Art History Department is to provide students with a challenging, creative learning experience as part of a liberal arts education and as preparation for graduate study and professional work in studio art, art history and architecture and design.

The learning experience is designed to emphasize the importance of aesthetic growth, artistic discipline, scholarly research, analytical writing and critical thinking. The program focuses on mastery of conventional skills (e.g., life drawing and modeling in the studio, knowledge of historical forms in architecture, theory and research methods in art history) and is intended to facilitate and encourage the discovery and production of significant ideas and images. As students advance, instruction in all fields becomes increasingly tutorial with a great deal of individual attention from instructors, thus providing for the development of individual excellence. Research or studio seminars and independent or collaborative work with faculty are the central experiences of the junior and senior years.

Goals of the Art and Art History Department

1. To offer a Bachelor of Arts program within a liberal arts context that provides students with the preparation necessary for graduate study and professional work in the fields of studio art, art history, and architecture and design;
2. To provide students with the opportunity to develop an understanding of the diversity of art and cultures and through a global perspective, a diverse but focused curriculum and a variety of on- or off-campus and foreign study programs;
3. To contribute to the University's general education program and the enrichment of the University community through the Fine Arts Gallery and Lecture Series;
4. To maintain and support an art faculty committed to their own and their students' aesthetic and intellectual growth and development in the fields of studio art, art history, and architecture and design;
5. To continue to offer competitive scholarships for students majoring in studio art who will provide a definitive standard for other students regarding artistic and academic performance; and
6. To maintain an Art and Art History Department faculty whose artistic and scholarly influence reaches beyond Southwestern University.

Fine Arts Gallery and Lecture Program

The Art and Art History Department supports a teaching gallery that provides students the opportunity to view works of art on campus. The University presents some of the most talented, dedicated and passionate artists and scholars in their fields in the Art and Art History Department's annual program of gallery exhibitions and lectures, studio critiques, master classes and workshops. Majors are required to attend certain public events and lectures.

All qualified art majors desiring to do a senior exhibition must secure a studio art faculty sponsor.

Program Opportunities

The Art and Art History Department offers opportunities for students to develop an understanding of the diversity of art and its global perspectives through other cultures via a number of the University's off-campus programs. Majors and minors in Studio Art, Art History, and Architecture and Design Studies are also encouraged to take part in at least one of the University's off-campus programs such as the summer or fall in London or an internship in New York in the junior or senior year. Through association with the Great Lakes College Association (GLCA) semester in New York, Southwestern has regularly been able to place qualified students in internships in the studios and offices of some of the most prominent artists, architects, museums and galleries in New York. Students interested in the New York program are advised that a representative from the GLCA program visits our campus each year. Students wishing to talk with the GLCA representative about the program should contact Career Services. (For more information about the GLCA program, refer to the University catalog section on special academic programs.) Students are advised that a large number of the courses in such programs often have to count as University electives in their degree program. All foreign study programs in which a student expects to receive or transfer credit requires prior approval of the department chair.

Studio Art

The major in Studio Art is a pre-professional program in a liberal arts context and deals with art as an expressive medium; it intends that each student should acquire technical proficiency in a principal medium, knowledge of a variety of media processes as well as liberal arts breadth in critical and verbal

skills. The program is a preparation both for students intending to apply to Master of Fine Arts programs and go on to professional work as artists; and for students who wish to acquire a liberal arts degree which can lead to work in a wide variety of fields in graduate school both inside and outside the world of art (such as art history, architecture, commercial art, design, arts administration, teaching art in elementary and secondary schools, etc.).

Students interested in graduate work in fields such as arts administration, arts conservation, or medical illustration should consider combining a major in art with a minor or second major in other fields such as business, chemistry, and biology, or developing an interdisciplinary "area of concentration." Entering students who are considering studio art as a major are required to take the beginning studios in ceramics, painting and sculpture in the course of their first three semesters, as well as start the drawing sequence with Drawing I. In order to finish within four years, students must decide upon their focus medium (ceramics, painting or sculpture) and take the first studio in that medium by the fall of their sophomore year.

In the visual arts it is important for the undergraduate studio art major to build a strong knowledge base over a wide variety of mediums, 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 have the option of creating a "double focus" by using their department electives (e.g., sculpture and painting, ceramics and sculpture or painting and ceramics).

Upon invitation of the department, an honors project is available to students. An honors project requires at least six semester hours of Senior Research on one project starting spring junior year or fall senior year. Students who are interested in pursuing honors are encouraged to contact the professor who is most likely to act as adviser to the honors work. Honors are awarded on the basis of portfolio review and the vote of the studio art faculty. (Hours count as University electives.) See the section titled Honors Courses in the catalog for more information.

Architecture and Design

The Architecture and Design Studies program allows students to explore aspects of the design professions and to prepare for graduate school applications in architecture (normally three and a half year Master of Architecture programs which many schools offer) or for graduate schools in several related fields (e.g. landscape architecture, urban planning, interior design, industrial design, etc.). Numerous different liberal arts majors can enhance a design career, including almost any of the humanities, business, science, mathematics or studio art.

Art History

Art History is an academic liberal arts program that seeks to understand the significance of visual culture within specific cultural and historical contexts. The Art History major enables the student to develop visual literacy and to critically assess the complex meanings of material culture within diverse settings. To foster such understanding, Art History courses take a broadly contextual approach, situating art objects in relation to contemporaneous political and historical events; issues of race, gender, and class; intellectual history and aesthetic criticism.

Students are asked to adopt this expansive historical and interpretive perspective in their own work. They become well-versed in the history of art in specific cultural contexts, and learn to analyze the visual and material attributes of art objects; conduct thorough historical research; think theoretically about the meaning of artistic production; develop critical and inventive arguments; and communicate their ideas clearly in both written and oral forms.

As a liberal arts program, the Art History major offers excellent preparation for any field benefited

40 41

by critical thinking, broad cultural knowledge, and research and writing skills. It is an appropriate major for work in the visual arts, such as arts administration or museum professions, and also prepares students for application to MA and PhD programs in Art History as well as other academic disciplines. Students preparing for graduate work in Art History are encouraged to develop strong language skills in at least one foreign language, which is required for advanced primary and secondary art historical research.

The Art History program consists of six broad areas of study: Asian, Latin American, Pre-Modern (Ancient and Medieval), Early Modern (Renaissance and Baroque), Modern, and Design History. The area covered by a particular course is reflected by the course number: all 71-200 courses=Asian, 71-300=Latin American (except for 71-301, 71-302, 71-303, 71-304, mid level special topics courses), 71-400=Pre-Modern, 71-500=Early Modern, 71-600=Modern, and 71-700=Design History. The program is strongest in the areas of Modern and Asian art, and Art History majors are required to take at least one course in each of these areas. Majors are encouraged to take courses in each of the remaining areas of study. The Design History component of the program is closely tied to the Architecture and Design minor.

Upon invitation of the department, an honors project is available to students. An honors project requires at least six semester hours of Senior Research (71-98x) taken in the junior or senior year (starting, at the latest, fall of senior year). Those who are interested are encouraged to contact the professor who is most likely to act as adviser to the honors work and propose a topic. The project will have a committee of at least three faculty members, approved by the department, and honors are awarded upon the basis of the vote of the committee. Hours may not count towards the courses required for the major, and an honors project does not replace the seminar capstone requirement.

It is possible to complete a 54 hour program in International Studies that pairs a major in Art History with an additional "Concentration" of four 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.

Major in Studio Art: 30 semester hours, including Art 70-203; 70-403 or 413; 70-463 or 473; and 70-503 or 513 in the first three semesters; as soon as possible, 70-213 and one additional course from 70-403, 413, 463, 473, 503, 513; two semesters of studio seminar in the focus medium (offered once a year, and may be taken a third time as a University elective), creating a four-course sequence in one studio area; six additional hours of Studio Art electives.

Additional Requirements for the Studio Art major: (1) Minor in Art History: 18 semester hours, including Art History 71-103, 123; 71-623 or 633; nine additional hours of Art History above the introductory level (three of these hours may be in Studio Art). (2) Portfolio Review: graduating seniors must present a portfolio of their work for review by the sponsoring faculty member in the appropriate focus area. A slide portfolio and a resume are required and will be retained by the department for its permanent records. Works for the portfolio are usually produced in studio seminars in a student's focus medium. (Capstone)

Minor in Studio Art: 18 semester hours, including Art 70-403 or 413; 70-463 or 473; 70-503 or 513;

one additional course from 70-403, 413, 463, 473, 503, 513; six additional hours of Studio Art (three of these hours may be in Art History).

Minor in Architecture and Design Studies: 21 semester hours, including Art 69/70-703, 713, 723, 753, 763, Art History 71-703, 713. Students wishing to major in studio art and minor in architecture and design studies should take the courses with the 69- prefix rather than the 70- prefix.

Major in Art History: 36 semester hours, including Art History 71-103, 123, 803 (Capstone, to be taken junior or senior year); one course in Studio Art in any medium; one 200-level course (Asian); one 600-level course (Modern); 18 additional hours of Art History, 12 hours of which must be above the introductory level.

Minor in Art History: 18 semester hours, including Art History 71-103, 123; 12 additional semester hours of Art History above the introductory level (three of these hours may be in Studio Art). See the Education Department for information regarding teacher certification in Art.

Architecture and Design Studies (ART)

69-703 ARCHITECTURAL STUDIO I: INTRODUCTION TO DRAFTING AND PROGRAMMATIC DESIGN. See Art 70-703. (Fall) (FAP)

69-713 ARCHITECTURAL STUDIO II: HISTORICAL DESIGN. Prerequisite: Art 69-703 or Art 70-703, or ability to draw plans, sections and elevations. See Art 70-713. (Spring, even years) (FAP)

69-723 ARCHITECTURAL STUDIO III: MODERN STRUCTURES. Prerequisite: Art 69-703 or Art 70-703, or ability to draw plans and sections. See Art 70-723. (Spring, odd years) (FAP)

69-753 DESIGN I. See Art 70-753. (Fall) (FAP)

69-763 DESIGN II. Prerequisite: Art 69-753 or Art 70-753. See Art 70-763. (Spring) (FAP)

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.

Studio Art (ART)

70-203 DRAWING I. A study of the nature of drawing as visual language with an emphasis upon descriptive rendering. (FAP)

70-213 DRAWING II. Figure drawing with an emphasis on the enduring historical and aesthetic significance of figurative art. Models will be provided for the study of proportion, structure and articulation of the human body as well as the formal means toward expressive drawing. Non-figurative concepts will be studied through independent work. Various media. Prerequisite: Art 70-203. (Spring) (FAP)

70-223 DRAWING III. A course in figure drawing and non-figurative contemporary drawing. The course is an extension of the figurative concepts introduced in Drawing II, with a greater emphasis on understanding the structure of the human body. Other related topics are covered and vary with the interests of the class members. Prerequisite: Art 70-213. May be repeated for university elective credit. (Fall)

70-323 PRINTMAKING: INTAGLIO. A beginning study of fundamental techniques, history and theory of intaglio prints (etching, aquatint, soft ground, drypoint). Black and white and color. The assignments are designed to explore creative, technical and formal means toward expressive form. (Spring, odd years) (FAP)

70-333 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. (Spring, even years) (FAP)

70-403 SCULPTURE: FIGURATIVE. A studio course that introduces the study of the methods, materials and tools of sculpture and general concepts of sculptural forms. A significant portion of this course is devoted to the study of figure structure via clay, wax, wood and/or stone. Students are expected to work toward innovation and extension of the figure as image. (Fall) (FAP)

70-413 SCULPTURE: ABSTRACT. The study and manipulation of space, form and construction process available to the contemporary artist. Assignments emphasize an investigation of the expressive qualities of form in space. (Spring) (FAP)

70-423 SCULPTURE: STUDIO SEMINAR. An examination and discussion of intersections of aesthetic, intellectual and societal issues in contemporary sculpture. Topics develop from the needs and interests of the students relevant to their own artwork. It is expected that the work produced in this course will constitute the portfolio required for the Portfolio Review for studio art majors. Prerequisites: Two courses from Art 70-403, 413, 603, 643, or permission of instructor. May be repeated for credit. (Fall)

70-463 CERAMICS: HAND-FORMING. A study of various forming methods used in the production of pottery with an emphasis on hand-building. Other topics include: ceramic materials and their use; low-fire and mid-range clay and glaze formulation; decorating techniques; studio procedures; a general survey of the history of pottery; theory; and criticism. (Spring) (FAP)

70-473 CERAMICS: WHEEL-FORMING. A study of the various methods used in the production of pottery with an emphasis on wheel-forming techniques. Other topics include: decorating techniques; high-fire clay and glaze formulation; and the history, theory and criticism of pottery with an emphasis on the modern period (c. 1850-1970). (Fall) (FAP)

70-483 CERAMICS: STUDIO SEMINAR. In this course, students are encouraged to

pursue personal concepts and ideas directed toward the production of a cohesive body of work. In consultation with the instructor, students will develop individual research and creative projects and are expected to be able to work independently. The work produced in this studio will constitute the portfolio required for the BA Portfolio Review in Studio Art and serves as the capstone experience. Prerequisite: Art 70-463 and 473, or permission of instructor. May be repeated for credit. (Spring)

70-493 CERAMICS: RAKU. Various pottery forming techniques will be considered including basic hand-building and wheel-forming, firing the kiln, and simple glaze formulation. The aesthetic theory that informs this approach to making pottery will be discussed, and the history of raku will be covered. (Summer) (FAP) (IP)

70-503 REPRESENTATIONAL PAINTING. A beginning studio course emphasizing the production of paintings that relate to the history and theory of art in various styles including realism and expressionism. This course takes an historical approach to materials and technique, traditional practices, as well as the use of representational ideas in contemporary art. Students are encouraged to find expressive forms. No previous experience required. (FAP)

70-513 ABSTRACT PAINTING. 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 an historical approach to materials and technique, abstract painting practices, as well as the use of ideas in contemporary abstract art. Students are encouraged to find expressive forms suited to their best ideas. No previous experience required. (FAP)

70-523 PAINTING: STUDIO SEMINAR. Primarily a studio class, the seminar provides an examination of recent developments in contemporary art, as they relate to intellectual, aesthetic and societal trends. Students are encouraged to develop a coherent body of paintings, drawings or prints which explore their own creative interests in current art issues. In consultation with the professor, research topics vary from semester to semester with the personal aesthetic interest of the student. Work produced for this course normally constitutes the material for the portfolio review capstone. Prerequisite: Art 70-503 and 513 or Art 70-323 and 333, or permission of instructor. May be repeated for credit. (Fall)

70-603 COMPUTER IMAGING. A studio art course that introduces the application and integration of three-dimensional modeling software that can be used to create and animate two- and three-dimensional forms. This course will use a variety of modeling software, including Adobe Photoshop, to create artworks. Students are expected to work toward innovation and expression of form in an animated or still image format. (FAP)

70-613 FILM PHOTOGRAPHY. An introduction to the history, theory and basic processes of black and white film photography. Assignments emphasize the development of compositional and critical skills in producing an expressive image. Single Lens Reflex camera with manual aperture required. (FAP)

70-623 DIGITAL PHOTOGRAPHY. 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). (FAP)

70-643 COMPUTER ANIMATION. A studio art course that emphasizes artistic and aesthetic creativity in using computer animation and modeling techniques as a form of visual expression. The history and theory of animation, varieties of narrative, visual animated expressions and types of animation software will be covered. Students will be required to produce an original short piece of animation work informed by theoretical study and showing evidence of artistic skill in using 3D modeling software to communicate a visual statement. Students are expected to take their project through research and script revisions to storyboard stage and into production. Critiques will be conducted during the semester offering the opportunity to present ideas, project development and work-in-progress for critical examination. (Spring) (FAP)

70-703 ARCHITECTURAL STUDIO I: INTRODUCTION TO DRAFTING AND PROGRAMMATIC DESIGN. Introduction to fundamentals of architectural drafting (drawing plans, sections, elevations, mechanical perspective, rendering) and principles of design (design to a program, formal systems). Material is presented in terms of one long and one or two short projects. Students who wish to complete a minor in Architecture and Design should register for this course under the 69-number. Also Art 69-703. (Fall) (FAP)

70-713 ARCHITECTURAL STUDIO II: HISTORICAL DESIGN. Five or six short design projects in the formal vocabularies of Neo-Classicism, Baroque, Gothic, and early Modern. Prerequisite: Art 70-703 or ability to draw plans, sections and elevations. Studio II and Studio III can be taken in either order. Students who wish to complete a minor in Architecture and Design should register for this course under the 69-number. Also Art 69-713. (Spring, even years)

70-723 ARCHITECTURAL STUDIO III: MODERN STRUCTURES. Empirical and intuitive introduction to construction and structures with four to six design projects in different media. Prerequisite: Art 70-703 or ability to draw plans and sections. Studio II and Studio III can be taken in either order. Students who wish to complete a minor in Architecture and Design should register for this course under the 69-number. Also Art 69-723. (Spring, odd years)

70-753 DESIGN I. 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. Students who wish to complete a minor in Architecture and Design should register for this course under the 69- number. Also Art 69-753. (Fall) (FAP)

70-763 DESIGN II. Refinement and elaboration of the basic design concepts and skills presented in Design I. Professional standards for documentation and presentation will be stressed. Students who wish to complete a minor in Architecture and Design should register for this course under the 69- number. Prerequisite: Art 70-753. Also Art 69-763. (Spring, odd years) (FAP)

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 INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F.

70-951, 952, 953, 954 INDEPENDENT STUDY IN STUDIO ART. May be repeated with a change of topic. At the invitation of the instructor.

70-983, 984, 985, 986 HONORS/ SENIOR RESEARCH IN STUDIO ART. Intended for honors work. At least six semester hours of work over two semesters (beginning spring junior year or fall senior year) on a single project. At the invitation of the instructor and approval of the studio art faculty.

Art History (ARH)

71-103 INTRODUCTION TO THE HISTORY OF ART: IMAGE, OBJECT, TEXT. The course offers a broad but selective look at art and artifacts made in various cultures and periods, particularly the Western world from antiquity onwards. The course will move chronologically through these eras, but will simultaneously address key themes in the history of art, including the power of the image, art as a means of political persuasion, religiosity and art, the appeal of the portrait, the relationship between text and image, and the question of the aesthetic as a separate realm of human endeavor. The course will also offer a basic introduction to some of the key methods used within the discipline to query its objects, including social history, feminist theory, formalism and semiotics. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (FAL)

71-123 INTRODUCTION TO THE HISTORY OF ART: ASIAN ART. An introductory survey of the arts of India, Central Asia, Southeast Asia, China, Korea and Japan. Organized chronologically by country, the course also examines cross-cultural thematic issues, particularly Buddhism. It encompasses ancient India and the origins of Buddhist art and traces the expansion of Buddhist art and culture into Central and Southeast Asia. Chinese art from the Neolithic to the modern era, the rise of Buddhism in China, and Korea's relationship with both China and Japan will be covered. Japanese art from the inception of Buddhism to the Meiji era is also included. Can be taken separately or in any order relative to the other introductory art history survey course. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (FAL) (IP)

71-233 HISTORY OF THE ART OF CHINA. A survey of Chinese art from the Neolithic period (ca. 6000-2000 BCE) through the Qing dynasty (1644-1912), focusing on all the visual arts, their cultural history and their political, social and religious contexts. Organized chronologically, the course encompasses art from the Neolithic through the Han dynasty created for the tombs; the arrival of Buddhism from India and its impact on architecture, sculpture and painting of the Six dynasties to the end of the Song dynasty; the political response to the foreign Mongol controlled Yuan dynasty; the resurgence of Chinese taste in the subsequent Ming Dynasty; and how the Chinese transformed their artistic tradition under the Manchu Qing Dynasty. (FAL) (IP)

71-243 HISTORY OF THE ART OF JAPAN. A survey of Japanese art from the Jomon period (10,500-300 BCE) into the Edo period (1615-1868), focusing on all the visual arts, their cultural history and their political, social, religious contexts. Organized chronologically, the course traces the visual arts beginning with the earliest artistic traditions, and early Buddhist architecture, sculpture and painting from the Asuka and Nara period. The course also examines how Buddhism continued to play a dominant role in art of the Heian period with the rise of the sects of Esoteric and Pure Land Buddhism, the civil war and strife in the Kamakura period followed by the rise of Zen Buddhism, the introduction of Chinese style ink painting and a variety of artistic schools beginning with the Momoyam period that continued into the prosperous Edo period. (FAL) (IP)

71-253 ANCIENT CHINESE ART AND CULTURE: NEOLITHIC THROUGH TANG. Ancient Chinese art and culture encompasses all the visual arts from the Neolithic Period (ca. 6000-2000 BCE) through the end of the Tang dynasty (61-907). Organized chronologically, the course encompasses ceramics and jades from the four main Neolithic cultures, the bronze and ceramic production of the Great Bronze Age and the Qin dynasty. The course also addresses art from the Han dynasty (ceramic vessels and tomb figurines) as well as metalworking, painting, sculpture and tombs in the Six dynasties and Tang dynasty. Buddhist architecture, painting and sculpture of the Six dynasties and Tang, such as the cave Temples at Dunhuang, Yungang, and Longmen, are also included. (FAL)

71-263 CHINESE PAINTING: THE COURT, POLITICS AND THE LITERATI. Encompasses Chinese painting from the Neolithic period (ca. 5000 BCE) and ending with the rise of the literati tradition in the Yuan dynasty (1279-1368). Organized chronologically, the course addresses the major subjects and themes in Chinese painting taking into account the artists' involvement in political, religious and literary discourse. The impact of Confucianism and Daoism on the art of the Zhou and Han dynasties is addressed. Starting in the Six dynasties and the Tang dynasty, the course focuses on achievement in court painting, including figure, landscape, and bird and flower painting, art theory and other trends. Buddhist figure and landscape painting at the cave site of Dunhuang is examined. Tracing the rise of ink monochrome painting into the Five dynasties and Northern Song dynasty, the course also explores court painting and the flowering of Chan Buddhist painting in the Southern Song. The political and intellectual reaction of Chinese painters in the early Yuan dynasty under Mongol control and the rise of the literati tradition are also addressed. (FAL) (IP)

71-273 CHINESE PAINTING: PERSONAL EXPRESSION, ORTHODOXY AND ECCENTRICITY. Encompasses Chinese painting from the Yuan dynasty (1279-1368) through 17th and 18th centuries of the Qing dynasty. Includes a consideration of the rise of the literati tradition and how it evolved in the Yuan under Mongol control. Organized chronologically, the course examines the contributions of Zhao Mengfu and how his circle impacted the middle and late Yuan, as well as the Four Late Yuan masters, and other Yuan dynasty painting trends. Starting in the Ming dynasty, the course focuses on the Zhe and Wu Schools as well as the achievements of professional painters. Dong Qichang's innovations in theory and painting are also considered, as are the reactions and responses of the Orthodox, Individualists, and Eccentrics painters in the subsequent Qing dynasty. The course includes a consideration of the Four Anhui Masters and the Eight Eccentrics of Yangzhou. (FAL) (IP)

71-313 PRE-COLUMBIAN ART. Examines the artistic traditions and cultural history of ancient Mesoamerica (Mexico, Guatemala, Belize and Honduras) from BC 1500 to AD 1600. (FAL) (IP)

71-393 MODERN LATIN AMERICAN ART. This course addresses major topics in the history of Latin American art from 1821 to the present. (FAL)

71-443 CLASSICAL AND HELLENISTIC ART. A survey of the dispersion of the formulae of Greek "classical" art (fifth and fourth centuries B.C.) throughout the cosmopolitan Mediterranean cultures of the Hellenistic period (c. 330-30 B.C.), including the Late Roman Republic and early Empire (mid-first century A.D.). This is one of the most "romantic" and "modern" periods in world history, a period of cultural fluidity and international cosmopolitanism, featuring some of the most romantic personalities, from Alexander to Pompey, Caesar and Kleopatra. In art, the period features the development of a wide range of expressive modes, the growth of art criticism, collecting, self-referencing and quotation, and the transference of artistic formulae to different cultures with highly differing effects. The course will involve considerable background reading in ancient history and texts, as well as an introduction to some of the most fundamental issues of art practice and criticism as they shaped the rest of Western aesthetic practice. Also Classics 07-353. (FAL)

71-543 ITALIAN RENAISSANCE ART. An in-depth survey of Italian art and culture from the beginning of the 14th century to the end of the 16th century. (FAL)

71-553 BAROQUE ART. A survey of European art and its cultural and intellectual context from c. 1600 to the mid 18th century. (FAL)

71-613 REVOLUTION, ROMANTICISM, REALISM. Encompasses the visual arts produced in Europe and the United States between 1780 and 1860. Includes a consideration of David and Neo-Classicism; Romanticism in England, Germany, and France; native and colonial American art; and international Realism. Organized according to chronological development in the history of 19th century art, the course also focuses on thematic issues including the relationship between revolution and art, the representation of femininity and masculinity, the tensions between Enlightenment and Romantic philosophies, the connections between imperialism and art, and the coincident rise of modernism and high capitalism. (Fall, even-numbered years) (FAL)

71-623 MODERNISM AND MODERNITY. Encompasses the visual arts produced primarily in Europe and the United States between 1860 and 1945. Includes a consideration of urban planning in Paris, Impressionism, Post-Impressionism, world's fairs, Symbolism, Art Nouveau, Cubism, Expressionism, the Russian Constructivists, Bauhaus, Dada, Surrealism and the muralist movement. Organized according to chronological developments in the history of modernism and the avant-garde, the course also focuses on thematic issues including the critiques enacted by modern art of technology and the city; primitivism and the avant-garde; the role of philosophy and theosophy in painting; the practical and theoretical exclusion of the decorative, feminine and commercial from the realm of fine art; and the importance of political programs to the avant-garde. (Spring, odd-numbered years) (FAL)

71-633 ART SINCE 1945. Encompasses the visual arts produced primarily in Europe and the United States between 1945 and the present. 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. Organized according to chronological developments in the history of post-1945 art, the course also focuses on thematic issues including the development of modernist aesthetics and criticism; critiques of difference based on race, class, or gender; the body and art; the role of popular culture in contemporary art; the relationship between politics and representation; and the notion of originality. (Fall, odd-numbered years) (FAL)

71-643 GENDER AND ART. A study of the ways in which gender and sexuality are intricately involved in the making, reception and criticism of art. Includes a consideration of how the art historical canon is generated, often excluding female producers of art, and an examination of the ways in which art represents both femininity and masculinity. The course will consistently investigate the experience of gendered subjectivities, asking what it means to be called, and to call oneself, a woman or a man. This course will include an analysis of the intricate mechanisms informing the construction of gender identities, the history of sexuality, and how these theories can aid in better understanding both representation and production in the visual arts. Also Feminist Studies 04-413. (FAL)

71-653 HISTORY AND THEORY OF PHOTOGRAPHY. A study of photography from its inception in the mid-19th century to the present. The course will provide an overview of major figures and movements in photography organized both chronologically and thematically. Close attention will be paid to fundamental theoretical issues relevant to the practice and interpretation of photography, such as the tension between photography as art and as document; photography and the notion of the "real;" gender and photography; photography's relationship to death; the photographer as explorer; the political uses of photography; and photography and post-modernism. (FAL)

71-663 THE LANDSCAPE: REPRESENTING "NATURE." This course will consider different ways in which European and American culture has represented the natural environment. Areas to be addressed include the history of landscape painting, landscape architecture, urban planning and park development, gender and the landscape, nature photography, and the relationship between landscape and power. Also Environmental Studies 49-423. (FAL)

71-703 WORLD ARCHITECTURE I: ANCIENT AND MEDIEVAL TRADITIONS. A survey of Western architecture from Egypt through the middle ages, with brief introductions to the architecture of South and East Asia, Islam and pre-Columbian America. Aesthetics are presented as the evolution or invention of formal-linguistic systems, and are considered in the context of social and religious systems and history of technology. Also Classics 07-363. (Fall, odd-numbered years) (FAL)

71-713 WORLD ARCHITECTURE II: RENAISSANCE TO POST MODERN.

A survey focusing on the development of Western architecture and the development of international modernity through the 20th century. Presented as the recurring crisis in the search for aesthetic formal systems from the Renaissance to the present, and considered in context of social and intellectual history, and history of technology. Also an introduction to issues of architectural theory and the history of the architectural profession. (Spring, even-numbered years) (FAL)

71-803 SEMINAR IN SPECIAL PROBLEMS.

A research seminar in various topics. Primarily for majors but open to non-majors who fulfill prerequisites. Prerequisites: Art 71-103 or 113 and six additional hours of art history or permission of instructor. Open to juniors or seniors only. May be repeated with change of topic. (Every semester, with different topics.)

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 INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F.

71-951, 952, 953, 954 INDEPENDENT STUDY IN ART HISTORY. May be repeated with a change of topic. At the invitation of the instructor.

71-983, 984, 985 SENIOR HONORS RESEARCH IN ART HISTORY. At least six hours of work over two semesters (beginning spring junior year or fall senior year) on a single project. At the invitation of the instructor and approval of the art history faculty.

48 49

BIOLOGY DEPARTMENT

Division of Natural Sciences

Associate Professor Rebecca Ann Sheller, PhD, Chair

Professor Benjamin Pierce, PhD

Assistant Professor Romi Burks, PhD

Assistant Professor Maria Cuevas, PhD

Assistant Professor Martín Gonzalez, PhD

Assistant Professor Daniel R. (Max) Taub, PhD

Assistant Professor Maria C. Todd, PhD

Instructor Linda Southwick, MT, MS

Assistant Professor Veronica Martinez, PhD (part-time)

Assistant Professor James W. Ard, DVM (part-time)

Instructor Laura Leites, MS (part-time)

The Biology Department presents students with the challenge and excitement of learning about living organisms and their relationships to their environment. The courses offered by the department cover a broad range of topics within three main subdivisions of biology: cellular and molecular biology, organismal biology, and ecology and evolutionary biology. Most of the courses have a lecture component combined with a laboratory component. Laboratories are conducted in Fondren-Jones Science Hall facilities, a greenhouse, and a 17-acre biological field station on the North San Gabriel River.

Introductory courses in the Biology Department can either serve as prerequisites for further study for the biology major/minor or satisfy the Area Two: Division of Natural Sciences experimental laboratory course requirement of the General Education Requirements. Non-introductory courses are designed for students seeking more in-depth information on cellular and molecular, organismal, and ecology and evolutionary biology and for students with specific vocational aims.

The Biology Department offers majors and minors for the Bachelor of Science and Bachelor of Arts degrees. Interdisciplinary majors in Animal Behavior and Environmental Studies are also supported by the Biology Department.

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

The capstone experience for the biology major consists of a research project or internship approved by the Biology Department or a capstone course (50-931). Consult with members of the department for more details on the capstone experience.

NOTE: Biology majors must complete the first-year Biology sequence (Biology 50-102, 112, 122, 162) and Biology 50-222, 232 with a grade of C- or better before enrolling in any additional courses above the introductory level.

Major in Biology (BA or BS): 30-35 semester hours, including Biology 50-102, 112, 122, 162, 222, 232; 50-931 or an approved research or internship experience (Capstone); one cellular and molecular biology course from 50-373, 474, 484, 573/571, 583 or 583/581, 864, 874; one organismal biology course from 50-324, 353, 364, 394, 424, 444; one ecology and evolutionary biology course from 50-314, 334, 414, 434.

Additional Requirements for the major (BA): two additional courses from the cellular and molecular, organismal, and ecology and evolution subdivisions. At least three of the five courses from these subdivisions must have a laboratory component. Upon recommendation of the adviser, up to two of the following courses may be substituted for the additional course requirement, but will not count under any specific subdivision: 50-303, 304, 971, 972, 973, 983. Four semester hours of Introduction to Research (50-971, 972, 973) may substitute for only one of the required laboratory courses.

Additional Requirements for the major (BS): three additional courses from the cellular and molecular, organismal, and ecology and evolution subdivisions. At least four of the six courses from these subdivisions must have a laboratory component. Upon recommendation of the adviser, up to two of the following courses may be substituted for the additional course requirement, but will not count under any specific subdivision: 50-303, 304, 971, 972, 973, 983. Four semester hours of

Introduction to Research (50-971, 972, 973) may substitute for only one of the required laboratory courses.

Required supporting courses in the major (BA): 15 semester hours, including Chemistry 51-153/151 and 51-163/161 or 173/171 and 51-214; 51-544; Mathematics 52-113.

Required supporting courses in the major (BS): 31 semester hours, including Chemistry 51-153/151 and 51-163/161 or 173/171 and 51-214; 51-544; 51-554; Mathematics 52-113, 154; Physics 53-154, 164.

Minor in Biology: 20 semester hours, including Biology 50-102, 112, 122, 162, and 12 semester hours of Biology above the introductory level. At least one of the above introductory level courses must include a laboratory component.

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

Biology (BIO)

NOTE: Successful completion of any two of the following mini-courses (half semester, 7-week courses) will yield credit for the Area Two: Division of Natural Sciences experimental laboratory course requirement - BIO50-102, 112, 122, 162, 222, 232.

50-102 CELL BIOLOGY (3-3; half-semester). An introduction to biologically important molecules, cell structure and function, cellular bioenergetics (cellular respiration and photosynthesis) and cellular reproduction. Emphasis on animal and plant cells.

The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in biology. (Fall) (NSL)

50-112 BIODIVERSITY (3-3; half-semester). Following a review of evolution and natural selection, this course surveys all domains of life. Emphasis is placed on how different organisms interact with their environment and with each other. The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in biology. (Fall) (NSL)

50-113 HUMAN BIOLOGY TODAY (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in biology. This course focuses on the function of selected organ systems within the body and how they are altered by various disease processes, such as bacterial and viral infections, hypertension, HIV, cancer, heart disease, hearing loss, visual impairment and Alzheimer's disease. Laboratory exercises reinforce lecture material and promote observation, experimentation and analysis skills. Microcomputers are used in the laboratory. (NSL)

50-122 GENETICS AND EVOLUTION (3-3; half-semester). This course introduces the basic principles of genetics. Classical genetics topics include: cell division, sexual reproduction, Mendelian genetics, genetic maps and polygenic inheritance. Population genetics topics include: Hardy-Weinberg Law, changes in allelic frequencies and mechanisms of microevolution. The course includes a weekly laboratory session and night exams. The course is a foundation-building course required of students majoring in biology. (Spring) (NSL)

50-123 BIOLOGY OF FOOD (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in biology. This course focuses on understanding the food plants and animals which humans eat as living organisms. Topics covered include food plant anatomy and physiology, alternative crops, nutritional biochemistry and the genetic modification of crop plants. (NSL)

50-143 ENVIRONMENTAL SCIENCE (2-2). A natural science lecture/laboratory course

50 51

designed for students who do not intend to major in biology. This course emphasizes the interactions of organisms with their environment. In addition to this introductory survey of ecology, current applied ecological issues such as species diversity, conservation biology, greenhouse effects, acid rain and biological control are studied. Also Environmental Studies 49-143. (NSL)

50-162 GENES AND MOLECULES (3-3; half-semester). This course focuses upon the molecular basis of inheritance and gene expression. Topics covered include DNA structure, replication and repair, transcription and translation, regulation of gene expression, mitosis and meiosis and regulation of the cell cycle. The course includes a weekly lab session and night exams. The course is a foundation-building course required of students majoring in Biology. (Spring) (NSL)

50-163 BIOLOGY OF PERCEPTION (2-2). A natural science lecture/laboratory course designed for students who do not intend to major in biology. This course presents current theories on how humans perceive light, sounds, smells, taste and touch. Various properties of these modalities in our environment and their transduction into neural signals are described. Experimental design, execution, analyses and presentation are included in the laboratory component of the course. (NSL)

50-213 ANIMAL BEHAVIOR (2-2). An introduction to the study of science in animal behavior and selected areas in ethology including behavioral genetics, communication, foraging strategies, learning, navigation and migration, ontogeny of behavior and territoriality. Laboratory experiences provide hands-on experiences in field and laboratory research related to these content areas. This course does not count toward the Biology major or minor. Prerequisite: Biology 50-112 and 122 OR Psychology 33-103. Also Psychology 33-253. (NSL)

50-222 METHODS IN ECOLOGY AND EVOLUTIONARY BIOLOGY (2-2; half-semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in ecology and evolutionary biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs, and developing specific laboratory and field research skills for ecology and evolutionary biology. Prerequisite: Biology 50-102, 112, 122, 162 and Mathematics 52-113. (Fall and Spring) (NSL)

50-232 METHODS IN CELLULAR/MOLECULAR BIOLOGY (2-2; half-semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in cellular/molecular biology, conducting literature

searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs and developing specific laboratory skills for cellular/molecular biology. Prerequisites: Biology 50-102, 112, 122, 162. (Fall and Spring) (NSL)

50-314 GENETICS (3-3). An introduction to the study of genetics, including the principles of heredity, structure and variation of chromosomes, the molecular nature of genetic information, DNA replication, transcription, translation, control of gene expression, genomics, quantitative genetics and population genetics. The course includes discussion of current findings of genetic research. Laboratory exercises emphasize hypothesis testing and the analysis of genetic crosses, along with techniques and concepts of genetics. Prerequisites: Biology 50-222 or 232. (Spring) (NSL)

50-324 BOTANY (3-3). This course explores the life histories and adaptations of terrestrial plants, with an emphasis on plant evolutionary biology, ecology and physiology. The laboratory explores these same themes, and additionally emphasizes plant identification skills and knowledge of the local woody flora. Prerequisite: Biology 50-204 or 222. (Fall) (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 50-204 or 222. (Fall) (NSL)

50-353 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 50-204 or 232. (Spring) (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 50-204 or 232. (Spring) (NSL)

50-373 BIOLOGY OF REPRODUCTION (3-0). This course takes a comprehensive look at the process of reproduction by examining the role of hormones, developmental and genetic sex, the process of puberty, and the production of offspring. Emphasis is given to human reproduction, although other species are studied to assist in the understanding of reproduction. Prerequisites: Biology 50-232 and Chemistry 51-544. (NS)

50-394 ENDOCRINOLOGY (3-3). This course undertakes a detailed exposure to the structure and function of the endocrine system. The course emphasizes the biosynthesis, mechanism of action and homeostatic function of hormones. Topics demonstrate the chemical and physiological principles of hormonal integration with emphasis on humans. Prerequisite: Biology 50-204 or 232 and Chemistry 51-573, or permission of instructor. (Spring) (NSL)

50-414 GLOBAL CHANGE BIOLOGY (3-3). A survey of the biological implications of anthropogenic changes to the geosphere/biosphere, including 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 50-204 or 222. Also Environmental Studies 49-414. (Spring) (NSL)

50-424 ORGAN PHYSIOLOGY (3-3). Processes/functions of organ systems: nervous, muscular, cardiac, circulatory, respiratory, renal, digestive and endocrine. Human physiology is emphasized. Prerequisite: Biology 50-204 or 232 and Chemistry 51-544, or permission of instructor. (Fall) (NSL)

50-434 ECOLOGY (3-3). This class explores the interactions of organisms with their biotic and abiotic environment. In particular, the course looks at the influence of nutrients, climate, competition, predation and symbiotic relationships on individuals, populations and communities. This course includes a mandatory weekend field trip. Prerequisite: Biology 50-204 or 222. Mathematics 52-113 is recommended. Also Environmental Studies 49-434. (Spring) (NSL)

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

50-474 CELLULAR PHYSIOLOGY (3-3). The general functions of eukaryotic cells are studied primarily in animal cells. Topics include transcription, translation, protein functions, cell motility, secretion and endocytosis, cell signaling, and cell cycling. Laboratory experiments teach techniques and concepts of cellular physiology. Prerequisites: Biology 50-204 or 232 and Chemistry 51-554. (Spring) (NSL)

52 53

50-484 MICROBIOLOGY (3-3). An introduction to the study of microbes. The course is not strictly a bacteriology course, for some attention is given to fungi and viruses. The 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 50-204 or 232 and

Chemistry 51-544, or permission of instructor. (Fall) (NSL)

50-571 GENERAL BIOCHEMISTRY I LAB (0-4). Must be taken concurrently with Biology 50-573. See Chemistry 51-571. (NSL)

50-573 GENERAL BIOCHEMISTRY I (3-0). Prerequisites: Chemistry 51-554. See Chemistry 51-573. (NSL)

50-581 GENERAL BIOCHEMISTRY II LAB (0-4). Prerequisites: Concurrent or past enrollment in Biology 50-583 or Chemistry 51-583. See Chemistry 51-581. (NSL)

50-583 GENERAL BIOCHEMISTRY II (3-0). Prerequisites: Biology 50-573/571 or Chemistry 51-573/571. See Chemistry 51-583. (NSL)

50-864 FUNDAMENTALS OF IMMUNOLOGY (3-3). 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. The course deals with the cellular and biochemical mechanisms involved in the education and regulation of both the humoral and cell-mediated immune responses. Prerequisites: Biology 50-474 and/or Chemistry 51-573/571 or permission of instructor. (NSL)

50-874 MOLECULAR BIOLOGY (3-3). This course focuses on the molecular aspects of genetic systems in prokaryotes, eukaryotes and viruses. Topics include: molecular methods and their applications, cell cycle control, gene expression, regulation of gene expression, gene arrangement, DNA mutagenesis and repair, mobile genetic elements and viral replication. Reading and critiquing primary journal articles is emphasized. A weekly laboratory session is required and includes independent projects using molecular biology techniques. Prerequisites: Biology 50-204 or 232 and Chemistry 51-583. (NSL)

50-931 CAPSTONE (1-0). This course fulfills the capstone requirement in biology. The topic varies with the professor leading it. Available to graduating seniors with permission of the instructor only. (Fall and Spring) (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 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 INTRODUCTION TO INDEPENDENT RESEARCH. Credit may vary from one to six semester hours depending upon the nature of the problem. Students should make arrangements with a faculty member in the Biology Department prior to enrolling in this course. In addition to their independent research, students will be required to meet every other week as a group. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.

50-983 HONORS. By invitation only.

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Division of Natural Sciences

Associate Professor Emily D. Niemeyer, PhD, Chair

Professor Kerry A. Bruns, PhD

Professor Frank S. Guziec, Jr., PhD

Associate Professor Gulnar H. Rawji, PhD

Assistant Professor Nikolaos Benteitis, PhD

Assistant Professor Maha Zewail Foote, PhD

Assistant Professor Willis Weigand, PhD

Visiting Assistant Professor Lynn Guziec, PhD

Assistant Professor Sandra Loudwig, PhD (part-time)

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 or 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.

The Chemistry and Biochemistry Department offers majors and minors within the Bachelor of Science and Bachelor of Arts 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. In addition to their regular course work, chemistry majors are strongly encouraged to become involved in laboratory research during their junior and/or senior years. Members of the department's faculty are available to consult with chemistry students, particularly those interested in graduate study, about research programs available at Southwestern and other universities. All chemistry majors are required to complete a capstone experience based on a laboratory or literature research project. In addition, all chemistry majors must participate in a literature seminar course in their junior year to prepare them for their capstone experience.

The flexibility of the chemistry degree program allows students to prepare for a number of career options including graduate or professional school, or obtaining a position in government or industry. Students should consult with their academic advisers to determine the best course choices within their individual degree plan.

The Chemistry and Biochemistry Department also offers a major in Biochemistry under the Bachelor of Science degree. The curriculum is designed to guide students in developing a strong foundation in the fundamentals of chemistry and biology. It is shaped by suggestions of the educational division of the American Society for Biochemistry and Molecular Biology (ASBMB) for an undergraduate curriculum leading to a major in biochemistry. Course requirements outside of those offered by the Chemistry and Biochemistry Department and the Biology Department emphasize the importance of physics and

mathematics to this discipline, and help form a foundation needed by all liberally educated scientists. Biochemistry majors are highly encouraged to participate in research, either at Southwestern University or at another institution, to fulfill their capstone requirements. All biochemistry majors must complete a chemistry literature or laboratory research capstone. The education biochemistry majors receive will equip them with the skills and understanding needed for graduate study in chemistry, biochemistry, molecular biology or a related area. Graduates may also choose to pursue a career in industry or one of the health-related professions.

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

Major in Chemistry (BA or BS): 30-34 semester hours, including Chemistry 51-153/151 and 163/161 or 173/171 and 214; 351; 911 or 921 (Capstone); one course, taken at Southwestern, from each of the following five areas: Analytical 51-214, 614, 644; Biochemistry 51-573/571, 583/581, 682,

54 55

683; Inorganic 51-624, 654, 661, 662; Organic 51-544, 554 or 564, 593, 673; Physical 51-714, 724, 731, 732; enough additional hours in chemistry above the introductory level to total a minimum of 30 hours in the major.

Major in Chemistry (American Chemical Society (ACS) certified) (BS): 44-46 semester hours, including Chemistry 51-153/151 and 163/161 or 173/171 and 214; 544; 554 or 564 (sophomore year); 351, 714, 724 (junior year); 573/571, 624, 644, 911 (Capstone); two additional courses above the introductory level approved by the Department Chair.

Minor in Chemistry: 20 semester hours, including Chemistry 51-153/151 and 163/161 or 173/171 and 214; one course, taken at Southwestern, from three of the five following areas: Analytical 51-214, 614, 644; Biochemistry 51-573/571, 583/581, 682, 683; Inorganic 51-624, 654, 661, 662; Organic 51-544, 554 or 564, 593, 673; Physical 51-714, 724, 731, 732.

Major in Biochemistry (BS): 41 or 42 semester hours, including Chemistry 51-153/151 and 163/161 or 173/171 and 214; 544; 554 or 564; 573/571, 583/581, 714; 682 or 683; 911 or 921 (Capstone); Biology 50-102, 112, 122, 162, 232.

Required supporting courses for the Chemistry and Biochemistry majors: 15 semester hours, including Mathematics 52-154, 253; Physics 53-154, 164. Students seeking the BS degree must also complete one of the Approved Science Electives listed under Bachelor of Science in the University Degrees section of the catalog.

See the Education Department for information regarding teacher certification in chemistry. Chemistry (CHE)

51-043 CHEMISTRY CONNECTIONS (2-2). This course will provide an introduction to important scientific and chemical principles for non-science majors. The relevant chemical information will be presented in distinct topical modules covering chemistry in art and archeology, commerce, natural resources and the environment, nanotechnology and geochemistry. Individual and group experiments related to each module will be conducted in the laboratory. (NSL)

51-053 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)

51-063 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 49-063. (NSL)

51-151 CHEMICAL CONCEPTS AND PROPERTIES I LAB (0-4). The laboratory consists of quantitative analysis. To be taken concurrently with Chemistry 51-153.

(NSL)

51-153 CHEMICAL CONCEPTS AND PROPERTIES I (3-0). General chemistry. Correlation of physical laws with the structure of matter and chemical properties. To be taken concurrently with Chemistry 51-151. (NSL)

51-161 CHEMICAL CONCEPTS AND PROPERTIES II LAB (0-4). Prerequisites: Chemistry 51-153/151. To be taken concurrently with Chemistry 51-163. (NSL)

51-163 CHEMICAL CONCEPTS AND PROPERTIES II (3-0). Continuation of Chemistry 51-153. Prerequisites: Chemistry 51-153/151. To be taken concurrently with Chemistry 51-161. (NSL)

51-171 ACCELERATED GENERAL CHEMISTRY LABORATORY (0-4). Experiments designed to reinforce concepts presented in Chemistry 51-173, and instruction in use of instruments for chemical analysis. To be taken concurrently with Chemistry 51-173. (NSL)

51-173 ACCELERATED CHEMICAL CONCEPTS AND PROPERTIES (3-0). For highly prepared students, this course reviews and reinforces essential concepts from Chemical Concepts and Properties II. It is structured for students intending to major in chemistry or another department of the Natural Sciences, and offers an introduction to topics in Organic Chemistry, Biochemistry and the use of modern instrumentation in chemical analysis. Enrollment is limited to students who have taken Advanced Placement Chemistry in high school (with a 4 or 5 on the AP exam) or students who receive credit for CHE51-153/151 by passing an American Chemical Society standardized exam administered by the Chemistry Department. To be taken concurrently with Chemistry 51-171. (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 or 173/171. (Spring) (NSL)

51-351 CHEMISTRY LITERATURE SEMINAR (1-0). 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. It is required for all chemistry majors and should be completed in the junior year of study as preparation for the capstone experience. (Spring) (NS)

51-544 ORGANIC CHEMISTRY I (3-4). A study of the preparation and reactions of aliphatic and aromatic compounds with an introduction to heterocyclic and organometallic compounds. Reaction mechanisms and instruments used in the determination of molecular structure are integrated into the lecture and laboratory. Students will be introduced to techniques used to perform experiments on the macroscale as well as the microscale level. Prerequisites: Chemistry 51-163/161 or 214. (NSL)

51-554 ORGANIC CHEMISTRY II (3-4). Continuation of Chemistry 51-544. Prerequisite: Chemistry 51-544. (NSL)

51-564 ORGANIC CHEMISTRY II FOR MAJORS (3-4). Continuation of Chemistry 51-544. This class is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. The laboratory portion of the course will provide an introduction to advanced experimental techniques including both infrared and nuclear magnetic resonance spectrometry. Prerequisite: Chemistry 51-544 or consent of instructor. (NSL)

51-571 GENERAL BIOCHEMISTRY I LAB (0-4). Separations and measurements of biological molecules. Prerequisites: Chemistry 51-554 or 564. To be taken concurrently with Chemistry 51-573. Also Biology 50-571. (NSL)

51-573 GENERAL BIOCHEMISTRY I (3-0). A survey of structures and functional interrelations of proteins, carbohydrates, lipids and nucleic acids in life processes. Prerequisites: Chemistry 51-554 or 564. To be taken concurrently with Chemistry 51-571. Also Biology 50-573. (NSL)

51-581 GENERAL BIOCHEMISTRY II LAB (0-4). This is a project-based laboratory developed to introduce students to the primary biochemical literature and modern methods of research in biochemistry. Prerequisites: Chemistry 51-573/571. To be taken concurrently with Chemistry 51-583. Also Biology 50-581. (NSL)

51-583 GENERAL BIOCHEMISTRY II (3-0). Bioenergetics and metabolism. Prerequisites: Chemistry 51-573/571. To be taken concurrently with Chemistry 51-581. Also Biology 50-583. (NSL)

51-593 MEDICINAL CHEMISTRY (3-0). This course provides an introduction to medicinal chemistry, in particular, the relationship between molecular structure and therapeutic activity, and the biochemical basis for this activity. Topics to be discussed include a historical perspective on drug development, receptors and current approaches to rational drug design. Prerequisites: Chemistry 51-554 or 564. (Spring) (NS)

51-614 ENVIRONMENTAL CHEMISTRY (3-4). This course discusses how microscopic properties of atoms and molecules can affect changes within the environment. The

56 57

coursework places emphasis on current environmental problems and concerns while the laboratory component introduces students to techniques used in environmental water, air and soil analysis. Prerequisites: Chemistry 51-544 Also Environmental Studies 49-614. (Fall, alternate years) (NSL)

51-624 INTERMEDIATE INORGANIC CHEMISTRY (3-4). An introduction to the structure and reactivity of inorganic compounds. Descriptive chemistry of the elements including crystal structure, molecular structure, bonding, thermodynamic and redox properties, acid-base theories using periodic trends and theoretical models. Basic coordination chemistry and its biological applications will also be covered. Prerequisites: Chemistry 51-554 or 564. (Fall) (NSL)

51-644 INSTRUMENTAL METHODS OF ANALYSIS (3-4). The basic goal of this course is for the student to develop a fundamental understanding of the principles of operation for a wide variety of chemical instrumentation. In addition, this course is designed for the student to learn the use of such chemical instrumentation in solving many common analytical problems. In the laboratory, students will be introduced to the operation of spectroscopic, chromatographic, and electrochemical instrumentation. Prerequisites: Chemistry 51-554 or 564. (Fall, alternate years) (NSL)

51-654 ADVANCED INORGANIC CHEMISTRY (3-4). A further study of the structure of inorganic compounds including applications of symmetry to bonding and spectroscopy, and of synthesis and reactions of coordination, organometallic and bioinorganic complexes. The laboratory component of this course will utilize a variety of procedures for synthesis, purification and characterization of inorganic compounds to demonstrate the diversity of techniques used in the field. Some experiments will involve the use of original papers to better acquaint the student with the available literature. Prerequisite: Chemistry 51-624. (Spring) (NSL)

51-661, 662 SPECIAL TOPICS IN INORGANIC CHEMISTRY (1-0 OR 2-0). Selected topics from bioinorganic or organometallic chemistry. Prerequisite: Chemistry 51-654. May be repeated with changed content. (NS)

51-673 ADVANCED TOPICS IN ORGANIC CHEMISTRY (3-0). This course deals with selected advanced topics in organic chemistry including modern methods of organic synthesis and the preparation of biologically interesting structures. The course will also include a laboratory module dealing with hands-on spectroscopic structure determinations of organic molecules. The course is primarily geared to students who are interested in obtaining postgraduate degrees in chemistry or biochemistry. Prerequisites: Chemistry 51-554 or 564. (Fall) (NS)

51-682, 683 ADVANCED TOPICS IN BIOCHEMISTRY (2-0 OR 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: Prior completion of or concurrent enrollment in Chemistry

51-583. (NS)

51-714 PHYSICAL CHEMISTRY I (3-4). A quantitative study of the states of matter, the laws of thermodynamics, chemical equilibrium, the theory of solutions and electrochemistry. Prerequisites: Chemistry 51-163/161 or 214, Physics 53-154, and Mathematics 52-253. Mathematics 52-353 or 753 is recommended. (NSL)

51-724 PHYSICAL CHEMISTRY II (3-4). Kinetics, quantum mechanics, atomic and molecular structure, symmetry and statistical thermodynamics. Prerequisites: Chemistry 51-714. (NSL)

51-731,732 ADVANCED PHYSICAL CHEMISTRY (1-0 OR 2-0). Selected topics from atomic and molecular structure, thermodynamics and kinetics. Prerequisites: Chemistry 51-724 and Mathematics 52-753. (NS)

51-911 CHEMISTRY LABORATORY RESEARCH CAPSTONE (2-0). This course is intended for students who have completed a departmentally-approved independent research project. A portion of the course will cover current literature topics selected in consultation with the instructor. Students will also be required to write a scientific article describing their research and complete an oral examination. (NS)

51-921 CHEMISTRY LITERATURE RESEARCH CAPSTONE (2-0). Enrollment in this course is limited to students taking a double major in the natural sciences who have completed an approved independent laboratory research project in the second major, either at Southwestern or another university. A portion of this course will cover current literature topics selected in consultation with the instructor. Students will be required to write a review article and complete an oral examination. (NS)

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. Prerequisite: Permission of instructor.

51-971, 972, 973 INTRODUCTION TO RESEARCH. May be repeated with changed content.

51-983 HONORS. By invitation only.

51-991, 992, 993 CONTINUED RESEARCH. May be repeated with changed content.

CLASSICS AREA

Division of Humanities

Professor Halford W. Haskell, PhD, Chair

Contributing Faculty:

Professor Thomas Noble Howe, PhD (Art and Art History)

Associate Professor Glenda Warren Carl, PhD (Latin)

Associate Professor Kimberly Smith, PhD (Art)

Assistant Professor Philip E. Hopkins, PhD (Philosophy)

Assistant Professor Pam Haskell, PhD (part-time)

Classics is a broad field covering Greco-Roman antiquity from the very earliest periods (prehistory) to the dissolution of the Roman Empire. This interdisciplinary field embraces and combines the disciplines of literature and language, anthropology, archaeology, art history, religion, philosophy and history. Through the study of primary material (Latin and Greek texts, in the original or in translation; archaeological and art historical artifacts), students gain an appreciation for ancient societies that continues to illuminate our own. Students must not only master basic factual material, but also learn how to synthesize sometimes disparate material.

The rigor involved in the study of Classics prepares one for a variety of careers, and is recognized by various professional schools and business schools as providing a highly desirable and distinctive intellectual foundation for graduate work in any field.

High school enrollment figures reflect a renewed interest in the study of Classics, and there is a great demand for high school Latin teachers. Other careers for Classics majors include university teaching and museum work.

Southwestern University offers majors in Classics and in Latin, and minor programs in Latin and in Greek.

Majors are strongly advised to take advantage of opportunities to study or excavate abroad.

Students may pursue semester or academic year study at College Year in Athens or at the Intercollegiate Center for Classical Studies in Rome. Summer study possibilities include SU travel/ study programs in Greece.

Through Sunoikisis, an innovative inter-institutional Classics program, Southwestern students have access to a broad range of subject material and faculty that goes beyond the capacity of a single institution. Creative exploitation of technology enables student and faculty scholars together to conceive

58 59

of learning and data – text, iconography, epigraphy, pottery, etc. – in a far richer way, yielding new collaborative and interdisciplinary paradigms essential for liberal arts learning in the 21st century.

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

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

Because the study of language grammar is sequential, students are required to take the basic grammar courses in their proper order, which is 014, 024, 113, and 123, and to earn a grade of C- or better in each course of the sequence, prior to enrolling in the next course in the sequence. These courses may not be taken concurrently.

Students who major or minor in Latin and who have placed into the fourth semester or have placed out of the foreign language requirement may take a departmental exam for credit. They may earn up to six semester hours of lower-level credit which is equivalent to credit for 113 or the 113-123 sequence. Credit will be awarded upon completion of all other major or minor requirements. Under no circumstances may an individual earn credit for more than two courses in a language by AP or placement examinations.

The Classics committee is comprised of contributing faculty. The professor of classics serves as Chair.

Major in Classics: 39 semester hours (minimum), including four courses of earned college level Latin and four courses of earned college level Greek (3 or 4 credit hour courses may be used to satisfy this requirement), including six hours of Latin or Greek above the introductory level; six hours of Classics in Translation; six additional hours above introductory level in Latin and/or Greek, or in Classics in Translation; Classics 07-953 (Capstone). At least 24 hours in the major must be above the introductory level.

Major in Latin: 30 semester hours of Latin including Latin 14-953 (Capstone); 27 additional hours of Latin, 15 hours of which must be above the introductory level.

Minor in Latin: 18 semester hours of Latin, 12 hours of which must be above the introductory level.

Minor in Greek: 18 semester hours of Greek, 12 hours of which must be above the introductory level.

See the Education Department for information regarding teacher certification in Latin. Greek (GRK)

13-014, 024 GREEK I & II. A two-semester course. Essentials of grammar, composition and reading.

