



SOUTHWESTERN
UNIVERSITY

2021–23 Course Catalog



Southwestern University

COURSE CATALOG 2021-2023

Texas' First University, Chartered by the Republic of Texas February 4, 1840
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The University Senate of the United Methodist Church

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

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The Association of American Colleges & Universities

The Association of Governing Boards of Universities and Colleges

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The National Collegiate Athletic Association

The North American Association of Methodist Schools, Colleges and Universities

The Southern University Conference

The Texas United Methodist College Association

POLICY STATEMENTS:

See page 7.

NOTE:

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

CONTENTS

Academic Calendar	4
Southwestern University: A Statement of Who We Are	6
Aims, Core Purpose and Core Values of the University.....	7
Policy Statements.....	7
The Academic Program	8
Academic Structure of the University.....	8
Southwestern University Curriculum.....	9
Objectives.....	9
Elements of the Curriculum.....	10
Majors and Minors Available at Southwestern.....	13
Paired Majors.....	13
The Independent Major (Area of Concentration).....	15
Degree Requirements.....	16
Bachelor of Arts.....	16
Bachelor of Fine Arts (Art).....	16
Bachelor of Music.....	16
Bachelor of Science.....	17
Bachelor of Science in Education.....	17
Graduation Requirements.....	18
Academic Policies and Procedures	19
Registration.....	19
Change of Class Schedule.....	19
Academic Advising.....	19
Declaring a Major.....	19
Degree Plans.....	19
Multiple Majors and Paired Majors.....	20
Second Baccalaureate Degree.....	20
The Organization of Courses.....	20
Special Course Options.....	21
Class Attendance/Absence.....	21
Involuntary Withdrawal Process.....	22
Official Transcripts.....	22
Grading System.....	22
Permanent Record.....	23
Official Communication.....	23
Student Status.....	24
Academic Honors.....	24
Academic Status and Eligibility.....	25
Credit by Transfer.....	26
Credit by Examination—Placement.....	26
Credit by Examination—Advanced Standing.....	27
Language Placement.....	27
Course Descriptions	34
Accounting.....	71
Advanced-Entry Seminar.....	205
Air Force Reserve Officer Training.....	207
Anthropology.....	197
Applied Physics.....	174

Art (Studio).....	34
Art History.....	37
Biology.....	44
Business.....	68
Chemistry.....	52
Chinese.....	124
Classics.....	125
College Year in Athens.....	208
Communication Studies.....	57
Computer Science.....	145
Economics.....	67
Education.....	81
English.....	87
Environmental Studies.....	94
Exercise and Sports Studies.....	96
Feminist Studies.....	101
First-Year Seminar.....	204
Fitness and Recreational Activity.....	97
French.....	126
General Science.....	204
German.....	128
Greek.....	130
History.....	106
International Studies.....	117
Kinesiology.....	119
Latin.....	130
Latin American and Border Studies.....	138
Mathematics.....	143
Music.....	160
Paideia.....	204
Philosophy.....	166
Physics.....	171
Political Science.....	175
Psychology.....	182
Race and Ethnicity Studies.....	189
Religion.....	191
Sociology.....	196
Spanish.....	133
Theatre.....	200
University Studies.....	204
University Studies.....	204
Paideia with Distinction.....	205
Air Force Reserve Officer Training Courses.....	207
College Year in Athens.....	208
Special Academic Programs.....	235
Departmental Honors Program.....	235
Study Abroad Programs.....	236
Off-Campus Study within the United States.....	238
New York Arts Program.....	238
Washington Semester Program.....	238
Community-Engaged Learning.....	238

Admission and Financial Information	238
Admission Procedures	238
Financial Aid	241
Expenses	245
Veterans and Family Members	250
Student Life	251
Student Life Mission & Philosophy	251
Athletic and Recreational Opportunities	251
General Regulations	252
Housing and the Residential Experience	253
MOSAIC and the Residential Experience	254
Spiritual and Religious Life	254
Counseling Center	252
Health Center	253
Diversity Education	252
Student Activities	254
University Police Department	254
Career and Professional Development	255
Cultural Activities and Special Campus Programs	255
History and Governance	256
The Campus	257
Endowed Chairs, Professorships, Prizes and Awards	259
The University Directory	262
Index	291

ACADEMIC CALENDAR 2021-2022 (APPROVED)

FALL 2021

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

SPRING 2022

January	10	Monday	Classes begin
	17	Monday	SU closed – no classes
	18	Tuesday	Last day to register late
	20	Thursday	Last day to add courses
February	4	Friday	Application for Diploma due: Spring and Summer candidates
	14	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	11	Friday	Spring Break begins at 10 p.m. (March 14 - 18)
	21	Monday	Classes resume at 8 a.m.
	28	Monday	Last day to drop courses
April	12	Tuesday	Spring Research and Creative Works Symposium (No Classes)
	15	Friday	SU closed – no classes
	27	Wednesday	Last day of classes
	28-30	Thurs – Sat	Study days – no classes
May	1	Sunday	Study days – no classes
	2	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon.
	2-6	Mon – Fri	Final examinations
	7	Saturday	Commencement
	11	Wednesday	Remainder of grades due by 5:00 p.m.
	27	Friday	Last day for removing “Incomplete” grades

SUMMER 2022

Summer I term	May 11 – June 17 (May 30 SU closed-no classes)
Summer III/Non-Residential Term	May 11 – August 11 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)
Summer III grades due	August 19

ACADEMIC CALENDAR 2022-2023 (TENTATIVE)

FALL 2022

August	13	Saturday	New students arrive on campus
	15	Monday	First-Year and Advanced-Entry Seminar classes begin.
	22	Monday	Classes Begin
	29	Monday	Last day to register late
	31	Wednesday	Last day to add courses
September	5	Monday	SU closed - no classes
	13	Tuesday	SUnity Day – no classes
	28	Wednesday	Last day to drop courses without record entry or change to/from P/D/F, audit
	30	Friday	Application for Diploma due: Fall candidates
October	7	Friday	Fall break begins at 10 p.m. (October 10-11)
	12	Wednesday	Classes resume at 8 a.m.
	31	Monday	Last day to drop courses
November	23-25	Wed – Fri	SU closed – no classes
	28	Monday	Classes resume at 8 a.m.
December	2	Friday	Last day of classes
	3-4	Sat – Sun	Study days – no classes
	5-9	Mon – Fri	Final examinations
	10	Saturday	Recognition Ceremony for Prospective December Graduates
	12	Monday	Grades due at 5 p.m.
January	3	Tuesday	Last day for removing “Incomplete” grades

SPRING 2023

January	16	Monday	SU closed – no classes
	17	Tuesday	Classes begin
	24	Tuesday	Last day to register late
	26	Thursday	Last day to add courses
February	10	Friday	Application for Diploma due: Spring and Summer candidates
	20	Monday	Last day to drop courses without record entry or change to/from P/D/F, audit
March	10	Friday	Spring Break begins at 10 p.m. (March 13 - 17)
	20	Monday	Classes resume at 8 a.m.
April	3	Wednesday	Last day to drop courses
	7	Friday	SU closed – no classes
	18	Tuesday	Spring Research and Creative Works Symposium (No Classes)
May	3	Wednesday	Last day of classes
	4-7	Thurs – Sun	Study days – no classes
	8	Monday	Seniors’ (prospective May graduates) grades due in Office of the Registrar by noon.
	8-12	Mon – Fri	Final examinations
	13	Saturday	Commencement
	17	Wednesday	Remainder of grades due by 5:00 p.m.
June	5	Monday	Last day for removing “Incomplete” grades

SUMMER 2023

Summer I term	May 17 – June 23 (May 29 SU closed – no classes)
Summer III/Non-Residential Term	May 17 – August 17 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)
Summer III grades due	August 25

SOUTHWESTERN UNIVERSITY

A STATEMENT OF WHO WE ARE

Southwestern University is a selective, nationally recognized undergraduate liberal arts and sciences college located in Georgetown, Texas, approximately 30 miles north of Austin. Established in 1840, when Texas was still an independent republic prior to statehood, Southwestern is the first institution of higher learning in the state and in the Southwest. We are a private university that is home to approximately 1,500 students and 110 faculty from across the U.S. and 11 other countries.

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

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

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

Institutional Mission Statement

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

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

Southwestern University's Core Purpose

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

Southwestern University's Core Values

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

POLICY STATEMENTS

Southwestern University's recruitment and admission of students, awarding of financial aid and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, sexual orientation, gender identity/transgender status, or any other impermissible factor. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities, including sexual misconduct. The Southwestern University Title IX Coordinator is Elma Benavides who can be reached at titleixcoordinator@southwestern.edu or by phone, (512)863-1111.

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

THE ACADEMIC PROGRAM

ACADEMIC STRUCTURE OF THE UNIVERSITY

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

The Brown College of Arts and Sciences

The Brown College of Arts and Sciences was named in 1975 to honor the George R. and Herman Brown families of Houston for their generosity. The Brown family has maintained a strong commitment to educational opportunity and a continuing interest in the institutions that have shaped their own lives, including Southwestern University. The Brown Challenge was a gift providing resources of truly transformative scale to Southwestern's general endowment. Over the years, gifts from The Brown Foundation and Brown family have also recognized and promoted the potential of Southwestern's faculty and students. The Brown legacy at Southwestern is also present on campus today through the Shilling Lecture Series, in the exemplary teaching and scholarship carried out by Brown Chairs and Fellows, and in the presence on campus of the Brown Scholars, recipients of Southwestern's highest academic award.

The Brown College of Arts and Sciences comprises the Humanities Area and the Social Sciences Area. The Brown College encompasses 12 academic departments. The Brown College of Arts and Sciences makes available courses leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees.

Humanities

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

Social Sciences

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

The Garey School of Natural Sciences

Formed in 2018, the Jack and Camille Garey School of Natural Sciences brings significant and focused attention to the University's leadership in educating physicians, medical professionals, engineers, physical and occupational therapists, and scientists in various fields. Named in honor of Jack and Camille Garey's significant contributions to the University, the school comprises the Natural Sciences Area, which houses five academic departments offering 12 majors and minors. The objective of the school is to foster the highest standards of scholarship and academic quality in science, technology, engineering, and mathematics (STEM) fields while prioritizing multidisciplinary connections with the humanities, fine arts, and social sciences.

Natural Sciences

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

The Sarofim School of Fine Arts

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

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

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

Fine Arts

Art and Art History
Music
Theatre

Interdisciplinary Programs

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

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

SOUTHWESTERN UNIVERSITY CURRICULUM

Rationale

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

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

All Southwestern students participate in *Paideia* experiences throughout the curriculum. The First-Year or Advanced-Entry Seminar introduces students to the practice of making connections, with a special focus on incorporating perspectives from multiple disciplines. All other courses explicitly acknowledge the connections between ideas within their own course material; many will point to intersections with other courses. In the required Social Justice course, students connect their learning to issues of diversity and inequality. All majors include an opportunity to consider how various skills and ideas connect across the department or program and culminate in a Capstone experience. In addition to the integrated *Paideia* experiences, Southwestern encourages students to choose a more intensive *Paideia* path that includes elements above and beyond the graduation requirements for all students. Any student who is selected to participate and successfully completes both a *Paideia* seminar and one of the other two approved intensive *Paideia* options will be recognized as having achieved *Paideia with Distinction* (see page 205 for more information).

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

Objectives

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

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

Humanities:

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

Natural Sciences:

These courses develop an understanding of how knowledge of the natural world is acquired by use of scientific methods of inquiry, experimental techniques, and/or by mathematical/computational models and methods. Courses that satisfy this requirement are marked in the catalog with (NS or NSL) following their descriptions.

Social Sciences:

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

Fine Arts:

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

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

Elements of the Curriculum

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

First-Year Seminar or Advanced-Entry Seminar

The mission of the First Year and Advanced Entry Seminars is to help the new student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking/redefining the role of reading, writing, and discussion in inquiry and student-centered learning.

Languages and Cultures

Southwestern University students ordinarily must demonstrate proficiency at the intermediate level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in order to fulfill the Language and Culture requirement. Incoming students have the opportunity to demonstrate proficiency by achieving advanced placement on the regularly scheduled placement examinations (please see the section about earning credit through placement on page 27). Through the sustained study of literature, film, or other forms of cultural expression in the target language, students gain a foundational understanding of communities and heritages other than their own. Students thereby become conversant in an increasingly interconnected global environment where proficiency in another language provides access to intellectual inquiry, effective interpersonal communication, and intercultural awareness. Southwestern allows students to seek fulfillment of the language requirement in languages not offered at Southwestern, or which are heritage languages other than English. To fulfill the language requirement in a language not offered at Southwestern University, the student is responsible for supplying pertinent documentation to the Office of the Registrar, including official transcripts and/or expert verification of intermediate or higher proficiency in the target language.

Social Justice

Southwestern University's core values include fostering diverse perspectives, respecting the worth and dignity of persons and promoting activism in the pursuit of justice. Southwestern requires all students to complete one course that provides them an opportunity to understand how difference is used in the maintenance of structures of power (e.g. institutions, discourses, etc.) and inequality, as well as the activism in which people engage to promote social justice. The Social Justice requirement may be satisfied by designated courses taken in the Exploration and Breadth

requirements outlined below. Courses that satisfy this requirement are marked in the catalog with (SJ) following their descriptions.

Fitness and Recreational Activity

The objective of the Fitness and Recreational Activity (FRA) program is to develop knowledge, skills and physical abilities that contribute to the enjoyment of various sports and leisure-time activities throughout life, as well as to acquire techniques in developing and maintaining personal physical fitness. Students are encouraged to develop and practice a lifestyle that promotes wellness and physical fitness, and that incorporates recreational activities on a regular basis. Students who complete a season of participation in intercollegiate athletics may satisfy one FRA course requirement for such participation. Repeat courses are not allowed in the attainment of the two required FRA courses.

Exploration and Breadth Courses

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

Humanities Area

Natural Sciences Area

Social Sciences Area

Fine Arts Area

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

The Major

All majors require a minimum of 30 credits; some majors require considerably more than this minimum. Credits counted toward the 30-credit minimum in a major may not be used to satisfy the 30-credit minimum required for general education, the 18-credit minimum in a minor, or the 30-credit minimum in another major (except in the case of Paired majors; see Paired Majors). Courses used to satisfy a major requirement may not be used to meet an Exploration and Breadth requirement.

The Minor

All minors require at least 18 credits. Credits counted toward the 18-credit minimum in a minor may not be used to satisfy the 30-credit minimum required for general education, the 30-credit minimum in a major, or the 18-credit minimum in another minor.

Writing in the Disciplines

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

Capstone Experience

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

Paideia Integrated

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

Paideia with Distinction

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

- Option A: An approved Paideia Minor
 - Animal Studies
 - Data Science
 - Design Thinking
 - Early Modern Studies
 - Environmental Studies
 - Feminist Studies
 - Health Studies
 - International Studies
 - Latin American and Border Studies
 - Race and Ethnicity Studies

- Option B: Approval of two additionally distinct Paideia Experiences
 - Community-Engaged Learning course
 - Study-Abroad
 - Student - Faculty Research
 - Project Funded by a King Creativity Grant
 - Academic Internship
 - Advancing Language Proficiency

Note: Detailed descriptions of each approved Paideia Experience are provided on page 206.

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

All students who seek Paideia with Distinction must submit final documentation of all requirements to the Paideia Committee no later than November 15 for December graduates and April 1 for May/August graduates. Paideia Distinction is pending upon successful completion of all requirements.

Elective Courses

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

Majors and Minors Available at Southwestern

Majors

Anthropology.....	195
Applied Physics.....	173
Art (Studio).....	30
Art History.....	33
Biochemistry.....	51
Biology.....	41
Business.....	66
Chemistry.....	49
Classics.....	123
Communication Studies.....	56
Computational Mathematics.....	142
Computer Science.....	140
Economics.....	65
Education.....	74
English.....	86
Environmental Studies (Interdisciplinary).....	91
Feminist Studies (Interdisciplinary).....	99
Financial Economics.....	66
French.....	123
German.....	124
Greek.....	124
History.....	105
International Studies (Interdisciplinary).....	111
Kinesiology.....	118
Latin.....	124
Latin American and Border Studies (Interdisciplinary).....	137
Mathematics.....	139
Music.....	149
Philosophy.....	166
Physics.....	169
Political Science.....	175
Psychology.....	180
Religion.....	190
Sociology.....	195
Spanish.....	132
Theatre.....	200

Paired Majors

Anthropology/Environmental Studies.....	194
Anthropology/Feminist Studies.....	194
Art History/Business.....	34
Art History/History.....	34
Art History/Art (Studio).....	34
Biology/Environmental Studies.....	41
Communication Studies/Feminist Studies.....	56
Chemistry/Environmental Studies.....	49
Economics/Business.....	65
English/Feminist Studies.....	85
English/History.....	85
Feminist Studies/Environmental Studies.....	91

Feminist Studies/Latin American and Border Studies	137
History/Feminist Studies.....	104
History/Political Science.....	104
Philosophy/Feminist Studies.....	166
Political Science/Feminist Studies	175
Religion/Environmental Studies	190
Religion/Feminist Studies.....	190
Sociology/Anthropology.....	194
Sociology/Feminist Studies.....	194
Spanish/Latin American and Border Studies	133

Minors

Animal Studies.....	28
Anthropology	195
Architecture and Design Studies.....	33
Art (Studio).....	33
Art History.....	34
Biology	44
Business	67
Chemistry.....	52
Chinese	123
Communication Studies	57
Computer Science.....	141
Data Science	60
Design Thinking	61
Early Modern Studies	64
Economics.....	65
Education	80
English.....	87
Environmental Studies	93
Exercise and Sport Studies.....	96
Feminist Studies.....	99
French	124
Generic Special Education.....	80
German	124
Greek	124
Health Studies.....	102
History	106
International Studies	112
Kinesiology.....	119
Latin.....	124
Latin American and Border Studies	138
Mathematics.....	140
Music	160
Philosophy	166
Physics.....	170
Political Science.....	175
Psychology.....	182
Race and Ethnicity Studies	187
Religion	190
Sociology.....	195
Spanish.....	133
Theatre.....	200

The Independent Major (Area of Concentration)

The independent major (area of concentration) within the Bachelor of Arts degree is an alternative to a regularly offered major and minor. It gives students greater freedom to design an interdisciplinary course of study focusing on a theme or career plan. It must consist of no fewer than 56 credits, chosen in accordance with an overall plan that gives unity and coherence to the integrated course of study: 1) 28 credits from one subject area (defined as one group of courses sharing a numerical prefix, e.g. 10-XXX-English, 20 of which must be above the introductory level; and 2) 28 additional credits from other subject areas, 20 of which must be above the introductory level. Students' programs must be designed in consultation with the chairs of the departments/programs involved and must be endorsed by a vote of the department/program in which the first 28-credit block falls and then submitted to the Curriculum Committee for final approval. The capstone experience is dictated by the requirements of the subject area in the first 28-credit block. Courses in the first 28-credit block cannot be counted toward the Exploration and Breadth component of the general education requirements.

DEGREE REQUIREMENTS

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

Bachelor of Arts (BA)

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through third-semester proficiency*) up to 12 credits
- Fitness and Recreational Activity¹ 2 credits
- At least one Social Justice (SJ) course 3-4 credits
- Exploration and Breadth: Six courses from six unique disciplines [outside the major discipline] 18-24 credits
Each of these courses must be 3 or 4 credits (or the equivalent²) and this set of six courses must be comprised of one or two courses from each of the following four areas:
 - Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)
- The Major at least 30 credits
- The Minor (*optional*) at least 18 credits

Total, including approved electives: minimum of 127 credits

Bachelor of Fine Arts (Art) (BFA)*

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through third-semester proficiency*) up to 12 credits
- Fitness and Recreational Activity¹ 2 credits
- At least one Social Justice (SJ) course 3-4 credits
- Exploration and Breadth: Six courses from six unique disciplines [outside the major discipline] 18-24 credits
Each of these courses must be 3 or 4 credits (or the equivalent²) and this set of six courses must be comprised of one or two courses from each of the following four areas:
 - Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)
- The Major credits vary
- The Minor (*optional*) at least 18 credits

Total, including approved electives: minimum of 127 credits

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

Bachelor of Music (BM)*

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through third-semester proficiency*) up to 12 credits
(See specific requirements for Vocal Performance Concentration and Music Education Concentration for exceptions)
- Fitness and Recreational Activity¹ 2 credits
- At least one Social Justice (SJ) course 3-4 credits
- Exploration and Breadth: Six courses from six unique disciplines [outside the major discipline] 18-24 credits
Each of these courses must be 3 or 4 credits (or the equivalent²) and this set of six courses must be comprised of one or two courses from each of the following four areas:
 - Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)
- The Major credits vary
- The Minor (*optional*) at least 18 credits
(see the Music Department section for specifics)

Total, including approved electives: minimum of 127 credits

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

Bachelor of Science (BS)

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through third-semester proficiency*) up to 12 credits
- Fitness and Recreational Activity¹ 2 credits
- At least one Social Justice (SJ) course 3-4 credits
- Exploration and Breadth: Six courses from six unique disciplines [outside the major discipline] 18-24 credits
Each of these courses must be 3 or 4 credits (or the equivalent²) and this set of six courses must be comprised of one or two courses from each of the following four areas:
 - Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)
- The Major at least 30 credits
- The Minor (*optional*) at least 18 credits
- Specific Additional Requirements for the BS Degree:
 - I. Biology 50-123/121 or 50-133/131 4 credits
 - II. Chemistry 51-103/101 4 credits
 - III. Mathematics 52-164 4 credits
 - IV. Physics 53-154 4 credits
 - V. Two approved courses from different disciplines in the Natural Sciences Area, as specified by the major department, each of which serves to complete a year-long sequence. 8 credits
 - VI. At least two additional course requirements³ in the Natural Sciences Area or Psychology, as specified by the major department credits vary

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

Total, including approved electives: minimum of 127 credits

Bachelor of Science in Education (BSEd)

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

- First-Year or Advanced-Entry Seminar 4 credits
- Languages and Cultures (*through third-semester proficiency*) up to 12 credits
- Fitness and Recreational Activity¹ 2 credits
- At least one Social Justice (SJ) course 3-4 credits
- Exploration and Breadth: Six courses from six unique disciplines [outside the core major] 18-24 credits
Each of these courses must be 3 or 4 credits (or the equivalent²) and this set of six courses must be comprised of one or two courses from each of the following four areas:
 - Fine Arts (FA) ○ Humanities (H) ○ Natural Sciences (NS) ○ Social Sciences (ScS)
- The Major at least 34 credits
- The Minor (*optional*) at least 18 credits

Total, including approved electives: minimum of 127 credits

¹ Repeated courses are not allowed in the attainment of the Fitness and Recreational Activity (FRA) requirement in general education, the major, and/or the minor. Students may only apply one FRA credit as an elective in fulfilling the 127-credit degree requirement.

² For example, the successful completion of three 1-credit applied music courses is considered to be the equivalent of one 3-credit Fine Arts course.

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

GRADUATION REQUIREMENTS

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

1. A minimum of 127 credits of academic work is required, of which at least 64 credits must be from Southwestern University. Students must complete their last 32 credits in residence (see number 7 below). Both a minimum overall grade point average of 2.0 on all college-level work attempted and at least a 2.0 on all Southwestern University work is required for graduation.
2. Specific requirements for each major and minor are listed in the appropriate section of the catalog. The minimum credit requirements for the major, minor, and general education are as follows:
 - Each major requires a minimum of 30 credits.
 - Each minor (minors are optional) requires a minimum of 18 credits.
 - General education requires a minimum of 30 credits.

The credits associated with a course may not be used to satisfy the minimum credit requirements in more than one of the above categories, with the exception of Paired majors (see Paired Majors). A cross-listed course can count toward the major or minor in either, but not both, of the departments or programs in which it is cross-listed. General education credit may include any courses with the following designations: First-Year or Advanced-Entry Seminar, Humanities (H), Social Sciences (ScS), Natural Sciences (NS), Fine Arts (FA), the Languages, Literatures, and Cultures, and Fitness & Recreational Activity (FRA; maximum of 2 FRA credits can count toward the 30-credit minimum for general education). Courses in the major discipline (or primary major in the case of multiple majors) may not be counted toward the course requirements for the Exploration and Breadth component of general education.

3. At least 60 percent of the work in the major must be completed at Southwestern University. The minor, if any, must include at least 12 credits at Southwestern.
4. In addition to the overall minimum grade point average of 2.0 for graduation, no grade below C- may be counted toward the required credits in the major, minor or area of concentration and at least an average of C (2.0) must be presented in the major, minor and area of concentration. Some majors may require higher grades in their courses.
5. No more than 56 credits may be credited on the degree plan for work in one subject area. Subject areas exempt from this requirement include ART, EDU, and THE, though only for students majoring in the subject area. Students may elect to count cross-listed courses in any of the subject areas in which they are cross-listed.
6. Students who enter Southwestern with more than 64 transfer credits may be exempted to allow up to 16 additional credits from an approved study abroad program. Course credits completed at approved study-abroad programs will count for the in-residence graduation requirement. This exemption does not pertain to other graduation requirements, including the requirement stating 60% of major classes must be taken at Southwestern University.
7. Seniors may complete up to two courses at a regionally accredited college or university on the following conditions: (1) they must have been in residence at Southwestern University for a period of four semesters; (2) they must apply for and receive approval for the work in advance from the appropriate department chair and the Office of the Registrar; (3) courses approved for transfer to fulfill major or minor requirements must be approved by the appropriate department/program chair; (4) students participating in programs approved by the Office of Intercultural Learning are exempt from the two course limitation. All work attempted at other institutions must be reported to Southwestern on official transcripts in time to meet deadlines for graduation certification.
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 and will be noted within the department specific area of the catalog.
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. Students in financial arrears to the University at the time of the awarding of the degree will not be eligible to receive their diploma or transcripts until their financial record is cleared.
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 with 12 or fewer credits to complete for summer graduation may participate in the Commencement Convocation provided (1) they intend to complete their degree during the following summer term, (2) all grades except those for remaining courses are submitted by the senior grade deadline (Monday prior to Commencement), and (3) they can provide evidence of summer registration for the missing credits. Should a candidate have a compelling reason to be absent from Commencement, he or she must indicate "in absentia" on the Application for Diploma. Permission to take remaining courses elsewhere must be granted by the Registrar.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

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

CHANGE OF CLASS SCHEDULE

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

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

Students may add courses through the 8th class day. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the 6th week through the end of the 10th week of classes, students may drop courses with a record entry of "W." The "W" will appear on the student's transcript but will not be counted as part of 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

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

DECLARING A MAJOR

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

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

DEGREE PLANS

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

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

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

MULTIPLE MAJORS AND PAIRED MAJORS

A candidate may receive more than one major by completing all of the requirements in each of the majors. The credits associated with a course may not be used to satisfy the minimum credit requirements in more than one of the following categories: the major (30-credit minimum for each major), general education (30-credit minimum), the minor (18-credit minimum for each minor).

Certain departments and programs have agreed to “pair” majors, which allow up to two courses to count in both majors, unless otherwise specified by the department. Refer to the appropriate departmental section of the catalog or contact the chairs of the applicable departments or programs for details. Students in paired majors must complete all requirements, including capstones, for both majors.

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

SECOND BACCALAUREATE DEGREE

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

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

THE ORGANIZATION OF COURSES

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

Course Numbers

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

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

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

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

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

SPECIAL COURSE OPTIONS

Southwestern offers a number of special course options.

Independent Study

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

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

Research Courses

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

Tutorial Courses

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

Seminars

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

Selected Topics

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

Honors Courses

Certain departments offer the opportunity to participate in the University's Departmental Honors Program to highly qualified 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. Good academic standing at the time of application is required (defined as a 2.0 cumulative grade point average). Unless otherwise specified, all internships are graded on a Pass/D/F basis. Students should consult the catalog for specific departmental or programmatic requirements regarding academic internships. General policies and procedures can be found in the Faculty Handbook and the Student Guide to Academic Internships. Students interested in academic internships must contact the Internship team in the Center for Integrative Learning as early in the planning process as possible to complete the required forms prior to the established deadlines.

CLASS ATTENDANCE/ABSENCE

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

INVOLUNTARY WITHDRAWAL PROCESS

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

OFFICIAL TRANSCRIPTS

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

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

GRADING SYSTEM

Grades indicate quality of work done by students as follows:

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

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

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

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. The Southwestern University transcript truncates the GPA to the thousandth decimal place.

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

Repeated Courses

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

Pass/D/F Courses

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

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

Final Evaluations

Final evaluations are required in all courses at the close of each semester. 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 Dean of the Faculty. 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.

PERMANENT RECORD

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

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

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

- student’s name
- local and home residence addresses
- mailing address
- voicemail
- e-mail addresses
- local and home phone numbers
- date and place of birth
- major field of study
- participation in officially recognized activities and sports
- weights and heights of members of athletic teams
- dates of attendance
- degrees and awards received
- student identification number assigned by the University (SU ID number)
- the most recent previous educational agency or institution attended by the student
- photographs or other personal “imagery”
- listings of candidates for degrees
- full-time/part-time status
- other similar information

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

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

OFFICIAL COMMUNICATION

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

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

STUDENT STATUS

Normal Student Load

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

Overloads

When students have proven their ability to do above-average work, they may carry more than a normal course load. Twenty credits may be taken if a grade point average of 3.5 or better is achieved on a minimum of 16 credits taken the preceding semester. Students wishing to add a larger than normal academic load must receive advisor approval and appeal to the Registrar. Overload appeal decisions will not be determined until final grades have been received from the preceding semester. Students may not pre-register for an overload. There is an additional charge per credit for all credits above 19.

Part-time Status

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

Student Leave of Absence

Southwestern University students in good standing may apply for a student leave of absence by completing the Request for Student Leave of Absence form available in the Center for Academic Success 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 advisors and approval by the Center for Academic Success, a student leave of absence may be granted for not more than one academic year. An application for readmission will not be required of students on approved leave of absence. Students who are granted a leave of absence may obtain pre-registration information and student housing requests (if applicable) for the semester in which they plan to return to campus.

Auditing

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

Degree-Seeking Students:

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

Non-Degree Seeking/Visiting Students:

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

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

Classification of Students

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

ACADEMIC HONORS

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

Dean's List

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

Latin Praise Honors

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

The most recently approved cumulative grade point averages, in effect since the May 1983 graduation, are at least 3.650 for cum laude, at least 3.800 for magna cum laude and at least 3.950 for summa cum laude.

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

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

ACADEMIC STATUS AND ELIGIBILITY

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

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

Academic Warning

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

1. Semester grade point average falls below 2.0, and cumulative grade point average is at least 2.0;
2. Semester grade point average is above a 2.0, but completed less than 24 credits in the academic year.

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

1. Receive academic counseling as outlined by the Center for Academic Success;
2. Pass at least 12 graded credits in the next regular semester at Southwestern with a term GPA of at least 2.20;
3. Raise the cumulative GPA to at least a 2.0.

Academic Probation

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

1. Cumulative grade point average falls below 2.0 at end of second semester of attendance.
2. Pass fewer than 24 graded Southwestern credits at end of second semester of attendance.

After the first year, continuing students will be placed on academic probation if the cumulative grade point average falls below 2.0. To remove academic probation, students must:

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

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 Dean of the Faculty (or a designate), the Registrar (or a designate), and the Vice President for Student Life (or a designate). This determination, and the notification of students affected, is made as soon as is practicable after semester grades are posted. Students who are making reasonable academic progress may be continued on academic probation for the following semester. Summer courses may be used toward the determination of academic standing for the subsequent semester. Courses taken from another institution may be applied toward total credits - but not GPA - and must be pre-approved by the Director of Academic Success. Upon completion of summer coursework, it is the responsibility of the student to appeal an academic status change to the Registrar.

Dismissal and Eligibility for Continuance

Students will be ineligible to return under the following conditions:

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

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

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

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

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

Appeal of Academic Ineligibility Decisions

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

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

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

Withdrawal from the University

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

CREDIT BY TRANSFER

Southwestern University generally accepts credit from other regionally accredited institutions, including credit completed through approved dual credit programs, and evaluates all transfer work for its applicability to Southwestern programs of study.

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

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

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

CREDIT BY EXAMINATION—PLACEMENT

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

College Board Advanced Placement Examinations

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

International Baccalaureate Program

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

CREDIT BY EXAMINATION—ADVANCED STANDING

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

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

Advanced standing examination credits are treated like regular courses for degree plans, repeated courses, etc., except that only grades of A, B, C or CR are recorded. A level of C- or better is required to earn a grade of CR. A student may choose between the letter grade or CR after the exam is scored. Letter grades affect the student's grade point average, but CR does not. Once the choice of letter grade or CR has been recorded, it cannot be changed. Students are advised that certain professional certifications, medical schools, graduate programs, etc. will not accept a grade designation of CR for meeting certification or admission requirements.

CLEP Subject Examinations

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

Departmental Advanced Standing Examinations

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

LANGUAGE PLACEMENT EXEMPTION

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

All entering students take placement examinations, which are offered in Chinese, French, German, Greek, Latin, and Spanish. Individual results of this exam, determine placement into one of the three required sequential courses (-144, -154, -164) or exemption from the language sequence. The language placement exam may not be taken once the student has begun the language sequence.

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

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

TOEFL Exam

Generally, students whose native language is not English must achieve at least a score of 570 (paper-based test) or 88 (internet-based test) on the TOEFL exam in order to be exempted from the foreign language requirement. Cases in which the 570 TOEFL score may be waived include:

1. Students admitted to Southwestern under the auspices of a particular consortia or exchange agreement.
2. Students who have attended high school in the United States for at least two years and who have achieved a minimum of a 500 on the SAT Critical Reading section (or a 21 on the ACT English test).

ANIMAL STUDIES

Interdisciplinary Program

The Animal Studies Minor explores interconnections between classic studies of animal behavior as well as emerging research in critical animal studies. Students can choose courses from a wide range of fields across the sciences, arts, and humanities. Topics of inquiry include: 1) the historical and cultural context of animal-human interactions; 2) the use and role of animals in the environment; 3) the use of animals as models of human conditions; 4) the scientific study of animals in their natural habitat; 5) the scientific study of the biological basis of behavior; 6) cultural representations of animals and of human/animal relationships; 7) the ethics of animal use and animal-human interactions.

Student Learning Outcomes:

1. Explain and understand the scientific study of animals and animal behavior.
2. Explain and understand the scientific study of the biology of animals and the biological basis of animal behavior.
3. Communicate information about animals/animal behavior in written form, through a variety of media to diverse audiences
4. Explore the historical and cultural development of our understanding of animals and human/animal relationships, as well as animal use in our environment.

Minor in Animal Studies: 5 courses

- List A - One course from a Biological Perspective:
 - BIO50-123/121 Living Systems/Investigation into Living Systems
 - BIO50-133/131 Molecular Population Genetics/Investigation in Genetics
 - BIO50-334 Evolutionary Biology
 - BIO50-364 Comparative Vertebrate Morphology
 - BIO50-384 Conservation Biology
 - BIO50-434 Ecology
 - BIO50-444 Invertebrate Ecology
 - KIN48-364 Comparative Exercise Physiology
- List B - One course from a Psychological Perspective:
 - PSY33-104 Principles of Psychology
 - PSY33-224 Inquiry-Based Research Methods (with Animals)
 - PSY33-374 Evolutionary Psychology
 - PSY33-384 Learning and Cognition
 - PSY33-534 or BIO50-324 Behavioral Neuroscience
- List C - Two courses from different Cultural Perspectives:
 - ARH71-324 Art of the Andes
 - ANT35-334 Global Environmental Justice
 - ENV49-284 Sustainable Food and Agriculture
 - GER12-204 Intermediate Film Studies
 - REL19-344 Animals and Religion
 - Approved academic internship or research related to the minor
 - Approved Selected Topics Courses in Biology or Psychology
- One course from List A, B, or C.

Note: No more than two courses can be taken in the same discipline (3 letter prefix).

ART AND ART HISTORY DEPARTMENT

The Sarofim School of Fine Arts

Douglas Cushing, MA, Part-Time Instructor of Art History
Ron Geibel, MFA, Assistant Professor of Art
Patrick Hajovsky, PhD, Associate Professor of Art History
Thomas Noble Howe, PhD, Professor of Art and Art History
Ana Esteve Llorens, MFA, Visiting Assistant Professor of Art
Allison Miller, PhD, Associate Professor of Art History
Kimberly Smith, PhD, Professor of Art History
Victoria Star Varner, MFA, Professor of Art

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

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

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

STUDIO ART (ART)

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

Studio Art Goals:

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

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

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

ARCHITECTURE AND DESIGN

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

ART HISTORY (ARH)

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

Department Goals:

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

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

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

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

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

Major in Studio Art (BA): 11 courses

Foundations (in the first three semesters):

- ART68-114 Drawing I
- One course from:
 - ART68-204 Ceramics: Handbuilding
 - ART68-214 Ceramics: Vessel Concepts
- One course from:
 - ART68-234 Painting: Representational
 - ART68-244 Painting: Abstract
- One course from:
 - ART68-254 Sculpture: Figurative
 - ART68-264 Sculpture: Abstract
- ART68-374 Drawing II (as soon as possible)

Focus: The BA focus area is a four-course sequence in one focus medium chosen from Intermedia: Ceramics, Design; or Intermedia: Painting, Drawing, Printmaking; or Intermedia: Sculpture, Digital Arts, Photography. To stay on track for a four-year

BA degree, the focus medium must be declared by the mid-sophomore year, and the second course in the focus medium must be completed by the end of the sophomore year.

- One additional course (by the end of the sophomore year) from:
 - ART68-204 Ceramics: Handbuilding
 - ART68-214 Ceramics: Vessel Concepts
 - ART68-234 Painting: Representational
 - ART68-244 Painting: Abstract
 - ART68-254 Sculpture: Figurative
 - ART68-264 Sculpture: Abstract
- One course in the intermedia focus area with its co-requisite course (Note: these courses are offered only once per year):
 - ART68-504 Intermedia Seminar: Ceramics and Design and co-requisite course ART68-502 Professional Practices
 - ART68-514 Intermedia Seminar: Painting, Drawing, and Printmaking and co-requisite course ART68-502 Professional Practices
 - ART68-524 Intermedia Seminar: Sculpture, Digital Arts, and Photography and co-requisite course ART68-502 Professional Practices
- One course in the Intermedia Capstone (Note: these courses are offered only once per year):
 - ART68-604 Intermedia Capstone: Ceramics and Design
 - ART68-614 Intermedia Capstone: Painting, Drawing, and Printmaking
 - ART68-624 Intermedia Capstone: Sculpture, Digital Arts, and Photography

Studio elective:

- One additional course (3-4 credits) in studio art, chosen from courses in drawing, printmaking, photography, digital arts, design or architecture.

Art history:

- One Art History course (Recommend one of the Introductions to Art History)

Optional senior art exhibition: B.A. students may seek approval for a senior art exhibition – see the professor in the focus area and the department chair for requirements. Students who are approved must take 68-702 Exhibition Practicum in the semester of their senior exhibition.

Note: The 56-credit cap on courses from one subject area is waived for ART courses

Note on course numbering: 100 level courses are introductory. 200-400 are introductory and mid-level courses listed by medium; 500 are studio seminars and professional practices; 600 are capstones; 700 level courses are practicums. 900 level courses are tutorials, honors, internships, and independent study.

Bachelor of Fine Arts in Studio Art:

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

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

Major in Studio Art (BFA): 19 courses

Foundations (in the first three semesters):

- ART68-114 Drawing I

- One course from:
 - ART68-204 Ceramics: Handbuilding
 - ART68-214 Ceramics: Vessel Concepts
- One course from:
 - ART68-234 Painting: Representational
 - ART68-244 Painting: Abstract
- One course from:
 - ART68-254 Sculpture: Figurative
 - ART68-264 Sculpture: Abstract
- ART68-374 Drawing II (by the end of the sophomore year)
- ART68-384 Drawing III

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

- One additional course (by the end of the sophomore year) from:
 - ART68-204 Ceramics: Handbuilding
 - ART68-214 Ceramics: Vessel Concepts
 - ART68-234 Painting: Representational
 - ART68-244 Painting: Abstract
 - ART68-254 Sculpture: Figurative
 - ART68-264 Sculpture: Abstract
- One course in the intermedia focus area with its co-requisite Professional Practices (note: these classes are offered only once per year):
 - ART68-504 Intermedia Seminar: Ceramics and Design and co-requisite course ART68-502 Professional Practices
 - ART68-514 Intermedia Seminar: Painting, Drawing, and Printmaking and co-requisite course ART68-502 Professional Practices
 - ART68-524 Intermedia Seminar: Sculpture, Digital Arts, and Photography and co-requisite course ART68-502 Professional Practices
- One course in the Intermedia Capstone (note: these courses are offered only once per year):
 - ART68-604 Intermedia Capstone: Ceramics and Design
 - ART68-614 Intermedia Capstone: Painting, Drawing, and Printmaking
 - ART68-624 Intermedia Capstone: Sculpture, Digital Arts, and Photography

Art History:

- ARH71-024, -034, -044, or -054 Introduction to Art History
- One modern Art History course from:
 - ARH71-524 19th Century Art in Europe and the United States
 - ARH71-534 Modernism and the 20th C. Avant-gardes
 - ARH71-544 Art After 1945 (recommended)
- ARH71-200s (a course in East Asian art history); or ARH71-300s (a course in Latin American art history)

Exhibition Practicum:

- Two semesters (one of which must be in the semester of the senior exhibition) of ART68-702 Exhibition Practicum

Studio and Art History Electives:

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

BFA Exhibit Capstone:

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

Minor in Studio Art: Five courses to include two courses in the same medium required:

- One course from:
 - ART68-204 Ceramics: Handbuilding
 - ART68-214 Ceramics: Vessel Concepts
- One course from:
 - ART68-234 Painting: Representational
 - ART68-244 Painting: Abstract
- One course from:
 - ART68-254 Sculpture: Figurative
 - ART68-264 Sculpture: Abstract
- Two additional courses (3-4 credits) in any studio medium offered in the department: either one additional course in the above focus media plus one in any other medium; or two additional courses in the above media; or two courses in the same medium selected from any offered in the department (e.g., printmaking, photography, digital arts, drawing, architecture/design, and may include one advanced intermedia course).

Minor in Architecture and Design Studies: Five courses

- ART68-124 Design
- ART68-134 Architectural Studio I: Introduction to Drafting and Programmatic Design
- ART68-354 Architectural Studio II: Historical Design
- ART68-364 Architectural Studio III: Modern Structures
- One course from:
 - ARH71-484 World Architecture: A Comparative Cultural History
 - ARH71-494 Modern Architecture

Major in Art History: Nine courses

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

Introduction:

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

Distribution:

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

- One course from Modern Art (any -500 course).

Electives:

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

Upper Level Courses for Majors:

- ARH71-814 Theory and Methods of Art History (to be taken fall of junior year; Art History Majors hoping to take it fall senior year must get department chair's and professor's consent by spring preregistration sophomore year.)
- ARH71-824 Capstone Research Seminar (to be taken fall of senior year)

Minor in Art History: Five courses

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

Paired Major: Art History and History

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

Paired Major: Art History and Business

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

Paired Major: Art History and Studio Art (BA)

It is possible to do an 18-course paired major in Studio Art (BA) and Art History by counting one Art History course for the Art History course required in the Studio Art major, and counting the elective Studio Art course for one of the two upper-level elective courses required in the Art History major. (A double major would be 20 courses.)

Art History within International Studies

It is possible to complete a program in International Studies that combines a disciplinary major in Art History with an additional "Concentration" in a geographical area of emphasis: East Asia, Europe, Latin America, or Global. Two courses on the geographical area of emphasis must be taken within the disciplinary major. The Concentration consists of three courses in the geographical area of emphasis; three courses in an appropriate language beyond the general education requirement; and a semester or longer study abroad experience. See the International Studies Program for further details.