13-113, 123 GREEK III & IV. A two-semester course of selections from classical and New Testament Greek. Prerequisites: Greek 13-014 and 024.

13-603 TOPICS IN GREEK LITERATURE I. Topics offered on a five-year cycle: Homeric Poetry; Greek Lyric Poetry; Comedy; Literature of the 4th Century; Hellenistic Literature. 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: Greek 13-123 or equivalent. **(H)**

13-703 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 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 hours of Greek above the introductory level. **(H)**

13-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

13-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

13-443 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. Latin (LAT)

14-014, 024 LATIN I & II. A two-semester course. Essentials of grammar, composition and reading.

14-113, 123 LATIN III & IV. A two-semester course. Readings in Petronius in the fall semester, Vergil in the spring. Prerequisite: Latin 14-024 or the equivalent.

14-403 LIVY. Elements of grammar and style in an historical context. **(H)**

14-423 TACITUS. Elements of grammar and style in an historical context. **(H)**

14-503 HORACE. Elements of grammar and style in an historical context. **(H)**

14-603 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 14-123 or equivalent. **(H)**

14-703 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 hours of Latin above the introductory level. **(H)**

14-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

14-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

14-443 INTERMEDIATE TUTORIAL.

14-901, 902, 903, 904 TUTORIAL.

14-941, 952, 953, 954 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

14-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with changed content.

14-983 HONORS IN LATIN. By invitation only.

Classics (CLA)

07-203 GREEK AND ROMAN MYTHOLOGY. A study of the myths and religion of Graeco-Roman tradition, with attention to the heritage of classical mythology in Western literature and art. Extensive readings of ancient works in translation. Also

60

English 10-203 and Religion 19-403. **(H) (R) (IP)**

07-313 GREEK CIVILIZATION. A study of the rise and development of Greek civilization, with special emphasis on the cultural contributions to Western civilization. May be repeated with change of content. Also History 16-313. **(H) (IP)**

07-323 ROMAN CIVILIZATION. A study of the rise and development of Roman civilization, with special emphasis on cultural contributions to Western civilization.

May be repeated with change of content. Also History 16-323. **(H) (IP)**

07-333 HISTORY OF WESTERN PHILOSOPHY: ANCIENT. See Philosophy 18-413. **(H)**

07-353 CLASSICAL AND HELLENISTIC ART. See Art History 71-443. **(FAL)**

07-363 WORLD ARCHITECTURE I: ANCIENT AND MEDIEVAL TRADITIONS.

See Art History 71-703. (Fall, odd-numbered years) **(FAL)**

07-403 PERFORMING SANCTITY: HOLY LIVING AND HOLY WRITING IN

LATE ANTIQUITY AND THE MEDIEVAL PERIOD. A study of saints' lives from the late ancient world and the Latin Middle Ages, revealing the religious life of the periods that produced them as well as information about basic social and cultural history. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**

07-413 MEDIEVAL BEAST FABLES. A study of the use of the animal kingdom to satirize human courtly society in the Middle Ages, with attention to some of the social and personal needs fulfilled by telling or listening to these fables. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**

07-423 FABULOUS EXEMPLUM: MEDIEVAL LEGENDS OF ALEXANDER THE

GREAT. A study of Alexander's complicated legacy, as both a rhetorical example of what (not) to do, and as the protagonist of a series of fantastic adventures that please and instruct. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**

07-433 MEDIEVAL LEGENDS OF TROY. A study of the use of classical narratives to legitimize political power and literary production in the Middle Ages, with attention to the multiple significances of translation. Involves close reading and discussion of primary texts in translation from the original Latin. **(H)**

07-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in content.

07-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in content.

07-901, 902, 903, 904 TUTORIAL.

07-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

07-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

07-963 SEMINAR IN CLASSICS. An interdisciplinary study of various aspects of Greek and Roman antiquity. May be repeated with change of content.

07-983 HONORS IN CLASSICS. By invitation only.

62 63

COMMUNICATION STUDIES DEPARTMENT

Division of Humanities

Associate Professor Robert Bednar, PhD, Chair

Assistant Professor Hector Amaya, PhD

Assistant Professor Davi Johnson, PhD

Assistant Professor Julia Johnson, PhD

Assistant Professor David Olson, MA

Assistant Professor Paige Schilt, PhD (part-time)

Instructor Marnie Binfield, MA (part-time)

Instructor Jennifer Dickinson, MA (part-time)

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

The Communication Studies major requires a total of 11 courses (33 hours), comprised of 7 required courses (21 hours) and 4 elective courses (12 hours) in the major. The departmental curriculum is organized around three cognate areas that represent the distinct, yet interrelated areas of focus in the major: Rhetorical Traditions, Performing Culture, and Media & Culture. Each of these three areas is represented by one of the three COM Core Courses (75-203, 403, and 603) as well as a group of courses that represent further interventions into the cognate areas. Rhetorical Traditions Courses are located in the 75-200s and 75-300s (with the exception of 75-303, the general COM Special Topics course number). Performing Culture courses are located in the 75-400s and 75-500s. Media & Culture Courses are located in the 75-600s and 75-700s. Many students take an Academic Internship as one of their upper-level Communication Studies elective courses. Special Topics courses (75-303) and Independent Studies (75-95x) are also available.

All of the courses in the Communication Studies major involve a significant amount of writing, research, and creative work, but several courses even more explicitly engage in the teaching of writing, research, and creative methods and are designated as COM Writing Intensive Courses. In addition to two COM Foundation courses, three COM Core Courses, and four COM major electives, students also must complete at least one COM Writing Intensive Course and the COM Capstone Research Seminar.

Major in Communication Studies: 33 semester hours, including Communication Studies 75-133, 153, 203, 403, 603; one from 75-213, 413, 613, 783; 75-963 (Capstone); 12 additional hours of Communication Studies, five hours of which must be above the introductory level.

Minor in Communication Studies: 18 semester hours of Communication Studies, 12 hours of which must be above the introductory level.

See the Education Department for information regarding teacher certification in communication studies.

Communication Studies (COM)

75-133 INTRODUCTION TO COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives relevant to the study of communication. A special focus on narrative theory, social constructionism, symbolic interactionism, semiotics, performance studies, cultural studies and other qualitative/interpretive research methods enhances students' understanding of the role that communication plays in the construction and maintenance of culture and identity. COM Foundation course.

(H)

75-153 PUBLIC SPEAKING. Through a wide variety of speaking formats, students will become more comfortable with the inherently uncomfortable situation of speaking to persuade before a critical audience. This introductory course approaches the speech of advocacy as a means of social analysis. COM Foundation course.

75-173 INTRODUCTION TO PERFORMANCE STUDIES. See Theatre 73-173 and Feminist Studies 04-173. **(FAP)**

75-183 MEDIA AND ETHICS. See Philosophy 18-143. **(H)**

75-203 RHETORICAL TRADITIONS. Rhetoric is often thought of as the purview of scheming marketers and manipulative politicians, but it is in fact a rich and contested field that constitutes one of the oldest and most-studied arts in the Western tradition. This course moves from Plato to "culture jamming" and far beyond in its survey of classic, modern and contemporary rhetorical theories. COM Core Course.

Prerequisites: Communication Studies 75-133 and 153. **(H)**

75-213 RHETORICAL CRITICISM. This course critically engages diverse texts from a variety of theoretical orientations, analyzing speeches, pictures and various mass-mediated representations in order to produce critiques that employ a range of perspectives including feminist, critical race, psychoanalytic, and poststructuralist theories. COM Writing Intensive Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**

75-233 RHETORICS OF RESISTANCE. This course examines the ways in which rhetoric is used for social protest. It emphasizes historical and cultural contexts as it looks at how social movements use diverse rhetorical strategies to promote social justice. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-253 RHETORIC & DIVERSITY. This course explores diversity as a topic and engaged practice in the U.S., including the ways diversity is politicized and engaged in relationships, the public sphere and/or the media. Core areas of exploration will include how bodies are read as texts of difference or sameness, how diversity is constructed within public spheres and how persons, institutions and other structures interrelate to shape understandings of social identities. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-273 RHETORICS OF HEALTH. This class examines the intersections of communication and health by exploring topics such as mass media representations of health issues, communication patterns in health contexts, and the construction of identity through discourses of health and illness. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-403 COMMUNICATION, CULTURE, & 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. COM Core Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**

75-413 PERFORMING CULTURE. This interactive, performance-based research seminar is designed to explore the dialogical relationship between culture and performance from a communication perspective. In general, the role of human action in (re) creating reality and identity and the functions and dynamics of performance in the communicative life of the individual and community will be examined. Prerequisites: Communication Studies 75-133 and 153. **(H)**

75-453 RACE, ETHNICITY, AND COMMUNICATION. This course introduces critical race theory as it applies to the study of communication. In particular, it explores the

64 65

intersection of race/ethnicity, communication and media as it relates to issues of social justice and identity in America. These explorations shed light on the historical formation of racial and ethnic identities and their current social and personal relevance. The course integrates questions of identity with those of justice, economics and law, and will require a strong commitment to tolerance and self-reflection. Prerequisites:

Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-473 NATIONS AND COMMUNICATION. This course offers a critical understanding of the roles communication and media have played in the constitution and dissolution of national identities. Special emphasis is placed on examining how the dynamic relationships among nations, resulting from increasing economic and technological ties, have engendered systems of national identities. With power at their core and mediated by information and culture, these systems of national identities are structured within local and global ways of knowing, feeling and acting that constitute the bases

for connection (alliances) and separation (military and cultural wars). Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-513 ADVANCED PERFORMANCE STUDIES. Prerequisites: Communication Studies 75-153 and 173. See Theatre 73-713 and Feminist Studies 04-713. **(FAP)**

75-523 FEMINISM AND PERFORMANCE. Prerequisite: Feminist Studies 04-103. See Theatre 73-723 and Feminist Studies 04-723. **(FAP)**

75-543 DOCUMENTING THE OTHER. This course examines communication and media practices used in the United States to document the lives, experiences and world-visions of others. Holding these practices together are differing views of “other” people who are identified as others by their sexual, gender, racial, geographical and/or class characteristics. The documenting practices explored are varied: anthropological writing, ethnographic documentary, hate speech, documentary photography, some instances of popular culture (comic-strips, reality television), news media and educational curricula. Besides its critical and theoretical components, the course is also hands-on, demanding that students creatively participate in the ethical documenting of another to help them develop a critical and ethical eye as well as learn the principles of social responsibility and technical challenges that are involved in documenting others. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-553 DOCUMENTING THE SELF AND COMMUNITY. This course examines some of the ways in which individuals and communities in the United States document their experiences, lives and world-visions. The documenting techniques studied include literary autobiography, comic strips, graffiti, film documentary and photography. As varied as these documenting practices are, they play a similar social function and are thus embedded in community-specific and historically-defined ideas about the self and about specific representational techniques. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-563 COMMUNICATION, GENDER AND IDENTITY. This course explores the role communication plays in the construction of identity and gender. Issues of identity and gender are analyzed and discussed as they are played out in interpersonal, public and mass media contexts. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. Also Feminist Studies 04-563. **(H)**

75-583 COMMUNICATION AND BODY POLITICS. “Body Politics” refers to the ways in which the human body has a political history. The human body has been conceptualized, represented and interpreted differently at various times and in various places over the course of human history. There are signs and signals indicating the way in which the body is produced, inscribed, replicated and often disciplined. Using feminist theories and communication theories, this course examines body politics in various contexts such as medicine and healing, the prison system, gender roles and body modification (i.e. piercing and tattooing). Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. Also Feminist Studies 04-653. **(H)**

75-603 MEDIA AND CULTURE. This course provides an introduction to the critical cultural study of the political economy, history and functions of the major institutions involved in the production of mass media communication. Special emphasis is placed on the standard production practices of mass media industries that produce the media texts that permeate everyday life within contemporary mass society: newspapers, radio, sound recordings, television, film, books, advertisements, public relations and the Internet. With a secondary emphasis on regulation, public policy, media ethics, and media and cultural studies research, the course also explores how these institutionalized communication practices and organizations interrelate with other social institutions such as the government, the judiciary, education, business and public interest groups. COM Core Course. Prerequisites: Communication Studies 75-133 and 153. **(H)**

75-613 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. COM Writing Intensive Course. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-633 RACE, POLITICS, AND THE MEDIA. This class explores the complex political dynamics of race relations as constructed in the media. Rhetorical methods are used to study contemporary media coverage of race in historical and contemporary contexts. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-653 NEW LATIN AMERICAN CINEMA. This course provides a historical and critical perspective on the social conditions, philosophical-aesthetic positions, narrative strategies and particular national histories of New Latin American Cinema (NLAC), a form of filmmaking that originated in Latin America in the 1950s in reaction to Hollywood practices and emphasized the social and political dimensions of cinema. Often called Third Cinema, NLAC became quite relevant to the Latin American and Third World cultural environments from the 1960s on, where it became equated to “revolutionary cinema” that used a radical aesthetics to express the reality of oppression and the possibility of freedom in nationally specific ways. Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-673 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. (Summer) **(H)**

75-743 COMMUNICATION, TECHNOLOGY AND CULTURE. This course explores

the multi-layered historical and contemporary interplay of culture, communication and technology. The course constructs a systematic picture of how and why oral, manuscript, print, electric, electronic and digital media have been introduced, articulated and maintained in specific cultural contexts, placing special emphasis on the ways that cultures shape their media and the ways that media shape their cultures.

Prerequisites: Communication Studies 75-133 and 153, or consent of instructor. **(H)**

75-783 VISUAL COMMUNICATION. This course explores approaches to the production and analysis of visual media texts that have emerged in the fields of visual communication, media studies, visual culture and cultural studies. Critical attention is directed to the major products of mass media industries—especially advertisements, film, fiction/nonfiction television programs and Web sites—but also to popular forms of photography, desktop publishing, multimedia, technical illustrations and educational materials. Writing and production techniques are incorporated through individual and group projects and culminate in the collaborative production of student website projects. Prerequisites: Communication Studies 75-133, 153, 603. **(H)**

75-963 CAPSTONE RESEARCH SEMINAR. This course requires students to integrate and extend work done throughout the Communication Studies major by **66 67**

producing a significant research project or creative work project within the context of a specific course topic. Offered every Fall and Spring. Topics and instructors vary. Prerequisites: Communication Studies 75-133, 153, 203, 403, and 603.

75-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in content.

75-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in content.

75-901, 902, 903, 904 TUTORIAL.

75-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken on a Pass/D/F basis. May be repeated with change in content, but no more than six hours of Internship credit will count towards the major.

75-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content, but no more than six hours of Independent Study credit will count towards the major.

75-983 HONORS. By invitation only. Satisfies the Capstone Experience for the major.

ECONOMICS AND BUSINESS DEPARTMENT

Division of Social Sciences

Associate Professor John E. Delaney, PhD, Chair

Professor Dirk W. Early, PhD

Professor Kenneth D. Roberts, PhD

Professor A.J. Senchack, Jr., PhD

Professor Mary E. Young, PhD

Associate Professor Emily M. Northrop, PhD

Associate Professor Don M. Parks, PhD

Associate Professor Fred E. Sellers, PhD

Assistant Professor Mary Grace Neville, PhD

Visiting Instructor Andrew Ross, MBA

Professor Ira Dolich, PhD (spring only - part-time)

Assistant Professor Dean Olson, JD, DMin (part-time)

Assistant Professor Raymond McLeod, PhD (part-time)

Instructor Rebecca Pearson, CPA (part-time)

The Economics and Business Department works toward a three-fold objective: first, to provide students with a broad understanding of the nature of economic forces and institutions; second, to prepare students with skills needed for entry into the job market; and third, to equip students with the knowledge and skills needed for success in graduate school. Students elect to work toward a Bachelor of Arts degree with a major in Economics, Accounting or Business. Paired majors and major-minor combinations within the department are also available. Students pursuing a paired major in Economics and Business or Economics and Accounting may count Economics 31-013 and 31-103 toward both majors. The same double counting is also allowed for major-minor combinations within the department. Students who intend to go to graduate school should discuss additional course recommendations with their advisers.

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.

Special support for the library collection in Economics is provided by a memorial fund in honor of Dr. L.H. Merzbach, contributed to Southwestern University by the late Dr. Margaret Kober Merzbach and Dr. Uta Merzbach.

Major in Economics: 30 semester hours, including Economics 31-013, 103, 223, 233, 314, 963 (Capstone); 31-533 or 623; at least eight additional hours of Economics, two hours of which must be above the introductory level. Those planning on graduate study in Economics should discuss the additional mathematical requirements with their adviser.

Required supporting courses in the Economics major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. An internship (Economics 31-943) is strongly recommended.

Minor in Economics: 21 semester hours, including Economics 31-013, 103; 31-223 or 233; Mathematics 52-113; nine additional hours of Economics above the introductory level.

Major in Business: 42 semester hours, including Accounting 36-113, 123; Business 30-313, 323, 473, 483, 993 (Capstone); Economics 31-013, 103, 213; 12 additional hours above the introductory level in Accounting, Business or Economics.

Required supporting courses in the Business major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. Those planning on graduate study should also take Mathematics 52-253.

Minor in Business: 27 semester hours, including Accounting 36-113, 123; Business 30-313, 473, 483; Economics 31-013, 103, 213; Mathematics 52-113.

Major in Accounting: 45 semester hours, including Accounting 36-113, 123, 203, 213, 313, 323, 523, 993 (Capstone); Business 30-313, 323, 473, 483; Economics 31-013, 103, 213.

Required supporting courses in the Accounting major: Seven semester hours, including Mathematics 52-113, 154. Those not ready for calculus should first take Mathematics 52-123. Those planning on graduate study should also take Mathematics 52-253.

Certified Public Accountant (CPA) Examination: To qualify for the CPA Examination, Texas state law requires students to go beyond the major by completing a total of 150 credit hours of college work including 30 upper level hours of Accounting. To fulfill this requirement, students may take Accounting 36-333, 533, 763 and 923. Texas state law also requires CPA candidates to complete a course in ethics that is approved by the Texas State Board of Public Accountancy. Students can fulfill this requirement by taking Business 30-363. Also recommended but not required for the CPA track are Business 30-733, 743, 993 and Economics 31-314.

Economics (ECO)

31-013 PRINCIPLES OF MACROECONOMICS. A study of the general characteristics of economic systems, and the principles and problems related to unemployment, inflation and economic growth. Monetary and fiscal policy are emphasized. (SeS)

31-103 PRINCIPLES OF MICROECONOMICS. Principles and problems related to the determination of prices, the economics of the firm and the distribution of income. (SeS)

31-213 MONEY, BANKING AND FINANCIAL MARKETS. Nature and structure of financial markets, monetary theory and policy, the regulation of financial institutions, international finance. Prerequisites: Economics 31-013 and 103. (Fall)

31-223 INTERMEDIATE MICROECONOMIC THEORY. Intermediate economic theory relating to the analysis of price and value, production, distribution of income and economic welfare. Prerequisites: Economics 31-013 and 103 and Mathematics 52-154, or permission of instructor.

31-233 INTERMEDIATE MACROECONOMIC THEORY. Intermediate economic theory relating to the analysis of employment, inflation, economic growth and the balance of payments. Prerequisites: Economics 31-013 and 103. (Spring)

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 31-223, 233 and Mathematics 52-113, or permission of instructor. (Fall)

31-323 ENVIRONMENTAL ECONOMICS. Economic theories and policies regarding protecting or restoring the environment and conserving natural resources. Prerequisite:

68 69

Sophomore standing. Also Environmental Studies 49-323. (Spring) (SeS)

31-433 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 31-013 and 103, and Mathematics 52-113. Economics 31-223 is recommended.

31-443 ECONOMIC DEVELOPMENT. A survey of the less developed countries of the world and how the economic system of each affects people's lives. Each student chooses a country which they investigate in depth, and the course proceeds to develop the historical and economic dimensions of the world system in which these countries exist. Major topics are (1) history and colonialism; (2) population, especially the interactions among economic change, social change, population and the environment; (3) agriculture, rural-urban interactions, the role of women and migration; (4) the neoliberal model of economic development and its critics. A major purpose of the course is to impart an understanding of the controversies surrounding these issues through readings written by leading scholars in the field. Prerequisite: Economics 31-013 or 103, or permission of instructor. Also Environmental Studies 49-453. (IP)

31-473 FINANCE. Prerequisites: Accounting 36-123, Economics 31-213, and Mathematics 52-113. See Business 30-473. (Spring)

31-513 GENDER, RACE AND CLASS. A seminar on the role of gender, race and class in determining economic outcomes. This course will examine theories, evidence and policy implications from an economic perspective, with the greatest emphasis being placed on the United States and other industrialized economies. Prerequisite: Economics 31-223 or 433, or permission of instructor. Also Feminist Studies 04-513. (Fall)

31-533 ECONOMIC HISTORY OF THE UNITED STATES. A review of the economic development of the United States. Prerequisite: Sophomore standing. (SeS)

31-563 INTERNATIONAL ECONOMICS. The theory of comparative advantage, analysis of commercial policy and principles of international finance. Prerequisites: Economics 31-013 and 103.

31-573 U.S. POVERTY AND INEQUALITY. An examination of poverty and the inequality of income and wealth with an emphasis on antipoverty policies. Prerequisites: Economics 31-013 and 103.

31-623 HISTORY OF MODERN ECONOMIC THOUGHT. Historical survey and critical examination of leading schools of economic thought. Prerequisites: Economics 31-013 and 103.

31-643 THE CHINESE ECONOMY. This course will explore the massive changes in China's economic structure during the 20th Century, including the period before 1949 and the socialist period of Mao Zedong, but especially the post-1978 economic reforms. Students familiar with China will gain a better understanding of the economic issues accompanying China's transitions, while students familiar with theories of economic development will see the application of these theories within the context of China. Prerequisite: Economics 31-013 or 103, or permission of instructor.

31-963 SEMINAR IN ECONOMICS. Capstone course required of all majors and recommended for minors. Topics vary from year to year, but generally will involve group and/or individual research projects. A comprehensive examination in economics

also is usually included.

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.

31-901, 902, 903, 904 TUTORIAL.

31-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

31-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH.

31-983 HONORS. By invitation only.

Accounting (ACC)

36-113 FUNDAMENTALS OF FINANCIAL ACCOUNTING. An introduction to financial accounting concepts and techniques, with emphasis on the accounting model, financial statements and financial information systems. No previous knowledge of accounting is assumed. (Fall) (SeS)

36-123 FUNDAMENTALS OF MANAGERIAL ACCOUNTING. An introduction to cost accounting and managerial accounting concepts and techniques, with emphasis on development, analysis and uses of accounting information, including financial statement analysis and cash flow reporting. Prerequisite: Accounting 36-113. (Spring)

36-203 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 36-123. (Fall)

36-213 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 36-203. (Spring)

36-313 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 36-123. (Spring)

36-323 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 36-123.

36-333 GOVERNMENTAL AND NONPROFIT ACCOUNTING. Study of accounting techniques and requirements peculiar to governmental and private, not-for-profit concerns. Prerequisite: Accounting 36-123.

36-523 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 36-213 and senior standing.

36-533 ADVANCED FINANCIAL ACCOUNTING. Study of the accounting for partnerships, branches, business combinations and consolidated financial statements. Prerequisite: Accounting 36-213.

36-763 FINANCIAL STATEMENT ANALYSIS. Application of accounting information to financial decision-making. Students learn to assess the financial strengths and weaknesses of corporations; to measure operating and financial performance using financial statements and cash flows; and to construct pro forma financial statements and forecasts of sales and earnings. Other topics may include analyzing business strategies; analyzing mergers and acquisitions; estimating a firm's cost of capital and valuing financial assets. Prerequisite: Business 30-473 or Economics 31-473. Also Business 30-763.

36-923 ADVANCED AUDITING. A continuation of the topics introduced in Accounting 36-523. 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 36-523 and permission of instructor. (Spring)

36-993 ACCOUNTING THEORY. Study of current issues that involve both accounting theory and accounting practice. May be repeated when topics vary. Counts as accounting capstone. Prerequisites: Accounting 36-213, senior standing and permission of instructor.

70 71

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 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

36-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH.

36-961, 962, 963 SEMINAR.

36-983 HONORS. By invitation only.

Business (BUS)

30-313 FOUNDATIONS OF BUSINESS I. A study that integrates traditional macro issues in management, marketing and operations, including production systems, organization structure and design, and market segmentation and strategy. High performance work systems and total quality management approaches provide integrating frameworks. Prerequisites: Economics 31-013, 103 and prior or concurrent enrollment in Accounting 36-113. (Fall)

30-323 FOUNDATIONS OF BUSINESS II. A study that integrates traditional micro issues in management, marketing and operations, including leadership, reward systems, group effectiveness, pricing, promotion, consumer behavior and statistical quality control. High performance work systems and total quality management approaches

provide integrating frameworks. Prerequisite: Business 30-313. (Spring)

30-353 LEADERSHIP IN ORGANIZATIONS: ADVANCED THEORY AND APPLICATIONS. This course reviews and critiques the main areas of leadership theory, reflecting results from more than 5,000 published scholarly studies. Students gain further understanding by applying theories to case studies, and develop the ability to recognize and evaluate leadership literature, issues and situations. Heavy emphasis on preparation prior to class and in-class discussion. Prerequisite: Business majors - Business 30-323. Other majors - advanced standing in major and senior hours or permission of instructor.

30-363 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY. Required for accounting majors who seek CPA certification. 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 necessary for success. Prerequisites: Business 30-323 or permission of instructor. (Fall)

30-473 FINANCE. Analysis and application of the principles of managerial finance, especially the valuation of financial assets, capital budgeting and financial planning. Proficiency is gained in the application of calculators and computer spreadsheets to financial analysis. Prerequisites: Accounting 36-123, Economics 31-213 and Mathematics 52-113. Also Economics 31-473. (Spring)

30-483 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. Junior standing preferred. Prerequisites: Accounting 36-123 and Business 30-313.

30-543 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. Communications, leadership styles, perceptual differences and motivation in organizations are stressed. Prerequisites: Junior standing and Business 30-323.

30-553 ORGANIZATION THEORY AND DESIGN. This course stresses the organization level of analysis. Organization effectiveness, structure, control systems, technology and culture are concepts included. Prerequisites: For business majors: Business 30-323; for sociology majors: Sociology 34-113. Also Sociology 34-343.

30-563 ENTREPRENEURSHIP. A study of entrepreneurs and new venture planning. Students are exposed to problems and successes of those who have started businesses, as well as the variety of scholarly literature concerning entrepreneurs. Students research a potential business and create a business plan appropriate for financing and startup. Prerequisites: Accounting 36-123, Business 30-323, and Business 30-473 or Economics 31-473.

30-573 CONTEMPORARY ISSUES IN BUSINESS. Study of a recent business history is used to illustrate detailed, concrete issues facing businesses. The evolution of management thought is reviewed, especially theories related to experiences described in the business history. Students conduct literature reviews and investigate businesses to determine the applicability of theories to the real world. Prerequisite: Business 30-323.

30-733 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; the role of investment banking in the financial system. Prerequisites: Business 30-323 and Business 30-473 or Economics 31-473, or permission of instructor.

30-743 INTERNATIONAL BUSINESS. This course develops a conceptual framework for making business decisions in a globally competitive company. This framework requires an understanding of an environment that has different cultures and values, multiple foreign currencies, alternative capital markets, and country and political risks. The first part of the course focuses on the multinational firm's operating environment, which is composed of country factors (political and economic systems and socio-cultural factors), and global trade, financial and investment markets. The second part of the course focuses on the individual firm's global strategy and functional operations, such as management, marketing and human resource management. Prerequisites: Business 30-323 or permission of instructor.

30-763 FINANCIAL STATEMENT ANALYSIS. Prerequisites: Business 30-323, and Business 30-473 or Economics 31-473. See Accounting 36-763.

30-993 STRATEGIC MANAGEMENT. Capstone course that focuses on top management and the total organization. Three approaches are used to accomplish course goals: theories that integrate functional, business, and corporate level strategies are explored; case analysis is performed; and operation of computer simulated businesses demonstrates the dynamic nature of strategic management. Prerequisites: Business 30-323, Business 30-473 or Economics 31-473, and Business 30-483.

30-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

30-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

30-901, 902, 903, 904 TUTORIAL.

30-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

30-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH.

30-961, 962, 963 SEMINAR.

30-983 HONORS. By invitation only.

72 73

EDUCATION DEPARTMENT
Division of Social Sciences

Associate Professor Michael Kamen, PhD, Chair
Professor James W. Hunt, EdD
Professor Jacqueline E. Muir-Broaddus, PhD
Associate Professor Sherry E. Adrian, PhD
Associate Professor Sharon C. Johnson, EdD
Associate Professor Stephen Marble, PhD
Associate Professor Alicia Moore, PhD
Instructor Patti Baran, MEd (part-time)

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. We believe that a strong foundation in the liberal arts is critical to the preparation of excellent teachers. Course work in Southwestern's General Education Program, and in the content fields for secondary certification, is provided outside the Education Department.

Courses within the Education Department are designed to provide a philosophical and theoretical basis for teaching. In addition, courses are provided which develop a knowledge of teaching methodology that is based on current research. These courses emphasize developmental characteristics of the learner, learning theories, diverse learners and assessment. Analytic, creative and evaluative thinking skills are taught and modeled in courses in order to produce lifelong learners who are skilled in the problem solving so necessary in the world of today and tomorrow. Strong, early field experiences and a closely supervised student teaching placement are integral components of the program. After graduation, during the first critical year of teaching, the Education Department provides assistance through the S.O.S. (Semester of Support) program. Graduates in their first year of teaching return to campus to exchange ideas, receive technical assistance from the department faculty, and engage in program evaluation of the Teacher Certification Program. S.O.S. also provides on-site technical support to graduates during their first year of teaching.

Southwestern University has received the rating of "Accredited" under the Accountability System for Educator Preparation. This rating is issued by the State Board of Educator Certification under the authority of Section 21.045, Texas Education Code. Accreditation ratings are based on the performance standards established by the State Board and are issued annually to each educator preparation program in Texas. The standards represent successful performance by the program's candidates on the examinations required for certification as an educator. Southwestern's first-time test takers had a 98 percent pass rate in 2003-2004, while the cumulative pass rate for 2001-2004 was above 99 percent.

Southwestern University and the local Georgetown Independent School District have a collaborative relationship through our state recognized Center for Professional Development and Technology (CPDT). Local schools provide classrooms for university class meetings so that students seeking teacher certification benefit from learning in the context of public schools.

Degrees are awarded by Southwestern University, while certification is awarded by the State of Texas. Therefore, a student may seek certification upon completion of any degree, the completion of a state-approved teacher certification program and the receipt of a satisfactory score on the TEXES examinations. Students seeking elementary/middle school certification major in Education and choose either Primary (Pre-K-4) or Intermediate (4-8) level teacher certification. Students who major in Education and who are seeking the 4-8 certification must choose a content area from the following: language arts, math, science, math/science combination or social studies. Students seeking secondary or all-level certification major in a subject field such as history, English, mathematics, etc. Specific information on courses required for elementary, intermediate, secondary and all-level certification programs is listed in the following pages.

Teacher certification standards are established by the State Board for Educator Certification. Any change in these standards must be reflected in Southwestern's certification requirements; therefore, any modification in the state law affecting certification requirements takes precedence over statements in this catalog.

In completing the requirements for their respective degree programs, students must meet the requirements necessary for Texas teacher certification as well as the requirements of Southwestern. Exemption from a University graduation requirement may not satisfy state certification requirements. Completion of a degree with teacher certification may require an extra semester of work. In fall of the senior year, placement in a field-based program will require students to return to Georgetown prior to the beginning of public school, which usually precedes the start of Southwestern University classes. The capstone experience for those majoring in Education consists of successful completion of the student teaching requirements. The capstone for those seeking secondary certification will be in their major area of study. In addition, they will complete student teaching requirements.

Existing certification programs include elementary/primary (pre-K-grade 4), elementary/intermediate (grades 4-8), secondary (grades 8-12) and all-level (health, music, physical education and generic special education). Students earning secondary certification typically complete a minimum of a 30-hour major in their certification content area (e.g. math, biology, history, English, Spanish, kinesiology, etc.) and 42-51 hours of professional education and supporting courses (including a full semester of student teaching). The 42-51 hours of professional education and supporting courses may also be used to meet the requirements for an Education minor and some of these courses may be used to satisfy general university requirements.

Admission to Teacher Certification Program

Admission to the University and admission to the Teacher Certification Program are two separate entities.

The requirements for admission to teacher education at Southwestern University are as follows:

1. A grade point average of 2.5 or above on a minimum of 60 semester hours of work completed.
2. A grade of at least "C-" in an English composition course.
3. Satisfactory scores on the Texas Higher Education Assessment (THEA) tests or approved exemption.
4. Proof of professional insurance for student teachers through membership in a statewide teacher organization.
5. Completion of an interactive, sustained intercultural experience, including no fewer than 20 hours (in some cases two experiences may be used to accumulate the required hours). The experience must be over an extended time period (typically one semester). Some students may need to choose a summer experience, due to scheduling constraints. If a summer experience is chosen, it must be at least 3 weeks in duration. Most students will participate in this intercultural experience prior to their junior year. Regardless of whether the experience is completed locally, out of state or in another country, the experience should represent a significant "stretch" for the applicant. Students must submit a proposal prior to engaging in the experience. Proposals must be submitted and approved by the Education Department by the following dates: For a Summer experience – noon on the Friday before spring break; for a fall experience – noon on the Friday before spring

break; for a spring experience – noon on the Monday following the Thanksgiving holiday. Typical course requirements such as field placements and observations do not fulfill this requirement. Special programs that include educational components such as the Jamaica and Innovative Schools programs may fulfill this requirement, if the student's proposal meets the requirements. Students are required to keep a journal that documents and reflects on the selected experience. Post-experience reflection papers must be submitted to and approved by the department faculty in order to finalize this admission requirement. Final reflection papers are due by December 1 for fall experiences, May 1 for spring experiences and September 1 for summer experiences. Specific guidelines may be obtained in the Education Department, Mood-Bridwell Hall, room 235.

If an applicant is denied admission to the Teacher Certification Program, he or she may appeal. This appeal process is initiated by contacting the Chair of the Education Department.

Courses which may be taken while seeking admission to the Teacher Certification Program are EDU 40-311, 40-313, 40-483, 40-553, 40-593, 43-403, 43-473, 44-643, 44-653, 45-733. No other professional Education courses may be taken until after admission to the Teacher Certification Program.

*Prerequisites for 45-733 are completion of at least 45 semester hours with a 2.5 grade point average. The prerequisite for 40-593 is a minimum of six hours in Education.

74 75

State Competency Testing Requirements

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

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

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

Students seeking teacher certification in grades PreK-4 must take two state exams: Pedagogy and Professional Responsibilities (EC-4) and Generalist (EC-Grade 4).

Students seeking teacher certification in grades 4-8 must take two state exams: Pedagogy and Professional Responsibilities (4-8) and the chosen content area (language arts, social studies, math, science or math/science).

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

Students seeking teacher certification in special education must take two state exams: Generic Special Education (EC-12) and PPR (EC-12). This certification is not a stand alone certification and must be completed in addition to either elementary or secondary certification. All students seeking Generic Special Education certification must have at least one content area of 24 hours to be considered a "qualified teacher" by federal mandates. The following areas meet this requirement: EC-4 Generalist, 4-8 Language Arts, 4-8 Math, 4-8 Math/Science, 4-8 Science, 4-8 Social Studies, and 8-12 certification in English, math, life science, physical science, history or social studies.

Students seeking certification in Spanish or French for grades 8-12 must take three exams:

Pedagogy and Professional Responsibilities (8-12), Spanish (8-12) or French (8-12), and Texas Oral Proficiency Test (TOPT).

The TExES is offered four times each year. Both the THEA and the TExES are prescribed by the Texas Education Agency.

Student Teaching

Student teaching normally will 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. 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. Preliminary application for student teaching will be completed in the spring semester of the junior year. Final applications for student teaching are required by October 15. Final admission to student teaching requires an overall grade point average of 2.5 and (1) completion of the appropriate TExES practice exams, (2) demonstrated satisfactory performance on each component of the *Disposition Toward Teaching* evaluation, which may include satisfactory completion of a professional growth plan, (3) completion of all degree requirements other than student teaching and its co-requisites prior to the student teaching semester. Students denied admission to student teaching may appeal by contacting the Chair of the Education Department.

Grade Standards

Required education and advanced courses in a teaching field must record a grade of "C+" or better.

A grade of C or below will be reviewed by the department and may require repeating the course and performing at the level of C+ or better or an approved alternative.

Certification Programs

All students interested in pursuing Texas teacher certification may obtain detailed descriptions of each certification program from the Education Department. Interested students are strongly encouraged to contact 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 other courses which are aligned with state certification requirements.

Education (EDU)

Major requirements common to all majors in Education: 48 semester hours, including Education 40-493, 553, 593, 813; Education 42-553, 743, 753, 763, 773; Education 43-443; Education 45-723, 733, 773, 783; Psychology 33-223, 333.

Required supporting courses common to all majors in Education: 12-15 semester hours, including Education 43-403; Mathematics 52-103 (meets the University mathematics requirement); Physics 53-033 or 053; Psychology 33-103. In addition, History 16-753 is required for students who did not attend high school in Texas.

Additional requirements for PreK-4 certification: 18-19 semester hours, including Education 42-803; Education 43-473; Education 44-643, 653, 803; one course from Mathematics 52-113, 123, 154, Biology, Chemistry, or Physics. The Capstone experience is fulfilled by the student teaching requirement (Education 42/44-803).

Additional requirements for all 4-8 certifications: 12 semester hours, including Education 41-703; Education 42-806; Education 45-763. The Capstone experience is fulfilled by the student teaching requirement (Education 42-806).

Additional requirements for 4-8 certification with Mathematics content area: 19 semester hours, including Mathematics 52-113, 123, 154; two from Computer Science 54-143, Mathematics 52-253, 403.

Additional requirements for 4-8 certification with Science content area: 26-27 semester hours, including Biology 50-113, 143; Chemistry 51-053; Physics 53-033, 053, 114, 124; one course from Mathematics 52-113, 123, 154;.

Additional requirements for 4-8 certification with Math/Science combination content area: 22-23 semester hours, including Biology 50-113, 143; Mathematics 52-113; Mathematics 52-123 or 154; Physics 53-033, 053, 114.

Additional requirements for 4-8 certification with Language Arts content area: 9-10 semester hours, including English 10-173; one English course above the introductory level with a significant writing component; one from Mathematics 52-113, 123, 154, Biology, Chemistry or Physics.

Additional requirements for 4-8 certification with Social Studies content area: 18-19 semester hours, including Anthropology 35-103; History 16-013, 023, 223; one from History 16-093, 233, 413, 463, 503; one from Mathematics 52-113, 123, 154, Biology, Chemistry or Physics.

Secondary Certification Program

Professional Development requirements common to all secondary certifications: 33 semester hours, including Education 40-493, 553, 593 813; Education 41-703, 753, 803; Education 43-443; Education 45-763; Psychology 33-223, 333.

Additional requirements common to all secondary certifications: Six semester hours, including Education 43-403; Psychology 33-103.

Academic Specialization

Students seeking secondary certification must major in one of the following approved content areas. Typically, majors and the additional requirements are sufficient for meeting the minimum semester

76 77

hours required for teacher certification. Some teaching fields may be more employable than others, depending on the local and state needs; therefore, some students are strongly recommended to select a second teaching field to increase their employability. In order to be considered "Highly Qualified" by the No Child Left Behind Act, a second teaching field must include a minimum of 24 semester hours which is typically more than most minors in a content area. Students seeking secondary certification must meet the selected major requirements and teacher certification requirements. Students are strongly advised to consult the catalog for their major and the Education Department section to determine the professional development certification courses required.

Art (See Major in Studio Art and Additional Requirements for the Studio Art Major)

Communication Studies (See Major in Communication Studies)

Computer Science (See Major in Computer Science BA or BS and required supporting courses in the Computer Science major)

English (See Major in English) and Education 45-723

French (See Major in French)

Generic Special Education (PreK-12) 43-403, 413, 423, 433, 443, 453, 463, 473 (Note: In order to be considered "Highly Qualified" under the No Child Left Behind Act, students seeking secondary certification in Generic Special Education must major in another approved content area. Content areas that are most relevant are: English, Mathematics, Life Science, Physical Science, History, Composite Social Studies or Composite Science. Students wishing to teach Adaptive Physical Education should major in Kinesiology and seek certification in General Special Education.)

History (See Major in History and Additional requirements for the History major) and Education 42-553

Latin (See Major in Latin)

Life Science (See the Major in Biology BA or BS and required supporting courses in the choice of degree) and Education 42-743.

Mathematics (See the Major in Mathematics) and Education 42-753

Physical Education (See the Major in Kinesiology) and Kinesiology 48-523. Students wishing to teach Adaptive Physical Education should major in Kinesiology and seek certification in General Special Education.

Physical Science (See the Major in Chemistry or Physics (BA or BS)) and Education 42-743

Spanish (See the Major in Spanish)

Theatre (See Major in Theatre BFA or BA)

Composite Science Major:

Biology 50-102, 112, 122, 162, 143; Chemistry 51-153/151, 51-163/161; Education 42-743; Physics 53-033, 053, 154, 164; 12 additional hours of approved courses above introductory level in Biology, Chemistry, and/or Physics.

Composite Social Studies Major:

Economics 31-013, 103; Education 42-553; History 16-753, 854; two from History 16-223, 233, 413, 453, 463, 503; one from History 16-013, 093; one from History 16-023, 063, 073; six additional hours of History above the introductory level; Political Science 32-113; Sociology 34-352; three additional hours of Economics above the introductory level; three additional hours in Political Science above the introductory level; four additional hours in Economics, Political Science, or Sociology above the introductory level.

Interested students are strongly encouraged to contact 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.

Alternate Certification

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 Office 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 40-813 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.

All-Level Certification Programs

All-Level Certification in Health: (See the major in Kinesiology). Allied Health Education 46-443 and Kinesiology 48-523 must be included as part of the major. Professional Development requirements, 39 semester hours, including Education 40-493, 553, 593, 813; Education 41-703, 753, 803; Education 42-803; Education 43-443; Education 45-763; Psychology 33-223, 333; one from Psychology 33-383, 543, Sociology 34-243 (Psychology 33-383 and 543 are strongly recommended). The Capstone requirement is fulfilled by student teaching (Education 41-803 and 42-803).

Additional requirements for All-Level Certification in Health: Six semester hours, including Education 43-403; Psychology 33-103.

All Level Certification in Music: (See the Core Courses for the Major in Music (BA and BM)).

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Education: 39 semester hours, including Education 40-493, 553, 593, 813; Education 41-803; Education 42-803; Education 43-403; Education 45-763; Music Theory 76-213, 343; Psychology 33-103, 223, 333. The Capstone experience is fulfilled by a junior or senior recital. Music Education majors must also choose from among three concentrations (see requirements in the Music Department section of the catalog). Computer Literacy and Public Speaking (or passage of competency exams) are required for certification, but not required for the degree.

All Level Certification in Physical Education: (See the major in Kinesiology, including Kinesiology 48-523). Professional Development requirements, 36 semester hours, including Education 40-493, 553, 593, 813; Education 41-703, 753, 803; Education 42-803; Education 43-443; Education 45-763; Psychology 33-223, 333. The Capstone requirement is fulfilled by student teaching (Education 41-803 and 42-803).

Additional requirements for All-Level Certification in Physical Education: Six semester hours, including Education 43-403; Psychology 33-103.

Certification in Generic Special Education: 24 semester hours, including Education 43-403, 413, 423, 433, 443, 453, 463, 473. This certification is available only for students seeking additional elementary (EC-4; 4-8) or secondary (8-12) certification; or who hold a current teacher certification.

Minor in Education: 18 semester hours, including Education 40-333, 493, 553, 593; Education 43-403; one from Education 40-313, 483, Education 42-553, 743, 753, Education 43-413, 473, Education 44-643, 653, Education 45-723, 763, 773.

Minor in Generic Special Education: 18 semester hours, including Education 43-403, 413, 423, 433, 453; 463 or 473. Available to students from all disciplines. Does not meet state teacher certification requirements.

Education Courses (EDU)

Education courses are divided into several areas. Students who have questions about a particular course are encouraged to seek information from the appropriate faculty member: Professional Development

78 79

(40 series): Dr. Kamen; Secondary (41 series): Dr. Marble; Elementary (42 series): Dr. Johnson, Dr. Moore, or Dr. Kamen; Special Education (43 series): Dr. Adrian; Early Childhood (44 series): Dr. Moore; Reading Education (45 series): Dr. Johnson.

Professional Development

40-311 or 313 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. This program includes a trip to New York City where a number of innovative schools are studied. The class is taught as a one hour seminar or a three hour course. Program fees are required.

(ScS)

40-333 EDUCATIONAL PSYCHOLOGY. See Psychology 33-333.

40-483 EDUCATIONAL TECHNOLOGY. An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on information literacy in the context of the use of computer-based technology to support student-centered teaching, learning, classroom organization, and meeting content technology standards. Methods of integrating computer-based technology into elementary and secondary classroom instruction will be investigated. Several software packages will be introduced and incorporated into lesson plans and used to design basic classroom web pages. Students are required to make observations in local schools. Permission of the instructor required for non-certifying students.

40-493 FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS. An examination of the educational history of the United States and the changes in curriculum which have developed through the years. The course will focus on the different philosophies of curriculum organization, as well as the scope and sequences of subjects in elementary and secondary schools. Included in the course of study are considerations of multicultural education, legal and ethical issues concerning the teaching profession, and the responsibilities of the teacher in today's society.

(ScS)

40-553 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 an opportunity to think critically about values across cultures within the United States. (SeS)

40-593 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 semester hours in Education.

40-813 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.

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 prefix es.)

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 prefix es.)

40-901, 902, 903, 904 TUTORIAL. (May also be taken with EDU 41, 42, 43, 44, and 45 prefix es.)

40-941, 942, 943, 944 INTERNSHIP. Must be taken Pass/D/F. (May also be taken with EDU 41, 42, 43, 44, and 45 prefix es.)

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 prefix es.)

40-973 RESEARCH. (May also be taken with EDU 41, 42, 43, 44, and 45 prefix es.)

40-983 HONORS. By invitation only. (May also be taken with EDU 41, 42, 43, 44, and 45 prefix es.)

Secondary Education

41-703 TEACHING SECONDARY STUDENTS (3-2). This course provides secondary teachers with critical early experiences planning, delivering, and reflecting on instructional practices in secondary classrooms. Through class reading, school visitations, student observations, and reflective journals, course participants will explore the culture of secondary schools and classrooms, and in particular investigate the relationships that arise between teachers and students. Working collaboratively in teams across content areas, participants will develop, teach, and assess the effect of an integrated learning experience on secondary students. Observations and teaching in local schools are required. Prerequisites: Education 45-763 and admission to Teacher Certification Program.

41-753 THE SECONDARY TEACHER (3-3). A field-based study of the objectives and processes of middle school teaching. This course will be taught in a secondary school setting and will involve extensive observation and participation. Emphasis in this course will be on the art and the act of teaching. The starting date for this course is aligned with the beginning of Georgetown ISD schools and usually precedes the start of Southwestern University classes. Prerequisites: Education 40-493, Education 41-703, Education 45-763, and admittance to Teacher Certification Program. Concurrent enrollment in Education 43-443 is required. (Fall)

41-803,806 STUDENT TEACHING IN THE SECONDARY SCHOOL. Observation and supervised teaching in the public secondary schools. The student will take Education 40-813 concurrently with student teaching. Required: Senior standing, completion of all other course work and admittance to student teaching. Must be taken Pass/D/F. Also Music Education 77-803, 806.

NOTE: See Professional Development (EDU 40) 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. A study of social studies teaching techniques which are appropriate for use in the elementary school. The focus will be on developing units for in-depth study of topics in social studies, multicultural and integrated curriculum, interactive and cooperative classrooms, and an inquiry and problem solving approach to significant human issues. Projects and course work will be adapted to the student's level of certification. Particular attention will be given to the TExES and to national standards. This course, which is field-based, is taken in conjunction with Education 45-783 and Education 43-443. Please note: the starting date for these field-based courses, which are offered in fall only, is aligned with the beginning of public school in the Georgetown ISD which usually precedes the starting date for classes

80 81

at Southwestern. Prerequisites: Admission to the Teacher Certification Program, completion of Education 42-763 and Education 45-773.

42-743 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL

(3-2). A study of the phenomena and instructional methods in the life, physical, and earth sciences. Emphasis will be placed on the science processes, attitudes and facts relevant to elementary school curriculum. Learning through inquiry, exploration and immersion into real-world situations serves as the pedagogical foundation for this course. To be taken concurrently with Education 42-753.

Prerequisite: Completion and/or current enrollment in courses satisfying the natural science division requirement, and admission to the Teacher Certification Program. Permission of the instructor required for non-certifying students.

42-753 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE

SCHOOL I (3-2). A study of concepts, problem solving and computation strategies necessary to orchestrate a problem solving environment for effective teaching, learning, assessment and evaluation of pre-K through eighth-grade mathematics. Emphasis is on the practical application of teaching methods through the use of problem solving and on engendering confidence in all students for doing mathematics using manipulative teaching aids and other resource materials. Strategies for integrating math with other content areas, establishing cooperative learning groups, and helping elementary students make connections to real life applications of math are included. Mathematical concepts and procedures are those of number sense, mathematical operations, problem solving, fraction, decimal, percent, ratio and proportion. This course includes field experiences in classrooms using Cognitively Guided Instruction. Taken concurrently with Education 42-743. Prerequisites: Education 40-483, admission to Teacher Certification Program and three semester hours of mathematics.

42-763 TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY

AND MIDDLE SCHOOL II (3-2). A study of concepts, problem solving, inquiry, professional standards and strategies necessary to orchestrate an environment for effective problem-solving mathematics and inquiry-based science teaching, learning, and assessment, for pre-K through 8th grade. Emphasis is on the practical application of teaching methods through the use of problem solving and hands-on, minds-on inquiry, integration, action research and on engendering confidence in all students for doing active hands-on mathematics and science. This course includes field experiences in an urban school setting. Taken concurrently with Education 45-773. Prerequisites: Admission to Teacher Certification Program, Education 42-743, 753, and an additional math or science elective beyond the General Education requirements and the two natural science division requirements.

42-773 THE ELEMENTARY AND MIDDLE SCHOOL TEACHER. The focus of the course is on preparing preservice teachers to teach in elementary and middle schools and requires candidates to incorporate experiences from their practicum sites. The 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 43-443. Please note: the starting date for these field-based courses, which are offered in fall only, is aligned with the beginning of public school in the Georgetown ISD, which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-763 and Education 45-773.

42-803, 806 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 77-803, 806.

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

Special Education

43-403 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 impact of various attitudes toward persons with exceptionalities. Historical and contemporary issues are discussed. Emphasis is placed on society's response within various arenas to meet the diverse needs of our family members, co-workers and friends who are identified as exceptional. Major emphasis will be on how these efforts (or lack of) have made an impact on the quality of life experienced by these people. The course design incorporates self-directed learning experiences and portfolio assessment. Strongly recommended: 20 hours of field service. (SeS)

43-413 PROGRAMS AND SERVICES FOR INDIVIDUALS WITH SPECIAL

NEEDS (3-2). This course acquaints students with programming and placement options available to individuals with special needs. Emphasis is placed on identifying the eligibility criteria and referral processes of public and private agencies, and the programs and services available. Community integration through interagency collaboration and family involvement serves as the focus. Directed observations within and beyond the immediate geographic area are integral parts of the course and require time outside of scheduled class time. Required: Completion of or concurrent enrollment in Education 43-403.

43-423 ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS.

This course examines assessment strategies related to the special education referral and placement process, and on-going evaluation of pre-academic, social, academic, vocational, recreational and independent living skills. Emphasis is placed on assessment strategies that provide the most relevant information for instructional purposes. Contemporary issues related to assessment and student evaluations are explored. Required: Completion of or concurrent enrollment in Education 43-403.

43-433 COOPERATIVE TEACHING AND COLLABORATIVE CONSULTATION.

This course emphasizes skills necessary for meeting the educational needs of learners through inclusive education. Students explore the impact of attitudes on cooperative teaching and inclusive programs. The various roles available to special

education teachers are discussed. Strategies that promote collaboration among teachers, support professionals and parents are stressed, including administrative support and management systems. Required: Field placement in a classroom setting serving students with special needs and completion of or concurrent enrollment in 43-403.

43-443 DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS. This course provides practice in the planning and organization of instruction to facilitate learner success. Individualized educational plans are developed. Selection and modification of teaching strategies and instructional materials for students in segregated and inclusive settings are demonstrated. This course includes experience in the use of technology as a production tool in elementary and secondary classrooms. Prerequisites: Admission to the Teacher Certification Program, Education 43-403, and concurrent enrollment in Education 41-753 or Education 45-783. The starting date for this course is aligned with the beginning of Georgetown ISD schools and usually precedes the start of Southwestern University classes.

43-453 BEHAVIORAL CHANGE STRATEGIES. This course explores effective classroom arrangements and procedures for working with students who have moderate to severe behavior disorders and learning problems. Design and

82 83

implementation of data collection methodologies are practiced. Techniques that enhance students' return to general education classrooms are described. Emphasis is placed on strategies that encourage desired behavior and prevent undesired behavior. Required: Field placement in a setting serving students with special needs. Prerequisite: Completion of or concurrent enrollment in 43-403. Concurrent enrollment in 43-463 required.

43-463 PRACTICUM: GENERIC SPECIAL EDUCATION. Supervised practicum in the public elementary or secondary schools. Required: Completion of or concurrent enrollment in Education 43-403 and concurrent enrollment in Education 43-453.

43-473 EARLY CHILDHOOD INTERVENTION. 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. Prerequisite: Completion of or concurrent enrollment in Education 43-403.

43-803, 806 STUDENT TEACHING IN GENERIC SPECIAL EDUCATION. Supervised teaching in the public elementary or secondary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F.

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

Early Childhood Education

44-643 THE CHILD AND THE CURRICULUM IN EARLY CHILDHOOD EDUCATION. Study of the curriculum choices made by early childhood educators, particularly in the areas of math, science and play. Careful attention is given to developmentally appropriate practices and the TEKS, as well as the influence of the Project Approach and Reggio Emilia schools on early childhood curriculum. Students have opportunities to plan, present and evaluate lessons in math and science. Directed observation and participation in early childhood classrooms are an integral part of the course.

44-653 LANGUAGE AND LITERACY IN YOUNG CHILDREN. Study of the development of literacy and developmentally appropriate instructional approaches for supporting literacy in young children, including shared reading and guided reading. Attention is given to multicultural curriculum and the integration of all subjects, including the fine arts and social studies, with the language arts. Directed observation and participation in early childhood classrooms are an integral part of the course. Also Education 45-653.

44-803 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION. Supervised student teaching in early childhood classrooms, including PreK and kindergarten. Prerequisites: Senior standing, completion of all other course work, admission to student teaching. Must be taken Pass/D/F.

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

Reading Education

45-653 LANGUAGE AND LITERACY IN YOUNG CHILDREN. See Education 44-653.

45-723 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM.

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.

45-733 CHILDREN'S LITERATURE. A comprehensive examination of children's literature with particular emphasis on evaluating works for quality and presenting them to children in ways that invite interaction and enjoyment. A study of traditional genres and an examination of contemporary issues are central to the course. In addition to extensive reading, students are given opportunities to write for children and to present books using a variety of techniques, including storytelling, creative dramatics, role-playing, character analysis, puppetry, discussion and others. Opportunities to read to children and to work in the libraries of public schools are included. Prerequisites: 45 semester hours and 2.5 grade point average. Also English 10-213.

45-763 READING IN THE CONTENT AREA. An examination of techniques designed

to improve reading comprehension of content area texts. The course also will focus on the selection of appropriate reading materials and the impact of multicultural differences on content reading instruction. The course includes experiences in the use of technology as a production tool in secondary content area classrooms. Observation and teaching in the local school district is required. Prerequisites: Admission to the Teacher Certification Program or permission of instructor.

45-773 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL

I (3-2). A study of the reading process, varied approaches to reading instruction including language experience, shared and guided reading, and 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 and suburban settings outside of the local community will be included. Prerequisite: Admission to Teacher Certification Program.

45-783 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL

II. A field-based study of varied instructional methods and formal and informal assessments in reading. This course is taught in elementary 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 43-443 and 42-553. 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 in fall only, is aligned with the beginning of public school in the Georgetown ISD which usually precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program, Education 42-763 and Education 45-773.

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

84 85

ENGLISH DEPARTMENT

Division of Humanities

Associate Professor James A. Kilfoyle, PhD, Chair

Professor Helene Meyers, PhD

Associate Professor Eileen Cleere, PhD

Associate Professor David J. Gaines, PhD

Associate Professor Elisabeth Piedmont-Marton, PhD

Associate Professor Michael B. Saenger, PhD

Assistant Professor Elizabeth Stockton, PhD

Assistant Professor Michael Wolfe, MFA (part-time)

Assistant Professor John Pipkin, PhD (London Semester – part-time)

Instructor Timothy Jecmen, ABD (part-time)

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

Students may major in English as part of the Bachelor of Arts program. The English minor may be taken in conjunction with any major program at Southwestern. In addition, 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.

Department course offerings support the General Education Program of the University. Normally, a student will take at least one introductory literature course before taking other courses in the department. English 10-143, 10-153, 10-163, 10-173 and 10-183 are introductory courses, open to all students. English 10-153, 10-163, 10-173 and 10-183 are strongly recommended to the prospective major or minor.

Major requirements are in place to ensure that majors are exposed to a broad range of issues and texts representative of the discipline. This necessarily includes courses that present the historical and cultural range of literary production, a deliberate encounter with interpretive strategies under the heading of critical theory, and, under "emergent literatures or popular cultures," a set of courses that exceed established, national canons of literature. Special topics courses (10-303) are frequently offered that, where designated, fulfill these requirements.

It is possible to complete a 54-hour paired major in English and Feminist Studies by doublecounting two courses cross-listed in English and Feminist Studies, Feminist Film Studies (10-473), Topics in Women's Literature (10-573), Topics in Romanticism (10-663), and Topics in Victorian Literature and Culture (10-673). The department frequently offers other, more specialized, cross-listed courses that might substitute for one of these cross-listed courses with the approval of both the English and Feminist Studies chairs.

Tutorials and Independent Study (10-903 and 10-951, 952, 953) are open to majors and minors who wish to develop special projects; they are not offered to accommodate scheduling problems of students in their senior year.

Major in English: 30 semester hours, including English 10-183; two courses in English literature written before 1785 from 10-153, 603, 613, 623, 633, 643, 653 (only one course in Shakespeare can count toward this requirement); one course in English literature written since 1785 from 10-163, 663, 673, 683; one course in American literature from 10-173, 713, 733, 753; one course in emergent literatures and popular cultures from 10-513, 523, 533, 543, 573, 593; one course in critical theory from 10-403, 443, 473, 913; 10-913 or 933 (Capstone); enough additional hours of English to total 30 hours overall, and at least 18 hours above the introductory level.

Minor in English: 18 semester hours, including English 10-183; one survey or period course in English literature written before 1785 from 10-153, 603, 613, 623, 633, 643, 653; 12 additional hours of English, with sufficient hours above the introductory level to total at least 12 hours above the introductory level.

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

10-143 MASTERPIECES OF LITERATURE. The analysis and interpretation of works

selected from English and world literature. (Biennially) **(H)**

10-153 SURVEY OF ENGLISH LITERATURE I. Beowulf to 1785. A historically organized course spanning a millennium of literary greatness, with particular emphases on social and cultural change, and methods of literary analysis. May be taken independent of English 10-163. (Annually) **(H)**

10-163 SURVEY OF ENGLISH LITERATURE II. 1785 to present. A historically organized course. May be taken independent of English 10-153. (Annually) **(H)**

10-173 SURVEY OF AMERICAN LITERATURE. From before Columbus to the present. A historically organized course. May be taken independent of English 10-153 and English 10-163. (Annually) **(H)**

10-183 INTRODUCTION TO LITERARY STUDIES. An introduction to issues and methods of literary analysis. Topics and readings will vary from semester to semester. Required of all majors. (Annually) **(H)**

10-203 GREEK AND ROMAN MYTHOLOGY. See Classics 07-203 and Religion 19-403. **(H) (R) (IP)**

10-213 CHILDREN'S LITERATURE. See Education 45-733.

10-313 PLAYWRITING. See Theatre 74-313. **(FAL)**

10-323 CREATIVE WRITING. A writing workshop in either prose fiction or poetry. Approval of instructor required. (Biennially) **(H)**

10-333 ADVANCED WRITING. An intensive course in writing with emphasis on the critical essay. (Biennially; may be repeated with change in topic) **(H)**

10-403 LITERARY CRITICISM/LITERARY THEORY. An introduction to major critical and theoretical approaches to literature. (Biennially) **(H)**

10-443 THE TEACHING OF WRITING. A seminar emphasizing issues and strategies involved in working with student writing from various disciplines. Approval of the Writing Program Director required. (Annually) **(H)**

10-473 FEMINIST FILM STUDIES. This course will focus on the way films define gender, and on the direction that film criticism takes when feminism goes to the movies. It includes an intensive consideration of feminist film criticism and theory from 1975 to the present, and is intended for students who are interested in film studies and who have had some experience with critical reading, writing and theoretical analysis. Also Feminist Studies 04-533. (Biennially) **(H)**

10-513 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)**

10-523 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 (the musical, comedy, the western and gangster films), New Hollywood and digital technology are among the organizing principles of this survey. (Annually) **(H)**

10-533 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

86 87

include Achebe, Gordimer, Head, Ngugi, Rushdie and Soyinka. (Biennially) **(H)**

10-543 AMERICAN POP. A study of American popular culture, with particular attention to social and cultural change. Focus will vary from an advanced survey of various popular culture venues (literature, music, film, television, journalism) to occasional theme courses on "authors" such as Bob Dylan, the Beatles ("honorary Americans" by virtue of their influence) and others. (Biennially) **(H)**

10-573 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, Women Writing Multiculturalism. (Biennially; may be repeated with change in topic.) Also Feminist Studies 04-573. **(H)**

10-593 TOPICS IN CONTEMPORARY LITERATURE. A study of literature written in English from the 1960s to the present. Topics and authors will vary from semester to semester to reflect the breadth and depth of contemporary literary traditions. (Annually; may be repeated with change in topic.) Also Feminist Studies 04-693. **(H)**

10-603 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. (Biennially; may be repeated with change in topic.) **(H)**

10-613 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. (Biennially; may be repeated with change in topic.) **(H)**

10-623 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 74-703. (Annually) **(H)**

10-633 TOPICS IN SHAKESPEARE. An intensive introduction to the works of William Shakespeare, with the same reading load and difficulty as English 10-623, but with a topical focus. Topics may include Shakespearean Comedy, Shakespeare's Poetry, Shakespeare and Gender, or Shakespeare and His Contemporaries. (Biennially; may be repeated with change in topic.) **(H)**

10-643 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. (Biennially; may be repeated with different play) **(H)**

10-653 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. (Biennially; may be repeated with change in topic.) **(H)**

10-663 TOPICS IN ROMANTICISM. This course will emphasize the poetry and prose of traditional Romantic writers such as Wordsworth, Keats, Coleridge, Hazlitt, Tigghe, and Barbauld, and also 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. Also Feminist Studies 04-633. (Biennially; may be repeated with change in topic.) **(H)**

10-673 TOPICS IN VICTORIAN LITERATURE AND CULTURE. This course will explore the Victorian period in British culture through the dominant literary genre of that period: the novel. Authors studied may include Dickens, Eliot, Trollope, Hardy, Braddon, Wilde, Collins, and the Bronte sisters. Specific topics for this course will vary and may include Austen and Bronte, Victorian Mystery, Realism and Sensationalism, and Victorian Arts. Also Feminist Studies 04-663. (Biennially; may be repeated with change in topic.) **(H)**

10-683 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. (Biennially; may be repeated with change in topic.) **(H)**

10-713 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. (Biennially; may be repeated with change in topic.) **(H)**

10-733 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 dualauthor courses such as Hawthorne and Melville. (Biennially; may be repeated with change in topic.) **(H)**

10-753 TOPICS IN 20TH-CENTURY AMERICAN LITERATURE. A study of American writers of the 20th century, with particular attention to social and cultural change. Focus will vary from an advanced survey of such writers as James, Adams, Fitzgerald, Faulkner, Ellison, Salinger, Morrison and DeLillo to thematically organized courses such as America Since the 1960s, Postwar(s) America, Popular versus Literary Culture, and America and the Movies. (Biennially; may be repeated with change in topic.) **(H)**

10-913 TOPICS IN LITERARY CRITICISM. Advanced, focused exploration of theoretical issues and debates at the heart of literary studies. Topics will vary to reflect diverse critical methodologies; offerings will include Feminist Literary Criticism, Identities of Texts, Cultural Poetics and Questions of Aesthetics. May be repeated with change in topic. Fulfills the requirement for a capstone experience. **(H)**

10-933 SEMINAR. Fulfills the requirement for a capstone experience.

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. Open to English majors and minors. May be repeated with change in content.

10-983 HONORS. Students who wish to undertake an Honors Project should develop a proposal in consultation with the faculty member who has agreed to direct it. The proposal must then be endorsed by the department as a whole. Students who plan to undertake an Honors Project are strongly encouraged to take English 10-403, 913 or both before beginning the project.

88 89

ENVIRONMENTAL STUDIES (ENV)

Interdisciplinary Program

Laura Hobgood-Oster, PhD, Program Chair and Associate Professor of Religion
Assistant Professor Kathleen E. Dill, PhD (part-time)

The Environmental Studies major is an interdisciplinary program which examines the many connections between humans and nature from a wide variety of perspectives. The program combines a broad set of courses in the natural sciences, social sciences, humanities and fine arts. It also encourages students to be environmental activists.

The major consists of at least 33 hours, 20 of which are above the introductory level, and leads to a BA degree. The minor consists of at least 18 hours, with 12 hours above the introductory level. See below for specifics.

Major in Environmental Studies: 33 semester hours, including Environmental Studies 49-143, 963 (Capstone); one from 49-033, 063, 414, 434, 614; 49-943 or 953; Mathematics 52-113; 17-18 additional hours of Environmental Studies, 10-14 hours of which must be above the introductory level (number of additional hours depends on science course choice above).

Recommended General Education courses for the Major in Environmental Studies: Anthropology 35-103, Chemistry 51-063, Economics 31-013, 443, Philosophy 18-103, 273, Political Science 32-113.

Note: Environmental Studies 49-414, 434, and 614 are advanced courses and have prerequisites, and these prerequisites do not count toward the Environmental Studies major. Students who have a special interest in the natural sciences are encouraged to minor in one of those disciplines, and to include one or more of these advanced classes in your program of study. In planning your minor, keep in mind the University policy that no courses will count toward both your major in Environmental Studies and your minor.

Minor in Environmental Studies: 18 semester hours, including Environmental Studies 49-143; one from 49-033, 063, 414, 434, 614; 11-12 additional hours of Environmental Studies, 8-12 hours of which must be above the introductory level (number of additional hours depends on course choices above).

Environmental Studies (ENV)

49-033 INTRODUCTION TO EARTH SCIENCE. See Physics 53-033. (NS)

49-063 CHEMISTRY OF THE ENVIRONMENT. See Chemistry 51-063. (NSL)

49-093 SCIENCE AND TECHNOLOGY IN WORLD HISTORY. See History 16-093.

(H)

49-143 ENVIRONMENTAL SCIENCE. See Biology 50-143. (NSL)

49-213 RELIGION AND ECOLOGY. See Religion 19-213. (H) (R)

49-323 ENVIRONMENTAL ECONOMICS. See Economics 31-323. (ScS)

49-352 DEMOGRAPHY: WORLD POPULATION GEOGRAPHY. See Sociology 34-352. (ScS)

49-403 HEALTH AND FITNESS CONCEPTS. See Kinesiology 48-403. (ScS)

49-414 GLOBAL CHANGE BIOLOGY. See Biology 50-414. (NSL)

49-423 THE LANDSCAPE: REPRESENTING “NATURE”. See Art History 71-663.

(FAL)

49-434 ECOLOGY. See Biology 50-434. (NSL)

49-444 GLOBAL ENVIRONMENTAL JUSTICE. See Anthropology 35-434.

49-453 ECONOMIC DEVELOPMENT. See Economics 31-443.

49-593 PUBLIC POLICY. See Political Science 32-333.

49-604 NATURE’S NATION: CONCEPTIONS OF NATURE AND WILDERNESS IN AMERICAN POLITICAL THOUGHT. See Political Science 32-564.

49-614 ENVIRONMENTAL CHEMISTRY. See Chemistry 51-614. (NSL)

49-653 CONTEMPORARY GERMAN CULTURE. See German 12-353. (H)

49-963 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 sign up for this class.

49-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

49-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

49-901, 902, 903, 904 TUTORIAL.

49-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

49-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

49-983 HONORS.

FEMINIST STUDIES (FST)

Interdisciplinary Program

N. Elaine Craddock, PhD, Program Chair and Associate Professor of Religion

Alison Kafer, PhD, Assistant Professor of Feminist 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 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.

Students with an academic focus on feminist methodologies are well prepared to succeed in a variety of fields, including non-profit and social work, law, journalism, public policy, cultural studies, Feminist Studies and traditional disciplines.

The Feminist Studies major exists for those students whose academic and professional career interests would best be served by a multi-cultural, interdisciplinary approach. Students in Feminist Studies can double major in any discipline. Paired majors with Communication Studies, English, History, Philosophy, Religion, Sociology and Theatre are available.

Students who seek an interdisciplinary concentration on feminist methodologies, theories, practices, and questions also may select Feminist Studies as a minor. Students can combine a Feminist Studies minor with any major

The Feminist Studies major is a flexible 31-hour (ten-course) program, 19 semester hours (six courses) of which must be above the introductory level. All majors must take Introduction to Feminist Studies 04-103 as early as possible, Intellectual Histories of Feminism 04-203, and the Senior Seminar 04-934 as their capstone experience. For the remaining 21 semester hours (seven courses) students must complete one course in each of the five Areas of Concentration listed below (15 hours) plus two additional courses in one of these Areas of Concentration (six hours). By taking three courses in a single Area of Concentration, majors achieve more depth in the area of Feminist Studies that interests them most.

Areas of Concentration

1. Theory and Method: 04-213, 253, 283, 363, 533, 723
2. Historical Perspectives: 04-223, 233, 243, 343, 393, 423, 473, 503, 543
3. Representation and Aesthetics: 04-173, 223, 263, 313, 373, 413, 443, 453, 533, 573, 633, 663, 693, 713, 723

90 91

4. Difference, Power and Resistance in the U.S.: 04-233, 253, 273, 294, 363, 403, 423, 503, 513, 523, 563, 583
5. Transnational Perspectives: 04-323, 353, 384, 393, 433, 473, 494

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

Other courses will be considered for the Feminist Studies major, subject to approval by the Feminist Studies Committee. Also available for the Feminist Studies major are Feminist Studies Internship 04-943, Feminist Studies Independent Study 04-953 and Honors in Feminist Studies 04-984.

Students planning to pursue graduate degrees in Feminist Studies should consider taking Mathematics 52-113 as their required mathematics course, and at least one of the following methods courses in addition to the 31 hours of the major: Anthropology 35-214, Economics 31-314, History 16-854, Philosophy 18-402, Political Science 32-794, Psychology 33-204 and 33-214, Religion 19-314 and Sociology 34-203/201.

Major in Feminist Studies: 31 semester hours, including Feminist Studies 04-103, 203, 934 (Capstone); one Theory and Method course from Feminist Studies 04-213, 253, 283, 363, 533, 723; one Historical Perspectives course from Feminist Studies 04-223, 233, 243, 343, 393, 423, 473, 503, 543; one Representation and Aesthetics course from Feminist Studies 04-173, 223, 263, 313, 373, 413, 443, 453, 533, 573, 633, 663, 693, 713, 723; one Difference, Power and Resistance in the U.S. course from Feminist Studies 04-233, 253, 273, 294, 363, 403, 423, 503, 513, 523, 563, 583; one Transnational Perspectives course from Feminist Studies 04-323, 353, 384, 393, 433, 473, 494; two additional courses from ONE of the above areas of concentration. At least 19 hours in the major must be above the introductory level.

Minor in Feminist Studies: 18 semester hours (six courses), including Feminist Studies 04-103, 203; 12 additional hours of Feminist Studies, nine hours of which must be above the introductory level.

Feminist Studies (FST)

04-103 INTRODUCTION TO FEMINIST STUDIES. An introduction to the subject matter and methodology of feminist studies. **(H) (SeS)**

04-173 INTRODUCTION TO PERFORMANCE STUDIES. See Theatre 73-173 and Communication Studies 75-173. **(FAP)**

04-203 INTELLECTUAL HISTORIES OF FEMINISM. This course traces the intellectual traditions of contemporary feminist theories and practices. Primary texts from the major figures of liberalism, Marxism, psychoanalysis and poststructuralism will be combined with more recent feminist approaches to, and departures from, these traditions. Prerequisite: Feminist Studies 04-103. **(H)**

04-213 FEMINIST POSITIONS. See Philosophy 18-213. **(H)**

04-223 WOMEN, GODDESSES AND RELIGION. See Religion 19-323. **(H) (R)**

04-233 GENDER AND SEXUALITY. See Sociology 34-233.

04-243 FAMILIES IN SOCIETY. See Sociology 34-243.

04-253 THEORIES OF RACE. See Philosophy 18-253. **(H)**

04-263 THE BODY AND SEXUALITY IN RELIGION. See Religion 19-363. **(H) (R)**

04-273 THEORIES OF CLASS. See Philosophy 18-243. **(H)**

04-283 FEMINIST THEORY. This course examines feminist, gender and queer theories of the past two decades, with a particular focus on theories of "the body." Using an interdisciplinary framework, the course traces key debates in feminist theory, such as the efficacy of feminist standpoint theory, the relationship between theory and activism, feminist approaches to sexuality, the question of essentialism in feminist thought, negotiations with power and violence, and the role of identity in politics. Prerequisite: Feminist Studies 04-103. **(H)**

04-294 CHILDHOOD AND ADOLESCENCE. See Sociology 34-274.

04-313 THEATRE HISTORY AND HISTORIOGRAPHY II. See Theatre 74-233. **(FAL)**

04-323 RACE, CLASS AND GENDER IN THE CARIBBEAN. See Anthropology 35-343.

04-343 GENDER, SEX, AND VIOLENCE IN THE BIBLICAL WORLD. See Religion 19-343. **(H) (R)**

04-353 TRANSNATIONAL FEMINISMS. This course uses feminist methodologies to explore the movement of bodies, ideologies and capital across national borders. Topics to be discussed include the role of women in nationalist movements and ideologies; gendered work and migration patterns; the impact of development and population control policies on women and families; and possibilities for coalitionbuilding and transnational feminist solidarity. Prerequisite: Feminist Studies 04-103. **(H)**

04-363 PHILOSOPHY OF THE SELF. See Philosophy 18-323. **(H)**

04-373 MUSIC AND GENDER. See Music Literature 80-373. **(FAL)**

- 04-384 GENDER, POWER AND VIOLENCE.** See Anthropology 35-324.
- 04-393 GENDER AND SEXUALITY IN THE BRITISH EMPIRE.** See History 16-393. (H)
- 04-403 WOMEN AND POLITICS.** See Political Science 32-443.
- 04-413 GENDER AND ART.** See Art History 71-643. (FAL)
- 04-423 HISTORY OF RACE RELATIONS IN THE 20TH CENTURY U.S.** See History 16-413. (H)
- 04-433 GLOBAL BODIES? DISABILITY AND DIFFERENCE IN A TRANSNATIONAL WORLD.** This course surveys constructions of illness, disability and embodied difference. Drawing on insights from feminist and queer theory, postcolonial and transnational analysis, and disability studies, assumptions about “normal” and “abnormal” bodies and minds will be examined. Topics to be addressed include medical and political models of disability, the transnational freak show circuit, the possibility of deaf and disability cultures, local and global disparities in health care, and the unequal distribution of illness and disability across gender, race, class and nation. Prerequisite: Feminist Studies 04-103. (H)
- 04-443 WOMEN WRITERS IN GERMAN.** See German 12-453. (H)
- 04-453 WOMEN WRITERS IN FRENCH.** See French 11-453. (H)
- 04-463 FEMINIST AND QUEER ACTIVISM.** This course will address topics including: definitions and concepts of activism, characteristics of “feminist” and “queer” activism; the relationship between activist practices and theoretical histories; and possible points of connection among feminist, queer and anti-racist theories and movements. Students will be required to engage in activist projects of their choosing, either individually or in collaboration with other students in the class. Prerequisite: Feminist Studies 04-103. (H)
- 04-473 GENDER AND GENERATION IN AFRICA.** See History 16-473. (H)
- 04-494 GLOBAL ENVIRONMENTAL JUSTICE.** See Anthropology 35-434.
- 04-503 LATIN AMERICAN, ASIAN AND EUROPEAN IMMIGRATION IN U.S. HISTORY.** See History 16-463. (H)
- 04-513 GENDER, RACE AND CLASS.** See Economics 31-513.
- 04-523 RACE AND ETHNICITY.** See Sociology 34-263.
- 04-533 FEMINIST FILM STUDIES.** See English 10-473. (H)
- 04-543 GENDER AND SCIENCE.** See History 16-543. (H)
- 04-563 COMMUNICATION, GENDER AND IDENTITY.** See Communication Studies 75-563. (H)
- 04-573 TOPICS IN WOMEN’S LITERATURE.** See English 10-573. (H)
- 92 93**
- 04-583 SOCIAL CLASS IN THE U.S.** See Sociology 34-313.
- 04-633 TOPICS IN ROMANTICISM.** See English 10-663. (H)
- 04-653 COMMUNICATION AND BODY POLITICS.** See Communication Studies 75-583. (H)
- 04-663 TOPICS IN VICTORIAN LITERATURE AND CULTURE.** See English 10-673. (H)
- 04-693 TOPICS IN CONTEMPORARY LITERATURE.** See English 10-593. (H)
- 04-713 ADVANCED PERFORMANCE STUDIES.** See Communication Studies 75-513 and Theatre 73-713. (FAP)
- 04-723 FEMINISM AND PERFORMANCE.** See Theatre 73-723 and Communication Studies 75-523. (FAP)
- 04-001, 002, 003, 004 TOPICS IN FEMINIST STUDIES.** May be repeated with change in topic. (H)
- 04-301, 302, 303, 304 TOPICS IN FEMINIST STUDIES.** May be repeated with change in topic. (H)
- 04-901, 902, 903, 904 TUTORIAL.**
- 04-934 SENIOR SEMINAR.**
- 04-941, 942, 943, 944 ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
- 04-951, 952, 953, 954 INDEPENDENT STUDY.** May be repeated with change in content.
- 04-984 HONORS.** By invitation only.

HISTORY DEPARTMENT

Division of Humanities

Professor Thomas V. McClendon, PhD, Chair

Professor Daniel Castro, PhD

Professor Steven C. Davidson, PhD

Associate Professor Lisa Moses Leff, PhD

Associate Professor Elizabeth Green Musselman, PhD

Assistant Professor Shana Bernstein, PhD

Visiting Brown Junior Scholar Erik Loomis, MA

Visiting Assistant Professor Rachel Nuñez, PhD

Instructor Marian Barber, MA (part-time)

Instructor Matthew Heaton, MA (part-time)

Instructor Brandon Marsh, MA (spring only – part-time)

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 program 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. With their understanding of the past and their historical mindedness, History students go on to careers in all levels of education and government, in law, social service, communications, museum and archival work, and business.

To receive a BA in History, a student must take two World History courses. These are foundation courses for the study of History, each of which seeks to provide students with basic historical literacy. Each also seeks to develop appreciation for large-scale regional and global patterns as well as regional and global connections, including exchanges of ideas, labor, trade, technology, etc. Finally, each of these World History courses seeks to combat ethnocentricity by examining the internal development of the cultural and institutional heritages of each people involved in these patterns and exchanges. Students must take Historiography in the sophomore or junior year and two courses designated as Research Seminars. The two Research Seminars constitute the History major capstone. Students are required to take five additional courses from the general departmental offerings chosen in consultation with the academic adviser according to the following guidelines: one upper-level course must be taken from three of the five geographical areas covered by the department (Africa, East Asia, Europe, Latin America and United States). One course with a substantial pre- or early modern component is also required.

The History Department strongly encourages students to pursue an off-campus international, intercultural, or academic internship experience as a part of their curriculum. If this interferes with a student's ability to take the two Research Seminars and graduate on time, then specific course work taken during this experience can be substituted for the second research seminar, but only with permission from the History Department Chair, received in advance at the same time the student files the other paperwork for that off-campus experience. To receive approval, students must demonstrate that logistically they cannot take both research seminars, study abroad, and graduate on time. Additionally, the experience must be in another country, last for at least one semester, and it must involve at least one upper-level course in history that preferably contains a significant research project.

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

It is possible to do a 55-hour paired major in History and Feminist Studies by double-counting two courses cross-listed in History and Feminist Studies. Currently those courses are 16-393 Gender and Sexuality in the British Empire, 16-473 Gender and Generation in Africa, and 16-543 Gender and Science, although other cross-listed courses may be substituted by permission of the Chair of the Feminist Studies Committee, and new courses may be added.

It is also possible to complete a 51-hour program in International Studies that pairs a major in History with an additional "Concentration" of four courses on either East Asia, Europe, or Latin America plus two courses at the 300 level or above in an appropriate language and a semester or longer study abroad experience. See the International Studies Program for further details.

Individual members of the department work with highly motivated students who design independent study projects. The department also occasionally has internships in local history. Finally, the department participates in the Honors Program by inviting exceptional students to do an Honors Project during their senior year.

Major in History: 33 semester hours, including one from History 16-013, 093; one from 16-023, 063, 073; 16-854, 864 (two semesters) (Capstone); one course above the introductory level from three of the following five areas: Africa 16-263, 433, 453, 473; East Asia 16-243, 253, 273, 563, 583; Europe 16-203, 213, 293, 313, 323, 383, 393, 403, 523, 533, 543, 593; Latin America 16-333, 363, 373, 453, 653, 663, 673; United States 16-223, 233, 413, 453, 463, 503, 753; six additional hours of History.

Additional requirements for the History major: One course having a substantial pre- or early modern component, as part of the geographical distribution or as one of the two non-designated courses, from History 16-203, 243, 253, 273, 313, 323, 363, 393.

Minor in History: 18 semester hours, including one from History 16-013, 093; one from 16-023, 063, 073; 12 additional hours of History above the introductory level.

See the Education Department for information regarding teacher certification in history.
History (HIS)

16-013 WORLD CIVILIZATIONS TO 1500. The origins, development and character
94 95

of the major world civilizations and their relationships to one another to 1500.

(Annually) (H) (IP)

16-023 WORLD CIVILIZATIONS SINCE 1500. The changing nature of the world's civilizations and their increasing interrelations after 1500. (Annually) (H) (IP)

16-063 COLONIAL AND POSTCOLONIAL WORLDS. This course will introduce students to a historical understanding of the world in the 19th and 20th centuries, framed by colonial and postcolonial relationships between the West and areas colonized by it after 1750. Several themes will be pursued, including contradictory goals of colonizers and varieties of indigenous response; social and cultural effects of colonization; anti-colonial struggles, decolonization, the Cold War; and globalization. (Annually) (H) (IP)

16-073 NATIONS AND NATIONALISM IN WORLD HISTORY. A history of the modern world focusing on how "nations" are defined in different historical and geographical contexts. In each context, the course will address the question of who has the legitimate authority to represent the "nation," as well as how national "insiders" are distinguished from "outsiders" by those who have the authority to define the boundaries of the nation. (Annually) (H) (IP)

16-093 SCIENCE AND TECHNOLOGY IN WORLD HISTORY. This course surveys how humans worldwide have understood and manipulated nature from prehistory to the present. The class investigates whether science is a uniquely European invention; what standards should be used to judge the value of natural knowledge systems that bear little resemblance to modern science; what needs and desires humans have fulfilled through understanding and manipulating nature; what has

led different cultures to perceive the natural world in such divergent ways; and how technology and science have influenced each other historically. Also Environmental Studies 49-093. (Annually) **(H) (IP)**

16-203 EARLY MODERN EUROPE. Survey of the history of Europe from about 1400 to 1800. Topics will include the Renaissance and Reformation; transitions from feudal to capitalist and colonial economies; health and epidemic disease; women's experiences, sexuality and family life; magic, the "Scientific Revolution" and Enlightenment; absolutism and the development of modern nation-states. (Annually) **(H)**

16-213 MODERN EUROPE. A history of Europe from the French Revolution of 1789 to the present, emphasizing the development of new political traditions and social structures, the establishment of new forms of international organization, the transformation of work, changes in the lived environment and the evolution of understandings of the self. (Annually) **(H)**

16-223 U.S. HISTORY BEFORE 1865. This course will explore major social, political, economic and diplomatic developments in the United States before 1865. It will examine the profound and numerous transformations in American society through the end of the Civil War. It will expose students to a wide range of historical actors and dialogues by considering themes such as: how Americans have struggled to understand and define the nature of freedom and equality; the evolving national government; socioeconomic and cultural shifts brought on by the transportation/market revolution; and the consequences of the country's territorial expansion. (Annually) **(H)**

16-233 U.S. HISTORY SINCE 1865. This course will explore major social, political, economic and diplomatic developments in the United States since the Civil War. It will examine the experiences and the conflicts that made up the history of modern American society. Students will be exposed to a wide range of historical actors and dialogues. The course will examine the profound and numerous transformations the country experienced in this period through three themes: how Americans have struggled to understand and define the nature of freedom and equality; the evolving character of the American state and its relationship to the sociopolitical economy; and how the United States became increasingly involved in a "global community." (Annually) **(H)**

16-243 ANCIENT CHINA. An examination of ancient China from the rise of the earliest state through the "classical" era and the early empires of the Qin and the Han. This course will focus on intellectual, cultural and social history, including such topics as ancestor reverence, universal kingship, the mandate of Heaven, the writing and transmission of the "classics," the formation of the Confucian and Daoist traditions, and the evolution of territorial states. Also Religion 19-423. (Biennially) **(H) (IP) (R)**

16-253 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)**

16-263 AFRICAN HISTORY. This survey is an introduction to African cultures and history from precolonial times to the present, emphasizing Africa's variety and its connections to other parts of the world. Topics include: precolonial social and political organization; the spread of Islam and Christianity; the impact of the Atlantic slave trade; conquest and resistance; social change under colonial rule; decolonization; neo-colonialism and postcolonial challenges. (Annually) **(H) (IP)**

16-273 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)**

16-293 TOPICS IN THE HISTORY OF SCIENCE AND MEDICINE. These courses investigate how people in the past have understood nature. Each course topic emphasizes a different geographical area, chronological period and specific area of scientific or medical interest, but every version of the course will emphasize how broader historical contexts have shaped human knowledge of nature. May be repeated with change in topic. (Biennially) **(H)**

16-313 GREEK CIVILIZATION. See Classics 07-313. (Biennially) **(H) (IP)**

16-323 ROMAN CIVILIZATION. See Classics 07-323. (Biennially) **(H) (IP)**

16-333 GUERRILLA MOVEMENTS IN LATIN AMERICAN HISTORY. The objective of this course is to provide students with a general overview of the evolution of guerrilla warfare in Latin America from the earliest indigenous rebellions in the 16th century to the struggles waged in Peru, Colombia and Mexico in contemporary times. (Biennially) **(H)**

16-363 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 Iberoamerica. The class will examine the period encompassed between the apogee of pre-Columbian high civilizations and the Creole wars of independence of the 19th century. Particular attention will be paid to the encounter and collision of Europe and America, and the nature of the complex society that emerged as a result of these events. (Biennially) **(H) (IP)**

16-373 MODERN LATIN AMERICA. This is a survey of the cultural, social, economic and political themes that contributed to the creation of modern Latin America. The course will examine the period between the beginnings of the Wars of Independence, in the early 19th century, to the present. (Biennially) (H) (IP)

16-383 THE HOLOCAUST. This course will look at the Holocaust, the destruction of European Jewry, as an event in both European history and Jewish history. The course will focus on the development and implementation of Nazi ideology and

96 97
the “final solution” in Germany and the territories it conquered during World War II, and seek to account for both the actions of perpetrators and the responses of victims and bystanders to the events as they unfolded. The course will draw on work scholars have done in the fields of literature, anthropology, philosophy and religious studies, as well as history. (Biennially) (H)

16-393 GENDER AND SEXUALITY IN THE BRITISH EMPIRE. This course examines the gender and sexual politics of the British empire, ca. 1600-1960. The empire provided a crucial theater for Britons to become men and escape confining ideals of femininity. Looser sexual norms in the empire proved liberating for some and life-threatening to others. The colonized in the Americas, India, Australia and Africa found their gender and sexual identities irrevocably transformed by the British empire, and made the redefinition of gender and sexuality a key part of their liberation struggles in the 20th century. Also Feminist Studies 04-393. (Biennially) (H)

16-403 THE FRENCH REVOLUTION AND MODERN FRANCE. A history of France from 1789 to the present. The development of new political ideologies and institutions during the Revolution, the modernization of state, culture and society in the 19th and 20th centuries, workers’ struggles, and questions of religious, political and ethnic diversity will be studied. (Biennially) (H)

16-413 HISTORY OF RACE RELATIONS IN THE 20TH CENTURY U.S. By exploring the history of Asian Americans and Latinos as well as African-Americans and whites, this class emphasizes the multiracial history of 20th-century America. This course recognizes the historical significance of multiple racial and ethnic groups. The ways in which major events and episodes in the century, including the Progressive Era, the Great Depression, World War II and the Cold War, affected minority groups as well as how these groups responded to their social and political environment will be examined. Also Feminist Studies 04-423. (Biennially) (H)

16-433 MODERN SOUTH AFRICA. A survey of the history of southern Africa emphasizing the 19th and 20th centuries. Themes will include indigenous social organization, colonization, slavery, the spread of Christianity, labor migrancy, industrialization, apartheid and its aftermath, and African nationalism and resistance. These issues will be examined with attention given to questions of race and ethnicity, class, and gender and generation. (Biennially) (H) (IP)

16-453 SLAVERY AND FREEDOM IN THE ATLANTIC WORLD. Slavery and the slave trade were fundamental to the development of the Americas. Africa and the Americas were linked through the Atlantic slave trade, as well as through the movement to abolish slavery. Slavery was also widespread in Africa, and it grew in importance as a result of the Atlantic slave trade. This course will consider various systems of slavery and the changes in those systems over time, as well as examine the economic and ideological links among slave systems in Africa and the Americas. (Biennially) (H)

16-463 LATIN AMERICAN, ASIAN AND EUROPEAN IMMIGRATION IN U.S. HISTORY. This course will examine topics in the history of Latin American, Asian and European immigrants in America, especially during the years between 1880 and 1965. A comparative framework will be used to integrate Latin Americans and Asian migrants into a more common understanding of European immigration in the late 19th and 20th centuries. The course will explore major themes in immigration history rather than a comprehensive examination; themes will include debates in immigration history, round-trip vs. permanent migration, community building, acculturation and racial formation among others. Also Feminist Studies 04-503. (Biennially) (H)

16-473 GENDER AND GENERATION IN AFRICA. This course enables students to gain a better understanding of historical and contemporary Africa through examination of two important and interlocking features of African social organization that significantly shape community life and structure social conflicts: gender and generation. Changes associated with colonialism and modernity have in turn had significant effects on African understandings of gender and generation and have resulted in new types of conflict. These social and cultural patterns, changes, and conflicts will be analyzed through reading and discussing the work of historians and anthropologists, as well as novels and films by contemporary Africans. Also Anthropology 35-473 and Feminist Studies 04-473. (Biennially) (H)

16-503 THE HISTORY OF THE U.S. WEST. This course will focus on the development of the 19th- and 20th- century American West. It will explore themes that highlight the intersections of race, gender, class, nationality and the environment rather than providing a chronological overview of the history of the West. Course objectives include learning to interpret varied forms of historical evidence and fostering analytical, reading, discussion and synthetic skills that will help students think and communicate critically about historical and contemporary society and politics. (Biennially) (H)

16-523 BRITISH HISTORY, 1688 TO THE PRESENT. This course will look at the modern portion of Britain’s unique history. Beginning with the 1688 Glorious

Revolution, when England restored its monarchy under a constitution and Protestant church, political developments as well as the key economic, social and cultural changes that have shaped modern Britain will be traced. Topics will include the bitter loss of America and the often violent absorption of Scotland and Ireland; changes in the class system; the Anglican Church's fight to maintain religious dominance; increasing literacy and popularity of science and literature; rivalries with the French; the wonders and horrors of industrialization; the growth of cities; imperialism's heyday and decline; the changing status of women; the devastation of the two world wars; the rise of the welfare state; and Thatcherism and Tony Blair's response: Cool Britannia. (Biennially) (H)

16-533 TOPICS IN BRITISH CULTURE. Cultural history seeks to understand how people have attached meanings to their lives through the expression of ideas, art, science, performance, consumption, sport and other cultural forms. This course will examine various aspects of Great Britain's cultural history to try to understand British identities, and how Britons have understood the meanings of their everyday lives. Offerings include British Isles under the Tudor-Stuarts; English and Scottish Enlightenments; Victorian Britain, Ireland and Empire. May be repeated with change in topic. (Biennially) (H)

16-543 GENDER AND SCIENCE. This course examines what the sciences have said historically about women, men, gender and sexuality – as well as the flip side of that coin; how preconceived notions about women, men, gender and sexuality have shaped scientific ideas. Using historical examples, the course considers when the sciences have alternately been tools for empowerment and enslavement. Subjects for discussion include: women in the sciences, changing anatomical views of male and female bodies, race as a complicating factor in scientific notions about gender, scientific investigations of homosexuality, the masculinity and femininity of scientists, the gendering of nature itself and science as a kind of power. Also Feminist Studies 04-543. (Biennially) (H)

16-563 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)

16-583 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)

16-593 MODERN JEWISH HISTORY. A survey of the major currents in Jewish culture, society, religious life and political status from 1492–present. This course places these aspects of Jewish life within context of the wider cultures in which Jews have lived. Topics include: the consequences of the Spanish expulsion of 1492, traditional

98 99

piety in European Jewish culture, forms of mysticism, the Jewish enlightenment, patterns of acculturation, religious reform, Zionism, the Holocaust, and Jewish life in America. Also Religion 19-593. (Biennially) (H) (R)

16-653 LATIN AMERICAN HISTORY IN FILM AND LITERATURE. Iberoamerica is a complex territory and a state of mind suspended between the extremes of despair and unbound hopefulness. Telling its history poses insurmountable challenges to the academic historian, and often the history of the land and its people is better expressed in the work of magicians, artists, writers and *auteurs*. This course is a humble attempt to venture into the labyrinthine relationships between the artist and that enigmatic territorial and spiritual landscape extending from the Rio Bravo to Tierra del Fuego. (Biennially) (H)

16-663 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 who fought in it. Nevertheless, at the beginning of the 21st century, most of the Mexican Revolution's promises are still unfulfilled. This course is an attempt to study, dissect, and analyze the legacy and significance of the Mexican Revolution and its role as the first significant revolutionary movement of the 20th century. (Biennially) (H)

16-673 THE PERUVIAN COLONIAL INQUISITION. The Holy Office of the Inquisition was reintroduced to Spain in 1478 and exported to Peru in 1569. The transfer was designed to maintain the "purity" and "integrity" of the Catholic faith in the face of the unorthodox attacks mounted by moral, political, and religious "deviants" in the colonies. This course is an attempt to examine the manner in which the imposition of a new religious order affected the lives of the members of the newly emerging Peruvian society, particularly the quotidian lives of ordinary people. It also examines the cases of many of those who became the focus of inquisitorial persecution and new repositories, interpreters, and transmitters of the new cultural phenomenon emerging out of the collision and fusion of two incommensurable worlds. (Biennially) (H)

16-753 TEXAS HISTORY. This class will explore major social, political, economic and cultural developments in Texas, emphasizing the 19th and 20th centuries. A major theme will be the interactions of various immigrant and indigenous groups with each other and with successive political powers, including the Spanish empire, independent Mexico, the Republic of Texas and the United States. (Biennially) (H)

16-854 HISTORIOGRAPHY. A study of the concept of history, the history of historical writing, the major schools of historical interpretation today and the relation of history to philosophy of history. Prerequisite: Must be at least a second semester sophomore. (Every semester) (H)

16-864 RESEARCH SEMINAR. Topics, which change from semester to semester, include History and Memory, Utopias and Utopianism, Property and Power, Microhistories,

On Revolution, and Insiders and Outsiders. Prerequisite: History 16-854. (Every semester) (H)

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 IN HISTORY. Must be taken Pass/D/F.

16-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

16-983 HONORS. By invitation only.

INTERNATIONAL STUDIES (INS)

Interdisciplinary Program

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

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.

The International Studies program embodies the finest traditions of the liberal arts: through knowledge of other cultures it aims to foster appreciation of the diversity of human experience and to provide a new perspective on U.S. society. The International Studies program is appropriate for students who wish to pursue careers in law, government, business and international agencies and provides a particularly valuable foundation for graduate study in the humanities and social sciences.

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

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

MAJOR (minimum of 10 courses/30 hours)

1. Disciplinary Major: The student can select either Art History, History or Political Science as the disciplinary major. For students with a Latin American concentration, Anthropology may also be selected as a major. These majors provide a strong disciplinary base from which to study another culture. Students are required to take at least two courses in this major that focus on their geographical area of interest.

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

CONCENTRATION (6 courses/18 hours)

3. Geographical Area of Emphasis: (4 courses/12 hours) Students can select from East Asia, Europe, or Latin America. Four courses, in addition to the two taken in the disciplinary major, are required in the student's geographical area of emphasis. These courses are designed to help the student develop expertise in a specific geographical area. At least two of these courses, selected from the following list of approved International Studies courses, are to be taken in disciplines other than the student's major so that the student will study the geographical area of emphasis on which they focus from at least three different disciplines. One course in the geographical area of emphasis whose scope is pre-1500 can be substituted for one of the approved International Studies courses listed below with the consent of the International Studies Committee.

4. Advanced Language: (2 courses/6 hours) Two courses at the 300 level or above must be taken in a language related to the student's area of emphasis. This requirement is in addition to the language requirement incumbent upon all Southwestern students. These

100 101

courses must include at least one literature course. Students are encouraged to take conversation classes, but these courses may not be used to satisfy this requirement.

5. Study Abroad: This requirement is satisfied by one or two semesters in a study abroad program directly related to the student's geographic area of emphasis. The program must take place primarily in the language being studied as part of the International Studies requirements (Chinese, French, German, or Spanish). Students may choose from a set of approved study abroad programs compiled by the International Studies Committee. Students wishing to participate in a program not on this list are expected to discuss their plans with their adviser and the Director of Intercultural Learning, and obtain approval from the Committee a year in advance of the experience.

Students may pursue a "Paired Major" with French, German, or Spanish.

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

European Area of Emphasis (Listed below are the approved courses on Europe to choose from.)

Art History 71-553, 613, 623, 633, 713

English 10-153, 163, 653, 663, 673, 683

French 11-313, 353, 453, 503, 513, 603, 613

German 12-353, 453, 513, 613

History 16-203, 213, 383, 393, 403, 523, 533, 543, 593

Music 80-113, 123, 233, 423, 433

Political Science 32-413

Spanish 15-343, 413, 513, 613, 623

Theatre 74-243

East Asian Area of Emphasis (Listed below are the approved courses on East Asia to

choose from.)

Art History 71-123, 233, 243, 263
Chinese 22-313, 323, 373, 383, 393
Economics 31-643
History 16-253, 273, 563, 583
Political Science 32-433, 624
Religion 19-183

Latin American Area of Emphasis (Listed below are the approved courses on Latin America to choose from.)

Anthropology 35-223, 324, 343
Art History 71-393
Communication Studies 75-653
History 16-333, 363, 373, 653, 663, 673
Philosophy 18-283
Political Science 32-614, 753
Spanish 15-233, 343, 423, 523, 613, 623
Sociology 34-614

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 INTERNSHIP IN INTERNATIONAL STUDIES. Must be taken Pass/D/F.

38-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

38-983 HONORS.

KINESIOLOGY DEPARTMENT

Division of Natural Sciences

Professor Jimmy C. Smith, PhD, Chair
Professor Glada C. Munt, PhD
Associate Professor Scott P. McLean, PhD

Division of Social Sciences

Assistant Professor Miguel A. Benavides, MEd, ATC
Assistant Professor Jack P. Flatau, MEd
Assistant Professor Donald P. Gregory, MEd
Assistant Professor William C. Raleigh, JD
Assistant Professor Glenn R. Schwab, MS, ATC
Assistant Professor Ronda S. Seagraves, MA
Assistant Professor James R. Shelton, PhD
Instructor Shawna Hein, MS, ATC
Instructor Hannah Long, MS
Instructor Duane S. Ritter, BS, ATC
Instructor Pamela Ruder, MBA
Instructor Francie Larriau Smith, MEd
Instructor Lester Sombito, MEd

The Department of Kinesiology provides study toward the Bachelor of Arts and Bachelor of Science degrees with a major or a minor in Kinesiology. Specific additional requirements for the BS degree are listed in the catalog under "University Degrees." The major includes courses that are requisite for graduate study in the discipline and that are needed for teaching certification. The department also offers Fitness and Recreational Activity (FRA47 prefix) classes.

Persons with undergraduate and/or graduate degrees in Kinesiology are prepared for careers in a variety of fields, including exercise science, medicine, health/fitness industry, sport and recreational management, and coaching.

Area of Kinesiology

The objectives of the study of Kinesiology are:

1. To prepare students for successful careers in the exercise sciences, teaching and coaching.
2. To provide programs of study appropriate for pursuing graduate study and for obtaining teacher certification.
3. To develop student interest and appreciation for careers in the exercise sciences, sports medicine, and health and fitness industries.

Area of Fitness and Recreational Activity

The objectives of the Fitness and Recreational Activity (FRA) program for Southwestern students are:

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

The following policies apply to Fitness and Recreational Activity courses:

1. Two semester hours of Fitness and Recreational Activity course(s) are required for all degrees. FRA courses are graded on a Pass/D/F basis.
2. One additional FRA course may be counted as elective credit toward all degrees.
3. Repeat courses are not allowed in the attainment of the required two semester hours. Exceptions

102 103

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.
4. Credit by departmental examination may be received in FRA courses upon petition to the department chair. Students must demonstrate appropriate proficiency to earn credit through petition.

Major in Kinesiology: 40 semester hours, including Allied Health Education 46-244; Kinesiology 48-192, 313, 403, 423, 704, 714, 813 (Capstone); 48-232 (for students interested in teaching or coaching) or 822 (for students interested in graduate school); two FRA courses in addition to the two required by the general education requirement (repeated courses will not count); 10 additional semester hours of Kinesiology or Allied Health Education.

Required supporting course in the major: Mathematics 52-113. (BIO50-424 Organ Physiology and CHE51-544 Organic Chemistry I are recommended for students pursuing the Bachelor of Science

degree.)

NOTE: The Capstone Experience is satisfied by Kinesiology 48-813. Kinesiology 48-953 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: 18 semester hours, including Kinesiology 48-192, 403; two from 48-423, 704, 714; two FRA courses in addition to the two required by the general education requirement (repeated courses will not count); three or four additional hours of Kinesiology or Allied Health Education, one or two hours of which must be above the introductory level (number of additional hours varies according to courses selected above).

See the Education Department for information regarding teacher certification in kinesiology. Kinesiology (KIN)

48-192 FOUNDATIONS OF KINESIOLOGY. Provides discussion of the history, philosophy and principles that guide the discipline. Explores career options and current issues in Kinesiology.

48-232 PRINCIPLES OF ADMINISTERING AND COACHING SPORT. This course involves the study of administrative and coaching theories that apply to sport. Areas covered include budget preparation, inventory management, season planning, event scheduling and sport specific defensive and offensive concepts.

48-273 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.

48-282 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.

48-313 RESEARCH METHODS IN KINESIOLOGY. This course covers the basic concepts of research methods used in the study of kinesiology. It is designed to help students think critically, to give students hands-on experiences with research design, data analysis and interpretation and the reporting of results to a professional audience. Prerequisite: Mathematics 52-113. (NS)

48-353 SOCIOLOGY OF SPORT. See Sociology 34-253.

48-403 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 49-403. (ScS)

48-423 MOTOR LEARNING AND MOTOR CONTROL. 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. Prerequisite: Kinesiology 48-313. (NS)

48-443 MOTOR DEVELOPMENT/MOTOR ACTIVITIES. Study of the stages of motor development and the application of this information to the planning of activities in teaching and/or correction of motor patterns.

48-523 PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS. Attaining knowledge and developing competencies that allow persons to understand, teach and apply principles of education to physical education programs for all grade levels.

48-533 SPORT MANAGEMENT: ORGANIZATION AND ADMINISTRATION. Study of various administrative philosophies and techniques used in educational, athletic and recreational settings.

48-543 PROBLEMS IN KINESIOLOGY. A study of special topics or problems of interest in Kinesiology. Areas to be studied are announced in advance.

48-563 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)

48-573 SPORT LAW AND ETHICS. This class 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)

48-583 FINANCE OF SPORT AND HEALTH RELATED INDUSTRIES. This course is designed to expose students to various methods and considerations related to providing a sound financial basis for the sport, fitness and health industries. Emphasis is placed on areas of public and private fundraising, economic impact analysis and corporate sponsorships.

48-704 PHYSIOLOGY OF EXERCISE. Study of physiological responses and adaptations made to the challenge of exercise with an emphasis on cardiovascular and neuromuscular systems. Lab required. Prerequisites: Allied Health Education 46-244 and Kinesiology 48-313, or permission of instructor. (NSL)

48-714 BIOMECHANICS. 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: Allied Health Education 46-244 and Kinesiology 48-313 or permission of instructor. (NSL)

48-813 RESEARCH IN KINESIOLOGY. Laboratory or field-based research course designed to provide a hands-on research experience directed toward answering questions related to Kinesiology. Students work directly with a faculty member to develop a research question, perform a literature review, collect and analyze experimental data related to the research question and formally present results of the study. The topic of the course varies with the faculty member leading it. Prerequisites: Kinesiology 48-313, 423, 704, 714.

48-822 EXERCISE PRESCRIPTION. 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. This course consists of a one-hour lecture session and a two-hour lab session. Prerequisites: Kinesiology 48-403 and 704.

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 of topic. Prerequisite: Permission of department chair.

104 105

48-901, 902, 903, 904 TUTORIAL.

48-941, 942, 943, 944 INTERNSHIP IN KINESIOLOGY. 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 IN KINESIOLOGY. May be repeated with change in content. Students must obtain approval of the supervising faculty member the semester prior to taking this course.

48-983 HONORS. By invitation only.
Allied Health Education (AHE)

46-244 HUMAN ANATOMY. Study of the structure and function of the human muscular, skeletal, nervous, cardiopulmonary and other major organ systems. This course is specifically designed for students majoring and minoring in Kinesiology and for students planning careers in health related fields. (NSL)

46-443 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. (NS)

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 INTERNSHIP IN ALLIED HEALTH.

46-951, 952, 953, 954 INDEPENDENT STUDY.

Fitness and Recreational Activity (FRA)

47-011 KICKBOXING. Basic kickboxing movements and skills combined in aerobic routines. Must be taken Pass/D/F.

47-021 TENNIS. Rules, fundamentals, and/or appropriate level techniques, and recreational skills for all levels of skills for tennis players. Must be taken Pass/D/F.

47-031 BOWLING. Rules, fundamentals, and/or appropriate level techniques, and recreational skills for all levels of skills for bowlers. Lab fee required. Must be taken Pass/D/F.

47-041 DISC SPORTS. Rules, fundamentals, strategies, and recreational skills in Ultimate Frisbee and Frisbee golf. Must be taken Pass/D/F.

47-051 GOLF. Rules, fundamentals and/or appropriate level techniques, and skill development for all levels of skill. Lab fee required. Must be taken Pass/D/F.

47-061 OUTDOOR RECREATION. Course in special topics of outdoor recreation. Topics will vary and can include fishing, fly fishing, skeet shooting and other outdoor recreational sports. Lab fee may be required. Must be taken Pass/D/F.

47-071 ROCK CLIMBING. Course includes instruction in basic rock climbing skills including harnessing, foot and hand holds. Two weekend field trips for rock climbing are required. Lab fee required. Must be taken Pass/D/F.

47-081 YOGA. Course includes instruction to basic Hatha Yoga techniques. A mat is required. Must be taken Pass/D/F.

47-091 FENCING. Development of knowledge, skills, strategies and equipment used in the ancient art of sword play. Emphasis will be placed on foil fencing. Lab fee required. Must be taken Pass/D/F.

47-101 SWIMMING (LEVELS I-IV). Development of basic skills and various strokes. Course progresses from water exploration to stroke development. Strokes developed (in whole or parts) are elementary back, crawl (back/front), breast and side. American Red Cross Certification is possible upon successful completion of the course. Must be taken Pass/D/F.

47-111 JOG FOR FITNESS. Course includes the basics needed to enjoy the benefits of jogging/running to obtain aerobic fitness. Must be taken Pass/D/F.

47-121 RACQUETBALL. Rules, fundamentals, and/or appropriate level techniques, and recreational skills for all levels of racquetball players. Must be taken Pass/D/F.

47-131 HANDBALL. Rules, fundamentals, and/or appropriate level techniques, and recreational skills for all levels of handball players. Must be taken Pass/D/F.

47-141 MARTIAL ARTS. Beginning Tae Kwon Do/Karate or Beginning Hapkido/Judo and/or advanced levels of either are offered on a rotating basis. Each is studied with regard to the history, customs, skills/techniques and unique features of the specific

martial art. Must be taken Pass/D/F.

47-151 BENCH STEP. Evaluation and improvement of personal physical fitness and movement capacity through aerobic exercise routines, on and around benches. Must be taken Pass/D/F.

47-161 WEIGHT TRAINING. Teaches safe and effective techniques for weight training at all levels. Provides a background of information concerning techniques for muscle and strength development utilizing conventional free weight exercise coupled with exercise machines. Must be taken Pass/D/F.

47-171 SWIM FOR FITNESS AND EXERCISE. Evaluation and improvement of personal physical fitness and movement capacity through lap swimming and aquatic activities. Must be taken Pass/D/F.

47-181 CYCLING. Course in recreational cycling, touring and techniques of racing. Will include cycle touring field trips in the surrounding area. Must be taken Pass/D/F.

47-191 FITNESS FOR WOMEN. A special fitness class meant to address the specific fitness concerns facing women today. Areas explored include strength, cardiovascular, diet and general health as related to an active life style. Must be taken Pass/D/F.

47-201 SWIMMING (LEVELS V–VII). Course involves refinement of strokes, improving skill proficiency, and developing skills such as turns and water safety skills. American Red Cross certification is possible upon successful completion of course. Prerequisite: Fitness and Recreational Activity 47-101 or permission of instructor. Must be taken Pass/D/F.

47-211 INTERMEDIATE/ADVANCED KICKBOXING. Methods and techniques of executing advanced skills in the kickboxing area including kicks and hand movements versus pads. Prerequisite: Fitness and Recreational Activity 47-011 or permission of instructor. Must be taken Pass/D/F.

47-221 INTERMEDIATE/ADVANCED TENNIS. Advanced skills and strategies for experienced tennis players. Prerequisite: Fitness and Recreational Activity 47-021 or permission of instructor. Must be taken Pass/D/F.

47-231 INTERMEDIATE/ADVANCED HANDBALL & RACQUETBALL. Advanced skills and strategies for experienced handball and/or racquetball players. Prerequisite: Fitness and Recreational Activity 47-121 or 131 or permission of instructor. Must be taken Pass/D/F.

47-251 INTERMEDIATE/ADVANCED GOLF. Advanced skills and course management strategies for experienced golfers. Prerequisite: Fitness and Recreational Activity 47-051 or permission of instructor. Lab fee required. Must be taken Pass/D/F.

47-281 INTERMEDIATE/ADVANCED CYCLING. Advanced skills, theories and distances for experienced cyclists. Prerequisite: Fitness and Recreational Activity 47-181 or permission of instructor. Lab fee may be required. Must be taken Pass/D/F.

47-291 ADVANCED SPECIAL FITNESS AND RECREATIONAL ACTIVITIES. Under this course number, advanced level special FRA courses may be offered from time to time as the situation or need arises. Must be taken Pass/D/F.

47-311 LIFEGUARD TRAINING. Qualifications, responsibilities, skills and training of lifeguards. Swimming rescues of drowning victims and recognition of common

106 107

hazards associated with various types of aquatic facilities will be emphasized. Course includes certifications in adult CPR and First Aid. Prerequisites: Fitness and Recreational Activity 47-201 or permission of instructor. Lab fee required. Must be taken Pass/D/F.

47-001, 002 ADAPTED RECREATIONAL/FITNESS ACTIVITIES AND SELECTED TOPICS. A course for students who, for various reasons, need individual attention concerning physical activity. This course may be repeated for credit. Consent of instructor is required. Special topics FRA courses may be offered under this number. Lab fee may be required. Must be taken Pass/D/F.

47-301, 302 SELECTED TOPICS. May be repeated with change in topic. May require a lab fee. Must be taken Pass/D/F.

47-901, 902 TUTORIAL.

LATIN AMERICAN STUDIES (LAS)

Interdisciplinary Program

Daniel Castro, PhD, Program Chair and Professor of History

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

Students will familiarize themselves with the areas of Latin American and the Caribbean through a mixture of academic study, specialized training and study abroad and discussions with affiliated faculty and Latin Americanist visitors. The program requires developing a high degree of fluency in Spanish. By encouraging the pursuit of an interdisciplinary program of studies, the program attempts to provide a greater understanding of similarities and differences between different nations within Latin America. Another aim of the program is to provide students with a greater understanding of the differences and interconnection between the region and the rest of the world. Students may pursue a major or minor in Latin American Studies.

To major in Latin American Studies, students must complete 33-35 hours of course work, which include a capstone as well as courses in Latin American history, literature, social sciences, arts and

culture and philosophy. The LAS capstone experience is linked to existing capstone courses in different departments. Regardless of the department where the capstone is taken, it is required that the LAS student's final project will concentrate on topics pertaining to Latin America. Capstones must be approved by the Chair of the Latin American Studies Program. When capstone courses are unavailable in the discipline required or desired by the student, an independent study, approved by the Chair, will count as a capstone. In addition to the introductory course and the capstone, students are required to have the equivalent of six semesters of Spanish language courses (two semesters above the University requirement), and a study abroad experience in Latin America or Spain is strongly recommended. In addition to the core requirements, students are expected to take courses from as many disciplines as possible.

Major in Latin American Studies: 33-35 semester hours, including History 16-363 or 373; two courses from 16-333, 653, 663, 673; two courses from Spanish 15-233, 343, 423, 523, 613, 623; five additional Latin American Studies courses from Anthropology 35-223, 324, 343, Art History 71-303 (Major Currents in Latin American Art), 393, Communication Studies 75-653, Philosophy 18-283, Political Science 32-614, 753, Sociology 34-614, or other courses approved by the chair of the Latin American Studies Program; three hour Capstone experience as described above.

Minor in Latin American Studies: 18-20 semester hours, including History 16-363 or 373; 15 additional hours of Latin American Studies courses above the introductory level, selected from those courses available for the major.

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 INTERNSHIP IN LATIN AMERICAN STUDIES. Must be taken Pass/D/F.

06-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

06-983 HONORS. By invitation only.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

Division of Natural Sciences

Professor Kendall C. Richards, PhD, Chair

Professor John B. Chapman, PhD

Professor Walter M. Potter, PhD

Associate Professor Therese N. Shelton, PhD

Associate Professor Suzanne Fox Buchele, PhD

Associate Professor Richard T. Denman, PhD

Associate Professor Barbara Boucher Owens, PhD

Associate Professor Gary H. Richter, PhD

Assistant Professor Fumiko Futamura, PhD

Assistant Professor Alison Marr, PhD

Assistant Professor Linda DiLullo, PhD (part-time)

Assistant Professor Wanda O'Connor, PhD (part-time)

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

The department offers the following three majors leading to either the Bachelor of Science or the Bachelor of Arts degree: Mathematics, Computer Science and Computational Mathematics. 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. 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. 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. Note: 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.

Major in Mathematics (BA or BS): 33 semester hours, including Mathematics 52-154, 253, 353, 673, 683, 753, 853, 893 (Capstone); one from 52-693, 763, 863, 883; six additional hours of Mathematics at the 300-level or above.