Art Education:

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

Studio Art (ART)

68-114

DRAWING I: BEGINNING. A study of the nature of drawing with an emphasis on descriptive rendering, including instruction in linear perspective, and the use of line and tone as specific visual languages capable of articulating expressive content. Lab may be required. Contributes to Design Thinking. (FAP) (Spring and Fall)

68-124

DESIGN. An introduction to the history, theory and practice of design. This course deals with the analysis of visual perception directed toward understanding the expressive nature of creative design. The objective of this course is to encourage visual awareness and to promote the development of

- various skills necessary to visualize personal design concepts. Lab required. Contributes to Design Thinking. (FAP)
- 68-134 **ARCHITECTURAL STUDIO I: INTRODUCTION TO DRAFTING AND PROGRAMMATIC DESIGN.** Introduction to fundamentals of architectural drafting (drawing plans, sections, elevations, mechanical perspective, rendering, model building) and principles of design (design to a program, parti, formal systems), site analysis and presentation, and introduction to design with structure. Material is presented in terms of one long and one or two short projects. Lab required. Contributes to Design Thinking. (Fall) (FAP)
- 68-204 **CERAMICS: HANDBUILDING.** This course is an introduction to handbuilt ceramics and the making of both functional and sculptural forms. Historical and contemporary stylistic trends and technical applications in ceramics are highlighted through demonstrations, readings, lectures, and class discussions. This course explores the relationship between craft and intent through hands-on, technical applications that support the forming, surfacing, and glazing of handbuilt ceramic objects. In addition to using clay and glaze materials, various mixed media approaches are utilized to experiment with form, color, proportion, and content. This course is intended for first- and second-year students; no previous experience required. Lab required. Contributes to Design Thinking. (Spring) (FAP)
- 68-214 **CERAMICS: VESSEL CONCEPTS.** This course is an introduction to wheel-thrown ceramics and the making of vessel forms. Historical and contemporary stylistic trends and technical applications in ceramics are highlighted through demonstrations, readings, lectures, and class discussions. This course explores the relationship between craft and intent through hands-on, technical applications that support the forming, surfacing, and glazing of wheel-thrown ceramic objects. In addition to using clay and glaze materials, various mixed media approaches are utilized to experiment with form, color, proportion, and content. This course is intended for first- and second-year students; no previous experience required. See online course schedule notes for instructions. Lab required. Contributes to Design Thinking. (Fall) (FAP)
- 68-224 **CERAMICS: RAKU.** Various pottery forming techniques will be considered in the study of contemporary ceramic art, including basic hand-forming and wheel-forming, firing the kiln, and simple glaze formulation. The aesthetic theory that informs this approach to making pottery will be discussed, and the history of raku will be covered. No previous experience required. Lab required. Contributes to Design Thinking. (Summer) (FAP)
- 68-234 **PAINTING: REPRESENTATIONAL.** A beginning studio course emphasizing the production of paintings that relate to the history and theory of art in various representational styles. This course takes a contemporary approach to strategies of creativity, using historical and contemporary stylistic techniques and color theory to create representational ideas and theories in contemporary art. This course is intended for first- and second-year students; no previous experience required, but some drawing ability is useful. Lab required. Contributes to Design Thinking. (FAP) (Fall)
- 68-244 **PAINTING: ABSTRACT.** A beginning studio course emphasizing the production of paintings that relate to the history and theory of art in various abstract styles. This course takes a contemporary approach to: materials; historical stylistic techniques; color theory; and abstract painting practices and theories as they pertain to contemporary abstract art. This course is intended for first- and second-year students; no previous experience required. Lab required. Contributes to Design Thinking. (FAP) (Spring)
- 68-254 **SCULPTURE: FIGURATIVE.** A studio course that introduces the study of the methods, materials and tools of sculpture and general concepts of sculptural forms in contemporary art. A significant portion of this course is devoted to the study of figure structure via clay, wax, wood and 3-D digital modeling. Students are expected to work toward innovation and extension of the figure as image. This course is intended for first and second year students; no previous experience required. Lab required. Contributes to Design Thinking. (Fall) (FAP)
- 68-264 **SCULPTURE: ABSTRACT.** The study and manipulation of space, form and materials available to the contemporary artist. Assignments emphasize an investigation of the expressive qualities of form in space using wood, clay, metal and 3D digital modeling. This course is intended for first and second year students; no previous experience required. Lab required. Contributes to Design Thinking. (Spring) (FAP)
- 68-274 **DIGITAL ART: 3D ANIMATION AND CYBERSCULPTURE.** A studio art course that explores computer animation and digital sculpture as a form of visual expression. Students produce an original animated short work informed by theoretical study and showing evidence of artistic skill in using 3D

- modeling software to communicate a visual statement. Final projects may take the form of an animated short film, a 3D printed sculpture, or a projection installation. Lab required. Contributes to Design Thinking. (Fall) (FAP)
- 68-284 PHOTOGRAPHY: DIGITAL. A study of a variety of digital photographic techniques for both black and white and color. Assignments emphasize the development of compositional and critical skills in producing an expressive image. Technical skills covered include refinement of exposure, post-image capture processing, compression and image manipulation using Adobe Photoshop software and printing processes for the digital image. Digital single lens (DSL) reflex camera required; aperture and shutter speed must be adjustable. Lab required. Contributes to Design Thinking. (Spring) (FAP)
- 68-294 PRINTMAKING. A beginning study of fundamental techniques, history and theory of printmaking. Assignments are designed to explore the creative, technical, and formal means toward expressive form. Previous drawing experience is desirable. Lab required. Repeatable with a change in content. Contributes to Design Thinking. (Spring) (FAP)
- 68-354 ARCHITECTURAL STUDIO II: HISTORICAL DESIGN. Five three-week design projects designing with the formal vocabularies and structural systems of ancient Greek, French Neo-Classicism, Italian Baroque, Gothic, and early Frank Lloyd Wright. Prerequisite: Art 68-134 or ability to draw plans, sections and elevations. Lab required. Contributes to Design Thinking. (Spring, even years) (FAP)
- 68-364 ARCHITECTURAL STUDIO III: MODERN STRUCTURES. Empirical introduction to design with modern structures with three projects in different media: poured in place concrete; steel frame and truss; tensile, or curtain wall skyscraper. Prerequisite: Art 68-134 or ability to draw plans and sections. Lab Required. Contributes to Design Thinking. (Spring, odd years) (FAP)
- 68-374 DRAWING II: INTERMEDIATE. Figure drawing with an emphasis on the enduring historical, aesthetic, and contemporary significance of figurative art. Models will be provided for the study of proportion, structure and articulation of the human body as the formal means toward expressive drawing. Related topics will also be studied. Various media. Prerequisite: Art 68-114. Lab required. Contributes to Design Thinking and Health Studies. (Fall) (FAP)
- 68-384 DRAWING III: ADVANCED. An advanced course in contemporary figure drawing and non-figurative contemporary drawing. The course is an extension of the concepts introduced in Drawing II with a greater emphasis on understanding the structure of the human body and the expressive potential of contemporary drawing. Other related topics are covered and may vary each semester. Prerequisite: Art 68-374. May be repeated with a change in content. Lab required. (FAP)
- 68-502 PROFESSIONAL PRACTICES. A course in the professional practices in art including photographing artworks and constructing the elements of a professional portfolio and website. This course is to be taken as a pre- or co-requisite course with the Intermedia Seminar: Ceramics, Design (68-504); the Intermedia Seminar: Painting, Printmaking, Drawing (68-514); or the Intermedia Seminar: Sculpture, Digital Arts, Photography (68-524). Prerequisite: two courses in the focus medium or permission of the instructor.
- 68-504 INTERMEDIA SEMINAR: CERAMICS, DESIGN. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of ceramics, design and intermedia work inform the artwork produced in this studio. Lab required. Prerequisites: two courses from: Art 68-204, 68-214, 68-124, or permission of instructor. Must be taken concurrently with Art 68-502 Professional Practices. (Spring)
- 68-514 INTERMEDIA SEMINAR: PAINTING, PRINTMAKING, DRAWING. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the fields of painting, drawing, printmaking, and intermedia work inform the artwork produced in this studio. Prerequisites: two courses from: Art 68-234, 68-244, 68- 294; Lab required. Must be taken concurrently with Art 68-502 Professional Practices. (Spring)
- 68-524 INTERMEDIA SEMINAR: SCULPTURE, DIGITAL ARTS, PHOTOGRAPHY. An examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of sculpture, photography, digital arts, and intermedia work inform the artwork produced in this studio. Prerequisites: Two courses from: Art 68-254, 68-264, 68-274, 68-284, or permission of instructor. Lab required. Must be taken concurrently with Art 68-502 Professional Practices. (Fall)

- 68-604 INTERMEDIA CAPSTONE: CERAMICS, DESIGN. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of ceramics, design and intermedia work inform the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review for BAs and BFAs. Labs required. Prerequisite: Art 68-504 and 68-502, or permission of instructor. (Spring)
- 68-614 INTERMEDIA CAPSTONE: PAINTING, PRINTMAKING, DRAWING. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the fields of painting, drawing, printmaking, and intermedia work inform the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review for BAs and BFAs. Labs required. Prerequisites: Art 68-514 and 68-502, or permission of instructor. (Fall)
- 68-624 INTERMEDIA CAPSTONE: SCULPTURE, DIGITAL ARTS, PHOTOGRAPHY. A further examination and discussion of new strategies of artistic production in contemporary art within the context of recent technological, intellectual, cultural and political developments. Issue and media-based topics related to the field of sculpture, photography, digital arts, and intermedia work inform the artwork produced in this studio, which constitutes the portfolio required for the capstone portfolio review in Studio Art for BAs and BFAs. Labs required. Prerequisite: Art 68-524 and 68-502, or permission of instructor. (Fall)
- 68-702 EXHIBITION PRACTICUM. Professional gallery and museum practices and exhibition preparation, design, and execution are the course topics. B.A. students who have been approved by the department for senior exhibitions must take this course during the semester of their senior exhibition; B.F.A. students are required to take it twice with one during the semester of their senior exhibition. Coursework in the gallery will be required at irregular days and hours. Open to juniors and seniors; repeatable with a change in content. (Fall and Spring)
- 68-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 68-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 68-901, 902, 903, 904 TUTORIAL.
- 68-941, 942, 943, 944 ACADEMIC INTERNSHIP. Related to specific field of study. Must be taken Pass/D/F.
- 68-951, 952, 953, 954, 956 INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor. See departmental policy on maximum hours that may count toward the major.
- 68-984 HONORS. At least eight credits of work over two semesters (beginning spring junior year or fall senior year) on a single in-depth project at the invitation of a faculty advisor and with the approval of the studio art faculty. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. Otherwise the credits may count as independent study (68-954) or may in some cases be counted toward the studio art seminar and studio art capstone numbers in the appropriate medium.

Art History (ARH)

- 71-024 INTRODUCTION TO ART HISTORY: EAST ASIAN ART & ARCHITECTURE. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of the art and architecture of China, Korea, and Japan. Emphasis will be placed on how the distinctive styles, genres, and traditions of each region emerged in relation to one another and in the context of a shared East Asian cultural heritage. Open only to first- or second-year students, or with consent of the instructor. Contributes to International Studies. (Annually) (FAL) (WA)
- 71-034 INTRODUCTION TO ART HISTORY: LATIN AMERICAN. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of Latin American art, from the pre-Columbian, colonial, and modern eras, including U.S. - Latino art. Open only to first- or second-year students, or with consent of the instructor. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (Annually) (FAL) (WA) (SJ)
- 71-044 INTRODUCTION TO ART HISTORY: GREEK AND ITALIAN RENAISSANCE. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of Greek Classical and Hellenistic art and Italian Renaissance art. Open only to first- or second-year students, or with consent of the instructor. Contributes to Early Modern Studies and International Studies. (Annually) (FAL) (WA)

- 71-054 INTRODUCTION TO ART HISTORY: MODERN ERA. This course provides an introduction to the disciplinary methods and concepts of art history, presented in the context of European and American art from the 18th to the 20th centuries. Open only to first- or second-year students, or with consent of the instructor. Contributes to International Studies. (Annually) (FAL) (WA)
- 71-214 ARTS OF CHINA. This course surveys the arts of China from the Neolithic to the contemporary period. Each lecture will consist of an in-depth examination of one of twenty-three landmarks of Chinese art. A variety of works will be considered including jades, ancient bronzes, calligraphy, Buddhist murals, landscape paintings, Chinese gardens, temples, contemporary works, and more. Each work will be examined in its historical context, introducing students to China's social and political history, as well as its major religious and humanistic traditions including Confucianism, Buddhism, and Daoism. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-224 ARTS OF JAPAN. This course introduces the visual arts of Japan from the Neolithic to the late twentieth century. It will consider the development of the pictorial, sculptural and architectural traditions in light of themes such as religion, gender, cross-cultural exchange, and changes in socio-political life. Biweekly sessions will cover a range of subjects including ceramics, woodblock printing, ink painting, gardens, religious and castle architecture, calligraphy, tea ceremony, and contemporary works. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-234 ANCIENT CHINESE ART AND CIVILIZATION. This course covers China's rich and complex ancient civilization, beginning in the Neolithic and concluding with the fall of China's first long-lasting imperial administration, the Han dynasty. It considers the development and trajectory of Chinese art and architecture in relation to the formation of local states, kingdoms, and the early Chinese empires. Topics covered include painted ceramics, jades, oracle bones, bronze vessels and bells, lacquer works, mummies, gold ornaments, stone shrines, early palaces and cities, silk, and much more. Art works will be studied in the archaeological context in which they were discovered and in relation to the material culture surrounding them. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-264 ART IN CHINA SINCE 1911. This course presents an overview of the development of visual arts in China from the late 19th century to the present. Students will consider the ways that recent works created by Chinese artists responded to the turbulent politics of the 20th century, the global art market, and past traditions of Chinese art. Works in a range of mediums will be considered—from painting and calligraphy to architecture, film, and performance works. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies. (Biennially) (FAL) (WA)
- 71-314 ART OF MESOAMERICA. A survey of the ancient Americas, concentrating on the archaeology and ritual aesthetics of the Mezcala, Olmec, Zapotec, Maya, Nayarit, Chupicuaro, Teotihuacan, Totonac, Toltec, Mixtec, Purépecha and Aztec, among others, and focusing on each culture's sense of past and place. In so doing, this course examines the role of archaeology in shaping current understanding of the ancient past, and how that past is exhibited and made part of modern visual culture. Course themes explore social and ritual landscapes, cosmology, palaces, divine kingship, hieroglyphs and Mesoamerican calendars. Contributes to International Studies and Latin American and Border Studies. (Biennially) (FAL) (WA)
- 71-324 ART OF THE ANDES. A survey of the ancient Americas, concentrating on the archaeology and ritual aesthetics of the Valdivia, Chavín, Jama-Coaque, Tairona, Coclé, Paracas, Nazca, Moche, Tiwanaku, Wari, Chimu and Inca, among others, and focusing on each culture's sense of past and place. In so doing, this course examines the role of archaeology in shaping current understanding of the ancient past, and how that past is exhibited and made part of modern visual culture. Course themes explore social and ritual landscapes, cosmology, mummification, warrior cults, shamanism, visual metaphors and formal processes of abstraction. Contributes to International Studies and Latin American and Border Studies. (Annually) (FAL) (WA)
- 71-364 NATIVE BOOKS, IMAGES AND OBJECTS. As the primary vehicle of communication in the 16th century, and as a model of religion, the Book was part of Spain's effort to colonize the Americas. Yet there already existed systems of recording in Mesoamerica and the Andes, which were both conflicting and commensurate with European notions of the Book. This course examines these concepts by considering books as repositories of spoken words and thought. It questions Western hierarchies of literacy in the pursuit of truth and knowledge, and seeks to understand indigenous American voices in the process. Contributes to Early Modern Studies, International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (Biennially) (FAL) (WA) (SJ)

- 71-414 GREEK AND ROMAN ART OF THE HELLENISTIC ERA. A survey of the formation of Roman art and ancient art theory within the context of the Hellenistic world, c. 400 B.C. to c. A.D. 79. It covers Greek art from the Classical and Hellenistic periods (c. 480 - 30 B.C.) and contemporary Roman art of the Mid and Late Republic and early Empire (c. 390 B.C - c. A.D. 79). The course will involve considerable study of cultural context and social structure and will examine theoretical models of cultural formation. It uses extensive readings in ancient history and original ancient texts (in translation). Contributes to Classics and International Studies. (Annually) (FAL) (WA)
- 71-424 ART OF SPAIN, 711-1700. A survey of the art and architecture of Spain, from the Muslim conquest of Toledo to the end of the Habsburg Monarchy, with a concentration on the ideological and political shifts that occurred during Spain's emergence as a global power. Beginning with the "convivencia" (coexistence) between Christians, Muslims and Jews, the course examines aspects of Mozarabic and Mudejar art and identity and the production and trade of Islamic and Christian religious and courtly objects and luxury arts. After examining the complex of events that occurred in 1492, the final part of the course concentrates on Spanish Golden Age painting under the Habsburg Empire. Contributes to Early Modern Studies and International Studies. (Annually) (FAL) (WA)
- 71-484 WORLD ARCHITECTURE: A COMPARATIVE CULTURAL HISTORY. A survey of several major architectural traditions and their cultural contexts from prehistory to the present. The presentation of each culture poses the same sequence of questions: topography; chronology; social and power structure; belief structure and rituals; economy; technology; building techniques; systems of ornament; and building types and functions, proceeding from urban and utilitarian to the most expressive monuments. The course terminates by looking at Euro-American Modern within the same framework of questions as the other cultures. Contributes to Classics and International Studies. (Biennially) (FAL) (WA)
- 71-494 MODERN ARCHITECTURE. A survey of Euro-American architecture from c. 1750 through present day. Material considers the context of intellectual history, industrial and political revolutions, mass culture and technological innovation. It is also an introduction to issues of architectural theory and the history of the modern architectural profession. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-514 ROCOCO TO ROMANTICISM. Encompasses the visual arts produced in Europe and the United States during the eighteenth and early nineteenth centuries. Considers Rococo art made under the ancient régime, the influence of Enlightenment thought on the academic tradition, Salon culture, Neo-Classicism in art, Romantic painting, and native and colonial American art. Issues to be addressed include the relationship between revolution and art; the representations of gender, race and class; the tensions between Enlightenment and Romantic philosophies, and the connections between imperialism and art. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-524 19TH C. ART IN EUROPE AND THE UNITED STATES. Encompasses the visual arts produced in Europe and the United States between 1830 and 1900. Organized according to chronological developments in the history of nineteenth-century art, concentrating on the emergence of a photographic visual culture, Realism in art, painting in the academy, the Impressionists, and post-Impressionist movements such as Divisionism, Symbolism, and Art Nouveau. The course also focuses on thematic issues including the rise of mass culture; class identity and conflict; gender in artistic representation and practice; and the politicization of art. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-534 MODERNISM AND THE 20TH C. AVANT-GARDES. Encompasses the visual arts produced in Europe and the United States between 1900 and 1945. Organized according to chronological developments in the history of twentieth-century art, concentrating on *fin de siècle* design, Fauvism, Cubism, Expressionism, the Russian avant-garde, De Stijl, photography and painting between the wars, Surrealism, and art under totalitarian regimes. The course also focuses on thematic issues including primitivism and the colonial imaginary; gender and modern art; abstraction in theory and practice; and the politics of modernism. Contributes to International Studies. (Biennially) (FAL) (WA)
- 71-544 ART AFTER 1945. Encompasses the visual arts produced primarily in Europe and the United States after the end of World War II. Includes a consideration of modernism and Abstract Expressionism, art informel, Post-painterly abstraction, Pop art, Happenings and performance art, environmental art, Minimalism, Conceptualism, feminist art, Neo-Expressionism, issue-based art, post-modernism, and global art of the new millennium. (Biennially) (FAL) (WA)

71-554	FEMINISM AND ART HISTORY. This course draws on feminist theory and scholarship to analyze art, artists, and the discipline of art history itself. Concentrates on how gender identifications and ideologies are involved in the making, reception and criticism of art. Provides a feminist reflection on the making of the art historical canon, and on how images sustain or challenge gender relations. Incorporates an intersectional perspective, considering how relational constructions of gender, sexuality, race, ethnicity, disability, class, and nation affect visual representation and practice. Contributes to Feminist Studies. (Biennially) (FAL) (WA) (SJ)
71-814	THEORY AND METHODS OF ART HISTORY. Introduces the theories and methodologies that have been of crucial importance to the development of the discipline of art history. These may include Kantian aesthetics, German formalism, iconography, Marxist critical theory, structural and semiotic methods, feminist theory, and post-structuralism. Incorporates extensive classroom discussion and debate. This course is intended for juniors in the major. Art History majors should plan to take this during the fall semester of junior year. Prerequisite: Art History 71-0XX (71-024, -034, -044, OR -054), and two additional upper-level courses (71-200, -300, -400, -500) in Art History. (Fall)
71-824	CAPSTONE RESEARCH SEMINAR. A research seminar in various topics of the students' choosing with faculty approval. Open to majors only, except with permission of instructor. Must be taken in fall semester senior year. Prerequisite: Art History 71-0xx (71-024, -034, -044, OR -054), and four additional upper-level courses (71-200, -300, -400, -500) in Art History, and 71-814 Theory and Methods. (Fall)
71-001, 002, 003, 004	SPECIAL PROJECTS. May be repeated with a change in topic.
71-301, 302, 303, 304	SPECIAL PROJECTS. May be repeated with a change in topic.
71-901, 902, 903, 904	TUTORIAL.
71-941, 942, 943, 944	ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F.
71-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with a change of topic. At the invitation of the instructor.
71-984	HONORS. At least eight credits of work over two semesters on a single independent in-depth research project chosen in consultation with a faculty advisor and with the approval of the art history faculty. Students work on their project during their capstone seminar, fall semester senior year, and continue with further research and writing spring semester senior year. The spring semester course will count as a university elective. A student may also opt to develop the honors project independently of the capstone seminar, in which case all eight credits must count as University electives. Continuation of the honors project in the second semester, and final granting of honors, is dependent upon approval by the faculty committee. If Honors are not awarded, the credits count as independent study (71-954).

BIOLOGY DEPARTMENT

Natural Sciences Area

Christina Bowers, PhD, Part-Time Assistant Professor
 Stacie Brown, PhD, Associate Professor and Director of First-Year Laboratories
 Romi Burks, PhD, Professor
 Maria Cuevas, PhD, Professor
 Jennie DeMarco, PhD, Assistant Professor
 Martín Gonzalez, PhD, Associate Professor
 Kimberly McArthur, PhD, Assistant Professor
 Benjamin Pierce, PhD, Professor
 Daniel R. (Max) Taub, PhD, Professor
 Maria C. Todd, PhD, Professor
 Karen Wheeler, DVM, Part-Time Assistant Professor

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

The Biology Department presents students with the challenge and excitement of learning about living organisms and their relationships to their environment. The courses offered by the department include a focus on molecular and cell biology and ecology and evolutionary biology as well as the connections between these areas that includes integration of organismal biology.

We offer courses with and without laboratories. Laboratories are conducted in Fondren-Jones Science Hall facilities, the Southwestern Community Garden, and in various field locations.

Department Goals:

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

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

The Biology Department offers majors as BA and BS degrees as well as a minor. The Biology BA includes 32 credits of Biology courses, 8 credits of Chemistry and 4 credits of Statistics for a total of 44 credits. The Biology BS includes 36 credits of Biology, 12 credits of Chemistry, 8 credits of Mathematics/Computer Science, 8 credits of Physics and one additional elective course (4 credits) in the natural sciences outside of Biology for a total of 68 credits. The Biology Department also supports the interdisciplinary major in Environmental Studies with a paired major and supports several interdisciplinary minors.

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

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

Note on course numbering: Students should consider 100 level courses are introductory. Intermediate 200 level courses follow and require successful completion of introductory courses. Courses carrying the 300-500 level reflect advanced level expectations and require a minimum of the introductory biology sequence and at least one Methods course as pre-requisites. The Biology Department recommends that a student consult with their advisor as to the appropriate advanced courses to take after completion of either one or both of the Methods courses (50-222 and 50-232). As for additional prerequisites, please refer to the course description for specifics. 900 level courses include capstone options, tutorials, honors, internships, and independent study.

Paired Major: Biology and Environmental Studies

Biology and Environmental Studies. Students may choose an 18-course paired major in Biology and Environmental Studies by double-counting two courses that count towards both the Biology and Environmental Studies majors. Currently those courses include Biology 50-123 and 50-121 Living Systems with laboratory, 50-384 Conservation Biology and 50-434 Ecology, although other courses may be substituted by permission of both chairs of the Biology Department and Environmental Studies program.

Major in Biology (BA): 11-12 courses

- Two introductory courses:
BIO50-123 Living Systems, and
BIO50-133 Molecular and Population Genetics
- Two accompanying introductory laboratory courses:
BIO50-121 Investigation into Living Systems
BIO50-131 Investigation in Genetics

- Two intermediate courses:
 - BIO50-222 Methods in Ecology and Evolutionary Biology, and
 - BIO50-232 Methods in Cellular/Molecular Biology
- One advanced cellular/molecular course from:
 - BIO50-304 Special Topics (with permission of Department Chair when offered)
 - BIO50-394 Developmental Biology
 - BIO50-404 Cancer Biology
 - BIO50-464 Molecular Biology
 - BIO50-484 Microbiology
 - BIO50-494 Biology of Reproduction
 - BIO50-514 Cellular Physiology
 - BIO50-534 Fundamentals of Immunology
 - CHE51-604 Principles of Biochemistry
 - CHE51-624 General Biochemistry II
- One advanced ecology/evolutionary biology course from:
 - BIO50-304 Special Topics (with permission of Department Chair when offered)
 - BIO50-314 Genetics
 - BIO50-334 Evolutionary Biology
 - BIO50-374 Human Genetics and Evolution
 - BIO50-384 Conservation Biology
 - BIO50-434 Ecology
 - BIO50-444 Invertebrate Ecology
 - BIO50-474 Genetics, Genomics and Medicine
- Two additional courses (4 credits each) at 300-level or higher
- Capstone, Option 1:
 - BIO50-97X Research in Biology (3 total credits required), and
 - BIO50-991 Biology Capstone Seminar

OR
- Capstone, Option 2:
 - BIO50-994 Biology Capstone Seminar

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

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

Major in Biology (BS): 12-13 courses

- Two introductory courses:
 BIO50-123 Living Systems, and
 BIO50-133 Molecular and Population Genetics
 - Two accompanying introductory laboratory courses:
 BIO50-121 Investigation into Living Systems
 BIO50-131 Investigation in Genetics
 - Two intermediate courses:
 BIO50-222 Methods in Ecology and Evolutionary Biology, and
 BIO50-232 Methods in Cellular/Molecular Biology
 - One advanced cellular/molecular course from:
 BIO50-304 Special Topics (with permission of Department chair when offered)
 BIO50-394 Developmental Biology
 BIO50-404 Cancer Biology
 BIO50-464 Molecular Biology
 BIO50-484 Microbiology
 BIO50-494 Biology of Reproduction
 BIO50-514 Cellular Physiology
 BIO50-534 Fundamentals of Immunology
 CHE51-604 Principles of Biochemistry
 CHE51-624 General Biochemistry II
 - One advanced ecology/evolutionary biology course from:
 BIO50-304 Special Topics (with permission of Department chair when offered)
 BIO50-314 Genetics
 BIO50-334 Evolutionary Biology
 BIO50-374 Human Genetics and Evolution
 BIO50-384 Conservation Biology
 BIO50-434 Ecology
 BIO50-444 Invertebrate Ecology
 BIO50-474 Genetics, Genomics and Medicine
 - Three additional courses (4 credits each) at 300-level or higher
 - Capstone, Option 1:
 BIO50-97X Research in Biology (3 total credits required), **and**
 BIO50-991 Biology Capstone Seminar
- OR**
- Capstone, Option 2:
 BIO50-994 Biology Capstone Seminar

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

- CHE51-103 General Chemistry I
- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-203 General Chemistry II
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-314 Organic Chemistry I
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- One additional elective outside of Biology in the Natural Sciences

Note: Excluding the Capstone seminar, at least two of the four total 300-level or above courses for the BA and at least three of the five total 300-level or above courses for the BS must have a lab component.

Biology Minor: 7-8 courses (minimum 18 hours)

- Two introductory courses with accompanying laboratory courses:
 - BIO50-123 Living Systems
 - BIO50-121 Investigation into Living Systems
 - BIO50-133 Molecular and Population Genetics
 - BIO50-131 Investigation in Genetics
- At least one intermediate course:
 - BIO50-222 Methods in Ecology and Evolution OR BIO50-232 Methods in Cell and Molecular Biology
- 8 credits of upper-level biology, 300-level or above (at least one course with lab component)

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

Biology (BIO)

50-114	EXPLORATIONS IN BIOLOGY (3-0). The course approach will combine inquiry-based learning with content delivery and an integration of laboratory skills. Explorations in Biology provides a natural science course designed for students who do not intend to major in Biology. The content of this course will vary according to the specialization of the instructor but will emphasize contemporary topics in the field of biology. Together, this course helps promote observation, experimentation and analytical skills. This course is intended for students seeking to fulfill general education requirements. Contributes to Health Studies. NS)
50-121	INVESTIGATION INTO LIVING SYSTEMS (0-3). This laboratory course will provide students an opportunity to participate in the process of science as it relates to living systems through a semester long project. Contributes to Environmental Studies. To be taken concurrently with Biology 50-123. (NSL)
50-123	LIVING SYSTEMS (3-0). This course will introduce students to fundamental cell and biodiversity concepts, such as, cell structure and function, cellular bioenergetics, the diversity of life and how different organisms interact with the environment and with each other. This course is required for students majoring in Biology or seeking a Bachelor of Science. Not intended for students solely seeking to fulfill general education requirements. Contributes to Environmental Studies and Health Studies. To be taken concurrently with Biology 50-121. (NS) (Fall)
50-131	INVESTIGATION IN GENETICS (0-3). This laboratory course will provide students an opportunity to participate in the process of science as it relates to molecular and population genetics through a

- semester long project. Contributes to Animal Studies and Health Studies. To be taken concurrently with Biology 50-133. (NSL)
- 50-133 MOLECULAR AND POPULATION GENETICS (3-0). This course will introduce students to fundamental molecular and population genetics concepts, such as, molecular basis of inheritance and gene expression, Mendelian genetics and microevolutionary processes. This course is required for students majoring in Biology or seeking a Bachelor of Science. Not intended for students solely seeking to fulfill general education requirements. To be taken concurrently with Biology 50-131. Contributes to Animal Studies and Health Studies. (NS) (Spring)
- 50-194 SCIENCE OF CHOCOLATE (3-0). This course explores the biology and chemistry of *Theobroma cacao*, the plant from which people make chocolate. Topics in the course will include pollination ecology, genetics, antioxidants and health and climate change. In addition, production versus consumption of chocolate will be discussed in light of economics and social justice issues including child slavery, indigenous communities and agricultural goods. Class activities will include a combination of inquiry-based projects, class discussion and quantitative reasoning. (SJ) (NS)
- 50-222 METHODS IN ECOLOGY AND EVOLUTIONARY BIOLOGY (3-3; half semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in ecology and evolutionary biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs, and developing specific laboratory and field research skills for ecology and evolutionary biology. Prerequisite: Biology 50-123/121 and 50-133/131, and Mathematics 52-114. (Fall and Spring) (NSL) (WA)
- 50-232 METHODS IN CELLULAR/MOLECULAR BIOLOGY (3-3; half-semester). This lecture/laboratory course is a foundation-building course that contains instruction on reading the primary literature in cellular/molecular biology, conducting literature searches, designing experiments, writing scientific papers, using quantitative methods, exercising critical thinking skills for data analyses, creating graphs and developing specific laboratory skills for cellular/molecular biology. Prerequisites: Biology 50-123/121 and 50-133/131. Chemistry 51-103 is required, but Chemistry 51-203 is recommended. (Fall and Spring) (NSL) (WA)
- 50-251 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY I. See Kinesiology 48-251. This course does not count towards the Biology major or minor in the BA or BS degree, but could be taken as an elective. It is required for all students pursuing a BS in Kinesiology but may be taken by students seeking to fulfill general education requirements. Also Kinesiology 48-251. This laboratory course must be taken concurrently with Biology 50-253. Prerequisites: Kinesiology 48-123/121 and Biology 50-123/121. (NS)
- 50-253 HUMAN ANATOMY AND PHYSIOLOGY I. T See Kinesiology 48-253. This course does not count towards the Biology major or minor in the BA or BS degree, but could be taken as an elective. It is required for all students pursuing a BS in Kinesiology but may be taken by students seeking to fulfill general education requirements. Also Kinesiology 48-253. This course must be taken concurrently with Biology 50-251. Prerequisites: Kinesiology 48-123/121 and Biology 50-123/121. (NS)
- 50-261 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY II. See Kinesiology 48-261. This course does not count towards the Biology major or minor in the BA or BS degrees but could be taken as an elective. It is required for students pursuing a BS degree in Kinesiology. It is not intended for students solely seeking to fulfill general education requirements. This is the second of a two-course sequence in the study of human anatomy and physiology. Also Kinesiology 48-261. This laboratory course must be taken concurrently with Biology 50-263. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. (NS)
- 50-263 HUMAN ANATOMY AND PHYSIOLOGY II. See Kinesiology 48-263. This course does not count towards the Biology major or minor in the BA or BS degrees but could be taken as an elective. It is required for students pursuing a BS degree in Kinesiology. It is not intended for students solely seeking to fulfill general education requirements. This is the second of a two-course sequence in the study of human anatomy and physiology. Also Kinesiology 48-263. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. (NS).
- 50-314 GENETICS (3-3). An introduction to the study of genetics, including the principles of heredity, structure and variation of chromosomes, the molecular nature of genetic information, DNA replication, transcription, translation, control of gene expression, genomics, quantitative genetics and population genetics. The course includes discussion of current findings of genetic research.

Laboratory exercises emphasize hypothesis testing and the analysis of genetic crosses, along with techniques and concepts of genetics. Prerequisites: Biology 50-123/121, 50-133/131, and either Biology 50-222 or Biology 50-232 or Kinesiology 48-214 or Psychology 33-204. (Ecology and Evolutionary Biology) (NSL)

- 50-324 BEHAVIORAL NEUROSCIENCE (3-0). See Psychology 33-534. Prerequisite: Biology 50-123/121, and either Psychology 33-204 or Psychology 33-214 or Biology 50-222/232 or Chemistry 51-862, or permission of instructor. (Spring)
- 50-334 EVOLUTIONARY BIOLOGY (3-0). An exploration of the possible mechanisms of evolution. Topics to be discussed include natural selection, punctuated evolution, population genetics, adaptation, units of selection, speciation, evolutionary biogeography and macroevolution. Prerequisite: Biology 50-123/121, Biology 50-133/131, and either Biology 50-222 or Kinesiology 48-214 or Psychology 33-204. (Ecology and Evolutionary Biology) (NS)
- 50-354 NEUROBIOLOGY (3-0). A deep dive into the biology of the nervous system, focusing on cellular, molecular, and systems neuroscience. Students will learn the fundamentals of neurobiology, with an emphasis on the relationship between structure and function in the nervous system. Students will also discuss research at the cutting-edge of neuroscience, as well as the interface between neurobiology, ethics, and society. Prerequisite: Biology 50-123/121 and Biology 50-133/131, and either Biology 50-232 or Chemistry 51-862 or Kinesiology 48-214 or Psychology 33-204. (NS)
- 50-364 COMPARATIVE VERTEBRATE MORPHOLOGY (3-3). After a brief consideration of the lower chordates, this course deals with the functional anatomy of the vertebrates. Although there is some study of vertebrates in natural environments, primary emphasis is on laboratory dissections of preserved specimens. Prerequisite: Prerequisites: Biology 50-123/121, 50-133/131, and either Biology 50-222 or Biology 50-232 or Kinesiology 48-214 or Psychology 33-204. (NSL)
- 50-374 HUMAN GENETICS AND EVOLUTION (3-0). An exploration of major themes and case studies in human variation and human evolution, including polygenic traits, gene by environment interaction, molecular evidence of natural selection, epigenetics, and variation in life history traits. Prerequisite: Biology 50-123/121, 50-133/131, and either Biology 50-222 or Kinesiology 48-214 or Psychology 33-204. (Ecology and Evolutionary Biology) (NS)
- 50-384 CONSERVATION BIOLOGY (3-0). A survey of the field of conservation biology through global and local conservation case studies, including threats to biodiversity, solutions to conservation problems and protection of endangered species. Contributes to Environmental Studies. Prerequisite: Biology 50-123/121, Biology 50-133/131, and Biology 50-222. (Ecology and Evolutionary Biology) (NS)
- 50-394 DEVELOPMENTAL BIOLOGY (3-3). An exploration of the principles and processes that generate a complex organism from a single cell. Students will take a guided tour of early animal development and organogenesis, emphasizing the self-organizing nature of the embryo. Students will also draw connections between developmental biology and evolution. Weekly lab sessions will include a combination of benchwork with living organisms and group discussions of related topics. Prerequisite: Biology 50-123/121, 50-133/131, and either Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)
- 50-404 CANCER BIOLOGY (3-0). An interdisciplinary approach to the study of human cancer, including in-depth analysis of the variety of molecular mechanisms that contribute to cancer development and progression, examination of how biomedical research findings are “translated” into clinical practice and issues related to patient care. Prerequisite: Biology 50-123/121, 50-133/131, and either Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NS)
- 50-424 ORGAN PHYSIOLOGY (3-3). Processes/functions of organ systems: nervous, muscular, cardiac, circulatory, respiratory, renal, digestive and endocrine. Human physiology is emphasized. Prerequisite: Biology 50-123/121, Biology 50-133/131, and either Biology 50-232 or Chemistry 51-862 or Kinesiology 48-214 or Psychology 33-204, or permission of instructor. (NSL)
- 50-434 ECOLOGY (3-3). This class explores the interactions of organisms with their biotic and abiotic environment. In particular, the course looks at the influence of nutrients, climate, competition, predation and symbiotic relationships on individuals, populations and communities. Contributes to Environmental Studies. Prerequisite: Biology 50-123/121, Biology 50-133/131, and either Biology 50-222 or Kinesiology 48-214 or Psychology 33-204. (Ecology and Evolutionary Biology) (NSL)
- 50-444 INVERTEBRATE ECOLOGY (3-3). This class explores the amazing diversity found across marine, terrestrial and aquatic habitats. The lecture component involves taxonomic descriptors of different

	groups, but more specifically focuses on the ecology of these organisms through critical reading of the primary literature. Through the semester, the course confronts topics that impact many invertebrates, such as exotic species, habitat degradation, chemical communication, predator-prey interactions and competition. In weekly lab sessions, special emphasis is placed on conducting experiments, learning to identify organisms, and investigating the role of aquatic insects in ponds and streams through field work. Contributes to Animal Studies. Prerequisite: Biology 50-123/121, Biology 50-133/131, and either Biology 50-222 or Kinesiology 48-214 or Psychology 33-204. Biology 50-434 is recommended but not required. (NSL)
50-454	TISSUE MECHANICS (3-0). See Kinesiology 48-454 (NS)
50-464	MOLECULAR BIOLOGY (3-3). This course focuses on the molecular aspects of genetic systems in prokaryotes, eukaryotes and viruses. Topics include: molecular methods and their applications, cell cycle control, gene expression, regulation of gene expression, gene arrangement, DNA mutagenesis and repair, mobile genetic elements and viral replication. Laboratory includes independent projects using molecular biology techniques. Prerequisites: Biology 50-123/121, 50-133/131, Chemistry 51-314, and either Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)
50-474	GENETICS, GENOMICS, AND MEDICINE (3-3). An exploration of human phenotype, including Mendelian, polygenic and environmental influences, using approaches ranging from family studies and evolutionary medicine to population genomics. The lab will focus on bioinformatic resources in genetics, genomics, and medicine. Prerequisite: Biology 50-123/121, Biology 50-133/131, and either Biology 50-222 or Kinesiology 48-214 or Psychology 33-204. (NSL)
50-484	MICROBIOLOGY (3-3). An introduction to the study of microbes. This course is not strictly a bacteriology course as some attention is given to fungi and viruses. This course includes microbial cell structure and function, growth, metabolism and genetics. Microbial diversity is a recurring theme throughout the course. The course includes a weekly laboratory session. Prerequisites: Biology 50-123/121, 50-133/131, Chemistry 51-314, and either Biology 50-232 or Chemistry 51-862 or permission of instructor. (Cellular and Molecular Biology) (NSL)
50-494	BIOLOGY OF REPRODUCTION (3-0). This course takes a comprehensive look at the process of reproduction by examining the role of hormones, developmental and genetic sex, the process of puberty, and the production of offspring. Emphasis is given to human reproduction, although other species are studied to assist in the understanding of reproduction. Prerequisites: Biology 50-123/121, 50-133/131, and either Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NS)
50-514	CELLULAR PHYSIOLOGY (3-3). The general functions of eukaryotic cells are studied primarily in animal cells. Topics include transcription, translation, protein functions, cell motility, secretion and endocytosis, cell signaling and cell cycling. Laboratory experiments teach techniques and concepts of cellular physiology. Prerequisites: Biology 50-123/121, 50-133/131, Chemistry 51-314, and either Biology 50-232 or Chemistry 51-862. (Cellular and Molecular Biology) (NSL)
50-524	ENDOCRINOLOGY (3-3). This course undertakes a detailed exposure to the structure and function of the endocrine system. The course emphasizes the biosynthesis, mechanism of action and homeostatic function of hormones. Topics demonstrate the chemical and physiological principles of hormonal integration with emphasis on humans. Prerequisite: Biology 50-123/121, 50-133/131, Chemistry 51-314 and either Biology 50-232 or Chemistry 51-862; or permission of the instructor. (NSL)
50-534	FUNDAMENTALS OF IMMUNOLOGY (3-0). An introduction to the immune system as studied in mammals. Emphasis is placed on acquired immunity, specifically as it pertains to the humoral and cell-mediated immune responses. This course deals with the cellular and biochemical mechanisms involved in the education and regulation of both the humoral and cell-mediated immune responses. Prerequisites: Biology 50-123/121, 50-133/131, Chemistry 51-314, and either Biology 50-232 or Chemistry 51-862. Chemistry 51-324 or 51-334 and 51-604 are recommended but not required; or permission of instructor. (Cellular and Molecular Biology) (NS)
50-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
50-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
50-901, 902, 903, 904	TUTORIAL.
50-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Prerequisite: Permission of instructor.
50-951, 952, 953, 954	INDEPENDENT STUDY. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.

50-971, 972, 973,974	RESEARCH IN BIOLOGY. Students must plan with a faculty member in the Biology Department prior to enrolling in this course. Prerequisite: Permission of the instructor and a completed course description report. May be repeated with changed content.
50-984	HONORS. By invitation only.
50-991, 994	BIOLOGY CAPSTONE SEMINAR. Topics vary by interest, but biology students will expand their knowledge of the scientific literature, write a research paper and present their work to their peers. Biology majors that have pursued at least three hours of total credit in Research in Biology (BIO50-97X) will have the opportunity to complete their research paper and present their work in an integrated one credit hour version of the seminar. Biology majors that have not pursued three hours of total credit in Research in Biology (BIO50-97X) will take the four-hour version of the seminar. Accordingly, the Biology Capstone may involve group and/or individual research projects. The seminar will also provide time and preparation for all students to take the Biology Major Field Test (MFT). (Fall and Spring). Pre-requisite: Senior Standing.

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Natural Sciences Area

Michael Gesinski, PhD, Associate Professor

Dilani Koswatta, Assistant Professor and Director of General Chemistry Laboratories

Sara Massey, PhD, Assistant Professor

Emily D. Niemeyer, PhD, Professor

Debamita Paul, PhD, Visiting Assistant Professor

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

Maha Zewail-Foote, PhD, Professor

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

The Chemistry and Biochemistry Department seeks to provide a variety of educational experiences for students who desire a better understanding of the chemical, physical and biological world around them. The department offers courses ranging from Chemistry Appreciation for the non-science major to advanced studies in biochemistry, physical chemistry, organic, inorganic and analytical chemistry. Courses are offered in a flexible program designed to provide a strong understanding and knowledge of chemistry for a wide variety of students. Research opportunities are also available for students interested in working directly with faculty in an intensive laboratory experience.

Department Goals:

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

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

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

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

Paired Major: Chemistry and Environmental Studies

Students may choose an 18-course paired major in Chemistry and Environmental Studies by double-counting two courses that count towards both the Chemistry and Environmental Studies BA majors. Currently those courses are Chemistry 51-103 General Chemistry I, 51-101 Chemical Methods and Techniques Laboratory I, 51-504 Instrumentation in Environmental and Biological Analysis, 51-514 Quantitative Chemical Analysis, and 51-852 Advanced Lab in Analytical Chemistry. Other courses may be substituted by permission of the Chairs of the Department of Chemistry and Biochemistry and the Environmental Studies program.

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

Major in Chemistry (BA): 13 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
 - CHE51-103 General Chemistry I
 - CHE51-201 Chemical Methods and Techniques Laboratory II
 - CHE51-203 General Chemistry II
 - CHE51-314 Organic Chemistry I¹
 - CHE51-832 Organic Chemistry Laboratory
 - Four upper-level chemistry courses (300–700 level)
 - Two additional advanced laboratory classes (800 level)
 - CHE51-932 Senior Chemistry Capstone
- or**
- CHE51-922 Senior Biochemistry Capstone

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

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

¹ CHE51-314 Organic Chemistry I must be taken at Southwestern.

Major in Chemistry (BS): 17 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
 - CHE51-103 General Chemistry I
 - CHE51-201 Chemical Methods and Techniques Laboratory II
 - CHE51-203 General Chemistry II
 - CHE51-314 Organic Chemistry I¹
 - CHE51-324 Organic Chemistry II¹
 - CHE51-704 Physical Chemistry: Thermodynamics and Kinetics
 - Three upper-level chemistry courses (400–700 level)
 - CHE51-832 Organic Chemistry Laboratory
 - Three additional advanced laboratory classes (800 level)
 - Two credits of CHE51-91X Methods in Laboratory Research
- or**
- Two credits of CHE51-94X Academic Internship

or

One additional advanced laboratory course (800 level; this option is only available to students who have not completed a Methods in Laboratory Research course)

- CHE51-932 Senior Chemistry Capstone

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

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- BIO50-123/121 Living Systems/Lab **or** BIO50-133/131 Molecular and Population Genetics/Lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- One course from:
 - BIO50-123/121 Living Systems/Lab **and** BIO50-133/131 Molecular and Population Genetics/Lab
 - CSC54-184 Computer Science I
 - MAT52-364 Modern Calculus III
 - MAT52-674 Linear Algebra
 - PHY53-214 Modern Physics
 - PHY53-404 Electronics

¹ At least one course from CHE51-314 Organic Chemistry I and CHE51-324 Organic Chemistry II must be taken at Southwestern.

Major in Chemistry (American Chemical Society (ACS) certified) (BS): 20 courses

- CHE51-103 General Chemistry I
- CHE51-203 General Chemistry II
- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-314 Organic Chemistry I¹
- CHE51-324 Organic Chemistry II¹
- One class in Inorganic Chemistry (400 level)
- One class in Analytical Chemistry (500 level)
- One class in Biochemistry (600 level)
- CHE51-704 Physical Chemistry: Thermodynamics and Kinetics
- CHE51-714 Quantum Mechanics
- Two additional upper-level courses (4 credits each) approved by the Department Chair
- CHE51-832 Organic Chemistry Laboratory
- Three additional advanced laboratory classes (800 level)
- Two credits of CHE51-91X Methods in Laboratory Research
- CHE51-932 Senior Chemistry Capstone

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

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II

- BIO50-123/121 Living Systems/Lab **or** BIO50-133/131 Molecular and Population Genetics/Lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- One course from:
 - BIO50-123/121 Living Systems/Lab **and** BIO50-133/131 Molecular and Population Genetics/Lab
 - CSC54-184 Computer Science I
 - MAT52-364 Modern Calculus III
 - MAT52-674 Linear Algebra
 - PHY53-214 Modern Physics
 - PHY53-404 Electronics

¹ At least one course from CHE51-314 Organic Chemistry I and CHE51-324 Organic Chemistry II must be taken at Southwestern.

Major in Biochemistry (BS): 16 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-314 Organic Chemistry I¹
- CHE51-324 Organic Chemistry II¹
- CHE51-614 General Biochemistry I²
- CHE51-624 General Biochemistry II²
- One additional course in Biochemistry (600 level)
- One course from:
 - CHE51-404 Inorganic Chemistry and Biological Systems
 - CHE51-414 Organometallic Chemistry
 - CHE51-424 Fundamentals of Material Science and Engineering
 - CHE51-504 Instrumentation in Environmental and Biological Analysis
 - CHE51-514 Quantitative Chemical Analysis
 - CHE51-704 Physical Chemistry: Thermodynamics and Kinetics
- One upper-level Biology course in the Cellular/Molecular area (300 level or above)
- CHE51-832 Organic Chemistry Laboratory
- CHE51-862 Advanced Lab in Biochemistry
- One additional advanced laboratory course (800 level)
- Two credits of CHE51-91X Methods in Laboratory Research
- or**
- Two credits of CHE51-94X Academic Internship
- or**
- One additional advanced laboratory course (800 level; this option is only available to students who have not completed a Methods in Laboratory Research course)

- CHE51-932 Senior Chemistry Capstone
- or
- CHE51-922 Senior Biochemistry Capstone

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

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- or
- MAT52-114 Introduction to Statistics
- BIO50-123/121 Living Systems/Lab
- BIO50-133/131 Molecular and Population Genetics/Lab
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II

¹ At least one course from CHE51-314 Organic Chemistry I and CHE51-324 Organic Chemistry II must be taken at Southwestern.