Required supporting course in the Mathematics major: Computer Science 54-183, normally to be completed no later than the sophomore year. Note that this is a prerequisite for Mathematics 52-683. Those without programming experience must first take Computer Science 54-143.

108 109

Minor in Mathematics: 18 semester hours, including Mathematics 52-154, 253, 353, 673; six additional hours of Mathematics above the introductory level.

Major in Computer Science (BA or BS): 33 semester hours, including Computer Science 54-183, 283, 383, 393, 453, 473, 533, 643, 893 (Capstone); six additional hours of Computer Science at the 300-level or above.

Required supporting courses in the Computer Science major: 10 semester hours, including Mathematics 52-154, 253, 673.

Minor in Computer Science: 18 semester hours of Computer Science, 12 hours of which must be above the introductory level.

Major in Computational Mathematics (BA or BS): 46 semester hours, including Computer Science 54-183, 283, 383, 393, 453, 473, 643; Mathematics 52-154, 253, 353, 523, 673, 753; Mathematics 52-683 or 853; Mathematics 52-893 or Computer Science 54-893 (Capstone).

See the Education Department for information regarding teacher certification in mathematics and computer science.

Mathematics (MAT)

52-103 MATHEMATICAL CONCEPTS. An introduction to some of the important ideas in mathematics illustrating the scope and spirit of mathematics and emphasizing the role that mathematics plays in society from a historical point of view. Topics include number systems, algebra, geometry and measurement. This course is designed for

those seeking EC-4 or 4-8 teacher certification, however the course is suitable for a general audience with a broad spectrum of backgrounds and abilities. May not be used for Mathematics major or minor. (Each semester) (NS)

52-113 INTRODUCTION TO STATISTICS. Designed to provide students in the social and biological sciences with the skills necessary to perform elementary statistical analysis. Descriptive measures, probability, sampling theory, random variables, binomial and normal distributions, estimation and hypothesis testing, analysis of variance, regression and correlation, nonparametric methods. May not be used for Mathematics major or minor. (Each semester) (NS)

52-123 ELEMENTARY FUNCTION THEORY. Relations, functions and general properties of functions. Some of the elementary functions considered are polynomials, rational functions, exponentials, logarithms, and trigonometric functions. An objective of this course is to prepare students for Calculus I. May not be used for mathematics major or minor. (Each semester) (NS)

52-154 CALCULUS I. Functions and graphs; derivatives, applications of differentiation. Exponential, logarithmic and trigonometric functions, integration, applications of integration. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Departmental approval. (Each semester) (NS)

52-253 CALCULUS II. Numerical integration, methods of integration, applications of the definite integral, improper integrals, sequences and series, Taylor's Formula and approximation, polar coordinates. Prerequisite: Mathematics 52-154. (Each semester) (NS)

52-353 CALCULUS III. A course in multivariable calculus. Vectors, vector functions, and curves. Functions of several variables, partial differentiation, multiple integration, applications of partial differentiation and of multiple integrals. Vector calculus, line integrals, Green's Theorem, surface integrals. Prerequisite: Mathematics 52-253. (Each semester) (NS)

52-383 DISCRETE MATHEMATICS. See Computer Science 54-383. (Fall)

52-403 GEOMETRY. Topics to be selected from synthetic geometry, analytic geometry, projective geometry, Euclidean and non-Euclidean geometry. Prerequisite: Permission of instructor. (Spring) (NS)

52-523 INTRODUCTION TO NUMERICAL ANALYSIS. Emphasizes the derivations and applications of numerical techniques most frequently used by scientists: interpolation, approximation, numerical differentiation and integration, zeroes of functions and solution of linear systems. Prerequisites: Mathematics 52-253, 673, and either Computer Science 54-143 or 183. Also Computer Science 54-523. (Fall, odd years) (NS)

52-573 PROBABILITY. Random variables and distributions, sequences of random variables and stochastic processes. Prerequisite: Mathematics 52-253. (Spring, odd years) (NS)

52-673 LINEAR ALGEBRA. Linear equations and matrices, vector spaces, linear mappings, determinants, quadratic forms, vector products, groups of symmetries. Prerequisite: Mathematics 52-253 or permission of instructor. (Each semester) (NS)

52-683 ALGEBRAIC STRUCTURES I. Sets, relations, functions, group theory, ring theory. Prerequisite: Computer Science 54-183 and Mathematics 52-673 or permission of instructor. (Fall) (NS)

52-693 ALGEBRAIC STRUCTURES II. Vector spaces, algebraic field theory. Prerequisite: Mathematics 52-683. (Spring, odd years) (NS)

52-753 ELEMENTARY DIFFERENTIAL EQUATIONS. Topics include first order differential equations, separable equations, exact equations, linear differential equations of order $n > 1$, homogeneous equations with constant coefficients, nonhomogeneous equations and the method of undetermined coefficients, variation of parameters, power series solutions and applications. Prerequisite: Mathematics 52-673, as well as co-requisite or prerequisite of Mathematics 52-353, or permission of instructor. (Fall) (NS)

52-763 INTERMEDIATE DIFFERENTIAL EQUATIONS. Topics include the Laplace transform, linear systems, numerical solutions and nonlinear systems. An introduction to partial differential equations may also be included. Prerequisites: Mathematics 52-353 or 753, or permission of instructor. (Spring, even years) (NS)

52-843 SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar in a major area of mathematics not generally covered in other courses. Topics may include but are not limited to advanced analysis, combinatorics, logic, history of mathematics. May be repeated for credit as topics vary. Prerequisite: nine hours at the 200 level or above and permission of instructor. (NS)

52-853 INTRODUCTORY ANALYSIS. Topics may include completeness, topology of the reals, sequences, limits and continuity, differentiation, integration, infinite series, and sequences and series of functions. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-353 or permission of instructor. (Spring) (NS)

52-863 COMPLEX ANALYSIS. Algebra and geometry of complex numbers. Analytic and harmonic functions, series, contour integration, conformal maps and transformations. Prerequisite: Mathematics 52-353 or permission of instructor. (Fall, even years) (NS)

52-883 TOPOLOGY. Topology of the line and plane, limit points, open sets, closed sets, connectedness, compactness. Continuous functions, homeomorphisms. Prerequisite: Mathematics 52-253. (Fall, odd years) (NS)

52-893 SENIOR SEMINAR IN MATHEMATICAL MODELING. This course will fulfill the capstone requirement in mathematics. Since it serves as a culmination of the student's undergraduate mathematical experience, a balance is sought between application and theory. Topics may include linear and non-linear differential and difference equations and stochastic methods. Topics may vary with the instructor. Applications will be taken from the social and natural sciences. A major semester project is expected from each student, as well as significant class participation and presentation. Prerequisites: 21 hours in the major at the 200-level or above, three

110 111

hours of Computer Science at the 100-level or above, and permission of instructor.

(Fall) (NS)

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.

52-983 HONORS. By invitation only.

Computer Science (CSC)

54-143 INTRODUCTION TO PROGRAMMING. An introduction to computer programming in an object-oriented style for practical application. Topics include class definition, basic program constructs, basic data structures, interactive user interfaces and encapsulation. This course does not fulfill the Area One Mathematics requirement. (NS)

54-183 COMPUTER SCIENCE I. Computer programming in an object-oriented style.

Topics include primitive types and operations, assignment, selection, iteration, arrays, classes, methods, recursion, encapsulation, type extension, inheritance and reasoning about programs. Prerequisite: Previous programming with departmental approval, or Computer Science 54-143. (Each semester) (NS)

54-191 SEMINAR IN ELEMENTARY SOFTWARE ENGINEERING. Project-based (one credit hour) course emphasizing current tools and methodologies. Students may work in groups on projects chosen in conjunction with the instructor. Prerequisite: Permission of the instructor. This course may be repeated for credit. (NS)

54-283 COMPUTER SCIENCE II. A continuation of 54-183 Computer Science I, with an emphasis on abstract data objects such as lists, stacks, queues, trees and graphs. Topics include algorithms for searching, sorting, traversing, inserting and deleting, and reasoning about these algorithms. Prerequisite: Computer Science 54-183 or permission of instructor. (Each semester) (NS)

54-291 RAPID APPLICATION DEVELOPMENT. This course will develop skills needed for the rapid development of programming solutions to problem specifications. This course (or, prior enrollment in this course) is required for students wishing to attend the South Central Programming Contest. This course may be repeated for credit. May not be counted toward the major or minor. Prerequisite: Computer Science 54-183. (Fall) (NS)

54-383 DISCRETE MATHEMATICS. Concepts for modeling discrete phenomena. Topics include: logic, set theory, order theory and lattices, graphs, induction and recurrence relations. Prerequisites: Mathematics 52-253 and Computer Science 54-283, or permission of instructor. Also Mathematics 52-383. (Fall) (NS)

54-393 COMPUTER ORGANIZATION. Computer architecture, internal representation of data, assembly language programming, subroutines and parameter passing, design of machine language instruction sets, bus structure, datapath and command interpreter. Prerequisite: Computer Science 54-283 or permission of instructor. (Fall) (NS)

54-453 ALGORITHMS. Algorithms for finding paths and spanning trees in graphs, analysis of algorithms for sorting, searching, and merging files, complexity of algorithms, hashing methods. Prerequisite: Computer Science 54-283 or permission of instructor. (Spring) (NS)

54-473 PROGRAMMING LANGUAGES. Principles and practice in the design and implementation of imperative, functional and object-oriented programming languages. Prerequisite: Computer Science 54-393 or permission of instructor. (Fall) (NS)

54-513 DATABASE MANAGEMENT. Logical and physical organization of data in conventional database systems. Topics include functional dependencies and normal form, relational and other data models, indexing and concurrency control. Prerequisite: Computer Science 54-283 or permission of instructor. (Fall, odd years) (NS)

54-523 INTRODUCTION TO NUMERICAL ANALYSIS. See Mathematics 52-523. (Fall, odd years) (NS)

54-533 FUNCTIONAL PROGRAMMING. Introduction to functional programming. Topics include functions, lists, types, induction and recursion, pattern matching, infinite lists and trees. A functional programming language such as Lisp, ML or Gofer will be used in the course. There will be a large number of programming projects. Prerequisite: Computer Science 54-183 or permission of instructor. (Spring) (NS)

54-553 COMPUTER GRAPHICS. Introduction to 2D and 3D graphics. Topics include: display hardware, graphics primitives and data structures, geometric transformations and modeling, 2D display algorithms, 3D viewing, clipping, hidden line and surface removal, illumination and shading. Prerequisite: Mathematics 52-673, Computer Science 54-393 and 453, or permission of instructor. (Spring) (NS)

54-573 ARTIFICIAL INTELLIGENCE. Introduction to a functional programming

language; study of tree and graph searching, heuristics, knowledge representation schemes, predicate logic, resolution theory, natural language and vision processing and expert systems. Prerequisite: Computer Science 54-283 and 533, or permission of instructor. (Fall, even years) (NS)

54-643 COMPUTER SYSTEMS. Introduction to operating systems and computer networks. Process control and scheduling, threads, concurrency, memory management and virtual memory, network protocol layers, packets and routing and network security. Prerequisite: Computer Science 54-393. (Spring) (NS)

54-683 THEORY OF COMPUTATION. Finite state systems, finite automata, formal language theory. Context-free grammars, regular expressions, pushdown automata, Turing machines, decidability, switching theory. Prerequisite: Mathematics or Computer Science 52/54-383. (Fall, even years) (NS)

54-843 SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar not generally covered in other courses. May be repeated for credit as topics vary. Prerequisites: nine hours of 200-level courses or higher and permission of instructor. (NS)

54-893 SENIOR SEMINAR IN SOFTWARE ENGINEERING. Introduction to techniques and theories for the development of large software systems. This course will fulfill the capstone requirement in Computer Science. Topics include: software design and quality, ethics, professional issues, and the study of current software engineering trends, theory and practice. A major semester project is expected from each student, as well as significant class participation and presentation. Prerequisite: 21 semester hours in the major at the 200-level or above including Computer Science 54-383, 453, 473, and permission of instructor. (Spring) (NS)

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.

112 113

54-901, 902, 903, 904 TUTORIAL.

54-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

54-983 HONORS. By invitation only.

MODERN LANGUAGES AND LITERATURES DEPARTMENT

CHINESE, FRENCH AND GERMAN PROGRAMS

Division of Humanities

Associate Professor Glenda Warren Carl, PhD (French, Latin), Chair

Associate Professor Erika Berthel, PhD (German)

Assistant Professor Francis Mathieu, PhD (French)

Assistant Professor Aaron Prevots, PhD (French)

Assistant Professor Carl Robertson, PhD (Chinese)

Visiting Brown Junior Scholar Faye Stewart, MA (German)

Assistant Professor Patricia Schiaffini, PhD (Chinese) (part-time)

Our mission is to provide students with the tools and opportunities to become competent, confident, culturally literate citizens of our increasingly global society. We work closely with Southwestern's Language Learning Center (LLC) to develop and deploy technologies that will enhance our students' linguistic, literary and cultural learning.

Majors are expected to acquire a strong grasp of language and a working general knowledge of literature, culture and film. The capstone experience, an integrative project in which students undertake significant writing and research in the target language, reinforces these goals relative to the knowledge, insights and perspectives gained in the undergraduate years. Together with advanced courses, the capstone provides a solid grounding that prepares students as much for graduate work as for sophisticated original projects in many fields. The capstone covers broad aspects of the discipline and culminates in a formal oral presentation.

Southwestern administers placement examinations in Chinese, French, German, Greek, Latin and Spanish. Students with a high school background in language should place high enough to receive exemption from a beginning level course. Credit hours are not awarded. Students are not required to have studied a language in high school before starting language study at Southwestern. In fact, many enjoy studying a language not studied in high school. In French, German and Spanish, those with some experience who place into the second or fourth semester often take a conversation class in the fall in order to maintain their skills and get a strong head start on majoring or minoring.

Students taking language to fulfill the language requirement for their degrees are expected to attain proficiency in oral and written expression, listening comprehension and reading. These goals are usually attained at the end of a fourth semester course at the college level which is why students remain in the same language through the intermediate level. Students may take a proficiency test at the level required for their degree program or complete with a passing grade the specified semester requirement.

Unless they have special credits, such as a high score on an Advanced Placement exam, all students entering Southwestern take a placement test for foreign language. Students can receive exemption if their placement scores so warrant, and they will be advised as to which course they should take in that same language, based on the results of the placement exam; in the case of Classical languages, additional information from high school programs will be used to help establish placement. Students may take the beginning course (-014) in a different language if they choose not to pursue the language taken in high school. Because language study is sequential, students begin language study at the level of placement, and take next courses in the sequence in order (i.e. 014, 024, 113, 123) and must earn a grade of C- or better prior to enrolling in the next course in the sequence. The courses may not be taken concurrently. Placement tests may be taken in more than one foreign language. International students whose native tongue is not English may satisfy the foreign language requirement by scoring at least 570 (paper) or 230 (computer) on the TOEFL exam.

Students who major or minor in Chinese, French or German and who have placed into the fourth semester or have placed out of the foreign language requirement may take a departmental exam for credit. They may earn up to six semester hours of lower-level credit which is equivalent to credit for 113 or the 113-123 sequence. Credit will be awarded upon completion of all other major or minor requirements. Under no circumstances may an individual earn credit for more than two courses in a language by AP or placement examinations.

Minor in Chinese: 18 semester hours, including Chinese 22-313, 323; 12 additional hours of Chinese, six hours of which must be above the introductory level.

Major in French: 30 semester hours, including French 11-313, 333, 353, 933 (Capstone); 18 additional hours of French, six hours of which must be above the introductory level.

Minor in French: 18 semester hours, including French 11-313, 353; 12 additional hours of French, six hours of which must be above the introductory level.

Major in German: 30 semester hours, including German 12-333, 343, 353, 513, 933 (Capstone); 15 additional hours of German, six hours of which must be above the introductory level.

Minor in German: 18 semester hours, including German 12-333, 343; 12 additional hours of German, six hours of which must be above the introductory level.

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

Other Languages (FLN)

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

21-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

21-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

21-901, 902, 903, 904 TUTORIAL.

21-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

21-951, 952, 953, 954 INDEPENDENT STUDY.

Chinese (CHI)

22-014, 024 BEGINNING CHINESE I & II. A two-semester course introducing pronunciation, basic grammatical structures, the involved and fascinating world of Chinese writing, and contexts for practice. This course prepares the student for basic functions in a Chinese language environment.

22-113 CHINESE III. This course strengthens reading and writing skills, develops grammatical facility, and begins an increased focus on oral and written communication for fundamental contexts. The cultural foundations of Chinese language are a core feature of this course. Prerequisite: Chinese 22-024.

22-123 CHINESE IV. This course leads students into further intermediate capacities, including opportunities to negotiate, persuade, and advocate. Students begin to engage in contemporary issues and manage literary and functional texts. Prerequisite: Chinese 22-113.

22-313 CHINESE IN CONTEMPORARY CONTEXT. This course continues to build fundamental familiarity with written and spoken Chinese. Students acquire skills for learning and living in China, with an emphasis on speaking, writing for expression, and communication and exposure to significant literary texts. Prerequisite: Chinese

114 115

22-123 or equivalent. **(H)**

22-323 READING/SPEAKING MODERN CHINESE. This course continues to develop students' command of written Chinese with an additional focus on speaking. Proficiency in the language leads to further exploration of China's cultural foundations and contemporary issues. Prerequisite: Chinese 22-123 or equivalent.

(H)

22-373 CHINESE LITERATURE IN TRANSLATION I. This course is an introduction to Chinese literature from the earliest times to the Tang dynasty (roughly to the 10th century), which period includes the foundational texts of the Chinese tradition.

This course develops skills in writing, particularly about literature, and engages in problems in translation. Taught in English. (Spring, alternate years) **(H) (IP)**

22-383 CHINESE LITERATURE IN TRANSLATION II. This is an introductory course on Chinese literature from roughly the 10th century (Song dynasty) to the present.

This course will pivot on the transition to modernism from a highly developed literary tradition. The course is hence comparative in nature, including questions of translation, and develops skills in writing as well as writing about literature. Taught in English. (Spring, alternate years) **(H) (IP)**

22-393 CHINESE CALLIGRAPHY AND CULTURE. This course approaches the cultural purpose and aesthetic complexity of the art of Chinese writing. The primary focus of the course is using brush and ink, but with a critical understanding of the place calligraphy holds in China's literary, social, political, and aesthetic history.

Taught in English. (Summer) **(H) (IP)**

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 22-123 or the equivalent.

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. Beginning French I builds skills in listening, speaking, reading and writing. Students will learn to communicate effectively both within personal areas of interest and relative to French and Francophone cultures. The course emphasizes student participation, self-expression and the ability to create with language.

11-024 FRENCH II. Beginning French II continues the work begun in the introductory semester and increases focus on reading skills and cultural literacy. Prerequisite: French 11-014 with a grade of C- or better, or equivalent placement.

11-113 FRENCH III. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture and expanded vocabulary practice. Prerequisite: French 11-024 with a grade of C- or better, or equivalent placement.

11-123 FRENCH IV. This course is based on more sophisticated texts in French and asks students to conduct research in areas of personal interest or expertise through individual projects. Prerequisite: French 11-113 with a grade of C- or better, or equivalent placement.

11-132 BEGINNING FRENCH CONVERSATION. This course is designed to support the development of oral proficiency in the beginning and intermediate sequence. The course is designed as its own entity but appropriate for students wishing to complement other French courses, or to maintain or enhance their speaking and listening skills. Prerequisite: French 11-014 or permission of instructor. (Fall)

11-142 INTERMEDIATE FRENCH CONVERSATION. This course is designed to support the development of oral proficiency at the intermediate and advanced levels. The course is designed as its own entity but appropriate for students wishing to complement French IV and above. Prerequisite: French 11-113 or permission of instructor. (Spring)

11-313 TOPICS IN LITERATURE AND FILM. A course introducing the critical appreciation of a wide variety of texts, including but not limited to film, poetry, short stories, essays, novellas, novels, diaries, journalism and stories told through music or images. Prerequisite: French 11-123 or equivalent. (H)

11-333 COMPOSITION AND CULTURE. This course is designed to develop advanced oral and written proficiencies and to sharpen students' linguistic facility and accuracy. Prerequisite: French 11-123 or equivalent. (H)

11-353 CONTEMPORARY FRENCH CULTURE. This course is designed to develop advanced cultural proficiencies, and it explores French and/or Francophone identities as voiced in authentic materials (text, music, images, video, films). May be repeated with change in content. Prerequisite: French 11-123 or equivalent. French 11-333 recommended. (H) (IP)

11-453 WOMEN WRITERS IN FRENCH. A study of significant works by women writers from France and the Francophone world. Prerequisites: French 11-313, 333, or 353. Also Feminist Studies 04-453. (H)

11-503 STUDIES IN FRENCH LITERATURE I. Study of selected texts from the Middle Ages to the Enlightenment, as related to French social, cultural and literary history. Prerequisite: French 11-313, 333, or 353. (H)

11-513 STUDIES IN FRENCH LITERATURE II. Study of selected texts from the modern period, as related to French social, cultural and literary history. Prerequisite: French 11-313, 333, or 353. (H)

11-603 TOPICS IN LITERATURE AND CULTURE. This course may focus on either single authors, movements, or themes. Offerings may include Literature and Culture of the Antilles, Paris/Cities/Parisians, Writing/Identity/Difference, and Writing Places: *Literature et lieux*. May be repeated with change in topic. Prerequisite: French 11-313, 333, or 353. (H)

11-613 TEXTS/CONTEXTS. This course focuses on situating texts relative to specific periods or field of study. May be repeated with change in content. Prerequisite: French 11-313, 333, or 353. (H)

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 11-123 or equivalent.

11-901, 902, 903, 904 TUTORIAL.

11-933 CAPSTONE SEMINAR. This course fulfills the capstone requirement in French. As an integrative experience, the capstone challenges students to interrelate knowledge, insights and perspectives gained in their French studies and in their undergraduate experience. (H)

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.

11-983 HONORS. By invitation only.

German (GER)

All courses are taught in German.

12-014, 024 GERMAN I & II. Beginning German is a two-semester course which builds the foundation for developing proficiency in speaking, listening, reading and writing in German. Developing cultural literacy and the ability to create with language are integral parts of the learning goals. Students successfully completing German I

116 117

and II will be able to use German creatively, to understand and produce text (from personal correspondence to routine public tasks), and to communicate effectively beyond immediate person-centered areas of interest, incorporating broader cultural knowledge. Students will become familiar with authentic materials including audiovisual resources and will develop information literacy on a variety of issues related to German by using resources on the World Wide Web.

12-113 GERMAN III. Intermediate German combines a comprehensive review and fine-tuning of grammar with readings in literature and culture. Learner-centered activities, projects and discussions develop oral and written proficiency. Students successfully completing German III will have a good understanding of contemporary life in the German-speaking world, will narrate and describe orally and in writing, and will begin to formulate and support opinions. Partner and group work enhances conversational and negotiating skills. Prerequisite: German 12-024 or equivalent.

12-123 GERMAN IV. Continuation of German III. Students will move from description and narration to formulation of argument and/or hypothesis, evaluation and analysis. Oral presentations and projects on cultural topics are completed individually and in small groups. Students successfully completing German IV will have the tools to

read and comprehend sophisticated texts in German related to their areas of interest or expertise. Beyond a general understanding of contemporary life in the German-speaking world, students will develop in-depth knowledge about major current social, political and cultural issues. Prerequisite: German 12-113 or equivalent.

12-132 GERMAN CONVERSATION. A two-credit course designed to support the development of oral proficiency in the beginning and intermediate sequence. Students will talk about themselves and others, refer to activities and events (narrating in present and past tenses), and discuss occupations, pastimes and the world around them. Authentic materials and audio-visuals will invite comparisons between German and other cultures, build a foundation of cultural literacy, and invite students to become familiar with the German-speaking world. May be repeated, but credit is given only once. Prerequisite: German 12-024 or permission of instructor.

12-222 ADVANCED GERMAN CONVERSATION. A two-credit course designed to support development of oral proficiency at intermediate and advanced levels. Articulating comparisons, contrasts, causality, imagination and speculation is facilitated in the context of exploring and discussing a wide variety of authentic materials. Students also work on increasing complexity, variety, length, and accuracy of description and narration. May be repeated, but credit is given only once. Prerequisite: German 12-113 or permission of instructor.

12-313 READING GERMAN: TEXT IN CONTEXT. Introduction to the critical appreciation of a wide variety of texts. Personal stories (e.g. diary), public stories (e.g. journalistic writing), literary stories (poetry, novellas, short stories) and stories told in music and visual images form the textual basis for critical engagement. Formal speaking and writing tasks support the development of linguistic accuracy. Research projects on a variety of texts encourage the development of sensitivity to different contexts of production, publication and reception. Prerequisite: German 12-123 or equivalent. **(H)**

12-333 ORAL AND WRITTEN EXPRESSION. Intensive work on grammar, composition and conversation based on readings from a variety of genres, including film. Designed to support the development of advanced proficiency, this course invites students to improve their ability to narrate, compare and contrast, to establish causal relationships, and to speculate in speaking and writing, as well as to develop their creative voice in German. Small group exercises help students express their ideas and opinions about the readings. Idiomatic expressions useful in real-life speaking contexts are organized around common communicative functions, and partner exercises provide active practice in mastering grammar and vocabulary. Prerequisite: German 12-123 or equivalent. **(H)**

12-343 INTRODUCTION TO GERMAN LITERATURE AND FILM, 20TH CENTURY. Intensive writing and discussions on selected literary texts and films. Major female and male authors like Kafka, Brecht, Boll, Hesse, Wolf, Bachmann, Aichinger, and Frischmuth offer a variety of short prose forms – short story, surrealist story, parable, anecdote, novella, fairy tale and experimental texts from turn-of-the-century romantic tales to sketches of street life during the 1989 velvet revolution. Contemporary films advance discussions and invite comparisons. Students will implement the critical and argumentative skills developed at the intermediate level, crafting increasingly complex analyses both individually and in small groups. Students are encouraged to develop their own poetic voice in creative writing assignments. Prerequisite: German 12-123 at a minimum. German 12-333 highly recommended. **(H)**

12-353 CONTEMPORARY GERMAN CULTURE. Designed to help students develop a thorough understanding of contemporary German history (1945-present) and culturally relevant issues, this learner-centered course invites students to make connections with other areas of expertise. Content will vary to cover current aspects of culture in the German-speaking world, as well as social and political contexts, e.g. the fall of the Wall, unification and its aftermath, the new Germans, German-American relations, challenges and opportunities of European integration and multiculturalism, reforms in the German education system, etc. Students will practice skills that will enable them to conduct increasingly independent research, and will work on comprehending a variety of authentic materials (film, radio, news, video, Web-based information, native speaker conversation, etc.) Students practice self-expression across a variety of culturally significant topics, and will produce oral and written presentations of various lengths and formats. Prerequisite: German 12-123 or equivalent. German 12-333 highly recommended. Also Environmental Studies 49-653. **(H)**

12-453 WOMEN WRITERS IN GERMAN. Based on readings and discussions on a variety of texts by German women writers from saints and healers of the Middle Ages to contemporary transnational and trans-lingual writers, this course explores issues of gender, race, class, sexuality, religion, age and nation over time and place, highlighting the importance of feminist studies and gender studies in the disciplines of Germanistik and German Studies. Students are encouraged to contribute their expertise on knowledge construction in different disciplinary areas and across languages and cultures. This course invites students to move beyond merely understanding the content of texts to textual analysis and aesthetic increasingly independent and self-reflective language learners, students will begin to develop a repertoire of skills that will serve them in summarizing, interpreting, critiquing, presenting, and substantiating an opinion and argument both orally and in writing. Prerequisite: German 12-313, 333 or 353. Also Feminist Studies 04-443. **(H)**

12-503 STUDIES IN GERMAN LITERATURE I. Study of selected texts from the

Middle Ages to the Enlightenment, as related to German social, cultural and literary history. Authors and texts may include magic spells, the *Nibelungenlied*, poetry of courtly love, Martin Luther and the reformation, Kant and Lessing. At the advanced level, emphasis and value is placed on students' responsibility for their own learning, and on identifying and pursuing specific individual learning goals. Depending on individual preparation, students continue to work toward a productive balance between accuracy, fluency and complexity of language use, both orally and in writing. Prerequisite: German 12-313, 333 or 353. **(H)**

12-513 STUDIES IN GERMAN LITERATURE II. Study of selected texts from the modern period, as related to German social, cultural and literary history. Text selections represent a productive balance between tradition and innovation. At the advanced level, emphasis and value is placed on students' responsibility for their own learning, and on identifying and pursuing specific individual learning goals. Depending on individual preparation, students continue to work toward a productive

118 119

balance between accuracy, fluency and complexity of language use, both orally and in writing. Prerequisite: German 12-313, 333 or 353. **(H)**

12-613 TEXTS/CONTEXTS. Advanced close readings of texts as they relate to multiple fields of study. Specific topics for a given semester are listed in the course schedule. Topics may include Self and Other in German Literature and Culture, Genius and Madness in German Literature and Film, The Figure of the Artist in German Literature and Film, Memory and Identity, Catastrophe in German Literature and Film and Translingual Writing in German. Intellectual exploration of materials related to the topics is connected with developing multiple literacies. Students continue to enlarge their repertoire of strategies for processing meaning, and practice increasingly sophisticated modes of expression both orally and in writing. May be repeated with a change in content. Prerequisite: German 12-313, 333, or 353. **(H)**

12-933 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. Faculty and students will be mentors through the extended process of writing a research paper, from selecting a topic, formulating an outline, researching resources, to bibliography preparation, preparation of several drafts, editing and final submission of a polished paper in German. In a formal oral presentation, students will introduce their projects to the German-speaking public. **(H)**

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 12-123 or the equivalent.

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.

12-983 HONORS. By invitation only.

MODERN LANGUAGES AND LITERATURES DEPARTMENT SPANISH PROGRAM

Division of Humanities

Assistant Professor Carlos De Oro, PhD, co-chair

Assistant Professor Catherine Ross, PhD, co-chair

Assistant Professor Joseph Zavala Rivero, PhD, co-chair

Associate Professor William Christensen, PhD

Assistant Professor Abigail Dings, PhD

Assistant Professor Theodore Jobe, PhD

Visiting Assistant Professor Darren Aversa, PhD

Instructor Magdalena Borja Babbitt, MS (part-time)

Southwestern University offers major and minor programs in Spanish. The Spanish major requires a minimum of 30 semester hours, of which at least 24 must be upper level. The minor in Spanish requires a minimum of 21 semester hours, of which at least 15 must be upper level.

Courses taught in the Spanish program at Southwestern University integrate reading, writing, speaking, listening and cultural understanding. Students in Spanish undertake the shared tasks of oral work coupled with listening comprehension and reading in the context of culture. The shared pedagogy for language acquisition thus goes hand-in-hand with cultural immersion. This linguistic and cultural fluency in Spanish facilitates study abroad. Depending on the student's interests, a student may choose from diverse programs in a number of Spanish speaking countries.

Students of Spanish are prepared for a variety of academic, business and professional careers.

Special attention is given to the central importance of modern language study in this age of global awareness and economic interdependence. As we become increasingly international in outlook and are faced with the need to intensify our efforts to communicate and interact with other cultures, Spanish majors find themselves in a strong position to make significant contributions in a variety of fields. Furthermore, the study of modern languages provides a solid liberal arts foundation for any professional career.

Spanish majors are advised to pursue language courses until their proficiency assures successful work in the literary field. They are expected to acquire a general knowledge of the literature and civilization of Spain as well as the Americas. All Spanish majors are strongly urged to include plans for study abroad either during their junior year or through summer programs offered or approved by Southwestern University.

Students planning to do graduate work in languages are advised to have a strong background in analysis and interpretation of literature. Those planning to certify as language teachers must have a thorough background in the structure of the target language.

The capstone experience for Spanish majors consists of either a seminar or a study project stemming

from a semester abroad or from an upper level course taken during the senior year. The program is intended to cover broad aspects of the discipline and culminates in an oral presentation. Southwestern administers placement examinations in Chinese, French, German, Greek, Latin and Spanish. Students with a high school background in language should place high enough to receive exemption from a beginning level course. Credit hours are not awarded. Students are not required to have studied a language in high school before starting language study at Southwestern. In fact, many enjoy studying a language not studied in high school. In French, German and Spanish, those with some experience who place into the second or fourth semester often take a conversation class in the fall in order to maintain their skills and get a strong head start on majoring or minoring. Students taking language to fulfill the language requirement for their degrees are expected to attain proficiency in oral and written expression, listening comprehension and reading. These goals are usually attained at the end of a fourth semester course at the college level which is why students remain in the same language through the intermediate level. Students may take a proficiency test at the level required for their degree program or complete with a passing grade the specified semester requirement. Unless they have special credits, such as a high score on an Advanced Placement exam, all students entering Southwestern take a placement test for foreign language. Students can receive exemption if their placement scores so warrant, and they will be advised as to which course they should take in that same language, based on the results of the placement exam; in the case of Classical languages, additional information from high school programs will be used to help establish placement. Students may take the beginning course (-014) in a different language if they choose not to pursue the language taken in high school. Because language study is sequential, students begin language study at the level of placement, and take next courses in the sequence in order (i.e. 014, 024, 113, 123) and must earn a grade of C- or better prior to enrolling in the next course in the sequence. The courses may not be taken concurrently. Placement tests may be taken in more than one foreign language. International students whose native tongue is not English may satisfy the foreign language requirement by scoring at least 570 (paper) or 230 (computer) on the TOEFL exam. Students who major or minor in Spanish, and who have placed out of the foreign language requirement based on the results of their language placement exam as entering first-year students, may earn up to six semester hours of lower level credit corresponding to Spanish 15-113/123 upon successful completion of the major or minor. Students who placed into Spanish 15-123 on the language placement exam may earn credit for Spanish 15-113 upon completion of the major or minor. This also applies to Education majors who intend to certify in Spanish. Under no circumstances may an individual earn credit for more than two courses in Spanish by AP or placement examinations (see "Credit By Examination").

120 121

The Language Learning Center at Southwestern offers students wide-band access to the latest in multimedia courseware within the center's subnetwork 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 for culture classes, 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.

Major in Spanish: 30 semester hours, including Spanish 15-333, 343; 413 or 423; 933 (Capstone); nine semester hours of upper-level Spanish literature; nine additional hours of Spanish, three hours of which must be upper-level.

Minor in Spanish: 21 semester hours, including Spanish 15-333, 343; three hours of upper-level Spanish literature; 12 additional hours of Spanish, six hours of which must be above the introductory level.

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

All courses are taught in Spanish.

15-014, 024 SPANISH I & II. A two-semester course. Introduction to the language, with emphasis on understanding, speaking and reading. Use of interactive, computerbased materials is a regular part of the class work.

15-113 SPANISH III. Continued practice in the oral-aural skills, with increasing emphasis on reading and writing. Studies and grammar review supplemented with readings and computer-based materials, including the use of the internet. Prerequisite: Spanish 15-024 or equivalent.

15-123 SPANISH IV. A continuation of Spanish III. Prerequisite: Spanish 15-113 or equivalent.

15-132 SPANISH CONVERSATION. Discussion of topics in Spanish. This course is offered in the fall.

15-212 ADVANCED SPANISH CONVERSATION. Discussions of relevant cultural and social issues in Spanish, with increased emphasis on sophistication of expression during the second semester. Can be taken concurrently with Spanish 15-123.

15-213 INTERMEDIATE ORAL AND WRITTEN EXPRESSION. A course designed to further develop students' spoken and written Spanish. Readings, compositions and class discussions emphasize more difficult points of grammar and new idiomatic expressions. Prerequisite: Spanish 15-123 or permission of instructor.

15-233 LITERATURE, FILM AND PERFORMANCE IN SPANISH. A course studying theatre, film and poetry reading in performance with the content varying from year to year. (H)

15-333 ADVANCED COMPOSITION. A third-year course designed to enhance students' reading, writing and speaking skills. Course materials include short literary texts and other written, recorded and visual materials. Prerequisite: Spanish 15-123 or permission of instructor.

15-343 CULTURES OF THE HISPANIC WORLD. Exploration of Peninsular Spanish and Latin American cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. Involves use of Internet resources. Taught in Spanish. Prerequisite: Spanish 15-123 or permission of instructor. (H) (IP)

15-413 PENINSULAR LITERATURE: MEDIEVAL TO ENLIGHTENMENT.

Interpretation and analysis of pre-19th century representative texts from Spain, emphasizing Medieval and Golden Age literature. Prerequisite: Spanish 15-333 or permission of instructor. (H)

15-423 LATIN AMERICAN LITERATURE: PRE-COLOMBIAN TO ENLIGHTENMENT. Interpretation and analysis of pre-19th century representative texts from Spanish America, focusing on both the Colonial and Post-Colonial periods. Prerequisite: Spanish 15-333 or permission of instructor. (H)

15-513 CONTEMPORARY PENINSULAR LITERATURE: 19TH CENTURY TO THE PRESENT. Interpretation and analysis of 19th, 20th, and 21st century representative texts from Spain. Prerequisite: Spanish 15-333 or permission of instructor. (H)

15-523 CONTEMPORARY LATIN AMERICAN LITERATURE: 19TH CENTURY TO THE PRESENT. Major figures and literary movements of the 19th, 20th, and 21st century in Latin America will be studied. Prerequisite: Spanish 15-333 or permission of instructor. (H)

15-613 TOPICS IN HISPANIC FILM AND THEATRE. Interpretation and analysis of selected works by Spanish and/or Latin American directors and dramaturges. Course may be repeated when content varies. Prerequisites: Spanish 15-333 and 413 or 423, or permission of instructor.

15-623 TOPICS IN HISPANIC LITERATURE. Interpretation and analysis of selected works by Spanish and/or Latin American authors. Course may be repeated when content varies. Prerequisites: Spanish 15-333 and 413 or 423, or permission of instructor. (H)

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.

15-403 SELECTED TOPICS IN LITERATURE. May be repeated with change in topic. Prerequisite: Spanish 15-333.

15-901, 902, 903, 904 TUTORIAL.

15-933 RESEARCH SEMINAR FOR SENIORS. Fulfills the requirements for a capstone experience in Spanish. Prerequisites: SPA15-333, 343, either 413 or 423, and one from 513, 523 or 623. (H)

15-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

15-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with changed content.

15-983 HONORS. By invitation only.

122 123

MUSIC DEPARTMENT

The Sarofim School of Fine Arts

Professor Kiyoshi Tamagawa, DMA, Chair

Professor Kenneth M. Sheppard, PhD

Associate Professor Bruce A. Cain, DM

Associate Professor Eileen Myer Russell, DM

Associate Professor Lois Ferrari, DMA

Associate Professor J. Michael Cooper, PhD

Assistant Professor Jason Hoogerhyde, DMA

Assistant Professor Eri Lee Lam, DMA

Visiting Assistant Professor David Asbury, DMA

Assistant Professor Steven Kostelnik, DMA (part-time)

Assistant Professor Carol Kreuzscher, DMA (part-time)

Assistant Professor David Polley, DMA (part-time)

Assistant Professor Robert Gregg Warren, DMA (part-time)

Assistant Professor Oliver Worthington, DMA (part-time)

Assistant Professor Hai Zheng, MM (part-time)

Instructor Thaddeus Anderson, MM (part-time)

Instructor Anna Carney, MM (part-time)

Instructor Elizabeth Chappell, MME (part-time)

Instructor William Dick, MM (part-time)

Instructor Susan Douglas, MM (part-time)

Instructor Delaine Fedson, MM (part-time)

Instructor Michael Hengst, MM (part-time)

Instructor Adrienne Inglis, MM (part-time)

Instructor Stig Jensen, MM (part-time)

Instructor Vincent Lam, DMA (part-time)

Instructor Eric Miller, MM (part-time)

Instructor George Oldziej, MM (part-time)

Instructor Pamela G. Rossman, MM (part-time)

Instructor David Patrick Utterback, MM (part-time)

The Music Department in The Sarofim School of Fine Arts, Southwestern University is an accredited member of the National Association of Schools of Music (NASM). The Music 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.

GOALS OF THE MUSIC DEPARTMENT

- a.) To recruit and maintain a well-balanced body of committed music majors who will set standards for other students in performance, practice habits and scholarship;
- b.) To provide a Bachelor of Arts program with a balanced music curriculum for students with strong interests in music who also wish to pursue a broad liberal arts education;
- c.) To provide a Bachelor of Music program that prepares students for the strongest graduate programs; that develops performance skills through rigorous preparation of high-quality solo, chamber and large ensemble literature; and that prepares music education students to teach in elementary and secondary schools;
- d.) To enhance the general education program and student life by providing opportunities to all

Southwestern University students to investigate music of various cultures through performance, as well as through theoretical and historical studies;

e.) To maintain a faculty whose musical influence reaches beyond Southwestern University; and

f.) With the understanding that our primary goal is to educate, not entertain, the Music Department is committed to providing service to the University through participation in ceremonial events, services of worship and events for the Office of Institutional Advancement, both on and off campus.

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. For students who are Work Study eligible as part of their financial aid package, there are numerous jobs in all areas of the arts, including faculty assistants, music librarians, and box office staff. Students interested in these positions should inquire through the secretary of the School of Fine Arts.

Performing Groups

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

Degrees

The Music Department offers two degrees, the Bachelor of Arts with a major in Music, and the Bachelor of Music with five possible emphases: Education, Literature, Performance, Sacred Music and Theory/Composition. A minor in music may also be obtained. With fewer specialized course requirements, the Bachelor of Arts with a major in Music offers greater flexibility for students who wish to pursue a major or minor in another area. Students who complete the requirements for the Bachelor of Music with an emphasis in Music Education will be qualified to teach music in public schools. The Bachelor of Music with a Performance emphasis is designed for those students who wish to become highly proficient in an instrument or in voice, for the purpose of becoming private teachers and/or professional performers. For those students who wish to pursue a degree in musicology at the graduate level, or for those who wish to gain a greater knowledge and appreciation of significant works of music in Western civilization, the Bachelor of Music with an emphasis in Music Literature is appropriate. The Sacred Music emphasis within the Bachelor of Music degree is designed for students who wish to pursue careers as church musicians, and it can also serve as a preparation for seminary study. The Bachelor of Music with an emphasis 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 their enrollment at Southwestern. Those who decide to pursue a music major after they enroll at Southwestern must still audition for the Music Department. Specific repertoire requirements for auditions may be obtained from the office of the secretary of the School of Fine Arts or from the appropriate page on the School of Fine Arts Web site. Students audition for, and are accepted into, a particular degree program/concentration within the major, with a specific principal performing area. Any music major who wishes to change his or her concentration or principal performing area must obtain the consent of the music faculty. In certain cases a re-audition may be required.

Additional requirements: In addition to satisfactory completion of required coursework, students are required to pass a number of examinations to continue in a music degree. These include the Sophomore Barrier Examination, the Keyboard Proficiency Examination, and juries. All music majors must also complete a Capstone requirement.

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 they are admitted by audition to the Music Department. The content of this performance varies by specialization; requirements are available from the Music Department. The quality of the student's performance at this time will be used by the faculty to assist in evaluating whether the student should be permitted to continue in his or her intended music degree program.

Keyboard Proficiency Examination: Requirements for passage vary according to the principal area of study and the chosen degree plan and concentration, and may be obtained from the Department Chair. Keyboard Proficiency Examinations are usually administered as part of a music performance

124 125

jury. Successful completion of the exam is recorded through the filing of a Special Report Card with the Registrar's Office.

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

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

To summarize: 1. All students wishing to major in music must have an audition/interview. 2. All students in a music program must complete the Core Courses for the Major in Music (BA and BM) listed below. 3. All students majoring in music must complete the Additional Requirements for the Major in Music (BA and BM). 4. Students pursuing the Bachelor of Arts with a major in Music must also complete the Additional Course Requirements for the BA listed below. 5. Students pursuing the Bachelor of Music must also complete the requirements for the appropriate area of emphasis listed below. 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.

Core Courses for the Major in Music (BA and BM): 56 semester hours, including six semesters of Music Literature 80-100 (four semesters for transfer students); Music Literature 80-113, 123, 223, 233, 363; Music Theory 76-101, 111, 113, 121, 123, 131, 223, 233; Music Education 77-

603 or 613; six hours from Ensemble 78-101/201, 121/221, 131/231, 171/271 (other courses may substitute with approval of the department chair); 12 hours from Applied Music 8x-00x/8x-20x (principal instrument); four hours from Applied Music 8x-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 under "Core Courses for the Major in Music." 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 (BA and BM): successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury at the end of each semester of enrollment at Southwestern; successful completion of a Capstone experience. See above for specific information.

Additional course Requirements for the Bachelor of Arts, Major in Music: 18 semester hours, including 13 additional hours of Music above the introductory level from music theory, music literature, Diction in Vocal Music, Song Literature & Performance, additional conducting courses, Orchestration, independent study or other courses as approved by the academic adviser; six additional hours of Music. The Capstone experience may be fulfilled in one of the following three ways: a junior or senior recital, a public lecture, or another project approved in advance by the Music Department.

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Education: 36 semester hours, including Education 40-493, 553, 813; Education 41-803; Education 42-803; Education 43-403; Education 45-763; Music Theory 76-213, 343; Psychology 33-103, 223, 333. The Capstone experience is fulfilled by a junior or senior recital. Music Education majors must also choose from among three concentrations, the requirements for which are listed below. Computer Literacy and Public Speaking (or passage of competency exams) are required for certification, but not required for the degree.

NOTE: Music Education majors are exempted from the University foreign language requirement.

Instrumental Concentration (Winds): 16 semester hours, including Music Education 77-311, 321, 331, 341 (not required for percussion principals), 351, 423, 463, 473, 613 (a core course requirement), 622.

Instrumental Concentration (Strings): 13 semester hours, including Music Education 77-311, 321, 331, 341, 351, 423, 463, 613 (a core course requirement), 622.

Vocal Concentration: 14 semester hours, including Music Education 77-311, 321, 331, 341, 423, 443, 603 (a core course requirement), 612; Music Literature 80-701, 711.

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Education (non-certification program): 21 semester hours, including Education 40-553, Education 43-403; Psychology 33-103, 223; Music Education 77-943; Music Education 77-463 (for instrumental concentrations) or 77-443 (for vocal concentration); Music Theory 76-343.

*Note: This program gives students the basic competencies for music teachers required by the National Association of Schools of Music, but does *not* lead to certification before graduation from Southwestern. Students who obtain employment in Texas public schools with a bachelor's degree will be required to pursue subsequent certification through various programs offered by educational institutions and certification centers throughout the state of Texas. **IMPORTANT:** Music Education majors in this non-certification program are NOT exempted from the foreign language requirement in the General Education program. Music Education students should consult with their advisers and determine early in their studies which program they wish to pursue. Students who change from the certification to the non-certification program will be required to fulfill the language requirement (fourth-semester proficiency). Two of the courses in Education and Psychology listed above should be used toward fulfilling the Social Science Division distribution requirements in the General Education program.

Instrumental Concentration (Winds and Strings): Six semester hours, including Music Education 77-311, 321, 331, 341*, 613, 622. *Percussion principals should substitute one hour of Music Education elective for this course.

Vocal Concentration: Six semester hours, including Music Education 77-522, 612, 603; Music Literature 80-701, 711.

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Literature: 25 semester hours, including Music Literature 80-403, 413, 423, 433, 953; three additional hours in Music Literature 80-xx3; two additional hours of Ensemble; five additional hours of Music courses. The Capstone experience is fulfilled in one of the following three ways: a junior or senior recital, a public lecture, or another project approved in advance by the Music Department. An oral examination final is also required.

Additional course requirements for the Bachelor of Music, Area of Emphasis: Performance: The requirements for the performance area of emphasis vary according to the student's principal performing medium. The requirements for the performance media follow.

Keyboard Performance Area: 24 semester hours, including: 12 additional hours of Applied Music 8x-00x/8x-20x in the principal instrument (piano or organ) (students who intend to pursue the performance concentration should register for two hours of principal applied study each of their first four semesters, then four hours each semester thereafter); two additional hours of Applied Music 8x-00x/8x-20x in the secondary instrument or instruments; two semesters of Ensemble 78-151; two additional hours of a required Ensemble; Music Education 77-532; Music Literature 80-602, 612. The Capstone experience is fulfilled by two recitals, one in each of the junior and senior years.

Instrumental Performance Area: 25 semester hours, including 12 additional hours of Applied Music 8x-00x/8x-20x in the principal instrument (students who intend to pursue the performance concentration should register for two hours of principal applied study each of their first four semesters, then four hours each semester thereafter); two additional hours of Applied Music 8A-00x/8A-20x in the secondary instrument (piano); two hours of Ensemble 78-151; two additional hours of a required Ensemble; Music Education 77-613 (core course requirement); four additional hours of Music courses. The Capstone experience is fulfilled by two recitals, in the junior and senior years.

Vocal Performance Area: 24 semester hours, including 12 additional hours of Applied Music 8B
126 127

00x/8B-20x in the principal instrument (students who intend to pursue the performance concentration should register for two hours of principal applied study each of their first four semesters, then four hours each semester thereafter); two additional hours of Applied Music 8A-00x/8A-20x in the secondary instrument (piano); two hours of Ensemble 78-141; two additional hours of a required Ensemble; Music Education 77-603 (core course requirement); Music Education 77-522; Music Literature 80-701, 711, 712. The Capstone experience is fulfilled by two recitals, one in each of the junior and senior years. NOTE: Vocal Performance majors should take two semesters of French and two semesters of German. This will increase the number of foreign language hours in the General Education program to 16.

Additional requirements for the Bachelor of Music, Area of Emphasis: Sacred Music: 25 semester hours, including Music Education 77-603 (core course requirement), 612; two additional hours of Ensemble; Music Literature 80-503, 513, 523, 943; Music Theory 76-343; two Religion courses in addition to the Area One religion requirement. The Capstone experience is fulfilled in one of three following ways: a junior or senior recital, a public lecture, or another project approved in advance by the Music Department.

Additional course requirements for the Bachelor of Music, Area of Emphasis: Music Theory/Composition: 26 semester hours, including six hours from Music Theory 76-531, 532, 533; 76-343, 953; 12 additional hours of Music courses above the introductory level (additional hours of Composition strongly recommended); two additional semesters of a required Ensemble. The Capstone experience is fulfilled in one of the following three ways: a junior or senior recital, a public lecture, or another project approved in advance by the Music Department. An oral examination final is also required.

Minor in Music: 23 semester hours, including Music Literature 80-113; Music Theory 76-111, 113, 121, 123; 12 additional hours of Music courses above the introductory level.

OR

Minor in Music: 22 semester hours, including Music Literature 80-113, 123; Music Theory 76-111, 113; 12 additional hours of Music courses above the introductory level.

Applied Music—Private and Group Instruction (APM)

All applied music courses fulfill Area Two 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 credit hours being granted. Also, a two-digit suffix may be used to indicate multiple sections. For example, the course number APM 8A-001-01 indicates that the course is section one of a one-hour applied music piano course.

A—Piano I—Saxophone Q—Cello
B—Voice J—French Horn R—String Bass
C—Organ K—Trumpet U—Percussion (all)
D—Harpichord L—Trombone V—Woodwind (all)
E—Flute M—Euphonium W—Brass (all)
F—Oboe N—Tuba X—Strings (all)
G—Clarinet O—Violin Y—Guitar
H—Bassoon P—Viola Z—Harp

Students may take applied music lessons that grant one, two or four hours of credit per semester.

However, only students admitted to the Bachelor of Music/Performance concentration program through passage of the Sophomore Barrier Examination may register for four hours of credit in one applied area in a given semester. Students register for introductory applied music courses (000-level numbers) the first two semesters that an instrument is studied, and for above introductory applied music courses (200-level numbers) in subsequent semesters of study in 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. With the approval of the voice faculty, 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 \$170 for one credit hour (-001, -201), or \$340 for two or four credit hours (-002, -004, -202, -204).

Ensembles (ENS)

Music ensembles are open to all University students by audition. One hour of credit per semester is granted for each ensemble. All introductory level ensembles (100-level numbers) may be repeated for up to two hours of credit, and each ensemble above the introductory level (200-level numbers) may be repeated for up to six semester hours of credit. Students register for introductory level ensembles in the first two semesters and above introductory 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. (FAP)

78-111, 211 SOUTHWESTERN UNIVERSITY JAZZ BAND. (FAP)

78-121, 221 SOUTHWESTERN UNIVERSITY SINGERS. (FAP)

78-131, 231 SOUTHWESTERN UNIVERSITY CHORALE. (FAP)

78-141, 241 OPERA THEATRE. Includes additional lab as indicated by instructor. (FAP)

78-151, 251 CHAMBER MUSIC (INSTRUMENTAL). (FAP)

78-161, 261 CHAMBER MUSIC (VOICE). (FAP)

78-171, 271 SOUTHWESTERN UNIVERSITY ORCHESTRA. (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 and previous

experience with a musical instrument are 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 and previous experience with a musical instrument are 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 and previous experience with a musical instrument are 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 and previous experience with a musical instrument are recommended, as this is a performance-oriented course (Spring) (FAP)

77-351 VOCAL METHODS. For wind and string concentrations in the Music Education degree program, this course is designed to provide a survey for students studying secondary voice. (Spring, odd 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.

128 129

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. Prerequisites: Music Theory 76-121, 123, and Music Literature 80-123; or permission of the instructor. (Spring, even years) (FAL)

77-463 SEMINAR IN MUSIC EDUCATION. This course will address issues specific to the development of secondary school string and wind ensembles. Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Music Education Major. (Fall, even years)

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)

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 or applied piano or organ study; or permission of instructor. (FAL)

77-603 CHORAL CONDUCTING. Introduction of baton techniques and rehearsal procedures. Prerequisites: Music Theory 76-121, 123 and Music Literature 80-123; or permission of instructor. (Fall, odd years) (FAP)

77-612 ADVANCED CHORAL CONDUCTING. A continuation of manual conducting techniques, score reading and performance preparation. Students will conduct a portion of a public concert. Prerequisite: Music Education 77-603 or 613. (Fall, even years) (FAP)

77-613 INSTRUMENTAL CONDUCTING. This course is an introduction to manual conducting techniques and rehearsal procedures with a survey of wind ensembles, band and choral literature. Prerequisites: Music Theory 76-121, 123, Music Literature 80-123 and a minimum of four semesters of applied music study in one area; or consent of instructor. (FAP)

77-622 ADVANCED INSTRUMENTAL CONDUCTING. This course is a continuation of manual techniques, score reading and performance preparation. Students will conduct a portion of a public concert. Prerequisite: Music Education 77-603 or 613. (FAP)

77-803, 806 STUDENT TEACHING. See Education 41-803, 806 and 42-803, 806.

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.

77-983 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. No other work is required for this course, but it is graded on a pass-fail basis and six semesters must be satisfactorily completed to fulfill requirements for the Bachelor of Music or Bachelor of Arts (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.

80-103 INTRODUCTION TO MUSIC. A course for non-music majors designed to give

students a general understanding of music and to increase the enjoyment of music through the development of listening skills. (FAL)

80-113 MUSIC LITERATURE I. A historical survey of the Classical and early Romantic periods. To be taken concurrently with 76-111 and 76-113. Prerequisites: Music Theory 76-101, 103, or permission of instructor. (Spring) (FAL)

80-123 MUSIC LITERATURE II. A historical survey of late 19th century and 20th century music. To be taken concurrently with 76-123 and 76-121. Prerequisite: Music Literature 80-113, or permission of instructor. (Fall) (FAL)

80-223 MUSIC LITERATURE III. A historical survey of Medieval and Renaissance music. To be taken concurrently with 76-131 and 76-223. Prerequisite: Music Literature 80-123, or permission of instructor. (Spring) (FAL)

80-233 MUSIC LITERATURE IV. A historical survey of Baroque music. To be taken concurrently with 76-233. Prerequisite: Music Literature 80-223, or permission of instructor. (Fall) (FAL)

80-363 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 musics with modern/Western musics and the use of music to create a national or ethnic identity. (FAL) (IP)

80-373 MUSIC AND GENDER. This course is designed to examine music as a gendered cultural discourse. Also Feminist Studies 04-373. (FAL)

80-383 MUSIC IN THE UNITED STATES. A course surveying the development of American music from the colonial period to the present. (Spring) (FAL)

80-403 MEDIEVAL AND RENAISSANCE MUSIC. A survey of Western European music to 1600. Prerequisite: Music Literature 80-223. (FAL)

80-413 BAROQUE MUSIC. A survey of Western European music from 1600 to 1750. Prerequisite: Music Literature 80-223. (FAL)

80-423 CLASSICAL AND ROMANTIC MUSIC. A survey of Western European music from 1750 to 1900. Prerequisite: Music Literature 80-223. (FAL)

80-433 20TH-CENTURY MUSIC. A survey of music from 1900 to the present day. Prerequisite: Music Literature 80-223. (FAL)

80-503 HYMNOLOGY. A survey of the great hymns of all ages with a consideration of their function in both Christian education and the church service. Prerequisite: Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Sacred Music major.

80-513 CHURCH MUSIC AND LITURGICS. An examination of the concepts and practice of church music. A survey of historical patterns of worship and the role of music and related arts in the worship, Christian education, and mission of the church. Prerequisite: Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Sacred Music major.

80-523 CHURCH MUSIC LITERATURE AND MATERIALS. A survey of choral literature and materials suitable for graded choirs. Attention is also given to vocal solo, keyboard and instrumental literature. Prerequisite: Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Sacred Music major.

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 80-602. (FAL)

80-701 DICTION IN VOCAL MUSIC I. The principles of pronunciation and diction in French, German and Italian for the beginning voice student, including an intensive application of these principles to vocal literature in these languages. Prerequisite: two semesters of applied voice study at the college level, or permission of instructor. (Fall, even years) (FAL)

80-711 DICTION IN VOCAL MUSIC II. A continuation of Diction in Vocal Music I. Prerequisite: Music Literature 80-701. (Spring, odd 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. (FAL)

80-001, 002, 003, 004 SELECTED TOPICS. May be repeated with changed content.

80-301, 302, 303, 304 SELECTED TOPICS IN MUSIC LITERATURE. 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.