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

Minor in Chemistry: 9 courses

- CHE51-101 Chemical Methods and Techniques Laboratory I
- CHE51-103 General Chemistry I
- CHE51-201 Chemical Methods and Techniques Laboratory II
- CHE51-203 General Chemistry II
- CHE51-314 Organic Chemistry I
- CHE51-832 Organic Chemistry Lab
- Two upper-level chemistry courses (400–700) at different levels
- One additional advanced laboratory class (800 level)

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

Chemistry (CHE)

51-014	CHEMISTRY APPRECIATION (2-2). A presentation of historic and modern theories and concepts of the nature of matter and bonding. Current problems dealing with synthetic and natural products and their pollutants will be discussed in light of their impact on society. Individual experiments and group demonstrations will be conducted in the laboratory. Contributes to Environmental Studies. (NS)
51-024	CHEMISTRY OF THE ENVIRONMENT (2-2). This course provides an overview of basic chemical principles and their importance in understanding the complexities of our natural environment. In particular, the course will discuss fundamental chemical concepts such as equilibrium, solubility and acid-base chemistry and their application to environmental processes. Major topics that will be covered include atmospheric and aquatic chemistry, energy production and usage, and principles of toxicology. Contributes to Environmental Studies. (NS)
51-034	CHEMISTRY OF FOOD (3-0). Students in this course will develop a better understanding of food, cooking, and nutrition using basic chemical concepts. Topics that will be discussed include the impact our food choices make on the environment; modern agricultural practices; and the economic, political and social justice issues surrounding the use of food and its availability. Contributes to Environmental Studies and Health Studies. (NS)
51-044	FROM ADDERALL TO ZOLOFT: UNDERSTANDING THE STRUCTURE OF DRUGS (3-0). This course explores the three-dimensional structure of carbon-based molecules through the lens of pharmaceutical drugs. Students will learn how to interpret the structure of common pharmaceuticals and discern how those structures dictate their interactions with the body. Emphasis will be placed on

- the cultural, societal, and economic ramifications of the synthesis of these drugs. Contributes to Health Studies. (NS)
- 51-101 CHEMICAL METHODS AND TECHNIQUES LABORATORY I (0-3). This laboratory course will provide students an opportunity to learn and practice common laboratory techniques through self-directed laboratory experiments. To be taken concurrently with Chemistry 51-103. Contributes to Environmental Studies and Health Studies. (NS) (Fall)
- 51-103 GENERAL CHEMISTRY I (3-0). This course will introduce students to fundamental chemical principles and concepts such as atomic structure, chemical bonding, stoichiometry, thermochemistry, periodicity, solution chemistry, properties of gases and selected topics in descriptive chemistry. Prerequisite: Mastery of high school-level chemistry. To be taken concurrently with Chemistry 51-103. Contributes to Environmental Studies and Health Studies. (NS) (Fall)
- 51-201 CHEMICAL METHODS AND TECHNIQUES LABORATORY II (0-3). Students will conduct inquiry-based experiments to enhance their understanding of kinetics, thermodynamics, equilibrium concepts and other topics. Contributes to Health Studies. Prerequisites: Chemistry 51-101 and Chemistry 51-103. To be taken concurrently with Chemistry 51-203. (NS) (Spring)
- 51-203 GENERAL CHEMISTRY II (3-0). This course will introduce topics such as thermodynamics, kinetics and equilibrium. Contributes to Health Studies. Prerequisites: Chemistry 51-103 and Chemistry 51-101. To be taken concurrently with Chemistry 51-201. Students must demonstrate mastery of important concepts from the first semester of general chemistry if the course was not taken at Southwestern or during the previous semester. (NS) (Spring)
- 51-310 ORGANIC CHEMISTRY I DISCUSSION (1-0). This course is a supplement to Chemistry 51-314. It gives students the opportunity to use their fundamental understanding of chemical principles to develop new skills and improve their understanding of organic chemistry. To be taken concurrently with Chemistry 51-314. (Fall)
- 51-314 ORGANIC CHEMISTRY I (4-0). This course is a study of the nature of bonding in carbon-containing molecules and their reactivity. Beginning with fundamental principles, emphasis will be placed on making connections between theory and application. Synthetic and mechanistic approaches will be introduced that lay the groundwork for Organic Chemistry II. Spectroscopic methods for structural determination of organic molecules will be discussed. Prerequisites: Chemistry 51-203. To be taken concurrently with Chemistry 51-310. (NS) (Fall)
- 51-320 ORGANIC CHEMISTRY II DISCUSSION (1-0). This is course is a supplement to Chemistry 51-324. It gives students the opportunity to use their fundamental understanding of chemical principles to develop new skills and improve their understanding of organic chemistry. To be taken concurrently with Chemistry 51-324. (Fall)
- 51-324 ORGANIC CHEMISTRY II (4-0). This course is the continuation of Chemistry 51-314. The primary focus will be on the reactions of functional groups: their mechanism and their use in complex synthesis. An introduction to biologically relevant classes of organic molecules as well as modern synthetic methods in organic chemistry will also be included. Prerequisite: Chemistry 51-314. To be taken concurrently with Chemistry 51-320. (NS) (Spring)
- 51-334 SYNTHETIC AND MECHANISTIC ORGANIC CHEMISTRY (3-0). This course focuses on advanced concepts in organic chemistry dealing broadly with mechanistic determination and synthetic strategies. Subtle electronic and steric factors that greatly affect the reactivity of molecules will be illustrated using a variety of case studies from current literature. These factors will then be applied to the synthesis of complex organic molecules of biological and industrial importance. Emphasis will be placed on modern methods in asymmetric synthesis and organometallics. Prerequisite: Chemistry 51-324. (NS)
- 51-404 INORGANIC CHEMISTRY AND BIOLOGICAL SYSTEMS (3-0). This course is an introduction to the structure and reactivity of metal complexes with an emphasis on their interaction with biological systems. Fundamental concepts such as electronic structure, symmetry, and molecular orbital theory will be used to determine the structure of transition metal complexes. These models will then be used to describe reactivity with regard to bioinorganic chemistry. Prerequisite: Chemistry 51-314. (NS)
- 51-414 ORGANOMETALLIC CHEMISTRY (3-0). Metal-carbon bonds lie at the interface of classical organic and inorganic chemistry. This course will explore the nature of this type of bond with an emphasis on its importance in catalysis, biological systems, and pharmaceutical drug design. Fundamental concepts such as symmetry and structure of transition metal complexes will be used to

- elucidate mechanistic information on the reactions of organometallic complexes. Prerequisite: Chemistry 51-324. (NS)
- 51-424 **FUNDAMENTALS OF MATERIALS SCIENCE AND ENGINEERING (4-0).** This course focuses on the emergence of structural properties from atomic and molecular-scale interactions by conducting a survey of three broad classes of materials: metals, ceramics and polymers. Particular attention will be paid to atomic structure and bonding, the structure of crystalline solids, phase diagrams, and the application and processing of polymers deployed in additive manufacturing (e.g., 3D Printing) and biomaterials. Also Physics 53-364. Prerequisites: Physics 53-154. Chemistry 51-103 is a pre- or co-requisite for this course. (Spring) (NS)
- 51-504 **INSTRUMENTATION IN ENVIRONMENTAL AND BIOLOGICAL ANALYSIS (3-0).** This course covers the basic principles and practical applications of instrumentation used to study the environment (i.e., water, air, and soil) as well as biological phenomena. Coursework places emphasis on fundamental techniques and the most recent advances in analytical instrumentation. Contributes to Environmental Studies. Prerequisites: Chemistry 51-314. (NS)
- 51-514 **QUANTITATIVE CHEMICAL ANALYSIS (3-0).** This course focuses on the basic principles of analytical chemistry and how these principles apply to chemical problems. Topics of discussion include statistical analysis in chemistry, calibration methods, chemical equilibria, and spectroscopic methods of analysis. Prerequisites: Chemistry 51-203. (NS)
- 51-604 **PRINCIPLES OF BIOCHEMISTRY (3-0).** This course provides an overview of the major classes of biological macromolecules (proteins, carbohydrates, lipids and nucleic acids) and their functions in cellular structure, information pathways, and enzyme catalysis, and bioenergetics. This foundation will support an introduction to metabolism and key concepts in regulation of central metabolic pathways. This course is designed for students majoring in one of the natural sciences but who do not require a two-semester course in biochemistry. This course should not be taken by chemistry or biochemistry majors. Approved as a cellular/molecular course for use in the Biology major. Prerequisite: Chemistry 51-324. (NS) (Fall)
- 51-614 **GENERAL BIOCHEMISTRY I (3-0).** This course focuses on the structure and functional interrelations of proteins, carbohydrates, lipids and nucleic acids in life processes. It is the first course of a two-semester comprehensive sequence, and is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Approved as a cellular/molecular course for use in the Biology major. Prerequisite: Chemistry 51-324. (NS) (Fall)
- 51-624 **GENERAL BIOCHEMISTRY II (3-0).** This course focuses on the metabolism (break-down and formation) of carbohydrates, lipids and proteins in the human body and the energy involved with such processes. It is the second course of a two-semester comprehensive sequence and is designed specifically for chemistry and biochemistry majors as well as those students interested in pursuing scientific research careers. Approved as a cellular/molecular course for use in the Biology major. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS) (Spring)
- 51-634 **PHARMACEUTICAL CHEMISTRY (3-0).** From neurotransmitters to antibiotics, small molecules play a key role in biological processes and human health. This course will explore the structure and function of these secondary metabolites from a chemical perspective. Emphasis will be placed on industrial and bio-synthesis, mechanism of action, clinical applications, and cultural relevance of various classes of biologically relevant molecules (steroids, stimulants, analgesics, anti-virals). Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS)
- 51-654 **BIOCHEMISTRY OF NUCLEIC ACIDS (3-0).** A survey of nucleic acid structure and function including topics such as drug- and protein-DNA interactions, molecular recognition, DNA damage modifications and mechanisms, and DNA repair. This course also describes techniques and methods used to analyze nucleic acids. Prerequisites: Chemistry 51-604 or Chemistry 51-614. (NS)
- 51-704 **PHYSICAL CHEMISTRY: THERMODYNAMICS AND KINETICS (3-0).** This course focuses on the fundamental understanding and the quantitative description of chemical and biochemical processes. The course covers thermodynamics (whether processes occur) and kinetics (how fast processes occur). Chemistry majors, biochemistry majors and pre-engineering students are highly encouraged to take this course in their junior year. Prerequisites: Chemistry 51-203, Mathematics 52-264, and Physics 53-164. (NS)

51-714	QUANTUM MECHANICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Also Physics 53-424. Prerequisites: Chemistry 51-203, Mathematics 52-264, and Physics 53-164. (NS)
51-832	ORGANIC CHEMISTRY LAB (1-4). This integrated organic chemistry laboratory course introduces students to the synthesis of molecules and the determination of reaction mechanisms. An emphasis is put on spectroscopic characterization of reaction products and modern techniques in organic chemistry. Techniques include chromatography, distillation, extraction, melting point, and polarimetry. The curriculum is designed to make connections with culturally relevant and socially responsible topics. Prerequisite: Chemistry 51-314. (NS) (WA) (Fall and Spring)
51-842	ADVANCED LAB IN INORGANIC CHEMISTRY (1-4). This laboratory course for chemistry and biochemistry majors focuses on the reactivity, structure and synthesis of inorganic and organometallic compounds. Techniques learned cover classic inorganic synthetic methods including inert atmosphere manipulations and theoretical underpinnings of instrumental techniques. Hands-on experience on advanced laboratory instrumentation is used to characterize the compounds synthesized in this course. Prerequisite: Chemistry 51-832. (NS) (WA)
51-852	ADVANCED LAB IN ANALYTICAL CHEMISTRY (1-4). This course introduces students to analytical chemistry through participation in a semester-long research project. Students work in groups to develop an original research question and create a proposed research plan, then carry out analytical experiments using available spectroscopic, chromatographic, and mass spectral instrumentation. The course also focuses on conducting appropriate statistical analyses of collected data and contextualizing experimental results within the broader chemical literature. Contributes to Environmental Studies. Prerequisites: Chemistry 51-832. (NS) (WA)
51-862	ADVANCED LAB IN BIOCHEMISTRY (1-4). A laboratory-based introduction to molecular and biochemical experimental methods and techniques that are commonly used for the analysis of biological molecules. May be repeated with changed topic. When taken in combination with Chemistry 51-604 or 51-614, approved as a cellular/molecular laboratory course for use in the Biology major. Prerequisite: Chemistry 51-832. Concurrent enrollment or credit in Chemistry 51-604 or 51-614. (NS) (WA) (Fall)
51-872	ADVANCED LAB IN PHYSICAL CHEMISTRY (1-4). This laboratory course will provide students an opportunity to engage in inquiry-based experiments and computation in thermodynamics, kinetics, quantum chemistry, and spectroscopy. Prerequisite: Chemistry 51-832. (NS) (WA)
51-882	ADVANCED LAB IN ORGANIC CHEMISTRY (1-4). This course explores modern methods used in synthetic organic chemistry through participation in semester long research projects. Students will use chemical databases to develop a synthetic protocol for the formation of a molecule of medical, agricultural, or cultural significance. They will then utilize laboratory techniques such as air-free conditions, solvent purification, chromatography, and spectroscopic analysis to implement their research plans. Prerequisite: Chemistry 51-832. (NS) (WA)
51-911, 912, 913	RESEARCH IN CHEMISTRY (0-4). This is a laboratory course designed to give students hands-on experience conducting research on questions relevant to chemistry or biochemistry. Students work directly with faculty members in the department to read and analyze literature, design and perform experiments, collect and analyze data, and report the results. Students must make arrangements with individual faculty members before enrolling in this course. May be repeated.
51-922	SENIOR BIOCHEMISTRY CAPSTONE (2-0). This course requires students to reflect on their biochemistry curriculum and synthesize an original work that can be presented in both a written and oral format. Prerequisite: Senior standing. (WA)
51-932	SENIOR CHEMISTRY CAPSTONE (2-0). This course requires students to reflect on their laboratory experiences throughout their chemistry or biochemistry major. Students will be required to report their results using written and oral communication skills. Prerequisite: Senior standing. (WA)
51-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
51-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
51-901, 902, 903, 904	TUTORIAL.
51-941, 942, 943, 944	ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken P/D/F.

51-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
51-981, 982, 983, 984 HONORS. By invitation only.

COMMUNICATION STUDIES DEPARTMENT

Humanities Area

Lamiyah Bahrainwala, PhD, Assistant Professor
Robert Bednar, PhD, Professor
Katie Hodgdon, PhD, Part-Time Assistant Professor
Raquel Moreira, PhD, Assistant Professor
Valerie Renegar, PhD, Professor
Rico Self, PhD, Assistant Professor

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

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

Department Goals:

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

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

Paired Major: Communication Studies and Feminist Studies

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

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

Major in Communication Studies: Eight courses

- COM75-134 Critical/Cultural Communication Studies
- COM75-204 Rhetorical Theory
- COM75-604 Media and Culture

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

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

Minor in Communication Studies: Five courses

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

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

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

Communication Studies (COM)

75-134	CRITICAL/CULTURAL COMMUNICATION STUDIES. This course introduces theoretical and critical perspectives central to the two cognate areas of the major: Rhetorical Studies and Critical Media Studies. A special focus on qualitative critical/interpretive research methods and theoretical frameworks enhances students' understanding of the role that communication plays in the construction and negotiation of culture and identity. This introductory class is required for both the major and minor in Communication Studies. (Fall, Spring) (H)
75-154	PUBLIC SPEAKING. This course does not count towards the Communication Studies major or minor but could be taken as an elective. This course emphasizes speaking in public from a narrative paradigm. The guiding assumption will be that every public speech act implies a story, and that every image (metaphor, picture, nonverbal embodied communication form) concretizes and is explained by a narrative. Students will learn to be more reflexive, strategic, and skillful as public communicators by creating and performing several speeches that foreground the creation of a public self (ethos) created by articulating a relationship between self and audience through the use of narrative and image. (Fall, Spring)
75-204	RHETORICAL THEORY. This class examines a range of rhetorical theories that are used as critical perspectives in conducting rhetorical analyses. The course begins with the classical rhetorical theories founded in Ancient Greece, and then concentrates on contemporary rhetorical theory. Outcome goals include demonstrating how different theories can be applied to rhetorical texts and the kind of insights that different theories can yield. This class is required for the major. Prerequisites: Communication Studies 75-134. (Spring) (H)
75-224	THE RHETORIC OF SEX AND SEXUALITY. This course examines the ways people communicate about sex and sexuality in a variety of contexts. Through an intersectional framework, this course will explore how sex and sexuality function as organizing principles in society and how cultural discourses—e.g., legal, religious, and scientific discourses—frame our understandings of these principles. Contributes to Feminist Studies. (H) (SJ)
75-234	RHETORICS OF RESISTANCE. This course examines the ways in which rhetoric is used for social protest. It emphasizes historical and cultural contexts as it looks at how social movements use diverse rhetorical strategies to promote social justice. Contributes to Race and Ethnicity Studies. (H) (SJ)
75-254	THE RHETORIC OF CRIME AND CRIMINALITY. This course explores the rhetorical dimensions of crime, criminality, and incarceration in the United States. Students will demonstrate an understanding of the social construction of crime and criminality and the relationship between crime, criminality, and ideological discourses. Special attention will be given to historical and contemporary expressions of race, class, gender, sexuality, national identity, and other categories of identity vis-à-vis the U.S. legal system. Contributes to Race and Ethnicity Studies. (H) (SJ)

- 75-264 THE RHETORIC OF WOMEN'S RIGHTS. The last 200 years have been a time of incredible change for women in the United States. This course examines the rhetoric that fosters and reflects this kind of social change, ranging from the women's suffrage movement, to the women's movements of the 60s and 70s, to contemporary feminism. Contributes to Feminist Studies. (H) (SJ)
- 75-274 RHETORICS OF HEALTH. This class examines the intersections of communication and health by exploring topics such as mass media representations of health issues, communication patterns in health contexts, and the construction of identity through discourses of health and illness. Contributes to Health Studies. (H) (SJ)
- 75-284 THE RHETORIC OF SURVEILLANCE. This class examines surveillance discourse and how it targets particular bodies. It will explore how security discourse emerges at the intersections of race, gender and class to maintain structures of power that sustain national and economic interests. The course also addresses and how we might resist or ethically reclaim surveillance. Contributes to Race and Ethnicity Studies. (H) (SJ)
- 75-404 COMMUNICATING LEADERSHIP. This course examines current scholarship about how leadership is created and communicated in organizations and other aspects of our lives. Students will demonstrate an understanding of leadership, leadership styles, and the communication strategies of leadership. Discussion, reflective writing, critical thinking, and engagement will be used to assess these goals. Contributes to Business and Environmental Studies. (H)
- 75-414 TRAVEL, TOURISM, AND COMMUNICATION. Explores different rhetorical perspectives to explore the business, cultural influence, and environmental impact of travel and tourism. Students research and encounter tourist destinations, as well as places of public memory, to experience how places are constituted through communication. We compare the way different tourist destinations and places of public memory are framed by the rhetoric of the site, visitor reactions, travel guides, programs, and web sites, as well as elements of the site itself such as interpretative materials, tour guide scripts, and spatial elements. Students will determine and evaluate the recursive implications of communication on travel and tourism. Contributes to Environmental Studies (H)
- 75-434 COMMUNICATION, CULTURE AND SOCIAL JUSTICE. This course introduces the foundational, historical and theoretical issues for the critical study of communication as social justice, examining critical race theories, feminist theories, queer theories and postcolonial theories in order to establish a foundation for understanding the ways difference is communicated to achieve social justice. This course integrates questions of identity with those of justice, and thus requires a strong commitment to understanding self and other. Contributes to Feminist Studies and Race and Ethnicity Studies. (H) (SJ)
- 75-444 COMMUNICATION AND MEMORY. This course examines the role of communication in producing, representing, reinforcing, and contesting individual and collective memory at a variety of scales: within individuals as well as in between individuals in interpersonal relationships, families, communities, nations, cultures, and across cultures. The main focus is on learning the central critical theory and methodologies used in the analysis and interpretation of acts, practices, texts, objects, and spaces engaged in communicating individual and collective memory. (H) (SJ)
- 75-454 RACE, ETHNICITY, AND COMMUNICATION. This course introduces critical race theory as it applies to the study of communication. In particular, it explores the intersection of race/ethnicity, communication and media as it relates to issues of social justice and identity in America. These explorations shed light on the historical formation of racial and ethnic identities and their current social and personal relevance. The course integrates questions of identity with those of justice, economics and law, and will require a strong commitment to tolerance and self-reflection. Contributes to Race and Ethnicity Studies. (H) (SJ)
- 75-464 ENVIRONMENTAL COMMUNICATION. This course explores various environmental philosophies as they relate to communication contexts in the public sphere, including journalism, sustainability, consumerism, politics, environmental organizations, and ecotourism. We will also examine how environmental theories and policies are play out in local, national, and international arenas. Contributes to Environmental Studies. (H)
- 75-474 VISUAL/MATERIAL COMMUNICATION. This course introduces students to theories and methodologies in visual culture and material culture studies that focus on the affective and performative dimensions of everyday visual and material communication, particularly the ways that material objects, images, and spaces function as communicative media that not only represent things but also do things and make things happen. Contributes to Design Thinking. (H)

- 75-554 ORGANIZATIONAL COMMUNICATION. This radically collaborative course takes a high-impact, inquiry-based approach to studying organizational communication, a field that investigates the interpersonal, group, and mediated communication patterns and processes within and among a wide variety of organizations. The course centers on a field-based case study of how internal and external communications work within a particular organization. Readings and discussions before, during, and after the field study focus on learning dominant general organizational communication theories as well as developing the critical skills of collaborative research and writing necessary for performing the intensive field research. (H)
- 75-564 GENDER AND COMMUNICATION. This course critically explores the process of becoming gendered in contemporary culture. Drawing from a body of contemporary research and theories, including feminist, critical/cultural, queer, and psychoanalytic approaches, students will endeavor to discover the ways in which people communicate within a gendered culture. Contexts include interpersonal relationships, families, organizations, institutions, and mediated communication. Contributes to Feminist Studies. (H) (SJ)
- 75-604 MEDIA AND CULTURE. This course examines the diverse functions that media serve in the performance of individual, social, national, and transnational cultures and identities. Students will analyze how the interdependent relations among media production, media texts, and media audiences are embedded in cultural discourses and dynamics of ideology, power, and agency, and will develop an ability to use theories and methodologies prevalent in cultural studies and critical media studies to research, analyze, interpret, and build effective arguments about the interrelationships between media and culture. This class is required for the major. Prerequisites: Communication Studies 75-134. (Fall) (H)
- 75-614 IDENTITY AND MEDIA. This course examines the ways in which individual and collective identities are constituted, shaped, and challenged through media, including entertainment media, social media, and new media. This course examines the ways that media affect (and are affected by) race, gender, class, age, sexuality, nationality, and other dimensions of identity. Contributes to Race and Ethnicity Studies, and Feminist Studies. (H)
- 75-624 JOURNALISM. This writing-intensive course considers the character, purposes and subject matter of documentary nonfiction narrative, with a special emphasis on the processes of writing, critiquing and revising student-produced feature articles for newspapers and magazines. (H)
- 75-654 MUSLIMS IN THE MEDIA. This class examines the representations of Muslims in Western media. This includes exploring how popular discourse constructs Muslims, and how Muslims themselves participate in media discourse. This class also emphasizes identifying how the rhetorical strategies used to marginalize Muslims overlap with the strategies used to diminish other groups in the United States, thus establishing how power reproduces itself. Contributes to Race and Ethnicity Studies. (H) (SJ)
- 75-674 FILM STUDIES. This course introduces students to critical, analytical and theoretical approaches to the study of film. To explore the complex role that cinema has played in American mass society since the early 20th century, special emphasis is placed on the study of institutional practices at all levels of the production, distribution and exhibition of films as well as the “ways of seeing” and the “ways of doing” that guide both filmmakers and audiences who use film as a communication medium. Contributes to Design Thinking. (H)
- 75-684 ROAD MOVIES. This course explores the road movie as a contemporary film genre but also a site of cultural work where representations, histories, futures, identities, bodies and ideas converge and collide. The course unfolds chronologically, situating case study films within their historically specific cultural discourses while over time also developing a detailed analysis of the development of the road movie as a genre and cultural form. (H)
- 75-804 CRITICAL/CULTURAL METHODS. This writing intensive course explores some of the critical methods used to analyze diverse forms of communication. As a collaborative community of scholars, students will conduct an analysis using critical/cultural methods. Students will demonstrate proficiency in all of the basic practices required for communication studies research in preparation for Capstone. This class is required for the major. Prerequisites: Communication Studies 75-134, 75-204, and 75-604. (Fall, Spring) (H) (WA)
- 75-964 CAPSTONE RESEARCH SEMINAR. This course requires students to integrate and extend work done throughout the Communication Studies major by producing a significant, original research project that is situated both within Communication Studies as a discipline and within the two cognate areas of the major: Rhetorical Studies, and Critical Media Studies. Topics and instructors vary. This

class is required for the major, and Capstone applications must be submitted in the spring prior to the capstone year. Prerequisites: Communication Studies 75-134, 75-204, 75-604, and 75-804. (Fall, Spring) (WA)

75-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in content.
75-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content.
75-901, 902, 903, 904	TUTORIAL.
75-941, 942, 943, 944, 945, 946, 947, 948	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated with change in content, but no more than four credits of Internship credit will count toward the major or the minor.
75-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content, but no more than four credits of Independent Study will count toward the major or the minor.
75-984	HONORS. By invitation only. Satisfies the capstone experience for the major.

DATA SCIENCE

Interdisciplinary Program

According to the National Science Foundation StatSNSF Committee, Data Science comprises the “science of planning for, acquisition, management, analysis of, and inference from data”. In other words, it is the use of quantitative data to describe the world. The theoretical foundation is based in mathematics and computer science; the practical applied meanings come from interpreting the data in the context from which it arose. However, data science cannot exist outside of its larger issues of ethics and fairness. The data science minor provides students with fundamental tools in statistics and computing, experience applying those tools in two different courses in the social sciences and/or natural sciences, and consideration of broader societal implications raised by data science and its capabilities.

Program Goals:

1. Develop proficiency using the tools of data science in Mathematics and Computer Science.
2. Critically assess problems in different disciplinary areas that are complex and have alternative design approaches.
3. Examine the important social implications that often arise from the use of “big data”.
4. Embody Paideia principles by making connections between different courses and disciplines.

Minor in Data Science: Five courses

- One course in Statistics from:
 - MAT52-114 Introduction to Statistics
 - MAT52-574 Probability and Mathematical Statistics
- One course in Computer Science from:
 - CSC54-144 Explorations in Computing
 - CSC54-184 Computer Science I
- Two courses in the application of data science from:
 - BIO50-222 Methods in Ecology and Evolutionary Biology and BIO50-232 Methods in Cellular/Molecular Biology
 - BIO50-474 Genetics, Genomics, and Medicine
 - BUS30-424 Strategic Marketing
 - BUS30-434 Digital Marketing
 - CSC54-414 Operations Research
 - CSC54-514 Database Management
 - ECO31-314 Econometrics

ECO31-634 Data Analytics
ENV49-204 Environmental GIS
KIN48-214 Research Methods in Kinesiology
PSC32-394 Research Methods in Political Science
PSC32-444 Political Psychology
PSC32-534 Public Opinion: Fact or Fantasy?
PSY33-204 Survey of Research Methods
PSY33-214 Inquiry-Based Research Methods
SOC34-314 Research Methods (Sociology)
SOC34-364 Sociology of Work

- One course in the social issues concerning data science from:

EDU40-124 Foundations and Curriculum of American Schools
HIS16-264 History of Modern Europe
HIS16-544 History of Human Rights
PHI18-244 Business as an Ethos
PSC32-564 Modern Political Theory
SOC34-214 Criminology

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

Note: No more than two courses can be selected from any one academic discipline (3 letter prefix). Internships cannot count towards the minor.

DESIGN THINKING

Interdisciplinary Program

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

Program Goals:

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

Minor in Design Thinking: Five courses

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

- List A: 2 or 3 courses in the Natural Sciences, Humanities and the Social Sciences from:

Humanities

COM75-474 Visual/Material Communication
COM75-674 Film Studies
ENG10-254 Introduction to Film Studies
HIS16-024 Empires and Empires of the Mind in World History
HIS16-034 Nations and Nationalism in World History

Social Sciences

BUS30-394 Consumer Behavior
BUS30-424 Strategic Marketing
EDU40-144 Survey of Exceptionalities
EDU40-204 Innovative Schools
EDU40-344 Strategies for Life Skills and Transition
EDU40-444 Differentiated Instruction Strategies
PSC32-144 Comparative Politics
PSC32-394 Research Methods

Natural Sciences

CSC54-284 Computer Science II
CSC54-454 Algorithms
PHY53-104 Intro to Engineering
PHY53-404 Electronics
PHY53-434 Statics

- List B: 2 or 3 courses in the Fine Arts from:

Fine Arts

ART68-114 Drawing I: Beginning
ART68-124 Design
ART68-134 Architecture Studio I: Programmatic Design
ART68-204 Ceramics: Handbuilding
ART68-214 Ceramics: Vessel Concepts
ART68-224 Ceramics: Raku
ART68-234 Painting: Representational
ART68-244 Painting: Abstract
ART68-254 Sculpture: Figurative
ART68-264 Sculpture: Abstract
ART68-274 Digital Art: 3D Animation and Cybersculpture
ART68-284 Photography: Digital
ART68-294 Printmaking
ART68-354 Architecture Studio II: Historical Design

ART68-364 Architecture Studio III: Modern Structures
ART68-374 Drawing II: Intermediate
MUT76-223 Music Technology
MUT76-532 Composition
MUT76-534 Composition
THE72-164 Design Fundamentals
THE72-794 Costume Design
THE72-804 Scene Design
THE72-824 Lighting Design
THE72-834 Audio Technology and Design
THE72-844 Scenic Elements and Stage Properties
THE72-854 Scene Painting

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

EARLY MODERN STUDIES

Interdisciplinary Program

Program Committee:

Sergio Costola, PhD, Associate Professor of Theatre
Patrick Hajovsky, PhD, Associate Professor of Art History
Jessica Hower, PhD, Associate Professor of History
Michael Saenger, PhD, Associate Professor of English

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

Early Modern Studies is the inquiry into the period from roughly 1400-1700, stretching from before Gutenberg, Columbus and Luther until the stabilization of the empires of Portugal, Britain and Spain. It encompasses the history and cultures of the Mediterranean and Atlantic worlds, including those precedent cultures that contributed to cultural life this pivotal period that shaped the modern world. The term “early modern” thus includes the medieval cultures of Catholic Europe, the revival of the texts of Ancient Greece and Rome, the ambitions of the Inca and Aztec empires, the Italian Renaissance and the Convivencia of Al-Andalus. We encourage students to explore their interests and discover new perspectives through our interconnected offerings. Students’ experiences will include a variety of departments, and a combination of “broad” courses, which offer a wider perspective on the period, and “focus” courses, which devote particular attention to a specific topic.

Program Goals:

- To cultivate student understanding and conversation about the ways in which the early modern period can be approached from various disciplinary perspectives.
- To develop student awareness of some of the ways in which the early modern period influenced our current cultural world.
- To develop both a broad and a focused student exploration of the history and creativity of the early modern period on either side of the Atlantic Ocean.

The Early Modern Studies Minor curriculum is composed of two groups of courses:

- **Broad Courses:** “Broad” courses are structured to “cover” a period, region or subject area.
- **Focus Courses:** “Focus” courses are centered on a theme, author, object or issue.

Minor in Early Modern Studies: Five courses from two categories, Broad and Focus. No more than two courses can be selected from any one academic discipline (3 letter prefix).

- At least two Broad courses from:

Art History

ARH71-044 Introduction to Art History: Greek and Italian Renaissance

ARH71-424 Art of Spain

English

ENG10-154 Topics in British Literature I

History

HIS16-234 Colonial Latin America

HIS16-254 History of Early Modern Europe

HIS16-274 History of the U.S.: From Colonies to Nation

Political Science

PSC32-364 Introduction to Political Theory

- At least two Focus courses from:

Art History

ARH71-364 Native Books, Images and Objects

English

ENG10-624 Shakespeare

History

HIS16-524 The Real Game of Thrones: The Medieval Era in History & Legend

HIS16-534 The Tudors: Politics & Culture, 1485-1603

HIS16-614 Witches, Nuns, Prostitutes, Wives, & Queens: Women and Gender in the British World

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

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

ECONOMICS AND BUSINESS DEPARTMENT

Social Sciences Area

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

Saroj Dhital, MA, Assistant Professor of Economics

Dirk W. Early, PhD, Professor of Economics

Gabriela Flores, PhD, Assistant Professor of Business

Katherine Grooms, PhD, Associate Professor of Economics

Raji Kunapuli, MBA, Instructor of Business

Thu-Hien (Hazel) Nguyen, PhD, Associate Professor of Business

Shelly Page, MS, Staff Instructor in Accounting

Mohammed Partapurwala, MA, Part-Time Instructor of Economics

Andrew H. Ross, MBA, Assistant Professor of Business and Director of Business Internships

Debika Sihi, PhD, Associate Professor of Business

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

Department Goals

Economics:

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

Financial Economics:

1. Develop a foundation in the interdisciplinary context related to economics and finance.
2. Think analytically about social issues in a financial setting.
3. Understand the economic models used in finance as well as the econometrics skills to apply the models to financial markets.

Business:

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

Students elect to work toward a Bachelor of Arts degree with a major in Economics, Financial Economics, or Business.

Paired Major: Economics and Business

For majors and major-minor combinations in Economics and Business, double counting of Economics 31-104 and Economics 31-474/Business 30-474 is allowed.

Paired Major: Business and Art History

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

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

Major in Economics: Nine courses

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

All courses above Economics 31-104 require sophomore standing.

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

Required supporting courses in the Economics major: Two courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I¹

Minor in Economics: Six courses

- ECO31-104 Principles of Economics
- ECO31-224 Intermediate Microeconomic Theory or ECO31-234 Intermediate Macroeconomic Theory

- Three additional upper-level Economics courses or courses that contribute to Economics (3-4 credits each)
- MAT52-164 Modern Calculus I^l

Note 1: Students not ready for Calculus I should first take MAT52-124 Elementary Function Theory.

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

Major in Financial Economics: Ten courses

Financial Economics cannot be paired with either Economics or Business. Majors in Financial Economics cannot minor in Economics or Business since this major is already a blend of both disciplines. There is no minor in Financial Economics.

- ACC36-114 Fundamentals of Accounting
- ECO31-104 Principles of Economics
- ECO31-224 Intermediate Microeconomic Theory
- ECO31-314 Econometrics
- BUS30-474 Finance or ECO30-474 Finance
- BUS30-574 Investments or ECO30-574 Investments
- BUS30-594 Financial Statement Analysis
- ECO31-964 Capstone in Economics
- At least two additional upper-level courses from the following:
 - ECO31-214 Money, Banking and Financial Markets
 - ECO31-234 Intermediate Macroeconomic Theory
 - ECO31-494 Financial Economics
 - BUS30-912 Financial Analyst Program (must be repeated to count as an upper-level course)
 - BUS30-944 or ECO31-944 Academic Internship
 - Any upper level course in Accounting (200 level or above)
 - Related courses with approval of the department chair

Required supporting courses in the Financial Economics major: Two courses

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

Note 1: Students not ready for Calculus I should first take MAT52-124 Elementary Function Theory.

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

Major in Business: Ten courses

- ACC36-114 Fundamentals of Accounting
- ECO31-104 Principle of Economics
- BUS30-214 Foundations of Business
- BUS30-474 Finance
- BUS30-964 Capstone in Business

- Five additional upper-level Accounting, Business or Economics courses or courses that contribute to Business or Economics (3-4 credits each)

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

Required supporting courses in the Business major: Two courses

- MAT52-114 Introduction to Statistics
- Take one of the following:
 - MAT52-164 Modern Calculus I¹
 - BUS30-154 Quantitative Methods in Business

Minor in Business: Six courses

- ACC36-114 Fundamentals of Accounting
- ECO31-104 Principles of Economics
- BUS30-214 Foundations of Business
- MAT52-114 Introduction to Statistics
- Take one of the following:
 - MAT52-164 Modern Calculus I¹
 - BUS30-154 Quantitative Methods in Business
- One additional upper-level courses (4 credits) in Accounting, Business, or Economics or courses that contribute to Business or Economics.

Note 1: Students who intend to go to graduate school should discuss additional course recommendations with faculty in the department.

Note 2: 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.

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

Economics (ECO)

31-104	PRINCIPLES OF ECONOMICS. A study of the general characteristics of economic systems, including unemployment, inflation, economic growth, and monetary and fiscal policy. The principles and problems related to the determination of prices, the economics of the firm and the distribution of income are also studied. (Fall and Spring) (ScS)
31-214	MONEY, BANKING AND FINANCIAL MARKETS. Nature and structure of financial markets, monetary theory and policy, the regulation of financial institutions and international finance. Prerequisite: Economics 31-104. (ScS)
31-224	INTERMEDIATE MICROECONOMIC THEORY. Intermediate economic theory relating to the analysis of price and value, production, distribution of income and economic welfare. Prerequisites: Economics 31-104 and Mathematics 52-164, or permission of instructor. (Fall) (ScS)
31-234	INTERMEDIATE MACROECONOMIC THEORY. Intermediate economic theory relating to the analysis of employment, inflation, economic growth and the balance of payments. Prerequisite: Economics 31-104 and Mathematics 52-164. (Spring) (ScS)
31-314	ECONOMETRICS. Quantitative and qualitative research methods for economic problems. Research design, data collection and statistical analysis of cross-sectional and time series data are covered. A major research paper and a weekly computer lab are required. Prerequisites: Economics 31-224, 31-234 and Mathematics 52-114, or permission of instructor. Contributes to Data Science. (Fall) (WA) (ScS)
31-324	ENVIRONMENTAL ECONOMICS. This course examines the economic theory behind environmental policies that address the market failure inherent in environmental problems. This

	course covers both theoretical models and evaluates current policy and global agreements in the context of economic models. Contributes to Environmental Studies. Prerequisite: Economics 31-104. (ScS)
31-434	PUBLIC ECONOMICS. Deals with the justification for government activities, the design of programs consistent with these justifications, and the effects of major existing and proposed expenditure programs and taxes. Contributes to Health Studies. Prerequisites: Economics 31-104 and Mathematics 52-114. Economics 31-224 is recommended. (ScS)
31-474	FINANCE. See Business 30-474. Prerequisites: Accounting 36-114, Economics 31-104, Mathematics 52-114, and Mathematics 52-164 or Business 30-154, and 42 credits. (Fall and Spring) (ScS)
31-494	FINANCIAL ECONOMICS. This course focuses on asset pricing and the general valuation of risky cash flows. After developing the foundations of consumer decision-making under uncertainty, it applies that framework to understanding both equilibrium and no-arbitrage theories of securities pricing. This includes the capital asset pricing model (CAPM), the consumption capital asset pricing model (CCAPM), Arrow-Debreu theories of asset pricing, martingale pricing methods, and the arbitrage pricing theory (APT). The course also studies insurance markets the value of signaling in markets. Prerequisites: Mathematics 52-164, and Business 30-474 or Economics 31-474. (ScS)
31-564	INTERNATIONAL ECONOMICS. The theory of comparative advantage, analysis of commercial policy and principles of international finance. Contributes to International Studies. Prerequisite: Economics 31-104. (ScS)
31-574	INVESTMENTS. See Business 30-574. Prerequisites: Business 30-474 or Economics 31-474, and Mathematics 52-164 or Business 30-154, or permission of instructor. (Fall) (ScS)
31-634	DATA ANALYTICS. An introduction to commonly used techniques in data analytics. The application of statistical analysis and data visualization to draw conclusions about data. Applications will include sampling, forecasting, extrapolation, and regression analysis. Contributes to Data Science. Prerequisites: Mathematics 52-114, and Mathematics 52-164 or Business 30-154, or permission of instructor. (ScS)
31-964	CAPSTONE IN ECONOMICS. Topics vary from year to year, but generally will involve group and/or individual research projects. Prerequisite: Senior standing and Economics 31-224, 31-234, and 31-314; or permission of instructor. (Spring) (WA)
31-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
31-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-901, 902, 903, 904	TUTORIAL. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
31-982	HONORS. By invitation only. Must be repeated once to earn "Honors" designation.
Business (BUS)	
30-154	QUANTITATIVE METHODS IN BUSINESS. The mathematical skills necessary to make business decisions and solve business problems. Course content includes basic algebraic properties, the study of limits and continuity, differentiation, optimization and graphing, and the mathematics of finance.
30-214	FOUNDATIONS OF BUSINESS. A study that integrates traditional macro issues in management, marketing and operations, including production systems, organization structure and design, market segmentation, pricing promotion, consumer behavior, group effectiveness and strategy. Strategic thinking approaches provide integrating frameworks. Prerequisites: Accounting 36-114, Economics 31-104, Mathematics 52-114, and Mathematics 52-164 or Business 30-154. Sophomore standing required. (Fall and Spring) (ScS)

- 30-254 BUSINESS LAW. The role of law in society; introduction to legal reasoning, the judicial process and other areas of law. The study of contracts, agency and partnerships. Prerequisite: Sophomore standing. (ScS)
- 30-354 INTERNATIONAL MARKETING. This course challenges students to understand the marketing implications of the different political, economic, social and cultural variables that exist in global markets. Students will learn the process of creating an in-depth market analysis and will use that analysis to evaluate the potential impacts to a company's marketing strategy and marketing mix. Contributes to International Studies. Prerequisite: Business 30-214 or permission of instructor. (ScS)
- 30-394 CONSUMER BEHAVIOR. Understanding the buying processes of individuals and groups. Focuses on the demographic and psychographic characteristics of individual consumers, the social influences that affect their behavior, and how marketers attempt to persuade buyers. Contributes to Design Thinking. Prerequisite: Business 30-214. (ScS)
- 30-414 OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include linear and integer programming, simplex method, duality, sensitivity analysis, branch and bound algorithm, transportation and assignment problems, network optimization, and problem solving using optimization software. Also Mathematics 52-414 and Computer Science 54-414. Prerequisites: Mathematics 52-164, and either Business 30-474 or Mathematics 52-674, or permission of the instructor.
- 30-424 STRATEGIC MARKETING. This course utilizes business cases and discussions to illustrate fundamental business issues which include: defining an organization's business and mission, developing strategies for business growth, and devising strategies to contend with unanticipated business changes. The course emphasizes the role of marketing in all of these strategic decisions and in delivering value to the end consumer. Students analyze a variety of issues including new product launch decisions, advertising campaigns, ethical dilemmas related to business operations, and global expansion strategies. Contributes to Data Science, Design Thinking and Health Studies. Prerequisite: Business 30-214. (ScS)
- 30-434 DIGITAL MARKETING. This course covers the fundamentals of digital marketing. Students learn how to apply and adapt traditional marketing strategies to an electronic domain (e.g., understanding the Internet for distribution). The classes and readings introduce students to search engine optimization (SEO), website management, and e-mail campaign strategies. The course also includes discussions of the ethical issues surrounding and related to e-marketing including privacy and psychological well-being. The latter part of the class is focused on social media. This includes analysis of social media metrics and user sentiment. Contributes to Data Science. Prerequisite: Business 30-214. (ScS)
- 30-474 FINANCE. Analysis and application of the principles of managerial finance, especially the valuation of financial assets, capital budgeting and financial planning. Proficiency is gained in the application of calculators and computer spread sheets to financial analysis. Also Economics 31-474. Prerequisites: Accounting 36-114, Economics 31-104, Mathematics 52-114, and Mathematics 52-164 or Business 30-154, and 42 credits. (Fall and Spring) (ScS)
- 30-484 INTERNATIONAL MANAGEMENT. An introduction to the issues facing international business today. Explores the dynamic global environment of business management by reviewing the political, legal, technological, competitive, and cultural factors that shape corporations worldwide. Strategic and operational strategies for operating across borders will be identified, along with the complexities of managing individuals in an international business context. Contributes to International Studies. Prerequisite: Business 30-214. (ScS)
- 30-514 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY. This course seeks to develop students as virtuous business leaders in society by challenging norms, evaluating assumptions and systematically crystallizing personal moral imperatives. The course fosters ethical reasoning and distinguishes between legal and social obligation. Topics include integrity, objectivity, independence and other core values. Advanced critical thinking and self-reflection capabilities are necessary for success. Prerequisite: Business 30-214. (ScS)
- 30-554 ORGANIZATIONAL BEHAVIOR. A study of the process of management focused on the behavioral approach to management of modern business organizations with emphasis on individual, group, intergroup and total organizational behavior. Communication, leadership styles, perceptual differences and motivation in organizations are stressed. Prerequisite: Business 30-214. (ScS)

30-564	STRATEGIC MANAGEMENT. This course integrates core business concepts and applies them to organization decision making, focusing on top management perspectives. Theories and case analyses integrate functional, business and corporate level strategies. Computer-simulated businesses demonstrate the dynamic nature of strategic management. Prerequisite: Business 30-214, Business 30-474 or Economics 31-474, and junior standing. (ScS)
30-574	INVESTMENTS. Principles of portfolio management and institutional investment analysis; various theories of the securities markets and their relation to the economy; the relation between investment theory and corporate investment; relation of investment to corporate capital structure; and different approaches to security evaluation using Excel models. Also Economics 31-574. Prerequisites: Business 30-474 or Economics 31-474, and Mathematics 52-164 or Business 30-154, or permission of instructor. (ScS)
30-584	INTERNATIONAL BUSINESS. This course develops a conceptual framework for making business decisions in a globally competitive company. This framework requires an understanding of an environment that has different cultures and values, multiple foreign currencies, alternative capital markets, and country specific risks. The course focuses on the multinational firm's operating environment, global strategy and functional operations. Contributes to International Studies. Prerequisite: Business 30-214 or permission of instructor. (ScS)
30-594	FINANCIAL STATEMENT ANALYSIS. Application of accounting information to financial decision making: assessing the financial strengths and weaknesses of corporations; measuring operating and financial performance using financial statements and cash flows; constructing pro forma financial statements and forecasts of sales and earnings; and identifying sources of earning manipulation. Also Accounting 36-594. Prerequisites: Business 30-474 or Economics 31-474. (Spring) (ScS)
30-912	FINANCIAL ANALYST PROGRAM: Intensive, "hands-on", real world experience in applying the concept of business analysis and valuation to develop analytical skills and experiences as a financial analyst. Student analysts are responsible for managing an over \$400,000 investment portfolio that is part of S.U.'s endowment. Students learn to assess the operating, financial, and investment performance of companies as well as make financial projections; then combine them with technical analyses to make final common stock recommendations for the FAP Portfolio. Prerequisites: Business 30-474. One-year commitment required. Concurrent registration in Business 30-574 during the Fall. Concurrent registration in Business 30-594 during the Spring. Members of the program are selected through an application and interview process. May be repeated. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-964	CAPSTONE IN BUSINESS. Topics may vary from year to year. Students integrate and apply core concepts from multiple disciplines of business, incorporate societal context of business, consider a business issue from systemic perspectives, explore interactive effect of multiple variables, analyze and synthesize complex ideas and distill implications, present logic orally and in writing, and conduct a cumulative self-assessment. Includes completion of Field Test and may include a mandatory field trip. Prerequisites: Business 30-214, Business 30-474 or Economics 31-474, and senior standing or permission of instructor. (Fall and Spring)
30-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
30-201, 202, 203, 204	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-901, 902, 903, 904	TUTORIAL. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. Four credits will count as one upper-level course, and a maximum of four credits may be applied toward the major.
30-982	HONORS. By invitation only. Must be repeated once to earn "Honors" designation.

Accounting (ACC)

36-114	FUNDAMENTALS OF ACCOUNTING. An introduction to financial and managerial accounting concepts and techniques. The course will emphasize the development of the accounting model, analysis of financial statements and the use of accounting information. No previous knowledge of accounting is assumed. (ScS)
36-204	INTERMEDIATE ACCOUNTING I. An in-depth study of financial accounting principles, standards and techniques. Covers financial statements, cash, receivables, inventory, plant assets, intangible assets and investments. Special attention is paid to underlying accounting theory. Prerequisite: Accounting 36-114.
36-324	TAXATION. Study of the taxation of income of individual taxpayers: includability or excludability of various types of income, deductibility of costs and expenses, capital gains and losses, and preparation of returns. Prerequisite: Accounting 36-114. (ScS)
36-524	AUDITING. Study of auditing concepts, standards, objectives and procedures. Includes internal control evaluation, audit reports, evidence, statistical sampling, professional responsibilities and generally accepted auditing standards. Prerequisite: Accounting 36-204.
36-594	FINANCIAL STATEMENT ANALYSIS. Prerequisites: Business 30-474 or Economics 31-474. See Business 30-594. (ScS)
36-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
36-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
36-901, 902, 903, 904	TUTORIAL.
36-941, 942, 943, 944, 946	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated once with departmental approval.
36-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH.

EDUCATION DEPARTMENT

Social Sciences Area

Michael Kamen, PhD, Professor
Alicia Moore, PhD, Associate Professor
Raquel Sáenz Ortiz, PhD, Assistant Professor
Deborah Shepherd, MEd, Visiting Instructor
Alice Sullivan, PhD, Part-Time Assistant Professor

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

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

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

Department Goals (BSEd):

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

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

Note: The 56-credit cap on courses from one subject area is waived for EDU courses.

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

BACHELOR OF ARTS

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

Major in Education: 10 courses

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

BACHELOR OF SCIENCE IN EDUCATION (BSED)

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

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

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

Southwestern University's Teacher Certification program is "Accredited" under the Accountability System for Educator Preparation, a rating is issued by the State Board of Educator Certification under the authority of Section 21.045, Texas Education Code. Accreditation ratings are based on performance standards established by the State Board and are issued annually

to each educator preparation program in Texas. The standards represent successful performance by the program's candidates on the examinations required for certification as an educator. Southwestern's cumulative pass rate for 1999–2018 was 99 percent.

Admission to Teacher Certification Program

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

1. A grade point average of 2.75 on all course work completed at Southwestern University and all accepted transfer credit.
2. A minimum of 12 semester credit hours in the subject-specific content area for all certifications, except mathematics or science above Grade 7. Certifications in mathematics or science above Grade 7 require a minimum of 15 semester credit hours in the subject-specific content area.
3. Proof of professional insurance for student teachers.

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

State Competency Testing Requirements

Certification: All students seeking teacher certification must successfully pass at least two Texas Examinations of Educator Standards (TExES) state exams: a teaching field or content area exam and the Pedagogy and Professional Responsibilities (PPR) exam. Students seeking teacher certification in All-level Special Education or Languages Other Than English will need to pass additional exams in the appropriate area.

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

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

Field-based Semester

The field-based semester will normally be completed during the first semester of the senior year. Students are expected to return to the Southwestern campus as early as 2 weeks prior to the start of the semester at Southwestern. Early arrival housing accommodations will be provided with proper notice and students will be assisted during this process.

Student Teaching

Student teaching will normally be completed during the final semester as student is in residence. Student teaching requires 70 full days in public schools for a minimum of 14 weeks in accordance with the calendar of the school district; however, students seeking more than one certification may be required to teach in more than one placement during the 14 weeks. When the calendar of the school district does not coincide with Southwestern's calendar and dormitories are closed, student teachers will be required to find housing accommodations off campus and will be assisted in doing so, if necessary. Permission to enroll in student teaching requires 1) an overall grade point average of at least a 2.75; 2) completion of all certification and content area requirements other than student teaching and its co-requisites prior to the student teaching semester, and 3) demonstrated professional growth toward the teaching profession. If a student is denied permission to enroll in student teaching, he or she may appeal by contacting the Chair of the Education Department who has specific information about the procedures for appeals.

Performance Standards

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

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

Typical 4-Year BSEd Overview

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

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

Program

Year 3: Junior-level methods courses and Content Courses

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

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

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

Certification Programs

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

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

Major requirements: 80 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-264 Second Language Acquisition
- EDU40-274 Multicultural Children's Literature
- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- EDU40-514 Teaching Science in the Elementary and Middle School
- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- EDU40-534 Reading Methods in the Elementary and Middle School I
- EDU40-564 Integrating Language Arts Throughout the Curriculum
- EDU40-714 Instructional Strategies
- EDU40-734 Reading Methods in the Elementary and Middle School II
- EDU40-744 Positive Behavior Support
- EDU40-814 Classroom Organization and Management
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-844 Student Teaching in Generic Special Education

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

Additional certification requirements: 24 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development
- MAT52-104 Explorations in Mathematics
- PHY53-034 Introduction to Earth Science or PHY53-054 Exploring the Universe
- One Biology course
- One U.S. History course¹

Note 1: HIS16-294 Texas History is required for students who did not previously take Texas History in a Texas secondary school. This course will meet the U.S. History requirement.

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

Major requirements: 72 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-264 Second Language Acquisition
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-504 Teaching Social Studies in the Elementary and Middle School
- EDU40-514 Teaching Science in the Elementary and Middle School
- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- EDU40-534 Reading Methods in the Elementary and Middle School I
- EDU40-674 Teaching in the Secondary School
- EDU40-714 Instructional Strategies
- EDU40-734 Reading Methods in the Elementary and Middle School II
- EDU40-744 Positive Behavior Support
- EDU40-808 Student Teaching in the Elementary and Middle School (must first complete 28 credits in content area/subject field courses)
- EDU40-814 Classroom Organization and Management

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

Additional Certification requirements: 8-12 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development
- HIS16-294 Texas History (required for students who did not previously take Texas History in a Texas secondary school)

Subject Area Requirements: 4 - 8 Certification

Mathematics Certification courses: 24 credits

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

Science Certification courses: 28 credits

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics

- BIO50-131 Investigation in Genetics
- PHY53-034 Introduction to Earth Science
- PHY53-054 Exploring the Universe
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- MAT52-164 Modern Calculus I

Mathematics/Science Certification courses: 28 credits

- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics
- BIO50-131 Investigation in Genetics
- MAT52-104 Explorations in Mathematics
- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- PHY53-054 Exploring the Universe
- PHY53-154 Fundamentals of Physics I

Language Arts/Reading Certification courses: 28 credits

- EDU40-564 Integrating Language Arts Throughout the Curriculum
- ENG10-244 Introduction to Literary Studies
- Eight credits in approved American literature courses
- Eight credits in approved British literature courses (one before 1785 and one after 1785)
- Four additional approved credits from English, including emergent, world or popular culture literature

Social Studies Certification courses: 24 credits

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

Language Arts/Reading/Social Studies Certification courses: 28 credits

- EDU40-564 Integrating Language Arts Throughout the Curriculum
- ENG10-244 Introduction to Literary Studies
- Eight credits in approved American literature credits
- Eight credits in approved U.S. History courses
- HIS16-294 Texas History

Generic Special Education Certification courses: 8 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-844 Student Teaching in Generic Special Education

The elementary program includes Special Education certification. In order to be considered “Highly Qualified” under the No Child Left Behind Act, students seeking middle school, secondary or all level certification in Generic Special Education must

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

BACHELOR OF SCIENCE IN EDUCATION (BSED), SECONDARY EDUCATION (7th – 12th grade)

Major requirements: 52 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-664 Literacy in the Content Area
- EDU 40-674 Teaching in the Secondary School
- EDU40-744 Positive Behavior Support
- EDU40-764 The Secondary Teacher
- EDU40-814 Classroom Organization and Management
- EDU40-828 Student Teaching in the Secondary School (must first complete 28 credits in content area/subject field courses)

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

Additional requirements: 8 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development

SECONDARY CERTIFICATION AREAS

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

Academic Specialization

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

Chemistry Certification courses: 32 credits

- EDU40-514 Teaching Science in the Elementary and Middle School
- Twenty-eight additional approved credits in Chemistry

Computer Science Certification courses: 32 credits

- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- Twenty-eight additional approved credits in Computer Science

English Language Arts/Reading Certification courses: 32 credits

- EDU40-564 Integrating Language Arts Throughout the Curriculum
- ENG10-244 Introduction to Literary Studies
- Eight credits in approved American literature courses
- Eight credits in approved British literature courses (one before 1785 and one after 1785)

- Eight additional approved credits from English, including emergent, world or popular culture literature (limit: one film studies course)

History Certification courses: 32 credits

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

Life Science Certification courses: 32 credits

- EDU40-514 Teaching Science in the Elementary and Middle School
- BIO50-123 Living Systems
- BIO50-121 Investigation into Living Systems
- BIO50-133 Molecular & Population Genetics
- BIO50-131 Investigation in Genetics
- Twenty additional approved credits in Biology

Mathematics Certification courses: 32 credits

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

Mathematics/Physics Certification courses: 36 credits

- EDU40-514 Teaching Science in the Elementary and Middle School
- EDU40-524 Teaching Mathematics in the Elementary and Middle School
- Twenty-eight additional approved credits in Mathematics and Physics

Science Certification: 32 credits

- EDU40-514 Teaching Science in the Elementary and Middle School
- Twenty-eight additional approved credits in Physics, Biology and Chemistry

Generic Special Education Certification courses: 8 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-844 Student Teaching in Generic Special Education

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

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

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

Major requirements: 52 credits

- EDU40-114 Educational Technology
- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies
- EDU40-664 Literacy in the Content Area
- EDU40-674 Teaching in the Secondary School
- EDU40-744 Positive Behavior Support
- EDU40-764 The Secondary Teacher
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

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

Additional requirements: 8 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development

ALL LEVEL CERTIFICATION AREAS

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

Academic Specialization

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

Art Certification courses: 28 credits

- Twenty-eight approved credits in Art and Art History

Health Certification courses: 32 credits

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

Physical Education Certification courses: 29 credits

- KIN48-324 Motor Learning and Motor Control
- Twenty-four additional approved credits in Kinesiology and/or Exercise and Sport Studies
- One approved Fitness and Recreational Activity (FRA) credits in addition to the two required by the general education requirement (repeated courses will not count).

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

- EDU40-264 Second Language Acquisition
- Twenty-eight approved credits in the certification language (Chinese, French, German, Latin or Spanish)

Theatre Certification courses: 28 credits

- Twenty-eight approved credits in Theatre

Generic Special Education Certification courses: 8 credits

- EDU40-294 The Child and the Curriculum in Early Childhood Education
- EDU40-844 Student Teaching in Generic Special Education

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

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

Education and Psychology requirements for teacher certification: 36 credits

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

Additional Certification Requirements EC-12 Music Certification

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development

EDUCATION MINORS

Minor in Education: 20 credits*

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

Minor in Generic Special Education*: 20 credits

- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-294 The Child and the Curriculum in Early Childhood Education

- EDU40-344 Strategies for Life Skills and Transition
- EDU40-444 Differentiated Instruction Strategies

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

Education (EDU)

40-114	EDUCATIONAL TECHNOLOGY. An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on information literacy in the context of the use of computer-based technology to support student-centered teaching, learning, classroom organization and meeting content technology standards. Methods of integrating computer-based technology into elementary and secondary classroom instruction will be investigated. Several software packages will be introduced and incorporated into lesson plans and used to design basic classroom Web pages. Students are required to make observations in local schools. Permission of the instructor required for non-certifying students. (ScS) (FALL)
40-124	FOUNDATIONS AND CURRICULUM OF AMERICAN SCHOOLS. An examination of the educational history of the United States and the changes in curriculum that have developed through the years. The course will focus on the different philosophies of curriculum organization, as well as the scope and sequences of subjects in elementary and secondary schools. Included in the course of study are considerations of multicultural education, legal and ethical issues concerning the teaching profession, and the responsibilities of the teacher in today's society. (ScS) (WA) (SPRING)
40-144	SURVEY OF EXCEPTIONALITIES. An introductory course focused on exploring the ranges of human experience of individuals with exceptionalities (including those who are gifted and/or have learning, mental, physical, emotional or sensory disabilities) and their families. Students explore the cross-cultural perspectives of exceptionalities and the impact of various attitudes toward persons with exceptionalities. Historical, legal, philosophical and contemporary issues, particularly in education, are discussed with a major emphasis on how social responses have made an impact on the quality of life experienced by people with exceptionalities. The course design incorporates self-directed learning experiences and application-based activities such as, dyslexia simulations and Gifted and Talented student identification. Fifteen hours of field experience is required. Contributes to Design Thinking and Health Studies. (ScS) (SPRING)
40-201, 204	INNOVATIVE SCHOOLS. An examination of the pragmatic aspects of selected innovative schools while building an understanding of theoretical and philosophical assumptions that create a school's mission and ethos. A focus of the course is developing a deep understanding of ways that successful schools support children with special needs, value diversity and implement social justice. Some of these goals will be studied in the context of progressive pedagogy. The class is taught as a one-credit seminar or a four-credit course. The four-credit course contributes to Design Thinking. Program fees may be required. (ScS) (FALL, ODD)
40-234	SCHOOLS, SOCIETY AND DIVERSITY. An examination of diversity in schools and society. Emphasis is on such dimensions of diversity as culture, ethnicity, exceptionality, gender, language, sexual orientation and social class. Diversity and implications for educational policy, curriculum and methodology will be highlighted. The course provides students with an opportunity to think critically about values across cultures within the United States. Contributes to Race and Ethnicity Studies. (ScS) (SJ) (FALL and SPRING)
40-264	SECOND LANGUAGE ACQUISITION. Study of the development of language and literacy in linguistically and culturally diverse learners. The focus is on second language acquisition and teaching strategies that support bilingual school-age children. Attention is given to the impact of sociocultural linguistic, psycholinguistic, and cultural factors on language development as well as teaching models for effective second language instruction and related issues. Students will analyze formal and informal assessment procedures and instruments used in ESL programs and use assessment results to plan and adapt instruction. Directed observation and participation in classrooms are an integral part of the course. Prerequisite: Sophomore standing required. Contributes to Latin American and Border Studies. and Race and Ethnicity Studies. (ScS) (SPRING)
40-274	MULTICULTURAL CHILDREN'S LITERATURE. This course provides an exploration of books of great merit for children and adolescents. Students will examine their own identity and cultural values while having the opportunity to find and read books that raise the understanding and appreciation of diverse cultures. Students will engage with books that describe and illustrate issues that are relevant to

- marginalized communities (e.g., special needs, LGBT, immigration, mental illness) and explore how culture, ethnicity, socioeconomic status, and language diversity shape literacy learning. Author/illustrator studies, participation in book clubs, and strategies for the use of multicultural literature in the classroom as well as other settings are primary elements of this course. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies. (ScS) (FALL)
- 40-284 MODERN BRITISH FANTASY FOR CHILDREN. A study of British fantasy written for young readers from 1937 to the present. This era, which begins with Tolkien's *The Hobbit* and includes the contemporary works of Pullman (*The Golden Compass*) and J. K. Rowling, represents children's fantasy at its best. The works of C.S. Lewis, Roald Dahl and other children's classics will be examined for their literary elements and themes as well as their reflections of religious beliefs, issues of class and gender, political commentary and roots in English and Celtic myth. (ScS)
- 40-294 THE CHILD AND THE CURRICULUM IN EARLY CHILDHOOD EDUCATION. This course is designed as an introduction to early childhood pedagogy, curriculum and settings. Students examine typical and atypical domains and play development during and a variety of intervention strategies. Curriculum choices made by early childhood educators, particularly in the areas of math, science, art, music, theatre, physical education, and health will be the primary focus. Students will have opportunities to plan, present and evaluate lessons. Careful attention is given to developmentally appropriate practices and the Texas Essential Knowledge and Skills (TEKS). Directed observation and participation in early childhood classrooms (2 hours per week) are an integral part of the course. Prerequisite: Education 40-144. (ScS) (SPRING, ODD ONLY)
- 40-344 STRATEGIES FOR LIFE SKILLS AND TRANSITION. This course examines instructional strategies effective for students who have moderate to severe learning needs. Topics include instruction and progress monitoring of pre-academic, communication, social, academic, and transitional skills including vocation, independent living and leisure. Co-teaching models in both various settings is explored. Required: Field placement in a setting serving students with significant special needs. Contributes to Design Thinking. Prerequisites: Completion of, or concurrent enrollment in, Education 40-144. (ScS) (FALL, ODD ONLY)
- 40-444 DIFFERENTIATED INSTRUCTION STRATEGIES. This course focuses on inclusive practices and accountability for student learning through standards-based individualized program plans. Topics include differentiated assessment and instructional strategies, Response to Intervention, and co-teaching models. Contributes to Design Thinking. Required: Field-placement in an inclusive setting serving students with special education needs. Prerequisites: Completion of, or concurrent enrollment in, Education 40-144. (ScS) (SPRING)
- 40-504 TEACHING SOCIAL STUDIES IN THE ELEMENTARY AND MIDDLE SCHOOL. Instruction will emphasize constructivist approaches and explores both the unique content and instructional methods appropriate for teaching social studies, with special emphases on integrated thematic lessons and units *for in-depth study of topics*; multicultural curricula; interactive and cooperative classrooms; and inquiry and problem based approaches to investigating significant human issues. NOTE: This course is required for secondary students seeking certification in social studies fields (e.g. History). Prerequisites: Admission to Teacher Certification, 60 credits including 12 credits in teaching content area(s). Elementary and middle school certifying students take this course concurrently with Education 40-514. (ScS) (FALL)
- 40-514 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL. A study of instructional methods in the life, physical, and earth sciences. Emphasis will be placed on educational theory and pedagogy to promote learning science content and process skills. This course includes field experiences in classrooms. Contributes to Environmental Studies. Prerequisite(s) for certifying students: Completion and/or concurrent enrollment in courses satisfying the natural science requirement, Education 40-114, 60 credits including 12 credits in teaching content area(s), and admission to the Teacher Certification Program. Elementary and middle school certifying students take this course concurrently with Education 40-504. Permission of the instructor required for non-certifying students. (ScS) (FALL)
- 40-524 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL. A study of concepts, problem solving, and computation strategies necessary to orchestrate a problem-based environment for effective teaching, learning, assessment and evaluation of early childhood through 8th-grade mathematics. Emphasis is on both learning theory and practical application of instructional methods. This course includes field experiences in classrooms. Prerequisites: Education 40-114, admission to Teacher Certification Program and three credits of mathematics. Elementary and middle school certifying students take this course concurrently with Education 40-534. (ScS) (SPRING)

- 40-534 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL I (3-1). A study of the reading process, varied approaches to reading instruction including language experience, shared and guided reading, integrated and thematic teaching, comprehension and word analysis strategies including phonics content and instruction, and theories and methods associated with emergent and bilingual literacy. Students will develop an understanding of the characteristics of dyslexia, identification of dyslexia, and effective, multisensory strategies for teaching students with dyslexia. Observation and teaching in schools is required. Elementary and middle school certifying students take this course concurrently with Education 40-524. Prerequisite: Admission to Teacher Certification Program, Education 40-504, and Education 40-514. (ScS) (SPRING)
- 40-564 INTEGRATING LANGUAGE ARTS THROUGHOUT THE CURRICULUM. An examination of children's development of language and literacy with particular emphasis on writing instruction. Students will engage in authentic writing, exploring reading/writing connections, as well as planning and teaching using a process approach to writing. The course design incorporates a writing workshop, portfolio assessment, and participation in a shared writing blog. Prerequisite: Admission to Teacher Certification Program. (ScS) (WA) (FALL)
- 40-581, 582, 583, 584 ADVANCED PEDAGOGY AND PROFESSIONAL DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (1 to 4). An examination of the role of technology to empower K-12 students to learn how to learn. This course focuses on research and professional development for teachers using computer-based technology to support student-centered teaching, learning, classroom organization, and meeting standards. Students will research a topic of interest in educational technology, present research and pedagogy to preservice or in-service teachers, and have a field placement in educational technology professional development. Prerequisite: Education 40-114 and permission of the Instructor. (ScS) (FALL and SPRING)
- 40-664 LITERACY IN THE CONTENT AREA. An examination of techniques designed to improve reading comprehension of content area texts. The course will also focus on the selection of appropriate reading materials and the impact of multicultural differences and second language learning on content reading instruction. The course includes experiences in the use of technology as a production tool in secondary content area classrooms. Observation and teaching in the local school district is required. Prerequisites: Admission to the Teacher Certification Program or permission of instructor. (ScS) (FALL)
- 40-674 TEACHING IN THE SECONDARY SCHOOL. 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. Students will develop, teach and assess the effectiveness of learning experience. Observations and teaching in local schools are required. Prerequisites: Admission to Teacher Certification Program. (ScS) (SPRING)
- 40-681, 682, 683, 684 ADVANCED STUDY AND PRACTICUM IN PEDAGOGY AND THEORY. Students in this course will continue exploring an academic area of interest from a previously completed course (PCC). Students will work with a faculty member teaching the PCC and/or leading related in-service professional development. The student will engage in further research about pedagogy, theory, and professional development in the area of interest. In addition to a deep investigation into the literature about the area of interest, this innovative course requires students to present in the PCC, plan with the faculty member, present in other classes at SU, provide professional development for local teacher, present to SU faculty, and/or present at the SU Creative Works Symposium. (ScS) (FALL and SPRING)
- 40-714 INSTRUCTIONAL STRATEGIES. The focus of this course is on preparing pre-service teachers to teach in elementary and middle schools and requires candidates to incorporate experiences from their practicum sites. This course is designed to provide teacher education candidates with an opportunity to study, reflect, question, become knowledgeable about and develop skills in instructional methods while applying and practicing these methods in a collaborative, formative and constructive setting. This course is a component of the teacher preparation program which emphasizes the themes of diversity, reflection, collaboration and technology and is designed as a methods class to be taken in the field-based block concurrently with Education 40-734 and Education 40-744. Please note: the starting date for this field-based course, offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, and precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program (ScS) (FALL)
- 40-734 READING METHODS IN THE ELEMENTARY AND MIDDLE SCHOOL II. A field-based study of varied instructional methods and formal and informal assessments in reading. This course is taught in elementary and middle school settings and involves extensive observation and participation. Focus is

on lesson planning and implementation, and application of assessment procedures. This course is taken in conjunction with Education 40-524 and 40-744. Continued development of student's professional portfolio is integral to all three courses. Please note: the starting date for field-based courses, offered only in the fall, is aligned with the beginning of public school in the Georgetown ISD, and precedes the starting date for classes at Southwestern. Prerequisites: Admission to the Teacher Certification Program (ScS) (FALL)

- 40-744 POSITIVE BEHAVIOR SUPPORT. This course explores effective school-wide and classroom-based arrangements and procedures for working with students who have moderate to severe behavior disorders. Topics include the recognition and handling of selected psychological challenges, design and implementation of positive behavior supports, applied behavioral analysis, social-emotional learning strategies, trauma-sensitive approaches, restorative discipline, and collaborative problem solving. Required: Field placement in a setting serving students with special needs. Prerequisites: Admission to the Teacher Certification Program, Education 40-144, and concurrent enrollment in Education 40-764, or Education 40-714 and 40-734. The starting date for this course is aligned with the beginning of Georgetown ISD schools and precedes the start of Southwestern University classes. (ScS) (WA) (FALL)
- 40-764 THE SECONDARY TEACHER. A field-based study of the objectives and processes of secondary school teaching. This course will be taught in a secondary school setting and will involve extensive observation and participation. Emphasis in this course will be on the art and the act of teaching. The starting date for this course is aligned with the beginning of Georgetown ISD schools and precedes the start of Southwestern University classes. Prerequisites: Education 40-664, and admittance to Teacher Certification Program. Concurrent enrollment in Education 40-744 is required. (ScS) (FALL)
- 40-804, 808 STUDENT TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL. Supervised teaching in the public elementary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. Also Music Education 77-804, 808. (ScS)
- 40-814 CLASSROOM ORGANIZATION AND MANAGEMENT. A 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. Course Fees apply. Prerequisites: Concurrent enrollment in student teaching. (ScS) (FALL and SPRING)
- 40-824, 828 STUDENT TEACHING IN THE SECONDARY SCHOOL. Observation and supervised teaching in the public secondary schools. Prerequisites: Senior standing, completion of all other course work and admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. Also Music Education 77-804, -808. (ScS)
- 40-844 STUDENT TEACHING IN GENERIC SPECIAL EDUCATION. Supervised teaching in the public elementary or secondary schools. Prerequisites: Senior standing, completion of all other course work, admittance to student teaching. Must be taken Pass/D/F. The student will take Education 40-814 concurrently with student teaching. (ScS)
- 40-964 SENIOR SEMINAR. This course fulfills the capstone requirement for Education majors for the Bachelor of Arts degree.
- 40-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 40-301, 302, 303, 304 SELECTED TOPICS IN PROFESSIONAL DEVELOPMENT. May be repeated with change in topic.
- 40-901, 902, 903, 904 TUTORIAL.
- 40-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 40-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 40-974 RESEARCH.
- 40-984 HONORS. By invitation only.

ENGLISH DEPARTMENT

Humanities Area

Claire Campbell, MFA, Part-Time Instructor
Eileen Cleere, PhD, Professor
Rebecca Evans, PhD, Assistant Professor
James A. Kilfoyle, PhD, Associate Professor
Helene Meyers, PhD, Professor
Michael B. Saenger, PhD, Associate Professor
Laura Skandera Trombley, PhD, President and Professor

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

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

Department Goals:

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

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

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

Paired Major: English and Feminist Studies

It is possible to complete a 15-course paired major in English and Feminist Studies by double-counting three of the following courses : Feminist Film Theory (10-454), Topics in Romanticism (10-664), Topics in Victorian Literature and Culture (10-674), Topics in Women’s Literature (10-854), and Topics in Contemporary Literature (10-864). Other courses might be eligible for double-counting with the approval of both the English and Feminist Studies chairs.

Paired Major: English and History

It is possible to complete a 15- or 16-course paired major in English and History by double-counting up to three of the following courses (at least one from each department): Topics in Brit Lit I (10-154), Topics in Brit Lit II (10-164), Topics in 18th-Century British Literature (10-654), Postcolonial Literature (10-834), Novel English Majors (10-864), Latin American History in Film and Literature (16-404), Mexican Revolution (16-414), Game of Thrones (16-524), Tudors (16-534) and/or Historiography (16-854). Other courses might be eligible for double-counting with the approval of both the English and History chairs.

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

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

Major in English: A student selects either the Literature Concentration or the Literature and Film Concentration.

Literature Concentration (Nine courses; 3-4 credits each):

- ENG10-244 Introduction to Literary Studies
- One course in British literature written before 1785 from:
 - ENG10-154 Topics in British Literature I
 - ENG10-604 Topics in Medieval Literature
 - ENG10-614 Topics in Early English Literature
 - ENG10-624 Shakespeare
 - ENG10-654 Topics in 18th-Century British Literature
- One course in British literature written since 1785 from:
 - ENG10-164 Topics in British Literature II
 - ENG10-664 Topics in Romanticism
 - ENG10-674 Topics in Victorian Literature and Culture
 - ENG10-684 Topics in 20th-Century British Literature
- One course in American literature from:
 - ENG10-174 Topics in American Literature
 - ENG10-714 Advanced Topics in American Literature
 - ENG10-734 Topics in 19th-Century American Literature
 - ENG10-754 Topics in 20th- and 21st-Century American Literature
- One course in emergent literatures from:
 - ENG10-834 Postcolonial Literature
 - ENG10-854 Topics in Women's Literature
 - ENG10-864 Topics in Contemporary Literature
 - ENG 10-874 Topics in American Ethnic Literature
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-444 Topics in Theory
 - ENG 10-454 Feminist Film Theory
- ENG10-934 Seminar (Capstone)
- Two additional courses in English to total nine courses overall, and at least six upper-level courses.

Literature and Film Concentration (Ten courses; 3-4 credits each):

- ENG10-244 Introduction to Literary Studies
- ENG10-254 Introduction to Film Studies
- One course in British literature from:
 - ENG10-154 Topics in British Literature 1
 - ENG10-164 Topics in British Literature II
 - ENG10-604 Topics in Medieval Literature
 - ENG10-614 Topics in Early English Literature
 - ENG10-624 Shakespeare

- ENG10-654 Topics in 18th-Century British Literature
- ENG10-664 Topics in Romanticism
- ENG10-674 Topics in Victorian Literature and Culture
- ENG10-684 Topics in 20th-Century British Literature
- One course in American literature from:
 - ENG10-174 Topics in American Literature
 - ENG10-714 Advanced Topics in American Literature
 - ENG10-734 Topics in 19th-Century American Literature
 - ENG10-754 Topics in 20th- & 21st-Century American Literature
- One course in emergent literatures from:
 - ENG10-834 Postcolonial Literature
 - ENG10-854 Topics in Women's Literature
 - ENG10-864 Topics in Contemporary Literature
 - ENG10-874 Topics in American Ethnic Literature
- One course in critical theory from:
 - ENG10-404 Literary Theory and Criticism
 - ENG10-444 Topics in Theory
 - ENG10-454 Feminist Film Theory
- Three courses from:
 - ENG10-504 Topics in Film (may be repeated with change of topic)
 - ENG10-514 World Cinema
 - ENG10-524 American Movies
- ENG10-934 Seminar (Capstone)

Minor in English: Five courses (courses must be 3-4 credits each)

- ENG10-244 Introduction to Literary Studies
- One survey or period course in British literature written before 1785 from:
 - ENG10-154 Topics in British Literature I
 - ENG10-604 Topics in Medieval Literature
 - ENG10-614 Topics in Early English Literature
 - ENG10-624 Shakespeare
 - ENG10-654 Topics in 18th-Century British Literature
- Three additional courses in English, with sufficient upper-level courses such that the student will take at least three upper-level courses in the minor.

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

English (ENG)

10-114	COLLEGE WRITING. A course in persuasive, analytical and researched writing that includes critical response to readings. Not to be counted toward an English major or minor, or included in the 56-credit limitation in one subject area. (WA)
10-124	GREAT READS. The analysis and interpretation of works selected from English and world literature. (H) (WA)

- 10-134 INTRODUCTION TO CREATIVE WRITING. An introductory workshop focused primarily on prose fiction. (WA)
- 10-154 TOPICS IN BRITISH LITERATURE I. Beowulf to 1785. An historically organized course spanning a millennium of literary greatness, with particular emphases on social and cultural change and methods of literary analysis. May be taken independently of English 10-164. Contributes to Early Modern Studies, and International Studies. (H) (WA)
- 10-164 TOPICS IN BRITISH LITERATURE II. 1785 to present. An historically organized course. May be taken independently of English 10-154. Contributes to International Studies. (H) (WA)
- 10-174 TOPICS IN AMERICAN LITERATURE. From before Columbus to the present. An historically organized course. May be taken independently of English 10-154 and English 10-164. (H) (WA)
- 10-244 INTRODUCTION TO LITERARY STUDIES. An introduction to issues and methods of literary analysis. Topics and readings will vary from semester to semester. Prerequisite: One course in English. (Spring) (H) (WA)
- 10-254 INTRODUCTION TO FILM STUDIES. Provides students with a broad overview of cinema history and an introduction to the terminology of film analysis and critique. Students will learn film theory, aesthetics, and genre; and begin to explore the semiotics of film structure that embed ideas about gender, race, class, and sexuality within gothic, romantic, tragic, and comic modes of representation. Students will also develop an understanding of the importance of cinematography, editing, sound, and casting in the production and interpretation of film meaning. Contributes to Design Thinking. (Fall) (H)
- 10-334 ADVANCED CREATIVE WRITING: POETRY. A writing workshop in poetry. May be repeated for credit. Approval of instructor required. (WA)
- 10-344 ADVANCED CREATIVE WRITING: FICTION. A writing workshop in prose fiction. May be repeated for credit. Approval of instructor required. (WA)
- 10-354 ADVANCED CREATIVE WRITING: NON-FICTION. An intensive course in writing with emphasis on the critical essay. May be repeated with change in topic. (WA)
- 10-404 LITERARY THEORY AND CRITICISM. An intensive introduction to major critical and theoretical approaches to literature. Prerequisite: English 10-244 or permission of instructor. (H)
- 10-444 TOPICS IN THEORY. This course offers a focused engagement with a theoretical question, problem or method. Possible offerings include Foucault and the Legacies of New Historicism, Problems in Textuality, Who Put the Post in Postcolonial? Technical Advances in Ecocriticism, Psychoanalytic Theory and Its Discontents. May be repeated with change of topic. Prerequisite: English 10-244 or permission of instructor. (H)
- 10-454 FEMINIST FILM THEORY. This course will focus on the way films define gender, and on the direction that film criticism takes when feminism goes to the movies. It includes an intensive consideration of feminist film criticism and theory from 1975 to the present, and is intended for students who are interested in film studies and who have some experience with critical reading, writing, and theoretical analysis. Contributes to Feminist Studies. Prerequisite: English 10-244, English 10-254, Feminist Studies 04-104 or permission of instructor. (H) (SJ)
- 10-504 TOPICS IN FILM. Diverse themes and approaches (such as narrative, historicist, genre, feminist) to Hollywood and/or independent film traditions. Possible offerings include Film Noir, Shakespeare in Hollywood, Romantic Comedies, 60s Hollywood, Reel Jews, and LGBT Film. May be repeated with change of topic. (H)
- 10-514 WORLD CINEMA. A history of narrative film from its origins to the present with an emphasis upon European, Asian, Indian and Third World cinema. Cultural contexts and technological evolution are emphasized. Lang, Eisenstein, Renoir, Truffaut, Fellini, Bergman, Fassbinder, Kurosawa, Ray, Almodovar, and Campion are among the directors studied. German cinema of the Weimar Period, Soviet Silent Cinema and the Theory of Montage, Italian Neorealism, the French New Wave, the Japanese Postwar Renaissance and emergent Third World Cinema are among the organizing principles of this survey. Contributes to International Studies. (H)
- 10-524 AMERICAN MOVIES. A history of narrative film from its origins to the present with an emphasis upon Hollywood cinema. Historical contexts and technological evolution are emphasized. Griffith, Chaplin, Welles, Hitchcock, Ford, Kubrick, Altman, Coppola, and Anderson are among the directors studied. The Studio System, silent comedies, sound film, genre study (musical, comedy, western and

- gangster films), New Hollywood and digital technology are among the organizing principles of this survey. (H)
- 10-604 TOPICS IN MEDIEVAL LITERATURE. An advanced introduction to some of the best literature of the medieval period. Topics will vary but may include such authors as the Beowulf-poet, Chaucer, Malory and Langland. Some possible topics include quest-narratives, piety, drama, images of women, autobiography, and allegory. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-614 TOPICS IN EARLY ENGLISH LITERATURE. This course covers literature of the Medieval and Renaissance periods, with varying focus. Potential themes include Medieval and Renaissance Drama, Early English Lyric Poetry, the Renaissance, Narrative Form and Earlier English Religious Poetry. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-624 SHAKESPEARE. An intensive introduction to the works of William Shakespeare. The selection of works will vary from semester to semester but will address the breadth of Shakespeare's achievement. Contributes to Early Modern Studies, International Studies, and Theatre. Prerequisite: One course in English or permission of instructor. (H)
- 10-654 TOPICS IN 18TH-CENTURY BRITISH LITERATURE. A study of British writing of the long 18th century (1660-1800), with particular attention to cultural continuity and change. Focus and authors will vary; offerings include Sexual Politics of the Restoration Age, Reason and Madness in 18th-Century Fiction, Enlightenment Self-Fashioning, Center and Periphery: the Problem of the "British" 18th Century. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-664 TOPICS IN ROMANTICISM. This course will emphasize the poetry and prose of traditional Romantic writers such as Wordsworth, Keats, Coleridge, Hazlitt, Tighe and Barbauld, and will explore the Romantic-era work of novelists like Jane Austen, Mary Shelley, Charlotte Smith, Sir Walter Scott and Ann Radcliffe. Topics for this course will vary and may include Romanticism and Gender, The Byronic Hero, and Romanticism and Aesthetics. May be repeated with change in topic. Contributes to Feminist Studies and International Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-674 TOPICS IN VICTORIAN LITERATURE AND CULTURE. This course will explore the Victorian period in British culture through the dominant literary genre of that period: the novel. Authors studied may include Dickens, Eliot, Trollope, Hardy, Braddon, Wilde, Collins and the Brontë sisters. Specific topics for this course will vary and may include Austen and Brontë, Victorian Mystery, Realism and Sensationalism, and Victorian Arts. May be repeated with change in topic. Contributes to Feminist Studies and International Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-684 TOPICS IN 20TH-CENTURY BRITISH LITERATURE. This course will focus on the development of British modernisms and postmodernisms, with particular attention to the diverse aesthetic strategies that challenged, reinforced, and reconstructed ideas about subjectivity, gender, sexuality, nation and novels. Contributes to Feminist Studies and International Studies May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (H)
- 10-714 ADVANCED TOPICS IN AMERICAN LITERATURE. A thematic study of American writers from an interdisciplinary perspective. American Poetry, Southwestern Literature and Making and Unmaking of Democratic Selves are among the variants offered. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (H)
- 10-734 TOPICS IN 19TH-CENTURY AMERICAN LITERATURE. A study of American writers of the 19th century, with particular attention to social and cultural change. Focus will vary from an advanced survey of such writers as Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Dickinson and Twain to dual-author courses such as Hawthorne and Melville. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (H)
- 10-754 TOPICS IN 20TH- AND 21ST-CENTURY AMERICAN LITERATURE. A study of American writers of the 20th and 21st centuries, with particular attention to social and cultural change. Focus will vary from an advanced survey of such writers as James, Adams, Fitzgerald, Faulkner, Ellison, Salinger, Morrison and DeLillo to thematically organized courses such as America Since the 1960s, Postwar(s) America, Popular versus Literary Culture, and America and the Movies. May be repeated with change in topic. Prerequisite: One course in English or permission of instructor. (H)

- 10-834 POSTCOLONIAL LITERATURE. A study of literature produced at the intersection of cultures. Consideration of ways cultural differences and legacies of colonization are negotiated. Major figures vary from year to year but will usually include Achebe, Gordimer, Head, Ngugi, Rushdie and Soyinka. Contributes to Race and Ethnicity Studies. (H) (IP) (SJ)
- 10-854 TOPICS IN WOMEN'S LITERATURE. Informed by feminist and queer theory, this course will explore the ways in which diverse female literary traditions construct and challenge conceptions of gender, genre, canon, period and nation. Likely offerings will include Early American Women Writers, Women and Captivity Narratives, Other Victorian Women and/or Women Writing Multiculturalism. May be repeated with change in topic. Contributes to Feminist Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-864 TOPICS IN CONTEMPORARY LITERATURE. A study of literature written in English from the 1960s to the present. Topics and authors will vary from semester to semester to reflect the breadth and depth of contemporary literary practices. May be repeated with change in topic. Contributes to Feminist Studies. Prerequisite: One course in English or permission of instructor. (H)
- 10-874 TOPICS IN AMERICAN ETHNIC LITERATURE. A study of the literatures of American ethnic communities, analyzing the relationships between ethnicity, history, and literature. Possible subjects include, but are not limited to, African American, Asian American, Latina/o, and Native American literature. Discussion is attentive to the intersections of ethnic identity with gender, sexuality, citizenship, and class. May be repeated with change in topic. Contributes to Race and Ethnicity Studies and Feminist Studies. (H) (SJ) (WA)
- 10-934 SEMINAR. Fulfills the requirement for a capstone experience. Prerequisite: 10-244. (Fall, Spring) (WA)
- 10-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 10-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 10-901, 902, 903, 904 TUTORIAL.
- 10-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 10-951, 952, 953, 954 INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
- 10-984 HONORS. By invitation only. Students who plan to undertake an Honors project are strongly encouraged to take English 10-404.

ENVIRONMENTAL STUDIES

Interdisciplinary Program

Brandee Knight, MS, Part-Time Instructor
 Joshua Long, PhD, Associate Professor

Program Committee:

Romi Burks, PhD, Professor of Biology
 Jennie DeMarco, PhD, Assistant Professor of Biology
 Laura Hobgood, PhD, Professor of Religion
 Melissa A. Johnson, PhD, Professor of Anthropology
 Joshua Long, PhD, Associate Professor of Environmental Studies
 John Ore, MFA, Professor of Theatre

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

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

Program Goals:

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

Note on course numbering: 000-100 level courses are introductory. 200-300 level courses may or may not require a prerequisite. 400-600 level courses are upper level and require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study. Please refer to the home department's course numbering policy for cross-listed courses.

Paired Major: Environmental Studies and Anthropology

Students may choose a 15-course paired major in Anthropology and Environmental Studies by double-counting two courses that count towards both the Anthropology and Environmental Studies majors. Currently those courses are Anthropology 35-334 Global Environmental Justice and Feminist Studies 04-254 Latinx Spiritualities. Other courses may be substituted by permission of the chairs of the Anthropology program and the Environmental Studies program. This may especially be true for courses taken during study abroad.

Paired Major: Environmental Studies and Biology

Students may choose an 18-course paired major in Biology and Environmental Studies by double-counting two courses that count towards both the Biology and Environmental Studies majors. Currently those courses are Biology 50-123 and 50-121 Living Systems with laboratory, 50-384 Conservation Biology and 50-434 Ecology, although other courses may be substituted by permission of the chairs of the Biology Department and Environmental Studies program.

Paired Major: Environmental Studies and Chemistry

Students may choose an 18-course) paired major in Chemistry and Environmental Studies by double-counting two courses that count towards both the Chemistry and Environmental Studies majors. Currently those courses are Chemistry 51-103 and 101 General Chemistry I with laboratory, 51-504 Instrumentation in Environmental and Biological Analysis, and 51-852 Advanced Lab in Analytical Chemistry, although other courses may be substituted by permission of the chairs of the Chemistry and Biochemistry Department and Environmental Studies program.

Paired Major: Environmental Studies and Feminist Studies

Students may choose a 16-course paired major in Feminist Studies and Environmental Studies by double-counting two courses that count toward both Environmental Studies and Feminist Studies. Currently those courses are Anthropology 35-334 Global Environmental Justice, Environmental Studies 49-484 Sustainable Food and Agriculture, Feminist Studies 04-254 Latinx Spiritualities, German 12-714 Transnational Identity Narratives: Gender/Nature/Culture, and Religion 19-344 Animals and Religion, although other contributing courses may be substituted by permission of the chairs of the Feminist Studies and Environmental Studies Committees, and new courses may be added.

Paired Major: Environmental Studies and Religion

Students may choose a 15-course paired major between Religion and Environmental Studies by double counting two courses that count towards both the Religion and Environmental Studies majors. Currently those courses are Religion 19-334 Apocalypse, 19-344 Animals and Religion, 19-364 Pilgrimage, and 19-374 Sacred Space and the Environment. Other courses may be substituted by permission of the chairs of Religion and Environmental Studies.

Major in Environmental Studies: Nine courses

- ENV49-104 Introduction to Environmental Studies
- ENV49-204 Environmental GIS (Geographic Information Systems)
- ENV49-364 U.S. Environmental Policy

- ENV49-964 Capstone in Environmental Studies
- Two courses in the Natural Sciences from:

Biology

BIO50-123/121 Living Systems/Investigation into Living Systems
 BIO50-194 Science of Chocolate
 BIO50-384 Conservation Biology
 BIO50-434 Ecology

Chemistry

CHE51-014 Chemistry Appreciation
 CHE51-024 Chemistry of the Environment
 CHE51-034 Chemistry of Food
 CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
 CHE51-504 Instrumentation in Environmental and Biological Analysis
 CHE51-852 Advanced Lab in Analytical Chemistry

Physics

PHY53-034 Introduction to Earth Science
 PHY53-044 Introduction to Climate Science
 PHY53-354 Energy and the Environment

- One course on Environmental Justice. These courses explicitly examine and theorize power structures in relationship to environmental issues. Take one from:

Anthropology

ANT35-334 Global Environmental Justice

Feminist Studies

FST04-254 Latinx Spiritualities

Religion

REL19-334 Apocalypse
 REL19-344 Animals and Religion
 REL19-374 Sacred Space and the Environment

- One course in the Environmental Humanities. These courses are taught from humanistic perspectives (religion, history, English, comparative literature, philosophy, art history) and include an analysis of the human-environment relationship in the interpretive endeavors of the course. Take one from:

Art History

ARH71-254 Landscape and Environment in Chinese Art

Communication Studies

COM75-464 Environmental Communication

German

GER12-354 German Culture
 GER12-714 Transnational Identity Narratives: Gender/Nature/Culture

History

HIS16-014 Disease, Health and Medicine in World History

HIS16-484 The History of the U.S. West

Philosophy

PHI18-234 Environmental Philosophy

Religion

REL19-334 Apocalypse

REL19-344 Animals and Religion

REL19-364 Pilgrimage

REL19-374 Sacred Space and the Environment

Spanish

SPA15-634 Nature and Culture

Note: One course cannot double count for both the Environmental Justice and Environmental Humanities requirement.

- An additional upper-level course from any of the above categories or from the list of contributing and Environmental Studies courses below, or additional courses listed each semester on Web Advisor.

Chinese

CHI22-332, 334 Intermediate/Advanced Modern Chinese

Economics

ECO31-324 Environmental Economics

Education

EDU40-514 Teaching Science in the Elementary and Middle School (3-1)

Environmental Studies

ENV49-214 Texas Our(?) Texas

ENV49-464 Sustainable Cities

ENV49-484 Sustainable Food and Agriculture

Theatre

THE72-814 Theatre Sustainability

Required supporting course for Environmental Studies major: One course

- MAT52-114 Introduction to Statistics

Note: Biology 50-434 Ecology and Chemistry 51-504 Instrumentation in Environmental and Biological Analysis are advanced courses and have prerequisites, and these prerequisites do not count toward the Environmental Studies major. Students who have a special interest in the natural sciences are encouraged to minor in one of those disciplines, and to include one or more of these advanced classes in their program of study. In planning a minor, keep in mind the University policy that no courses will count toward both a major in Environmental Studies and a minor.

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

Minor in Environmental Studies: Five courses

- ENV49-104 Introduction to Environmental Studies
- One course in the Natural Sciences from:

Biology

BIO50-123/121 Living Systems/Investigation into Living Systems

BIO50-384 Conservation Biology

BIO50-434 Ecology

Chemistry

CHE51-014 Chemistry Appreciation

CHE51-024 Chemistry of the Environment

CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I

CHE51-504 Instrumentation in Environmental and Biological Analysis

CHE51-852 Advanced Lab in Analytical Chemistry

Physics

PHY53-034 Introduction to Earth Science

PHY53-044 Introduction to Climate Science

PHY53-354 Energy and the Environment

- Three additional Environmental Studies courses, at least one of which must come from the Humanities area or from courses contributing to the Environmental Justice requirement.