80-983 HONORS. By invitation only. Music Theory (MUT)

76-101 FUNDAMENTALS OF SOLFEGE/EAR TRAINING. The development of proficiency in aural skills through dictation and sight singing. Qualified students may place out of this class by examination, but must substitute another hour of coursework for degree requirements. To be taken concurrently with 76-103. (Fall) (FAL)

76-103 FUNDAMENTALS OF MUSIC THEORY. A survey of the rudiments of musical notation and analysis, beginning with basics of pitch and rhythm notation: the grand

staff, clefs, 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. Some prior study on voice or an instrument and experience with reading basic musical notation is strongly recommended. This course is a prerequisite to 76-113. Qualified students may place out of this class by examination. To be taken concurrently with 76-101. (Fall) (FAL)

76-111 SOLFEGE/EAR TRAINING I. Continuation of 76-101. To be taken concurrently with 76-113 and 80-113. Prerequisite: Music Theory 76-101 or passage of a qualifying diagnostic examination. (Spring) (FAL)

76-113 MUSIC THEORY I. 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 80-113 (majors) and 76-111. Prerequisite: Music Theory 76-103 or passage of a qualifying diagnostic examination. (Spring) (FAL)

76-121 SOLFEGE/EAR TRAINING II. Continuation of 76-111. To be taken concurrently with 76-123 and Music Literature 80-123. Prerequisite: Music Theory 76-111. (Fall) (FAL)

76-123 MUSIC THEORY II. A consideration of functionally tonal chromatic harmony and modulation through analysis and compositional exercises. Larger formal designs (sonata, rondo, concerto, song forms) will be explored in late 18th and 19th century music literature. To be taken concurrently with Music Literature 80-123 (majors) and 76-121. Prerequisite: Music Theory 76-113. (Fall) (FAL)

76-131 SOLFEGE/EAR TRAINING III. Continuation of 76-121. To be taken concurrently with 76-223 and 80-223. Prerequisite: Music Theory 76-121. (Spring) (FAL)

76-213 MUSIC TECHNOLOGY. Students develop digital audio, animation scores and MIDI sequences and learn how to publish their work on the Internet. Includes additional lab as indicated by instructor. (FAL)

76-223 MUSIC THEORY III. A study of the contrapuntal styles of the Renaissance and Baroque eras through analysis and compositional exercises. To be taken concurrently with Music Literature 80-223 and 76-131. Prerequisite: Music Theory 76-123. (Spring) (FAL)

76-233 MUSIC THEORY IV. Review of chromatic harmony; 20th-century compositional styles. To be taken concurrently with Music Literature 80-233. Prerequisite: Music Theory 76-223. (Fall) (FAL)

76-343 ORCHESTRATION. A study of orchestration; introduction to orchestral instruments; analysis of selected orchestral works and original compositions. Prerequisite: Music Theory 76-123. (FAL)

76-531, 532, 533 COMPOSITION. May be repeated for credit. Prerequisite: Music Theory 76-101 and 76-103, or consent of instructor. (FAL)

76-001, 002, 003, 004 SELECTED TOPICS. May be repeated with changed content.

76-301, 302, 303, 304 SELECTED TOPICS IN MUSIC THEORY. 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.

76-983 HONORS. By invitation only.

PHYSICAL SCIENCE

Interdisciplinary Program

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

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

For students interested in engineering, a dual degree program is possible which consists of three years of course work at Southwestern University followed by approximately two years at an engineering school accredited by the Accreditation Board for Engineering and Technology (ABET). The student will complete the requirements for the Bachelor of Arts, with the exception of the major requirement, at Southwestern. In addition, the student will complete his or her training in the basic sciences and in mathematics at Southwestern. Southwestern University will award the Bachelor of Arts degree after the completion of all of the requirements for the engineering degree.

The dual degree program is designed to place the technical training of the engineer within the broader perspective of the liberal arts tradition. In this age, the engineer cannot always confine himself or herself to the technical aspects of engineering projects. The modern engineer must be aware of the social responsibilities of the profession and must explain the possibilities and the risks

132 133

of new technologies to fellow citizens. These considerations have been given added emphasis by recent decisions of many engineering schools to add more humanities courses to their programs and are especially relevant to those who, in the course of a technical career, move into decision-making positions. Completion of the program at Southwestern is the first stage of the dual degree program. The student then applies for admission to an ABET accredited engineering school which usually requires a GPA of 3.0. In the case of Washington University in St. Louis, Mo., students with the above-noted GPA and a recommendation from the liaison office (Southwestern's Physics Department) are normally admitted. In addition, Washington University offers a Dual Degree Engineering Affiliation Scholarship to be awarded by the Southwestern University liaison office. To be eligible for the scholarship, which covers half of the tuition cost at Washington University, a student must have a cumulative grade point

average of 3.5 and meet the dual degree admission requirements. Students in the dual degree program at Washington University constitute about 20 percent of the undergraduate engineering students and receive their degrees upon satisfactory completion of a two-year program in St. Louis. Also, specific credit transfers have been arranged with Arizona State University in Tempe, Ariz., and with Texas A&M University in College Station, Texas. It should be noted that the average time to complete an engineering degree at public institutions for their students who enter as freshmen is now five years. As both the engineering schools and Southwestern make curricular adjustments frequently, students interested in the dual degree program should consult regularly with the Pre-Engineering adviser about progress or changes in affiliation agreements.

Students must satisfy the basic requirements of the Bachelor of Arts degree, including all Area One and Two requirements, but excluding the 47 semester hours in the major discipline, for a total of 92 semester hours at Southwestern.

The courses in the Physical Science major will provide a foundation upon which further work in engineering will be built. The Area One and Area Two courses also will provide some transfer credit to various schools. A detailed outline showing a suggested staging of the various courses at Southwestern is available from the Physics Department.

The Southwestern degree is a BA with a major in physical science. The requirements for the major are to be considered satisfied by the science and mathematics courses outlined above together with course work completed at the engineering school for completion of the engineering degree at the second institution. Successful completion of the engineering degree is a requirement for the BA at Southwestern University. While the degree cannot be conferred until all requirements are completed at both institutions, students who can provide evidence that they will complete their degree requirements by the end of the second institution's spring semester may petition to the Provost by the published deadlines to participate in May commencement activities at Southwestern University.

Major in Physical Science: 47 semester hours, including Chemistry 51-153/151, 163/161; Computer Science 54-143 or 183; Mathematics 52-154, 253, 353, 673, 753; Physics 53-154, 164, 214, 334; Chemistry 51-714 or Physics 53-204.

PHYSICS DEPARTMENT

Division of Natural Sciences

Associate Professor Steven Alexander, PhD, Chair

Associate Professor William P. O'Brien, PhD

Assistant Professor Mark Bottorff, PhD

Assistant Professor James Friedrichsen, PhD (part-time)

Instructor Peter Wehner, MS (part-time)

The Physics Department serves students with many different goals: 1) those planning to follow a career related to physics; 2) those planning a career in engineering; 3) those planning a career in a science field other than physics; 4) those planning to teach physics; and 5) those who are not majoring in science but would like to know something about the methods and results of science.

The Physics Department offers majors and minors for the Bachelor of Science and the Bachelor of Arts degrees. Students wishing to study Engineering are also supported by the department.

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

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

Major in Physics (BA or BS): 34-36 semester hours, including Physics 53-154, 164, 204, 214, 324, 334, 403, 413, 423; one from 53-951, 952, 953 (Capstone).

Required supporting courses in the major: 13 semester hours, including Mathematics 52-154, 253, 353, 753. Sufficient advanced mathematics for a minor is recommended.

Minor in Physics: 20 semester hours, including Physics 53-154, 164, 204, 214, 334.

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

Physics (PHY)

53-033 INTRODUCTION TO EARTH SCIENCE (3-0). This course examines the complex physical relations between land, sea and atmosphere. It also explores how some actions of our modern civilization disrupt the environment. Topics include geologic hazards, land management, water resources, hazardous waste disposal, energy resources, mineral resources and conservation of resources. Also Environmental Studies 49-033. (NS)

53-043 EXPLORING THE UNIVERSE—THE SOLAR SYSTEM (3-0). This course is an introduction to the science of the solar system. Topics include: the Sun, the planets and their moons, meteors, asteroids and comets. The current theory of the origin and evolution of the solar system and the observations that led to the development of this theory are discussed. The discovery of planetary systems beyond our solar system and the possibility of life on other planets are also investigated. (NS)

53-053 EXPLORING THE UNIVERSE—STARS, GALAXIES AND COSMOLOGY

(2-2). This course is an introduction to the science of the stars, the structures they form and the large-scale structure and evolution of the universe. Topics include current theories about: the properties of stars, the Sun as a star, stellar evolution (including the formation of black holes), multiple stars, star clusters, galaxies, galaxy clusters, and the Big Bang. The observations that led to the development of each of these theories are discussed. The associated laboratory provides observational and experimental experience in the foundations of astronomy. (NSL)

53-063 MUSICAL ACOUSTICS. Physics of sound with application to musical instruments and music. Designed for students not majoring in science, but open to any student with knowledge of elementary algebra. (NSL)

53-104 CONCEPTUAL PHYSICS (3-3). A descriptive survey of topics in physics: mechanics, properties of liquids and gases, heat, electricity, sound and light. This course may not be counted as part of a physics major. (NSL)

53-114, 124 INTRODUCTION TO PHYSICS I & II (3-3). An algebra-based introduction to mechanics, electromagnetism, optics. Prerequisite: Concurrent registration or credit in Mathematics 52-123. (Physics 53-114 is prerequisite for Physics 53-124.)

These courses may not be counted as part of a physics major. (NSL)

53-154, 164 FUNDAMENTALS OF PHYSICS I & II (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism, optics. Prerequisites: Concurrent registration or credit in Mathematics 52-154. (Physics 53-154 is prerequisite for Physics 53-164.) (NSL)

53-204 ELECTRONICS (3-3). Introduction to digital and analog circuits, with applications
134 135

to modern instrumentation. Prerequisites: Mathematics 52-154, 253 and Physics 53-154, 164. Mathematics 52-353 is a pre- or co-requisite for this course. (NSL)

53-214 ELEMENTARY MODERN PHYSICS (3-3). An introduction to the physics of the 20th century that surveys relativity theory, wave-particle duality, atomic structure, wave mechanics, nuclear theory and particle physics. Prerequisites: Mathematics 52-154, 253 and Physics 53-154, 164. Mathematics 53-353 is a pre- or co-requisite for this course. (NSL)

53-324 ELECTROMAGNETISM I (3-3). Development of Maxwell's equations with applications to electrostatics and magnetostatics. Prerequisites: Mathematics 52-154, 253 and Physics 53-154, 164. Mathematics 53-353 is a pre- or co-requisite for this course. (NSL)

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 52-353 and Physics 53-154, 164. Mathematics 53-753 is a pre- or co-requisite for this course. (NSL)

53-403 ELECTROMAGNETISM II (3-0). Applications of Maxwell's equations to propagation of plane and guided waves in various media. Prerequisite: Physics 53-324. (NS)

53-413 CLASSICAL MECHANICS II (3-0). Introduction to the Lagrangian and Hamiltonian formulations of mechanics with application to non-inertial reference frames, rigid bodies and oscillating systems. Prerequisite: Physics 53-334. (NS)

53-423 QUANTUM PHYSICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Prerequisites: Physics 53-214, 334. (NS)

53-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

53-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

53-901, 902, 903, 904 TUTORIAL.

53-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.

53-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.

53-983 HONORS. By invitation only.

POLITICAL SCIENCE DEPARTMENT

Division of Social Sciences

Professor Eric A. Selbin, PhD, Chair

Professor Timothy J. O'Neill, PhD

Professor Robert S. Snyder, PhD

Assistant Professor Alisa Gaunder, PhD

Visiting Brown Junior Professor Jennifer Suchland, PhD

Visiting Instructor Matt Weidenfeld, ABD

Visiting Professor Gilbert St. Clair, PhD

Political Science is deeply grounded in the liberal arts tradition, drawing upon anthropology, economics, history, philosophy, psychology, statistics and sociology to study politics and endeavor to illuminate the various political, social and cultural arrangements of people's lives. The goal is to interpret the past(s), explain the present(s) and even dare to predict the future(s). To this end, political scientists study power, authority, conflict, economic relationships, culture, laws, policy, values, ethics, justice, equality, rights, legitimacy and representation, to name only a few. Using these and other concepts, they analyze the political impacts of social issues such as war, peace, poverty, crime, education, the environment, race, gender and globalization. While most people associate political science with the study of governments and other political actors, as a field of study it relies on various levels of analysis and focuses on a wide array of topics. These range from the history of political philosophy and the character of contemporary political concepts to the problems of development, from the role of congressional committees, the presidency, or the judiciary in the United States to the role of various groups in and out of the mainstream political process in the United States, from the intricacies of government in states at various stages of development to the interaction of peoples and states in the international arena. Political Science is a broad and diverse field and the department's commitment is to help students develop as active participants in the world and to prepare themselves should they choose to go on to graduate or professional programs, into politics, government, non-governmental organizations, journalism, public relations, banking, teaching or myriad other areas in which those who are conscious of the major problems of human society are interested in bringing the best constructive critical thinking to bear.

Course offerings in Political Science are divided into four broad categories: (1) American politics (32-113, 313, 323, 333, 343, 514, 524, 534, 713); (2) political theory (32-233, 363, 373, 564, 574, 733); (3) comparative politics (32-143, 413, 423, 433, 443, 614, 624, 634, 753, 764); and (4) international relations (32-283, 463, 473, 483, 493, 664, 773). 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. A major consists of 33 semester hours of work in the department with at least 27 semester hours at the advanced level. A minor consists of 19 semester hours with 13 semester hours at the advanced level. It is also possible to complete a 51-hour program in International Studies that pairs a major in Political Science with an additional "concentration" of four 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.

American Politics (32-113) is a prerequisite for all advanced courses in the American category.

Comparative Politics (32-143) is a prerequisite for all advanced courses in comparative and international

politics. Either Political Science 32-113 or 32-143 is a prerequisite for all political theory courses. Graduating seniors must take Senior Seminar (32-964) during the fall or spring semester of the senior year. This 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.

Independent Study (32-951, 952, 953, and 954) and Texas Politics Internships (32-343) are open to students with six semester hours of credit in Political Science. Internships normally are open to juniors and seniors.

Credit may be obtained for American government (equivalent to Political Science 32-113) by scoring 55 or better on the CLEP subject examination in the area, provided prior approval has been secured from the Department Chair.

Major in Political Science: 33 semester hours, including Political Science 32-113, 143, 964 (Capstone); three 200-400 level courses; two 500-600 level courses; six additional hours of Political Science above the introductory level.

Additional requirements for the Political Science major: One course above the introductory level in American Politics (32-313, 323, 333, 343, 514, 524, 534), one course above the introductory level in comparative politics (32-413, 423, 433, 443, 614, 624, 634, 764), one course above the introductory level in political theory (32-233, 363, 373, 564, 574), and two courses above the introductory level in international relations (32-283, 463, 473, 483, 493, 664) must be included in the major.

Minor in Political Science: 19 semester hours, including Political Science 32-113, 143; one 200-400 level course; one 500-600 level course; six additional hours of Political Science above the introductory level.

136 137

Additional requirements for the Political Science minor: One course above the introductory level in American Politics (32-313, 323, 333, 343, 514, 524, 534), and at least one course above the introductory level in international relations (32-283, 463, 473, 483, 493, 664) must be included in the minor.

See the Education Department for information regarding teacher certification in political science. Political Science (PSC)

32-113 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. (SeS)

32-143 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. (SeS)

32-233 BASIC CONCEPTS IN POLITICAL THEORY. This course is designed to introduce the student to several primary concepts in the study of political theory through the works of a few major political theorists. Through selected authors from both ancient and modern times, we will contemplate different understandings of concepts such as justice, political obligations, freedom and authority. This course is recommended as an introductory course in the study of political theory. Prerequisite: Political Science 32-113 or 143.

32-283 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 world. Prerequisite: Political Science 32-143.

32-313 RELIGION AND POLITICS IN AMERICA. An exploration of the tension between religious and political impulses and values in America. The approach is both theological and political, analyzing the changes and continuity in religious and political beliefs and structures. Topics include how religion encourages political action (disputes over abolitionism, prohibition, abortion and nuclear arms), how politics affects religion (religious pluralism, the development of black churches, Mormons and Jehovah's Witnesses), and how the American nation is affected by both. Prerequisite: Political Science 32-113.

32-323 LAW AND POLITICS. A discussion of the nature of law as a political process, investigating such topics as the functions of the police, the role and powers of the legal profession, and the contributions of judges, juries and prisons to the attainment of justice and order. Prerequisite: Political Science 32-113.

32-333 PUBLIC POLICY. An introduction to the discipline of policy analysis. Explores who is responsible for making public policies, how choices are made, what kind of tools are at the disposal of policy-makers and how their effectiveness can be enhanced. Also, the course explores theories about how bureaucracies operate and how they ought to operate. Theories and concepts are illustrated by investigating current policy efforts in such areas as environmental protection, the Internet or the development and justification of nuclear deterrence. Prerequisite: Political Science 32-113. Also Environmental Studies 49-593.

32-343 TEXAS POLITICS INTERNSHIPS. An opportunity to compare political theory and practical politics in a work environment, under supervision of department faculty. In alternate spring semesters the internships will be at the state capitol and in Williamson County. Prerequisite: Political Science 32-113.

32-363 AMERICAN POLITICAL THOUGHT. This course introduces students to some of the primary themes of the American political tradition through the writings of statesmen, scholars, activists and essayists from the American Founding through the present. The course will consider how Americans have thought about religious, racial, ethnic and gender differences as they related to politics and how Americans have conceptualized a common identity throughout our history. Basic Concepts in Political Theory is recommended, but not required, as a prerequisite. Prerequisite: Political Science 32-113 or 143.

32-373 POLITICAL IDEOLOGIES. An introduction to the systems of ideas, ideals and beliefs through which people view and act in the world. Particular emphasis is

placed on the argumentative structure and the political and psychological functions of ideologies; on their historical origin(s) and development; and on their respective conceptions of freedom and democracy. Prerequisite: Political Science 32-113 or 143.

32-413 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 32-143.

32-423 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 32-143.

32-433 CONTEMPORARY JAPANESE POLITICS. This course explores the historical and cultural context of contemporary Japanese politics, the political institutions of "the 1955 system," the policy making process in post-war Japan, and the effects of the 1994 political reforms. Prerequisite: Political Science 32-143. **(IP)**

32-443 WOMEN AND POLITICS. A study of women and politics situated within a comparative perspective. Explores the connection between feminist theory and practice and examines (and illuminates) the structural and attitudinal conditions that influence public policy and that limit or facilitate change in the life options of women. Prerequisite: Political Science 32-113 or 143. Also Feminist Studies 04-403.

32-463 U.S. FOREIGN POLICY. A survey of American foreign policy with particular focus on the Cold War period and the post-Cold War period. Societal, ideological and governmental sources of American foreign policy are examined. Prerequisite: Political Science 32-143.

32-473 FILM, LITERATURE AND THE COLD WAR. This course examines how selected Western writers and filmmakers portrayed the Cold War. Prerequisite: Political Science 32-143.

32-483 INTERNATIONAL ORGANIZATION. An examination of the ways by which states and non-state actors seek to handle increasing interdependence in the world. Particular attention is given to the United Nations, the European Union, and multinational corporations. Prerequisite: Political Science 32-143.

32-493 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 32-143 and 283, or permission of instructor.

32-514 ISSUES IN CONSTITUTIONAL LAW. An intensive analysis of the constitutional values, policy issues and philosophical principles in judicial debates about the meaning of the American Constitution. Possible topics include the powers of the national government, judicial review, civil rights and liberties, and due process in the criminal justice system. Prerequisite: Political Science 32-113.

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 32-113.

32-534 THE AMERICAN PRESIDENCY. This course explores the development of the presidential office, the institution of the presidency and the elements of

138 139

presidential leadership through an examination of American political history. The course proceeds on three different planes: that of primary sources from particular presidencies, political histories and secondary scholarly works that focus on particular problems in the study of the presidency. Together, these three lines of intellectual inquiry should provide students with a strong foundation in modern presidential history and the analytical tools necessary to engage in thoughtful study of the American presidency. Prerequisite: Political Science 32-113.

32-564 NATURE'S NATION: CONCEPTIONS OF NATURE AND WILDERNESS

IN AMERICAN POLITICAL THOUGHT. The aim of this seminar is to examine some of the political and philosophical understandings of nature and wilderness in American political thought, and to reflect on how these conceptions have influenced and shaped our thinking on other matters such as national identity, gender relations and public policy. The course begins with the early republic and concludes with a few contemporary readings. Prerequisite: Political Science 32-113 or 143. Also Environmental Studies 49-604.

32-574 CONTEMPORARY DEMOCRATIC THEORY. This seminar surveys contemporary theories of democracy, beginning with core texts from the liberal and republican traditions and continuing into contemporary debates. Course focus varies semester to semester including themes of justice, inclusion and pluralism. The course includes a significant writing component. Prerequisite: Political Science 32-113 or 143, and 233.

32-614 LATIN AMERICAN POLITICS. This introduction to contemporary Latin American and Caribbean politics also allows students with previous knowledge about the region to further their interests. The course is built around some of the key issues which confront Latin America and the Caribbean. Substantial writing required. Prerequisite: Political Science 32-143 or Sociology 34-113. Also Sociology 34-614.

32-624 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 32-143.

32-634 CONTENTIOUS POLITICS. This seminar is designed to explore both the

concept as well as various manifestations of “contentious” politics, primarily focused on collective actions such as social movements, cycles of protest, rebellion and revolution. There is a substantial research and writing component. Prerequisite: Political Science 32-143.

32-664 INTERNATIONAL PEACE AND VIOLENCE. An exploration of issues concerning the characteristics, causes and justifications of occurrences of international peace and violence. The focus is primarily on post-nuclear era state terrorism (internal and external), low intensity conflict, internal conflict resistance, rebellion and revolution, terrorism and peace. Substantial writing required. Prerequisite: Political Science 32-143.

32-713 TOPICS IN AMERICAN POLITICS. An in-depth investigation into selected topics of contemporary interest in American politics. May be repeated when topics vary. Prerequisite: Political Science 32-113.

32-733 TOPICS IN POLITICAL THEORY. An in-depth investigation into selected topics in political theory. May be repeated when topics vary. Prerequisite: Political Science 32-113 or 143.

32-753 TOPICS IN COMPARATIVE POLITICS. An in-depth investigation into selected topics in comparative politics. May be repeated when topics vary. Prerequisite: Political Science 32-143.

32-764 ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS.

Run on the model of a graduate seminar, this course examines and considers various sociopolitical aspects extant in Latin America and the Caribbean with a particular focus on collective action and behavior. The course focus varies; previous topics have included resistance, rebellion, and revolution, social movements, and the institutionalization and consolidation of democracy. There is a substantial research and writing component to this course which may include working with primary documents and in-depth interviewing. Prerequisites: Political Science 32-143 and 614. Also Sociology 34-764 and Anthropology 35-764.

32-773 TOPICS IN INTERNATIONAL POLITICS. An in-depth investigation into selected topics in international relations. May be repeated when topics vary. Prerequisite: Political Science 32-143.

32-794 RESEARCH THEORY AND METHODOLOGY. Theory and design of research problems, studies and experiments in political science, and evaluation of research methodology using examples from current literature. Both qualitative and quantitative approaches are considered. Prerequisite: Political Science 32-113 or 143.

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 ACADEMIC INTERNSHIP. May be arranged through the department.

These internships require a minimum of 120 semester hours of work supervised by a member of the departmental faculty and a substantial written component. 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.

32-984 HONORS. By invitation only.

PSYCHOLOGY DEPARTMENT

Division of Social Sciences

Professor Jacqueline E. Muir-Broaddus, PhD, Chair

Professor Traci Giuliano, PhD

Professor Jesse E. Purdy, PhD

Associate Professor Bryan D. Neighbors, PhD

Assistant Professor Paula Desmond, PhD

Assistant Professor Fay Guarraci, PhD

Visiting Assistant Professor Stephen Fiala, PhD

Professor George Hampton, PhD (part-time)

Professor Steven Schapiro, PhD (part-time)

Psychology is the scientific study of behavior and the mind. In this view, behavior refers to the observable actions of an individual person or animal and mind refers to an individual's sensations, perceptions, memories, thoughts, motivations and emotions. The Psychology program emphasizes the position that psychology is first a science and then a profession and provides students with a broad background in psychology. The Psychology program prepares the student for graduate school in all areas of psychology, including biopsychology, child psychology, clinical psychology, cognitive psychology, comparative psychology, counseling psychology, developmental psychology, industrial/organizational psychology, neuroscience, personality, social psychology and school psychology. Students not wishing to pursue graduate study in psychology will find the major to be useful preparation

140 141

for other professional programs, such as law, medicine, and social work, and for careers in human services and related fields. The Psychology program is housed in the F.W. Olin Building, which has excellent facilities for conducting research with humans and animals, including state-of-the-art aquatic animal and neuroscience research laboratories and an excellent classroom laboratory. Students may choose to complete a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree with a major in Psychology by completing the requirements specified in the catalog under “University Degrees.”

Major in Psychology (BA or BS): 35 semester hours, including Psychology 33-103, 204, 214, 433; four from 33-223, 233, 243, 423, 443, 453, 463; either six semester hours of research from 33-823, 833, 843, 853, 863, 873 or six semester hours of internship from 33-943, 946 (Capstone); three additional semester hours in Psychology.

Required supporting course in the major: Mathematics 52-113.

Minor in Psychology: 18 semester hours, including Psychology 33-103; 15 additional hours in Psychology, at least 12 hours of which must be above the introductory level.

Psychology (PSY)

33-103 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)

33-111 INTRODUCTION TO ANIMAL BEHAVIOR. This course will introduce students to the major in Animal Behavior through reading, lecture and discussion of a wide range of topics related to the scientific study of animal behavior. Faculty members in the Animal Behavior program will present their various programs of research and students will read primary literature related to these presentations. Discussion will focus on these areas of research as well as the field of animal behavior. Must be taken P/D/F.

33-204 RESEARCH METHODS I. This course is the first part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of psychology. Its goals are to help students think critically in approaching problems, to provide hands-on experience with a variety of methodological techniques, to train students to analyze and interpret the results of a research study, and to enable students to communicate research findings to an audience of psychologists. Emphasis is placed on non-experimental research designs and the statistical analyses of those designs. Discussed are the methods of science used in observational and field research, archival research, and survey/correlational research. In addition, students are introduced to writing and presenting results according to the guidelines of the American Psychological Association. Prerequisites: Psychology 33-103 and Mathematics 52-113. (Fall)

33-214 RESEARCH METHODS II. This course is the second part of a two-semester sequence designed to teach the basic concepts of research methods used in the study of psychology. Its goals are to help students think critically in approaching problems, to provide hands-on experience with a variety of methodological techniques, to train students to analyze and interpret the results of a research study, and to enable students to communicate research findings to an audience of psychologists. Emphasis is placed on experimental research designs and statistical analyses of those designs. Discussed are the procedures used in between, within, and mixed designs with single and multiple factors. Prerequisite: Psychology 33-204. Students will take the same instructor for both Research Methods I and II. (Spring)

33-223 DEVELOPMENTAL PSYCHOLOGY. Developmental Psychology is a theory and research-based overview of the many ways in which nature and nurture combine to produce developmental outcomes in the biological, cognitive, intellectual, personality and social domains, with a focus on the childhood and adolescent years. Prerequisite: Psychology 33-103. (Each semester)

33-233 PERSONALITY THEORY AND RESEARCH. A survey course that provides an overview of the major personality theories and the methods used in personality research. Included are type theories, trait theories and dynamic theories. The emphasis is on examination and evaluation of the experimental evidence pertinent to each theory. Prerequisite: Psychology 33-103. (Spring)

33-243 PSYCHOLOGICAL TESTING. A study of the statistical principles which underlie test construction and psychological evaluation and the most commonly utilized psychological tests (e.g., intelligence, personality). Each student has an opportunity to work with a group to develop and evaluate a psychological test, and to prepare and present a report on the process. Prerequisites: Psychology 33-103. Mathematics 52-113 recommended. (Spring)

33-253 ANIMAL BEHAVIOR. See Biology 50-213. (NSL)

33-333 EDUCATIONAL PSYCHOLOGY. An examination of psychology's contributions to educational practice. Topics include intellectual and academic assessment principles and instruments, the application of theories of learning and cognitive development to instruction, theories of problem formation and resolution, and the recognition and handling of selected psychological challenges. Prerequisites: Psychology 33-223 and admission to Teacher Certification Program, or permission of instructor. Also Education 40-333. (Fall)

33-363 SENSATION AND PERCEPTION. This course explores Von Uexkull's concept of the Umwelt, or self-world, a domain defined not only by an animal's perceptual capacities but also by its action systems. The course will examine different selfworlds from the perspectives of different species and consider how organism-environment interactions produce their sensory and perceptual worlds. Topics of interest include the biosonar capabilities of bats and dolphins, magnetoreceptors in birds, fish, and reptiles, electroreception in fish, and chemical communication through pheromones. The course is taught from an interdisciplinary perspective and students from diverse majors are encouraged to enroll. Prerequisite: Psychology 33-103. (Spring)

33-373 FORENSIC PSYCHOLOGY. This course focuses on the application of psychological knowledge in the civil and criminal justice systems. As a seminar course with emphasis on critical discussion and student presentations, it will include an exploration of the role that psychologists play in the courtroom (e.g. case preparation, jury selection) and in criminal investigation (e.g. profiling, interrogations). Emphasis will also be placed on the role of psychologists in evaluating various "states of mind" or "behavioral dispositions" which bear on judicial process, such as competency (to stand trial), insanity (defense), dangerousness (involuntary commitment), and criminally relevant forms of psychopathology (e.g. psychopathy, sexual deviance). Prerequisite: Psychology 33-103 or permission of instructor. (May term)

33-383 HUMAN SEXUALITY. This course is an introduction to the psychology of human sexuality. It covers a broad range of topics, including male and female physiology, sexual orientation, sexual expression and variation, sexual diffi culties, 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 refl ect their own moral values, whatever those may be. (May term) (ScS)

33-423 ABNORMAL PSYCHOLOGY. An overview of the fi eld of clinical psychology that involves the scientifi c study of mental illness (psychopathology). The focus is on an empirically grounded examination of the symptomatic presentation,

142 143

classifi cation and cause of a broad range of psychological disorders. Methods used in the fi eld to assess, treat and conduct research on the disorders will also be studied. Prerequisite: Psychology 33-214. Psychology 33-233 recommended. (Fall)

33-433 BEHAVIORAL NEUROSCIENCE. An introduction to the neurosciences with an emphasis on the techniques used to study the neurobiological basis of behavior. The anatomy and function of the nervous system is a primary focus of the course and specifi c topics include how the nervous system mediates perception, emotions, thoughts, learning and memory processes. Prerequisite: Psychology 33-204. (Spring)

33-443 COGNITIVE PSYCHOLOGY. Cognitive Psychology is the scientifi c study of the mechanisms and processes involved in the acquisition and use of knowledge. The structure and function of working memory and long term memory are central to cognition, and hence are the primary focuses of the course. Other topics include a brief history of cognitive psychology, major theories of cognition and cognitive development and the effects of culture on cognition. Prerequisite: Psychology 33-204. (Spring)

33-453 PSYCHOLOGY OF LEARNING. Study of the traditional areas of learning psychology, including current theoretical and research considerations of classical conditioning, instrumental conditioning, aversive control of behavior and discrimination learning. Prerequisite: Psychology 33-214. (Fall)

33-463 SOCIAL PSYCHOLOGY. An introduction to the fi eld of social psychology, which is the scientifi c study of how the thoughts, feelings and actions of a person are infl uenced by other people and by social situations. Topics include the self, attitudes and attitude change, group behavior, prejudice and discrimination, prosocial behavior, conformity, relationships and emotion, among others. The focus is on historical development of these topics as well as on current research and theory in these areas. Prerequisite: Psychology 33-204. (Spring)

33-543 HEALTH PSYCHOLOGY. This course will introduce students to the fi eld of health psychology, which is the application of psychological principles in understanding how the mind, body, and behavior interact in health and illness. Emphasis will be placed on the biopsychosocial model which considers the role of biological, psychological and social factors in health and illness. Topics of interest include health promotion and primary prevention of illness, stress and coping, pain management, and a variety of behavior-related medical conditions (e.g. cardiovascular disease, cancer, AIDS, eating disorders). Prerequisite: Psychology 33-204.

33-553 HUMAN FACTORS. This course is designed to provide students with an overview of the fi eld of human factors, which is the scientifi c study of perceptual and cognitive capabilities and limitations and the role these play in the design of consumer products, workplaces, and other systems. The primary goal of this course is to train students in the application of psychological principles to “real world” problems. Emphasis will be placed on familiarizing students with methodologies which are utilized in human factors research. Topics of interest include product usability, automation, human error, and human-computer interaction. Prerequisite: Psychology 33-204.

33-823 RESEARCH IN APPLIED PSYCHOLOGY. Laboratory or fi eld-based research course designed to provide hands-on research experience related to questions concerning applied psychology. Students work directly with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 and permission of instructor. May be repeated with different experience. (Fall)

33-833 RESEARCH IN BEHAVIORAL NEUROSCIENCE. Laboratory or fi eld-based research course designed to provide hands-on research experience related to questions concerning neuroscience. Students work directly with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-433 and permission of instructor. May be repeated with different experience. (Spring)

33-843 RESEARCH IN CLINICAL PSYCHOLOGY. Laboratory or fi eld-based research course designed to provide hands-on research experience related to questions concerning clinical psychology. Students work directly with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-423 and permission of instructor. May be repeated with different experience. (Fall)

33-853 RESEARCH IN COMPARATIVE PSYCHOLOGY. Laboratory or fi eld-based research course designed to provide hands-on research experience related to questions concerning animal learning and animal behavior. Students work directly

with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-433 or 453, and permission of instructor. May be repeated with different experience. (Fall, Spring)

33-863 RESEARCH IN DEVELOPMENTAL/COGNITIVE PSYCHOLOGY.

Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning developmental and cognitive psychology. Students work directly with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 and 33-223 or 443, and permission of instructor. May be repeated with different experience. (Fall)

33-873 RESEARCH IN SOCIAL PSYCHOLOGY. Laboratory or field based research course designed to provide hands-on research experience related to questions concerning social psychology. Students work directly with a given faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-463 and permission of instructor. May be repeated with different experience. (Fall)

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.

33-941, 942, 943, 944, 946 ACADEMIC INTERNSHIP. Field placement in an approved setting. Students are expected to complete 120 hours (33-943) or 240 hours (33-946) of supervised experience. All internships require certain prerequisites and permission of instructor. May be repeated with different experience. (Spring or Summer)

33-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

33-983 HONORS. By invitation only.

144 145

RELIGION AND PHILOSOPHY DEPARTMENT

Division of Humanities

Associate Professor Laura Hobgood-Oster, PhD, Chair

Professor Shannon M. Winnubst, PhD

Associate Professor N. Elaine Craddock, PhD

Assistant Professor Michael Bray, PhD

Assistant Professor Alejandro de Acosta, PhD

Associate Professor Philip E. Hopkins, PhD

Associate Professor David Tabb Stewart, PhD

Visiting Assistant Professor Molly Jensen, PhD

Visiting Instructor Katharine Baker, ABD

Assistant Professor Rebecca Lorins, PhD (part-time)

Assistant Professor Scott Stroud, PhD (part-time)

Instructor Carolyn Bottler, MA (part-time)

Instructor A. Gardner Harris, MA (part-time)

Instructor Nevitt Reesor, MA (part-time)

Students may major either in religion or in philosophy but may not combine courses in these two areas for a major. A student may minor in either religion or philosophy. Students may choose the 59-hour paired major between Religion and Feminist Studies and it is also possible to do a 59-hour paired major in Philosophy and Feminist Studies by double counting two of the following courses cross-listed in Philosophy and Feminist Studies: Feminist Positions (18-213), Theories of Class (18-243), and Theories of Race (18-253).

Religion

The program in the study of religion introduces students to a variety of global religious traditions, experiences and expressions, and invites an empathetic understanding of difference. The program provides students with tools to critically engage "religious texts," including written, oral, performative and symbolic ones. Religion courses engage students in the comparative study of themes and dimensions such as beliefs, practices, rituals and myths within and between religious traditions. The religion program facilitates interdisciplinary engagement with the study of religion and other human endeavors by encouraging students to learn and use a variety of methodologies, including: textual, social-scientific, historical, feminist and post-colonial.

100-200-LEVEL COURSES are introductions to the study of religion, generally focusing upon a different tradition or geographic area, literature or topic. Some are prerequisites for 600-level courses.

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

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

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

700-LEVEL COURSES are Special Topics Courses.

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

A major in Religion is good preparation for graduate work in a number of liberal arts fields (in addition to religion), and is also an excellent complementary (second) major to other liberal arts majors. It is a good undergraduate major for seminary though a number of other liberal arts majors serve as well.

Philosophy

Philosophy is a mode of engaging thoughtfully and critically with the grounding ideas and assumptions of human practices. Such thinking includes reflection on the relationship between different forms of knowledge (scientific, ethical, political, historical, cultural and aesthetic) and the material world, as well as reflection on the intertwining social, historical and geographical forms of power and human

community. Courses in philosophy develop a wide range of intellectual abilities and offer a unique opportunity for students to develop their own modes of thoughtful and critical engagement with different domains of knowledge and practice. The emphasis is on primary texts and a careful discussion of them and their ideas. In addition to graduate studies in a number of fields, students who major in philosophy are well prepared to enter the range of career options available to liberal arts college graduates. The curriculum aims to cultivate philosophy as a self-reflective practice and therefore emphasizes the history of Western philosophy as vitally important to contemporary philosophy. Students explore contemporary thinking from a foundation of critical inquiry into its past and into the genealogies of questions that have shaped the conversation to this point.

Major in Religion: 34 semester hours, including Religion 19-314, 914 (Capstone); three courses from 19-103, 123, 133, 143, 153, 173, 183; three courses from 19-203, 213, 223, 293, 303, 323, 343, 363, 713; two courses from 19-614, 624, 634, 644, 664.

Minor in Religion: 18 semester hours of Religion, at least 12 hours of which must be above the introductory level.

Major in Philosophy: 32 semester hours, including Philosophy 18-402; three from 413, 423, 433, 443; 513 or 523 (on a 20th century topic or figure); 913 or 953 (Capstone); 15 additional hours of Philosophy, at least six hours of which must be above the introductory level.

Minor in Philosophy: 18 semester hours of Philosophy, at least 12 hours of which must be above the introductory level.

Religion (REL)

19-103 INTRODUCTION TO THE CHRISTIAN TRADITION. A historical and thematic introduction to the Christian thought and practice. The survey begins with the Jesus movement and continues through the current growth of Christianity in the southern hemisphere, particularly sub-Saharan Africa and Latin America. Literary genres, gender issues, political contexts, social movements and ethical dimensions are explored. **(H) (R)**

19-123 INTRODUCTION TO THE HEBREW BIBLE. An introduction to the literature of the Hebrew Bible (Christian Old Testament) in its historical and social context. **(H) (R)**

19-133 INTRODUCTION TO THE NEW TESTAMENT. An introduction to the literature of the New Testament in its historical and social context. **(H) (R)**

19-143 INTRODUCTION TO ISLAM. A survey of the history, practices, and beliefs of Islam from Muhammad's era to the modern. It investigates special themes such as mysticism, gender and politics with attention to diverse cultural contexts. **(H) (R)**

19-153 INTRODUCTION TO JUDAISM. A survey of the development of Judaism from its roots in ancient Israelite religion, its emergence in the Second Temple period, and in early rabbinic thought, and its contemporary practices. The course balances historical narrative with detailed examination of important topics such as rabbinic interpretation, mysticism, the Holocaust and diaspora. **(H) (R)**

19-173 INTRODUCTION TO HINDUISM. A historical and thematic introduction to the religious ideas and practices that developed primarily in the Indian subcontinent. The course surveys central religious concepts and myths in classical texts and popular traditions; the interaction with Buddhism, Jainism, Islam, and Sikhism; gender issues; and the relationship between religion and politics in South Asia. **(H) (R)**

19-183 INTRODUCTION TO BUDDHISM. A historical and thematic introduction to the central ideas and practices of Buddhism. The course begins with the historical Buddha and early developments in India, Sri Lanka and Tibet, then surveys the spread of Buddhism to China and Japan and the interaction with Confucian, Daoist and Shinto traditions. **(H) (R)**

146 147

19-203 DEATH, DYING AND THE AFTERLIFE. A cross-cultural investigation of beliefs regarding the meaning of death and the possibilities for life after death, as well as the way these various constructs impact the relationship between the living, the dying and the dead. Concepts addressed include: transmigration of souls, resurrection, reincarnation, nirvana, ancestor worship, heaven and hell, and extinction. Current media, sacred and secular literature and rituals provide "texts" for the study. **(H) (R)**

19-213 RELIGION AND ECOLOGY. An environmental/ecofeminist investigation of the construction of "nature" and the "non-human" in the world's religions, particularly addressing the problematic and destructive impact of religious-based anthropocentrism. The course examines whether religions encouraged human culture in its quest to dominate and destroy nature and asks if some religions/cultures offer different constructs of the world that could transform this relationship. Religions studied include: various indigenous traditions, Buddhism, Christianity, deep ecology and market capitalism. Also Environmental Studies 49-213. **(H) (R)**

19-223 JOURNEY TO WISDOM. An examination of wisdom literature from different traditions. The course examines wisdom themes and motifs such as "the journey," the tutelage of Woman Wisdom, despair, un-knowing, unjust suffering, the fiery strength of love and the cosmic carnival. Past courses have examined wisdom traditions from the ancient Near East, emergent Judaism and Christianity, African traditional and diaspora religions. **(H) (R)**

19-293 AMERICAN RELIGIONS. An inter-disciplinary investigation of religious traditions in the Americas. Religions may include American forms of global religions such as Christianity, Judaism, Islam, Hinduism and Buddhism; or traditions indigenous to the Americas. Each of these categories may include New Religious Movements. This course may be repeated when topic varies. **(H) (R)**

19-314 THEORIES AND METHODS OF RELIGION. An exploration of some of the theories and methods used in contemporary secular studies of religion. Reviews various scholars who in the past century have sought to analyze the phenomenon

of religion apart from theology through the use of history, literary studies, feminist studies, psychology, sociology, anthropology and comparative studies. The course requires a significant amount of writing and exercises in the application of various methodological approaches, thus it is research intensive as well. Students are encouraged to take at least four to five religion courses before enrolling. This class is primarily for Religion majors and minors, but is open to others with permission of instructor. **(R)**

19-323 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 35-463 and Feminist Studies 04-223. **(H) (R)**

19-343 GENDER, SEX, AND VIOLENCE IN THE BIBLICAL WORLD. Texts from the Hebrew Bible (Christian Old Testament) are read in the light of feminist and postcolonial criticisms with some reference to the literatures of the ancient Near East and early rabbinic literature. The course examines gender systems, sexual "systems," women and women's voices in texts, slavery, sacrifice, rape, and conquest in the light of patriarchy and monotheism. Also Feminist Studies 04-343.

(H) (R)

19-363 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 04-263. **(H) (R)**

19-403 GREEK AND ROMAN MYTHOLOGY. See Classics 07-203 and English 10-203. **(H) (R) (IP)**

19-413 PHILOSOPHY OF RELIGION. See Philosophy 18-223. **(H) (R)**

19-423 ANCIENT CHINA. See History 16-243. **(H) (IP) (R)**

19-593 MODERN JEWISH HISTORY. See History 16-593. **(H) (R)**

19-614 SEMINAR ON THE CHRISTIAN TRADITION. Study of a selected aspect of or a topic related to the Christian tradition. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content. Prerequisites: Religion 19-103, 133 or permission of instructor. **(H) (R)**

19-624 SEMINAR IN BIBLICAL AND JUDAIC LITERATURE. Study of a selected portion of Hebrew scripture or aspect of the early Judaic tradition within its cultural setting. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content. Prerequisite: Religion 19-123 or permission of instructor. **(H) (R)**

19-634 SEMINAR ON BUDDHISM. Study of a selected aspect of or a topic related to Buddhism. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content. Prerequisite: Religion 19-183 or permission of instructor. **(H) (R)**

19-644 SEMINAR ON HINDUISM. Study of a selected aspect of or a topic related to Hinduism. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content. Prerequisite: Religion 19-173 or permission of instructor. **(H) (R)**

19-664 SEMINAR ON ISLAM. An in-depth exploration of the varieties of Muslim perspectives regarding themselves and the world through the study of a specific topic related to Islam. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content. Prerequisite: Religion 19-143 or permission of instructor. **(H) (R)**

19-713 TOPICS IN RELIGION. A critical investigation of an important subject or issue in religion: religion and violence, religion and media, religious authority, religion and politics, etc. May be comparative, or may focus on one tradition. This course may be repeated when topic varies. **(H) (R)**

19-914 COLLOQUIUM IN RELIGION. Intended primarily for majors in religion but open to other students with the permission of the instructor. **(R)**

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.

148 149

19-951, 952, 953, 954 INDEPENDENT STUDY: DIRECTED READING. Reading selected to round out the student's acquaintance with the field of religion or special areas of interest. May be repeated with changed content.

19-983 HONORS. By invitation only.
Philosophy (PHI)

18-103 INTRODUCTION TO ETHICS. An introduction to issues surrounding moral deliberation, commitment and choice. Attention will be given to traditional ethical theories, to their implications for moral discussion and decision, and perhaps to related issues such as personal identity and human freedom. (H)

18-113 CONTEMPORARY MORAL PROBLEMS. A study of the value systems expressed and embodied in contemporary social and political structures and practices, and the processes of making ethical judgments and decisions from and in response to these. Typically, the focus will be thematic and vary with each offering, and will often engage the selected issues using interdisciplinary texts and resources. (H)

18-133 INTRODUCTION TO PHILOSOPHY. An historically informed investigation of key metaphysical, physical, epistemological, political, ethical and aesthetic issues in philosophy. Emphasis will be placed on the connections between different aspects or spheres of philosophical thinking, as well as the connections between philosophical concepts and historical and social practices. (H)

18-143 MEDIA AND ETHICS. A survey of value questions arising in conjunction with and portrayed by communications media. Topics may include the discourse practices and influence of the various media upon cultural identity and self-understanding; value assumptions in news selection and programming, advertising, and entertainment media; media portrayal of minorities and gender; violence and the media; propaganda and public relations agendas and the media; and the issues of free speech, free press and other rights discourses in the media. Also Communication Studies 75-183. (H)

18-213 FEMINIST POSITIONS. An exploration of the variety of feminist positions within the larger discourse known as "feminism." Specific focus is given to the sex/gender distinction and the re-thinking of identity in ways that do not silence sexual, gender, racial, ethnic, national or economic differences. The course will also raise the question of theory's place in feminist political resistance and the possibility of speaking out of non-totalizing feminist positions. Also Feminist Studies 04-213. (H)

18-223 PHILOSOPHY OF RELIGION. An examination of some of the principal philosophical problems involved in the nature of religion. Attention will center on the problem of religious knowledge and its relation to religious affirmation. Also Religion 19-413. (H) (R)

18-233 AESTHETICS. An introduction to the philosophical discourses of the 18th and 19th centuries that attempted to comprehend and grapple with the historical emergence of art-making and art-experience as an apparently unique and separate domain of human understanding, value and practice. We will also discuss various 20th century efforts to clarify and problematize the relationships between art, politics, technology and popular culture. (H)

18-243 THEORIES OF CLASS. This course will consider both the advent of the concept of class as a key to social analysis, as well as its apparent decline as a meaningful term. Our guiding consideration will be the extent to which class distinctions and structures remain central to the analysis and understanding of society, as well as the way in which class differs from and intersects with social structures of race and gender. Also Feminist Studies 04-273. (H)

18-253 THEORIES OF RACE. An introduction and survey of contemporary race theory, with emphases on intersections with gender, class, nationalism and imperialism. Specific focus on the ways race has been constructed as a category of identity across various cultures, academic disciplines and historical periods. Also Feminist Studies 04-253. (H)

18-263 PHILOSOPHY OF SCIENCE. A philosophical exploration of modern science—its history, aims, methods, conceptual underpinnings and implications. (H)

18-273 BIOMEDICAL ETHICS. An examination of fundamental moral questions arising in contexts of medical treatment, research and social policy. (H)

18-283 LATIN AMERICAN PHILOSOPHY. An introduction to the complex history of Latin American philosophy, including European and indigenous traditions of thought as well as their hybrids. Key issues will be the interpretation and criticism of notions of history and progress, race and ethnicity, colonialism and knowledge production, the philosophical status of indigenous knowledges, and the relation between philosophy and territory. (H)

18-313 METAPHYSICS. Metaphysics is the area of philosophy that traditionally addresses pivotal questions concerning both nature and what is beyond it: being and becoming, space and time, chaos and order, and the number and structures of realities. This course addresses some of the many metaphysical systems that have been proposed and the acquisition and nature of metaphysical knowledge, as well as criticisms of part or all of the metaphysical endeavor. (H)

18-323 PHILOSOPHY OF THE SELF. An exploration of the emergence of this modern concept - the self - and its psychological, anthropological, political and epistemological contours. Readings may be drawn from a variety of disciplines. Also Feminist Studies 04-363. (H)

18-353 PHILOSOPHY OF HISTORY. An examination of the ways that writers from the pre-Socratics through the 19th century have framed the field of human history as a philosophical object of analysis and the challenges that have been posed to those methods by 20th-century thinkers. Attention will focus on whether and how the

discipline of philosophy can “think historically.” (H)

18-373 POLITICAL PHILOSOPHY. An examination of topics at the intersection of philosophy and politics, including historical and contemporary philosophical defenses and critiques of social and political orders, and analysis of political and social theories and concepts. (H)

18-383 FILM THEORY. This course surveys the history of film and of film theory in order to explore the technological, epistemological, aesthetic and political characteristics and potentials of film as a medium and as a cultural institution. (H)

18-402 READING PHILOSOPHY. A guided effort to focus and improve advanced students’ capacities for engaged, thoughtful, critical and independent reading of philosophical forms of argumentation and analysis. Writing assignments and discussions will be focused on the detailed articulation and understanding of one or two important texts. Offered every spring. Prerequisite: Two philosophy courses above the introductory level. (H)

18-413 HISTORY OF WESTERN PHILOSOPHY: ANCIENT. A survey of Greek philosophy from its inception through Neo-Platonism, emphasizing the unique expositional practices employed by the early Greek thinkers to express philosophical thought and questioning. Topics will range across early epistemology, metaphysics and ethics and their relation to later philosophy, explored through a selection of primary texts. Prerequisite: Three semester hours of philosophy. Also Classics 07-333. (H)

18-423 HISTORY OF WESTERN PHILOSOPHY: MEDIEVAL/RENAISSANCE.

A study of philosophy during the millennium when it was in closest relation to religion, be it Jewish, Muslim, Christian or pagan. Topics will range across the relation between faith and reason; the existence and nature of God and the soul; magic, prayer and divination as forms of acquiring knowledge of self, God and world; and consequent ideas about social order and political systems. Prerequisite: Three semester hours of philosophy. (H)

150 151

18-433 HISTORY OF WESTERN PHILOSOPHY: MODERN. An inquiry into some of the principal texts, issues and debates in European philosophy from the 16th to the 18th century, including thinkers such as Montaigne, Galileo, Descartes, Hobbes, Spinoza, Leibniz, Locke, Hume and Kant. Topics will range across the emergence of modern science, the rise of epistemology as first philosophy, rationalism, materialism, empiricism and the construction of secular models of politics. Prerequisite: Three semester hours of philosophy. (H)

18-443 HISTORY OF WESTERN PHILOSOPHY: 19th CENTURY. An inquiry into the most influential philosophical movements of 19th century Europe, including such authors as Hegel, Marx and Nietzsche. Topics will range across idealism, historicism, materialism, the limits of reason and the emergence of language as a philosophical problem. Prerequisite: Three semester hours of philosophy. (H)

18-513 HISTORICAL STUDIES. Investigation of a specific figure, period, or movement in the history of philosophy—content will vary from year to year. Intended for students who have taken relevant courses from among Philosophy 18-413, 423, 433, 443; but open to others with permission of instructor. May be repeated with change in topic. (H)

18-523 CENTRAL TOPICS IN PHILOSOPHY. A critical survey of some major area of contemporary philosophical concern—epistemology, metaphysics, philosophy of mind, philosophy of language, etc. Intended for students who have taken relevant courses from among Philosophy 18-413, 423, 433, 443; but open to others with permission of instructor. May be repeated with change in topic. (H)

18-913 COLLOQUIUM IN PHILOSOPHY. Intended primarily for majors in Philosophy but open to others with the permission of the instructor. Offered every fall. Prerequisite: Philosophy 18-402. (H)

18-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

18-301, 302, 303, 304 SELECTED TOPICS. Lectures and readings on subjects of special interest. Subjects to be announced. May be repeated with change in topic.

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.

18-983 HONORS. By invitation only.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

Division of Social Sciences

Associate Professor Melissa A. Johnson, PhD, Chair

Professor Dan C. Hilliard, PhD

Professor Edward L. Kain, PhD

Associate Professor Maria R. Lowe, PhD

Assistant Professor M. Cristina Alcalde, PhD

Assistant Professor Sandi Kawecka Nenga, PhD

Visiting Instructor Jennifer Esperanza, ABD

Instructor Melissa Biggs Coupal, MA (part-time)

Instructor Stephen Cherry, MA (part-time)

Instructor Christine Labuski, ABD (part-time)

At the heart of Sociology and Anthropology lies an interest in understanding the ways in which group membership, cultural context and social hierarchies affect people’s lived experiences and world views. Combining sociology’s focus on contemporary and historical patterns of social interaction with anthropology’s interests in systems of shared and contested cultural meanings, the department’s

offerings encourage awareness and understanding of human diversity and cultural variation locally and globally. We are especially interested in examining the ways in which race, class, gender and other social attributes operate within systems of domination and resistance. Coursework within our 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, we encourage in our students a commitment to social justice based on an appreciation of social and cultural diversity and an awareness of social inequality. 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.

Graduates of the Sociology and Anthropology Department are well prepared to enter leading graduate programs in Anthropology, Sociology, Law, Social Work, Public Health, International Development, Latin American Studies and Public Policy. Recent graduates have found work in community development, public health, marketing and a variety of non-profit organizations. Others have joined the Peace Corps, Americorps, Vista and similar kinds of programs. Our graduates live and work throughout the United States and world.

The department seeks to emphasize how the two disciplines of Sociology and Anthropology complement each other. The department offers majors in both Sociology and Anthropology and a paired major in Sociology and Anthropology, as well as minors in both fields. The paired major is attained by double counting Anthropology 35-103 and Sociology 34-113 or 123.

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 inter-group 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 our daily experiences and larger social structures. Though we specialize in social patterns and processes in the United States, we connect these issues to larger transnational phenomena. Our courses focus on topics germane to our current global society and issues of race/class/gender across the curriculum. Courses address the increasing role of the mass media; the significance of sport in society; issues of personal and public health and health policy; global population change and policy; family structure and change in settings around the globe, and how the social and cultural construction of gender shapes these global patterns and changes; the causes and consequences of grassroots protest movements; the increase in the unequal distribution of resources within and across nations; the ways that gender is constructed by a range of interlocking inequalities; how race and ethnicity are constructed, maintained and challenged

152 153

individually, institutionally, and culturally; the ways that social class is reproduced and maintained in the United States; the stigmatization and social construction of disability; and children's peer cultures as a site where inequalities are both challenged and reaffirmed.

Students seeking a major in Sociology will complete the requirements for the Bachelor of Arts degree. The major in Sociology is built around a cumulative curriculum with courses at four different levels. 100-level courses are introductory, and serve as prerequisites for most of the courses at the 200-level or above. Courses at the 200-level include courses required of all sociology majors as well as courses which serve a broad audience of majors and non-majors. Courses at the 300 and 400-level are primarily for sociology majors and minors or other students with a particular interest in the discipline. In general, students should take at least two other courses in sociology and anthropology before taking 300 or 400-level courses. In order to ensure that they gain skills in qualitative research, students are required to take a course which includes a qualitative research component, one of 34-233, 34-263, 34-313. Courses at the 900-level are designed for senior sociology majors, but others may enroll in these courses with the permission of the instructor. Descriptions of the skills built at each level of the curriculum are found in the handbook on the departmental homepage at www.southwestern.edu/academic/depts/socanthro/HandbookSoc.html. Majors considering graduate school or careers in Social Work or Public Health are strongly encouraged to register for an Academic Internship.

Anthropology

The Anthropology major is designed to develop a critical awareness and understanding of the diversity of peoples and cultures and of the relevance and application of anthropological perspectives and methods to contemporary issues. The major provides a well-balanced intellectual and practical background for a broad range of careers and fields of graduate study, particularly those that require culturally sensitive approaches or multicultural perspectives. Geographically, the department specializes in the Caribbean, Latin America and Latinos in the United States. Typically, courses cover issues central to our contemporary global society: questions of race, class and gender; power and violence; cross-cultural constructions of masculinity and femininity; environmental injustice; global inequality; migration and identity; and advocacy and activism. Anthropology majors acquire solid grounding in both the social and cultural theory employed and generated by anthropologists and the ethnographic methods that define our discipline. A critical component of the Anthropology major is the period of in-depth ethnographic research as described below.

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

Major in Sociology: 32 semester hours, including Anthropology 35-103; Sociology 34-113 or 123; 34-201/203 (to be taken in the sophomore or junior year), 213, 964 (Capstone, to be taken in the fall of the senior year); one from Sociology 34-233, 263, 313; 12 additional hours of Sociology, nine hours of which must be above the introductory level (eight of these hours may be in Anthropology).

Required supporting course in the Sociology major: Mathematics 52-113.

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: 18 semester hours, including Sociology 34-113 or 123; 15 additional semester hours of Sociology, 12 hours of which must be above the introductory level (four of these hours may be in Anthropology).

Major in Anthropology: 32 semester hours, including Anthropology 35-103, 203 (to be taken in the sophomore or junior year), 214 (to be taken in the sophomore or junior year), 964 (Capstone, to be taken in the spring of the senior year); Sociology 34-113 or 123; 15 additional hours of Anthropology above the introductory level (eight of these hours may be in Sociology).

Additional requirements for the Anthropology major: In depth ethnographic research project to yield data for use in capstone as described above; successful completion of a senior oral examination during the last semester of study.