Environmental Studies (ENV)

- 49-104 INTRODUCTION TO ENVIRONMENTAL STUDIES. This course introduces students to the essential environmental issues of the 21st century. Students are introduced to core concepts in areas such as environmental degradation and pollution, biodiversity, urbanization, climate change, sustainable development, resources use and consumption, activism, and environmental justice. Each of these topics is taught from an interdisciplinary perspective that examines the interconnections among humans and the environment. Offered annually. (ScS) (SJ)
- 49-204 ENVIRONMENTAL GIS (Geographic Information Systems). This course introduces students to the practice and theory of Geographic Information Systems (GIS) as a method for analysis of the environment. Students will examine the fundamentals of GIS and GIS applications, learning the concepts needed to effectively manipulate, query, analyze, and visualize spatial-based data. At the end of the semester students should feel comfortable applying GIS to a range of environmental issues, and have a solid understanding of the procedures and data necessary to conduct geographical analysis. (NSL)
- 49-214 TEXAS OUR(?) TEXAS. In this class, we deconstruct the complex cultural, economic, and environmental identity of the Lone Star State. We will explore historical documents and personal narratives that provide multiple perspectives from the point of view of Indigenous, Tejano, and formerly enslaved Texans. We will also compare these with Anglo texts that later came to dominate the narrative of Texas history and the Texas/Mexico border. We will question important symbols of Texan culture such as food, music, and film, but also the symbolism and history of the border itself. In short, we explore how contemporary and historic forces have shaped the Texas environment, culture, and political economy. Contributes to Latin American and Border Studies. (ScS)
- 49-364 U.S. ENVIRONMENTAL POLICY. This course explores the development of environmental policy in the United States since the 1970s. The purpose of this course is to help students (1) conceptualize the economic, political, and cultural issues associated with policy, (2) become aware of the policy process, key actors, and important legislation, and (3) apply this knowledge as capable professionals, scholars, and engaged citizens. The last three weeks of the course focus on contemporary policy issues in Texas such as water use and planning, endangered species protection, and energy policy. Prerequisite: Environmental Studies 49-104. Offered every Fall. (ScS)
- 49-464 SUSTAINABLE CITIES. Following a brief review of environmental and social planning perspectives, this class explores the application of sustainability discourse and practice as it relates to (1) neoliberal policies and urban governance, (2) social and environmental justice issues, and (3) contemporary sustainability strategies. In the latter part of the semester, the course uses the Austin area as a case study for the evaluation of the promises and pitfalls of sustainable urban development in the 21st century. Topics include urban ecology, segregation and environmental racism, place-making, neoliberal governance, and planning/design issues related to climate change. Sophomore standing and above only. (ScS) (SJ)
- 49-474 ADVANCED GIS. Advanced Geographic Information Systems (GIS) is a guided research course in which students will learn how to produce a high quality environmental spatial analysis using methods

	such as: web mapping, differential GPS, remote sensing, and environmental modeling. Prerequisite: Environmental Studies 49-204.
49-484	SUSTAINABLE FOOD AND AGRICULTURE. This course offers an interdisciplinary perspective on the environmental, economic, and cultural relationship between producers and consumers in the global food network. The seminar begins with an examination of the driving forces of food commodity consumption and food meaning, and then explores the inequalities created through agro-economic links between industrialized countries and the “developing world.” The remainder of the seminar critically explores various alternatives for agricultural sustainability for the 21 st century. Sophomore standing and above only. Contributes to Feminist Studies. (ScS) (SJ)
49-964	CAPSTONE IN ENVIRONMENTAL STUDIES. This seminar requires students to analyze a local or regional environmental issue from multiple perspectives and it has a strong reading and discussion component. It also encourages environmental activism. Prerequisite: Environmental Studies 49-364. Only seniors majoring in Environmental Studies should register for this class. Offered annually. (WA)
49-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
49-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
49-901, 902, 903, 904	TUTORIAL.
49-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Students may count no more than 4 credits of academic internship towards their Environmental Studies major.
49-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
49-984	HONORS.

EXERCISE AND SPORT STUDIES DEPARTMENT

Social Sciences Area

Joseph Austin, MA, Instructor
Miguel A. Benavides, ATC, EdD, Assistant Professor
William Bowman, MA, Instructor
Jon Cody Bunch, MAA, Instructor
Steven Cary, MEd, Instructor
Shea Davisson, MS, Instructor
Jonathan Duncan, MA, Instructor
Kenneth Eboh, MA, Instructor
Annabel Fidler, MA, Instructor
Donald Flora, MEd, Instructor
Greta Grothe, MLA, Instructor
William Kriesel, MBA, Instructor
Connor Kuykendall, MEd, Instructor
Dustin Norman, MBA, Instructor
William Porter, MA, Instructor
Douglas Ross, MS, Instructor
Thomas Ross, MA, Instructor
Jena Whitley, MS, ATC, Instructor

Contributing Faculty:

Scott P. McLean, PhD, Professor of Kinesiology
Edward K. Merritt, Jr., PhD, Associate Professor of Kinesiology
Vanessa Mikan, PhD, Staff Instructor in Kinesiology
Jennifer Stokes, PhD, Assistant Professor of Kinesiology

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

The Exercise and Sport Studies program offers a minor designed to provide a variety of courses, which connect the physical, scientific, business, and legal aspect of exercise and sport. This minor will expose the student to various perspectives as they

relate to teaching/coaching and/or the sports industry. The ESS program supports all students and the general education requirements with Fitness and Recreational Activities courses designed to improve physical activity and/or individual skill level in specific sports.

Department Goals:

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

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

Minor in Exercise and Sport Studies: 7-9 courses

- ESS46-192 Foundations of Exercise and Sports Studies
- One course from:
 - KIN48-123/121 Introduction to Human Anatomy and Physiology/Investigations in Human Anatomy and Physiology
 - KIN48-134 Health and Fitness Concepts
 - KIN48-214 Research Methods in Kinesiology
 - KIN48-274 Fundamentals of Movement Analysis
- One course from:
 - KIN48-244 Stress Management
 - KIN48-324 Motor Learning and Motor Control
 - KIN48-334 Physiology of Exercise
 - KIN48-344 Biomechanics
 - KIN48-424 Health Promotion and Programming
 - KIN48-444 Exercise Prescription
 - KIN48-464 Nutritional Physiology
 - KIN48-474 Muscle Physiology
- Additional approved 4-credit upper-level electives in Kinesiology
- Eight upper-level credits from Exercise and Sport Studies
- One FRA course in addition to the two required by the general education requirement (repeated courses will not count)

Exercise and Sport Studies (ESS)

46-192	FOUNDATIONS OF EXERCISE AND SPORTS STUDIES. This course investigates the history, philosophy and principles that guide the discipline. In addition, career options and current issues in kinesiology are examined.
46-272	PHILOSOPHY OF COACHING. This course focuses on developing general and sport-specific coaching philosophies. Topics include coaching roles, team management, relationships with constituency groups, various philosophies and theories, as well as the importance of coaching tenets.
46-282	PHILOSOPHY OF SPORT. This course offers a look at the world of sport from a philosophical perspective. The sporting arena is used as a vehicle to investigate factors such as media influence, social perceptions and ethical concepts which help shape our society.
46-292	PHILOSOPHY OF LEADERSHIP IN SPORT. This course focuses on applied leadership in the context of organized sport. Course material is designed to examine leadership issues that are specific to athlete, team, and staff development and management, as well as classic leadership theories. The

course is geared toward helping students analyze real-world examples of sport leadership and to critically develop their own leadership style.

- 46-312 **METHODS OF COACHING FOOTBALL.** This course presents the skills and techniques of coaching football. Included topics are offensive, defensive and special teams schematics, game and practice management, examination of the fundamental skills required of each position, player safety and the history of football.
- 46-322 **METHODS OF COACHING.** This course presents the theories and techniques of coaching selected individual and team sports in educational and recreational settings.
- 46-332 **INTRODUCTION TO SPORT MANAGEMENT.** This course introduces administrative philosophies and techniques and sport management topics in educational, athletic, and recreational settings.
- 46-342 **SPORT AND SOCIETY.** This course will examine the nature of various sports and their role in American Society from an historical and contemporary perspective.
- 46-402 **MODERN SPORTS MEDIA.** This course explores the relationships the media has with athletes, public relations, advertising, marketing, promotion, and sports information disciplines and audiences in a multiplatform media environment. Through class activities and practical experiences, students will analyze media in relationship to the sports industry.
- 46-472 **SPORT LAW AND ETHICS.** This course is designed to present students with the opportunity to learn various legal concepts and how they apply to the sports industry. Actions and decisions in sport/athletics are compared to the known principles and rules of sports as set forth by their governing bodies.
- 46-001, 002, 003, 004 **SELECTED TOPICS.** May be repeated with change in topic.
- 46-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic.
- 46-901, 902, 903, 904 **TUTORIAL.**
- 46-941, 942, 943, 944 **ACADEMIC INTERNSHIP.** Must be taken P/D/F.
- 46-951, 952, 953, 954 **INDEPENDENT STUDY.** May be repeated with change in content.

Fitness and Recreational Activity (FRA)

The following policies apply to Fitness and Recreational Activity courses:

1. Two Fitness and Recreational Activity courses are required for most degrees. FRA courses are graded on a Pass/D/F basis.
2. Repeat courses are not allowed in the attainment of the required two FRA courses. Exceptions to this policy are repeating a course in which content changes by design, such as 47-001 and -301 Selected Topics.
3. No more than three FRA courses may be counted toward a degree at Southwestern, with the exception of Kinesiology majors and minors and Exercise and Sport Studies minors.

Note on course numbering: 100 level courses are introductory. 200-500 level courses are upper level. 900 level courses are tutorials.

- 47-011 **BARRE ABOVE FITNESS.** Course combines the disciplines of ballet, Pilates, and yoga for a total body workout. Must be taken Pass/D/F.
- 47-021 **TENNIS.** Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of skills for tennis players. Must be taken Pass/D/F.
- 47-031 **BOWLING.** Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of skills for bowlers. Lab fee required. Must be taken Pass/D/F.
- 47-051 **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.
- 47-081 **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	SWIM FOR FITNESS. Course is designed to enjoy the benefits of swimming as a means of obtaining aerobic fitness. Must be able to pass a basic swimming test to enroll. Must be taken Pass/D/F.
47-111	JOG FOR FITNESS. Course includes the basics needed to enjoy the benefits of jogging/running to obtain aerobic fitness. Must be taken Pass/D/F.
47-121	RACQUETBALL/PICKLEBALL: Rules, fundamentals and/or appropriate level techniques, and recreational skills for all levels of racquetball/pickleball players. Must be taken Pass/D/F.
47-131	MIXED MARTIAL ARTS. Basic mixed martial arts movements and skills. Must be taken Pass/D/F.
47-141	MARTIAL ARTS. Beginning Tae Kwon Do/Karate or Beginning Hapkido/Judo and/or advanced levels of either are offered on a rotating basis. Each is studied with regard to the history, customs, skills/techniques and unique features of the specific martial art. Must be taken Pass/D/F.
47-151	TOTAL FITNESS. Course designed to give the participant the basics for developing and maintaining a full workout regime. Must be taken Pass/D/F.
47-161	WEIGHT TRAINING. Teaches safe and effective techniques for weight training at all levels. Provides a background of information concerning techniques for muscle and strength development utilizing conventional free weight exercise coupled with exercise machines. Must be taken Pass/D/F.
47-171	ZUMBA. Course includes basic instruction of a Zumba workout. Participant will be required to participate in a cardio intensive workout. Must be taken Pass/D/F.
47-181	LEISURE SPORT & REC. Course will expose participants to a wide variety of activities that will encourage life-long participation and wellness. Must be taken Pass/D/F.
47-211	ADAPTED RECREATIONAL/FITNESS ACTIVITIES I. A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.
47-221	ADAPTED RECREATIONAL/FITNESS ACTIVITIES II. A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.
47-231	CARDIO CORE. Course designed to give the participant the basics for developing and maintaining an intensive cardio and core workout. Must be taken Pass/D/F.
47-241	RECESS SPORTS. Course designed to allow participants to be involved in activities that harken back to school recess or gym classes. Must be taken Pass/D/F.
47-001, 002	SELECTED TOPICS. May be repeated with change in topic. May require a lab fee. Must be taken Pass/D/F.
47-301, 302	SELECTED TOPICS. May be repeated with change in topic. May require a lab fee. Must be taken Pass/D/F.
47-901, 902	TUTORIAL.

FEMINIST STUDIES

Interdisciplinary Program

Jordan Johnson, PhD, Visiting Assistant Professor

Brenda Sendejo, PhD, Associate Professor

Program Committee:

N. Elaine Craddock, PhD, Professor of Religion

Kenneth Mello, PhD, Associate Professor of Religion

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

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

Program Goals:

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

Note on course numbering: 100 level courses are introductory. 200-400 level courses are upper level and may require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Paired Majors:

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

Major in Feminist Studies: Nine courses

- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods
- FST04-934 Senior Seminar (Capstone)
- Six additional Feminist Studies courses, four of which must be upper level

Other courses will be considered for the Feminist Studies major, including FST04-944 Academic Internship, FST04-954 Independent Study, and FST04-984 Honors, with approval from the Feminist Studies Committee.

Minor in Feminist Studies: Five courses

- FST04-104 Introduction to Feminist Studies
- FST04-204 Feminist Theories and Methods
- Three additional courses in Feminist Studies, two of which must be upper level

Other courses will be considered for the Feminist Studies minor, including FST04-944 Academic Internship and FST04-954 Independent Study, with approval from the Feminist Studies Committee.

Courses Contributing to Feminist Studies:

Anthropology

ANT35-244 Race, Class, and Gender in the Caribbean

ANT35-334 Global Environmental Justice

Art History

ARH71-264 Art in China Since 1911

ARH71-554 Feminism and Art History

Communication Studies

COM75-224 The Rhetoric of Sex and Sexuality
COM75-264 The Rhetoric of Women's Rights
COM75-434 Communication, Culture, and Social Justice
COM75-564 Gender and Communication
COM75-614 Identity and Media
COM75-654 Muslims in the Media

English

ENG10-454 Feminist Film Theory
ENG10-664 Topics in Romanticism
ENG10-674 Topics in Victorian Literature and Culture
ENG10-854 Topics in Women's Literature
ENG10-864 Topics in Contemporary Literature
ENG10-874 Topics in American Ethnic Literature

Environmental Studies

ENV49-484 Sustainable Food and Agriculture

German

GER12-454 Feminist Studies in German
GER12-714 Transnational Identity Narratives: Gender/Nature/Culture

History

HIS16-264 History of Modern Europe
HIS16-454 History of the Civil Rights Movement
HIS16-474 Sport and Society in Modern America
HIS16-534 The Tudors: Politics & Culture, 1485-1603
HIS16-544 History of Human Rights
HIS16-614 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender

Philosophy

PHI18-124 Latina/o Identities
PHI18-184 Theories of Race
PHI18-194 Introduction to Feminist Philosophy
PHI18-324 The Embodied Self
PHI18-374 Feminist Ethics

Political Science

PSC32-174 Gender and Politics
PSC32-654 Women and Politics in Europe and Asia

Religion

REL 19-274 Hindu Traditions

REL19-324 Women, Goddesses, and Religion
REL19-344 Animals and Religion
REL19-354 Gender and Sexuality in Native America
REL19-414 The Body in Religion

Sociology

SOC34-234 The Sociology of Gender
SOC34-264 Race and Ethnicity
SOC34-274 Childhood and Youth
SOC34-324 Social Class in the U.S.

Spanish

SPA15-454 Race and Immigration in Spanish Literature
SPA15-644 Gender, Race, and Nationalism: Spanish Cinema

Theatre

THE72-614 Theatre for Social Change: Practice and Performance

Feminist Studies (FST)

- 04-104 INTRODUCTION TO FEMINIST STUDIES. This course is designed to think critically about the intellectual, emotional, spiritual, and political capacities of feminist thought. We will explore the diversity of feminisms that have emerged from historical movements alongside contemporary discourses. As a class, we will explore how feminist theory is a tool used to deconstruct injustice and articulate alternatives to oppression. There will be emphasis on the body and the ways intersectional approaches reckon with difference in regard to identity (gender, sexuality, race, citizenship, class, disability). Contributes to Race and Ethnicity Studies. (H) (ScS) (SJ)
- 04-204 FEMINIST THEORIES AND METHODS. This course traces the intellectual traditions of contemporary feminist theories and practices. Topics will include feminist methodologies and the formation of, and challenges to, the discipline of Feminist Studies. Prerequisite: Feminist Studies 04-104. (Biennially) (ScS) (WA)
- 04-254 LATINX SPIRITUALITIES. This course examines the historical development and cultural production of U.S. Latina/o/x and Chicana/o/x spiritual and religious practices, beliefs, and identities. Drawing from Chicana/Latina Studies, Anthropology, and Religious Studies students will examine the social conditions and lived realities reflected in contemporary Latinx religious and spiritual practices, and their Mesoamerican and ancestral origins and influences. Topics include folk healing/*curanderismo*, indigenous and feminist spiritualities, social movements and religion, spiritual activism, environmental justice, embodied and spiritual knowledge, and their intersections with race, ethnicity, gender, class, and sexuality. Contributes to Anthropology, Environmental Studies, Latin American and Border Studies, and Race and Ethnicity Studies. Prerequisite: Feminist Studies 04-104, Anthropology 35-104, Communication Studies 75-434, or Sociology 34-264. (ScS) (SJ)
- 04-284 TOPICS IN FEMINIST THEORY. Using an interdisciplinary framework, this course traces key debates in contemporary feminist theory. Areas of concentration might include theories of the body, queer theory, migration and borders, critical race theory, or methodology. (ScS)
- 04-364 CHICANA FEMINISMS. This course traces the historical development of Chicana feminism from the indigenous lineage of Mexican-origin women in Mesoamerica to the contemporary period, with a focus on the emergence of Chicana feminist thought and praxis during the U.S. Civil Rights Era. Students will explore scholarship, research methods, and ways of knowing within the interdisciplinary field of Chicana/Latina Studies in their examination of lived experiences that reside at the intersection of race, ethnicity, gender, class, and sexual orientation. Topics include the cultural arts, education, feminism and archives, historical representation, social and spiritual activism, embodied knowledge, and creative forms of resistance to patriarchy and oppression. Contributes to Anthropology, Latin American and Border Studies, and Race and Ethnicity Studies. Prerequisite: Feminist Studies 04-104, Anthropology 35-104, Communication Studies 75-434, or Sociology 34-264 (ScS)

04-934	SENIOR SEMINAR. (Fall) (WA)
04-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic. (ScS)
04-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (ScS)
04-901, 902, 903, 904	TUTORIAL.
04-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. May be repeated, but only 4 credits can count toward the minor or major.
04-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
04-984	HONORS. By invitation only.

HEALTH STUDIES

Interdisciplinary Program

The Health Studies Minor explores interconnections among health, disease, and society to prepare students to understand the broader role and determinants of health in today's world. This interdisciplinary minor will promote an increased awareness of the historical, political, social, and cultural dimensions of health. Students will develop a more critical and holistic perspective of health through interdisciplinary analysis of these complex issues.

Program Goals:

1. Develop and apply critical analysis skills to contemporary health issues.
2. Explain and understand foundational scientific, cultural, environmental and behavioral principles which will help identify factors that influence health and wellness at the individual, community and global levels.
3. Communicate (concisely and accurately) concepts/ideas/issues related to health.
4. Apply knowledge and acquire the skills to understand and critique contemporary health issues and health related research.

Minor in Health Studies: Five courses

List A – Take 2 courses in the Natural Sciences from:

- BIO50-114 Explorations in Biology
- BIO50-123/121 Living Systems/Investigation into Living Systems
- BIO50-133/131 Molecular and Population Genetics/Investigation in Genetics
- BIO50-253/251 Human Anatomy and Physiology I/ Integrative Approach to Human Anatomy and Physiology I
- BIO50-263/261 Human Anatomy and Physiology II/ Integrative Approach to Human Anatomy and Physiology II
- BIO50-314 Genetics
- BIO50-404 Cancer Biology
- BIO50-424 Organ Physiology
- BIO50-514 Cellular Physiology
- CHE51-014 Chemistry Appreciation
- CHE51-044 From Adderall to Zoloft: Understanding the Structure of Drugs
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory
- CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
- KIN48-123/121 Introduction to Human Anatomy and Physiology/Investigations in Human Anatomy and Physiology

- KIN48-134 Health and Fitness Concepts
- KIN48-253/251 Human Anatomy and Physiology I/ Integrative Approach to Human Anatomy and Physiology I
- KIN48-263/261 Human Anatomy and Physiology II/ Integrative Approach to Human Anatomy and Physiology II
- KIN48-244 Stress Management
- KIN48-424 Health Promotion and Programming
- KIN48-454 Tissue Mechanics
- KIN48-464 Nutritional Physiology
- MAT52-114 Introduction to Statistics

List B - Take 3 courses from:

- ANT35-334 Global Environmental Justice
- ART68-374 Drawing II: Intermediate
- BUS30-424 Strategic Marketing
- COM75-274 Rhetorics of Health
- ECO31-434 Public Economics
- EDU40-144 Survey of Exceptionalities
- ENV49-484 Sustainable Food and Agriculture
- GER12-332/334 Speak German!
- GER12-714 Transnational Identity Narratives
- GER12-912 Tutorial for Transnational Identity Narratives
- GRK13-404 Advanced Readings in Greek Literature
- HIS16-014 Disease, Health, and Medicine in World History
- HIS16-234 History of Colonial Latin America
- HIS16-354 Topics in the History of Science, Technology, and Medicine
- HIS16-474 Sport and Society in Modern America
- LAT14-164 Latin III
- LAT14-404 Topics in Latin Literature
- PSC32-114 American Politics
- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development
- PSY33-484 Human Sexuality
- PSY33-524 Abnormal Psychology
- PSY33-534 Behavioral Neuroscience
- PSY33-544 Health Psychology
- Approved Selected Topics courses or academic internship related to the minor

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

HISTORY DEPARTMENT

Humanities Area

Melissa Byrnes, PhD, Associate Professor
Shery Chanis, MA, Visiting Instructor
Jethro Hernández Berrones, PhD, Associate Professor
Jessica Hower, PhD, Associate Professor
Joseph Hower, PhD, Assistant Professor

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

The study of history promotes individual and collective self-understanding by examining the record of the past. It develops a way of thinking that enables students to identify trends and relations of human existence and to appreciate both the limits and the possibilities of our own age.

The History Department provides students with a global perspective and a solid grounding in the methods and fields of history, while also encouraging interdisciplinary connections. The History major provides students not with a random collection of courses, but with a program that is concerned with finding patterns and connections. Beginning with introductory courses, the major prepares students for advanced courses on topics, themes and methods of history, and for research experience.

Department Goals:

1. Students will develop a world historical perspective that identifies global patterns and connections across time and space.
2. Students will be able to demonstrate an understanding of the basic historical developments within a defined geographical region or civilization tradition.
3. Students will be able to recognize and critically evaluate multiple perspectives on, and interpretations of, significant questions raised by those who study the past, including themselves.
4. Students will develop an appreciation for, and the ability to engage in, historical research, including demonstrated familiarity with historical sources, methodologies and argumentation.

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

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

Paired Major: History and Art History

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

Paired Major: History and English

It is possible to complete a 15- or 16-course paired major in English and History by double-counting up to three of the following courses (at least one from each department): English 10-154 Topics in Brit Lit I, 10-164 Topics in Brit Lit II, 10-654 Topics in 18th-Century British Literature, 10-834 Postcolonial Literature, 10-864 Novel English Majors; History 16-404 Latin American History in Film and Literature, 16-414 Mexican Revolution, 16-524 Game of Thrones, 16-534 Tudors, or 16-854 Historiography. Other courses might be eligible for double-counting with the approval of both the English and History chairs.

Paired Major: History and Feminist Studies

It is possible to do a 15-course paired major in History and Feminist Studies by double-counting three courses in which contribute to History and Feminist Studies. Currently those courses are History 16-214 Intro to Modern Europe, 16-544 History of Human Rights, 16-534 The Tudors, and 16-614 Witches, Nuns, Prostitutes, Wives, and Queens, although other contributing courses may be substituted by permission of the chair of the Feminist Studies Committee, and new courses may be added.

Paired Major: History and Political Science

It is possible to complete a 16-course paired major in History and Political Science by counting one of the two additional upper-level History courses for one of the two additional Political Science courses from any subfield and counting one of the upper-level Political Science course from any subfield for one of the two elective upper-level History courses required in the History major.

History within International Studies

It is possible to complete a program in International Studies that combines a disciplinary major in History with an additional “Concentration” in a geographical area of emphasis: East Asia, Europe, Latin America, or Global. Two courses on the geographical area of emphasis must be taken within the disciplinary major. The Concentration consists of three courses in the geographical area of emphasis; three courses in an appropriate language beyond the general education requirement; and a semester or longer study abroad experience. See the International Studies Program for further details.

History Certification within Education

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

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

Note on course numbering: 000 level courses are World History surveys. 200 level courses are regional surveys. 300-500 level courses are thematic seminars within the geographic regions. 600 level courses are transregional thematic seminars. 800 level courses are methods and capstone courses. 900 level courses are tutorials, honors, internships, and independent study.

Major in History: Nine courses

- One course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-094 Topics in World History
- One upper-level course from four of the following six areas:
 - Africa:
 - HIS16-204 History of Africa
 - HIS 16-314 Topics in African History
 - East Asia:
 - HIS16-214 History of East Asia
 - HIS16-324 Topics in Asian History
 - Europe:
 - HIS16-254 History of Early Modern Europe
 - HIS16-264 History of Modern Europe
 - HIS16-344 Topics in European History
 - HIS16-504 History of the British Isles since 1688
 - HIS16-514 Modern France and Empire
 - HIS16-524 The Real Game of Thrones: The Medieval Era in History and Legend
 - HIS16-534 The Tudors: Politics & Culture, 1485- 1603
 - HIS16-544 History of Human Rights
 - HIS16-554 History of Europe’s Muslims
 - Latin America:
 - HIS16-234 History of Colonial Latin America
 - HIS16-244 History of Modern Latin America
 - HIS16-334 Topics in Latin American History
 - HIS16-404 Latin American History in Film and Literature

HIS16-414 The Mexican Revolution

United States:

HIS16-274 History of the U.S.: From Colonies to Nation

HIS16-284 History of the U.S.: From Nation to World Power

HIS16-294 Texas History

HIS16-364 Topics in U.S. History

HIS16-454 History of the Civil Rights Movement

HIS16-464 Rise of the Right: History of the Conservative Movement in the U.S.

HIS16-474 Sport and Society in Modern America

HIS16-484 The History of the U.S. West

Transregional:

HIS16-374 Topics in Transregional History

HIS16-604 Sciences and Its Publics

HIS16-614 Witches, Nuns, Prostitutes, Wives, and Queens

HIS16-624 History of the Islamic World

- HIS16-854 Historiography
- HIS16-864 Research Seminar (Capstone)
- Two additional upper-level courses in History, each worth at least 3 credits.
- One course taken as part of the major must have a substantial pre- or early modern component. Courses meeting this requirement include History16-024, 16-204, 16-214, 16-234, 16-254, 16-274, 16-524, 16-534, 16-614, 16-624 .

Minor in History: Five courses

- One course from:
 - HIS16-014 Disease, Health, and Medicine in World History
 - HIS16-024 Empires and Empires of the Mind in World History
 - HIS16-034 Nations and Nationalism in World History
 - HIS16-094 Topics in World History
- Four upper-level courses in History

History (HIS)

16-014

DISEASE, HEALTH, AND MEDICINE IN WORLD HISTORY. What is disease? How have different cultures experienced and responded to it? Using case studies from Africa, Europe, Asia, and the Americas, this course examines global ecological changes and global human exchanges as a key factor in the spread of epidemic disease. It also highlights the role of medical and scientific knowledge in the human responses to disease. We explore the changing notions of the body's anatomy and physiology; the role of the environment; the interaction between healers, doctors, and patients; the nature of different therapeutic approaches; and the structure of health care institutions. Contributes to Environmental Studies, Health Studies, and International Studies. (Annually) (H) (WA)

16-024

EMPIRES AND EMPIRES OF THE MIND IN WORLD HISTORY. This course traces the evolution of a variety of empires (real or imagined), from the pre-Columbian indigenous, Iberian, French, British, and Dutch empires through the Age of Revolutions, the rise of industry, capitalism, nationalist movements, World Wars, and communism. We will conclude with the process of decolonization and the possible development of an "American Empire" and other new kinds of empires. "Empires," very broadly construed, will be our lens to interpret world history. Contributes to Design Thinking and International Studies (Annually) (H)

- 16-034 NATIONS AND NATIONALISM IN WORLD HISTORY. This course investigates the development of national identities around the world and the nationalisms that describe or defend them. We explore how nations are defined, whether nations are natural expressions of human community, why nationalism has often led to violence, and what the future may be for the nation-state. Contributes to Design Thinking, International Studies, and Race and Ethnicity Studies. (Annually) (H) (WA)
- 16-094 TOPICS IN WORLD HISTORY. This course offers an alternative thematic approach to the study of societies, cultures, and civilizations around the world and their interactions. May be repeated with change in topic. Contributes to International Studies. (Biennially) (H) (WA)
- 16-204 HISTORY OF AFRICA. This survey is an introduction to African cultures and history from pre-colonial times to the present, emphasizing Africa's variety and its connections to other parts of the world. Topics include: environmental challenges; pre-colonial social and political organization; the spread of Islam and Christianity; the impact of the Atlantic slave trade; conquest and resistance; social change under colonial rule; decolonization; neo-colonialism and postcolonial challenges. Contributes to International Studies, and Race and Ethnicity Studies. (Biennially) (H)
- 16-214 HISTORY OF EAST ASIA. This course is a broad introduction to the major developments in East Asian history, society, and culture from pre-history to the present, with an emphasis on China. It examines key concepts from politics, philosophy, religion, art, and literature, paying attention to invention and reinvention. It also considers the role of communication and exchange within Asia and across the globe. Contributes to International Studies. (Biennially) (H)
- 16-234 HISTORY OF COLONIAL LATIN AMERICA. A time of collisions, encounters, and rebellions, Colonial Latin America explores the individual, social, cultural, and political experiences of Africans, Europeans, and Native Americans between the apogee of the Aztecs, Incas, and Mayas and the Creole wars of independence of the 19th century. By examining pre-Colombian states, early European explorations, *la conquista*, the settlement of mostly Spanish but also Portuguese and other European colonies, and the responses of a diverse group of local inhabitants, this course explores the complex societies that resulted from the growth and end of global empires and that shaped the future of this diverse region. Contributes to Early Modern Studies, Health Studies, International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (Biennially) (H)
- 16-244 HISTORY OF MODERN LATIN AMERICA. After their independence in the early 19th century, Latin American countries faced the challenge to become nations. This course surveys the many paths that these countries followed, including the rise of nationalism and its overcoming by the neocolonial order, the revolutionary option in Mexico, Cuba, and Nicaragua during the 20th century, the authoritarian responses to national discontent, and the rise of neoliberalism. It also explores how these trends transformed the society, culture, economy, and policies at the local level in response to both national and international influences. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (Biennially) (H)
- 16-254 HISTORY OF EARLY MODERN EUROPE. This course explores and questions the concept of the "early modern" period of European history, from the close of the fifteenth to the dawn of the nineteenth century. Students will examine political, cultural, and intellectual developments from the period of feudalism to the "modernity" ushered in by Atlantic-wide revolutions. The course will examine Renaissance art and theory, Reformation and confessional tumult, sovereignty and expansion. Contributes to Early Modern Studies and International Studies (Biennially) (H)
- 16-264 HISTORY OF MODERN EUROPE. This course surveys the history of Europe from the late eighteenth century revolutions through the creation and expansion of the European Union. We explore social, political, intellectual, and cultural developments, paying particular attention to reform movements and revolutions. The course tracks shifting ideas of gender, race, and class, as well as examining Europe's role in the world. Contributes to Data Science, Feminist Studies, and International Studies. (Biennially) (H)
- 16-274 HISTORY OF THE U.S.: FROM COLONIES TO NATION. This course surveys the political, social, cultural and intellectual history of early America, from the beginnings of European settlement to the eve of the Civil War. It focuses on several central issues that emerged in early American society and that continue to affect the United States today. These include the meaning of equality and freedom, ideas redefined over time in relationship to changing ideas about slavery, political authority, and the creation of governments, conceptualizing "American" identity, and constructing political authority. Citizenship, revolution, popular sovereignty, and the role of minority opinions in a democracy are major topics explored. Contributes to Early Modern Studies. (Biennially) (H)

- 16-284 HISTORY OF THE U.S.: FROM NATION TO WORLD POWER. This course surveys major political, economic, social, cultural and diplomatic developments in the United States from the end of the Civil War to the present. Course topics include the role of the individual in the state and the state in society, the meaning of equality and freedom, and the United States' role in the world. (Biennially) (H)
- 16-294 TEXAS HISTORY. This course explores major social, political, economic, and cultural developments in the history of Texas from contact through World War II. Focusing particular attention on the 19th century, it places the development of the borderlands region at the intersection of various European, North America, and Native American powers, emphasizing the continued importance of transnational currents in the making of a multi-ethnic and multi-cultural Texas into the twentieth century. Contributes to Latin American and Border Studies. (H)
- 16-314 TOPICS IN AFRICAN HISTORY. Thematic courses with a focus on African history. May be repeated with change in topic. Contributes to International Studies. (H)
- 16-324 TOPICS IN ASIAN HISTORY. Thematic courses with a focus on Asian history. May be repeated with change in topic. Contributes to International Studies. (H)
- 16-334 TOPICS IN LATIN AMERICAN HISTORY. Thematic courses with a focus on Latin American history. May be repeated with change in topic. (H)
- 16-344 TOPICS IN EUROPEAN HISTORY. Thematic courses with a focus on European history. May be repeated with change in topic. Contributes to International Studies. (H)
- 16-354 TOPICS IN THE HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE. These courses investigate the historical relationship between humans and nature. Every version of the course will emphasize how broader historical contexts have shaped human knowledge of nature, exploring the changing interrelationship between scientific knowledge, society, and culture across time and space. May be repeated with change in topic. (Biennially) (H)
- 16-364 TOPICS IN U.S. HISTORY. Thematic courses with a focus on U.S. history. May be repeated with change in topic. (H)
- 16-374 TOPICS IN TRANSREGIONAL HISTORY. Thematic courses with a comparative or transregional theme (covering at least three different world regions). May be repeated with change in topic. Contributes to International Studies. (H)
- 16-404 LATIN AMERICAN HISTORY IN FILM AND LITERATURE. Latin America is a complex territory and an idea suspended between the extremes of despair and hopefulness. Telling its history poses many challenges to the academic historian. Often the history of the land and its people is better expressed in the work of artists, writers and filmmakers. This course ventures into the magical relationships between the artist and that enigmatic territorial and spiritual landscape extending from the Rio Bravo to Tierra del Fuego. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (Biennially) (H) (SJ)
- 16-414 THE MEXICAN REVOLUTION. The Mexican Revolution was a *fiesta* of bullets that transformed Mexico and launched the 20th century. Using the Mexican Revolution as the event that shaped Mexican history throughout the 20th century, this course examines the conditions that mobilized Mexican such as Madero, Zapata, and Villa into a civil war in 1910 and that ended up with a new Constitution in 1917, the challenges, successes, and failures to create institutions that implemented the revolutionary values during the 1920s and 30s, and the value of the Revolution to promote social and political change in the second half of the 20th century. Contributes to International Studies, and Latin American and Border Studies. (Biennially) (H) (SJ)
- 16-454 HISTORY OF THE CIVIL RIGHTS MOVEMENT. This course explores the history of the Black Freedom struggle in the twentieth century United States. Moving beyond the classic "Heroic Era" of the civil rights (from *Brown v. Board of Education* to the Voting Rights Act), it examines social, cultural, and political protests from the consolidation of Jim Crow through founding of Black Lives Matter. Contributes to Feminist Studies and Race and Ethnicity Studies. (Biennially) (H) (SJ)
- 16-464 RISE OF THE RIGHT: HISTORY OF THE CONSERVATIVE MOVEMENT IN THE U.S. This course will examine the history of the conservative movement in the United States from the late 19th century through the election of Donald Trump. Blending chronological and thematic organization, it will examine topics that include Social Darwinism and anti-Progressive politics, business and the New Deal state and the emergence of libertarianism, McCarthyism and the "Fourth Great Awakening" after World War II, the Goldwater movement, racial backlash and the Silent Majority,

- the Tax Revolt of the 1970s, the Reagan years, the culture wars, before moving to more recent developments. (Biennially) (H)
- 16-474 **SPORT AND SOCIETY IN MODERN AMERICA.** This course uses the social, cultural, and political history of sport to examine American history from the 1830s to the present. It considers the emergence and development of modern athletics in connection to broader questions of gender and sexuality, masculinity and femininity, labor and politics, race and ethnicity, immigration and Americanization. Contributes to Exercise Sport Studies, Feminist Studies, Health Studies, and Race and Ethnicity Studies. (Biennially) (H)
- 16-484 **THE HISTORY OF THE U.S. WEST.** This course focuses on the history of the U.S. West as both frontier and region, real and imagined, from the mid-19th century onward. It considers topics such as Indian Removal, wars of conquest, immigration and migration, urban frontiers, environmental change, and the myth of the frontier. It especially highlights the intersections of race, gender, class, nationality and the environment. Course objectives include learning to interpret varied forms of historical evidence and fostering analytical, reading, discussion and synthetic skills that will help students think and communicate critically about historical and contemporary society and politics. Contributes to Environmental Studies. (Biennially) (H)
- 16-504 **HISTORY OF THE BRITISH ISLES SINCE 1688.** This course examines the British Isles since the Glorious Revolution via political, social, cultural, and intellectual lenses, integrating imperial and oceanic perspectives. It explores how British inhabitants formed, developed, and governed four distinct nations (England, Ireland, Scotland, and Wales) as part of a single kingdom, constructing one of the most powerful empires of the modern age, leaving a profound legacy in a globalized, post-colonial world. Contributes to International Studies. (Biennially) (H)
- 16-514 **MODERN FRANCE AND EMPIRE.** This course investigates French history from 1789 to the present, charting political, social, and cultural developments within France and determining the extent to which these altered, or were influenced by, events outside the borders of the “hexagon”—in the Empire or in foreign relations. The course pays particular attention to attempts to define French identity within a global context. Contributes to International Studies. (Biennially) (H) (SJ)
- 16-524 **THE REAL GAME OF THRONES: THE MEDIEVAL ERA IN HISTORY AND LEGEND.** This course will chart the development of European society, culture, and politics from ca. 1000 to 1500, from British, European, Atlantic and global perspectives. We will study the combination of legend and history manifest in contemporary and modern appraisals of an era when lines between reality and lore, truth and superstition, secular and spiritual were blurred. Contributes to Early Modern Studies and International Studies. (Biennially) (H)
- 16-534 **THE TUDORS: POLITICS & CULTURE, 1485- 1603.** This course examines the Tudor dynasty, an age of personal monarchy, tyranny, national consolidation, imperial expansion, patriarchy and the rule of wealthy courtiers. Students will explore how the Tudor-Stewart revolution in politics and culture fundamentally transformed Britain and Ireland, with great consequences for the world beyond its borders, between the accession of Henry VII and the death of Elizabeth I. Contributes to Early Modern Studies, Feminist Studies, and International Studies. (Biennially) (H)
- 16-544 **HISTORY OF HUMAN RIGHTS.** This course places contemporary human rights debates within a long historical context, from Classical and religious traditions, through the Enlightenment, the abolition of slavery, and the growth of socialism, to the signing of the Universal Declaration of Human Rights in 1948, the movements for decolonization, and the present day. We track the gradual expansion of notions of “rights,” as well as changing understandings of who counts as “human.” The course includes discussions of political rights, social and economic rights, women’s rights, minority rights, cultural rights, and environmental rights (among many others). Contributes to Data Science, Feminist Studies, and International Studies. (Biennially) (H) (SJ)
- 16-554 **THE HISTORY OF EUROPE’S MUSLIMS.** This course traces the history of Muslim presence in Europe from the early Islamic empires in Andalusia, through European imperial experiences with Muslims in Africa and Asia, to the more recent reception of Muslim migrants on European soil. The course questions the intellectual and political utility of defining populations of such cultural, linguistic, and geographical breadth solely by their religion; discusses the development of a “European Islam;” and debates the existence of a “clash of civilizations” or a shared Mediterranean culture. Contributes to International Studies, and Race and Ethnicity Studies. (Biennially) (H)
- 16-604 **SCIENCE AND ITS PUBLICS.** This course explores the relationship between science, technology, and medicine and their publics since the Early Modern period to our recent past. Drawing from case studies that examine the role of scientific societies, formal education, textbooks, popular literature,

publicity, and other formal and informal means to disseminate knowledge, students will understand the changing relationship between science and the public sphere, the role that the popularization of science plays in democratic societies, and the impact of popular science and the public perception of science in the production of new scientific knowledge. Contributes to International Studies. (Biennially) (H)

- 16-614 WITCHES, NUNS, PROSTITUTES, WIVES, AND QUEENS: WOMEN & GENDER. This course explores the multifaceted experiences of women in the British World, from the medieval era to the present. We consider how gender and sexuality have been constructed differently over time and space; the role of churches, states, and empires in defining and proscribing sexual activity, masculinity, and femininity; the social and political expectations placed upon men and women; cultural representations and manifestations of gender and sexuality; the intersection of gender and other categories of difference; and how pivotal, transnational historical events like the Reformation and decolonization affected women and notions of gender. Contributes to Early Modern Studies, Feminist Studies, and International Studies. (Biennially) (H)
- 16-624 HISTORY OF THE ISLAMIC WORLD. This course traces the development of Islamic societies and cultures throughout the world from Mohammad's seventh-century revelations to the present. Topics include Islamic empires, relations with other groups, art and architecture, science and philosophy, evolution and adaptation. Contributes to International Studies. (H)
- 16-854 HISTORIOGRAPHY. A study of the concept of history, the history of historical writing, the major schools of historical interpretation today and the relation of history to the philosophy of history. Prerequisite: 16-014, 16-024, 16-034, or 16-094; and must have junior status or permission of instructor. (Fall) (H) (WA)
- 16-864 RESEARCH SEMINAR. Topics, which change from semester to semester, include: History and Memory, Transnational Histories, and Science, Society, and the State. Prerequisite: History 16-854. (Spring) (H) (WA)
- 16-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 16-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 16-901, 902, 903, 904 TUTORIAL.
- 16-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 16-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 16-971 PRE-HONORS. By invitation only. Students will work closely with a faculty mentor to prepare a formal prospectus and annotated bibliography that outline the historical problem to be researched, offer a preliminary literature review of the subject, and suggest the methodology and organization for a full Honors project to be carried out the following year.
- 16-984 HONORS. By invitation only.

INTERNATIONAL STUDIES

Interdisciplinary Program

Program Committee:

Melissa Byrnes, PhD, Associate Professor of History

N. Elaine Craddock, PhD, Professor of Religion

Abby Dings, PhD, Associate Professor of Spanish

Monya Lemery, MA, Director of Study Abroad and International Student Services (*Ex officio*)

Allison Miller, PhD, Associate Professor of Art History

Kimberly Smith, PhD, Professor of Art History

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

The International Studies program is designed for students interested in understanding other societies, cultures, and states as well as global systems: economic, social, religious, intellectual, political, aesthetic, and environmental. The major and concentration in International Studies integrates a disciplinary major with an area of concentration. The program also offers a minor.

In the integrated major/concentration, students explore international issues from a broad and deep perspective. This is enabled in several ways: studying a specific area of the world in depth while situating that area in a global context; using a particular major as a base from which to explore disciplinary approaches to another culture; learning a language used in the geographic area of emphasis; and the experience of living and studying in another culture.

The International Studies minor provides students outside of the integrated majors, and/or with an interest in global or comparative studies, the opportunity to pursue their interest in International Studies. In the minor, students explore international issues from a broad perspective by teaming a foreign language, and either focusing on a particular area of the world or taking courses from different geographical areas. Students minoring in International Studies are encouraged but not required to study abroad for a summer, semester, or year.

Program Goals for the Integrated Major & Concentration:

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

Program Goals for the Minor:

1. Students will understand other cultures and global systems.
2. Students will develop foreign language proficiency

The International Studies integrated major & concentration consists of the following components: disciplinary major; global context; geographic focus; advanced language study; and study abroad. The minor focuses on language study and either global studies or a geographic focus.

By the end of the sophomore year, all majors will complete the "International Studies Plan of Study" form. This will detail the geographic area of emphasis, the disciplinary major, the way the international experience will be met, and the language to be studied. Any significant change in plans beyond individual courses will require a new plan to be filled out. The plan of study must be approved by the International Studies Chair and submitted to the Registrar.

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

MAJOR (minimum of eight courses):

1. Disciplinary Major: The student can select Art History, History or Political Science as the disciplinary major. Students may also concentrate in Anthropology with a Latin American or Global concentration and Religion with a Global concentration. These majors provide a strong disciplinary base from which to study another culture. Other disciplines may be considered through a formal petition to the International Studies Program Committee following a discussion with the International Studies Chair and approval by the International Studies Program Committee.
2. Students are required to take at least two courses in their disciplinary major that focus on their geographical area of interest. In addition, a student's capstone project within their disciplinary major must have an international or comparative component that is at least fifty percent related to their area concentration.
3. Global Context: The disciplinary majors of Art History, History, Political Science, and Anthropology include required courses that provide global, international and/or comparative perspectives expanding students' understanding of their geographical area of interest in a global context. Students majoring in Religion must take the following three introductory courses to provide global context: 1) REL19-204 Christian Traditions; 2) REL19-224 Jewish Traditions or REL19-244 Islamic Traditions; and 3) REL19-274 Hindu Traditions or REL19-284 Buddhist Traditions.

Paired Majors:

The International Studies disciplinary majors (Anthropology, Art History, History, Political Science and Religion) have approved paired majors with other departments. Students may choose to pair their disciplinary major with one of these pre-approved majors in which up to two courses may be counted toward both majors-

International Studies majors are encouraged to consider a double major or minor with French, German, Spanish or Chinese as many courses can be double-counted.