Minor in Anthropology: 18 semester hours, including Anthropology 35-103; 15 additional semester hours of Anthropology, at least 12 hours of which must be above the introductory level (four of these hours may be in Sociology).

Sociology (SOC)

34-113 SOCIAL PATTERNS AND PROCESSES. A basic course in the analysis of social institutions and communities calling on various perspectives, including models from functionalism, conflict theory, and symbolic interactionism. Principles of modern sociology are taught by application to specific topics ranging from community to family and gender relations to sport and leisure. (Each semester) (ScS)

34-123 SOCIAL PROBLEMS. This course focuses on the "sociological imagination" understanding 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, racial inequality and poverty. (Each semester) (ScS)

34-203, 201 RESEARCH METHODS. Acquaints majors and minors in sociology with the procedures for gathering and analyzing sociological data. Students in Research Methods will meet for weekly lab sessions in addition to the lecture and discussion times. Prerequisite: Sociology 34-113 or 123, and Mathematics 52-113. (Fall)

34-213 SOCIOLOGICAL THEORY. Contributions made to sociological theory beginning in the mid-19th century to the present. Prerequisite: Sociology 34-113 or 123. (Spring)

34-223 CONFORMITY, DEVIANCE AND IDENTITY. A study of the societal definition of deviant behavior, causes of deviant behavior and social control. Prerequisite: Sociology 34-113 or 123.

34-233 GENDER AND SEXUALITY. The course examines the historical, social and cultural construction of gender, focusing on the ways that femininities and masculinities are constructed from infancy through adulthood in the United States. Also included is an exploration of the construction of sexualities, and the effects of constructing some sexualities as "deviant" and others as "normal." The class will analyze the patterns and fluctuations in sexual and gender constructs across racial, ethnic and social class categories. Prerequisite: Sociology 34-113 or 123. Also Feminist Studies 04-233.

34-243 FAMILIES IN SOCIETY. The study of families in historical, social and cultural perspective, including analysis of variation in family experience by race and ethnicity, class and gender. Processes of mate selection, marriage patterns, and the formation of families, households, and kin groups are covered. Prerequisite: Sociology 34-113 or 123. Also Feminist Studies 04-243. (Annually)

34-253 SOCIOLOGY OF SPORT. The study of sport as an institution of modern societies, and considering its relationship to other major social patterns of those societies, such as gender, race relations, political and economic structures, higher education and the mass media. Prerequisite: Sociology 34-113 or 123. Also Kinesiology 48-353.

34-263 RACE AND ETHNICITY. This course examines the ways that race and ethnicity have historically been and currently are constructed, maintained, and challenged

154 155

individually, institutionally and culturally. In addition, the class explores how our American experiences as well as our life chances are shaped and modified by our ethnic and racial group histories and memberships. Prerequisite: Sociology 34-113 or 123. Also Feminist Studies 04-523

34-274 CHILDHOOD AND ADOLESCENCE. The course examines how the historical and social construction of childhood and adolescence intersect with major social institutions. It introduces the social organization underlying children's and adolescents' social interactions, agency and peer cultures, and considers the ways these vary according to gender, race and class. Prerequisite: Sociology 34-113 or 123. Also Feminist Studies 04-294. (Fall)

34-313 SOCIAL CLASS IN THE U.S. The study of the construction, maintenance, and consequences of social inequalities in the United States, based on the review of classical and contemporary theories, empirical research and biographical accounts. Prerequisite: Sociology 34-113 or 123. Also Feminist Studies 04-583. (Spring)

34-333 MEDICAL SOCIOLOGY. Applies sociological methods and concepts to the field of illness and health care in modern societies, dealing with such topics as social epidemiology, social psychological aspects of illness, and systems of health care financing and delivery. Prerequisite: Sociology 34-113 or 123.

34-343 ORGANIZATION THEORY AND DESIGN. Prerequisites: for Business majors-Business 30-323; for Sociology majors-Sociology 34-113. See Business 30-553.

34-352 DEMOGRAPHY: WORLD POPULATION GEOGRAPHY. The study of the major demographic processes of fertility, mortality and migration. Students will examine global demographic patterns and trends in all world regions, with specific case studies in a number of countries. This is a half-semester course, offered the

first half of the semester. Also Environmental Studies 49-352. (ScS)

34-412 URBAN SOCIOLOGY. An analysis of urban patterns, employing the two theoretical traditions of urban ecology and political economy. Particular attention is paid to the emergence of global cities. An understanding of demographic patterns and processes is assumed. This is a half-semester course, offered the second half of the semester in conjunction with SOC34-352. Prerequisite: Sociology 34-352 or another demography course. (ScS)

34-614 LATIN AMERICAN POLITICS. See Political Science 32-614.

34-764 ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS. See Political Science 32-764.

34-964 SENIOR RESEARCH SEMINAR: SELECTED TOPICS IN SOCIOLOGY.

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 possibly others. In seminar format, students will discuss common readings and constructively critique one another's research. Peer-review, with class periods devoted entirely to students' research work, will be a core component of this course. Prerequisite: senior sociology major and permission of instructor. (Fall)

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, 943, 944, 946 ACADEMIC INTERNSHIP. Prerequisite: Sociology major of junior or senior standing and permission of instructor. Must be taken Pass/D/F.

34-951, 952, 953, 954 INDEPENDENT STUDY. Prerequisites: Senior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.

34-983 HONORS. By invitation only.

Anthropology (ANT)

35-103 INTRODUCTION TO ANTHROPOLOGY. This course provides a critical understanding of the similarities and differences in cultures and peoples through time and space and of the application of anthropological knowledge to contemporary global issues. Topics covered may include the history of anthropology; human evolution; the idea of race; gender across cultures; kinship; political organization; economies; consumption; religion; language; ethics; and fieldwork. (Each semester) (ScS) (IP)

35-203 ANTHROPOLOGICAL THEORY. This course introduces students to the major theories of human society and culture that anthropologists have developed. The course will begin with early travel writing, and then move through the late 19th to the mid-20th centuries. At least half of the course will cover contemporary, or post-1970s, anthropological theory (such as feminist and post-modernist theories, cultural studies, theories of culture and power). Prerequisite: Anthropology 35-103. Offered fall of even-numbered years.

35-214 ETHNOGRAPHIC METHODS. This course introduces students to the variety of field methods employed by cultural anthropologists (e.g. participant observation, interviewing techniques and other qualitative and quantitative methods). Students will be expected to use these methods themselves in projects throughout the course. Prerequisite: Anthropology 35-103. Offered spring of odd-numbered years.

35-223 LATIN AMERICAN CULTURES. This course explores contemporary Latin America through an in-depth analysis of the following five themes: ethnicity and race; gender and sexuality; poverty, urbanization, and violence; the United States in Latin America; immigration and transnationalism. Cases from different parts of Latin America will be examined, with special emphasis on Andean South America. Prerequisite: Anthropology 35-103 or permission of instructor.

35-233 LATINO CULTURES IN THE U.S. This course explores immigration patterns from Latin America and the experiences of Latinos and Latinas in the United States, including: What it means to be Latino/a; the roles of language, gender, class, national origin, and race in Latino and Latina identities; the cultural traits that Latinos and Latinas have in common with each other and with other Americans; and the differences that exist among Latinos, Latinas and other Americans. Issues of history, culture, gender, class, language, human rights and representations will be explored. Prerequisite: Anthropology 35-103.

35-324 GENDER, POWER AND VIOLENCE. This course examines state, institutional, and interpersonal violence in different cultural settings (especially in Latin America) to analyze how gender and power are articulated through each of these forms of violence. Writings by scholars and activists from diverse backgrounds and case studies from around the world challenge participants to think across disciplinary and national boundaries. Prerequisite: Anthropology 35-103. Also Feminist Studies 04-384. (Spring)

35-343 RACE, CLASS AND GENDER IN THE CARIBBEAN. This course critically examines how the constructs of race, class and gender shape everyday life in the Caribbean. The course will cover history and politics, language, music, "sports" (public fun from cricket to Christmas to Carnival), families and social organization, religions and health, development migration and tourism. Throughout the course, the global nature of Caribbean cultures will be considered. Prerequisite: Anthropology 35-103 or Feminist Studies 04-103. Also Feminist Studies 04-323.

35-434 GLOBAL ENVIRONMENTAL JUSTICE. An exploration of global environmental issues from a perspective that foregrounds questions of social

inequality (differences in wealth, race, gender, indigeneity, national identity, etc.). Following an overview of the U.S. environmental justice movement, and a consideration of global inequality, global issues such as global climate change, consumerism, pollution and toxic substances, economic development, agriculture, resource extraction and bio-diversity conservation are examined. Student research projects are a critical component of this course. Prerequisite: Anthropology 35-103 or Feminist Studies 04-103. Also Environmental Studies 49-444, Feminist Studies 04-494. (Fall)

35-463 WOMEN GODDESSES AND RELIGION. See Religion 19-323. **(H) (R)**

35-473 GENDER AND GENERATION IN AFRICA. See History 16-473. **(H)**

35-764 ADVANCED RESEARCH SEMINAR IN LATIN AMERICAN POLITICS. See Political Science 32-764.

35-964 SENIOR SEMINAR. The anthropology capstone requires students to develop a major paper, ideally from the data generated by their field research project (requirement IV). In this endeavor, students will apply current anthropological theory to their findings and construct a coherent argument that weaves together the relevant theory and their data. Students will work with each other and their professor throughout the capstone. Peer-review, with class periods being entirely devoted to each student's work in turn, will be a fundamental part of this course. Prerequisite: Permission of instructor. (Spring)

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 content change.

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.)

35-983 HONORS. By invitation only.

THEATRE DEPARTMENT

The Sarofim School of Fine Arts

Professor Rick Roemer, PhD, Chair & Artistic Director

Professor Paul J. Gaffney, PhD

Associate Professor Kathleen Juhl, MFA, PhD

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

Associate Professor Desiderio Roybal, MFA, Resident Scenic Designer

Assistant Professor Kerry Bechtel, MFA, Resident Costume Designer

Assistant Professor Sergio Costola, PhD

Assistant Professor Jared Stein, MFA (part-time)

Assistant Professor C. Denby Swanson, MFA (spring only - part-time)

Instructor Judy Thompson-Price, BS (part-time)

Assistant Professor Mike Dolan, MFA (spring only - part-time)

The mission of Southwestern University's Theatre Department is to provide academic and laboratory experiences designed to help students explore their artistic potential through the arts and crafts of theatre and to become well-educated theatre artists, activists and advocates for the arts. Our goal is to educate students who are well prepared for graduate schools and advanced theatre training programs and for work in the professional theatre. We are also dedicated to empowering individuals who will use the analytical, critical, practical and artistic skills inherent in the theatre discipline to entertain, educate, enlighten and contribute to their communities and the world in insightful and celebratory ways. In order to accomplish these goals, we provide a rigorous program of study in theatrical design, performance and playwriting, balanced with a solid and comprehensive foundation in theatre history, theory and literature grounded in Southwestern University's liberal arts tradition. As an integral and visible part of the university and local communities, the Theatre Department is committed to presenting a wide range of theatrical productions which entertain and encourage public and private reflection and debate in keeping with the university's goal of global and cultural understanding and stewardship. All auditions for major theatrical productions are open to all students.

Scholarships

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

For students who are Work Study eligible as part of their financial aid package, there are numerous jobs in the area of the theatre, such as faculty assistants, box office staff, and backstage crew. Students interested in these positions should inquire through the secretary of the School of Fine Arts.

Bachelor of Fine Arts

The Bachelor of Fine Arts in Theatre allows students to focus intensively on artistic, academic and production aspects of the theatre discipline. A set of core courses is required for all BFA and BA students. Students pursuing the BFA may choose from the Acting, Design and Technology and Musical Theatre Emphases as detailed below. In addition, students who wish to pursue the BFA are admitted to candidacy for that degree only after successfully completing a review process at the end of the fall semester of their sophomore year. Prior to this review process, students are requested to complete the Theatre History and Historiography I, Stagecraft, Voice and Movement, Design Fundamentals and Fundamentals of Acting courses and three semesters of Technical Theatre Laboratory. In the three semesters prior to their review, students are also required to participate in all departmental auditions and to work as a member of a production staff as an actor or technician each semester. Following the successful completion of the BFA review process, candidates must continue to audition for all department productions and perform or design or work as production assistants for at least one department production per semester. To maintain the status as BFA candidates and to graduate with the BFA degree, students must successfully complete a jury presentation at the end of the spring semester of their sophomore, junior and senior years. In addition, BFA candidates are required to present an audition or portfolio to prospective employers at a major theatre conference such as the Southwestern Theatre Association, Southeastern Theatre Conference, USITT or other approved activities.

Bachelor of Arts

The Bachelor of Arts in Theatre is designed to provide students with a solid background in theatre history, literature, performance, design and production practices. Many students who choose the Bachelor of Arts degree option have minors or double majors because they have other major intellectual or disciplinary interests or choose to pursue teacher certification.

Major in Theatre (BFA): 64 semester hours (Acting or Design and Technology emphasis) or 72 semester hours (Musical Theatre emphasis). Theatre majors pursuing the Bachelor of Fine Arts degree complete the BFA Core courses as well as the Emphasis required courses and electives for Acting, Design and Technology or Musical Theatre listed below. BFA Theatre majors must also complete a Capstone Experience.

BFA Core courses: 28 semester hours, including Theatre 73-111, 121, 131, 143, 153, 163, 183; four hours from Theatre 73-211, 221, 231; Theatre 74-123, 233, 243. A Capstone Experience is also required.

Acting Emphasis required courses: 18 semester hours, including Theatre 73-101 (two semesters), 193, 311, 503, 513, 813, 893.

158 159

Acting Emphasis electives: 18 hours, chosen from Theatre 73-173, 863, 933; Theatre 74-313, 323, 673, 703, 853; no more than three hours from Theatre 73-713, 723; no more than three hours from Theatre 73/74-951, 952, 953; no more than three hours from Theatre 73-923, 74-113, 73/74-943; no more than three hours from Dance 79-203, 403, 413, 503, 603, 803.

Design and Technology Emphasis required courses: 18 semester hours, including Theatre 73-241 (three semesters), 793, 803, 823, 833, 893.

Design and Technology Emphasis electives: 18 semester hours, chosen from Theatre 73-193, 263, 463, 843, 853, 863, 913; Theatre 74-313, 323, 673, 853; no more than three hours from Theatre 74-413, 423; no more than three hours from Theatre 73/74-301, 302, 303; no more than three hours from Theatre 74-951, 952, 953; no more than three hours from Theatre 73-923, 74-113, 73/74-943.

Musical Theatre Emphasis required courses: 32 semester hours, including Theatre 73-101 (two semesters), 193, 311, 603; three from Dance 79-203, 403, 503, 603; Music Theory 76-101, 103; Applied Voice APM8B-xxx (eight semester hours), Applied Piano APM8A-xxx (two semester hours).

Musical Theatre Emphasis electives: 12 semester hours, chosen from Theatre 73-503, 513, 713, 813; Theatre 74-293, 323, 853; no more than one from 73-793, 803, 823, 833; no more than one from Dance 79-203, 243, 403, 413, 503, 603, 803; Music Theory 76-111, 113; Ensemble 78-121, 131, 141 (one semester hour of each); Applied Piano 8A-xxx (one semester hour); Theatre 73/74-951, 952, 953; Theatre 73/74-941, 942, 943.

Major in Theatre (BA): 43 hours, including Theatre 73-111, 121, 131, 143, 153, 163, 183; four hours from Theatre 73-211, 221, 231; Theatre 74-123, 233, 243; 16 additional semester hours above the introductory level of Theatre performance, design, production, management, independent study, internship, Summer Theatre Repertory, literature or other courses approved by academic adviser. A Capstone Experience is also required.

NOTE: All Southwestern students are required to complete a Capstone requirement. Students do not have to receive credit hours to complete the Capstone. However, the Capstone requirement may be completed in conjunction with a course or project for which the student receives course credit. Academic Internships, an Advanced Production for the Theatre course project designed with the help of a faculty adviser or a University Honors Project often serve as Capstone projects.

Minor in Theatre: 18 semester hours of Theatre, including two hours from Theatre 73-111, 121, 131; 16 additional hours of Theatre, 12 hours of which must be above the introductory level.

Minor in Performance Studies: 18 semester hours, including Theatre 73-173, 713; four from Theatre 73-153, 183, 723, Theatre 74-243, 313, Dance 79-243.

Minor in Dance: 18 semester hours of Dance, 12 hours of which must be above the introductory level.

See the Education Department for information regarding teacher certification in theatre.
Theatre Production and Performance (THE)

73-101 THEATRE PERFORMANCE PRACTICUM. Main-stage productions are open to all University students. One hour of credit is granted for each production experience. This course may be repeated for up to two semester hours of credit.

Prerequisite: Must be cast in a role in a main-stage production. **(FAP)**

73-111 THEATRE LABORATORY (SCENERY AND STAGE PROPERTIES). This course focuses on the building, painting, and dressing used in the creation of theatrical scenery. Students will use drafted plans, paint elevations, color models, and research to create stage settings used in the theatre department's main stage productions. The built and painted stage scenery is dressed using stage properties that are either procured or fabricated in the department's shops. **(FAP)**

73-121 THEATRE LABORATORY (COSTUMES). This course focuses on the cutting, draping, and building of costumes. Students will develop and use skills in machine and hand sewing to realize the designs for the theatre department's main stage productions. **(FAP)**

73-131 THEATRE LABORATORY (LIGHTING AND SOUND). This course focuses on the craft and practice of stage lighting and audio. Students will serve as stage electricians, audio technicians, programmers, and console operators for departmental productions. Besides being responsible for the execution of the designs (hanging, circuiting, and focusing fixtures), students will become familiar and proficient with electrical safety, inventory maintenance, troubleshooting, and the reading of design drawings. **(FAP)**

73-143 STAGECRAFT. This course will examine the technical areas involved in the production of a theatrical presentation. Each student will have the opportunity to spend equal time studying with the resident scene designer, resident costume designer and resident lighting designer, exploring the fundamentals of scenery construction, rigging, costume construction, basic electricity, wiring, theatrical fixtures and hanging/focusing lighting instruments. The class provides the basic

skills and technical knowledge necessary to becoming a competent well-rounded stage technician. Prerequisite: Permission of the instructor. **(FAP)**

73-153 VOICE AND MOVEMENT. This is a practical, activity-based course designed to help students speak and move with ease and freedom. Voice work will focus on improving resonance and enunciation. Movement work will focus on body alignment and spatial awareness. Along with voice and movement skills, students will gain an understanding of the historical and cultural contexts from which voice and movement modalities have developed. Prerequisite: Theatre major or permission of instructor. **(FAP)**

73-163 DESIGN FUNDAMENTALS. As the pre-requisite for all further studies in design, this introductory course examines the collaborative nature of technical theatre design, utilizing the department's resident scenic, costume and lighting/sound designers. A survey of plays will provide a chronological backdrop of Western theatre for the study of how script analysis intersects with production design. This chronological path should also allow exploration of each play's time period from a sociological and architectural perspective. The format of this class will vary from discussion to lecture to group activities. **(FAP)**

73-173 INTRODUCTION TO PERFORMANCE STUDIES. This course focuses on performance as an activity which can lead to enhanced literary and cultural analysis and understanding. Topics and activities include everyday life performance, cultural performance and the performance of non-dramatic literature. Also Communication Studies 75-173 and Feminist Studies 04-173. **(FAP)**

73-183 FUNDAMENTALS OF ACTING. This course is designed to introduce students to the process of acting, including trusting and using instincts, making interesting and challenging character choices, analyzing scripts for character, dramatic action and conflict, and the relationship of an actor to the text and the theatre as a whole. Students will work on basic acting skills including movement, voice, exploration of the self, and improvisation in order to create active, engaging and truthful life on stage. Substantial written and performance work is required. **(FAP)**

73-193 MAKEUP FOR THE THEATRE. Design and practice in the art of stage makeup. Course focuses on development of skills for the practicing theatre artist. **(FAP)**

73-201 THEATRE PERFORMANCE PRACTICUM. Main-stage productions are open to all University students. One hour of credit is granted for each production. This course may be repeated for up to two semester hours of credit. Prerequisite: Must be cast in a role in a main-stage production and Theatre 73-101 (two semesters). **(FAP)**

73-211 THEATRE LABORATORY (SCENERY AND STAGE PROPERTIES). This course focuses on advanced building, painting, and stage dressing techniques used in the creation of theatrical scenery. Students will use drafted plans, paint elevations, color models, and research to create stage settings used in the theatre department's main stage productions. The built and painted stage scenery is dressed using stage

160 161

properties that are either procured or fabricated in the department's shops. May be repeated for up to five semester hours of credit. Prerequisite: Theatre 73-111.

(FAP)

73-221 THEATRE LABORATORY (COSTUMES). This course focuses on advances cutting, draping, and building of costumes. Students will continue developing and using skills in machine and hand sewing to realize the designs for the theatre department's main stage productions. May be repeated for up to five semester hours of credit. Prerequisite: Theatre 73-121. **(FAP)**

73-231 THEATRE LABORATORY (LIGHTING AND SOUND). This course focuses on advanced craft and practice of stage lighting and audio. Students will serve as stage electricians, audio technicians, programmers, console operators, and master electricians for departmental productions. Besides being responsible for the execution of the designs (hanging, circuiting, and focusing fixtures), students will become familiar and proficient with stage management, electrical safety, inventory maintenance, troubleshooting, and the reading of design drawings. May be repeated for up to five semester hours of credit. Prerequisite: Theatre 73-131. **(FAP)**

73-241 THEATRE PRODUCTION PRACTICUM. One hour of credit is granted for stage management and design positions for main-stage theatre productions. This course may be repeated for up to four semester hours of credit. Prerequisite: Must be chosen for a stage management or design position for a main-stage production.

(FAP)

73-263 THEATRE CRAFTS. A practical course in which the technical theatre skills used for millinery, mask making, corset building, painting, dying and general craft construction are taught in a laboratory setting. These advanced skills will then be used to create unique costume items for a specific production chosen by the students and the instructor. Prerequisite: Permission of instructor. **(FAP)**

73-273 CREATIVE DRAMATICS/THEATRE FOR YOUTH. The purpose of this course is to introduce the student to the field of creative dramatics and theatre for youth through lecture, demonstration, classroom workshops and attendance at theatre for youth performances. The student will learn skills necessary to work with young people on language and communication, problem solving, creativity, positive self-concept, social awareness, empathy and an understanding of the art of theatre. Elementary and junior high age groups will be emphasized. **(FAP)**

73-311 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)**

73-413 THEATRE DANCE. Preparation and execution of basic movement exercises, jazz, tap and modern dance and their application to choreography for musical theatre.

Also Dance 79-413. **(FAP)**

73-463 COMPUTER AIDED THEATRICAL DESIGN. This course familiarizes the student with Computer Aided Design (CAD) using VectorWorks. Each student will take a scenic design that was rendered using a dry point medium and translate it into a CAD drawing. The CAD drawings will concentrate on ground plan view, section view and front elevation view. In addition to 2D rendering, 3D rendering techniques will be explored. The 3D rendering techniques will involve 3D modeling using VectorWorks Spotlight. This course will provide students with an opportunity to create renderings using a CAD program that is widely used throughout the entertainment industry. Prerequisite: Theatre 73-163. **(FAP)**

73-503 SCENE STUDY. This course is an investigation and development of a character that further strengthens techniques of personalization, character and scene analysis and character motivation through action. Additionally, through scene study of realistic dramas, this course investigates the physical life of a character, together with the technical and imaginative development of voice and body skills as a means of achieving fully realized and engaging characterizations. Prerequisite: Theatre 73-183. **(FAP)**

73-513 CONTEMPORARY STYLES—ACTING. Study and practice of 20th-century acting techniques through research, analysis work and performance. Prerequisite: Theatre 73-503 or 603. (Alternate years) **(FAP)**

73-603 MUSICAL THEATRE WORKSHOP. This course focuses on the intensive practical aspects of scene-and-song work in the repertory of popular musical theatre genres, paying particular attention to the skills needed as an actor to interpret lyrics and text within the structure of a musical play. There will be weekly rehearsals and critique sessions with emphasis on characterization, technical skills, subtextual dimensions and stylistic considerations. Although this course focuses on the performative elements of acting in a musical, there will also be considerable reading and critical analysis. Prerequisite: Permission of instructor. **(FAP)**

73-613 THEATRE FOR SOCIAL CHANGE: PRACTICE AND PERFORMANCE.

This course explores theatre as a political, activist, problem solving, educational and aesthetic tool. Students will learn to develop interactive performances which can be used to effect social change in a wide variety of community settings. **(FAP)**

73-713 ADVANCED PERFORMANCE STUDIES. A course which focuses on performance as a field of knowledge and a way of knowing. Topics vary in different semesters and can include: cultural performance, literary performance, performance art and theatre for social justice. Prerequisite: Theatre 73-173 or 183.

Also Communication Studies 75-513 and Feminist Studies 04-713. **(FAP)**

73-723 FEMINISM AND PERFORMANCE. A course focusing on the ways culture has constructed the performance of gender on stage, in everyday life and in the media. Prerequisite: Feminist Studies 04-103. Also Communication Studies 75-523 and Feminist Studies 04-723. **(FAP)**

73-793 COSTUME DESIGN. A study of the art and practice of theatrical costume design. Emphasis will be placed on the costume designer's requirements for pre-production.

Topics covered include analysis, research, basic figure proportion, color theory, sketching, swatching and rendering. Students will present design concepts through a series of renderings for selected periods and plays. Prerequisite: Theatre 73-163.

(FAP)

73-803 SCENIC DESIGN. A study of the art and practice of theatrical scenic design. The focus of the course will be on the traditional approaches to scenic design and a study of the elements of composition as they apply to scenery. Students will work with different theatrical styles and settings and will present design concepts through painted renderings and/or models as well as draftings. The use of the computer as a design tool will also be studied and used as an aid in the creation of assigned designs. Prerequisite: Theatre 73-163. **(FAP)**

73-813 PERIOD STYLES—ACTING. Study and practice of acting techniques using texts with poetic language through research, analysis work and performance. Study includes character and scene analysis and the performance of scenes and audition material from a variety of theatrical periods. Prerequisite: Theatre 73-503 or 603.

(Alternate years) **(FAP)**

73-823 LIGHTING DESIGN. A study of the art and practice of theatrical lighting and lighting design. Students are introduced to the technical skills necessary to handle stage lighting and to the skills necessary to develop lighting designs for the theatre and dance. Additional topics include the use of color, lighting in alternate spaces, and lighting for various styles of the theatre. Student designs are presented through visual presentations and drafted light plots. The use of the computer as a design tool will also be studied and used as an aid in the creation of assigned designs.

Prerequisite: Theatre 73-163. **(FAP)**

73-833 AUDIO TECHNOLOGY AND DESIGN. This course informs on two topics: the use of audio technology as a reinforcement tool, specifically the various equipment

162 163

used for sound in the theatre, i.e. speaker, cable, digital recording, etc. The course also covers sound design and effects as a reinforcement for a play's theme, style, mood and genre, including how to design sound to effectively support the characters and plot of a play. Prerequisite: Permission of instructor. **(FAP)**

73-843 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)**

73-853 SCENE PAINTING. A practical activity-based and lecture course which specializes in the study of various paint finishes and techniques that are applied to stage scenery. When working on class assignments, students will have the opportunity to experiment with paint, binders, tools and techniques. This course covers sizing and priming a backdrop, transfer and inking a backdrop and experimentation of faux painting techniques on muslin and hardboard. The techniques covered serve as a foundation for further study and exploration in the art of scene painting. **(FAP)**

73-863 SUMMER THEATRE REPERTORY. **(FAP)**

73-893 DIRECTING FOR THE THEATRE. Principles and practices of directing. Includes detailed analysis of the play script and directing of laboratory or workshop productions. Prerequisite: Theatre 73-183. **(FAP)**

73-913 ADVANCED LIGHTING DESIGN. This course provides an opportunity for students to further study the art and technology of lighting design. There will be three major designs in the areas of ballet, opera and the large-venue concert; a realized design project may be substituted for one of these. Each student will select one of three virtual rendering software applications. Students will present conceptual renderings along with the standard drawings and supporting paperwork as evidence of their designs. There will also be an emphasis in developing and refining one's scenographic design style using research and critical analysis of professional lighting designers in live performance, video and film in order to continue the evolution of each student's aesthetic sensibility. Prerequisite: Theatre 73-823. **(FAP)**

73-923 ADVANCED PRODUCTION FOR THE THEATRE. This course provides a student director, designer, or actor with a platform to exercise his/her skills in a performance situation. This course is limited to senior theatre majors and is designed to serve as the capstone project for the BA and BFA degrees. **(FAP)**

73-933 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 73-893. **(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.

73-983 HONORS. By invitation only.

Theatre History, Literature and Professional (THE)

74-103 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 and attendance at selected performances is required. **(FAL)**

74-113 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)**

74-123 THEATRE HISTORY AND HISTORIOGRAPHY I. A theatre course exploring various critical approaches to Western written texts intended for the stage, in order to help students to develop the ability to analyze and evaluate a variety of scripts in terms of form (structure and tone) and style. Students will read some of the most important realist plays and also examples of departures from realism during the 20th century. The course is intended to familiarize students with a critical practice attentive to theatre as a material institution, rather than focusing solely on the play-text. In addition, the course is meant to introduce students to methods of critical research and issues of historiography (a reflection on the methods and sources used by historians to answer questions about the past). Theatre History and Historiography I, II and III may be taken in any order. **(FAL)**

74-233 THEATRE HISTORY AND HISTORIOGRAPHY II. This course focuses more on theatre history and historiography than on dramatic literature. Students will be asked to meditate on questions regarding the uses to which play-texts are put in the educational system and in cultural practices (performances through the ages, films, television, exhibitions, etc.). Theatre performances will be analyzed as functions of different fields of influence (economic realities of production and attendance; politics and power relations within and outside the theatre; social norms regarding gender, race, ethnicity, religion, family, etc.; aesthetic values of the time). This course and Theatre History and Historiography III comprise a two-semester course that will be organized according to specific topics. Topics may include Theatre and Ritual, Feminine Morphology, Manuals for Acting, (Im)Possible Parallels, Theatrical Spaces, etc. Theatre History and Historiography I, II and III may be

taken in any order. Also Feminist Studies 04-313. (FAL)

74-243 THEATRE HISTORY AND HISTORIOGRAPHY III. See THE74-233 Theatre History and Historiography II for course description. Theatre History and Historiography I, II and III may be taken in any order. (FAL)

74-253 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 20th century and the new forms produced at the intersection of cultures. The focus will be on: (a) the study of the "original" theatrical forms (Japanese, Chinese, Nigerian, Indian, Balinese, Brazilian and European); (b) the analysis of more or less conscious and voluntary "hybrid" theatrical forms in terms of performance (actor's techniques) and their aesthetic value; (c) the consideration of the dangers inherent in intercultural experiences (cultural appropriation) and the (im)possibility of free exchange under material relations of dominance and exploitation. (FAL) (IP)

74-273 THEORIES OF THEATRE AND PERFORMANCE. An introduction to classic texts in critical theory as they relate to theatre and performance. The course is organized in three parts: (1) The Sign: which deals with the use of language (verbal and non-verbal) on the stage and covers the development of critical theory, from its

164 165

inception (Sausurre and Levi-Strauss) to its developments (Barthes and Goffman); (2) The Subject: which deals with how artists and audience relate to theatre and covers a variety of theories related to gender and race constructions, psychoanalysis, reception, etc.; (3) The Politics: which deals with the relationship between theatre and ideology by discussing materialist, postmodernist and postcolonial theory. (FAL)

74-293 HISTORY OF THE AMERICAN MUSICAL THEATRE. A cultural study of the American Musical as an art form beginning with its origins in vaudeville, burlesque, English music halls, European operetta and minstrel shows through its development, and ultimately its effect on popular culture today. This class will include in-depth analysis of varied musicals to further the understanding of how plot, musical structure and interpretation combine to define the genre. (FAL)

74-313 PLAYWRITING. Theory and practices of playwriting. Includes the writing of scripts for theatre reading and production. Also English 10-313. (FAL)

74-323 DRAMATURGY. Fundamentals for the development of a dramaturgical sensibility in order to promote integration between theory (the knowledge of theatre history, dramatic literature and criticism) and practice (the expertise needed to realize the potential of a play in a particular production). The course focuses on how to prepare and edit a text and how to collaborate and communicate with the director, the actors, the set designer, the costume designer, the lighting designer, etc. In addition, the student will learn how to conduct research in order to create a Dramaturg's Notebook consisting of (a) historical, social, cultural, and philosophical or religious background of the play; (b) biographical information regarding the author; (c) the production history of the play; (d) a critical analysis of the play; (e) an iconographic portfolio. This course is a prerequisite for students who intend to be dramaturgs for Theatre Department productions. (FAL)

74-413 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)

74-423 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 have on the student themselves. (FAL)

74-613 THEATRE FOR SOCIAL CHANGE: HISTORY AND THEORY. This course examines the ways that contemporary theatre and performance with a determined social standpoint attempts to confront issues of political engagement and activism in order to inspire social change. Examples of playwrights and theatre companies covered include: Tony Kushner, Anna Deavere Smith, Tim Miller, Peggy Shaw, Augusto Boal, Dario Fo, Athol Fugard, Teatro Campesino and The Living Theatre. (FAL)

74-673 MANAGEMENT FOR THE THEATRE. Studies in managerial aspects involved in promoting and producing theatre (educational, community and professional). (FAL)

74-703 SHAKESPEARE. See English 10-623. (H)

74-853 STAGE MANAGEMENT FOR THE THEATRE. An introduction to stage management for commercial and non-commercial theatre. The course will include discussion of the stage manager's responsibilities as well as the development of the skills necessary to perform effectively as a stage manager for a theatrical production. Prerequisite: Theatre 73-143. (Alternate years) (FAL)

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.

74-983 **HONORS**. By invitation only.

Dance (DAN)

79-203 **BALLET**. A study of basic foot, arm and body position in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps. (FAP)

79-243 **HISTORY OF DANCE**. A survey of the development of humankind through dance from primitive times to the 20th century, with a special focus on ballet and dance in America. (FAL)

79-403 **MODERN DANCE**. Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems. (FAP)

79-413 **THEATRE DANCE**. See Theatre 73-413. (FAP)

79-503 **JAZZ DANCE**. A study of jazz technique, free style movement, floor and barre work and combinations. The purpose of this course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance. (FAP)

79-603 **TAP DANCE**. An introduction to tap dance techniques, emphasizing the use of this dance in theatrical performance. (FAP)

79-803 **DANCE REPERTORY**. Emphasis is on learning new techniques through combined movement phrases and by learning one dance and/or sections from others. Prerequisites: Any two of the following: Dance 79-203, 403, 503. May be repeated for up to six hours of credit. (FAP)

79-001, 002, 003, 004 **SELECTED TOPICS**. May be repeated with change in topic.

79-301, 302, 303, 304 **SELECTED TOPICS**. May be repeated with change in topic.

79-901, 902, 903, 904 **TUTORIAL**.

79-941, 942, 943, 944 **ACADEMIC INTERNSHIP**. Must be taken Pass/D/F.

79-951, 952, 953, 954 **INDEPENDENT STUDY**.

166 167

INTERDISCIPLINARY PROGRAMS

INTERDISCIPLINARY COURSES

Paideia® (PAI)

03-211 **PAIDEIA® SEMINAR 1A**. This seminar is designed to be part of the first semester sophomore Paideia® experience. The seminar will focus on developing reflections on civic engagement, intercultural experiences, and research activities or creative works. The seminar will also focus upon connections between curricular and co-curricular activities. Seminars will involve critical reading, writing, and oral presentations. By permission of instructor only. Must be taken Pass/D/F. (Fall)

03-221 **PAIDEIA® SEMINAR 1B**. This seminar is designed to be part of the second semester sophomore Paideia® experience and will continue and expand upon first semester emphases. Prerequisite: Paideia® 03-211. By permission of instructor only. Must be taken Pass/D/F. (Spring)

03-311 **PAIDEIA® SEMINAR 2A**. This seminar is designed to be part of the first semester junior Paideia® experience. The seminar will continue to explore and reflect upon civic engagement, intercultural experiences, and research activities or creative works. The seminar will also connect curricular and co-curricular activities. Focus during the junior year will be upon intercultural experiences. Students in the Paideia® Seminar 2A may also work with students in the Paideia® Seminar 1A and help to shape their Paideia® experience. By permission of instructor only. Must be taken Pass/D/F. (Fall)

03-321 **PAIDEIA® SEMINAR 2B**. This seminar is designed to be part of the second semester junior Paideia® experience and will continue and expand upon first semester emphases, particularly in terms of intercultural experiences. Students in the Paideia® Seminar 2B may also work with students in the Paideia® Seminar 1B and help to shape their Paideia® experience. By permission of instructor only. Must be taken Pass/D/F. (Spring)

03-411 **PAIDEIA® SEMINAR 3A**. This seminar is designed to be part of the first semester senior Paideia® experience. The seminar will continue to explore and reflect upon civic engagement, intercultural experiences and collaborative/guided research or creative works. Students in the Paideia® Seminar 3A may also work with students in the earlier sequence seminars of the Paideia® Program. Special focus during this semester will be on collaborative/guided research or creative works, civic engagement and progress toward completing the goals in the students' individual Paideia® Plans. By permission of instructor only. Must be taken Pass/D/F. (Fall)

03-421 **PAIDEIA® SEMINAR 3B**. This seminar is designed to be the final part of the Paideia® experience. Special focus during this semester will be on presenting the collaborative/guided research or creative works, completing the anchoring civic engagement reflection, and completing the goals in the students' individual Paideia® Plans. By permission of instructor only. Must be taken Pass/D/F. (Spring)

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

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

University Studies (UST)

05-012 **FIRST-YEAR SEMINAR**. Special topics courses that provide stimulating and challenging academic experiences to help prepare incoming students to be successful in a rigorous liberal arts college environment. In particular, seminars focus on developing the student's abilities in the following areas: reading, writing, critical thinking, research, informed discussion and creativity. Additional academic

socialization components prepare students for the challenging intellectual demands of college-level course work.

05-113 COLLEGE WRITING. A course in persuasive, analytical and researched writing that includes critical response to readings. (Each semester)

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 P/D/F.

05-951, 952, 953, 954 INDEPENDENT STUDY.

INTRADIVISIONAL COURSES

In addition to the above courses and the departmental courses described elsewhere in the catalog, the University offers certain intradivisional courses.

Social Sciences (SSC)

39-223 BRITISH LIFE AND CULTURE. A weekly series of lectures given by guest speakers from British academic, governmental and social institutions, as well as appropriate field trips. This course is required of all participants in order to provide a common educational experience which utilizes the program's London location for an examination of the traditions and institutions which have shaped British, and by extension, Western life and culture in the 20th century. Must be taken Pass/D/F. (Fall in London Program only.)

39-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

39-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

39-901, 902, 903, 904 TUTORIAL.

39-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in topic.

168 169

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 advisor. The project research could take the form of a substantial paper based on empirical and/or bibliographic research, creative works and the like. The Departmental Honors Program is governed by the following provisions adopted by the faculty.

*"Departmental" is intended to include recognized interdisciplinary programs, e.g., American Studies, Animal Behavior, Environmental Studies, Feminist Studies, International Studies, Latin American Studies, Physical Science and approved independent majors. In these cases, "department" and "department chair" refer to the committee that oversees the program and its chair.

1. To be considered for admittance to the Departmental Honors Program, a student should ordinarily have a minimum cumulative grade point average of 3.4 and a minimum grade point average of 3.6 in the major. Admission to the Honors Program requires approval of the department. Approval is based on an informal assessment of the student's academic ability and motivation to carry out a substantial independent project, the coherence and feasibility of the project, and the availability and willingness of an appropriate faculty advisor and supervisory committee. No student will be formally admitted to the Departmental Honors Program without these elements.

2. Although admission to the Departmental Honors Program is formally "by departmental invitation," students are encouraged to initiate communication with the faculty member with whom they might be interested in working. Whenever possible, such contact should be made well in advance of the proposed starting date. Note that interdepartmental honors projects are encouraged, in which case there may be co-advisors.

3. Eligible students register for honors course credit during at least two semesters. A grade is assigned at the end of each semester. Each department has its own honors course number (XX-983), which normally is repeated to total the six semester hours of credit required to earn departmental honors. 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 even 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 hours requirement for the major. However, it should not normally be substituted for regular curriculum requirements of the major, with the possible exception of the Capstone. Substitutions require the advance approval of the department chair.

5. The honors advisor will normally be the member of the department who has the most knowledge and expertise in the general area of the honors project. The prospective advisor, the student and the department chair must approve of the selection. The honors advisor is solely responsible for determining the honors course grades.

6. The supervisory committee will be chosen by the honors advisor and the student, with the approval of the department chair. The committee will have at least three but not more than five members, including the honors advisor and one faculty member outside the department. The role of the committee is to provide guidance on an as-needed basis and, upon its completion, to judge whether or not the project warrants Departmental Honors.

7. When an honors project is approved, a timetable for its completion will be developed by the student and approved by the honors advisor. A final completion date for the project will be set sufficiently in advance of the student's graduation for the assessment process and final revisions to be completed. Failure to meet this deadline will eliminate a student from consideration for University

Honors.

8. If the honors project is not developed or satisfactorily executed as planned, it will be possible to convert registration in an honors course into registration for Independent Study. If this conversion is made, the project must meet the normal requirements for Independent Study.

9. Completed honors projects are presented in a public forum, attended by the honors advisor, supervisory committee and guests. This presentation will take the form of, or be supplemented by, a traditional oral "defense" in which the committee asks the honors student questions to assist in the evaluation of the project.

10. Upon completion, the honors advisor and supervisory committee members sign a document to certify that the product of the project is worthy of Departmental Honors. For honors projects that take the form of a manuscript, this "signature page" becomes the first page of the final document. The elements of the signature page are centered and arranged as follows: 1) the title of the report, 2) the author's name, 3) the statement "A Thesis Submitted in Partial Fulfillment of the Requirements for Graduation with Honors in [name of the department or program]," and 4) Southwestern University, [year]. On the bottom half of the page, next to the word "Approved," include one signature line for each member of the supervisory committee. Under each signature line, type the signatory's name, role ["Honors Advisor" or "Committee Member"], and academic department. A copy of this page must be submitted to the Registrar's Office prior to graduation.

11. Honors projects that take the form of a manuscript are bound, and a copy is shelved alphabetically by author with other honors theses in the A. Frank Smith, Jr. Library Center. The student should take at least two original, unmarked copies of the final corrected version of the manuscript to the Collection Development Coordinator, A. Frank Smith, Jr. Library Center. There should be no written comments on the documents submitted. The library pays for binding two copies, one for the library and one for the student. The student or department may request that additional copies be bound at a set fee. These are sent for binding in June of each year.

12. The student who successfully completes an honors project will graduate "with honors" in his or her major, and With Honors will be designated on his or her permanent record and diploma. A student who graduates with a double major or a paired major and who completes an interdepartmental honors project involving the departments of those two majors will be awarded honors in both majors. Graduation with honors in a major is distinct from graduation with academic honors specified by Latin praise (*cum laude*), which is based on a student's overall grade point average. A student may earn both types of honors.

PAIDEIA® PROGRAM

Southwestern University's Paideia® Program engages students in learning by building a culture of connections and reflections, intentional learning, and by integrating in-class and out-of-class academic and non-academic experiences. The Paideia® Program fosters and promotes connections between academic courses, intercultural experiences, leadership, service-learning, and collaborative/guided research and creative works through a series of six one-credit hour seminar courses and through frequent one-on-one meetings with Paideia® Professors.

Although the heart of the Program is the Paideia® Seminar, participating in the Paideia® experience and being a Paideia® Scholar goes beyond the seminars. The Paideia® Program is a "student-guided" experience - one that is navigated and explored by the student with the guidance of a faculty mentor. Students apply to the Program early during the spring semester of their first year. Once in the Program, they engage in challenging readings and discussions of current issues - especially as they relate to their academic coursework, other cultures, service, leadership, and their collaborative/guided research and creative work interests. Paideia® Scholars become better campus citizens through participation in on-campus activities and become public intellectuals through their reading of and reflection on newspaper and magazine articles, and through their awareness of local and global events. Paideia® Scholars also learn to intentionally make connections between their different classes and between their in-class and out-of-class experiences.

Paideia® Scholars attend seminar classes in groups of ten. Paideia® Professors remain with that

170 171

same group of students through the three years of the Program. Paideia® Scholars complete "anchoring" experiences in four of the five Paideia® Strands: Intercultural Experiences, Service-learning, Leadership, and Collaborative Research and Creative Works. Students capture their reflections and artifacts throughout the program and compile them in an electronic portfolio. This portfolio is shared with the Paideia® Professor and, sometimes, with the other students in the Paideia® Seminar section.

Students who complete the three years of the Paideia® Program earn up to six credit hours of upper-level electives, have up to \$1,000 of Paideia®-related expenses paid on their behalf, and graduate with special Paideia® distinction. All students in good standing with the University are eligible to apply to the program. Students apply for entry into the program during February of their first year, and are admitted on the basis of their responses to several essay questions. Applicants are selected by the Paideia® Professors based on careful reflections recorded by the applicant on the Paideia® application.

STUDY ABROAD PROGRAMS

Southwestern University believes that cross-cultural awareness is an integral part of a liberal arts education.

It therefore strongly encourages students to study abroad, in the belief that foreign study fosters cross-cultural awareness by permitting students to live in and experience other cultures. 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 in Georgetown. 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.

London Semester

A semester program in London is offered each fall. The current program enables up to 30 students and two Southwestern faculty members to live and study together in the Kensington district of London. In addition to courses offered by Southwestern faculty, a British Life and Culture course is offered by visiting lecturers from British academic, governmental and social institutions. The course also includes field trips in London and the UK. Southwestern undergraduates who have achieved sophomore standing before the start of the program are eligible to apply for the Semester in London Program provided they are in good academic standing. Applications are evaluated on the basis of the student's academic record and potential, the way in which the program relates to the student's overall educational objectives, and the student's maturity and ability to be a good representative of Southwestern University.

Exchange Programs

As a member of the International Student Exchange Program (ISEP), Southwestern University is able to

exchange several students annually with more than 100 universities in Europe, Asia, Africa and South America. Southwestern also has established cooperative partnerships with the Universität Osnabrück in Germany, and Kansai Gaidai University in Japan.

The cost of the London Semester and exchange programs is equal to regular University charges, and most financial aid applies to program fees.

College Year in Athens

Southwestern University acts as the coordinating institution for the College Year in Athens (CYA) Program. Students from the Associated Colleges of the South (ACS) may apply for the program through the Office of Intercultural Learning and have their CYA coursework transcribed by Southwestern for both the CYA summer and semester programs.

Additional Study Abroad Opportunities

In addition to the London Semester and exchange programs, students may choose to study through a program approved by Southwestern University. These opportunities are numerous and allow students a wide variety of choice in terms of program type, location and duration. Students should contact the Office of Intercultural Learning (IL) to receive information and advising regarding participation in these programs.

In order to ensure that students choose an appropriate program, study abroad participants are required to work through IL to complete the application and cross-cultural preparation for a study abroad experience. IL acts as liaison to all other administrative offices on campus, and students must communicate with the office in order to facilitate credit transfer and financial aid distribution. Students should begin working with IL staff one semester to one year before the planned period abroad. Students must complete the Southwestern study abroad application in addition to specific program application materials. The Southwestern application deadline is October 1 for spring study and March 1 for fall study.

Summer Study Abroad

Southwestern University also offers summer programs in various parts of the world. Language and culture programs in recent years have included Honduras, Hungary, Jamaica, Germany, Mexico and Turkey. In addition, a program focusing on the fine arts and humanities is usually offered in London in the summer.

Transfer of Credit

A foreign study program for which a student expects to receive and transfer credit from another institution requires previous approval by the appropriate department chair and the Director of Intercultural Learning. In cases where students do not register for courses until arrival at the study abroad site, students must complete the credit transfer process within three weeks of their return to Southwestern University. In addition, Southwestern must receive official transcripts from the institution awarding the credit. For determining transfer credits for participation in the foreign study programs of other universities, Southwestern adheres in general to the "Policy Statement on Study Abroad Programs" approved by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). The acceptance of credit from foreign study programs sponsored by other American institutions of higher learning will be judged on an individual basis according to the following standards: 1) the program has been approved by the appropriate department chair and the Registrar at Southwestern; 2) the program was supervised by a regionally accredited institution; 3) the student was regularly matriculated in an institution of higher learning during participation in the program; and 4) the program was primarily a college program and not a mixed high school-college program. Students may transfer up to 18 credit hours for each approved study abroad semester. Typically, students earn 12-15 credit hours for work completed during the semester abroad.

OFF-CAMPUS STUDY WITHIN THE UNITED STATES

New York Arts Program

This program is designed to provide those students seriously interested in the performing, visual, and communication arts with an opportunity to serve as apprentices and to experience the world of the established professional artist. The cultural resources of New York City are well known. Less familiar is the artist's milieu that mix of people, places and events which constitute the artist's environment, world and immediate audience. Qualified students accepted into the program spend a semester or term sharing this milieu with professionals representing all professional arts fields: visual artists, designers, museum curators, performing artists, authors, publishers, film makers, people in theatre and communication arts, etc. Each student is assigned a faculty advisor who teaches a seminar and works closely with the student and his or her apprenticeship sponsor. Students also participate in a specially designed program of seminars conducted by arts professionals, including GLCA (Great Lakes College Association) staff members, on various topics. Program offices are housed in a midtown Manhattan townhouse. Four floors are for housing with common kitchens and lounge/meeting rooms.

No Southwestern University funding is available for this program. Stafford Loans and Pell Grants are available to qualified students. Other outside loan options may also be available.

Washington Semester Program

Southwestern also has established cooperative relations with the United Methodist College Washington Consortium. This internship and academic program offers opportunities for course work 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 semester hours which appear as Southwestern University credit. The cost of the program is equal

172 173

to Southwestern tuition, room and board. Most financial aid is applicable to the Washington Semester Program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

SUMMER SCHOOL

Southwestern University offers three summer sessions. Specific courses offered each summer will vary, depending on faculty and student interest. The University cannot guarantee that any specific course a student might need for a degree plan will be taught in the summer, so students should plan their regular fall and spring term schedules carefully. Up to one-third of Southwestern students take advantage of this opportunity in a given summer. Summer tuition rates have been very competitive.

Three academic semester hours may be earned during a three-week session starting in May and six hours during a five-week session in June and July. Students may take one additional hour of Fitness and Recreational Activity (if offered) at each session. No overloads are permitted in summer school.

In addition, a nonresidential "Summer III" session is used for Southwestern courses offered abroad or for internships and independent study. Note that these Summer III courses require registration, plus additional approval and forms. Summer school tuition and room and board charges are payable from the time of registration for each summer session. All fees must be paid before students may attend classes.

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Persons interested in studying at Southwestern University should apply to the Office of Admission. The University admits those students most able to successfully complete a degree program, make positive contributions to the overall life of the Southwestern community, and become productive citizens of society following graduation. Admission is selective and involves a thorough review of each candidate's academic and personal qualifications.

Regular Requirements for Admission

Students who graduate from accredited high schools may be admitted if their academic records, standardized test scores, recommendations and other application elements indicate promise of success at Southwestern. Southwestern University strongly recommends that all students present a minimum of 17 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, three years of social science and/or history and one year of an academic elective from the above mentioned areas. Some computer literacy is recommended. Southwestern's academic merit scholarship requirements normally require the same 17 academic unit foundation for consideration.

Applicants are required to take the Scholastic Assessment Test (SAT I) of the College Board or the ACT of the American College Testing Program and have the results sent to the Office of Admission. Southwestern University, as an independent institution, does not require Texas residents to submit THEA (formerly TASP) scores for admission. All majors in Fine Arts are required to have an audition/interview/portfolio review prior to admission to their respective curricula.

Applicants are invited to submit with their application any evidence which they think would help the Admission Committee in reaching its decision on eligibility for admission, including creative samples and written statements to supplement the required essay. A personal interview is required in some cases and strongly recommended for all. Candidates for admission are considered on their total record, extracurricular as well as academic, although a strong academic record is always necessary. Southwestern, along with a number of other selective colleges, accepts the Common Application. Candidates for admission may learn more information about the Common Application from their high school counselor or Southwestern's Office of Admission. Please note: The Common Application should not be confused with the common application issued by the State of Texas, primarily for public colleges.

For students preferring an electronic application, Southwestern University provides its own online application in a downloadable/printable format, as well as a version that can be prepared and submitted through a secure server via the Internet. Both versions can be accessed through the University Web site at www.southwestern.edu. The Common Application, previously mentioned, also provides an acceptable electronic version. Questions concerning all of these options should be addressed to the Office of Admission.

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 Admission Office to determine whether or not their file is complete prior to deadline dates.

Early Admission

A few students may be admitted each year following their junior year in high school. In these cases, we expect the candidate 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 normally is required.

174 175

Early Decision

Students for whom Southwestern is their clear first choice may apply under an Early Decision plan. Southwestern must receive the application and all supporting documents by November 1 of the student's senior year in high school. If admitted, the enrollment and housing deposit will be due by January 10. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time, and no additional applications may be submitted to other schools. Financial aid estimates are normally made prior to the required deposit date, assuming the necessary application materials for financial aid review are received by the stated deadline, normally December 1.

Transfer Students/Concurrent Enrollment Credit

Each year, Southwestern enrolls a limited number of transfer students. An overall grade point average of 3.0 or better (on a 4.0 scale) on all college work is typically expected; however, each candidate's potential for success at Southwestern is evaluated individually. Applicants are welcome to submit other information (in addition to those items mentioned under "Regular Requirements for Admission" above) in order to assist the Committee in its review.

A College Official's Report completed by the dean of students at the institution last attended is required. In addition, transfer students must furnish official transcripts of high school and all college-level work attempted. All credits are accepted on the basis of the classification given that institution by its accreditation agency or agencies. Credits earned at non-accredited institutions are subject to re-evaluation on the basis of the quality of work done at Southwestern University. No grade below C is accepted for transfer from another institution.

Some colleges have entered into cooperative programs with high schools whereby high school students may enroll in first-year college-level classes and receive college and high school credit concurrently. Southwestern will transfer these credits toward a degree, provided they meet the criteria in the preceding paragraph and are submitted to Southwestern on an official college transcript. It should be noted that Southwestern grants no more than three hours of transfer credit in first-year English. Additional credit hours typically are awarded only as elective hours. Certain other courses may be credited only as elective hours.

Students who transfer to Southwestern with junior college credits may transfer no more than 60 semester hours of academic work from junior college toward the bachelor's degree.

NOTE: All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this Catalog (see page 18). If a transfer student has not already done so, the requirements in English composition and mathematics must be completed before the end of two regular semesters at Southwestern.

Visiting and Special Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. Official transcripts of all college work may be required of all visiting students, but generally a transcript or statement of good standing from the registrar's office of the last school attended is sufficient for review.

Readmission

Any student who previously attended Southwestern for at least one regular semester must file an application for readmission at least one month prior to the beginning of the semester for which the student is seeking readmission. Students will be readmitted on a first come, first served basis. While we are pleased when former students return to complete a Southwestern education, enrollment limits preclude our acceptance of all candidates. Candidates for readmission will be reviewed in the Admission Office and, when necessary, with academic and student life administration involvement to be sure each student returning is ready to successfully complete a Southwestern degree. Personal interviews in the Admission Office are encouraged and will be required in some cases.

Southwestern University students in good academic standing may take a student leave of absence by completing the Request for Student Leave of Absence form available in the Office of Academic Services. Students who are granted a student leave of absence will receive pre-registration materials and campus housing requests (if applicable) for the semester in which they plan to return to campus. An application for readmission will not be required of students on student leave of absence.

Other Admission Requirements

All college work for which an applicant has registered must be reported at the time of application. Applicants must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled. (The official transcript must have the signature of the proper college official and the impression of the raised college seal.) Failure to make an accurate report of colleges attended will subject the student to disciplinary action, including probable suspension.

A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students.

Veterans who have earned credits in approved military and service schools will be granted credit as indicated by *A Guide to the Evaluation of Educational Experience in the Armed Services* when such credit is appropriate to the degree programs of the students at Southwestern.

No person may attend classes unless the admission procedure has been completed.

Foreign Language Requirements

Students who are not taking a major or minor in a foreign language and are studying for the BA, BS, or BM (except Music Education) degrees are expected to attain a fluent capacity and a thorough understanding of the written language. This goal is usually reached at the end of a fourth semester course at the college level. Students may take a proficiency test at the level required for their degree program or complete with a passing grade the specified semester requirement.

All students are to take a language placement exam, to be administered during the summer prior to Fall orientation, in order to help establish placement. Exemption will be granted based on the score of the placement exam, and students will be advised as to which course they should take if they wish to pursue the same language to satisfy their degree requirement; in the case of Classical languages, additional information such as high school program will be used to help establish placement. Students may take a beginning course (-014) in a different language, if they choose not to pursue the language taken in high school, without forfeiting exemption in the language tested.

Placement tests may be taken in more than one foreign language by the same student. These tests are routinely given once a year to first-year students over the web prior to orientation in August. Students entering the University at mid-year may take placement tests before the beginning of spring semester.

Statement of Nondiscrimination

Southwestern University's recruitment and admission of students, awarding of financial aid, and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, or any other impermissible factor. The University's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation. The University does reserve the right to deny admission or readmission to an applicant for other factors without giving reasons and without prejudice to the student.

Application Deadlines

Application Reply

Deadline Notification Date

Early Decision Nov. 1 Dec. 1 Jan. 10

Regular Decision Feb. 15 No later than April 1 May 1

Late Decision After Feb. 15 April 15 May 1

FINANCIAL ASSISTANCE

In a real sense, every student admitted to Southwestern receives financial aid; income from endowments and gifts pays for more than 40 percent of the cost of the student's education. The tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. Students should direct inquiries concerning financial assistance to the Office of Financial Aid.

The University has available scholarships, grants, work opportunities and loans to assist worthy students in meeting financial needs for their college education. The University administers some

176 177

state and federal grant programs. The Tuition Equalization Grant program is a state program helping qualified students pay the tuition costs at private schools. The Pell Grant program is one of several federal programs assisting qualified students to finance their university education. For 2006-07 the Financial Aid Office handled more than \$26 million in various kinds of financial aid for Southwestern students.