CONCENTRATION (three courses for those students majoring or minoring in a language related to their area of emphasis; six courses for all others):

4. **Advanced Language:** (Three courses) Students with area emphases in East Asia, Europe, or Latin America must take three courses (3-4 credits each) of a foreign language beyond the general education requirement of three semesters (or an equivalent placement in the language related to the student's area of emphasis). Two 2-credit courses is the equivalent of one 4-credit course. Students will be asked to complete a language proficiency exam before graduation. (Note: this requirement is only for students not majoring or minoring in a language related to their area of emphasis.) Students in the Global emphasis can fulfill this requirement by following the advanced language requirements described above, or by taking two semesters of foreign language beyond the general education requirement of three semesters (or an equivalent placement in the language) and a course in a second foreign language, while studying abroad. That second language must be spoken in the study abroad location.
5. **Geographical Area of Emphasis:** (Three courses) Students can select from East Asia, Europe, Latin America, or Global. Other geographic areas may be considered through a formal petition to the International Studies Committee following a discussion with the International Studies Chair and approval by the International Studies Program Committee. These courses are designed to help the student develop expertise in a specific geographic area or in the global context. 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 area of emphasis is studied from at least three different disciplines. Courses not on this list may be approved on a case-by-case basis.
6. **Study Abroad:** This requirement is satisfied by one or two semesters in a study abroad program directly related to the student's area of emphasis. For students with emphases in East Asia, Europe or Latin America, the program must take place primarily in the language being studied as part of the International Studies requirements; for students in the Global emphasis, the location must be discussed and approved by the International Studies Committee. Students may choose from a set of approved study abroad programs compiled by the International Studies Committee or propose their own. Students wishing to participate in a program not on this list are expected to discuss their plans with their advisor and the Director of Study Abroad, and obtain approval from the committee a year in advance of the experience. Students who wish to pursue a study abroad plan that does not meet these guidelines must petition the International Studies Committee two semesters before the study abroad program begins. The petition must demonstrate conformity to the criteria established by the International Studies Program.

Minor in International Studies: Five Courses

- Four courses from those listed in the International Studies area concentrations.
- One semester of a foreign language beyond the general education requirement of three semesters. If a student has tested out of this course, a fifth course from any of the area concentration courses noted above will fulfill this requirement.
- Three of the five courses in the minor must be taken at the upper-level.

Note: A maximum of two of the five courses may be taken from the same department.

Geographical Area Courses

Students majoring in International Studies must choose one of the four following geographical areas on which to focus. Students in the Global area or minoring in International Studies may take courses from any or all of these areas:

- East Asia Emphasis
- Europe Emphasis
- Latin America Emphasis
- Global Emphasis

East Asia Emphasis:

Art History:

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

ARH71-214 Arts of China

ARH71-224 Arts of Japan

ARH71-234 Ancient Chinese Art and Civilization

ARH71-264 Art in China since 1911

Chinese:

- CHI22-332, -334 Topics in Intermediate/Advanced Modern Chinese
- CHI22-384 Chinese Writing: History, Art and Culture
- CHI22-301, 302, 303, 304 Selected Topics

English:

- ENG10-444 Topics in Theory: Speaking Across Languages

History:

- HIS16-214 History of East Asia
- HIS16-324 Topics in Asian History

Political Science:

- PSC32-284 Japanese Politics, Culture and Society
- PSC32-624 Germany and Japan: Losers of World War II?
- PSC32-644 The Chinese Cultural Revolution
- PSC32-654 Women and Politics in Europe and East Asia

Religion:

- REL19-284 Buddhist Traditions

Europe Emphasis:

Art History:

- ARH71-044 Introduction to Art History: Greek and Italian Renaissances
- ARH71-054 Introduction to Art History: Modern Era
- ARH71-414 Greek and Roman Art of the Hellenistic Era
- ARH71-424 Art of Spain, 711-1700
- ARH71-494 Modern Architecture
- ARH71-514 Rococo to Romanticism
- ARH71-524 19th c. Art in Europe and the United States
- ARH71-534 Modernism and the 20th c. Avant-Gardes

English:

- ENG10-154 Topics in British Literature I
- ENG10-164 Topics in British Literature II
- ENG10-444 Topics in Theory: Speaking Across Languages
- ENG10-604 Topics in Medieval Literature
- ENG10-614 Topics in Early English Literature
- ENG10-624 Shakespeare
- ENG10-654 Topics in 18th-Century British Literature
- ENG10-664 Topics in Romanticism
- ENG10-674 Topics in Victorian Literature and Culture
- ENG10-684 Topics in 20th-Century British Literature

French:

FRE11-314 Topics in Literature and Film
FRE11-334 French Cinema
FRE11-354 Topics in French Culture
FRE11-364 Translation and Culture
FRE11-514 Studies in French Literature
FRE11-604 Topics in Literature and Culture
FRE11-301, 302, 303, 304 Selected Topics

German:

GER12-314 Reading German: Text in Context
GER12-332 Speak German!
GER12-334 Speak German!
GER12-344 Topics in German Literature and Film
GER12-354 German Culture
GER12-454 Feminist Studies in German
GER12-514 Studies in German Literature
GER12-614 Texts/Contexts
GER12-714 Transnational Identity Narratives: Gender/Nature/Culture
GER12-734 Global Leadership and Intercultural Communication
GER12-301, 302, 303, 304 Selected Topics

History:

HIS16-254 History of Early Modern Europe
HIS16-264 History of Modern Europe
HIS16-344 Topics in European History
HIS16-504 History of the British Isles Since 1688
HIS16-514 Modern France and Empire
HIS16-524 The Real Game of Thrones: The Medieval Era in History and Legend
HIS16-534 The Tudors: Politics & Culture, 1485- 1603
HIS16-544 History of Human Rights
HIS16-554 History of Europe's Muslims

Music:

MUL80-114 Music Literature I
MUL80-214 Music Literature II
MUL80-314 Music Literature III
MUL80-414 Music Literature IV
MUL80-424 Medieval and Renaissance Music
MUL80-434 Baroque Music
MUL80-444 Classical and Romantic Music
MUL80-454 20th-Century Music

Philosophy:

- PHI18-614 Ethos, Identities, Differences
- PHI18-624 Being, Structure, Change
- PHI18-634 Experience, Language, Knowledge
- PHI18-644 Peoples, Power, Organization

Political Science:

- PSC32-414 European Politics
- PSC32-624 Germany and Japan: Losers of World War II?
- PSC32-654 Women and Politics in Europe and East Asia

Spanish:

- SPA15-364 Cultures of Spain
- SPA15-444 Iberian Literature Abroad
- SPA15-454 Race and Immigration in Spanish Literature
- SPA15-464 Spanish Civil War
- SPA15-644 Gender, Race and Nationalism in Spanish Cinema

Latin America Emphasis

Anthropology:

- ANT35-244 Race, Class and Gender in the Caribbean

Art History:

- ARH71-034 Introduction to Art History: Latin American
- ARH71-314 Art of Mesoamerica
- ARH71-324 Art of the Andes
- ARH71-364 Native Books, Images and Objects

English:

- ENG10-444 Topics in Theory: Speaking Across Languages

Feminist Studies:

- FST04-254 Latinx Spiritualities

History:

- HIS16-234 History of Colonial Latin America
- HIS16-244 History of Modern Latin America
- HIS16-404 Latin American History in Film and Literature
- HIS16-414 The Mexican Revolution

Philosophy:

- PHI18-284 Philosophies of the Americas

Political Science:

- PSC32-184 Politics of Latin America and the Caribbean
- PSC32-544 International Conflict
- PSC32-634 Resistance, Rebellion & Revolution

Spanish:

- SPA15-214 Written and Oral Expression
- SPA15-334 Conversation Through Hispanic Cinema
- SPA15-354 Cultures of Latin America
- SPA15-504 Selected Topics in Hispano-American Literature
- SPA15-524 Readings in Contemporary Hispano-American Literature
- SPA15-534 Cultural Memory in Latin America
- SPA15-614 Topics in Hispanic Film
- SPA15-654 Citizenship & Conflict in Colombian Cinema
- SPA15-664 Nature and Culture
- SPA15-674 Leisure and Play in Latin America

Global Emphasis

All of the above East Asia, Europe, and Latin America courses count for the Global area of emphasis, as well as the following:

Anthropology:

- ANT35-104 Introduction to Cultural Anthropology
- ANT35-334 Global Environmental Justice

Economics & Business:

- ECO31-564 International Economics
- BUS30-354 International Marketing
- BUS30-484 International Management
- BUS30-584 International Business

English:

- ENG10-514 World Cinema

French:

- FRE11-344 Francophone Literature and Film

History:

- HIS16-014 Disease, Health, and Medicine in World History
- HIS16-024 Empires and Empires of the Mind in World History
- HIS16-034 Nations and Nationalism in World History
- HIS16-094 Topics in World History
- HIS16-204 History of Africa
- HIS 16-314 Topics in African History
- HIS16-374 Topics in Transregional History
- HIS16-604 Science and Its Publics
- HIS16-614 Witches, Nuns, Prostitutes, Wives, and Queens: Women & Gender
- HIS16-624 History of the Islamic World

Philosophy:

- PHI18-134 Philosophy, Race and Revolution

Political Science:

- PSC32-144 Comparative Politics
- PSC32-224 Middle East Politics
- PSC32-384 International Politics
- PSC32-494 International Political Economy

Religion:

- REL19-204 Christian Traditions
- REL19-224 Jewish Traditions
- REL19-244 Islamic Traditions
- REL19-274 Hindu Traditions
- REL19-324 Women, Goddesses and Religion
- REL19-344 Animals and Religion
- REL19-364 Pilgrimage
- REL19-384 Rastas, Saints, and Virgins
- REL19-414 The Body in Religion

Theater:

- THE72-254 East Meets West: Interculturalism and Theatre

International Studies (INS)

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

KINESIOLOGY DEPARTMENT

Natural Sciences Area

Scott P. McLean, PhD, Professor
Edward K. Merritt, Jr., PhD, Associate Professor
Vanessa Mikan, PhD, Staff Instructor in Kinesiology
Jennifer Stokes, PhD, Assistant Professor of Kinesiology

The Kinesiology Department provides study toward the BA and BS degrees with a major or a minor in Kinesiology. Additional requirements for the BS degree are listed in the catalog under "University Degrees." The major includes courses that are requisite for graduate study in the discipline and allied health fields and that are needed for teaching certification.

Department Goals:

1. Promote the understanding of knowledge in content areas, including the physiology of exercise, biomechanics, motor learning and control, biostatistics, human anatomy, and concepts of health and wellness.
2. Apply theory and content in conducting and presenting research.
3. Prepare students for careers in exercise science and allied health fields.

Note on course numbering: 100 level courses are introductory, first year courses. 200, 300, and 400 level courses are upper level courses appropriate for second year, third year and fourth year students, respectively. 200-400 level courses may require prerequisites. 900 level courses are capstone, tutorials, honors, internships, and independent study.

Major in Kinesiology (BA): 10 courses

- KIN48-121 Investigations in Human Anatomy and Physiology
- KIN48-123 Introduction to Human Anatomy and Physiology
- KIN48-134 Health and Fitness Concepts
- KIN48-214 Research Methods in Kinesiology
- KIN48-324 Motor Learning and Motor Control
- KIN48-334 Physiology of Exercise
- KIN48-344 Biomechanics
- KIN48-444 Exercise Prescription
- KIN48-431 Research in Kinesiology I
- KIN48-433 Research in Kinesiology II
- One FRA course in addition to the two required by the general education requirement (repeated courses will not count)
- One additional course (4 credits) in Kinesiology at 200-level or higher

Required supporting course in the Kinesiology major (BA): One course

- MAT52-114 Introduction to Statistics

NOTE: The capstone experience for the BA is satisfied by Kinesiology 48-431 & 48-433. Kinesiology 48-954 may be used to meet this requirement under the following conditions: The student must present a proposal describing the nature of his/her proposed capstone experience. The faculty member supervising the activity and the Department chair must approve this proposal. Approval must be obtained prior to registration in the semester preceding the independent study. Students seeking teaching certification may use student teaching to meet their capstone requirement.

Major in Kinesiology (BS): 16 courses

- KIN48-121 Investigations in Human Anatomy and Physiology
- KIN48-123 Introduction to Human Anatomy and Physiology
- KIN48-134 Health and Fitness Concepts
- KIN48-214 Research Methods in Kinesiology
- KIN48-251 Integrative Approach to Human Anatomy and Physiology I
- KIN48-253 Human Anatomy and Physiology I
- KIN48-261 Integrative Approach to Human Anatomy and Physiology II
- KIN48-263 Human Anatomy and Physiology II
- KIN48-324 Motor Learning and Motor Control
- KIN48-334 Physiology of Exercise
- KIN48-344 Biomechanics
- KIN48-444 Exercise Prescription
- KIN48-431 Research in Kinesiology I (Capstone)
- KIN48-433 Research in Kinesiology II (Capstone)
- One FRA course in addition to the two required by the general education requirement (repeated courses will not count)

- One additional course (4 credits) in Kinesiology

Required supporting course in the Kinesiology major (BS): 7 courses

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- BIO50-123/121 Living Systems/Lab
- CHE51-103/101 General Chemistry I/ Chemical Methods and Techniques Laboratory I
- PHY53-154 Fundamentals of Physics I
- Two courses from:
 - BIO50-133/131 Molecular and Population Genetics/Lab
 - CSC54-184 Computer Science I
 - CSC54-284 Computer Science II
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - PHY53-164 Fundamentals of Physics II
 - Additional approved 4-credit upper-level electives in Kinesiology

NOTE: The capstone experience for the BS is satisfied by Kinesiology 48-431 & 48-433. Kinesiology 48-954 may be used to meet this requirement under the following conditions: The student must present a proposal describing the nature of his/her proposed capstone experience. The faculty member supervising the activity and the Department chair must approve this proposal. Approval must be obtained prior to registration in the semester preceding the independent study. Students seeking teaching certification may use student teaching to meet their capstone requirement.

Minor in Kinesiology: Six courses

- KIN48-121 Investigations in Human Anatomy and Physiology
- KIN48-123 Introduction to Human Anatomy and Physiology
- KIN48-134 Health and Fitness Concepts
- KIN48-214 Research Methods in Kinesiology
- Two courses from:
 - KIN48-324 Motor Learning and Motor Control
 - KIN48-334 Physiology of Exercise
 - KIN48-344 Biomechanics

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

Kinesiology (KIN)

48-121	INVESTIGATIONS IN HUMAN ANATOMY AND PHYSIOLOGY. This laboratory course will provide an opportunity for students to develop an applied understand of human anatomy and physiology with a focus on the musculoskeletal system as it relates to kinesiology, health, and wellness. To be taken concurrently with 48-123. Contributes to Health Studies. (Fall and Spring) (NS)
48-123	INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY. This course will provide an overview of human anatomy and physiology with a particular focus on organ systems related to kinesiology, health, and wellness. Topics include structure, function, and the interrelationships of organ systems. To be taken concurrently with 48-121. Contributes to Health Studies. (Fall and Spring) (NS)
48-134	HEALTH AND FITNESS CONCEPTS. Students are presented current scientific information concerning the roles of physical activity, nutrition and life choices in healthy living. Emphasis is placed on incorporating this information into a lifestyle that will produce lifelong optimal health. In

- addition, issues related to the impact of health-related diseases on society are discussed. Contributes to Health Studies. (Fall and Spring) (NS)
- 48-214 RESEARCH METHODS IN KINESIOLOGY. This course covers the basic concepts of research methods used in the discipline of kinesiology. It is designed to help students think critically, to give students hands-on experiences with research design, data analysis and interpretation, and to report results to a professional audience. Prerequisite: Mathematics 52-114 or permission of instructor. (Fall and Spring) (NS) (WA)
- 48-244 STRESS MANAGEMENT. This course is designed to provide methods and content whereby students may discover their stressors and assemble appropriate tools to help them avoid, alleviate, or rebound from stress more effectively. This class will expose the students to a holistic approach to stress management with an emphasis on the relationship between lifestyle habits and health. Students will learn both cognitive skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. This interactive course will consist of both lecture and lab. Contributes to Health Studies.
- 48-251 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY I. This laboratory course will provide students with an opportunity to design, execute, and analyze experiments which examine the structure and function of the human body. Experiments and activities include application and critical evaluation of human anatomy and physiology in health and disease corresponding with the topics in Human Anatomy and Physiology I. Also Biology 50-251. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121 and Biology 50-123/121. To be taken concurrently with 48-253. (Fall) (NS)
- 48-253 HUMAN ANATOMY AND PHYSIOLOGY I. This is the first of a two-course sequence in the study of human anatomy and physiology. This course is a detailed, systematic study of the structure and function of the human body with an additional focus on integrative physiology. This first course specifically examines cells, tissue histology, and the detailed anatomy and physiology of the nervous, endocrine, integumentary, skeletal, muscular, cardiovascular, and lymphatic systems. Integrative topics include homeostasis, control systems, reflexes, body movement control, and blood pressure. Also Biology 50-253. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121 and Biology 50-123/121. To be taken concurrently with 48-251. (Fall) (NS)
- 48-261 INTEGRATIVE APPROACH TO HUMAN ANATOMY AND PHYSIOLOGY II. This laboratory course will provide students with an opportunity to design, execute, and analyze experiments which examine the structure and function of the human body. Experiments and activities include application and critical evaluation of human anatomy and physiology in health and disease corresponding with the topics in Human Anatomy and Physiology II. Also Biology 50-261. Contributes to Health Studies. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. To be taken concurrently with 48-263. (Spring) (NS)
- 48-263 HUMAN ANATOMY AND PHYSIOLOGY II. This is the second of a two-course sequence in the study of human anatomy and physiology. This course is a continuation of the systematic study of the structure and function of the human body with an additional focus on integrative physiology. This second course builds upon content from Human Anatomy and Physiology I, adding to cell and tissue histology knowledge, and specifically examines the detailed anatomy and physiology of the respiratory, urinary, digestive, immune, and reproductive systems. Additional integrative topics include gas exchange and transport, fluid and electrolyte balance, metabolism, exercise, and endocrine control of growth and metabolism. Also Biology 50-263. Contributes to Health Studies. Prerequisites: Kinesiology 48-253/251 or Biology 50-253/251. To be taken concurrently with 48-261. (Spring) (NS)
- 48-274 FUNDAMENTALS OF MOVEMENT ANALYSIS. An introductory course to develop observational and analytical skills as they relate to human movement. Emphasis is placed on developing a systematic approach to analysis. Students will use these skills (with emphasis placed on video analysis) to evaluate fundamental movement patterns including gait, jumping, throwing, catching and striking.
- 48-284 EDUCATION OUTREACH FOR PHYSICAL ACTIVITY AND HEALTH. The purpose of this course is to build and expand on students' existing health and physical activity knowledge and enhance their abilities to communicate that knowledge with the general public. The course will focus on engaging the local community with evidence based educational outreach activities to promote health and well-being.

- 48-324 MOTOR LEARNING AND MOTOR CONTROL. This course is a study of the factors affecting the learning and control of motor skills. Emphasis is given to information processing, motor programming and motor skill analysis. Study is centered upon understanding and application of conceptual frameworks that include open and closed looped models. Lab required. Prerequisite: Kinesiology 48-123/121 and Kinesiology 48-214, or permission of instructor. (Spring) (NS)
- 48-334 PHYSIOLOGY OF EXERCISE. This course is the study of physiological responses and adaptations to the challenge of aerobic and anaerobic exercise. Emphasis will be placed on cardiorespiratory, neuromuscular, and endocrine systems and metabolism. Lab required. Prerequisites: Kinesiology 48-123/121, and Kinesiology 48-214, or permission of instructor. (Fall) (NS)
- 48-344 BIOMECHANICS. This course is the study of basic anatomical and mechanical principles applied to human movement. Emphasis is placed on kinematic and kinetic concepts and the use of computerized movement analysis. Lab required. Prerequisites: Kinesiology 48-123/121 and Kinesiology 48-214, or permission of instructor. (Spring) (NS)
- 48-364 COMPARATIVE PHYSIOLOGY OF EXERCISE. This course uses a comparative and integrative approach to athletic performance and environmental adaptations to highlight the anatomical and physiological similarities and differences between humans and other animal species. Contributes to Animal Studies. Prerequisite: Kinesiology 48-334 or Biology 50-424, or permission of instructor. (NS)
- 48-394 SEMINAR IN KINESIOLOGY. This course is designed to investigate special topics or problems of interest in kinesiology. Areas of study will be selected by both instructor and students with students taking an active role as both learners and teachers. Prerequisites: Kinesiology 48-214, and at least one of the following: Kinesiology 48-324, 48-334, or 48-344, or permission of instructor.
- 48-424 HEALTH PROMOTION AND PROGRAMMING. Introduction to concepts of program planning for health education in the community. The purpose of this course is to provide students with the skills needed to develop, implement and evaluate health promotion programs with a special emphasis on behavior change initiatives. Prerequisite: Kinesiology 48-134 and 48-214.
- 48-431 RESEARCH IN KINESIOLOGY I. This is the first of two courses in the research capstone sequence. The capstone experience is a laboratory or field-based research experience designed to provide hands-on experience directed toward answering questions related to kinesiology. In this writing-intensive course, students work directly with a faculty member to develop a research proposal and complete an IRB proposal if necessary. Prerequisites: Kinesiology 48-214, 48-324, and either 48-334 or 48-344. (Spring) (WA)
- 48-433 RESEARCH IN KINESIOLOGY II. This is the second of two courses in the research capstone sequence. The capstone experience is a laboratory or field-based research project designed to provide hands-on experience directed toward answering questions related to kinesiology. In this course, students will collect and analyze experimental data for their capstone projects as proposed in 48-431. Each student will formally present results of the study in oral and written form. Prerequisites: Kinesiology 48-431. (Fall) (WA)
- 48-444 EXERCISE PRESCRIPTION. This course is the study of current practices related to fitness assessment and exercise prescription. Emphasis is placed on the collection of data from fitness testing and the design of personalized exercise programs. Prerequisites: Kinesiology 48-214 and 48-334. (Spring) (NS)
- 48-454 TISSUE MECHANICS. This is an advanced course that explores the anatomical structure and physiological and mechanical function of tissues within the body including bone, cartilage, tendons, ligaments, nerves and muscle. Special attention is given to mechanical testing of these materials with application of this information to the study of injury mechanisms and diseases of these tissues. Also Biology 50-454. Contributes to Health Studies. Prerequisites: Kinesiology 48-123/121, and either Kinesiology 48-344 or Physics 53-154, or permission of instructor. (NS)
- 48-464 NUTRITIONAL PHYSIOLOGY. This course examines the biochemical, physiological, and cellular functions of energy macronutrients and micronutrients. Integrative topics include metabolism and energy balance, life cycle nutrition, athletic performance, and the function of nutrients as they relate to human health and disease. This course includes practical applications of this knowledge through review of scientific literature and critical thinking exercises. Contributes to Health Studies. Prerequisite: Kinesiology 48-334, or permission of instructor. (NS)

48-474	MUSCLE PHYSIOLOGY. This course is designed to enhance the student's knowledge of the field of muscle physiology. The course focuses on the functional properties of skeletal muscle as it impacts health and performance in normal and pathological situations with specific emphasis on cellular and molecular regulators of skeletal muscle adaptations. Prerequisite: Kinesiology 48-253/251, Biology 50-253/251, or Biology 50-424. (NS)
48-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
48-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Prerequisite: Permission of department chair.
48-901, 902, 903, 904	TUTORIAL.
48-941, 942, 943, 944	ACADEMIC INTERNSHIP. This is a career-related course arranged to meet the interests of the student. Students must obtain approval of the supervising faculty member the semester prior to taking this course. Must be taken Pass/D/F.
48-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Students must obtain approval of the supervising faculty member the semester prior to taking this course.
48-984	HONORS. By invitation only.

**DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES
CHINESE, CLASSICS, FRENCH, AND GERMAN PROGRAMS**

Humanities Area

Rachel Bachmann, PhD, Part-Time Assistant Professor of German

Erika Berroth, PhD, Associate Professor of German

Jeffrey Easton, PhD, Visiting Assistant Professor of Classics

Francis Mathieu, PhD, Associate Professor of French

Aaron Prevots, PhD, Professor of French

Carl Robertson, PhD, Associate Professor of Chinese

Li Yang, PhD, Part-Time Assistant Professor of Chinese

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

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

Department Goals:

Within an integrated curriculum that fosters connections across disciplines and to students' lives, we assess student progress toward proficiencies. Through guidelines on functional language ability from the American Council on the Teaching of Foreign Languages (ACTFL) and rubrics for intercultural knowledge and competence from the Association of American Colleges and Universities (AAC&U), we assess the following goals:

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

Students can major in Classics, French, German, Greek, or Latin, or minor in Chinese, French, German, Greek, or Latin. We also mentor students who combine or pair one of our majors or minors with expertise in other areas. Our integrated, interdisciplinary curriculum contextualizes language study in historical, geographical, cross-cultural and transnational frames. Within the department's disciplines, which enhance critical inquiry skills and promote responsible global citizenship, students explore

aspects of film, culture and literature. Many students conduct language-specific research for projects in other divisions, departments or programs, particularly International Studies, Feminist Studies, Environmental Studies, Art History, Business, Music and Natural Sciences. To further advance their proficiency, interdisciplinarity and competitive profile, majors and minors often study abroad and pursue scholarships or internships. Some study or work in several countries over the course of their undergraduate career, for greater cultural awareness and lifelong learning. Other options directly supported by the department include continued study in top graduate schools and teaching language at home or abroad.

A placement test taken before beginning at Southwestern helps determine which course within the language sequence will provide the appropriate challenge when getting started. Placement into the appropriate level will be enforced, based on the placement exam and high school seat time. The placement exam cannot be retaken without permission from the Department of Languages, Literatures, and Cultures chair. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's third semester language proficiency requirement must begin language study at the level of placement and take the next courses from -144, -154, and -164 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D- in -164 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: Course numbers correspond primarily to proficiency. The courses numbered -144 and -154 develop novice and intermediate proficiency. The courses numbered -164 develop intermediate proficiency. The 200 and 300 level courses develop intermediate and advanced proficiencies. The 400-600 level courses develop advanced proficiency. The 700 level courses are German courses taught in English and offered with a tutorial. The 900 level courses are capstone, tutorial, independent study, internship and honors.

Minor in Chinese: Five courses

- CHI22-164 Chinese III: Intermediate Language and Culture
- CHI22-204 Stories in Chinese
- Two sections of CHI22-334 Topics in Intermediate/Advanced Modern Chinese, or equivalent
- One additional course in Chinese (4 credits), at or above the 300 level, or equivalent

2-credit CHI22-332 courses are provided at the upper level in Chinese to facilitate continuous registration in Chinese courses throughout the undergraduate career. Both CHI22-332 and CHI22-334 promote progress toward advanced proficiency. If taken twice, CHI22-332 can contribute to the required credits for the Chinese minor as the additional fifth course in Chinese (4 credits) indicated above.

Major in Classics: 12 courses

- Four courses of earned college-level Latin¹
- Four courses of earned college-level Greek¹
- Take one Classics in Translation course from the following:
 - ARH71-044 Introduction to Art History: Greek and Italian Renaissances
 - ARH71-414 Greek and Roman Art of the Hellenistic Era
 - ARH71-484 World Architecture: A Comparative Cultural History
 - CLA07-204 Greek and Roman Mythology
 - CLA07-344 Topics in Classical Literature
- Two additional upper-level courses (3-4 credits each) in Latin and/or Greek, or in Classics in Translation²
- CLA07-954 (Capstone)

Note 1: Two of the eight courses in Latin and Greek must be upper level.

Major in French: Eight courses

- FRE11-934 Capstone Seminar (to be taken in the spring of the junior or senior year)

- Seven additional courses in French, at least two of which must be at or above the 500 level; FRE11-164 if taken counts toward the major

Minor in French: Five courses

- Five courses in French, at least one of which must be at or above the 500 level; FRE11-164 if taken counts toward the minor

Major in German: Eight courses

- One course from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
- GER12-344 Topics in German Literature and Film
- GER12-354 German Culture
- GER12-934 Capstone Seminar (to be taken in the spring of the junior or senior year)
- Four additional courses in German, at least two of which must be at or above the 300 level; GER12-164 if taken counts toward the major

Minor in German: Five courses

- Two courses from:
 - GER12-314 Reading German: Text in Context
 - GER12-334 Speak German!
 - GER12-344 Topics in German Literature and Film
 - GER12-354 German Culture
- Three additional courses in German, at least one of which must be at or above the 300 level; GER12-164 if taken counts toward the minor

Major in Greek: Eight courses

- GRK13-954 (Capstone)
- Seven additional courses (3-4 credits each) in Greek, five of which must be upper level

Minor in Greek: Five courses

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

Major in Latin: Eight courses

- LAT14-954 (Capstone)
- Seven additional courses (3-4 credits each) in Latin, five of which must be upper level

Minor in Latin: Five courses

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

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

Chinese (CHI)

22-144

CHINESE I: INTRODUCTORY LANGUAGE AND CULTURE. This course introduces pronunciation, basic grammatical structures, subtleties of Chinese writing and contexts for practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency. (Fall)

- 22-154 CHINESE II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the basic skills in Chinese I in addition to speaking and writing practice, in order to prepare students for basic functions in a Chinese language environment. Students develop novice level proficiency. Prerequisite: Chinese 22-144, with a grade of C- or better, or equivalent placement. (Spring)
- 22-164 CHINESE III: INTERMEDIATE LANGUAGE AND CULTURE. This course strengthens reading and writing skills, develops grammatical facility and begins an increased focus on oral and written communication for fundamental contexts including daily life, work and travel. Core emphasis is placed on the cultural foundations of Chinese language. Students develop novice to intermediate level proficiency. Prerequisite: Chinese 22-154, with a grade of C- or better, or equivalent placement. (Fall)
- 22-204 STORIES IN CHINESE. This course facilitates through narrative the development of novice to intermediate proficiencies. It provides opportunities to critically engage with written accounts of contemporary China, express personal opinions, and persuade others by writing stories. Students begin to engage with contemporary sociocultural issues as well as literary and functional texts. Prerequisite: Chinese 22-164 with a grade of C- or better, or equivalent placement. (Spring) (H)
- 22-332, 334 TOPICS IN INTERMEDIATE/ADVANCED MODERN CHINESE. This course facilitates active development of proficiency abilities in presentational, interpretive and interpersonal modes. Materials are primarily texts of various genres, accommodated to mixed ability levels. Topics will usually center on the cultural and functional issues in the ecology and environment as presented in Chinese language, including topics as diverse as daily interactions and business transactions, or traditional and modern literature and historical reference. The course is offered for 2 and 4 credits in any given semester and can be repeated. Contributes to Environmental Studies and International Studies Prerequisite: Chinese 22-204, or equivalent placement. Taking two 2-credit courses in Chinese can count toward one required Humanities course in General Education. (H)
- 22-384 CHINESE WRITING: HISTORY, ART AND CULTURE. Taught in English to serve students across languages and disciplines including an optional track for intensive language mastery, this course is an introduction to written Chinese and an exploration of its cultural significance. Students will acquire skills and knowledge in comparative perspectives on the culture, art, and system of writing Chinese, including some essential characters. This course is equally relevant to written Chinese, Korean or Japanese. Contributes to International Studies. (H) (WA) (Spring)
- 22-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 22-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. Contributes to International Studies. Prerequisite: Chinese 22-204 or equivalent placement.
- 22-901, 902, 903, 904 TUTORIAL.
- 22-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 22-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

Classics (CLA)

- 07-204 GREEK AND ROMAN MYTHOLOGY. A study of the traditional cycles of Classical Mythology and the essential role myths played in Greek and Roman culture, especially the ways myth was employed to reinforce contemporary socio-political ideologies. Students will encounter the myths through a variety of ancient evidence, including literature, artwork, and material culture and engage with the most important historical and contemporary theories of mythology. Particular attention is given to the formation of these myths in the Near Eastern world and the recrystallization of Classical myth in later literature and art. (Fall, Spring) (H)
- 07-344 TOPICS IN CLASSICAL CULTURE AND SOCIETY. An interdisciplinary examination of topics in Ancient Greek and Roman culture and society. Students will learn to analyze the heterogeneous ancient evidence through a variety of methods and consider these topics in the context of intercultural exchange within the global history of the Ancient Mediterranean. Develops proficiency in academic research and writing. All texts and documentary evidence will be read in translation. May be repeated with content changed. The range of topics includes Classics and the cinema; public spectacle in the Greek and Roman world; Greek and Roman warfare and society; the study of social mobility among sub-elite Romans; and Classical sites and monuments. (Fall, Spring) (H)
- 07-444 ADVANCED TOPICS IN CLASSICAL CULTURE AND SOCIETY. An interdisciplinary examination of complex topics in Ancient Greek and Roman culture and society with a focus on critical analysis of the heterogeneous ancient evidence and the most important current secondary scholarship and theoretical approaches in the field. Students will consider these topics in the context

of intercultural exchange within the global history of the Ancient Mediterranean. Develops advanced proficiency in academic research and writing. All texts and documentary evidence will be read in translation. May be repeated with content changed. The range of topics includes the ancient novel; Greek and Roman ethnographic literature; Greek and Roman religion and society; and state formation in the Iron Age Aegean and Italy. (Fall, Spring) (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. 07-954 may serve as Capstone. (Fall, Spring)
- 07-964 SEMINAR. An interdisciplinary study of various aspects of Greek and Roman antiquity. May be repeated with change of content.
- 07-984 HONORS. By invitation only.

French (FRE)

All courses are taught in French.

- 11-144 FRENCH I: INTRODUCTORY LANGUAGE AND CULTURE. This course builds listening, speaking, reading, writing, critical thinking and cultural literacy skills. Students learn to communicate effectively both within personal areas of interest and relative to French and Francophone cultures. Emphasis is placed on student participation, self-expression and the ability to create with language. Students develop novice level proficiency. (Fall)
- 11-154 FRENCH II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues to build listening and speaking skills and particularly enhances reading, writing, critical thinking and cultural literacy skills. Students gain an understanding of contemporary life in the French-speaking world through the textbook and supplementary film units, including as related to global contexts. Students develop novice level proficiency. Prerequisite: French 11-144, with a grade of C- or better, or equivalent placement. (Spring)
- 11-164 FRENCH III: INTERMEDIATE LANGUAGE AND CULTURE. This course blends grammar review with readings and viewings in literature and culture as well as broader vocabulary practice. Students develop intermediate level proficiency, strengthen their intercultural skills regarding cultural contexts, norms and viewpoints in the French-speaking world, and practice narration and description orally and in writing. Students enhance their reading, writing, listening and speaking skills, and apply them through conversation, textual analysis and cultural analysis. Prerequisite: French 11-154, with a grade of C- or better, or equivalent placement. (Fall)
- 11-204 UNDERSTANDING FRENCH CULTURE. This course strengthens communication, critical analysis and intercultural skills and prepares students for study abroad. Students apply grammar and vocabulary practice to discussing contemporary cultural contexts, norms and perspectives, including analyzing everyday culture and understanding casually spoken French. Students acquire in-depth awareness of everyday French culture and language, examine sociopolitical issues comparatively as well as contextually and improve their reading, writing and critical thinking skills. Develops intermediate and advanced oral and written proficiencies. Prerequisite: French 11-164, with a grade of C- or better, or equivalent placement. (Spring) (H) (WA)
- 11-314 TOPICS IN LITERATURE AND FILM. This course introduces the critical appreciation of a wide variety of texts, including but not limited to film, poetry, short stories, essays, novellas, novels, diaries, journalism and stories told through music or images. Focused topics encourage students to make interdisciplinary connections regarding current social, political and cultural issues. Students greatly refine their reading, writing, critical thinking and cultural literacy skills, including through regular group discussion of French and Francophone cultures as portrayed in literature and film. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
- 11-334 FRENCH CINEMA. This course provides an introduction to French cinema. It closely analyzes films from the period 1900-present. Topics encourage students to make interdisciplinary connections

	regarding social, political and cultural issues. Students refine their critical thinking and cultural literacy skills, sharpen their linguistic facility and accuracy, and expand their awareness of the French and Francophone world. The course also includes practice of essay writing skills as related to contemporary film. Offerings alternate between French Cinema and Women in/on Film. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
11-344	FRANCOPHONE LITERATURE AND FILM. This course provides an introduction to francophone literature and film. It closely analyzes works from the period 1900-present. Topics encourage students to grasp colonial and postcolonial conceptions of identity, gender, and religion, and to track historical patterns of economic suffering, resistance to colonial rule, racism, and migration. Students refine their critical thinking and cultural literacy skills, sharpen their linguistic facility and accuracy, practice their writing and presentation skills, and expand their awareness of francophonie in Africa. Develops intermediate and advanced oral and written proficiencies. May be repeated with change in topic. Contributes to International Studies, and Race and Ethnicity Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
11-354	TOPICS IN FRENCH CULTURE. This course closely analyzes French and/or Francophone identities as voiced in authentic materials including text, images, video, films and music. Focused topics encourage students to make interdisciplinary connections regarding social, political and cultural issues. Develops intermediate and advanced cultural proficiencies. Offerings alternate between French Civilization 1: History of French Culture, French Civilization 2: Contemporary French Culture, and French Civilization 3: French Food Culture. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
11-364	TRANSLATION AND CULTURE. In this course conducted in French, students learn translation techniques and apply them to media articles, web content, marketing material, film and literature. Students increase their familiarity with contemporary French popular culture and current sociocultural trends. They gain practice in interpreting French concepts and relating them to American equivalents, as well as in analyzing and applying advanced French grammar. Develops intercultural skills, critical thinking skills and related oral and written proficiencies at the intermediate to advanced level. Contributes to International Studies. Prerequisite: French 11-204, or equivalent placement. (H) (WA)
11-514	STUDIES IN FRENCH LITERATURE. This course studies selected texts from the modern period, as related to French social, cultural and literary history. Intensive work supports the development of advanced proficiency. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from French 11-314, 11-334, or 11-354. (Spring) (H) (WA)
11-604	TOPICS IN LITERATURE AND CULTURE. This course focuses on single authors, movements or themes. Offerings include Moralistic Literature/Human Condition, Eighteenth Century/Dangerous Liaisons, Paris/Cities/Parisians, and Writing/Identity/Difference, and Plural France. Intensive work supports the development of advanced proficiency regarding social, cultural and literary contexts. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from French 11-314, 11-334, or 11-354. (Spring) (H) (WA)
11-934	CAPSTONE SEMINAR. This course fulfills the capstone requirement in French. As an integrative experience, the capstone challenges students to interrelate knowledge, insights and perspectives gained in their French studies and in their undergraduate experience. Students will be guided through independent research and writing that demonstrates advanced proficiency. They will produce an extended formal research paper and deliver a formal oral presentation introducing their project and its original analysis to a French-speaking public. (Spring) (H) (WA)
11-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
11-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Contributes to International Studies. Prerequisite: French 11-204 or equivalent.
11-901, 902, 903, 904	TUTORIAL.
11-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
11-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
11-984	HONORS. By invitation only.

German (GER)

All courses are taught in German, except for 700- level courses, which are taught in English with a German Tutorial.

- 12-144 GERMAN I: INTRODUCTORY LANGUAGE AND CULTURE. This course builds the foundation for developing proficiency in speaking, listening, reading and writing in German. Students learn to communicate effectively both within personal areas of interest and relative to German culture. The course emphasizes student participation, self-expression and the ability to create with language. Students develop novice level proficiency. (Fall)
- 12-154 GERMAN II: INTRODUCTORY LANGUAGE AND CULTURE. This course continues the work begun in the introductory semester and increases focus on speaking skills and cultural literacy. Students develop novice level proficiency and build intercultural knowledge and competence. Prerequisite: German 12-144, with a grade of C- or better, or equivalent placement. (Spring)
- 12-164 GERMAN III: INTERMEDIATE LANGUAGE AND CULTURE. This course combines a comprehensive review and fine-tuning of grammar with readings in literature and culture. Students develop intermediate level proficiency, strengthen their understanding of contemporary life in the German-speaking world, narrate and describe orally and in writing, and begin to formulate and support opinions. Increased emphasis on intercultural knowledge and competence helps students prepare for study, research or internships abroad. Prerequisite: German 12-154, with a grade of C- or better, or equivalent placement. (Fall)
- 12-204 GERMAN FILM STUDIES. This course develops intermediate level proficiency and moves students from description and narration to argumentation, including evaluating and analyzing information and formulating hypotheses. Through critical engagement with German films, students gain practice in analytically viewing and reading sophisticated texts in German related to their areas of interest or expertise and increase their knowledge of social, political and cultural issues. Contributes to Animal Studies. Prerequisite: German 12-164, with a grade of C- or better, or equivalent placement. (Spring) (H) (SJ)
- 12-314 READING GERMAN: TEXT IN CONTEXT. This course introduces the critical appreciation of a wide variety of texts. Personal stories (e.g. diary), public stories (e.g. journalistic writing), literary stories (e.g. poetry, novellas, short stories) and stories told in music and visual images form the textual basis for critical engagement. Intensive work supports the development of intermediate and advanced level proficiency. May be repeated with change in content. Contributes to International Studies. Prerequisite: German 12-204, or equivalent placement. (H) (WA)
- 12-332, 334 SPEAK GERMAN! This course focuses on the development of oral proficiency at all levels, organized around a framework of interpersonal, interpretive, and presentational modes of communication. It promotes autonomy in mixed-ability settings by integrating components where students collaborate as teachers and learners. Blended learning strategies support the development of multiple literacies. Students can take the course for 2 or 4 credits with assessments adjusted accordingly. Students pursuing a major or minor in German may repeat the course to reach the minimum required credits, as the topics rotate to reflect current events and advanced proficiencies. Contributes to Health Studies and International Studies. Prerequisite: German 12-144, or equivalent placement. (Spring) (H)
- 12-344 TOPICS IN GERMAN LITERATURE AND FILM. This course emphasizes writing and discussions on selected literary texts and films. Students develop and implement their critical and argumentative skills at and beyond the intermediate level, crafting increasingly complex analyses both individually and in small groups. Students are encouraged to develop their own poetic voice in creative writing assignments at the intermediate and advanced proficiency levels. May be repeated with change in topic. Contributes to International Studies. Prerequisite: German 12-204, or equivalent placement. (H) (WA)
- 12-354 TOPICS IN GERMAN CULTURE. Students develop intermediate and advanced proficiencies, analyzing and comparing culturally significant topics represented in authentic materials. Themes represented in texts, images, videos, films, and music connect areas of literature, history, philosophy, and politics. A focus on social justice and environmentalism invites comparisons in European and global contexts. Course may be repeated as topics rotate: 1. Identities; 2. Movements; 3. Innovations. Contributes to Environmental Studies and International Studies Prerequisite: German 12-204, or equivalent placement. (H) (WA) (SJ)
- 12-454 FEMINIST STUDIES IN GERMAN. Based on readings and discussions on a variety of texts addressing categories of difference including gender, race, class, nation, sexuality, age, ability and religion, students develop advanced proficiency by exploring critical approaches to literature and film.

Text selections suggest connections across times and spaces from medieval visionary Hildegard von Bingen to contemporary Literature Nobel Prize winners Herta Müller and Elfriede Jelinek. Students engage in advanced textual analysis. They develop skills regarding summarizing, interpreting, critiquing, presenting and substantiating arguments and opinions, both orally and in writing. May be repeated with change in topic. Contributes to Feminist Studies and International Studies. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H)

- 12-514 STUDIES IN GERMAN LITERATURE. This course studies selected texts from a variety of periods as related to German social, intellectual, cultural and literary history. Text selections productively balance tradition and innovation. The course develops advanced proficiencies in critical and analytical work in the target language, including through intensive practice of academic writing for research purposes and oral expression. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from German 12-314, 12-334 or 12-354. (H) (WA)
- 12-614 TEXTS/CONTEXTS. This course provides practice in close readings of texts as they relate to multiple fields of study. Topics may include Climate Fiction Cli-Fi, Fairy Tales, Genius and Madness, the Figure of the Artist, Memory and Identity, Transnational Writing in German, or Texts of German Environmentalism. Students continue to enlarge their repertoire of strategies for processing meaning and practice increasingly sophisticated modes of expression. Intensive work develops advanced proficiency in academic writing for research purposes and oral expression. May be repeated with change in topic. Contributes to International Studies. Prerequisite: One course from German 12-314, 12-334, or 12-354. No prerequisite if taught in English. (H) (WA)
- 12-714 TRANSNATIONAL IDENTITY NARRATIVES: GENDER/NATURE/CULTURE. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. Develops literacy in interdisciplinary theoretical frameworks, with a focus on feminist and eco-critical theories. Students practice articulating sophisticated arguments, orally and in writing, when comparing literary and filmic representations of the experience of migration captured in the themes of loss, witness, translation, identity formations, exclusion, relationships to place and cultural memory, through texts from different cultures, media, and historical periods. Further develops intercultural knowledge and competence. Contributes to Environmental Studies, Feminist Studies, Health Studies, International Studies, and Race and Ethnicity Studies. (H) (SJ)
- 12-734 GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in English to serve students beyond the German Program, with a corresponding German Tutorial to maintain or develop proficiency in German. The course supports the development of intercultural knowledge and the skills and attitudes required for communicating across cultures. Focus on research and case studies, e.g. of Germany's *Mittelstand* (small and mid-size enterprises), documenting increasing importance of intercultural communication for global leadership. Contributes to Business and International Studies. (H)
- 12-912 TUTORIAL FOR TRANSNATIONAL IDENTITY NARRATIVES. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples and case studies, individual research projects and small group assignments. Contributes to Health Studies. Prerequisite: German 12-154, or equivalent. Concurrent registration in German 12-714 is required.
- 12-932 TUTORIAL FOR GLOBAL LEADERSHIP AND INTERCULTURAL COMMUNICATION. Taught in German. Students integrate course level learning outcomes with proficiency goals in the target language. Intensive practice and discussion, language and culture specific examples, case studies, individual research projects and small group assignments. Prerequisite: German 12-154, or equivalent. Concurrent registration in German 12-734 is required.
- 12-934 CAPSTONE SEMINAR. This course fulfills the capstone requirement in German. As an integrative experience, the capstone challenges students to demonstrate their ability to interrelate knowledge, insights and perspectives gained in their German program and their undergraduate experience. Students will work on individual projects while participating substantially in discussions and peer review. Students are expected to demonstrate advanced proficiency. With careful guidance, they will produce a substantial formal research paper and deliver a formal oral presentation introducing their projects to the German-speaking public. (Spring) (H) (WA)
- 12-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 12-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. Contributes to International Studies. Prerequisite: German 12-204 or equivalent placement.

12-901, 902, 903, 904	TUTORIAL.
12-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
12-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change of content.
12-984	HONORS. By invitation only.
Greek (GRK)	
13-144	GREEK I. Essentials of grammar, composition, and reading. Students will acquire basic translation skills and build a core vocabulary, and they will support their language learning with the study of Greek society and culture. (Fall)
13-154	GREEK II. Continued study of grammar, composition and reading. Students will learn more complex syntactical constructions and begin translating more sustained Greek passages. Prerequisite: Greek 14-144, or equivalent placement. (Spring)
13-164	GREEK III. Students will build on the fundamentals they acquired in introductory Greek and strengthen their skills in translation and interpretation through a variety of Greek prose and poetry texts. Readings and cultural studies of prose authors such as Herodotus, Xenophon (history), Plato, and Aristotle (philosophy) and poetry by Hesiod, the anonymous Homeric Hymns (epic), and a selection by Hellenistic poets, as well as New Testament Greek. Prerequisite: Greek 13-154, or equivalent placement. (Fall)
13-344	INTERMEDIATE READINGS IN GREEK LITERATURE. This course is specifically designed for intermediate students who have completed three semesters of Greek. In addition to strengthening skills in translation, interpretation, and textual analysis, students will encounter Greek texts in their cultural, historical, and political contexts and become familiar with scholarly commentaries. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics includes Homer's epic poems <i>Iliad</i> and <i>Odyssey</i> ; the ethnographic writings of Herodotus; oratory in Classical Athens; and Archaic Lyric poetry by such authors as Archilochus, Alcaeus, and Sappho. Prerequisite: Greek 13-164; or equivalent placement. (Fall, Spring) (H)
13-404	ADVANCED READINGS IN GREEK LITERATURE. This course is specifically designed for advanced students and includes rigorous study of Greek texts in focused thematic areas. Students will encounter the texts in their cultural, historical, and political contexts and gain greater familiarity with issues of composition and transmission, as well as current interpretive approaches and important secondary scholarship. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics include Thucydides and his historiographical methods; selections of Euripidean tragedy; Greek historians under the Roman Empire; and Presocratic philosophers. Prerequisite: Greek 13-164 course; or equivalent placement. (Fall, Spring) (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.
13-444	INTERMEDIATE TUTORIAL.
13-901, 902, 903, 904	TUTORIAL.
13-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
13-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change of content. 13-954 may serve as Capstone. (Fall, Spring)
13-984	HONORS. By invitation only.
Latin (LAT)	
14-144	LATIN I. Essentials of grammar, composition, and reading. Students will acquire basic translation skills and build a core vocabulary, and they will support their language learning with the study of Roman society and culture. (Fall)
14-154	LATIN II. Continued study of grammar, composition and reading. Students will learn more complex syntactical constructions and begin translating more sustained Latin passages. Prerequisite: Latin 14-144, or equivalent placement. (Spring)
14-164	LATIN III. Students will build on the fundamentals they acquired in introductory Latin and strengthen their skills in translation and interpretation through a variety of Latin prose and poetry

- texts. Readings and cultural studies of poets such as Catullus and Horace to prose writers of oratory (Cicero), natural history (the two Plinys), and society and politics (Tacitus) to later works such as those of Hildegard of Bingen (twelfth-century polymath and author of *causae et curae*) and Carolus Linnaeus (eighteenth-century botanist). Prerequisite: Latin 14-154, or equivalent placement. (Fall)
- 14-344 INTERMEDIATE READINGS IN LATIN LITERATURE. This course is specifically designed for intermediate students who have completed three semesters of Latin. In addition to strengthening skills in translation, interpretation, and textual analysis, students will encounter Latin texts in their cultural, historical, and political contexts and become familiar with scholarly commentaries. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics includes readings in the epic poetry of Vergil's *Aeneid*; Cicero's public speeches and letters in their socio-political context; the poetic corpus of Catullus; Ovid's *Metamorphoses*; and Livy's history of Rome. Prerequisite: Latin 14-164; or equivalent placement. (Fall, Spring) (H)
- 14-404 ADVANCED READINGS IN LATIN LITERATURE. This course is specifically designed for advanced students and includes rigorous study of Latin texts in focused thematic areas. Students will encounter the texts in their cultural, historical, and political contexts and gain greater familiarity with issues of composition and transmission, as well as current interpretive approaches and important secondary scholarship. May be repeated with change in topic. Topics offered on a rotating basis of prose and poetry. The range of topics includes readings in Latin elegiac poetry; political history of the early principate in Tacitus and Suetonius; the extensive epistolary corpus of Pliny the Younger; and the Roman epigraphic habit. Prerequisite: Latin 14-164, or equivalent placement. (Fall, Spring) (H)
- 14-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 14-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 14-444 INTERMEDIATE TUTORIAL.
- 14-901, 902, 903, 904 TUTORIAL.
- 14-941, 952, 953, 954 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 14-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with changed content. 14-954 may serve as Capstone. (Fall, Spring)
- 14-984 HONORS. By invitation only.

Other Languages (FLN)

- 21-144, 154, 164 LANGUAGE I, II, and III. Studies of languages other than those regularly offered by the Department of Languages, Literatures and Cultures.
- 21-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 21-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 21-901, 902, 903, 904 TUTORIAL.
- 21-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 21-951, 952, 953, 954 INDEPENDENT STUDY.

DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES

SPANISH PROGRAM

Humanities Area

William Christensen, PhD, Associate Professor and Director of Language Media Services
 Noelia Cigarroa-Cooke, MFA, Staff Instructor
 Carlos A. De Oro, PhD, Professor
 Meaghan Dinan, MA, Part-Time Instructor
 Abigail Dings, PhD, Associate Professor
 Theodore J. Jobe, PhD, Associate Professor and Assistant Director of Language Media Services
 María de los Ángeles Rodríguez Cadena, PhD, Associate Professor
 Catherine Ross, PhD, Professor

Randal Scamardo, PhD, Part-Time Assistant Professor
Laura Senio Blair, PhD, Professor

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

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

Department Goals:

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

The department offers majors and minors in Spanish. Courses taught in the program integrate reading, writing, speaking, and listening in Spanish as well as understanding the associated cultures. Students in Spanish undertake the shared tasks of oral work coupled with listening comprehension and reading in the context of culture. The shared pedagogy for language acquisition thus goes hand-in-hand with cultural immersion. This linguistic and cultural fluency in Spanish facilitates study abroad. Depending on their interests, students may choose from diverse programs in a number of Spanish-speaking countries.

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

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

A placement test taken before beginning coursework at Southwestern helps determine which level in the language sequence will provide the appropriate challenge when getting started. Placement into the appropriate level will be determined based on the placement exam results and high school seat time. The placement exam cannot be retaken without permission from the Spanish department chair. Students who take the placement exam and wish to study a different language or several languages are encouraged to do so and should consult with faculty. Ongoing faculty advising at intervals throughout the year then guides students toward opportunities for study, research or internships abroad, as well as for integrating the study of languages, literatures and cultures with their overall coursework.

Students who have not placed out of Southwestern's third semester language proficiency requirement must begin language study at the level of placement, and take the next courses from -144, -154 and -164 sequentially. Students must earn a grade of C- or better to continue within this sequence (minimum of D- in -164 if taken for General Education credit, or C- if continuing study of that language at Southwestern). For details about the Southwestern language placement exam, credit by exam, Advanced Placement, International Baccalaureate or CLEP, please consult the relevant sections in this catalog.

Note on course numbering: The courses numbered -144 and -154 develop novice and intermediate low proficiency levels. The course numbered -164 develops intermediate-mid proficiency levels. The 200 and 300 level courses develop intermediate high and advanced proficiency levels. The 400 level courses are advanced proficiency level courses on literature from Spain. The 500 level courses are advanced proficiency level Latin American literature courses. The 600 level courses are advanced proficiency level culture-based courses. The 700 level courses are intermediate and advanced proficiency linguistics courses. The 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Spanish: Eight courses

- SPA15-164 Spanish III: Language and Culture
- One course from:

SPA15-214 Written and Oral Expression
SPA15-334 Conversation through Hispanic Cinema
SPA15-344 Introduction to Literary Studies

- One course from:
SPA15-354 Cultures of Latin America
SPA15-364 Cultures of Spain
- One additional course from any of the following levels: 200, 300, 400, 500, 600, 700
- Three additional courses from any of the following levels: 400, 500, 600, 700
- SPA15-934 Research Seminar for Seniors (Capstone) (offered in spring only)

Majors must take a language assessment exam during the semester of their Spanish capstone experience.

Paired Major: Spanish and Latin American and Border Studies

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

Minor in Spanish: Five courses

- SPA15-164 Spanish III: Language and Culture
- One course from:
SPA15-214 Written and Oral Expression
SPA15-334 Conversation through Hispanic Cinema
SPA15-344 Introduction to Literary Studies
- One course from:
SPA15-354 Cultures of Latin America
SPA 15-364 Cultures of Spain
- One additional course from any of the following levels: 200, 300, 400, 500, 600, 700
- One additional course from any of the following levels: 400, 500, 600, 700

Note: Minors must take a language assessment exam once they have completed their minor coursework.

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

Spanish (SPA)

All courses are taught in Spanish.

15-144	SPANISH I: LANGUAGE AND CULTURE. Introduction to the language. Skills development in listening, speaking, writing, reading and cultural study. Contingent on placement exam results and language background. (Fall, Spring)
15-154	SPANISH II: LANGUAGE AND CULTURE. Skills development in listening, speaking, writing, reading and cultural study. Also offered as part of SU's summer study abroad program. Prerequisite: Spanish 15-144 or equivalent placement. (Fall, Spring, Summer)
15-164	SPANISH III: LANGUAGE AND CULTURE. Intermediate course on Spanish language and culture with emphasis on listening, speaking, reading and writing. Continued practice in the target language. Also offered as part of SU's summer study abroad program. Prerequisite: Spanish 15-154 or equivalent placement. An exit interview/examination is required to satisfy course requirements. (Fall, Spring, Summer)
15-214	WRITTEN AND ORAL EXPRESSION. An intermediate level course designed to prepare students for advancing their studies in Spanish by improving the students' skills in oral and written expression, while furthering their development in oral and written comprehension. The goal of this class is to increase students' self-confidence in using the language and in controlling complex grammatical

- aspects, with special emphasis placed on the use of already-learned grammatical structures. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: Spanish 15-164 or equivalent. (WA) (H)
- 15-314 CONVERSATION IN CONTEXT. An intermediate level course focused on conversational and grammatical skills as well as cultural aspects of the study abroad country. Offered during the summers in SU Summer Study Abroad programs. Prerequisite: Spanish 15-164 or equivalent. (H)
- 15-334 CONVERSATION THROUGH HISPANIC CINEMA. An intermediate level course designed to improve conversational, written, and presentational Spanish skills through the discussion of movies from around the Spanish-speaking world. This course is designed specifically for students who have not yet reached confident fluency in the Spanish language. Contributes to International Studies, and Latin American and Border Studies Prerequisite: Spanish 15-164 or equivalent placement. (WA) (H) (Fall, Spring)
- 15-344 INTRODUCTION TO LITERARY STUDIES. An intermediate level course designed to introduce students to the interpretation of literary texts and to promote the acquisition of the technical vocabulary needed to describe and debate literary issues. Contributes to Latin American and Border Studies. Prerequisite: Spanish 15-164, or equivalent placement, or permission of instructor. (WA) (H)
- 15-354 CULTURES OF LATIN AMERICA. Exploration of Latin American cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. Also offered as part of SU's advanced Spanish summer study abroad program to Latin America offered in even-numbered years. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: Spanish 15-164 or equivalent placement or permission of instructor. (H) (SJ) (Fall, Summer)
- 15-364 CULTURES OF SPAIN. Exploration of Peninsular Spanish cultures incorporating a variety of materials and approaches, such as geography, history, architecture, literature, music, art and religion. Also offered as part of SU's advanced Spanish summer study abroad program to Spain in odd-numbered years. Contributes to International Studies. Prerequisite: Spanish 15-164 or equivalent placement or permission of instructor. (H) (SJ) (Spring, Summer)
- 15-444 IBERIAN LITERATURE ABROAD. Contributes to International Studies. Prerequisite: One 200 or 300 level course. (H)
- 15-454 RACE AND IMMIGRATION IN SPANISH LITERATURE. Exploration of literature written by and about immigrants and people classified as "other" in Spain. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-464 SPANISH CIVIL WAR. Exploration and analysis of literature and film about the Spanish Civil War. Contributes to International Studies. Prerequisites: One 200 or 300 level course. (H) (WA)
- 15-504 SELECTED TOPICS IN HISPANO-AMERICAN LITERATURE. May be repeated for credit with change in topic. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H)
- 15-524 READINGS IN CONTEMPORARY HISPANO-AMERICAN LITERATURE. Interpretation and analysis of 20th- and/or 21st-century representative texts from Hispano-America. May be repeated for credit with change in topic. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-534 CULTURAL MEMORY IN LATIN AMERICA. This interdisciplinary course will explore the construction of cultural memory—collective meaningful understandings of the past and present in a given socio historical context—in contemporary Latin America through the examination of symbolic systems, practices, and cultural products: written and audiovisual narratives, music, memorials, and popular traditions. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (H) (WA) (SJ)
- 15-544 HISPANO-AMERICAN LITERATURE ABROAD. Contributes to International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H)
- 15-554 CONTEMPORARY HISPANO-AMERICAN THEATER. This course explores, analyzes and critiques the works of contemporary Hispano American and Chicano dramaturges, utilizing appropriate terminology, theory and trends to situate the works within a global context. Contributes to

- International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-614 TOPICS IN HISPANIC FILM. Interpretation and analysis of selected works by Spanish and/or Latin American directors. May be repeated for credit with change in topic. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-624 TOPICS IN HISPANIC LITERATURE. Interpretation and analysis of selected Iberian and/or Hispano-American works. May be repeated for credit with change in topic. Contributes to International Studies and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-634 TOPICS IN HISPANIC CULTURE. Interpretation and analysis of selected cultural events and festivities, works of art and/or literary works by Iberian and/or Hispano-American authors. May be repeated for credit with change in topic. Contributes to International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (H) (WA)
- 15-644 GENDER, RACE AND NATIONALISM IN SPANISH CINEMA. Discussion of topics such as body, performance, migration and cultural exchange through the viewing, discussing and analyzing of recent films from Spain and the Mediterranean world. Contributes to Feminist Studies, International Studies, and Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (WA) (H)
- 15-654 CITIZENSHIP AND CONFLICT IN COLOMBIAN CINEMA. Interpretation and analysis of contemporary Colombian films that expose the complex relation between citizenship, state practices and insurgent forces. Contributes to International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (SJ) (WA) (H)
- 15-664 NATURE AND CULTURE. This course explores how cultural texts and practices, such as literature, film, music, and ancestral-popular traditions in Latin America represent and reflect on nature as a fundamental force/protagonist, thus underlining our most primary connection to nature. We also learn how societies in Latin America conceive the relationship with the earth through readings on ecofeminism, eco psychology, indigenous ecofeminism, and sustainable development programs and initiatives. Contributes to Environmental Studies, International Studies, and Latin American and Border Studies. Prerequisite: One 200 or 300 level course. (WA) (H)
- 15-674 LEISURE AND PLAY IN LATIN AMERICA. This course explores the concept of leisure and play through an examination of theoretical texts, popular festivities and traditions, ceremonies, and games as practiced by both indigenous groups and urban populations in Latin America. Contributes to Latin American and Border Studies and International Studies. Prerequisite: Take one 200 or 300 level course. (WA) (H)
- 15-704 SELECTED TOPICS IN LINGUISTICS. May be repeated with change in topic. Prerequisite: One 200 or 300 level course. (H)
- 15-714 SPANISH SOCIOLINGUISTICS. Study of the use of the Spanish language in its social context with analysis of variations that occurs over geographic, class, gender, racial, and educational lines. Focus on current issues in sociolinguistics as well as the field's main findings, approaches, and research methodologies. Contributes to Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (H)
- 15-724 SPANISH PHONETICS AND PHONOLOGY. Study of the theoretical concepts and analytical tools used to describe and categorize sounds in natural languages, focusing specifically on the sound system of Spanish. Prerequisite: One 200 or 300 level course. (H)
- 15-734 SPANISH IN THE UNITED STATES. Study of the use of the Spanish language in the United States, focusing primarily on linguistic phenomena evidenced in the various speech communities, as well as the social, historical, political, and educational forces that influence Spanish language use, maintenance, and Spanish/English bilingualism. Contributes to Latin American and Border Studies and Race and Ethnicity Studies. Prerequisite: One 200 or 300 level course. (WA) (H)
- 15-744 LINGUISTICS ABROAD. Prerequisite: One 200 or 300 level course.
- 15-934 RESEARCH SEMINAR FOR SENIORS. Fulfills the requirements for a capstone experience in Spanish. Prerequisites: Spanish 15-214, 15-324, 15-334, or 15-344; Spanish 15-354 or 15-364; and four additional upper-level electives. Exit interview/examination is required to satisfy course requirements. (WA) (Spring)
- 15-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in content.

15-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in content. Prerequisite: Spanish 15-164 or equivalent placement.
15-901, 902, 903, 904	TUTORIAL.
15-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Prerequisite: any 300-level course and instructor/supervisor approval. May be repeated.
15-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Prerequisite: One 300 level course.
15-984	HONORS. By invitation only.

LATIN AMERICAN AND BORDER STUDIES

Interdisciplinary Program

Program Committee:

Carlos De Oro, PhD, Professor of Spanish
 Patrick Hajovsky, PhD, Associate Professor of Art History
 Jethro Hernández Berrones, PhD, Associate Professor of History
 María de los Ángeles Rodríguez Cadena, PhD, Associate Professor

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

Latin American and Border Studies at Southwestern University is an interdisciplinary program designed to increase understanding and analysis of Latin American and Latina/o and Chicana/o histories, identities, cultural expressions, languages, economies, and political forms. A central part of the program is the critical evaluation of the ideological borders that constitute nations, states, and peoples, as produced from within and outside of Latin America. Recognizing Southwestern University's location in Central Texas, the program emphasizes the collaboration of a diverse faculty and student body who seek both academic and activist responses to central questions while examining different disciplinary approaches to the study of Latin America and Latina/o identities.

Program Goals:

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

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

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

The LABS Program requires that students achieve a high degree of fluency in Spanish. Minors must show language proficiency up to Spanish III (SPA15-164), and majors must take two additional courses above Spanish III (SPA15-164) (see the Spanish Program for guidelines and requirements concerning advanced placement).

Paired Major: Latin American and Border Studies and Spanish

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

Paired Major: Latin American and Border Studies and Feminist Studies

Latin American and Border Studies majors may pursue a paired major with Feminist Studies in which any two courses may be counted toward both majors. Students who pair LABS and Feminist Studies must take two capstone courses, one in Feminist Studies and the other as outlined below for the LABS major.

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

Major in Latin American and Border Studies: Nine courses

- One introductory course from:
 - ARH71-034 Introduction to Art History: Latin America.
 - HIS16-404 Latin American History in Film & Literature
- Two advanced Spanish language, literature or culture courses chosen from:
 - SPA15-214 Written and Oral Expression
 - SPA15-334 Conversation Through Hispanic Cinema
 - SPA15-344 Introduction to Literary Studies
 - SPA15-354 Cultures of Latin America
 - SPA15-504 Selected Topics in Hispano-American Literature
 - SPA15-524 Readings in Contemporary Hispano-American Literature
 - SPA15-534 Cultural Memory in Latin America
 - SPA15-544 Hispano-American Literature Abroad
 - SPA15-554 Contemporary Hispano-American Theatre
 - SPA15-614 Topics in Hispanic Film
 - SPA15-624 Topics in Hispanic Literature
 - SPA15-634 Topics in Hispanic Culture
 - SPA15-654 Citizenship and Conflict in Colombian Cinema
 - SPA15-664 Nature and Culture
 - SPA15-674 Leisure and Play in Latin America
 - SPA15-734 Spanish in the United States
- Five additional courses contributing to LABS, at least one course from each of the three different divisions, chosen from:

Humanities:

- HIS16-234 History of Colonial Latin America
- HIS16-244 History of Modern Latin America
- HIS16-294 Texas History
- HIS16-414 The Mexican Revolution
- PHI18-124 Latino/a Identities
- PHI18-134 Philosophy, Race and Revolution
- PHI18-204 Philosophy and Literature (Note: only when taught by LABS faculty)
- PHI18-284 Philosophies of the Americas

Social Sciences:

- ANT35-244 Race, Class and Gender in the Caribbean

EDU40-264 Second Language Acquisition
EDU40-274 Multicultural Children's Literature
ENV49-214 Texas Our (?) Texas
FST04-254 Latinx Spiritualities
FST04-364 Chicana Feminisms
PSC32-184 Politics of Latin America and the Caribbean

Fine Arts:

ARH71-034 Introduction to Art History: Latin American
ARH71-314 Art of Mesoamerica
ARH71-324 Art of the Andes
ARH71-364 Native Books, Images and Objects

- **Capstone Experience:**

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

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

At least one LABS course must be writing attentive (WA).

LABS majors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

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

Minor in Latin American and Border Studies: Five courses

- One introductory course from:

ARH71-034 Introduction to Art History: Latin American
HIS16-404 Latin American History in Film & Literature

- Four additional courses contributing towards LABS, at least one course from two of the three different divisions, selected from those available for the major. Spanish counts as a Humanities division course.

LABS minors are required to take a Spanish language proficiency exit exam and/or an oral interview prior to graduation. Students can access the assessment exam through the Spanish Department website.

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

Latin American and Border Studies (LAS)

06-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
06-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
06-901, 902, 903, 904	TUTORIAL.
06-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
06-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
06-964	CAPSTONE.
06-984	HONORS. By invitation only.

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

Natural Sciences Area

Barbara Anthony, PhD, Professor of Computer Science
Fumiko Futamura, PhD, Professor of Mathematics
Alison Marr, PhD, Professor of Mathematics
Noelle Sawyer, PhD, Assistant Professor of Mathematics
Kendall C. Richards, PhD, Professor of Mathematics
John Ross, PhD, Assistant Professor of Mathematics
Jacob Schrum, PhD, Associate Professor of Computer Science
Therese N. Shelton, PhD, Associate Professor of Mathematics
Abu Thomas, MSc, Visiting Instructor of Mathematics
Brian Wu, PhD, Visiting Assistant Professor of Mathematics

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

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

Department Goals:

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

The department offers the following three majors leading to either the BA or BS degree: Mathematics, Computer Science and Computational Mathematics. Each student's major program must be determined in consultation with the student's academic advisor; the program should reflect the student's personal needs and goals. In particular, students intending to study mathematics or computer science at the graduate level are encouraged to take additional upper-level electives beyond those satisfying the minimum requirements for the major. The Computational Mathematics major is designed to provide students with a foundational mastery of the interdependent disciplines of Mathematics and Computer Science. The curriculum is a blend of core courses intended to provide a broad knowledge base while maintaining depth in both subject areas. The department also offers a minor in Mathematics and in Computer Science.

All majors in the department are required to successfully complete the designated senior seminar in their respective majors or to carry out a department-approved senior project to satisfy the capstone experience requirement. All majors must successfully pass the Major Field Test in Mathematics or Computer Science.

Notes: A minimum grade of C- must be earned in any course if it is to count as a prerequisite for a subsequent Mathematics or Computer Science course. Computer Science 54-184, 54-284, and 54-454 cannot be taken out of sequence without departmental approval. Any three-credit or four-credit course at the 300 level or above will serve as an approved course unless the department explicitly indicates otherwise. Credit for Honors (Mathematics 52-984 or Computer Science 54-984) will be counted, at most, once as an approved upper-level elective.

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

Major in Mathematics (BA): Ten courses:

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures

- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone, to be taken in the Fall of senior year)
- Three additional approved upper-level courses, in Mathematics or PHY53-454 Math Methods in Physical Science

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

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

Major in Mathematics (BS): Eleven courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-574 Probability and Mathematical Statistics
- MAT52-674 Linear Algebra
- MAT52-684 Algebraic Structures
- MAT52-754 Differential Equations
- MAT52-854 Real Analysis
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone, to be taken in the Fall of senior year)
- Two additional approved upper-level courses, in Mathematics or PHY53-454 Math Methods in Physical Science

Required supporting courses in the Mathematics major (BS): Five courses

- CSC54-184 Computer Science I, normally to be completed no later than the sophomore year
- BIO50-123/121 Living Systems **or** BIO50-133/131 Molecular and Population Genetics/Lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- PHY53-154 Fundamentals of Physics I
- One course from:
 - BIO50-133/131 **and** BIO50-123/121 (counts as one course here since one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - CSC54-284 Computer Science II
 - PHY53-164 Fundamentals of Physics II
 - PHY53-404 Electronics

Minor in Mathematics: Six courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-674 Linear Algebra
- Three additional approved upper-level courses, in Mathematics or PHY53-454 Math Methods in Physical Science

Major in Computer Science (BA): Ten courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization

- CSC54-454 Algorithms
- CSC54-474 Programming Languages
- CSC54-644 Computer Systems
- CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the Spring of senior year)
- Two additional approved upper-level courses in Computer Science

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

- MAT52-164 Modern Calculus I, normally to be completed no later than the sophomore year
- MAT52-674 Linear Algebra

Major in Computer Science (BS): Ten courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- CSC54-474 Programming Languages
- CSC54-644 Computer Systems
- CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the Spring of senior year)
- Two additional approved upper-level courses in Computer Science

Required supporting courses in the Computer Science major (BS): Seven courses

- BIO50-123/121 Living Systems/Lab **or** BIO50-133/131 Molecular and Population Genetics/Lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- PHY53-154 Fundamentals of Physics I
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-674 Linear Algebra
- One course from:
 - MAT52-114 Introduction to Statistics
 - PHY53-164 Fundamentals of Physics II
 - PHY53-404 Electronics
 - BIO50-133/131 **and** BIO50-123/121 (one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
 - Additional approved upper-level elective, in Computer Science or Mathematics or PHY53-454 Math Methods in Physical Science

Minor in Computer Science: Five courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II

- One course from:
 - CSC54-394 Computer Organization
 - CSC54-454 Algorithms
- Two additional approved upper-level courses in Computer Science

Major in Computational Mathematics (BA): 14 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations
- Two courses from:
 - CSC54-414 Operations Research
 - CSC54-514 Database Management
 - MAT52-524 Introduction to Numerical Analysis
 - MAT52-574 Probability and Mathematical Statistics
- One additional approved upper-level course, in Mathematics or Computer Science or PHY53-454 Math Methods in Physical Science
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone, to be taken in the Fall of senior year) or CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the Spring of senior year)

Major in Computational Mathematics (BS): 15 courses

- CSC54-184 Computer Science I
- CSC54-284 Computer Science II
- CSC54-384 Discrete Mathematics
- CSC54-394 Computer Organization
- CSC54-454 Algorithms
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-674 Linear Algebra
- MAT52-754 Differential Equations
- Two courses from:
 - CSC54-414 Operations Research
 - CSC54-514 Database Management

MAT52-524 Introduction to Numerical Analysis

MAT52-574 Probability and Mathematical Statistics

- Two additional approved upper-level courses, in Mathematics or Computer Science or PHY53-454 Math Methods in Physical Science
- MAT52-894 Senior Seminar in Mathematical Modeling (Capstone, to be taken in the Fall of senior year) or CSC54-894 Senior Seminar in Software Engineering (Capstone, to be taken in the Spring of senior year)

Required supporting courses in the Computational Mathematics major (BS): Four courses:

- BIO50-123/121 Living Systems/Lab **or** BIO50-133/1 Molecular and Population Genetics/Lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- PHY53-154 Fundamentals of Physics I
- One course from:
 - PHY53-164 Fundamentals of Physics II
 - PHY53-404 Electronics
 - BIO50-133/131 **and** BIO50-123/121 (one is required above)
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II

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

Mathematics (MAT)

52-104	EXPLORATIONS IN MATHEMATICS. This course presents the spirit and beauty of mathematics through topics chosen by the instructor, emphasizing the role that mathematics plays in society. Topics may include mathematics in art and literature, Euclid's Elements, game theory and voting theory. The mathematical content may include geometry, algebra, and number systems. The course is suitable for a general audience with a broad spectrum of backgrounds and abilities and also satisfies requirements for EC-6 or 4-8 teacher certification. This course may not be used for the Mathematics major or minor. (NS)
52-114	INTRODUCTION TO STATISTICS. This course provides students in the social and biological sciences with the skills necessary to perform elementary statistical analysis. Topics include descriptive measures, probability, sampling theory, random variables, binomial and normal distributions, estimation and hypothesis testing, analysis of variance, regression and correlation. This course may not be used for the Mathematics major or minor. Contributes to Data Science and Health Studies. (Fall, Spring) (NS)
52-124	ELEMENTARY FUNCTION THEORY. This course investigates relations, functions and general properties of functions. Some of the elementary functions considered are polynomials, rational functions, exponentials, logarithms and trigonometric functions. An objective of this course is to prepare students for Modern Calculus I. This course may not be used for the Mathematics major or minor. (Fall) (NS)
52-164	MODERN CALCULUS I. This course focuses on introducing calculus with a modeling first approach. The topics include functions as models of data, dimensional analysis, estimation techniques, differential calculus of functions of one and several variables, optimization, integration, and Taylor polynomials. Applications are drawn from varied areas, including biology, chemistry, economics, and physics. There is a strong emphasis on developing scientific computing. (Fall, Spring) (NS)
52-204	TOPICS IN MATHEMATICS. This course investigates a topic in Mathematics that varies according to the interests of professor. This course may be repeated with a change in the topic. (NS)
52-264	MODERN CALCULUS II. This course focuses on calculus useful for both theoretical and applied work in the mathematical, natural, and social sciences. Topics include: differential equations, integration techniques, partial derivatives, gradients, contour plots, constrained and unconstrained optimization, optimization of multivariable functions, multiple integration, polar coordinates, and limits. Attention is given to both symbolic and numerical computing. Prerequisite: Mathematics 52-164. (Fall, Spring) (NS)

- 52-291 PUTNAM POWER HOUR. This course is designed to sharpen problem solving abilities. Students will tackle challenging problems from the William Lowell Putnam Competitions of previous years and study some of the published solutions. Students enrolled in this course will be encouraged to compete in the Putnam Competition in early December. This course may be repeated for credit, but may not be counted toward the major or minor, and must be taken P/D/F. Prerequisite: Consent of instructor. (Fall)
- 52-364 MODERN CALCULUS III. This course focuses on calculus useful for the mathematical and physical sciences. Topics include: scalar and vector-valued functions and derivatives; parameterization and integration over regions, curves, and surfaces; the divergence theorem; infinite series; power series; Taylor series; and mathematical definitions of the integral, derivative, and limit. Attention is given to both symbolic and numerical computing. Applications drawn from the natural sciences, probability, and other areas of mathematics. Prerequisite: Mathematics 52-264. (Fall, Spring) (NS)
- 52-384 DISCRETE MATHEMATICS. See Computer Science 54-384. (Fall) (NS)
- 52-404 GEOMETRY. This course investigates various approaches to geometry. Topics may include synthetic geometry, analytic geometry, projective geometry, differential geometry, Euclidean geometry and non-Euclidean geometry. Prerequisite: Permission of instructor. (Fall, odd years) (NS)
- 52-414 OPERATIONS RESEARCH. See Computer Science 54-414 and Business 30-414. Contributes to Data Science.
- 52-524 INTRODUCTION TO NUMERICAL ANALYSIS. This course investigates the derivations and applications of numerical techniques most frequently used by scientists: interpolation, approximation, numerical differentiation and integration, zeroes of functions and solution of linear systems. Also Computer Science 54-524. Prerequisites: Mathematics 52-264, 52-674, and Computer Science 54-184, or permission of instructor. (NS)
- 52-574 PROBABILITY AND MATHEMATICAL STATISTICS. This course is a calculus-based, mathematical introduction to the fundamental principles of probability theory and applications. Topics include combinatorial analysis used in computing probabilities, the axioms and properties of probability, conditional probability, independence of events, discrete and continuous random variables, the standard distributions, expected value and variance, joint distributions, distributions of a function of a random variable, and sampling distributions. Also included are theoretical results such as Bayes' Theorem, Central Limit Theorem, Law of Large Numbers, the Empirical Rule, Hypothesis Testing and Confidence intervals at least for a single mean and a single proportion. Prerequisite: Mathematics 52-264. Contributes to Data Science. (Spring) (NS)
- 52-674 LINEAR ALGEBRA. This course is an introduction to the basic structure of proofs, linear equations and matrices, vector spaces, linear mappings, determinants, quadratic forms, vector products and groups of symmetries. Prerequisite: Mathematics 52-164, and one approved Mathematics or Computer Science course at the 200-level or above, or permission of instructor. (Fall, Spring) (NS)
- 52-684 ALGEBRAIC STRUCTURES. This course investigates the theory of sets, relations, functions, groups and rings. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674 or permission of instructor. (Fall) (NS)
- 52-754 DIFFERENTIAL EQUATIONS. This course investigates the theory and application of differential equations. Topics include both linear and nonlinear first order ordinary differential equations, numerical solutions, and higher order linear ordinary differential equations. Solution techniques may include undetermined coefficients, variation of parameters, power series solutions, and Laplace transforms. Additional topics may be chosen from linear systems, nonlinear systems and Fourier series analysis of partial differential equations with boundary conditions. Prerequisite: Mathematics 52-364, or permission of instructor. (Spring) (NS)
- 52-834 COMPLEX ANALYSIS. This course investigates the algebra and geometry of complex numbers. Topics include analytic and harmonic functions, series, contour integration, conformal maps and transformations. Prerequisite: Mathematics 52-364, or permission of instructor. (Fall, even years) (NS)
- 52-844 SEMINAR IN SPECIAL TOPICS. This course is a limited enrollment seminar in a major area of mathematics not generally covered in other courses. Topics may include but are not limited to combinatorics, logic, topology, and history of mathematics. The course may be repeated for credit as topics vary. (NS)

- 52-854 REAL ANALYSIS. This course investigates the algebra and topology of the real numbers. Topics include completeness, sequences, limits and continuity, differentiation, the Mean-Value Theorem, the Riemann/Darboux integral, and infinite series. May also include sequences and series of functions. A rigorous approach to learning and writing proofs is emphasized. Prerequisite: Mathematics 52-674, or permission of instructor. (Spring) (NS)
- 52-874 SEMINAR IN ADVANCED TOPICS. This course is intended to provide additional depth in one of the core subject areas offered in the department. It primarily serves as a second-semester course in algebraic structures, differential equations, or real analysis. The course may be repeated for credit as topics vary. Prerequisite: Permission of instructor. (NS)
- 52-894 SENIOR SEMINAR IN MATHEMATICAL MODELING. This course will fulfill the capstone requirement in Mathematics. Since it serves as a culmination of the student's undergraduate mathematical experience, a balance is sought between application and theory. Topics may include optimization methods with sensitivity analysis, numerical and analytic methods, linear and non-linear differential and difference equations, curve and surface fitting, statistics, and stochastic methods. Topics may vary with the instructor. Applications will be taken from the social and natural sciences. Collaboration and significant class participation are expected. Each student will take the Major Field Test. A major semester project resulting in a written paper and an oral presentation is required from each student; an external presentation may also be required. Prerequisites: Six courses in the major at the 300 level or above, Computer Science 54-184, and permission of instructor. Must have completed one of Mathematics 52-574, 52-674, or 52-754. (Fall) (NS) (WA)
- 52-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 52-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. Prerequisite: Permission of instructor.
- 52-901, 902, 903, 904 TUTORIAL.
- 52-951, 952, 953, 954 INDEPENDENT STUDY.
- 52-984 HONORS. By invitation only.

Computer Science (CSC)

- 54-144 EXPLORATIONS IN COMPUTING. This course is an introduction to the discipline of computer science with an emphasis on applications in the liberal arts. Topics include basic programming constructs, basic data structures, algorithmic computation, selection, iteration, interactive user interfaces, abstraction and reasoning about computer programs. This is an introductory course intended for humanities, social science and fine arts majors. May not be used for the Computer Science major or minor. Cannot be taken after successful completion of Computer Science 54-184, 54-284, or 54-454 without departmental approval. Contributes to Data Science. (Spring) (NS)
- 54-184 COMPUTER SCIENCE I. This is the standard first course in computer programming in an object-oriented style. It is primarily intended for students pursuing a major or minor in computer science, mathematics or other disciplines in the natural sciences. Topics include primitive types and operations, assignment, conditional execution, iteration, arrays, classes, methods, recursion, encapsulation, type extension, inheritance and reasoning about programs in Java. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Contributes to Data Science. (Fall, Spring) (NS)
- 54-281 COLLOQUIUM IN COMPUTER SCIENCE. In this seminar-style course, each student will give a lecture on a topic in computer science not normally covered in depth in the regular curriculum. Presentation of one lecture and participation in discussions is required. This course may be repeated for credit, but may not be counted toward the major or minor. Must be taken Pass/D/F. Prerequisite: Prior or concurrent enrollment in Computer Science 54-284, and permission of the instructor.
- 54-284 COMPUTER SCIENCE II. This course is a continuation of 54-184 Computer Science I, with an emphasis on abstract data objects such as lists, stacks, queues, trees and graphs, and test-first programming using the automated testing paradigm JUnit. Topics include algorithms for searching, sorting, traversing, inserting and deleting, and reasoning about these algorithms. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Computer Science 54-184 or permission of instructor. Contributes to Design Thinking. (Spring) (NS)
- 54-291 PUZZLING PROGRAMS. Given a precise program specification and a few input/output examples, students will gain experience quickly devising a solution that passes a suite of unseen (and generally more complicated) input/output examples. Teamwork, troubleshooting code based on very limited

feedback from automated systems, effectively reading problem descriptions, and discerning relevant details will be practiced. This course (or prior enrollment in this course) is required for students wishing to compete in the South Central USA Regional ACM Programming Contest. This course may be repeated for credit, but may not be counted towards the major or minor. Must be taken P/D/F. Prerequisite: Computer Science 54-184. (Fall)

- 54-384 DISCRETE MATHEMATICS. This course investigates concepts in the modeling of discrete phenomena. Topics include logic, structure of proof, set theory, combinatorics, graphs, induction and recurrence relations. Also Mathematics 52-384. Prerequisites: Mathematics 52-164, Computer Science 54-184, and either Mathematics 52-264 or Computer Science 54-284, or permission of instructor. (Fall) (NS)
- 54-394 COMPUTER ORGANIZATION. This course studies computer architecture, internal representation of data, assembly language programming, subroutines and parameter passing, design of machine language instruction sets, bus structure, digital logic, and support for parallelism. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Computer Science 54-284 or permission of instructor. (Fall) (NS)
- 54-414 OPERATIONS RESEARCH. Formulation and solution of problems with management, economics, engineering and science applications using modeling, optimization techniques, and simulation. Topics include linear and integer programming, simplex method, duality, sensitivity analysis, branch and bound algorithm, transportation and assignment problems, network optimization, and problem solving using optimization software. Also Mathematics 52-414 and Business 30-414. Prerequisites: Mathematics 52-164 (Modern Calculus I), and either Business 30-474 (Finance) or Mathematics 52-674 (Linear Algebra), or permission of the instructor. Contributes to Data Science.
- 54-424 ARTIFICIAL INTELLIGENCE. This course studies the use of computer algorithms to emulate the cognitive and problem solving capabilities of humans. Topics include: search, optimization, reinforcement learning, evolutionary computation, statistical methods and (deep) neural networks. Prerequisite: Computer Science 54-284 or permission of instructor. (NS)
- 54-454 ALGORITHMS. An introduction to the design and analysis of algorithms and their implementation in C++. Topics include: greedy, divide-and-conquer, dynamic programming, graph, and randomized algorithms; asymptotic analysis and computational tractability (e.g. NP-completeness); practical data structures (stacks, trees, queues, graphs, hash tables, heaps). Prerequisite: Computer Science 54-284, or permission of instructor. Contributes to Design Thinking. (Spring) (NS)
- 54-474 PROGRAMMING LANGUAGES. A study of the principles and practice in the design and implementation of imperative, functional, logic and object-oriented programming languages. Prerequisite: Computer Science 54-394 or permission of instructor. (Fall) (NS)
- 54-514 DATABASE MANAGEMENT. An introduction to the theory and practice of database management systems. Topics include database terminology, the entity-relationship model, the relational model, normalization, querying databases using SQL, and exploration of other database technologies. The course includes a laboratory component designed to explore applications and to enhance conceptualization. Prerequisite: Computer Science 54-284 or permission of instructor. (NS)
- 54-524 INTRODUCTION TO NUMERICAL ANALYSIS. See Mathematics 52-524. (NS)
- 54-534 FUNCTIONAL PROGRAMMING. An introduction to functional programming. Topics include functions, lists, types, induction and recursion, pattern matching, infinite lists and trees. A functional programming language such as Haskell, Lisp or ML will be used in the course. There will be a large number of programming projects. Prerequisite: Computer Science 54-284 or permission of instructor. (NS)
- 54-644 COMPUTER SYSTEMS. An introduction to operating systems and computer networks. Topics include process control, scheduling, threads, concurrency, memory management, virtual memory, network protocol layers, packets, routing and network security. Prerequisite: Computer Science 54-394. (Spring) (NS)
- 54-844 SEMINAR IN SPECIAL TOPICS. A limited enrollment seminar not generally covered in other courses. This course may be repeated for credit as topics vary. (NS)
- 54-894 SENIOR SEMINAR IN SOFTWARE ENGINEERING. Introduction to techniques and theories for the development of large software systems. This course will fulfill the capstone requirement in Computer Science. Topics include: software design and quality, ethics, professional issues, the study of current software engineering trends, theory and practice. Each student will contribute substantially

to a major semester project, do at least one major individual presentation, and have significant class participation. Each student will take the Major Field Test. Prerequisite: Six courses in the major at the 300 level or above, and permission of instructor. Must have completed one of Computer Science 54-454, 54-514, or 54-474. (Spring) (NS) (WA)

54-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
54-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. Prerequisite: Permission of instructor.
54-901, 902, 903, 904	TUTORIAL.
54-941, 942, 943, 944	ACADEMIC INTERNSHIP. Internships related to specific fields of study. Must be taken Pass/D/F. May not be used for the Computer Science major or minor.
54-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
54-984	HONORS. By invitation only.

MUSIC DEPARTMENT

The Sarofim School of Fine Arts

Katherine Altobello, MM, Part-Time Instructor
David Asbury, DMA, Associate Professor
Patricia Burnham, DMA, Part-Time Assistant Professor
Bruce A. Cain, DM, Associate Professor
Patrice Calixte, MM, Part-Time Instructor
Martha Carapetyan, MM, Part-Time Instructor
Anna Carney, MM, Part-Time Instructor
Daniel Chrisman, MM, Part-Time Instructor
John Michael Cooper, PhD, Professor
Patrick Creel, DMA, Part-Time Assistant Professor
Susan Douglas, MM, Part-Time Instructor
Beth Everett, DMA, Visiting Assistant Professor
Lois Ferrari, DMA, Professor
Alisha Gabriel, MM, Part-Time Instructor
Jessica Gilliam-Valls, DMA, Part-Time Assistant Professor
Jason Hoogerhyde, DMA, Associate Professor
Adrienne Inglis, MM, Part-Time Instructor
Jameson James, MM, Part-Time Instructor
Kyle Koronka, DMA, Part-Time Assistant Professor
Steven Kostelnik, DMA, Part-Time Assistant Professor
Eri Lee Lam, DMA, Part-Time Assistant Professor
David Polley, DMA, Part-Time Assistant Professor
David Sayers, DMA, Part-Time Instructor
Kiyoshi Tamagawa, DMA, Professor
Julia Taylor, DMA, Part-Time Assistant Professor
Matthew Teodori, DMA, Part-Time Assistant Professor
Natalie Teodori, MM, Part-Time Instructor
Brian Trittin, DMA, Part-Time Assistant Professor
David Patrick Utterback, MM, Part-Time Instructor
Jamey Van Zandt, DMA, Part-Time Assistant Professor
Robert Gregg Warren, DMA, Part-Time Assistant Professor
Hai Zheng, MM, Part-Time Assistant Professor

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

The Music Department in The Sarofim School of Fine Arts at Southwestern University is an accredited member of the National Association of Schools of Music (NASM). The Department strives to serve the global community and the world of music by offering a rigorous music program of the highest quality within the context of a liberal arts education.

Department Goals:

1. Provide a BA in Music program with a balanced music curriculum for students with strong interests in music, who also wish to pursue a broad liberal arts education.
2. Provide a BMus program that develops performance skills through rigorous preparation of high-quality solo, chamber and large ensemble literature.
3. Provide a BMus program that prepares music education students to teach in elementary and secondary schools.
4. Provide a Bachelor of Music degree program that prepares music literature students to think critically about historical and stylistic development in music both concert and vernacular, and to make connection between these developments and other disciplines.
5. Provide a Bachelor of Music degree program that develops the creative ability of student composers and gives them the knowledge and skill to confidently craft original musical works.
6. Develop strong, discipline-centric writing skills in all Music majors.
7. Provide opportunities for non-Music majors to gain experience in musical study and practice.

Scholarships

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

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

Performing Groups

Performing groups are open to all students. These include: the University Chorale, the S.U Singers, the Opera Theatre, the Jazz Band, the University Orchestra, and the Wind Ensemble. With the exception of the University Chorale, auditions are not required to participate in these performing groups. Students should contact ensemble directors at the time of initial enrollment to ensure appropriate placement within them.

Degrees

The Music Department offers two degrees, the BA with a major in Music, and the BM with four possible majors: Education, Literature, Performance, and Composition. A minor in music may also be obtained. With fewer specialized course requirements, the BA with a major in Music offers greater flexibility for students who wish to pursue a major or minor in another area. Students who complete the requirements for the BM with a major in Music Education and the additional certification requirements will be certified to teach music in public schools. Music Education majors who do not complete certification requirements will not be certified to teach music, but they may be certified after graduation by enrolling in an Alternative Teacher Certification Program. The BM with a Performance major is designed for those students who wish to become highly proficient on an instrument or in voice, for the purpose of becoming private teachers and/or professional performers. For those students who wish to pursue a degree in musicology at the graduate level, or for those who wish to gain a greater knowledge and appreciation of significant works of music in Western civilization, the BM in Music Literature is appropriate. The BM with a major in Composition is designed for those students who plan to become professional composers or pursue graduate work in composition.

An audition/interview is required for all students desiring admission to a Music degree program. Students most often do this prior to enrollment at Southwestern. Those who decide to pursue a music major after enrolling at Southwestern must still audition for the Music Department. An end-of-semester jury usually serves as a Music Department audition for such students. Because of the minimum amount of time necessary to complete a music major, auditions later than at the end of a student's third semester will be heard only under exceptional circumstances. Growth as a performer, ability to pass the Sophomore Barrier Exam, and ability to complete the capstone will be considered especially carefully for students who audition later than their first year at Southwestern. Specific repertoire requirements for auditions may be obtained from the administrative office of the School of Fine Arts or from the appropriate page on the School of Fine Arts website.

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

Sophomore Barrier Examination: All students pursuing a Music major degree program will perform before the Music faculty no later than at the conclusion of their second full year of study, or after a maximum of two semesters in residence for transfer students, after being admitted by audition to the Music Department. Exceptions to this rule must be approved by the Department Chair. Students who audition for and are admitted to the Music major after their first year at Southwestern must perform the Sophomore Barrier Examination at the end of two full semesters after the semester of their audition. Therefore, such

examinations will be heard later than the end of the student's fifth semester at Southwestern only under exceptional circumstances.

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

The content of the Sophomore Barrier Exam performance varies by specialization; requirements are available from the Music Department. The quality of the student's performance at this time, as well as his or her general level of achievement in the Music curriculum, will be considered by the faculty in advising the student whether he or she may continue in his or her intended music degree program. In determining whether or not a student passes the Sophomore Barrier Examination, performance ability will be the primary consideration; satisfactory achievement in academic requirements will not override a substandard musical performance. However, unsatisfactory achievement in academic requirements can also be grounds for the recommended discontinuation of a student's music degree program.