Students must reapply for all types of financial assistance (scholarships, grants, work and loans) every year. Current students should apply by March 1 for the following academic year.

Academic 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. Prospective students should contact the Office of Admission for the latest information regarding the available scholarships at Southwestern. Current Southwestern students may contact the Office of Student Financial Assistance for scholarship programs available for continuing students.

Grants

Grants are awarded on the basis of financial need and must be supported by the Free Application for

Federal Student Aid (FAFSA) giving information on family finances.

Work Opportunities

A number of students are employed by the University in part-time positions. Such work is in University offices, library, residence halls, the dining hall and other similar areas.

Loans and Financing Options

Southwestern offers different 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.

Texas Tomorrow Fund

Families which have participated in the Texas Tomorrow Fund may use these funds as a credit towards payment of tuition. To take credit for this program, a family must notify both the Financial Aid Office and the Business Office with a copy of the Texas Tomorrow Fund Certificate. Upon review of the certificate and the type of plan selected, an appropriate amount will be allowed as credit towards payment of each semester's bill.

Cost of Education

Students may receive a combination of sources and types of financial assistance which may not exceed the total cost of education, as determined by the Financial Aid Office. If a student receives a combination of aid funds that exceed the total cost of education, it will constitute an over-award. The Financial Aid Office must make the appropriate changes to the student's aid package to eliminate the over-award.

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.

Satisfactory Academic Progress Policy for Financial Aid Eligibility

In order to receive any financial assistance from Southwestern University (federal, state, or Southwestern-supported institutional aid programs), a student must be in good academic standing and making satisfactory academic progress in a course of study leading toward a degree. A student must be maintaining satisfactory progress regardless of whether or not a student has previously received aid. A full-time undergraduate student may be considered for aid during his or her first ten (10) regular semesters (5 academic years). Southwestern gift aid is only available for the first nine (9) regular semesters (4 1/2 academic years). A student is defined as full-time in a regular semester whenever enrolled for at least twelve (12) semester hours as of the last date to add classes for that semester. A full-time student must complete the following number of cumulative hours during each academic year attended and must maintain the cumulative grade point averages as shown. All hours, including transfer hours accepted, are counted toward the number of academic years completed.

Table of Satisfactory Academic Progress and Performance Requirements

for Financial Aid Eligibility

Academic years completed

1 2 3 4 5

Cumulative semesters completed

as a full-time student 1 2 3 4 5 6 7 8 9 10

Cumulative semester hours

required to be earned for

financial aid

12 24 36 48 63 78 93 108 123 138

Cumulative GPA required 1.8 1.8 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0

A part-time student is defined as attempting fewer than 12 hours during a regular semester. Part-time students must maintain a cumulative 2.0 GPA and a 2.0 each semester. Part-time students will have the time frame for completion of their degree adjusted proportionate to the full-time chart above. Part-time students and post-graduates are not eligible to receive Southwestern gift aid.

Satisfactory progress will be reviewed at the end of each spring semester for semester hours earned and at the end of each semester for cumulative GPA. If a student fails to meet satisfactory progress standards (either hours earned or GPA), the student will be placed on financial aid probation for one semester in which the student may continue to be considered for aid. If, at the end of the financial aid probation, a student has resumed making satisfactory progress toward a degree, a student may continue to be considered for aid. If, during the probationary semester, a student does not earn the required GPA or semester hours needed to be making satisfactory academic progress as defined by the above chart, that student will no longer be eligible to receive any financial aid. A student who is eligible to return to Southwestern may re-enroll but will have to pay his or her own expenses during any semester in which he or she cannot be considered for financial aid. Any student who is readmitted to Southwestern following an academic suspension is not eligible to be considered for financial aid until the cumulative GPA is at least that required by satisfactory progress. By appeal, semester hours successfully completed at another institution and transferred to Southwestern could be considered in determining whether or not aid can be reinstated. Thereafter, only the GPA earned on Southwestern hours will be considered for satisfactory progress.

A student can re-establish academic eligibility for aid by successfully attaining the required cumulative GPA and completing sufficient semester hours required by satisfactory progress.

Transfer Students

A transfer student enrolling at Southwestern will be considered to be maintaining satisfactory progress for the first semester enrolled. After the first semester, satisfactory progress will be reviewed in the same manner as for all other Southwestern students. The number of semester hours transferred to Southwestern will be considered toward the cumulative semester hours required to be earned. However, only the GPA earned on hours completed at Southwestern will be considered when evaluating the cumulative GPA required.

Withdrawals, Course Incompletes, Failed Courses and Repeated Courses

A course in which a student receives an "incomplete" grade will not be considered toward the cumulative semester hours required to be earned until that course has been completed. An "incomplete" grade will not be included in calculating the cumulative GPA required until a grade has been earned in that course.

A course in which a student receives a failing grade will not be considered toward the cumulative semester hours required to be earned. A course that is repeated will be considered toward the cumulative

180 181

time of registration or confirmation of pre-registration. The prepayment is non-refundable. All student

charges must be paid in full before pre-registration.

A one-time housing deposit of \$250 is required of all students wishing to reside in the residence halls. The date the deposit is received or the date of approval for admission, whichever is later, establishes the priority for room assignments for new students. Continuing students are assigned in the spring of each year in the manner established by the Associate Vice President and Dean of Students. The housing deposit must be made or confirmed by the Business Office prior to the deadline set each spring. The housing deposit assures the assignment of a housing accommodation and provides compensation to the University in the event of damage to the facilities or cancellation of a housing reservation.

All applicable deposits are refundable upon completion of a University degree or at the time a student formally withdraws from the University. In the event that a student leaves the residence hall for other than academic/health reasons or graduation or at the end of an academic year, the deposit will be forfeited. Additionally, students who leave the residence halls between the fall and spring semesters to move to private accommodations will be held liable for spring semester room charges. Returning students who have reserved a room during spring room sign-up for the following fall semester must cancel in writing with the Office of Residence Life by May 15 in order to receive a refund of the housing deposit. Students who are graduating, transferring, studying abroad, or formally withdrawing from the University who fail to file an Intent to Vacate form by December 1 will forfeit the housing deposit. All students who live in the residence halls during the fall semester will forfeit their housing deposit if they return to Southwestern and cancel their residence hall room reservation and live elsewhere during the spring semester. In addition, students who cancel after December 1 will be held accountable for the entire spring semester room charge. In the event that any fees or charges are due to the University upon withdrawal or graduation, the deposits will be applied to the balance due.

Student Accident & Sickness Insurance Plan

All full-time students are automatically enrolled in the Student Accident & Sickness Insurance Plan, covering Sickness as well as Accidents for a full 12 months. The annual cost of the coverage is \$165 per student, which includes a fee for administration of the program. Participation in the Plan is required unless a signed waiver card identifying comparable coverage is returned to the Business Office prior to August 3, 2007.

Fine Arts Fees

For private instruction in applied music, an additional semester fee of \$340 per clock hour of instruction per week is charged. For group instruction, the additional semester fee is \$170 per semester hour. Some students may be eligible for fee waivers. Contact the office of the Dean of the School of Fine Arts for eligibility information.

Schedules of Special Fees and Deposits

Students registered for 12-18 semester credit hours will pay full tuition. *Special fees and deposits for the 2007-2008 academic year will be set in January 2008 by the Board of Trustees.*

Advanced standing examination	\$50.00
Application fee (new students only)	40.00
Audit charge (per semester hour)	150.00
Motor Vehicle registration (per year)	50.00
Charge per credit hour (less than 12)	1.075
Final examination out of schedule	50.00
Housing deposit	250.00
Overload fee (per semester hour in excess of 18)	350.00
Prepayment on tuition—new students	250.00
Returned checks (per item)	20.00
Late registration or late confirmation	50.00
Student Accident & Sickness Insurance Plan (full-time students)	165.00
Tuition Refund Plan Resident	336.00
Tuition Refund Plan Non-Resident	257.00

Georgetown residents who are not students may use Southwestern's library for a fee of \$25.

Payment of Accounts

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the University prefers to deal directly with students rather than with their parents.

All charges are due and payable upon the issuance of semester billing statements. Students who have guaranteed financial assistance from an authorized agency outside the University must present a letter of guarantee to the Business Office on or before the day of registration.

All applications and paperwork required for financial aid must be completed and submitted on a timely basis. If any delays occur, the outstanding balance due, without regard to financial aid being considered, must be paid in accordance with the schedule noted below.

All students will be billed in advance by the Business Office for tuition and fees with the following arrangement possible:

1. Semester billing statements will be mailed on approximately July 20 and November 20.
2. Payment should be made within 10 days of receipt of the billing statement, either by mail or in person to the Business Office. All fees must be paid before registration.
3. No grace period or extension of time is permitted, except as stated above.
4. The University offers a Payment Plan. The Payment Plan is a partnership between Southwestern University and ECSI, Inc., our third-party Payment Plan administrator. ECSI provides administrative support for the Payment Plan, such as monthly billing, internet site maintenance, electronic payment capabilities and receipt of payments.
5. Students are encouraged to verify their account status before the day of registration so that financial aid and other questions can be addressed before the academic registration process begins. Students may view their student account on Web Advisor.

Before pre-registration for the next semester, all past due student charges, fees, etc. must be paid in full. A student will not be permitted to participate if any such charges are outstanding on the date of pre-registration.

Tuition Refund Schedule

Students allowed to withdraw all or part of their registration will be granted a reduction of a portion of the original charges according to the schedule shown below. The written approval of the student's academic dean and the Business Office are required to establish an official withdrawal.

Questions regarding the University's refund policies should be addressed to the Controller. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added, if the drop and add occur simultaneously. The date the withdrawal or change in class load is received in the Registrar's Office determines refunds as shown:

182 183

TUITION

During first full week of classes	80% credit
During second full week of classes	60% credit
During third full week of classes	50% credit
During fourth full week of classes	40% credit
During fifth full week of classes	30% credit
After the end of the fifth full week of classes	None

Students may purchase tuition, room, and board insurance through A. W. G. Dewar, Inc. The Tuition Refund Plan is a private insurance program that supplements the refund policy by ensuring the refund of 100 percent of tuition, room, and board, if a student withdraws due to illness or accident after the beginning of the academic term. Participation in the Tuition Refund Plan offered by A. W. G. Dewar is entirely optional, and the University's refund program is applicable whether or not you enroll in the Plan.

BOARD

75% of unused portion.

ROOM

No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

Federal and state grant programs have their own policies pertaining to first-time students and shall take precedence over the above refund policies in those instances. If a student withdraws because the student is called to active military service, the tuition paid by the student will be refunded for the semester in which the student withdraws.

If students who receive financial aid through University scholarships or grants-in-aid withdraw because of illness or other unavoidable reasons, the scholarship or grant-in-aid credits are recomputed to the date of withdrawal.

Students withdrawing for any other reason forfeit University financial aid for the entire semester in which the withdrawal occurs.

A student whose financial aid is awarded on the basis of full-time status, but who drops to part-time status during the semester, will receive half of any University funds for six to eight academic hours and three-fourths of University funds for nine to 11 hours. In no case will a student receive any University funds in cash. Federal and state grant programs have their own policies pertaining to part-time students and shall take precedence over this policy in those instances.

Telephone Service

Each student living in a residence hall or on-campus apartment is provided access to a campus telephone for on-campus, local, and long distance calls. Long distance calls require an account with the University's long distance service provider. Students use a personal security code (PSC) when placing calls. Each student's monthly long distance bill is payable upon receipt. All charges against the individually assigned PSC are the responsibility of the person assigned that PSC. Service may be suspended for late payment or when charges exceed the predefined credit limit.

If a student wishes to use an alternate long distance company, a telephone credit card or pre-paid card must be used. The configuration of the University's telephone system does not allow students to select a long distance carrier for 1+ dialing.

Special Fees

Southwestern University has established a number of off-campus academic learning experiences which are designed to broaden the background of student scholars. Because of special costs associated with some of the programs, special fees may be assessed on a program by program basis. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

STUDENT LIFE

PHILOSOPHY OF STUDENT AFFAIRS

The quality of student life on campus is very important to the success of the educational process at Southwestern University. The University's goal is to involve students in inquiry and scholarship of the highest quality, and to see that learning extends beyond the classroom. The educational process includes finding a sense of lifelong personal and social direction, enhancing communication skills, learning to think critically, and making discriminating judgments.

Student Life revised and reaffirmed its mission statement in August 2003: *Student Affairs promotes the mission of Southwestern University by implementing programs and delivering services that provide values-centered education of the whole person. These programs and services facilitate students' development of social competencies, and reflect a shared responsibility for student learning within an undergraduate liberal arts community. Student Life fosters a challenging, secure environment in which the uniqueness of each individual is respected and celebrated.*

STUDENT GOVERNMENT AND ORGANIZATIONS

Student Government

One benefit of University life is the opportunity for students to participate in their own governance. This opportunity comes through participation in the Southwestern Student Congress, the Student Judiciary, the University Programming Council, and other college-wide committees. The Student Congress is comprised of representatives who provide a forum for student concerns and opinions. The Student Judiciary is comprised exclusively of students and hears all cases involving Honor Code violations. The University Program Council is responsible for community programming and entertainment. In addition, students have the opportunity to participate with faculty and administrators in the major governing councils of the University and on standing and ad hoc committees. The men's Interfraternity Council is a governing and legislative body for the fraternities on campus. IFC works for the improvement of the fraternity system at SU. The women's Panhellenic Council provides programming on women's issues and compiles standards that govern recruitment, pledging and initiating for sororities.

Student Organizations

With nearly 100 registered organizations, the Office of Student Activities at Southwestern University offers involvement opportunities outside of the classroom. A listing of all currently active organizations is available at www.southwestern.edu/student-life/stuorglist.html.

Organizations represent opportunities ranging from student legislation to social activism, literary publications to Greek life. If you cannot find an organization that suits your interest, then create your own with the help of the Office of Student Activities. Organizations are classified in eight main categories, including governing bodies, departmental, scholastic/honorary, Greek/social, religious, special interest, sports and student publications. If you have any questions about student organizations, please call the

Office of Student Activities at 512-863-1345.

ATHLETIC AND RECREATIONAL OPPORTUNITIES

The University provides comprehensive and meaningful opportunities for students at all levels of skill and physical ability. Sports and recreational facilities on campus include an indoor swimming pool; racquetball courts; tennis courts; outdoor volleyball court; indoor track; gymnasium floors; exercise and weight rooms; soccer, softball and lacrosse fields; a golf course; and games and media rooms in the student center. Students will find sports, recreation, and wellness activities available in four areas at Southwestern: intercollegiate athletics, club sports, intramurals and wellness/leisure departments.

Intercollegiate Athletics

Southwestern University competes nationally as an intercollegiate program without athletic scholarships in the National Collegiate Athletic Association (NCAA) Division III. Conference affiliation is the Southern Collegiate Athletic Conference (SCAC), which includes Austin College (Sherman, Texas),

184 185

Birmingham-Southern College (Birmingham, Ala.), Centre College (Danville, Ky.), Colorado College (Colorado Springs, Colo.), DePauw University (Greencastle, Ind.), Hendrix College (Conway, Ark.), Millsaps College (Jackson, Miss.), Oglethorpe University (Atlanta, Ga.), Rhodes College (Memphis, Tenn.), Trinity University (San Antonio, Texas), and the University of the South (Sewanee, Tenn.).

Competition includes basketball, cross country, golf, soccer, swimming and diving, and tennis for men and women, as well as volleyball and softball (2008-2009) for women and baseball for men. The faculty is responsible for ensuring that athletic policy meets the academic standards of the University, especially with regard to eligibility and scheduling in conformity to the University calendar.

Intramural and Recreational Activities

Southwestern Intramural and Recreational Activities (SIRA) provides the University community with opportunities for physical, social and educational development through participation in intramural, fitness/wellness, sport clubs and outdoor recreational programs.

Intramural sports provide an opportunity for participation in organized team and individual sports at various skill levels. A schedule of seven team sports, more than 15 individual sports and special events allows students, faculty and staff to compete against others of similar skill in men's, women's and co-rec divisions of play.

Fitness/wellness programming assists individuals in identifying and meeting their health and fitness oriented goals through a variety of different offerings. Please consult the SIRA Web site www.southwestern.edu/student-life/sira or call 512-863-1606 for more information about a variety of programs including Pilates, personal training, aqua fitness classes, nutrition classes, traditional aerobics classes and a self-directed exercise program.

Sport clubs are student organizations that are focused on a specific sport or physical activity.

Current clubs include: handball, lacrosse (men's and women's), SU Cheerleaders, equestrian, dance team, ultimate Frisbee, volleyball and rock climbing. A club may be instructional, recreational, and/or competitively oriented, depending on the interest of the club members. As with all student organizations, a sport club member placed on scholastic or disciplinary probation is not eligible for election to office within the club and may not represent the club off campus.

Outdoor recreation offers students a wide variety of camping equipment that can be checked out for weekend use. Workshops are conducted to give novices the opportunity to learn about equipment and basic skills necessary before planning an outing. Additionally, outdoor trips—canoeing, rock climbing, caving, backpacking and more—are offered each semester. A registration fee is required from each trip participant although the cost of the trip is subsidized by the University.

Lastly, more than 50 students are employed annually in several important positions within SIRA including: intramural supervisor, intramural sports official, office assistant, publicity assistant and outdoor trip supervisor. Each of these positions allows for personal growth, a sense of accomplishment and contribution to the University community.

For more information, visit the SIRA Web site, call 512-863-1606 or stop by the SIRA office in the Robertson Center, Room 214.

GENERAL REGULATIONS

General Conduct

Enrollment in Southwestern University is considered an implicit declaration of acceptance on the part of the students of University regulations as outlined in the most recent issues of the Catalog and *Student Handbook*. The *Student Handbook* is published once each year and is made available to new students at the time of their first registration and online. Responsible citizenship among college students includes honesty and integrity in class work, regard for the rights of others, respect for local, state and national laws, and for campus regulations. Specific regulations concerning the rights and responsibilities of students at Southwestern are contained in the *Student Handbook*, and students are expected to become thoroughly familiar with these regulations.

The Honor Code

When students enter Southwestern University, they agree to support the academic honor system, which dates back to at least 1907 and is one of the oldest in the United States. Students established the honor system and 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 neither given nor received aid on this examination, nor have I seen anyone else do so."

Motor Vehicle Regulations

Students who operate motor vehicles on campus are required to register their vehicles and comply with the currently approved and published traffic and parking regulations. Vehicle registration forms are available at registration for first-year students and in the University Police Office for returning students.

Residential Living

Residence halls are a vital part of the total Southwestern campus community and are intended to complement the educational purposes of the University by providing an atmosphere conducive to meeting academic, social and personal needs of students.

Students who have had less than two 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 two full semesters are not subject to a residential requirement; however, most sophomores, juniors and seniors choose to live on campus. Should upperclass housing not be available, the University has no obligation to provide it.

The Residence Life staff is responsible for the physical and educational program of the halls, which includes program development to enhance the growth of students, advising of students, counseling and

referral, supervision of the student staff and administrative tasks.

Residence hall reservations for new students are made by filling out a housing application. A check in the amount of \$500 (partial tuition prepayment of \$250 and a one-time housing deposit of \$250), payable to Southwestern University, must accompany the housing application. The application and check may be sent to the Office of Admission. Upperclass students wishing to live on campus reserve a space during the annual spring room sign-up period which occurs in April.

The University assumes no responsibility for the loss of property belonging to students in any building owned by the University, whether the loss is the result of fire, theft, flood or an unknown cause. Students are strongly urged to obtain personal property insurance.

Information concerning room and board rates, payment plans and refund policies may be found in the Financial Information section.

RELIGIOUS LIFE

Believing that the education of students is incomplete without an understanding of their own religious heritage and that of their neighbors, the University requires all students to meet certain curriculum requirements in the study of religion. It is also believed that students mature in their religious life only as they participate in those rites of worship and service which are a part of their faith. Students are encouraged to become involved in organizations related to their religious interests. In addition, the University Chaplain is available to offer counsel, information or referral to students seeking spiritual support and to those interested in learning more about opportunities for involvement in religious activities at Southwestern University. Voluntary mid-week chapel services are held weekly during the school year in Lois Perkins Chapel under the direction of the University Chaplain.

The Office of Religious Life sponsors Bible study, faith discussions, seminars, Interfaith Dialogue and the annual Destination: Service alternate spring break. The Bishop-in-Residence is available to preministry students and others interested in church careers.

COUNSELING SERVICES

Counseling Services provides free, confidential, short-term individual counseling concerning personal issues. Counseling groups are also offered on specific topics. Students seek counseling for a wide variety of concerns. 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 and stress. Referrals to off-campus professionals are available for psychiatric care and for long-term counseling. Counseling Services also provides educational outreach programs on such topics as stress management, eating disorder prevention, alcohol education, sexual assault risk reduction, perfectionism and relationship skills. For more information, call 512-863-1252 or stop by the

186 187

Counseling Services office on the first floor of the Robertson Center.

HEALTH SERVICES

SU Health Services provides education and care to assist students as they learn to take responsibility for their own health and well-being. Emphasis is placed on the importance of preventing illness through a healthy lifestyle, as well as on helping students manage the health problems that college students sometimes encounter.

The on-campus health care team at SU includes a registered nurse, a part-time physician and a part-time physician's assistant. The nurse is available daily for drop-in visits. When appropriate, the nurse will schedule students to see the physician or the physician's assistant, who are on campus for a limited number of hours each week. Working as a team, they are able to treat most of the common health concerns of college students, including routine women's health issues. These services are free to SU students. When routine lab work is required, students can obtain this service on campus at a greatly reduced fee from what would be charged in the community. This fee is payable through the SU Business Office, but insurance coverage may not be used. Prescription services are not available on campus. Due to the limited resources and facilities available on campus, not all health care needs may be met. Thus, when the situation warrants, the on-campus team will make outside referrals to physicians and other health care professionals in the community. Consideration will be made of student's private insurance requirements or out-of-pocket costs. Excellent emergency room care is also available 24 hours a day at the Georgetown Hospital (512-943-3000).

To help make off-campus health care services affordable, an SU group insurance policy is available through EIIA/Markel, which is a nationally recognized provider of this type of insurance. Participation in the group policy is mandatory unless the student can provide proof of other health insurance coverage. This plan covers students for a full 12 months. Currently, at the time of this printing, the cost of the insurance plan is \$165.00/year. Claim forms and further information are available on campus through Health Services and online at the Health Services site.

Health Services staff also provides individual counseling on nutrition, exercise, stress management and other health-related topics, and offers presentations to residence halls, classes and other groups on health-related issues. Health Services also keeps tapes, videos, books and brochures on many health-related topics for students' personal information or as resources for research or presentations.

The SU Health Services are located on the first floor of the Robertson Center, and the telephone number is 512-863-1555.

DIVERSITY EDUCATION

Diversity Education programs seek to make SU a welcoming and affirming place for students of all backgrounds and to help all students capitalize on diversity opportunities to enrich their SU learning experience. Past programs have included the annual Martin Luther King Jr. Celebration, workshops and cultural events on campus, weekend retreats and "Diversity Drives" to such destinations as the Diez y Seis celebration at Plaza Saltillo in Austin, a Lunar New Year festival at the Asian American Cultural Center, a Navratri celebration, a Native American Powwow, worship services at an historic African-American church followed by Sunday dinner at an East Austin "soul food" restaurant, the Austin Jewish Film Festival, and a Czech Polka Mass in a small Central Texas town. For more information, contact Diversity Education staff at 863-1342.

CAREER SERVICES

Career Services' mission is to help students and alumni explore career options, gain marketable experience and engage in the search process for internships, jobs and graduate/professional school admission. Career Services provides individual career advising, a wide variety of workshops to teach career development skills and help students explore different career fields and the Resource Center of more than 600 publications, and a comprehensive website (www.southwestern.edu/careers).

Students are encouraged to start visiting Career Services as early as their first year, when they can start taking self-assessments (personality and interest inventories) to help explore majors and careers.

Career Services staff works one-on-one with students to help them develop effective resumes and interviewing skills and create personalized internship/job search strategies. A comprehensive internship

program helps students research and secure internships, either for academic credit or for experience only. Career Services works closely with faculty to ensure students are aware of opportunities and responsibilities involved in internships for academic credit, as well as cultivating employer contacts to enhance future opportunities for students.

The staff also provides graduate/professional school application assistance, including researching programs, reviewing personal statements and other application materials and conducting practice interviews. To help with internship and job searches, Career Services posts vacancies via e-mail, the Web site and in the Resource Center. They sponsor employer information sessions and on-campus interviews, provide access to a number of internships and job fairs around Central Texas and use an electronic resume referral and job listing system that connects SU candidates with national employment opportunities.

UNIVERSITY POLICE DEPARTMENT

The Southwestern University Police Department provides year-round, 24-hour uniformed patrol and security duty in marked vehicles on campus property and throughout campus buildings. Patrol procedures also include regular walking assignments for areas of campus not accessible to vehicles, providing on-campus escorts and extra patrol requests. They also present special crime awareness programs to the community throughout the year.

All University Police officers are licensed and certified by the Texas Commission on Law Enforcement Officers' Standards and Education as meeting the training requirements of the State of Texas for peace officers. SU's police officers are recognized as peace officers under Article 2.12 of the Texas Code of Criminal Procedure, and they make arrests pursuant to the code for crimes defined in the Texas Penal Code and ordinances of the City of Georgetown. Traffic offenses and other minor incidents also may be handled through the SU Traffic and Safety Committee or the University Committee on Discipline. SU officers are armed and in uniform to be highly visible for the campus community and to act as a deterrent against crime.

The University Police Department prepares and submits offense and incident reports to the Vice President for Student Life and to the Associate Vice President and Dean of Students. Information also is shared with other departments when applicable. Arrest and serious crime information is reported to the Department of Public Safety's Uniform Crime Reporting service. Minor accidents are handled by University Police, and the Georgetown Police Department is called in to assist when major accidents occur. Any time criminal activity or anything suspicious is observed on campus, students are encouraged to notify University Police. The department also should be contacted in the event of the following: any accident involving vehicles, pedestrians and/or bicycles; injured persons; fire or smell of smoke; intoxicated or otherwise chemically impaired person walking or driving; or a situation in which a student has been or is being threatened.

188 189

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 persons and issues which will stimulate their own reflection, and support and contribute to the academic environment of the institution. These various activities are designed to interrelate academic activity and the social and everyday life on the campus and reflect the institution's commitment to the education and development of the whole person.

THE ARTIST SERIES

Each year, a series of outstanding musicians, actors, dancers and other artists are brought to campus through the sponsorship of the Artist Series. In recent years, such well known performers as the Manhattan String Quartet, Victoria de los Angeles, Eugene Fodor, Jose Greco, P.D.Q. Bach, and the Juilliard String Quartet have performed on the stage of Alma Thomas Theater.

In addition, a full range of artistic and cultural activities is carried out on campus through the sponsorship of The Sarofim School of Fine Arts. Art exhibits are brought to the gallery of the Alma Thomas Fine Arts Center at regular intervals during the year. Various Fine Arts groups, such as the Mask and Wig players, the Southwestern University Chorale, the Southwestern University Wind Ensemble and the Southwestern University Chamber Orchestra, present plays and concerts on a regular basis.

LECTURESHIPS AND SYMPOSIA

In an effort to provide students at Southwestern University access to major issues of life and culture, the University presents a series of lectures and other academic occasions during the year.

Brown Symposium Series

Through the generosity of The Brown Foundation, Inc., of Houston, the Brown Symposium Series has been established to bring to campus persons of national and international repute in areas represented by the holders of endowed Brown professorships. Distinct from the traditional lecture series, these symposia are integrated into the regular curricular design of the University, and the members of the symposia participate in a total education experience. Symposia have been on such topics as "Cosmology: the Changing Philosophies of Science," "Benjamin Britten and the Ceremony of Innocence," "Pandora's Box: Computers in Everyday Life," "Africa and Afro-America," "Punctuated Evolution: The Slender Thread of Life," "Discoveries of America," "Macrohistory: New Visions of the World," "Global Climates: Past, Present & Future," "Communities," "Drawing and Crossing Boundaries: The Roots of Texas Music," "The Human Genome Project: Advances, Repercussions, and Challenges," "España y América: Cultural Encounter—Enduring Legacy," "Shakespeares!!," "Globalization: Win-Win or Win-Lose?," "Spiritualities of Resistance," "Arctic Journey: Discoveries of Inter-relationships in the Circumpolar North," "FOR LOVE AND JUSTICE: Breaking the Cycles of Intimate Violence," "GNP or Gross National Well-Being?" and "Who Do We Think We Are?!"

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, Jimmy Carter, Bill Moyers, Karen Hughes, Marian Wright Edelman, John McGuire, William Sloane Coffin, Benazir Bhutto and Thomas H. Kean.

The Writer's Voice

A project of the A. Frank Smith, Jr. Library Center, the Writer's Voice brings authors of national or

international prominence to the Southwestern University campus. Recent speakers have included Michael Chabon, Margaret Atwood, Tony Kushner, Carlos Fuentes and Robert Pinsky.

The A. Frank Smith, Jr. Distinguished Lecture Program

In 1988, the law firm of Vinson & Elkins honored its former managing partner and longtime Southwestern University trustee, A. Frank Smith, Jr., through an endowment which established this lecture program. These lectures bring to campus distinguished guest speakers in the fields of law, history, government, political science and public service.

The Jessie Daniel Ames Lecture Series

The Jessie Daniel Ames Lecture Series focuses on the professional and civic achievements of women. Established in 1985, the lecture series is named for Jessie Daniel Ames, a 1902 alumna of Southwestern University who championed the causes of voting rights for women, prison reform and anti-lynching legislation. A business person and leader in the national suffragist movement, she was a founder and the first president of the Texas League of Women Voters and was one of the first women delegates to the state and national Democratic conventions.

The Lurlyn and Durwood Fleming Scholar-in-Residence in Religion Program

Through an endowment established by St. Luke's United Methodist Church, Houston, in honor of Dr. and Mrs. Durwood Fleming, the Scholar-in-Residence Program exists to bring distinguished visitors to campus to enrich the University's academic program. This program is designed to emphasize close and significant interaction between students and distinguished scholars in the field of religion.

The Willson Lectureships

The late J.M. Willson and Mrs. Willson of Floydada, Texas, alumni of Southwestern University, established an annual lectureship to be known as the Willson Lectureship in 1948. The lectures are directed at the student body and seek significantly to 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 which lead to international understanding.

The Slover-Southwestern Lectureships

This lectureship series represents the joining of an endowment given by the German Mission Conference to Southwestern University and an endowment left by the late Reverend George S. Slover, DD. Each of these endowments was given originally to establish annual lectureships. Since 1978, they have been combined to provide one lectureship a year in the area of values and social questions.

HISTORY AND GOVERNANCE

Southwestern University is the descendant of four of the earliest institutions of higher learning in Texas. The forerunner of the University, Rutgersville College, was chartered by the Republic of Texas in 1840, making it the first college in what was to become the state of Texas. The three other colleges founded by pioneer Methodists and united in one central college in Georgetown in 1873 were Wesleyan College, chartered in 1844; McKenzie College, 1848; and Soule University, 1856. When the five Methodist Conferences of Texas located the central institution in Georgetown it was known as Texas University. In 1875, that name was ceded to the state of Texas and the present name, Southwestern University, adopted. Georgetown is a community of 40,000 residents located 28 miles north of downtown Austin

190 191

and is the county seat for rapidly growing Williamson County.

Southwestern University is governed by a 50-member Board of Trustees consisting of representatives, both lay and clergy, from the six current Annual Conferences of the United Methodist Church in Texas, trustees elected at large, and two recent graduates of the University, elected by students. The bishops in charge of the Annual Conferences of the United Methodist Church in Texas, the president and president-elect of the Association of Southwestern University Alumni, and the president of the University are ex officio members. The trustees from the individual Conferences are nominated by the University and elected by the respective Annual Conference. Trustees at large are elected by the Board of Trustees of Southwestern and confirmed by the Annual Conference in which each resides. Elected trustees, other than student trustees, serve terms of four years. Student trustees serve terms of two years.

Southwestern has had 14 presidents and three interim presidents since it was established in Georgetown. They were: Francis Asbury Mood, 1873–1884; John Wesley Heidt, 1885–1889; John Howell McLean, 1889–1897; Robert Stewart Hyer, 1898–1911; Charles McTyeire Bishop, 1911–1922; Paul Whitfield Horn, 1922–1924; James Samuel Barcus, 1924–1928; King Vivion, 1928–1935; John William Bergin, 1935–1942; John Nelson Russell Score, 1942–1949; William Carrington Finch, 1949–1961; Lawrence Durwood Fleming, 1961–1981; Roy B. Shilling, Jr., 1981–2000; and Jake B. Schrum, 2000–present. Faculty members John Howell McLean, John R. Allen, Randolph Ward Tinsley and William B. Jones each served as interim presidents during changes in administrations.

The Campus

Southwestern University's campus has been called one of Texas' most beautiful and best-planned college facilities. Located in a residential area on the eastern edge of Georgetown, the more than 30 buildings situated on 700 acres create a beautiful and conducive environment for living and learning. The Administration Building, completed in 1900, was renovated through grants made by The Cullen Foundation of Houston. Following the official reopening and dedication on October 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. Both the Cullen Building and Mood-Bridwell Hall, erected in 1908, are included in the National Register of Historic Places. Mood Hall, named for Dr. Francis A. Mood, first regent of the University, was renovated and restored with grants from the J.S. Bridwell Foundation of Wichita Falls, Texas, and The J.E. and L.E. Mabee Foundation, Inc. of Tulsa, Oklahoma. The building was formally reopened and dedicated in October 1978 with the new name of Mood-Bridwell Hall.

The Cullen Building includes classrooms, the Alumni Center and the Admission, Financial Aid, Business, Registrar, Academic Services, Strategic Planning and Assessment, Fiscal Affairs, Development, University Relations, and Provost's and President's Offices. Mood-Bridwell Hall includes classrooms, faculty offices for the English, History, Economics and Business, Education, Political Science, Sociology and Anthropology, and Mathematics and Computer Science Departments, an electronic classroom, computer laboratories, International Programs, the Debby Ellis Writing Center and the Paideia Program.

The Fondren-Jones Science Hall furnishes 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, Texas. With gifts from Houston Endowment Inc., of Houston, Texas, the building was completely renovated during 1980–81. Formerly called the Fondren Science Hall, the building was opened and 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. It was funded primarily through the generosity of The George I. Alden Trust, M.D. Anderson Foundation, Dr. Douglas M. and Nell Barnes Benold, Genevieve Britt Caldwell and T.M. Caldwell, Jr., Dr. Turner M. Caldwell III, The Fondren Foundation, Hoblitzelle Foundation, Houston Endowment Inc., The Meadows Foundation, Eric V. Patterson, Dr. Gulnar Rawji and Gilbert Rappaport, Dr. Robert C. and Dagmar Roeder, and The Willingham Estate. The wing is named for Gordon C. Evans, Sr., a longtime employee of the Jesse H. Jones Interests and Houston Endowment Inc.

At the center of campus is the Roy H. Cullen Academic Mall, completed in 1993. The naming gift of the mall was made possible through a grant from The Cullen Foundation of Houston in honor of Roy H. Cullen, longtime University trustee. The chapel plaza was given by Mrs. Evie Jo Wilson in memory of her husband, alumnus Arthur R. Wilson. Infrastructure and expanded computing capabilities were provided by The Cullen Trust for Higher Education. The fountain closest to University Avenue was given by anonymous donors. It is on the site of the Landrum Memorial Fountain given by the late Mr. Neely G. Landrum and Mr. James N. Landrum of Dallas, Texas, in honor of their daughter and sister, Mrs. Marguerite Landrum Williams. The library courtyards were made possible by a grant from the Hoblitzelle Foundation of Dallas. Blanche M. Burcham gave one of the kiosks through a bequest in memory of alumnus Joseph R. Burcham. 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, dedicated in the fall of 1988, 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 Senator John Goodwin Tower, the Clark Texana Collection, and the J. Frank Dobie and Bertha McKee Dobie Collections. The library center also houses University Information Technology Services, Audiovisual Services, and the National Institute for Technology and Liberal Education South Technology Center. 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, Texas, and gifts from friends of Mr. Herman Brown, a member of the University's Board of Trustees for many years. The 1988 addition, which doubled the size of the previous library, 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. At the suggestion of the directors of the Cullen Foundation and the Cullen Trust for Higher Education, the University Trustees elected to name the complex in honor of Mr. Smith for his years of devoted service to Southwestern. These two foundations contributed over half of the cost for the renovation and expansion of this facility.

Facing the A. Frank Smith, Jr. Library Center across the campus is Lois Perkins Chapel, a semi-Gothic structure of native limestone seating 850, where weekly chapel services and other events are held. The chapel was erected in 1950 by a gift from the late Mr. J.J. Perkins of Wichita Falls 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.

West of the chapel is the Red and 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, and Charles and Elizabeth Prothro and the Perkins-Prothro Foundations of Wichita Falls. The 63,000 square-foot center includes campus dining facilities, a ballroom, student organization offices, the University Bookstore, Gender Awareness Center, the Post Office, offices for the Vice President for Student Life, Student Activities, Diversity Education, Religious Life, the Associate Vice President and Dean of Students and displays of the McCombs Americana Collection. Mr. McCombs chaired the University's Board of Trustees from 1992 to 2000 and continues to serve as a trustee.

East of the chapel is the F.W. Olin Building, dedicated in 1996. Funded by a grant from the F.W. Olin Foundation of New York, the state-of-the-art, 39,000 square-foot building includes lecture halls, electronic classrooms, language learning center, an experimental psychology laboratory and faculty offices for the Classics, Communication Studies, Psychology, and Modern Languages and Literatures Departments.

North of the chapel is the William Carrington Finch Plaza. Dedicated in 2001, the plaza provides easy access to the chapel and is named for Southwestern's 11th president, William Carrington Finch. The Sarofim School of Fine Arts, named for arts benefactor Faye Sarofim of Houston, is housed in the Alma Thomas Fine Arts Center, erected in 1956 and the gift of the late Mrs. Alma Thomas of Austin, Texas, a longtime trustee of the University. The three-story building contains a theater, recital hall, art gallery, offices, studios, practice rooms, and offices for the Art and Art History, Music and Theatre Departments. Gifts from The Hoblitzelle Foundation in 1973 and 1978 have made possible the air conditioning of the building, the renovation of the theater, art studios, and recital hall, and the

192 193

installation of safety equipment and of access facilities for the physically impaired.

In 1993, a thrust stage theater facility was completed on the north side of the Alma Thomas Fine Arts Center. The performance space, made possible by a grant from Houston Endowment Inc., is named for Jesse H. Jones and Mary Gibbs Jones. A hall of honor recognizing future generations of donors was made possible by the generosity of The J.E. and L.E. Mabee Foundation. The foyer and theater lobby were made possible by alumni Genevieve Britt Caldwell, Louise Britt Carvey, Frank P. Carvey, Jr., and Dr. Turner M. Caldwell III, and Turner M. Caldwell, Jr. The green room, dedicated to the memory of Dr. Nita Akin, an alumna, was given by alumnus J.W. Akin and family. Theater furnishings were funded by The Abell-Hanger Foundation of Midland and The Fondren Foundation of Houston. The scene shop was made possible through a trust by alumnus William G. Swenson and Shirley A. Swenson. In 1999, an 18,000 square-foot addition to the Fine Arts Center was dedicated for the study of music and the visual arts. Made possible by a gift from Faye Sarofim, it includes teaching studios for music, drawing and painting studios, a secure gallery, and faculty offices. The Wood-Avant Fine Arts Foyer is named for alumna Joan Wood Avant and her parents, Judge D.B. Wood and alumna Bernice Cooke Wood, through gifts from members of their family, alumnus J.R. "Slim" Avant, Jamie Avant Deyhle, Jim Forrest Avant, and Jeff Wood Avant.

The Corbin J. Robertson Center, more than 95,000 square-feet of comprehensive recreational and athletic facilities dedicated in 1996, occupies the northeast corner of campus. The center includes the Kinesiology and Intercollegiate Athletics Departments and offices for Health Services, Counseling Services, Athletic Training and Recreational Sports. These facilities were made possible by major gifts from The Cullen Foundation, The Cullen Trust for Higher Education, and the James V. and Pat Walzel Family, all of Houston. The center is named in honor and memory of the late Corbin J. Robertson, Houston businessman and philanthropist. James Walzel serves as a trustee of the University. The Field House houses the Korouva Milkbar Coffeehouse and the University Police Department.

On the north edge of campus is the Rufus Franklin Edwards Studio Arts Building. With studios for sculpting, ceramics and woodworking, its construction was funded by Mr. Edwards, Class of 1922, who left his estate for the benefit of his alma mater. Dedicated in 1997, the Fountainwood Observatory was made possible by the partners of Fountainwood Estates in Georgetown, Betty R. Hester, Ross W. Hester and the late Max D. Allen.

Joe S. Mundy Hall, dedicated in 2004, houses classrooms, office space and meeting space. The hall was named for alumnus and longtime trustee Joe S. Mundy '64.

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 for women 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 long-time trustee of the University. Mabee Hall, made possible by a gift from the J.E. and L.E. Mabee Foundation, opened in 1985 and houses 176 students in suites that serve as home to Southwestern's living-learning communities for first-year students.

Moody-Shearn Hall is one of two residence halls making up a complex occupying the northwest corner of the campus. The halls were put into use in 1966. A gift of the Moody Foundation of Galveston, Texas, Moody-Shearn Hall was named in honor of Mr. John Shearn, an early graduate of Rutgersville College, one of the parent schools of Southwestern, and in honor of Mr. William Lewis Moody, Jr. Herman Brown Hall is the second residence hall in the complex, which features exterior corridors and private courtyards. Both halls provide accommodations in four-student suites. Construction 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.

A residence hall for men is Martin Ruter Hall, erected in 1955 in honor of Martin Ruter, pioneer Methodist missionary and educator. Funds for the building were provided by the Central Texas, Southwest Texas and Texas Annual Conferences of the United Methodist Church.

The Grogan and Betty Lord Residential Center is an apartment complex for 200 students located on the northwest corner of campus. Dedicated in 1995, the Lord Center was made possible by contributions from members of the Lord family toward enrichment of residential life at Southwestern. Grogan Lord began serving on the Board of Trustees in 1958 and is currently an honorary trustee. The facility includes the Sharon Lord Caskey Community Center featuring campus community meeting rooms and sorority chapter rooms.

The Charline Hamblin McCombs Residential Center is an apartment complex for 96 students dedicated in 2001 and located north of Martin Ruter Hall. 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.

Snyder Athletic Field and the Robert K. Moses, Jr., Soccer Field, on the west side of the campus, serve as outdoor playing fields for varsity soccer, club lacrosse and intramural sports. Robert Moses is a former trustee of the University.

Recreational facilities on the east side of campus include the Rockwell Family Baseball Field, Kurth-Landrum Golf Course, Taylor-Sanders Softball Field and the lighted Southwestern Tennis Courts. The baseball field is named for the late Henry M. Rockwell and his family. The golf course is named for the late Mr. and Mrs. E.L. Kurth of Lufkin, Texas, both alumni of Southwestern. The golf course sprinkler system and the equipment building were the gifts of the late Mr. Neely G. Landrum, a Southwestern University alumnus and University trustee. The softball field was given by Carol Sanders Miller of Waco, Texas, in memory of her parents Carroll and Opal Taylor Sanders.

West of the tennis courts is the Julie Puett Howry Center. Made possible by Nelson and Ruth Puett of Austin and named for their daughter, the late Julie Puett Howry, an alumna, the center features meeting space for the campus community and a pro shop for the golf course.

South of the tennis courts is the McCook-Crain Building, erected in 1953 in memory of two alumni, Lieutenant Charles W. McCook and Mr. E.L. Crain. It houses the Office of Career Services.

The Kyle E. White Religious Activities Center, erected in 1956, provides facilities for classes and faculty offices for the Religion and Philosophy Department. The building was made possible by a gift from the late Mrs. Kyle E. White of Anahuac, Texas, in memory of her husband.

Turner-Fleming House, the home for the University's president and family, overlooks the Kurth-Landrum Golf Course. The home was a gift of the late Mr. and Mrs. P.E. Turner of Houston and was given to the University to honor former President and Mrs. Durwood Fleming.

ENDOWED CHAIRS, PROFESSORSHIPS, PRIZES AND AWARDS

CHAIRS AND PROFESSORSHIPS

The Brown Foundation, Inc. Memorial: A fund contributed by The Brown Foundation, Inc., 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 the John H. Duncan Chair.

The Claud Howard and Elizabeth A. Crawford Endowment Fund: Established in 1999 by the estate of Elizabeth A. Crawford '34, to provide visiting scholars and/or visiting professor programs annually in the English Department.

The 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 Will Woodward Jackson Professorship: Established in 1975 by friends, classmates and associates

194 195

of the late **Dr. W. W. Jackson '16** to create the Will W. Jackson Professorship in Education.

The Jesse H. and Mary Gibbs Jones Professorship in Mathematics: Established in 1972 by a grant from Houston Endowment, Inc.

The Robert Sherman Lazenby Chair in Physics: Established in 1971 by the late Mrs. Virginia Lazenby O'Hara to provide income for University operations.

Lord Chair in Computer Science: Established in 1983 by Mr. W. Grogan Lord, distinguished member of the Board of Trustees since 1958, to ensure teaching excellence in the field of computer science.

The Carolyn and Fred McManis Chair in Philosophy: Established by the Trustees of the McManis Trust.

The John Shearn Chair in Business: Established in 1974 by The Moody Foundation of Galveston 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.

The 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.

The Wilson-Craven Endowed Fund: Established in 1973 by Evie Jo and **Arthur R. Wilson '15** in loving memory of their parents, Reverend and Mrs. Albert W. Wilson and Reverend and Mrs. William A. Craven to create the Wilson-Craven Chair in Religion.

PRIZES AND AWARDS

Faculty Awards

The Excellence in Academic Advising Award: Created to distinguish those academic advisors who have had a significant impact on the lives of their advisees, and to recognize the part that good advising plays in the educational process, this cash award is given to one advisor annually. Nominations are made by students.

The Southwestern University Teaching Awards: Recognizing quality teaching, these annual awards are nominated by students and are awarded one each to a full-time, tenure-track (but untenured) assistant or associate professor, and a tenured or full professor.

The William Carrington Finch Award: Made to a full-time faculty member for conspicuous accomplishment in furthering the aims of the University. This award is made possible by a gift to the endowment by Dr. Finch's wife, Lucy, and their two sons, Dr. William Tyree Finch and Dr. Richard Carrington Finch. **Dr. William C. Finch '65** was the 11th President of Southwestern University.

Student Awards

The Accounting Excellence Award: Awarded annually to an outstanding senior student majoring in accounting. The award is given by the Texas Society of Certified Public Accountants.

Alpha Chi Award: Awarded annually to the student of the first-year class who makes the highest grade point average on a minimum of 30 semester hours of work.

The Annie Edwards Barcus Minga Speech Contest: Established by Dr. and Mrs. T. Herbert Minga to grant awards in persuasive speaking to honor **Annie Edwards Barcus '22**, a distinguished alumna and former teacher on the faculty of Southwestern University. Dr. Minga was a member of the University's Board of Trustees from 1965 to 1976.

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 **Dr. W. Joseph King '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: Established in memory of the late Robert L. Lancaster, sculptor and chair of the Art Department in The Sarofim School of Fine Arts. Selection of the recipient of the award is made on the basis of a portfolio judged by the entire art faculty and the dean of The Sarofim School of Fine Arts.

The Frank Luksa Award: This award is made to a student in the field of sociology. It was established in 1974 in honor of Dr. Frank Luksa's retirement from long years of service as head of the Sociology Department at the University.

Mask and Wig Awards: Individual awards are made to students who give superior performances in Mask and Wig productions.

The Men's Panhellenic Association Award: This Association provides a scholarship award to the active fraternity chapter on the campus making the highest grade average each semester.

The Henry E. Meyer Memorial Music Composition Award: Awarded annually to an outstanding music student from funds donated by Mr. and Mrs. R. Cochrane Penick.

Merriman Morton Business Leadership Award: Given by Dorothy Drummer on the occasion of **Merriman Morton '63** being presented the Distinguished Alumnus Award April 26, 1996. Awarded to an outstanding senior with a major in the Economics and Business Department who demonstrates business leadership and potential for success in the business community.

The David Knox Porter Award: Established in memory of the Reverend David Knox Porter, D.D. an alumnus of the University, by his daughters, Mrs. Meade F. Griffin and Mrs. Leslie Etter. This award is given annually to the outstanding pre-theological student.

Mary Mann Richardson Award: This award is given annually to a member of the pledge class of the Zeta Chapter of the Alpha Delta Pi Sorority. It was established by Mr. and Mrs. Will Mann Richardson of Tyler, Texas, in 1975.

The Barbara Fay Brown Schoenewolf Memorial Fund: Established by classmates and friends as a tribute to the vision, talent and warmth of Barbara Fay Brown Schoenewolf, a 1971 graduate of Southwestern who died in 1989. Intended to award achievement in art at Southwestern.

The John Score Award in Philosophy is given periodically to a senior student majoring in philosophy

whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. John Score, who taught in the department from 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 is given periodically to a senior student majoring in religion whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. Norman W. Spellmann on the occasion of his retirement after 38 years of teaching in the department.

The Mary Lynn Webb Starnes Music Award: Given by Mrs. C.W. Webb of Elgin, Texas, 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

196 197

William Nick Sikes Award

This annual award, given in honor of Nick Sikes (Education Department and Southwestern University 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, (Southwestern University and 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 preservice teacher of the year at each member institution. The Department of Education faculty selects the recipient.

Lisa Kenney Award

This monetary award honors the memory and dedication of Lisa Kenney, a student at Southwestern who died while completing her program. The award is presented on an occasional basis to an outstanding postgraduate student who reflects Lisa's enthusiasm and potential for excellence in the teaching profession.

King-Trowbridge-Parks Award for Social Justice in Education

This award, in honor of Coretta Scott King, Dr. Martin Luther King Jr., Augustus Trowbridge, and Rosa Parks and their dedication to social justice and civil rights, is presented to a preservice teacher whose knowledge, passion, and actions support the ongoing struggle for social justice and civil rights through and within preschool-12th grade education.

THE UNIVERSITY DIRECTORY

BOARD OF TRUSTEES

Central Texas Conference

Kay Granger, Fort Worth	2011
W. Joseph King '93, Fort Worth.....	2010
Michael McKee, Hurst	2008
J. Eric McKinney '72, Georgetown	2008

North Texas Conference

W. Mark Craig, Dallas	2009
Robert W. Dupuy '69, Dallas	2009
Larry J. Haynes '72, Carrollton	2009
Ronald D. Henderson, Dallas	2010

Northwest Texas Conference

John S. Curry '70, Pampa	2009
Ted J. Dotts, Jr., Lubbock	2008

Rio Grande Conference

Martin Aleman, Jr. '68, Austin	2008
Roberto L. Gómez '69, Mission	2009

Southwest Texas Conference

Barbara R. Galloway-Edgar '78, Boerne	2009
J. Michael Lowry, San Antonio	2009
Robert T. Rork '62, San Antonio	2011
Robert C. Scott, San Antonio	2009

Texas Conference

James W. Foster '72, Houston	2009
Charles R. Millikan '68, Pearland	2009
Marjorie S. Schultz '70, Houston	2009
James V. Walzel, Houston	2009

Elected at Large

Douglas M. Benold '44, Georgetown	2009
Bobby Smith Cohn, Houston	2009
Roy H. Cullen, Houston	2010
Thomas A. Forbes '71, Austin	2009
Jack Garey, Georgetown	2010
Robert H. Graham, Houston	2010
Robert W. Karr '71, Essex, Conn	2010
Bart C. Koontz '78, San Antonio	2008
R. Griffin Lord, Belton	2010
Helen E. Black McAllister '49, San Antonio	2010
James W. Moore, Dallas	2009
Barbara P. Neely '77, Fort Worth	2009
Ernesto Nieto '64, Maxwell	2011
Pete A. Sessions '78, Dallas	2011

Donald W. Underwood '70, Plano 2010
 Robert Wunsch, Austin 2011

198 199

BOARD OF TRUSTEES (Continued)

Supplemental

Red McCombs '49, San Antonio 2011
 Merriman Morton '63, Austin 2011

Recent Graduates Elected by the Board

Ana T. Baida '06, College Station 2008
 Mitch Barnett '07, Abilene 2009

Honorary

W. Grogan Lord, Georgetown

Ex Offi cio Members

Ben R. Chamness, Bishop Central Texas Annual Conference, Fort Worth
 Joel N. Martinez, Bishop Southwest Texas and Rio Grande Annual Conferences, San Antonio
 Janice Riggle Huie, Bishop Texas Annual Conference, Houston
 Alfred L. Norris, Bishop North Texas Annual Conference, Dallas
 D. Max Whitfi eld, Bishop .. Northwest Texas and New Mexico Annual Conferences, Albuquerque, NM
 Jake B. Schrum '68, President Southwestern University, Georgetown
 Elected by the Association of Southwestern University Alumni

Joe O. Seeber '63, Hewitt 2008

Ann Tyrrell Cochran '72, Houston 2010

CHIEF ADMINISTRATIVE OFFICERS

Jake B. Schrum '68, BA, MDiv President
 Richard L. Anderson, BBA, CPA Vice President for Fiscal Affairs
 Gerald D. Brody, BA, MEd Vice President for Student Life
 James W. Hunt, BSEd, MEd, EdD Provost and Dean of the Faculty; Professor of Education
 Beverly J. Jones, AB, MDiv, PhD University Chaplain/
 Holder of the Wilson-Craven Chair for Chaplaincy
 Thomas J. Oliver '89, BA, MLA Vice President for Enrollment Services
 C. Richard McKelvey, BA, MA Vice President for Institutional Advancement
 Francie Schroeder Executive Assistant to the President
 Ronald L. Swain, BA, MEd, EdD Senior Advisor to the President for Strategic
 Planning and Assessment

THE UNIVERSITY FULL-TIME FACULTY

(Based on documented information provided by faculty and hires made as of June 1, 2007.)

James W. Hunt 1988

Provost and Dean of the Faculty; Professor of Education
 BSEd, Central Methodist College; MEd, EdD, Northwestern State University of Louisiana.

THE BROWN COLLEGE OF ARTS AND SCIENCES

Sherry E. Adrian 1993

Associate Professor of Education

BA, The University of North Texas; MEd, The University of Arizona; PhD, The University of Texas
 at Austin.

M. Cristina Alcalde 2004

Assistant Professor of Anthropology

BA, University of Louisville; MA, PhD, Indiana University.

Steven Alexander 2003

Associate Professor and Chair of the Physics Department; holder of the Robert Sherman Lazenby
 Chair in Physics

BS, PhD, The University of Texas at Austin.

Hector Amaya 2003

Assistant Professor of Communication Studies

Licenciatura, Universidad Autonoma Metropolitana, Mexico; MCS, University of Calgary,
 Canada; PhD, The University of Texas at Austin.

Amy Anderson 1990

Head, Periodical Services with rank of Associate Professor

BSEd, Texas Tech University; MLIS, The University of Texas at Austin.

Darren Aversa 2007

Visiting Assistant Professor of Spanish

Ph.D., The University of Virginia; M.A., The University of South Carolina; B.A., The Florida
 State University.

Katharine Baker 2006

Visiting Instructor of Religion

BA, Duke University; MC, University of Florida; MA, University of Virginia; MTS, Duke
 Divinity School.

Robert Bednar 1999

Associate Professor and Chair of the Communication Studies Department; Chair of the American
 Studies Program

BA, Southwestern University; MA, PhD, The University of Texas at Austin.

Miguel Angel Benavides 1992

Director of Athletic Training Education Program with rank of Assistant Professor of Kinesiology

BA, The University of Texas at Arlington; MEd, Northeast Louisiana University.

Nikolaos Benteinitis 2006

Assistant Professor of Chemistry

BS, National Technical University at Athens, Greece; PhD, Rensselaer Polytechnic Institute.

Shana Bernstein 2004

Assistant Professor of History

BA, University of California at Berkeley; MA, PhD, Stanford University.

Erika Berroth 2004

Associate Professor of German; Paideia® Professor

Staatsexamen, Eberhard-Karls-Universität, Tübingen, Germany; PhD, University of California,
 Santa Barbara.

John Edward Bigley 1976

Head, Library Automation Services with rank of Associate Professor

BA, Southwestern University; MLIS, The University of Texas at Austin.
 Mark Bottorff 2002
 Assistant Professor of Physics and Director of the Fountainwood Observatory; Paideia® Professor
 BA, University of Colorado at Boulder; MS, University of Colorado at Denver; PhD, University
 of Kentucky.
 Michael Bray 2002
 Assistant Professor of Philosophy
 BA, Sarah Lawrence College; PhD, The Pennsylvania State University.
 Lynne Brody 1990
 Dean of the A. Frank Smith, Jr. Library Center with rank of Professor
 BA, Rutgers University; MLS, Simmons College.
200 201
 Kerry A. Bruns 1993
 Professor of Chemistry
 BA, Western New Mexico State University; PhD, New Mexico State University.
 Suzanne Fox Buchele 1998
 Associate Professor of Computer Science.
 BA, Connecticut College; MA, MS, PhD, The University of Texas at Austin.
 Romi L. Burks 2003
 Assistant Professor of Biology; Chair of the Animal Behavior Program
 BA, BS, Loyola University Chicago; PhD, University of Notre Dame.
 Glenda Warren Carl 1988
 Associate Professor of French and Chair of the Chinese, French, and German Programs in the
 Modern Languages and Literatures Department; Associate Professor of Latin in the Classics Area;
 Paideia® Professor
 BA, MA, University of Kansas; PhD, University of Wisconsin at Madison.
 Daniel Castro, Jr. 1996
 Professor of History; Chair of Latin American Studies Program; Paideia® Professor
 BA, Loyola University; MA, PhD, Tulane University.
 John B. Chapman 1966
 Professor of Mathematics; holder of the Jesse H. and Mary Gibbs Jones Professorship
 in Mathematics
 BS, Baylor University; MS, The University of North Texas; PhD, The University of Texas at Austin.
 William Christensen 2000
 Director of the Language Learning Center with rank of Associate Professor of Spanish
 BA, The University of North Texas; MA, PhD, The University of Texas at Austin.
 Eileen Cleere 2000
 Associate Professor of English
 BA, Scripps College; MA, PhD, Rice University.
 N. Elaine Craddock 1994
 Associate Professor of Religion and Chair of the Feminist Studies Program
 BA, Smith College; MA, PhD, University of California at Berkeley.
 Maria Cuevas 1998/2003
 Assistant Professor of Biology; Paideia® Professor
 BS, Purdue University at West Lafayette; MS, Northwestern University; PhD, Boston University.
 Steven C. Davidson 1988
 Professor of History
 BA, University of Virginia; MA, University of Chicago; PhD, University of Wisconsin at
 Madison.
 Alejandro de Acosta 2003
 Assistant Professor of Philosophy
 BA, Hampshire College; MA, PhD, Binghamton University.
 John E. Delaney 1988
 Associate Professor of Business and Chair of the Economics and Business Department
 BS, Northern Illinois University; MA, University of Illinois at Urbana-Champaign; PhD, The
 University of Texas at Austin.
 Richard T. Denman 1981
 Associate Professor of Mathematics and Computer Science
 BA, MS, Texas Tech University; MA, PhD, The University of Texas at Austin.
 Carlos A. De Oro 2006
 Assistant Professor of Spanish and Co-Chair of the Spanish Program in the Department of Modern
 Languages and Literatures
 BA, Universidad del Atlántico, Barranquilla, Colombia; MA, University of Arkansas;
 PhD, University of Miami.
 Paula Desmond 2007
 Assistant Professor of Psychology
 BSc, Aston University; PhD, Dundee University.
 Abigail Dings 2004/2007
 Assistant Professor of Spanish
 BA, Binghamton University; MA, University of Wisconsin at Madison; PhD, The University of
 Texas at Austin.
 Jennifer Santos Esperanza 2006
 Visiting Instructor, Sociology and Anthropology Department
 BA, University of Southern California; MA, University of California at Los Angeles.
 Dirk W. Early 1994
 Professor of Economics; Paideia® Professor
 BS, Miami University; MA, PhD, University of Virginia.
 Samuel E. Fiala 2007
 Visiting Assistant Professor of Psychology
 BA Southwestern University; MS, PhD; Texas A&M University.
 Jack P. Flatau 1997
 Head Women's Soccer Coach with rank of Assistant Professor of Kinesiology
 BS, State University of New York at Cortland; MEd, Texas State University at San Marcos.
 Carol Fonken 1994
 Head, Circulation and Reference Services/Instruction Librarian with rank of Associate Professor

AB, University of California at Berkeley; MLS, The University of Texas at Austin.	
Maha Zewail Foote	2003
Assistant Professor of Chemistry	
BS, California Institute of Technology; PhD, The University of Texas at Austin.	
Fumiko Futamura	2007
Assistant Professor of Mathematics	
BA, University of Louisville, MS, PhD, Vanderbilt University.	
David J. Gaines	1984
Associate Professor of English; Director of the Paideia® Program and Paideia® Professor; Brown Distinguished Teaching Professor (2000-2003)	
BA, Stanford University; MA, PhD, The University of Texas at Austin.	
Alisa Gaunder	2002
Assistant Professor of Political Science and Chair of the International Studies Program	
BA, Washington University; MA, PhD, University of California at Berkeley.	
Traci Giuliano	1994
Professor of Psychology	
BA, The University of Texas at Austin; MA, PhD, University of California at Los Angeles.	
Martín Gonzalez	2003
Associate Professor of Biology	
BS, MS, The University of Texas at El Paso; PhD, University of California at Berkeley.	
Elizabeth Green Musselman	1999
Associate Professor of History	
BSFS, Georgetown University; MA, PhD, Indiana University.	
202 203	
Donald P. Gregory	1998
Head Men's Soccer Coach with rank of Assistant Professor of Kinesiology	
BA, Kenyon College; MEd, University of Houston.	
Fay Guarraci	2003
Assistant Professor of Psychology	
BA, McGill University; MA, PhD, University of Vermont.	
Frank S. Guziec, Jr.	1996
Professor of Chemistry; holder of the Herbert and Kate Dishman Chair in Science	
BS, Loyola University of Chicago; PhD, Massachusetts Institute of Technology.	
Lynn Guziec	1996
Visiting Assistant Professor Chemistry	
BA Russell Sage College; PhD, New Mexico State University.	
Halford W. Haskell	1984
Professor and Chair of the Classics Area; Paideia® Professor	
BA, Haverford College; MA, PhD, University of North Carolina at Chapel Hill.	
Shawna Hein	2005
Assistant Athletic Trainer with rank of Instructor of Kinesiology	
BS, Southern Illinois University at Carbondale; MS, Purdue University.	
Dana Hendrix	1991
Coordinator, Collection Development and Acquisitions with rank of Associate Professor	
BA, East Texas State University; MALS, Texas Woman's University.	
Dan C. Hilliard	1974
Professor of Sociology; Paideia® Professor; Brown Distinguished Teaching Professor (2001-2004)	
BA, Rice University; MA, PhD, The University of Texas at Austin.	
Laura Hobgood-Oster	1998
Associate Professor of Religion and Chair of the Religion and Philosophy Department; holder of the Elizabeth Root Paden Chair; Chair of the Environmental Studies Program	
BA, James Madison University; MDiv, Vanderbilt University; PhD, St. Louis University.	
Philip E. Hopkins	1998
Associate Professor of Philosophy	
BA, Stephen F. Austin State University; MA, St. John's College; PhD, The University of Texas at Austin.	
Molly Jensen	2007
Visiting Assistant Professor of Religion and Philosophy	
BA, Centre College; MTS, Vanderbilt Divinity School; Ph.D, Vanderbilt University.	
Theodore J. Jobe	2004
Visiting Assistant Professor of Spanish	
BA, University of California at Davis; MA, PhD, The University of Texas at Austin.	
Davi Alynne Johnson	2006
Assistant Professor of Communication Studies	
BA, Samford University; MA, PhD, University of Georgia.	
Julia R. Johnson	2006
Assistant Professor of Communication Studies	
BA, California State University at Long Beach; MA, California State University at Northridge; PhD, University of Massachusetts at Amherst.	
Melissa A. Johnson	1998
Associate Professor of Anthropology and Chair of the Sociology and Anthropology Department	
BA, Williams College; MA, PhD, University of Michigan.	
Sharon C. Johnson	1977
Associate Professor of Education; 2001 Minnie Stevens Piper Professor	
BA, University of Oklahoma; MEd, EdD, Texas Tech University.	
Alison Kafer	2004
Assistant Professor of Feminist Studies	
BA, Wake Forest University; MA, PhD, Claremont Graduate University.	
Edward L. Kain	1986
Professor of Sociology; University Scholar; Brown Distinguished Teaching Professor (1998-2000)	
BA, Alma College; PhD, University of North Carolina at Chapel Hill.	
Michael Kamen	2002
Associate Professor and Chair of the Education Department; Paideia® Professor	
BS, MA, Texas State University at San Marcos; PhD, The University of Texas at Austin.	
James A. Kilfoyle	1992
Associate Professor and Chair of the English Department	

BA, Wesleyan University; MA, PhD, Brown University. Lisa Moses Leff	2000
Associate Professor of History BA, Oberlin College; MA, PhD, University of Chicago. Hannah Long	2004
Head Women's Volleyball Coach with rank of Instructor of Kinesiology BS, Portland State University; MS, Texas A&M University. Erik Loomis	2007
Visiting Brown Junior Scholar of History BA, University of Oregon; MA, University of Tennessee. Maria R. Lowe	1993
Associate Professor of Sociology BA, Trinity University; MA, PhD, The University of Texas at Austin. Stephen T. Marble	2006
Associate Professor of Education BJ, BA, The University of Texas at Austin; MA, University of Hawaii; PhD, The University of Texas at Austin. Alison Marr	2007
Assistant Professor of Mathematics BA, Murray State University; MS, Texas A&M University; PhD, Southern Illinois University. Francis Mathieu	2007
Assistant Professor of French Maîtrise, Université de Franche-Comté, France; BA, University of Limerick, Ireland; MA, Ohio University; PhD, University of California at Santa Barbara. Thomas V. McClendon	1998
Professor and Chair of the History Department BA, Pomona College; JD, Boalt Hall School of Law, University of California at Berkeley; MA, PhD, Stanford University. Scott P. McLean	2001
Associate Professor of Kinesiology BA, The College of Wooster; PhD, Arizona State University. Helene Meyers	1991
Professor of English BA, The Pennsylvania State University; MA, University of Florida; PhD, Indiana University. 204 205 Alicia Moore	2001
Associate Professor of Education BA, Huston-Tillotson College; MEd, PhD, The University of Texas at Austin. Jacqueline E. Muir-Broaddus	1990
Professor of Psychology and Education; Chair of the Psychology Department; Chair of the Social Sciences Division BA, MA, University of Guelph; PhD, Florida Atlantic University. Glada C. Munt	1975
Professor of Kinesiology; Director of Intercollegiate Athletics BS, Trinity University; MS, Baylor University; PhD, The University of North Texas. Bryan D. Neighbors	2000
Associate Professor of Psychology BS, University of Houston-Clear Lake; MS, PhD, University of Georgia. Sandi Kawecka Nenga	2004
Assistant Professor of Sociology BA, Simon's Rock College of Bard; MA, San Francisco State University; PhD, Indiana University. Mary Grace Neville	2003
Assistant Professor of Business; Paideia® Professor BS, Northwestern University; MBA, Wharton School of Business; PhD, Case Western Reserve University. Emily D. Niemeyer	1998
Associate Professor and Chair of the Chemistry and Biochemistry Department BS, Ohio Northern University; PhD, State University of New York at Buffalo. Emily M. Northrop	1994
Associate Professor of Economics; Paideia® Professor AB, MA, The University of Alabama; PhD, The University of Texas at Austin. Rachel Nuñez	2007
Visiting Assistant Professor of History BA, Rice University; MA, Ph.D, Stanford University. William P. O'Brien	1986
Associate Professor of Physics BS, The University of North Texas; PhD, University of North Carolina at Chapel Hill. David Olson	1992
Director of Communication Studies Internships with rank of Assistant Professor BA, Grand Valley State College; MA, MA, Eastern Michigan University; AMLS, University of Michigan. Timothy J. O'Neill	1987
Professor of Political Science, holder of the Tower-Hester Chair in Political Science; Paideia® Professor BA, Claremont McKenna College; MA, PhD, University of California at Berkeley. Barbara Boucher Owens	1999
Associate Professor of Computer Science BA, Ohio Wesleyan University; MA, The University of Texas at Austin; PhD, New York University. Don M. Parks	1994
Associate Professor of Business; holder of the John Shearn Chair in Business Administration; Paideia® Professor BBA, Texas A&M University; MS, The University of Northern Colorado; PhD, Texas A&M University. Joan G. Parks	1986
Head, Reference Services with rank of Associate Professor	

BS, University of Tennessee; MEd, Middle Tennessee State; MSLS, University of Tennessee. Elisabeth Piedmont-Marton	1999
Associate Professor of English; Director of the Debby Ellis Writing Center; Chair of the Humanities Division; Paideia® Professor BA, Kenyon College; MA, University of Chicago; PhD, The University of Texas at Austin.	
Benjamin Pierce	2005
Professor of Biology; holder of the Lillian Nelson Pratt Chair; Chair of the Natural Sciences Division BS, Southern Methodist University; PhD, University of Colorado.	
Walter M. Potter	1988
Professor of Mathematics and Computer Science; holder of the Lord Chair in Computer Science; BA, University of Washington; MA, PhD, University of Wisconsin at Madison.	
Aaron R. Prevots	2004
Assistant Professor of French BA, MA, American University; AM, PhD, Brown University.	
Jesse E. Purdy	1978
Professor of Psychology; holder of the John H. Duncan Chair; 2006 William Carrington Finch Professor; Brown Distinguished Research Professor (1999-2003) BS, MS, PhD, Colorado State University.	
William C. Raleigh	1999
Head Men's Basketball Coach with rank of Assistant Professor of Kinesiology; Assistant Director of Intercollegiate Athletics BA, Muhlenberg College; JD, Seton Hall University.	
Gulnar H. Rawji	1985
Associate Professor of Chemistry BS, Simmons College; PhD, Boston University.	
Kendall C. Richards	1991
Professor of Mathematics and Chair of the Mathematics and Computer Science Department 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.	
Kenneth D. Roberts	1981
Professor of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics BBA, The University of Texas at Austin; MBA, Wharton School-University of Pennsylvania; PhD, University of Wisconsin at Madison.	
Carl Robertson	2002
Assistant Professor of Chinese; Paideia® Professor BA, Brigham Young University; AM, Washington University; MA, PhD, University of Oregon.	
Andrew Ross	2006
Visiting Instructor of Business BA, Austin College; MBA, Southern Methodist University.	
Catherine Ross	2005
Assistant Professor of Spanish and Co-Chair of the Spanish Program in the Department of Modern Languages and Literatures. BA, Davidson College; MA, University of Kansas; PhD, The University of Texas at Austin.	
206 207	
Pamela Ruder	2005
Head Women's Basketball Coach with rank of Instructor of Kinesiology BSE, University of Wisconsin-Whitewater; MBA, University of Wisconsin-OshKosh.	
Michael B. Saenger	2001
Associate Professor of English BA, University of California at Berkeley; MA, PhD, University of Toronto.	
Glenn Schwab	2001
Head Athletic Trainer with rank of Assistant Professor of Kinesiology BS, Eastern Illinois University; MS, West Virginia University.	
Ronda S. Seagraves	1992
Associate Director of Intercollegiate Athletics with rank of Assistant Professor of Kinesiology BS, The Ohio State University; MA, Allegheny College.	
Eric A. Selbin	1992
Professor and Chair of the Political Science Department; University Scholar; Brown Distinguished Research Professor (1999-2003) BA, The University of Texas at Austin; MA, Louisiana State University; PhD, University of Minnesota.	
Fred E. Sellers	1987
Associate Professor of Business BA, Yale University; MBA, PhD, University of Kansas.	
A.J. Senchack, Jr.	1998
Professor of Business; holder of the Lucy King Brown Chair BS, MBA, Texas Tech University; PhD, University of California at Los Angeles.	
Rebecca Ann Sheller	1994
Associate Professor and Chair of the Biology Department; Paideia® Professor BS, Southwestern University; PhD, The University of Texas at Austin.	
James R. Shelton	1999
Head Baseball Coach with rank of Assistant Professor of Kinesiology BA, St. Edward's University; MEd, The University of Texas at Austin; PhD, University of New Mexico.	
Therese N. Shelton	1987
Associate Professor of Mathematics. BS, Texas A&M University; MS, PhD, Clemson University.	
Francie Larrieu Smith	1999
Head Men's and Women's Cross Country Coach with rank of Instructor of Kinesiology BA, California State University-Long Beach; MEd, The University of Texas at Austin.	
Jimmy C. Smith	1991

Professor and Chair of the Kinesiology Department BA, MS, Baylor University; PhD, The University of North Texas.	
Robert S. Snyder	1992
Professor of Political Science BA, McDaniel College; MA, University of Pennsylvania; PhD, University of Michigan.	
Lester Sombito	2005
Head Men's and Women's Tennis Coach with rank of Instructor of Kinesiology BA, University of Mary Hardin-Baylor; MEd, The University of Texas at Austin.	
Linda Southwick	1995
Laboratory Manager in Biology with rank of Instructor of Biology BA, Austin College; MT, The University of Texas M.D. Anderson Hospital; MS, The University of Texas at Tyler.	
Gilbert K. St. Clair	2005
Visiting Professor of Political Science BA, PhD, University of New Mexico; BS, Auburn University.	
Kathryn E. Stallard	1992
Head, Special Collections and Archivist, John G. Tower Papers, with rank of Associate Professor AB, The University of Illinois at Chicago; MA, MLS, The University of Wisconsin at Madison.	
David Tabb Stewart	2001
Associate Professor of Religion BS, University of Oregon; MA, University of Utah; PhD, University of California at Berkeley.	
Faye Stewart	2007
Visiting Brown Junior Scholar of German BA, Haverford College; MA, Indiana University.	
Elizabeth L. Stockton	2006
Assistant Professor of English BA, Oglethorpe University; MA, University of Chicago; PhD, University of North Carolina at Chapel Hill.	
Jennifer Suchland	2005
Visiting Brown Junior Scholar of Political Science BA, Southwestern University; MA, PhD, The University of Texas at Austin.	
Daniel R. (Max) Taub	2001
Associate Professor of Biology; Paideia® Professor BA, University of Massachusetts at Amherst; PhD, State University of New York at Stony Brook.	
Maria C. Todd	2001/2004
Assistant Professor of Biology BSc, University of Sussex, England; PhD, Cambridge University, England.	
Matthew Weidenfeld	2007
Visiting Instructor of Political Science BA, New College of Florida; ABD, University of Minnesota.	
Willis Weigand	1994
Director of General Chemistry Laboratories with rank of Assistant Professor of Chemistry BS, Southwestern Oklahoma State University; PhD, University of Arkansas.	
Shannon M. Winnubst	1994
Professor of Philosophy BA, The University of Notre Dame; MA, PhD, The Pennsylvania State University.	
Mary E. Young	1990
Professor of Economics BA, Beloit College; MPA, PhD, The University of Texas at Austin.	
Hong Yu	2000
Head, Cataloging Services with rank of Assistant Professor BA, MA, Hangzhou University; Diploma of Education, National University of Singapore; MLIS, University of Oklahoma.	
Joseph Zavala Rivero	2006
Assistant Professor of Spanish and Co-Chair of the Spanish Program in the Department of Modern Languages and Literatures BA, MA, California State University at Long Beach; PhD, University of Miami.	
Theresa Zelasko	2006
Librarian/Cataloger with rank of Assistant Professor BA, Mississippi State University; MS, The University of Texas at Austin.	
208 209	
THE SAROFIM SCHOOL OF FINE ARTS	
Paul J. Gaffney	2003
Dean of The Sarofim School of Fine Arts; Professor of Theatre BS, Clarion University of Pennsylvania; MA, Indiana University; PhD, The University of Kansas.	
David S. Asbury	1993
Visiting Assistant Professor of Music BM, North Carolina School of the Arts; MM, DMA, The University of Texas at Austin.	
Kerry Bechtel	1998/2005
Assistant Professor of Theatre BA, The University of Nevada at Las Vegas; MFA, The University of Missouri at Kansas City.	
Bruce A. Cain	1996
Associate Professor of Music; Faculty Chair of The Sarofim School of Fine Arts BM, McMurry University; MM, Indiana University; DM, Northwestern University.	
John Michael Cooper	2006
Associate Professor of Music; holder of the Margaret Root Brown Chair BM, MM, Florida State University; PhD, Duke University.	
Sergio Costola	2003
Assistant Professor of Theatre; Paideia® Professor Laurea, Università degli Studi di Bologna; PhD, University of California, Los Angeles.	
Lois Ferrari	1993
Associate Professor of Music BM, MM, Ithaca College School of Music; DMA, Eastman School of Music, University of Rochester.	
Patrick Hajovsky	2007

Visiting Assistant Professor of Art History BA, University of North Texas; BA, Tulane University; MA, Ph.D, University of Chicago.	
Mary Hale Visser	1979
Professor of Art BAE, MFA, The Ohio State University.	
Jason Hoogerhyde	2004
Assistant Professor of Music BM, Lawrence University Conservatory of Music; MM, Boston University; DMA, University of Cincinnati Conservatory of Music.	
Thomas Noble Howe	1985
Professor of Art History and Chair of the Department of Art and Art History; Holder of the Herman Brown Chair; Brown Distinguished Research Professor (2000-2004) BA, Lawrence University; MA, PhD, Harvard University.	
Kathleen M. Juhl	1987
Associate Professor of Theatre; Brown Distinguished Teaching Professor (2001-2004) BA, Iowa State University; MA, University of Illinois at Urbana-Champaign; MFA, University of North Carolina at Greensboro; PhD, The University of Texas at Austin.	
Eri Lee Lam	2003
Assistant Professor of Music BM, University of Houston; MM, DMA, University of Minnesota.	
John Ore	1992
Associate Professor of Theatre; Director of Technical Operations; Paideia® Professor BA, MFA, The University of Tennessee at Knoxville.	
Rick Roemer	2000
Professor, Chair and Artistic Director of the Theatre Department BA, University of California at Santa Barbara; MA, PhD, University of California at Los Angeles.	
Desiderio Roybal	2000
Associate Professor of Theatre; Resident Scenic Designer BA, MA, South Dakota State University at Brookings; MFA, University of Missouri at Kansas City.	
Eileen Meyer Russell	2006
Associate Professor of Music BM, Indiana University; MM, University of Northern Iowa; DM, Indiana University.	
Kenneth M. Sheppard	1974
Professor of Music BM, Hardin-Simmons University; MMed, PhD, Texas Tech University.	
Kimberly Smith	1999
Associate Professor of Art History; Paideia® Professor BA, Duke University; MA, PhD, Yale University.	
Kiyoshi Tamagawa	1992
Professor and Chair of the Department of Music BM, Oberlin College Conservatory of Music; MM, Yale University; DMA, The University of Texas at Austin.	
Diana Tenckhoff	2003
Assistant Professor of Art History BA, Lewis and Clark College; MA, PhD, University of Kansas.	
Victoria Star Varner	1985
Professor of Art and Chair of Department of Art and Art History BSEd, MA, University of Missouri; MFA, Indiana University.	
Patrick B. Veerkamp	1983
Professor of Art; Paideia® Professor BA, Adams State College; MA, University of Denver; MFA, Colorado State University.	
RETIRED FACULTY	
Martha Mitten Allen	1960
Professor Emeritus of History, retired 1997 BA, MA, Southern Methodist University; PhD, The University of Texas at Austin.	
Drusilla Huffmaster Anderson	1961
Professor Emeritus of Piano; Artist-in-residence, retired 1988 Diploma, Juilliard Graduate School, Juilliard School of Music; piano pupil of Hu T. Huffmaster, Adele Margulies, Ernest Hutcherson; chamber music pupil of Felix Salmon, international reputation as concert artist.	
George A. Brightwell, Jr.	1978
Registrar and Associate Dean Emeritus; Assistant Professor of Economics and Business, retired 1997 BA, Rice University; MBA, Northwestern University.	
Virginia A. Carwell	1968
Professor Emeritus of English, retired 1999 BS in Ed., Eastern Illinois State College; MA, PhD, Northwestern University.	
Suzanne Chamier	1989
Professor of French; Brown Distinguished Teaching Professor 1998-2001, retired 2007 BA, University of Missouri at Columbia; MA, University of North Carolina at Chapel Hill; PhD, Washington University.	
Frederick Burr Clifford	1958
Professor of Classics and Humanities; Dean Emeritus of The Brown College of Arts and Sciences 1962-1977, retired 1981 BA, Northern Michigan College; MDiv, Oberlin Graduate School of Theology; MA, PhD, University of Michigan.	
210 211	
B. Joe Colwell	1970
Professor Emeritus of Economics and Business; holder of the Hugh Roy and Lillie Cullen Chair in Economics, retired 1992 BA, LLB, The University of Texas at Austin; PhD, The Ohio State University.	
Weldon S. Crowley	1976
Professor Emeritus of History; holder of the Lucy King Brown Chair in History, retired 1997 BA, McMurry College; MDiv, Drew University; MA, PhD, University of Iowa.	
Jan C. Dawson	1977
Professor Emeritus of History; Brown Distinguished Teaching Professor (1998-2001), retired 2004	

AB, University of California at Berkeley; MA, PhD, University of Washington.
 Thomas Claire Douglass 1947
 Professor Emeritus of String Instruments, retired 1983
 BMus, MMus, Illinois Wesleyan University; Graduate Study, University of Southern California
 and University of Illinois; violin pupil of Edward Preodor, Robert Quick, Andor Toth, Angel Reyes,
 Raphael Fliegel, and Ivan Galamian; chamber music with Albert Lazan.
 Harold Damon Eidson, Jr. 1972
 Director of Instructional Technology; Assistant Professor of Mathematics and Computer Science,
 retired 2002
 BS, State College of Arkansas; MA, The University of Texas at Austin.
 Eb Carl Girvin 1953
 Professor Emeritus of Biology, retired 1988
 BA, MA, PhD, The University of Texas at Austin.
 Florence C. Gould 1986
 Professor Emeritus of Political Science, retired 2002
 BA, The University of Texas at Austin; MA, Duke University; PhD, University of Houston.
 Jack Thomas Harris 1969
 Associate Professor Emeritus of English, retired 1990
 BA, University of Minnesota; PhD, The University of Texas at Austin.
 T. Walter Herbert, Jr. 1975
 Professor Emeritus of English; University Scholar and holder of the Herman Brown Chair, retired
 2006
 BA, Harvard University; MDiv, Union Theological Seminary; PhD, Princeton University.
 Fred R. Hilgeman 1967
 Professor Emeritus of Chemistry, retired 2006
 BA, Central College; PhD, Tulane University.
 Robert A. Horick 1983
 Director of Networked Systems; Associate Professor Emeritus of Mathematics and Computer
 Science and of Russian in the Department of Modern Languages and Literatures, retired 1999
 BA, University of Rochester; MS, Purdue University; PhD, University of Chicago.
 William B. Jones 1965
 Professor Emeritus of History; Executive Vice President Emeritus; University Historian;
 holder of the John H. Duncan Chair, retired 2000
 BA, Millsaps College; BD, Emory University; PhD, Vanderbilt University.
 Edwin M. Lansford, Jr. 1962
 Professor Emeritus of Biochemistry; Associate Director of Mood-Heritage Museum, retired 1993
 BA, Rice University; BA, University of California; MA, PhD, The University of Texas at Austin.
 Carla d'Estelle Lowry 1984
 Professor Emeritus of Kinesiology; Associate Dean of Students; Director of Wellness and Leisure
 Activities, retired 2001
 BS, Wayland Baptist University; MA, PhD, Texas Woman's University.
 Elizabeth Riley Lundblad 1943
 Associate Professor Emeritus of Economics and Business Administration, retired 1975
 BS, East Texas State College; MA, Texas Christian University; Graduate Study, The University of
 Texas at Austin.
 James L. Mallon 1970
 Head Baseball Coach; Associate Director of Intercollegiate Athletics; Associate Professor
 Emeritus of Kinesiology, retired 2004
 BS, MS, Baylor University.
 Robert A. Morgan 1980
 Associate Professor Emeritus of Biology, retired 2003
 BA, MA, The University of North Texas; PhD, Cornell University.
 George E. Nelson 1958
 Professor Emeritus and Chair of the Department of Music, retired 1991
 BMed, Southwestern University; MMus, DMA, The University of Texas at Austin; Graduate Study,
 Eastman School of Music and University of Colorado.
 Gwen Kennedy Neville 1979
 Professor Emeritus of Sociology and Anthropology; holder of the Elizabeth Root Paden
 Chair in Sociology, retired 1998
 BA, Mary Baldwin College; MA, PhD, University of Florida.
 Lois W. Parker 1966, 1970
 Associate Professor Emeritus of English, retired 1986
 BS, MA, Sul Ross State College; Graduate Study, Oklahoma State University and
 The University of Arizona; PhD, Southern Illinois University.
 F. Ellsworth Peterson 1965
 Professor Emeritus of Music; holder of the Margaret Root Brown Chair, retired 2002
 BM, Southwestern University; SMM, Union Theological Seminary; MA, PhD, Harvard University.
 Robert C. Reinehr 1981
 Professor Emeritus of Psychology, retired 1999
 BA, MA, PhD, The University of Texas at Austin.
 Sonia Riquelme 1985
 Professor Emeritus of Spanish, retired 2006
 Profesora de Estado de Castellano, Universidad Tecnica del Estado; PhD, The University of Texas
 at Austin.
 Robert C. Roeder 1983
 Professor Emeritus of Physics; holder of the Robert Sherman Lazenby Chair in Physics,
 retired 2003
 BS, MS, McMaster University; PhD, University of Illinois at Urbana-Champaign.
 Raymond Lee Schroeder 1968
 Assistant Professor of Music, retired 2005
 BM, Cincinnati Conservatory; MM, Boston University.
 Roy B. Shilling, Jr. 1981
 President Emeritus of the University - 1981-2000, retired 2000
 BA, McMurry College; BD, Southern Methodist University; MS, PhD, Indiana University.
 William Nick Sikes 1974
 Professor Emeritus of Education; holder of the Will W. Jackson Professorship in Education, retired

2001

BS, The University of Texas at Austin; MNS, University of Oklahoma; PhD, The University of Texas at Austin.

212 213

Farley W. Snell 1972
University Chaplain; Professor Emeritus of Religion and Philosophy;
holder of the Wilson-Craven Chair in Religion, retired 1999
AB, Florida Southern College; MDiv, PhD, Union Theological Seminary.
Robert L. Soulen 1964
Professor Emeritus of Chemistry; holder of the Lillian Nelson Pratt Chair in Science, retired 1996
BA, Baker University; PhD, Kansas State University.
Elred C. Speck 1978
Professor of Business Administration; holder of The John Shearn Chair in Business Administration,
retired 1983
BS, University of Wisconsin; MS, PhD, Northwestern University.
Norman Woods Spellmann 1960
Professor Emeritus of Religion and Philosophy; holder of The Bishop Seth Ward Professorship
in Religion, retired 1998
BA, Southwestern University; BD, Southern Methodist University; PhD, Yale University.
Suk-Soon Suh 1967
Professor of Political Science, retired 1991
BA, Seoul National University; MA, PhD, University of Nebraska.
Vicente Villa 1985
Professor Emeritus of Biology; holder of the John H. Duncan Chair, retired 2003
BA, The University of Texas at Austin; PhD, Rice University.

ADMINISTRATIVE OFFICES (based on hires as of July 1, 2007)

Office of the President

Jake B. Schrum, BA, MDiv President
Francie Schroeder Executive Assistant to the President
Wanda R. Page Senior Secretary
Joe A. Wilson, MTh, DMin Bishop-in-Residence

Strategic Planning and Assessment

Ronald L. Swain, BA, MEd, EdD Senior Advisor to the President
for Strategic Planning and Assessment

Marilyn Doerrfeld Senior Executive Secretary
Alicia Betsinger, BS, MS, PhD Director of Institutional Research

University Chaplain / Office of Religious Life

Beverly Jones, BA, MDiv, PhD (leave of absence 07-08) University Chaplain
Holder of the Wilson-Craven Chair for Chaplaincy

J. Eric McKinney, BA, MDiv, DMin Interim Chaplain
Aaron Rohre, BA, MDiv Interim Director of Religious Life

Claire Poole, BS Staff Secretary

Office of the Provost and Dean of the Faculty

James W. Hunt, BSEd, MEd, EdD Provost and Dean of the Faculty
Julie A. Cowley, BBA, MS Associate Vice President for Academic Administration

David Gaines, BA, MA, PhD Director of the Paideia Program
Dianne Sprock Program Assistant

John McCann, BA, MPA, PhD Assistant Dean of Faculty Development
and Sponsored Programs

Barbara Jean Senior Secretary
Christine Vasquez Senior Secretary

Connie Imhof, BBA Staff Secretary
Kathryn Morgan Buchhorn Staff Secretary

Maria Trevino Staff Secretary
Willis Weigand, BS, PhD Director of General Chemistry Laboratories

Linda Southwick, BA, MS Laboratory Manager in Biology
David Olson, BA, MA Director of Communication Studies Internships

Chris Pomajzl, BS Biology Lab Technician
Jingwen Ma, BS, MA, MA Chemistry Stockroom Manager/Lab Technician

Kenneth Strickland Technician

Upward Bound Program

Lorna Hermosura, BA, MS Director of Upward Bound
John Savage, BA, MA Academic Advisor / Counselor

Kathy Mendoza Upward Bound Staff Secretary

National Institute for Technology and Liberal Education (NITLE) Offices

Todd Kelley, BMus, MLS, MS, DMgt Director for Strategy and Planning
and Deputy Executive Director

Rebecca Davis, BA, MA, PhD Associate Director, NITLE Programs
Eric Jansson, BA, MA Information Services Manager

Ruben Ruiz, BA Technology Specialist
Karen Davis, BA Technology Services Specialist

(To be filled) Technology Services Specialist
Jennifer Whitman, BA Data Analyst and Communications Specialist

Terri Coahran Logistics Specialist
(To be filled) Part-time Office Manager

Office of the Dean of The Sarofim School of Fine Arts

Paul J. Gaffney, BS, MA, PhD Dean of The Sarofim School of Fine Arts
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Allison Fannin Staff Secretary
Katherine Hooker, BA, MSIS Visual Resources Librarian

John Ore, BA, MFA Director of Technical Operations

A. Frank Smith, Jr. Library Center

Lynne Brody, BA, MLS Dean, Library Services
Amy Anderson, BSEd, MLIS Head, Periodical Services

A. Frank Smith, Jr. Library Center (Continued)

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Carol Fonken, AB, MLS Head, Circulation and Reference Services/Instruction Librarian
Dana Hendrix, BA, MALS Head, Collection Development and Acquisitions
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214 215

Doreen Prevots, BS Library Assistant, Acquisitions
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Sheran Johle, BA Library Assistant, Special Collections
Debra Warren, BS, MS Library Assistant, Periodical Services
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Paige Bonner, BA Associate Registrar
Sean Smith, BA Assistant Registrar for Records and Registration
Angie Garcia Information Specialist
Becky Becker Student Information Specialist

Center for Academic Success

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David Seiler, BA, MEd Associate Director of Academic Success
Kimele Carter, BS, MS Academic and Access Resources Coordinator
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Language Learning Center

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Office of Intercultural Learning

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Education Department Services

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Experiences and Certification Office
Sue Smith Testing and Certification Coordinator
Joni Ragle, BA, MEd Director of Operation Achievement

Debby Ellis Writing Center

Elisabeth Piedmont-Marton, BA, MA, PhD Director

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Suzanna Pukys, BA, MA Coordinator of Civic Engagement

Office of Student Life

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Kathi Arrington, BS Senior Executive Secretary
Mike Leese, BA, MA, EdD Associate Vice President and Dean of Students
Stefanie Alvarez, BS Senior Secretary
Clay Coleman, BA, MEd Assistant Director of Residence Life

Student Activities

Jaime Woody, BA, MS Associate Dean for Student Life
Ebony Rose, BA, MA Student Activities Coordinator
Jason Chapman, BA Student Activities Coordinator
Kristie Voss, BS, MEd Student Activities Coordinator

Counseling and Health Services

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Devin South, BA, MA Counselor
Beverly Savinsky, BA, MA Counselor
Emily Flemming, BS, MS Wellness Counselor and Outreach Specialist
Dinorah Martinez-Anderson, RN Director of Health Services
Tom Swift, BFA Staff Secretary

Diversity Education

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Career Services

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Alexandra Anderson, BA, MA, MEd Associate Director of Career Services
Maria Kruger, BA, MEd Career Services Internship Coordinator
Sharon A. Hehman Staff Secretary
Megan Hardin, BA Staff Secretary

University Police

Deborah Brown, BA Chief of Police
Mike Mitchell Assistant Chief of Police
Pat Murray, BA Sergeant
Victor R. Mahagan Police Officer
Brad Dunn Police Officer
Tom Leggitt Police Officer
Anne Hines, AA Staff Secretary

Intramural and Recreational Activities

Derek A. Timourian, BS, MA Director of Intramural and Recreational Activities
Anna Castillo, BA, MA Intramural Sports Specialist
Jason Reitz, BS, MS Outdoor Recreation Specialist

Intercollegiate Athletics

Glada C. Munt, BS, MS, PhD Associate Vice President and Director of Intercollegiate Athletics
Ronda S. Seagraves, BA, MA Associate Director of Intercollegiate Athletics/
Coordinator of Robertson Center
James R. Shelton, BS, MEd, PhD Head Baseball Coach
Joshua Lee, BBA Assistant Baseball Coach/Outdoor Facilities Coordinator

216 217

Intercollegiate Athletics (Continued)

William C. Raleigh, BA, JD Head Men's Basketball Coach
Assistant Director of Intercollegiate Athletics
Andrew Long, BS Assistant Men's Basketball Coach/Assistant Cross Country Coach
Pamela Ruder, BSE, MBA Head Women's Basketball Coach
Allison Wooley, BA, MA Assistant Women's Basketball Coach/Assistant Cross Country Coach
Francie Larrieu Smith, BA Head Men's and Women's Cross Country Coach
Dan Ruyle, BBA Head Men's and Women's Golf Coach
Donald P. Gregory, BA, MEd Head Men's Soccer Coach
Matt Torok, BA, MEd Assistant Men's Soccer Coach/Assistant Sports Information Director
Jack P. Flatau, BS, MEd Head Women's Soccer Coach
Glenn Holzer Part-time Assistant Women's Soccer Coach
Stephen Brandt, BA Head Men's and Women's Swimming and Diving Coach
Nicole Kaupp, BA Assistant Men's and Women's Swimming and Diving Coach
Lester Sombito, BA, MEd Head Men's and Women's Tennis Coach
Hannah Long, BS, MS Head Women's Volleyball Coach
Brittany Williams Assistant Women's Volleyball Coach/Assistant Tennis Coach
Angela Froboese, BS, MEd Head Softball Coach/Student Worker Coordinator
Glenn Schwab, BS, MS Head Athletic Trainer
Shawna Hein, BS, MS Assistant Athletic Trainer
Duane Ritter, BS Clinical Education Coordinator/Assistant Athletic Trainer
Miguel Benavides, BA, MEd Director of the Athletic Training Education Program
Jeffrey Sutton, BA Sports Information Director
Reyes Diaz Equipment Manager
Denise Barnes Accounting Assistant
Susan Leavell Staff Secretary

Office of the Vice President for Enrollment Services

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Scott Sandoval, BA Director of Admission Communication and
Senior Associate Director of Admission
Christine Kettle Bowman, BA Associate Director of Admission
Gail Roberson, BA Associate Director of Admission
Derrick Mueller, BS Assistant Director of Admission /Coordinator of Athletic Recruiting
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Mary Blank Data Entry Operator
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Financial Aid Office

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Nadia Mahannah, BA Associate Director of Financial Aid
Tish Owen Assistant Director of Financial Aid
Nancy Wamsley Financial Aid Assistant

Office of the Vice President for Institutional Advancement

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Lou Ann Moore Senior Executive Secretary

Alumni Relations Office

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Jo Ann Lucero, BA Associate Director of Alumni Relations
Megan Radison, BS, MS Associate Director of Alumni and Parent Relations
Mary Sharon White Senior Secretary

Development Office

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Susan Stubbs Senior Secretary
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Thomas Locke, BA Assistant Director of Annual Giving
Robyn Burchfiel, BA Director of Gift and Estate Planning
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Brenda Cornett, AAS Staff Secretary
Susan Lamb Staff Secretary

University Relations Office

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(To be filled) Director of Creative Services
(To be filled) Graphic & Web Designer
(To be filled) Writer/Editor
Ellen Davis, BA, MBA Director of Communications
Katy Boose, BA Editorial Coordinator
Deborah K. Pauley, BS, MA Director of University Events

Xan Koonce, BA Associate Director of University Events
Karen Voshall Staff Secretary

Advancement Information Services

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Carol Champion Associate Director of Advancement Information Services
Paulette Butterworth, BA Prospect Research Associate
Cullie Hamilton Donor Records Coordinator
Karen Fruge Constituency Records Coordinator

Office of the Vice President for Fiscal Affairs

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Norma Aguirre Gaines Senior Executive Secretary
Robert D. Mathis, BS, CFM Associate Vice President for Facilities and Campus Services
Diane Gonzalez Senior Secretary
Michael DeLance, BS, MS Director of Campus Safety and Risk Management

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Josie Rodriguez, BBA Controller

218 219

(To be filled) Assistant Controller
Judy Offield Head Cashier
Brenda Krusely Accounting Clerk
Paula Sutton Purchasing Assistant
Lori McBee Accounts Payable Clerk
Diane Hayden Cashier I
Diana Taylor Accounting Clerk
Janie Litton Payroll Coordinator
Debbie Sanderfer Supervisor, Mail Service
Lillian Smith Mail Clerk
David Smith Mail Clerk
Pam Conger Coordinator of Campus One Card Services

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Jeanne Calvin Benefits Coordinator and Human Resources Generalist
Chris Murray Human Resources Information Specialist
Stacie Haas Human Resources Assistant and Staff Recruiter

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Margie Funkhouser Helpdesk Support Assistant
Sharon E. Fass, BBA, MEd Director of Technology Support and Academic Computing
Melanie Hoag, BS, MS, PhD Instructional Technologist
Robert C. Radford Coordinator of Telecommunications Services
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John Koen System and Network Administrator
Traci Willis System and Network Administrator
Laura McCord, BS, MS Web Programmer/Analyst
Jennifer O'Daniel, BS Associate Director of Administrative Computing
George Godward, BS Programmer/Analyst
Trish Aitken Programmer/Analyst
David Williamson, BS, MBA Technology Support Specialist
Daryl Tschoepe Technology Support Specialist
Neal Mann, BA Technology Support Specialist
Laura Gatlin, AAS Computer Operations Assistant
(To be filled) Head Switchboard Operator
Dena Parker Temporary Head Switchboard Operator
Annette Witherspoon Switchboard Operator
Jay Newsom Switchboard Operator

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Joe LePage Director of Physical Plant
Helen Gwaldo Staff Secretary
Helyne Knauth Stores Clerk
Phill Collier Supervisor of Mechanical Services
Bob Bohl HVAC Mechanic
Jason Burt HVAC Mechanic
Bill Dobbs Alarm Control Electrician
Troice Johnson Electrician
Steve Kamrath Senior Preventative Maintenance Mechanic
Johnny Macias Preventative Maintenance Mechanic
Michael Torres Lighting Technician
Tom Boulmay Supervisor of Central Plant
Vernon Bell Central Plant Operator
Steve Drake Central Plant Operator
William Lane Central Plant Operator
Bob Moxley Central Plant Mechanic
Terry Stanford Central Plant Operator
Tim Fisher Supervisor of Grounds
Randy Damron Pest Control Technician
David Dellsperger Groundskeeper / Irrigation
Tony Orcutt Auto / Small Engine Mechanic
Stan Bessent Lead Groundskeeper
Joe Valdez Lead Groundskeeper
Jose Arreola Groundskeeper
Cindy Busby Groundskeeper
Randy Diaz Groundskeeper
Robert Diaz Groundskeeper
John Dixon Groundskeeper

Roy Grona	Groundskeeper
Mike Lyda	Groundskeeper
Nick McCormick	Groundskeeper
Ben Nava	Groundskeeper
Panfilo Perez, Jr.	Groundskeeper
Moses Ramirez	Groundskeeper
Frank San Miguel	Groundskeeper
Michael Sedwick	Groundskeeper
James Williams	Groundskeeper
Mario Bustos	Supervisor of Custodial Services
Patty Trump	Housekeeper / Catering Assistant
J.R. Marquez	Custodian IV
Verna Macias	Assistant Supervisor of Custodial Services
Ruben Torres	Assistant Supervisor of Custodial Services
Adriana Alderete	Custodian
Agustin Blanco	Custodian
Jesse Balandran	Custodian III
Patricia Byrne	Custodian
Idolina Cabral	Custodian
Herminia Carreno	Custodian
Manuela Carreno	Custodian
Veronica Cavazos	Custodian
Carmelo Ceballos	Custodian
Josefina Chavez	Custodian
Josie Cosper	Custodian
Eli Davila	Custodian
Anita Drake	Custodian
Briseyda Eckert	Custodian
Irene Gallegos	Custodian II
Rosa Garcia	Custodian
Rosie S. Garcia	Custodian
Thelma Garza	Custodian
Colleen Gibbs	Custodian
Inez Gonzales	Custodian
Alma Hernandez	Custodian
220 221	
Gregorio Hernandez	Custodian
Ann Kilpatrick	Custodian
Inocente Martinez	Custodian
Mary Martinez	Custodian
Yolanda Mendez	Custodian
Demetrio Perez	Custodian III
Lupe Rodriguez	Custodian
Lidia Romero	Custodian
Roy Salazar	Custodian
Angie San Miguel	Custodian
Loretta Sedwick	Custodian
Geraldine Stanford	Custodian
Maria Tijerina	Custodian
Stella Torres	Custodian
Maricruz Valdez	Custodian
Abby Vasquez	Custodian
Irma Vasquez	Custodian
Juan Vasquez	Custodian
Dominga Zavala	Custodian
Torivia Zavala	Custodian
Steve Lange	Supervisor of Architectural Services
Cadmus Brown	Locksmith / Carpenter
Severo Castillo	Painter
Kenneth Cervenka	Plumber
Michael Gaudiello	Carpenter
Phill Lindinger	Locksmith / Carpenter
Duke Moore	Carpenter
Donald Repa	Plumber
John Torrez	Painter

APPENDIX I

Perspectives on Knowledge

Southwestern University's General Education Program, in place through the 2005-06 academic year, required students to choose from a range of courses designed to investigate various "perspectives on knowledge," modes of thinking, reasoning and acquiring knowledge. The following are the approved Perspectives on Knowledge courses (these courses also are described within the departmental course listings. Because courses may be added to and removed from this list each academic year, a current list of POK courses is included for those students working under the 2005-06 and earlier catalogs. This list and the requirements it represents do not apply to students working with the 2006-07 and subsequent catalogs.

A. American and Western Cultural Heritage (*one course*)

CLA 07-203 Greek and Roman Mythology

07-313 Greek Civilization

07-323 Roman Civilization

COM 75-603 Media and Culture

ECO 31-623 History of Modern Economic Thought

ENG 10-153 Survey of English Literature I

10-163 Survey of English Literature II
 10-173 Survey of American Literature
 1-203 Greek and Roman Mythology
 1-523 American Movies
 10-543 American Pop
 10-603 Topics in Medieval Literature
 10-613 Topics in Early English Literature
 FRE 11-353 Contemporary French Culture
 FST 04-313 Theatre History and Historiography II
 GER 12-353 Contemporary German Culture
 HIS 16-203 Early Modern Europe
 16-213 Modern Europe
 16-223 U.S. History before 1865
 16-233 U.S. History since 1865
 16-313 Greek Civilization
 16-323 Roman Civilization
 16-403 The French Revolution and Modern France
 16-523 British History, 1688 to the Present
 MUL 80-383 Music in the United States
 PSC 32-113 American Politics
 32-473 Film, Literature, and the Cold War
 REL 19-403 Greek and Roman Mythology
 SPA 15-343 Cultures of the Hispanic World
 THE 74-233 Theatre History and Historiography II
 74-243 Theatre History and Historiography III
B. Other Cultures and Civilizations (*one course*)
 ANT 35-103 Introduction to Anthropology
 ARH 71-123 Introduction to History of Art: Asian Art
 71-233 History of the Art of China
 71-243 History of the Art of Japan
 71-263 Chinese Painting: The Court, Politics, and the Literati
222 223
 71-273 Chinese Painting: Personal Expression, Orthodoxy, and Eccentricity
 71-313 Pre-Columbian Art
 CHI 22-373 Chinese Literature in Translation I
 1-383 Chinese Literature in Translation II
 22-393 Chinese Calligraphy and Culture
 ECO 31-443 Economic Development
 ENV 49-453 Economic Development
 HIS 16-013 World Civilizations to 1500
 16-023 World Civilizations since 1500
 16-063 Colonial and Post-Colonial Worlds
 16-073 Nations and Nationalism in World History
 16-093 Science and Technology in World History
 16-243 Ancient China
 16-253 Imperial China 589-1911
 16-263 African History
 16-273 Japanese Civilization
 16-363 Colonial Latin America
 16-373 Modern Latin America
 16-433 Modern South Africa
 16-563 Modern Chinese History
 MUL 80-363 World Music
 PSC 32-433 Contemporary Japanese Politics
 REL 19-423 Ancient China
 THE 74-253 East Meets West: Interculturalism and Theatre
C. The Religious Perspective (*one course*)
 REL 19-103 Introduction to the Christian Tradition
 19-123 Introduction to the Hebrew Bible
 19-133 Introduction to the New Testament
 19-143 Introduction to Islam
 19-153 Introduction to Judaism
 19-173 Introduction to Hinduism
 19-183 Introduction to Buddhism
 19-223 Journey to Wisdom
D. Values Analysis (*one course*)
 COM 75-183 Media and Ethics
 EDU 40-553 Schools, Society and Diversity
 FST 04-273 Theories of Class
 04-543 Gender and Science
 HIS 16-543 Gender and Science
 PHI 18-103 Introduction to Ethics
 18-113 Contemporary Moral Problems
 18-133 Introduction to Philosophy
 18-143 Media and Ethics
 18-243 Theories of Class
 18-273 Biomedical Ethics
E. The Natural World
(two courses: one physical science, one life or experimental behavioral science)
*Physical Science (*one course*)*
 CHE 51-043 Chemistry Connections
 51-053 Chemistry Appreciation
 51-063 Chemistry of the Environment
 51-153, 151 Chemical Concepts and Properties I, Lab
 ENV 49-063 Chemistry of the Environment

KIN 48-714 Biomechanics
PHY 53-053 Exploring the Universe - Stars, Galaxies, and Cosmology
53-063 Musical Acoustics
53-104 Conceptual Physics
53-114 Introduction to Physics I
53-154 Fundamentals of Physics I
Life or Experimental Behavioral Science (one course)
BIO 50-102 Cell Biology
50-112 Biodiversity
50-122 Genetics and Evolution
50-162 Genes and Molecules
Note: Successful completion of any two of the above four courses yields POK credit.
50-113 Human Biology Today
50-123 Biology of Food
50-143 Environmental Science
50-163 Biology of Perception
ENV 49-143 Environmental Science
KIN 48-704 Physiology of Exercise

F. Aesthetic Experience (two courses: one classroom/lecture, one performance/production, at least one course must be from The Sarofim School of Fine Arts; See Academic Structure of the University for a list of departments in The Sarofim School of Fine Arts.)

Classroom/lecture (one course)
ARH 71-103 Introduction to the History of Art: Image, Object, Text
71-393 Modern Latin American Art
71-443 Classical and Hellenistic Art
71-543 Italian Renaissance Art
71-553 Baroque Art
71-613 Revolution, Romanticism, Realism
71-623 Modernism and Modernity
71-633 Art Since 1945
71-703 World Architecture I: Ancient and Medieval Traditions
71-713 World Architecture II: Renaissance to Post Modern
CLA 07-353 Classical and Hellenistic Art
07-363 World Architecture I: Ancient and Medieval Traditions
DAN 79-243 History of Dance
ENG 10-143 Masterpieces of Literature
10-513 World Cinema
FRE 11-453 Women Writers in French
FST 04-373 Music and Gender
04-453 Women Writers in French
MUL 80-103 Introduction to Music
80-373 Music and Gender
MUT 76-103 Fundamentals of Music Theory
76-113 Music Theory I
THE 74-103 Theatre Appreciation
74-113 Theatre Arts in London (Semester in London only)
74-293 History of the American Musical Theatre

224 225

Performance/production (one course or three semester hours of any combination)
APM 8X-NNN All Applied Music
ART 69-703 Architectural Studio I: Introduction to Drafting and Programmatic Design
69-753 Design I
70-203 Drawing I
70-323 Printmaking: Intaglio
70-333 Printmaking: Lithography
70-403 Sculpture: Figurative
70-413 Sculpture: Abstract
70-463 Ceramics: Hand-Forming
70-473 Ceramics: Wheel-Forming
70-493 Ceramics: Raku
1-503 Representational Painting
70-513 Abstract Painting
70-603 Computer Imaging
70-613 Film Photography
70-623 Digital Photography
70-643 Computer Animation
70-703 Architectural Studio I: Introduction to Drafting and Programmatic Design
70-753 Design I
COM 75-173 Introduction to Performance Studies
DAN 79-203 Ballet
79-403 Modern Dance
79-413 Theatre Dance
79-503 Jazz Dance
79-603 Tap Dance
ENG 10-323 Creative Writing
10-643 Shakespeare Through Performance
ENS 78-101, 201 Southwestern University Wind Ensemble
78-111, 211 Southwestern University Jazz Ensemble
78-121, 221 Southwestern University Singers
78-131, 231 Southwestern University Chorale
78-171, 271 Southwestern University Orchestra
FST 04-173 Introduction to Performance Studies
THE 73-101, 201 Theatre Performance Practicum

73-111, 211 Theatre Laboratory (Scenery and Stage Properties)
73-121, 221 Theatre Laboratory (Costumes)
73-131, 231 Theatre Laboratory (Lighting and Sound)
1-173 Introduction to Performance Studies
73-183 Fundamentals of Acting
73-273 Creative Dramatics / Theatre for Youth
73-311 Alexander Technique
73-413 Theatre Dance

G. Social Analysis (two courses: from two different departments, at least one course from the Social Sciences; See Academic Structure of the University for a list of departments in the Division of Social Sciences.)

ECO 31-013 Principles of Macroeconomics
EDU 43-403 Survey of Exceptionalities
FST 04-103 Introduction to Feminist Studies
PSC 32-524 Legislative Politics
PSY 33-103 Principles of Psychology
SOC 34-113 Social Patterns and Processes
34-123 Social Problems

Index

A

Academic Advising ...21
Academic Calendar ...3
Academic Honors ...30
Academic Policies and Procedures ...21
Academic Probation ...30
Academic Warning ...31
Administration ...198
Admission and Financial information ...173
Admissions Test ...173
Application Deadlines ...175
Early Admission ...173
Early Decision ...174
American Studies ...36
Animal Behavior ...37
Appeal of Academic Ineligibility ...31
Appeals ...178
Art and Art History Department ...37
Art History ...39
Artist Series ...188
Athletic and Recreational Opportunities ...183
Athletics ...183
Intercollegiate ...183
Intramurals ...184

B

Bachelor of Arts ...16
Bachelor of Fine Arts ...18
Bachelor of Music ...18
Bachelor of Science ...17
Biology Department ...48
Board Charges ...179
Board of Trustees ...197
Brown College of Arts and Sciences ...7
Brown Symposium ...188

C

Calendar, Academic ...3
Career Services ...186
Change of Class Schedule ...21
Chemistry and Biochemistry Department ...53
Chief Administrative Officers ...198
Class Attendance/Absence ...25
226 227
Classics Area ...57
CLEP Subject Examinations ...34
Communication Studies Department ...62
Contents ...1
Core Purpose and Core Values of the University ...6
Counseling Services ...185
Counseling Services ...185
Course Descriptions ...36
Accounting (ACC) ...69
Allied Health Education (AHE) ...104
American Studies (AMS) ...36
Anthropology (ANT) ...155
Applied Music (APM) ...126

Architecture and Design Studies (ART) ...41
 Art History (ARH) ...44
 Biology (BIO) ...49
 Business (BUS) ...70
 Chemistry (CHE)...54
 Chinese (CHI) ...113
 Classics (CLA) ...59
 Communications Studies (COM) ...62
 Computer Science (CSC) ...110
 Dance (DAN) ...165
 Economics (ECO) ...67
 Education Courses (EDU) ...75
 English (ENG) ...85
 Ensembles (ENS) ...127
 Environmental Studies (ENV) ...88
 Feminist Studies (FST) ...90
 Fitness and Recreational Activity (FRA) ...104
 French (FRE) ...114
 German (GER) ...115
 Greek (GRK) ...58
 History (HIS) ...93
 International Studies (INS) ...99
 Kinesiology (KIN) ...102
 Latin (LAT) ...59
 Latin American Studies (LAS) ...106
 Mathematics (MAT) ...108
 Music Education (MUE) ...127
 Music Literature (MUL) ...128
 Music Theory (MUT) ...130
 Paideia (PAI) ...166
 Philosophy (PHI) ...148
 Physics (PHY) ...133
 Political Science (PSC) ...136
 Psychology (PSY) ...140
 Religion (REL) ...145
 Social Sciences (SSC) ...167
 Sociology (SOC) ...153
 Spanish (SPA) ...120
 Studio Art (ART) ...41
 Theatre History, Literature and Professional (THE) ...162
 Theatre Production and Performance (THE) ...158
 University Studies (UST) ...166
 Course Loads ...28
 Auditing ...29
 Normal Student Load ...28
 Overloads ...29
 Part-time Status ...29
 Credit by Examination ...33
 Credit by Transfer ...32
 Cultural Activities ...188
 Curriculum ...9

D

Dean's List ...30
 Declaring a Major ...22
 Degree Plans ...22
 Degree Requirements ...19
 Departmental Honors Program ...168
 Diversity Education ...186

E

Economics and Business Department ...66
 Education Department ...72
 Endowed Chairs, Professorships ...193
 English Department ...84
 Environmental Studies ...88

F

Faculty ...198
 Faculty Awards ...194
 Faculty Listing ...198
 Faculty: Retired ...209
 Feminist Studies ...89
 Financial Assistance ...175
 Grants ...176
 Scholarships ...176

G

General Education Requirements ...10
Grading System ...25
Final Evaluations ...27
Pass/D/F Courses ...27
Repeated Courses ...26
Grants ...176

228 229

H

Health Services ...186
History Department ...92
Honor Code ...184
Honors Courses ...24

I

Independent Study ...23
Intercollegiate Athletics ...183
Interdisciplinary Courses ...166
International Studies ...99
Involuntary Withdrawal Process ...25

K

Kinesiology Department ...101

L

Latin American Studies ...106
Lectureships and Symposia ...188

M

Majors and Minors ...13
Mathematics and Computer Science Department ...107
Modern Languages and Literatures Department Chinese, French and German ...112
Modern Languages and Literatures Department Spanish Program ...118
Motor Vehicle Regulations ...185
Multiple Majors and Paired Majors ...22
Music Department ...122

O

Official Communication ...28
Official Transcripts ...25

P

Paidea® Program ...169
Physical Science ...131
Physics Department ...132
Policy Statements ...6
Political Science Department ...134
Prizes and Awards ...193
Psychology Department ...139
Publications, Student ...183

R

Registration ...21
Religion and Philosophy Department ...144
Religious Life ...185
Research Courses ...24
Residential Living ...185
Room Charges ...179

S

Sarofim School of Fine Arts ...7
Second Baccalaureate Degree ...22
Seminars ...24
Sociology and Anthropology Department ...151
Special Academic Programs ...168
Special Campus Programs ...188
Student Government and Organizations ...183
Student Life ...183
Studio Art ...39
Study Abroad Programs ...170
College Year in Athens ...170
London Semester ...170

T

Theatre Department ...156
Transfer Students ...177
Tuition ...178
Tutorial Courses ...24

U

University Degrees ...16
University Directory ...197
University Police ...187