Keyboard Proficiency Examination: Requirements for passage vary according to the principal area of study and the chosen degree plan and concentration and may be obtained from the Department chair or head of the keyboard area. All levels of the examination include performance of repertoire and basic technical elements, plus demonstration of sight reading and improvisation skills. Keyboard Proficiency Examinations are usually administered as part of a music performance jury. Successful completion of the exam is recorded on a student's transcript by the Office of the Registrar when notified by the head of the keyboard area.

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

Capstone requirement: Activities or experiences that may fulfill this requirement vary with each music degree plan, and are noted at the end of each description. Successful completion of the capstone requirement is recorded on a student's transcript by the Office of the Registrar when notified by the Department Chair or appropriate faculty member. The Music Department capstone is not a specific course; however, students must be enrolled in a course for credit in the semester they present their capstone whose focus is the preparation of the capstone. Possibilities include, but are not limited to: applied lessons in an appropriate performing medium for a minimum of two credits, composition instruction, or independent study. Any proposed capstone that is not a standard recital in the student's principal performance medium, a composition recital, a lecture or a lecture/recital must be approved in advance by the Music faculty no later than the conclusion of the semester before the capstone is to take place.

NOTE: All courses in the core requirements must be completed with a grade of C- or better in order to count toward the major and serve as prerequisites for subsequent courses in a sequence.

NOTE: All students must pass a music theory placement examination to qualify for MUT76-111 and MUT76-113. Students failing to pass this examination will be required to pass MUT76-101 and MUT76-103 before enrolling in 76-111 and 76-113. MUT76-101 and 76-103 do not fulfill Music degree requirements.

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

Bachelor of Arts

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

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III

- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- Six credits from:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-171/271 Southwestern University Orchestra
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-141/241 Opera Theatre
- Eight credits of APM8x-00x/8x-20x (principal instrument)
- Six credits of Music electives
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

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

NOTE: Students whose principal instrument is not piano must enroll in applied piano lessons every semester until the Keyboard Proficiency Exam is passed.

NOTE: Music majors with harp as their principal instrument should take two semesters of the approved ensembles listed above. In addition, they should take two semesters of Chamber Music (Instrumental) ENS78-151/251, and two semesters of Harp Ensemble, which will be listed as a separate section of ENS78-151/251 in the semesters in which it is offered.

Additional Requirements for the Major in Music: Successful completion of the Keyboard Proficiency Examination; successful completion of the Sophomore Barrier Examination; successful completion of a jury or equivalent performance at the end of each semester of enrollment in a principal applied study area at Southwestern; and successful completion of a capstone experience. See above for specific information. The capstone experience may be fulfilled in one of the following ways: a junior or senior recital, a lecture-recital, an oral presentation or another project approved in advance by the Music Department.

Bachelor of Music – Major in Music Education

The BM degree with a major in Music Education is designed for students with a strong interest in teaching music. This degree plan provides musical skills and competencies necessary to teach music. However, in order to acquire certification to teach in Texas public schools, music education students must apply for admission to the Teacher Education Program through the Education Department and complete the required professional education courses in the Education Department.

Degrees are awarded by Southwestern University, while certification is awarded by the state of Texas. Therefore, a student may seek certification in one of two ways: 1) fulfill the Music Education degree with Certification, or 2) fulfill the Music Education degree without Certification, then enroll in a state-approved alternative teacher certification program. In any case, those seeking certification by the State of Texas in music must receive a satisfactory score on the TExES examination.

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

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

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

Major in Music Education – With Certification (choral/vocal emphasis): 75 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-701 Diction in Vocal Music I
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education
- MUE77-603 Choral Conducting
- MUE77-633 Advanced Choral Conducting
- Seven semesters of:
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principal instrument)
- Four credits of Applied Music 8A-00x/8A-20x Piano

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

Additional Course Requirements for All-Level Certification - 28 credits from the following:

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management

- EDU40-824 Student Teaching in the Secondary School

Required Supporting Courses: 6-8 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Psychology

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

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

Major in Music Education – Without Certification (choral/vocal emphasis): 78 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-701 Diction in Vocal Music I
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-423 Methods of Music in the Elementary School
- MUE77-443 Choral Music Education
- MUE77-603 Choral Conducting
- MUE77-633 Advanced Choral Conducting
- MUE77-943 Academic Internship
- Seven semesters of:
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principal instrument)
- Four credits of Applied Music 8A-00x/8A-20x Piano

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

Additional Supporting Course Requirements: 14-16 credits

- Four courses from:
 - EDU40-124 Foundations and Curriculum of American Schools

EDU40-144 Survey of Exceptionalities
EDU40-234 Schools, Society and Diversity
EDU40-664 Literacy in the Content Area
PSY33-104 Principles of Psychology
PSY33-344 Lifespan Psychology

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

NOTE: This degree is NOT exempt from the foreign language requirement. The language requirement may be fulfilled by two semesters of German and one semester of Latin, or by one semester of German and two semesters of Latin.

Major in Music Education- With Certification (instrumental emphasis): 79 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-311 String Methods
- MUE77-321 Woodwind Methods
- MUE77-331 Brass Methods
- MUE77-341 Percussion Methods
- MUE77-351 Vocal Methods
- MUE77-423 Methods of Music in the Elementary School
- MUE77-473 Methods of Marching Band Performance
- MUE77-613 Instrumental Conducting
- MUE77-623 Advanced Instrumental Conducting
- Seven semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-171/271 Southwestern University Orchestra
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principal instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

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

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

Additional Course Requirements for All-Level Certification - 28 credits from the following:

- EDU40-124 Foundations and Curriculum of American Schools
- EDU40-144 Survey of Exceptionalities
- EDU40-234 Schools, Society and Diversity
- EDU40-664 Literacy in the Content Area
- EDU40-804 Student Teaching in the Elementary and Middle School
- EDU40-814 Classroom Organization and Management
- EDU40-824 Student Teaching in the Secondary School

Required Supporting Courses: 6-8 credits

- PSY33-104 Principles of Psychology
- PSY33-344 Lifespan Development

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include small ensemble performance. Music Education students (Instrumental Emphasis) are required to perform as a member of a chamber ensemble at least once each year, either as part of a regular Wind Ensemble (or Orchestra) performance, or as part of a Musicale.

NOTE: This degree is exempt from the language requirement.

Major in Music Education – Without Certification (instrumental emphasis): 82 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-311 String Methods
- MUE77-321 Woodwind Methods
- MUE77-331 Brass Methods
- MUE77-341 Percussion Methods
- MUE77-351 Vocal Methods
- MUE77-423 Methods of Music in the Elementary School
- MUE77-473 Methods of Marching Band Performance

- MUE77-613 Instrumental Conducting
- MUE77-623 Advanced Instrumental Conducting
- MUE77-943 Academic Internship
- Seven semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-171/271 Southwestern University Orchestra
- Seven semesters (14 credits) of Applied Music 8x-00x/8x-20x (principal instrument)
- Four credits of Applied Music 8x-00x/8x-20x (secondary instrument*)

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

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

Additional Supporting Course Requirements: 14-16 credits

- Four courses from:
 - EDU40-124 Foundations and Curriculum of American Schools
 - EDU40-144 Survey of Exceptionalities
 - EDU40-234 Schools, Society and Diversity
 - EDU40-664 Literacy in the Content Area
 - PSY33-104 Principles of Psychology
 - PSY33-344 Lifespan Development

The capstone experience is fulfilled by a junior or senior recital. A portion of the recital must include small ensemble performance. Music Education students (Instrumental Emphasis) are required to perform as a member of a chamber ensemble at least once each year, either as part of a regular Wind Ensemble (or Orchestra) performance, or on a Friday afternoon Musicale at Southwestern University.

NOTE: This degree is NOT exempt from the foreign language requirement.

Bachelor of Music

Major in Vocal Performance: 80 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-701 Diction in Vocal Music I
- MUL80-711 Diction in Vocal Music II
- MUL80-712 Song Literature and Performance
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III

- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-522 Vocal Pedagogy
- MUE77-603 Choral Conducting
- Eight semesters of:
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
- Two semesters of ENS 78-141/241 Opera Theatre
- 24 credits of APM8x-00x/8x-20x (Vocal performance majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- Six credits of APM8A-00x/8A-20x Piano

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

NOTE: Students completing the Vocal Performance emphasis must take two semesters of French and one semester of German, or one semester of French and two semesters of German to meet the foreign language requirement.

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

Major in Keyboard Performance: 88 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-602 Piano Solo Repertoire A
- MUL80-612 Piano Solo Repertoire B
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-532 Piano Pedagogy
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band

ENS78-121/221 Southwestern University Singers

ENS78-131/231 Southwestern University Chorale

ENS78-141/241 Opera Theatre

ENS78-171/271 Southwestern University Orchestra

- Two semesters of ENS78-151/251 Chamber Music (Instrumental)
- 24 credits from APM8x-00x/8x-20x Piano or Organ (Keyboard Performance Majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- Six credits of APM8x-00x/8x-20x (secondary instrument)
- Eight credits of Music electives

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

Major in Instrumental Performance: 87 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUL80-622 Instrumental Pedagogy and Literature
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 SU Jazz Band
 - ENS78-171/271 Southwestern University Orchestra
 - ENS78-121/221 Southwestern University Singers (with approval of department chair)
 - ENS78-131/231 Southwestern University Chorale (with approval of department chair)
- Two semesters of ENS78-151/251 Chamber Music (Instrumental)
- 24 credits from Applied Music 8x-00x/8x-20x (Instrumental Performance Majors should register for two credits of principal applied study each of their first four semesters, then four credits each semester thereafter.)
- Six credits of APM8x-00x/8x-20x (secondary instrument*)

- Eight credits of Music electives

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

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

Major in Music Literature: 81 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- 12 credits from:
 - MUL80-424 Medieval and Renaissance Music
 - MUL80-434 Baroque Music
 - MUL80-444 Classical and Romantic Music
 - MUL80-454 20th-Century Music
- Four additional credits from:
 - MUL80-124 World Music
 - MUL80-134 Music in the United States
- MUL80-953 Independent Study (Capstone)
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-413 Music Theory IV: 20th-Century Music
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-141/241 Opera Theatre
 - ENS78-171/271 Southwestern University Orchestra
- 16 credits of APM8x-00x/8x-20x (principal instrument)
- Four credits of APM8x-00x/8x-20x (secondary instrument*)

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

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

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

Major in Music Composition: 82 credits

- Six semesters of MUL80-100 Recital Attendance (four semesters for transfer students)
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
- MUL80-314 Music Literature III
- MUL80-414 Music Literature IV
- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUT76-211 Solfege/Ear Training II
- MUT76-213 Music Theory II: Form and Analysis
- MUT76-223 Music Technology
- MUT76-311 Solfege/Ear Training III
- MUT76-313 Music Theory III: Counterpoint
- MUT76-343 Orchestration
- MUT76-413 Music Theory IV: 20th-Century Music
- 14 credits of MUT76-532/534 Composition
- MUE77-603 Choral Conducting or MUE77-613 Instrumental Conducting
- Eight semesters of:
 - ENS78-101/201 Southwestern University Wind Ensemble
 - ENS78-111/211 Southwestern University Jazz Band
 - ENS78-121/221 Southwestern University Singers
 - ENS78-131/231 Southwestern University Chorale
 - ENS78-141/241 Opera Theatre
 - ENS78-171/271 Southwestern University Orchestra
- 16 credits of APM8x-00x/8x-20x (principal instrument)
- Four credits from Applied Music 8x-00x/8x-20x (secondary instrument*)

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

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

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

Minor in Music: 20 credits

- MUT76-111 Solfege/Ear Training I
- MUT76-113 Music Theory I: Harmony in Practice
- MUL80-114 Music Literature I
- MUL80-214 Music Literature II
or
MUT76-211 Solfege/Ear Training II, and
MUT76-213 Music Theory II: Form and Analysis
- Eight additional credits of upper-level Music courses

Applied Music—Private and Group Instruction (APM)

All applied music courses fulfill General Education Requirements for the Fine Arts Performance requirement. Additional studio/repertoire sessions may be added at the discretion of the instructor.

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

A—Piano	G—Clarinet	M—Euphonium	U—Percussion (all)
B—Voice	H—Bassoon	N—Tuba	V—Woodwind (all)
C—Organ	I—Saxophone	O—Violin	W—Brass (all)
D—Harpsichord	J—French Horn	P—Viola	X—Strings (all)
E—Flute	K—Trumpet	Q—Cello	Y—Guitar
F—Oboe	L—Trombone	R—String Bass	Z—Harp

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

Applied Music Fees: Music majors and non-music majors with a Performance Award do not pay an additional fee. Others pay a fee for instruction in Applied Music as follows: either \$180 for one credit (-001, -201), or \$360 for two or four credits (-002, -004, -202, -204).

Ensembles (ENS)

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

78-101, 201

SOUTHWESTERN UNIVERSITY WIND ENSEMBLE. The SU Wind Ensemble performs one classical music concert per semester and also serves the University by performing at its annual Commencement ceremony. The Ensemble is comprised of music majors and non-music majors. This class exposes all students (and their audience) to as rich and diverse a classical music repertoire as possible while maintaining a commitment to the tenets of a liberal arts education. Students in this course learn to combine artistic expression with disciplined performance practice and to incorporate historical and theoretical knowledge into their understanding of the musical arts. This course is open to all University students with 3-4 years of high school ensemble experience. (Each semester) (FAP)

- 78-111, 211 SOUTHWESTERN UNIVERSITY JAZZ BAND. The SU Jazz Band is open to all University students by audition. This course presents the opportunity to develop the skills necessary to perform in a jazz ensemble while gaining exposure to idiomatic performance practices and other commercial music genres. Students perform in at least one public concert and feature the music of noted jazz composers such as Miles Davis, Duke Ellington, Thelonious Monk and others. (Each semester) (FAP)
- 78-121, 221 SOUTHWESTERN UNIVERSITY SINGERS. The Southwestern University Singers is open to all students who enjoy choral singing. The goal is to provide a rewarding experience in choral music while developing skills in vocal technique and reading music. The SU Singers perform a wide variety of styles including traditional choral music, folk music, musical theater and spirituals. No audition required. (Each semester) (FAP)
- 78-131, 231 SOUTHWESTERN UNIVERSITY CHORALE. The purpose of the Southwestern University Chorale is to provide a pre-professional musical experience for vocal music majors. However, membership in the Chorale is open to all students who are experienced choral singers, willing to work at the highest possible level. The Chorale is devoted to rehearsing and performing great choral music of all style periods from the 15th century to the present. Membership is open by audition in first semester of enrollment. (Each semester) (FAP)
- 78-141, 241 OPERA THEATRE. Opera Theatre is open to all students by audition. Students will learn basic stage movement and acting techniques for the lyric theatre, culminating in public performance. All performances will be from memory. One semester each year will be fully costumed with minimal set, while the alternate semester will be minimally produced and performed in concert dress with the goal of helping students grow both as singing actors and in ensemble work. Includes additional lab as indicated by instructor. Prerequisite: concurrent enrollment in applied voice and permission of the instructor. (Each semester) (FAP)
- 78-151, 251 CHAMBER MUSIC (INSTRUMENTAL). The SU instrumental chamber music program seeks to foster a high level of ensemble technique and musicianship among participants. Ensembles are coached by music faculty and give frequent performances in different concert venues, which include events at Southwestern University, regional and statewide conventions. Must be taken concurrently with applied music. Audition required in first semester of enrollment. (Each semester) (FAP)
- 78-161, 261 CHAMBER MUSIC (VOICE). The SU vocal chamber music program seeks to foster a high level of ensemble technique among participants. Ensembles are coached by music faculty and give performances in various venues. (Each semester) (FAP)
- 78-171, 271 SOUTHWESTERN UNIVERSITY ORCHESTRA. The SU Orchestra performs one classical music concerts per semester and also combines forces on occasion with SU Musical Theatre, Chorale, and Opera Theatre programs. The Orchestra is comprised of music majors and non-music majors. This class exposes all students (and their audience) to as rich and diverse a classical music repertoire as possible while maintaining a commitment to the tenets of a liberal arts education. Students in this course learn to combine artistic expression with disciplined performance practice and to incorporate historical and theoretical knowledge into their understanding of the musical arts. This course is open to all University students with 3-4 years of high school ensemble experience. (Each semester) (FAP)

Music Education (MUE)

- 77-311 STRING METHODS. This course is designed to provide a survey of instruction for students studying string instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Fall) (FAP)
- 77-321 WOODWIND METHODS. This course is designed to provide a survey of instruction for students studying woodwind instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Fall) (FAP)
- 77-331 BRASS METHODS. This course is designed to provide a survey of instruction for students studying brass instruments. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Spring) (FAP)
- 77-341 PERCUSSION METHODS. This course is designed to provide a survey of instruction for students studying instrumental music. Ability to read music is required and previous experience with a musical instrument is recommended, as this is a performance-oriented course. (Spring) (FAP)
- 77-351 VOCAL METHODS. For the Music Education major (instrumental emphasis) degree program. This course provides basic singing instruction and pedagogy. (Spring of odd-numbered years) (FAP)

- 77-423 METHODS OF MUSIC IN THE ELEMENTARY SCHOOL. Methods of presenting music materials to children in grades K-6. Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Music Education major. (Fall of odd-numbered years) (FAL)
- 77-443 CHORAL MUSIC EDUCATION. A survey of the material available for junior and senior high school choirs. A study of the organization and problems of choral groups and vocal pedagogy for choral ensembles. Arranging for choral ensembles. Each student will rehearse the class for small-ensemble experience. Prerequisites: Music Theory 76-211, 76-213, and Music Literature 80-214; or permission of the instructor. (Spring of even-numbered years) (FAL)
- 77-473 METHODS OF MARCHING BAND PERFORMANCE. A study of the marching band as a medium of entertainment and of its value to the instrumental program in the public schools. The study includes fundamentals of marching, precision drill, designing of formations, and planning and execution of a half-time show. Open only to students who have passed the Sophomore Barrier Examination and been admitted to the Music Education major. (Fall)
- 77-522 VOCAL PEDAGOGY. A discussion of historical and current pedagogical techniques; the physiology of singing and voice types; training the young singer; vocal development through repertoire choice. Prerequisites: Two semesters of applied voice study at the college level and concurrent enrollment in applied voice study. (FAL) (Spring of even-numbered years)
- 77-532 PIANO PEDAGOGY. Presentation of methods and materials used in individual and class instruction of piano students. Prerequisites: Passage of the Sophomore Barrier Examination and admission to the Keyboard Performance major; or four semesters of applied piano or organ study; or permission of instructor. (FAL)
- 77-603 CHORAL CONDUCTING. Introduction of baton techniques and rehearsal procedures. Each student will conduct the class for small-ensemble experience. Prerequisites: Music Theory 76-211, 76-213 and Music Literature 80-214; or permission of instructor. (Fall of even-numbered years) (FAP)
- 77-613 INSTRUMENTAL CONDUCTING. This course is an introduction to manual conducting techniques. Each student will conduct members of the class and a rehearsal pianist for small-ensemble experience and then conduct their final exam with the SU Wind Ensemble. Prerequisites: Music Theory 76-211, 76-213, Music Literature 80-214 and a minimum of four semesters of applied music study in one area; or consent of instructor. (Fall) (FAP)
- 77-623 ADVANCED INSTRUMENTAL CONDUCTING. This course is a continuation of the beginning course, plus in-depth score study and development of good rehearsal techniques. Students will rehearse the SU Wind Ensemble or Orchestra throughout the semester and then conduct a portion of a public concert for their final exam. Prerequisite: Music Education 77-603 or 77-613. (Spring) (FAP) (WA)
- 77-633 ADVANCED CHORAL CONDUCTING. A continuation of manual conducting techniques, score reading and performance preparation. Students will conduct a portion of a public concert. Each student will conduct the class for small-ensemble experience. Prerequisite: Music Education 77-603 or 77-613. (Spring of odd-numbered years) (FAP)
- 77-804, 808 STUDENT TEACHING. See Education 40-804, 40-808, 40-824, 40-828
- 77-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in content.
- 77-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in content.
- 77-901, 902, 903, 904 TUTORIAL.
- 77-941, 942, 943, 944 ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
- 77-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.
- 77-984 HONORS. By invitation only.

Music Literature (MUL)

- 80-100 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. In addition, each student must attend one SU Theatre production or Art gallery opening event. Students will also gather with faculty for several required listening sessions during the semester. Six semesters must be satisfactorily completed to fulfill requirements for the BM or BA (Music) degrees. Four semesters are required for transfer students, and for students who begin at Southwestern and are admitted to the

- music major by audition later than the end of their second semester of residence. Must be taken Pass/D/F. (Each semester)
- 80-104 INTRODUCTION TO MUSIC. A course for non-music majors designed to give students a general understanding of music and to increase their enjoyment of music through musical participation and the development of listening skills. Students will consider the various basic applications and manifestations of harmony, melody, time, timbre, texture, genre and form. They will refine their skill of aural perception in order to enhance the ability to sharply focus and sustain concentration in listening. Students will develop an understanding of musical style by examining works representative of the main musical style periods. (Each semester) (FAL)
- 80-114 MUSIC LITERATURE I. A survey of the principle periods of music history and the most important genres, styles, compositional techniques, and composers of each period. Prerequisites: Music Theory 76-101 and 76-103, or permission of instructor. Contributes to International Studies. (Spring) (FAL)
- 80-124 WORLD MUSIC. An introduction to the music of non-Western cultures, including the study of the music of Africa, India, Bosnia, Japan, Latin America, Native America and Indonesia. Issues include the interaction of traditional music with modern/Western music and the use of music to create a national or ethnic identity. (Fall) (FAL)
- 80-134 MUSIC IN THE UNITED STATES. A survey of “American” musical interactions viewed through the lens of cultural history. This course explores the traditions of popular song, concert music, and indigenous styles, and in so doing, negotiates and challenges ideas around canonical “great works” by considering music, musicians and traditions that are generally considered to be at the center of that canon, as well as those that have been historically excluded from it. Contributes to Race and Ethnicity Studies. (FAL)
- 80-214 MUSIC LITERATURE II. A historical survey of music from Classical Antiquity through the Baroque. Contributes to International Studies. Prerequisite: Music Literature 80-114, or permission of instructor. (Fall) (FAL)
- 80-314 MUSIC LITERATURE III. A historical survey of music since ca. 1750. Contributes to International Studies. Prerequisite: Music Literature 80-214, or permission of instructor. (Spring) (FAL)
- 80-414 MUSIC LITERATURE IV. Special topics in Music Literature. Contributes to International Studies. (Fall) (FAL) (WA)
- 80-424 MEDIEVAL AND RENAISSANCE MUSIC. A survey of Western European music to 1600. Contributes to International Studies. Prerequisite: Music Literature 80-314. (FAL)
- 80-434 BAROQUE MUSIC. A survey of Western European music from 1600 to 1750. Contributes to International Studies. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-444 CLASSICAL AND ROMANTIC MUSIC. A survey of Western European music from 1750 to 1900. Contributes to International Studies. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-454 20TH-CENTURY MUSIC. A survey of music from 1900 to present day. Contributes to International Studies. Prerequisite: Music Literature 80-314. (FAL) (WA)
- 80-602 PIANO SOLO REPERTOIRE, A. This course is offered for applied majors as a survey of piano literature. (FAL)
- 80-612 PIANO SOLO REPERTOIRE, B. A continuation of Music Literature 80-602. (FAL)
- 80-622 INSTRUMENTAL PEDAGOGY AND LITERATURE. Pedagogy and Literature courses will survey their instrument's most significant solo and ensemble literature from relevant style periods and examine pedagogical practices from a historical and contemporary perspective. This course is intended for Instrumental Performance majors. Prerequisite: Successful completion of the Sophomore Barrier Examination. (FAP)
- 80-701 DICTION IN VOCAL MUSIC I. The principles of pronunciation and diction in French, German and Italian for the beginning voice student, including an intensive application of these principles to vocal literature in these languages. Prerequisite: two semesters of applied voice study at the college level, Music Theory 76-113 and concurrent enrollment in applied voice. (Fall of even-numbered years) (FAL)
- 80-711 DICTION IN VOCAL MUSIC II. A continuation of Diction in Vocal Music I. Prerequisite: Music Literature 80-701. (Spring of odd-numbered years) (FAL)

80-712	SONG LITERATURE AND PERFORMANCE. A survey of great solo art song literature and its performance practice. Prerequisite: Two semesters of applied voice study at the college level, or Music Theory 76-113 and concurrent enrollment in applied voice. (Fall of odd-numbered years) (FAL)
80-001, 002, 003, 004	SELECTED TOPICS. May be repeated with changed content.
80-301, 302, 303, 304	SELECTED TOPICS. May be repeated with changed content.
80-901, 902, 903, 904	TUTORIAL.
80-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
80-951, 952, 953, 954	INDEPENDENT STUDY. Readings and projects selected to broaden the advanced student's acquaintance with music through independent research. Requires permission of instructor. May be repeated with changed content.
80-984	HONORS. By invitation only.
Music Theory (MUT)	
76-101	FUNDAMENTALS OF SOLFEGE/EAR TRAINING. The development of proficiency in aural skills through dictation and sight singing. Qualified students may place out of this class by examination. To be taken concurrently with Music Theory 76-103. (Fall) (FAL)
76-103	FUNDAMENTALS OF MUSIC THEORY. A foundational survey of the notation and analysis of Western musical practices of the 18 th and 19 th centuries, to include: clefs, key signatures, scales, meter, triads and seventh chords and their inversions, Roman numeral analysis, and an introduction to 4-part writing. Some ability to read musical notation is highly recommended prior to enrollment. This course is a prerequisite to Music Theory 76-113. Qualified students may place out of this class by examination. To be taken concurrently with Music Theory 76-101. (Fall) (FAL)
76-111	SOLFEGE/EAR TRAINING I. Continuation of Music Theory 76-101. To be taken concurrently with Music Theory 76-113. Prerequisite: Music Theory 76-101 or passage of a qualifying diagnostic examination. (Spring) (FAL)
76-113	MUSIC THEORY I: HARMONY IN PRACTICE. A survey of the hierarchical relationships in 18 th -19 th century diatonic harmonic practice, studied through analysis and compositional exercises. Also introduced are: cadences, phrase/period structures, non-chord tones, diatonic seventh chords, applied harmony, and modulation. To be taken concurrently with Music Theory 76-111. Prerequisite: Music Theory 76-103 or passage of a qualifying diagnostic examination. (Spring) (FAL)
76-211	SOLFEGE/EAR TRAINING II. Continuation of Music Theory 76-111. To be taken concurrently with Music Theory 76-213. Prerequisite: Music Theory 76-111. (Fall) (FAL)
76-213	MUSIC THEORY II: FORM AND ANALYSIS. A continuation of concepts introduced in Music Theory I. Small forms, sequences and diatonic sevenths will be reviewed before proceeding to study of chromatic harmony and modulation through analysis and compositional exercises. Formal designs (periods, binary and ternary forms, sonata, rondo and variation) will be surveyed and explored in late 18 th - and 19 th -century musical literature. To be taken concurrently with Music Theory 76-211. Prerequisite: Music Theory 76-113. (Fall) (FAL) (WA)
76-223	MUSIC TECHNOLOGY. A survey of the fundamentals of music technology in the context of its historical and cultural use. Scientific foundations of acoustics, hearing, and digital audio as well as technical skills for music production will be addressed; students will work on practical applications of these concepts and techniques. Contributes to Design Thinking. (Spring of even-numbered years) (FAL)
76-311	SOLFEGE/EAR TRAINING III. Continuation of Music Theory 76-211. To be taken concurrently with Music Theory 76-313. Prerequisite: Music Theory 76-211. (Spring) (FAL)
76-313	MUSIC THEORY III: COUNTERPOINT. A strongly composition-based course that provides an introduction to the contrapuntal styles of the Renaissance and Baroque eras. To be taken concurrently with Music Theory 76-311. Prerequisite: Music Theory 76-213. (Spring) (FAL)
76-343	ORCHESTRATION. A study of orchestral instrumentation and the art of transcription for orchestra, through score analysis and arranging projects. Prerequisite: Music Theory 76-213. (Spring of odd-numbered years) (FAL)

76-413	MUSIC THEORY IV: 20 TH CENTURY MUSIC. An analytical survey of the compositional languages, aesthetics and forms in the concert music of the 20 th century. Prerequisite: Music Theory 76-313. (Fall) (FAL)
76-532, 534	COMPOSITION. Individual instruction in the craft of musical composition. Students are introduced to the techniques and languages of contemporary concert music through original writing exercises and listening assignments. Continued study will ultimately lead to writing projects in larger forms. May be repeated for credit. Contributes to Design Thinking. Prerequisite: Music Theory 76-101 and 76-103, or consent of instructor. (Each semester) (FAP)
76-001, 002, 003, 004	SELECTED TOPICS. May be repeated with changed content.
76-301, 302, 303, 304	SELECTED TOPICS. May be repeated with changed content.
76-901, 902, 903, 904	TUTORIAL.
76-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
76-951, 952, 953, 954	INDEPENDENT STUDY. Readings and projects selected to broaden the advanced student's acquaintance with music through independent research. Requires permission of instructor. May be repeated with changed content.
76-984	HONORS. By invitation only.

PHILOSOPHY DEPARTMENT

Division of Humanities

Michael Bray, PhD, Professor
 Philip E. Hopkins, PhD, Professor
 Katherine Howard, PhD, Visiting Assistant Professor
 Jorge Lizarzaburu, MA, Visiting Instructor

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

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

Department Goals:

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

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

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

Major in Philosophy: 9 courses

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

Minor in Philosophy: Five courses

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

Paired Major: Philosophy and Feminist Studies

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

Philosophy (PHI)

18-104	SELECTED INTRODUCTORY TOPICS. Topics chosen introduce students to philosophical questions and methods in relation to historical or contemporary issues and often from an interdisciplinary perspective. May be repeated with change in topic. (H)
18-124	LATINO/A IDENTITIES. This course explores the formation of Latina/o identities in the intersection of race, ethnicity, gender and sexuality. Discussions will be devoted to articulating the experience of Latinas/os from these intersections, and the kinds of social, cultural, and political projects and activism that emerge from it. We will focus on works by Linda Alcoff, Gloria Anzaldúa, María Lugones and Junot Díaz, among others. Contributes to Feminist Studies, Latin American and Border Studies, and Race and Ethnicity Studies. (H)
18-134	PHILOSOPHY, RACE & REVOLUTION. This course is oriented around the Haitian Revolution, the only successful slave revolution in history, examining the ways in which it both reflected and responded to the internal contradictions of Western philosophy's developing notion of race and the colonial mission and, on the other hand, its new universalist vision of human rights. How slave revolt exploded this contradiction from within, what its historical and theoretical effects were, and the ways in which related tensions rose again in the wave of anti-colonial revolutions in the 1960s and '70s will be the main focus. We will also consider the rise of "postcolonial" and "decolonial" theory in those revolutions' wake. Contributes to Latin American and Border Studies and Race and Ethnicity Studies. (H)
18-164	SELF, ETHICS, SOCIETY. An introduction to philosophical investigations of the character, development, and care for the self, with an emphasis on the question of the self's relationships to others: ethical responsibilities, social structures, and the relation between the two. (H)
18-184	THEORIES OF RACE. An introduction and survey of contemporary race theory, with emphases on intersections with gender, class, nationalism and imperialism. This course also focuses on the ways race has been constructed as a category of identity across various cultures, academic disciplines and historical periods, and on the relationship between race and ethnicity as categories of difference. Contributes to Feminist Studies and Race and Ethnicity Studies. (H)
18-194	INTRODUCTION TO FEMINIST PHILOSOPHY. An historically informed introduction to key texts in feminist theory. Our approach to the issues and debates will be interdisciplinary and readings will be drawn from a range of disciplines such as philosophy, anthropology, sociology, psychoanalysis, and cultural studies. Contributes to Feminist Studies and Race and Ethnicity Studies. (H) (SJ)
18-204	PHILOSOPHY AND LITERATURE. An examination of philosophy as articulating issues and problems presented in the themes and aesthetic character of literary works, and literature as exposing themes (i.e. epistemological, metaphysical and ethical) that demand philosophical scrutiny. The issues discussed may include questions concerning meaning and representation, literature as illuminating

- human experience and cultures, and the intersection of politics and narrative. Contributes to Latin American and Border Studies. (H)
- 18-214 POLITICS AND ECONOMICS. A critical exploration of the development and implications of the peculiarly modern understanding of “politics” and the “economy” as distinct and autonomous spheres, tracing some of the key historical stages in articulating (and troubling) this distinction and exploring various Marxist, Polanyian, feminist and other critiques of it, as well as the alternatives they propose. Contributes to Economics. (H)
- 18-234 ENVIRONMENTAL PHILOSOPHY. An examination of some of the philosophical, ethical, and political questions posed for contemporary society by climate change and the ecological crisis. Particular focus will be given to interrogating the idea of “Nature,” as something outside of, opposed to, pre-existing human beings, and possible alternatives to it, as well as to questions of how we might think/live/do politics in an era where many effects of long-term climate change are now clearly unavoidable. Contributes to Environmental Studies. (H)
- 18-244 BUSINESS AS AN ETHOS. This course examines key developments and debates, begun in the late 19th and early 20th centuries, regarding the seeming decline of the liberal ideal of “free markets” of competitive individuals. The rise of large corporations, global financial institutions, management as a form of “scientific” control, etc. underwrote a cultural transformation in which “business” became not only an academic discipline but also an *ethos* - “the fundamental character and spirit of a culture.” What that ethos entails, what resistances it has inspired, and what new forms it takes in today’s “neoliberal” era, will be the subject of historical and theoretical inquiry. Contributes to Business and Economics. (H)
- 18-284 PHILOSOPHIES OF THE AMERICAS. An introduction to the complex history of Latin American philosophy, including European and indigenous traditions of thought as well as their hybrids. Key issues will be the interpretation and criticism of notions of history and progress, race and ethnicity, colonialism and knowledge production, the philosophical status of indigenous knowledges, and the relation between philosophy and territory. Contributes to Latin American and Border Studies, and Race and Ethnicity Studies. (H)
- 18-314 MARXISMS. An introduction and examination of key concepts and debates in the development of Marxist theory, from Marx to the present day. Particular emphasis will be given to conceptions of class and class struggle, including how class relates to issues of gender and race; questions of political organization (‘the party,’ social movements, etc.); and conceptions of alternatives to capitalism. (H)
- 18-324 THE EMBODIED SELF. An exploration of the emergence of this modern concept, the self, in its psychological, phenomenological, anthropological, political and epistemological contours, as well as the way in which accounts of the self have reckoned with its grounding in the body. Readings may be drawn from a variety of disciplines. Contributes to Feminist Studies, and Race and Ethnicity Studies. (H)
- 18-374 FEMINIST ETHICS. This course traces the history and development of feminist ethics while considering its central issues and overall project. Areas of concentration may include discussions of human rights and social justice, transnational perspectives in ethical theories or biomedical ethics. Contributes to Feminist Studies. (H)
- 18-394 PSYCHOANALYSIS. An examination of central notions and issues in the development of psychoanalytic theory and a reflection on that theory’s continuing relevance and importance, with a particular emphasis on the works of Freud and Lacan (H)
- 18-604 READING PHILOSOPHY. A guided effort to focus and improve students’ capacities for engaged, thoughtful, critical and independent reading of philosophical forms of argumentation and analysis. Writing assignments and discussions will be focused on the detailed articulation and understanding of one or two important texts. Offered every spring. Should be taken in sophomore or junior year. Prerequisite: One Philosophy course. (WA) (H)
- 18-614 ETHOS, IDENTITIES, DIFFERENCES. This course will focus on historical understandings of the interactions between individuals and society, especially on the ways in which a society’s *ethos*, its overarching set of ideals, values and beliefs, relates to the ideals, values and beliefs of individuals within that society. It will examine the ways in which both individual identities and social identities are formed, the extent to which a society constructs individual identity, and vice versa. Further, the course will examine the ways in which differences emerge both within individuals and in society and the extent to which the societal ethos allows and is transformed by difference. Contributes to International Studies. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES)

18-624	BEING, STRUCTURE, CHANGE. This course focuses upon the conceptual categories through which human beings negotiate their experience of themselves and the world and examines how those categories are formed and gain or lose currency. In every age and currently, ideas about order and structure; what kinds of things there are and how they relate; how things work, be, or become the things they are; and how we are to understand both the processes of change and the background within which change occurs, such as space and time itself, shape both how we see ourselves and the world and how we act in it. Contributes to International Studies. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES).
18-634	EXPERIENCE, LANGUAGE, KNOWLEDGE. Humans are knowers: we generate truths and beliefs about the world and our place in it that guide our behavior and our work, as well as our cultural and political forms. This course asks questions such as: How is knowledge possible? What counts as knowledge? What are the limits of human knowledge? This kind of inquiry analyses the way knowledge is determined by mental, perceptual, emotional and social phenomena, particularly experience and language, and whether this determination is informed by historical processes. Contributes to International Studies. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES).
18-644	PEOPLES, POWER, ORGANIZATION. This course focuses on historical understandings and productions of collective social and political identities and agents, the manners (political, economic, cultural, etc.) in which such collectives relate to one another, and the various ways in which such relations have been and could be organized. How might understandings different forms of power and organization assist us in redressing various forms of oppression, domination, exploitation; in furthering various forms of empowerment, equality, justice, liberation? What is the relationship between philosophy and social transformation? Contributes to International Studies. Prerequisite: One course in Philosophy. (H) (CRITICAL HISTORIES)
18-914	COLLOQUIUM IN PHILOSOPHY. Required of majors in Philosophy, normally in their final year. Offered every fall. Prerequisite: Philosophy 18-604. (H) (WA)
18-301, 302, 303, 304	SELECTED TOPICS. Lectures and readings on subjects of special interest. Subjects to be announced. May be repeated with change in topic. (H)
18-901, 902, 903, 904	TUTORIAL.
18-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
18-951, 952, 953, 954	INDEPENDENT STUDY. Readings selected to broaden the student's acquaintance with areas of philosophy or topics of special interest. May be repeated with changed content.
18-984	HONORS. By invitation only.

PHYSICS DEPARTMENT

Natural Sciences Area

Steven Alexander, PhD, Professor

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

Cody Crosby, PhD, Assistant Professor

James Friedrichsen, PhD, Part-Time Assistant Professor

Pooja Shrestha, PhD, Assistant Professor and Coordinator of First-Year Physics Labs

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

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

Department Goals:

1. Students focusing on physics will understand the fundamental principles and applications of physics.

2. Students interested in pursuing engineering studies will understand the fundamental principles of physics as they apply to engineering.
3. Students interested in further study and careers in the medical field will understand the fundamental principles and applications of physics as they apply to medicine.
4. Students interested in teaching will have the knowledge required to teach physics proficiently in elementary or secondary.
5. Students who study physics from the liberal arts or general education perspective will understand the basic tenets and practices of physics, and appreciate the role of physics in their lives.

The Physics Department offers majors and minors for the BA and the BS degrees. Students wishing to study engineering are also supported by the department. For more information, please consult the Applied Physics major in this catalog.

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

Major in Physics (BA): Eight courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-324 Electromagnetism I
- PHY53-334 Classical Mechanics I
- PHY53-872 Capstone Course
- Two courses from:
 - PHY53-254 Observing the Universe
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-424 Quantum Mechanics
 - PHY53-433 Electromagnetism II
 - PHY53-434 Statics
 - PHY53-454 Math Methods in Physical Science
 - PHY53-463 Dynamics
 - PHY53-473 Thermodynamics

Required supporting courses in the BA major: Three courses

- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III or MAT52-754 Differential Equations

Major in Physics (BS): Ten courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-324 Electromagnetism I

- PHY53-334 Classical Mechanics I
- PHY53-424 Quantum Mechanics
- PHY53-872 Capstone Course
- Three courses from:
 - PHY53-254 Observing the Universe
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics
 - PHY53-413 Classical Mechanics II
 - PHY53-433 Electromagnetism II
 - PHY53-434 Statics
 - PHY53-454 Math Methods in Physical Science
 - PHY53-463 Dynamics
 - PHY53-473 Thermodynamics

Note: Each department at SU is required to provide a “capstone experience” for their majors. Past physics capstones have included experimental, observational and theoretical research in physics or a physics-related topic. Research has been carried out at SU, at off-campus REU programs and in industry. The detailed structure of the physics capstone experience is contractually agreed upon between the students and their capstone advisors. Generally, there are three components to the physics capstone: 1) the actual research work, 2) the writing of a significant paper on the research work and 3) an oral public presentation about the research work. Students seeking college credit for the *research component* of their capstone experience may (after consultation with their capstone advisor) sign up for Academic Internship (Physics 53-941, 942, 943, 944) or Independent Study and Research (Physics 53-951, 952, 953, 954). Regardless of whether the research phase of the capstone is done for credit the capstone course Physics 53-872 is required. It is a scientific writing course (see description below) that helps the student prepare both the capstone paper and oral presentation.

Required supporting courses in the BS major: Six courses

- BIO50-123/121 Living Systems/Lab **or** BIO50-133/131 Molecular and Population Genetics/Lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-754 Differential Equations

Sufficient advanced mathematics for a mathematics minor is highly recommended.

Minor in Physics: Five courses

- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- Two electives from:
 - PHY53-254 Observing the Universe
 - PHY53-324 Electromagnetism I
 - PHY53-334 Classical Mechanics I
 - PHY53-364 Fundamentals of Materials Science and Engineering
 - PHY53-404 Electronics

PHY53-413 Classical Mechanics II
 PHY53-424 Quantum Mechanics
 PHY53-433 Electromagnetism II
 PHY53-434 Statics
 PHY53-454 Math Methods in Physical Science
 PHY53-463 Dynamics
 PHY53-473 Thermodynamics.

Physics (PHY)

- 53-034 INTRODUCTION TO EARTH SCIENCE (3-0). This course examines the complex physical relations between land, sea and atmosphere. It also explores how some actions of our modern civilization disrupt the environment. Topics include geologic hazards, land management, water resources, hazardous waste disposal, energy resources, mineral resources and conservation of resources. Contributes to Environmental Studies. (NS) (Fall, Odd years)
- 53-044 INTRODUCTION TO CLIMATE SCIENCE (3-0). Climate is the sum of weather over long periods and is changing (e.g., greenhouse warming, ozone depletion, urban smog) due to mankind's activities. Conceptual understanding of how and why the present-day atmosphere behaves as it does and how this may change in the future is the primary goal of this course. Contributes to Environmental Studies. (NS)
- 53-054 EXPLORING THE UNIVERSE (3-0). This course is an introduction to the science of astronomy for non-science majors. It also examines our current understanding of the physical universe. (NS) (Fall, Even years)
- 53-154 FUNDAMENTALS OF PHYSICS I (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism and optics. Prerequisites: Concurrent registration or credit in Mathematics 52-164. (NSL) (Fall)
- 53-164 FUNDAMENTALS OF PHYSICS II (3-3). A calculus-based treatment of mechanics, wave motion, electromagnetism and optics. Prerequisites: Physics 53-154. (Spring) (NSL)
- 53-214 MODERN PHYSICS (3-3). An introduction to thermodynamics and statistical mechanics, relativity, quantum mechanics, and the physics of atoms, nuclei and particles. Prerequisite: Physics 53-154, 53-164, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364, or consent of the instructor. (NSL) (Fall)
- 53-254 OBSERVING THE UNIVERSE (3-3). This course teaches basic observing techniques of the night sky. Students will learn to operate telescopes, make astronomical measurements and take astronomical images. Prerequisite: Mathematics 52-104 or a higher-level mathematics course. (NS) (Fall, Even years)
- 53-324 ELECTROMAGNETISM I (3-3). Development of Maxwell's equations with applications to electrostatics and magnetostatics. Prerequisites: Physics 53-154, 53-164, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364. (NSL) (Fall)
- 53-334 CLASSICAL MECHANICS I (3-3). An advanced treatment of Newtonian mechanics with applications to kinematics, forced oscillations, central force motion and systems of particles. Prerequisites: Mathematics 52-364, Physics 53-154 and 53-164. Previous or concurrent registration in Mathematics 52-754. (NSL) (WA) (Spring)
- 53-354 ENERGY AND THE ENVIRONMENT (3-0). An examination of the different types of energy, the laws of thermodynamics that govern the conversion of energy from one form to another, the sources of energy and the usefulness of energy as a unifying concept for studying planetary processes. Prerequisite: Physics 53-034 or 53-044. Contributes to Environmental Studies. (NS) (Spring)
- 53-364 FUNDAMENTALS OF MATERIALS SCIENCE AND ENGINEERING (4-0). This course focuses on the emergence of structural properties from atomic and molecular-scale interactions by conducting a survey of three broad classes of materials: metals, ceramics and polymers. Particular attention will be paid to atomic structure and bonding, the structure of crystalline solids, phase diagrams, and the application and processing of polymers deployed in additive manufacturing (e.g., 3D Printing) and biomaterials. Also Chemistry 51-424. Prerequisites: Physics 53-154. Chemistry 51-103 is a pre- or co-requisite for this course. (NS) (Spring)

53-404	ELECTRONICS (3-3). Introduction to digital and analog circuits with applications to modern instrumentation and robotics. Contributes to Design Thinking. Prerequisites: Mathematics 52-164, 52-264, Physics 53-154, and 53-164, or consent of the instructor. (NSL) (Spring, Odd years)
53-413	CLASSICAL MECHANICS II (3-0). Introduction to the Lagrangian and Hamiltonian formulations of mechanics with application to non-inertial reference frames, rigid bodies and oscillating systems. Prerequisite: Physics 53-334. (NS) (Fall, Odd years)
53-424	QUANTUM MECHANICS (3-0). A detailed introduction to quantum mechanics and its applications to atoms and molecules. Also Chemistry 51-714. Prerequisites: Physics 53-214 and 53-334. (NS) (Spring)
53-433	ELECTROMAGNETISM II (3-0). Applications of Maxwell's equations to propagation of plane and guided waves in various media. Prerequisite: Physics 53-324. (NS) (Spring, Odd years)
53-434	STATICS (3-0). A study of forces, resultants and components of force systems, forces due to friction, conditions of equilibrium, forces acting on members of trusses and frame structures, centroids and moments of inertia. The lab portion of this course involves graphics and modeling fundamentals for engineering design: computer modeling of solid geometry and generation of engineering drawings. Introduction to computer programming using a high-level language and applications of computational methods to the solution of mechanical engineering problems. Contributes to Design Thinking. Prerequisite: Physics 53-154, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364 is required. (NS) (Fall).
53-454	MATH METHODS IN PHYSICAL SCIENCE (3-0). This course examines select mathematical methods used in analyzing problems that arise in the physical sciences and engineering. Emphasis is given to <i>both</i> analytical and computer algebra or numerical approaches to problem solving and analysis. Analytical topics <i>may</i> include: linear vector spaces, Fourier series, ordinary differential equations, the calculus of variations, special functions, series solutions of differential equations, partial differential equations, functions of a complex variable, and integral transforms. Prerequisite: Mathematics 52-364, or permission of the instructor. Approved as an upper-level elective course for the Mathematics major, Mathematics minor, Computer Science major, and Computational Mathematics major. (NS) (Spring, Even years)
53-463	DYNAMICS (3-0). A study of kinematics, force-mass-acceleration relations, work and energy, impulse and momentum as well as the moments of inertia of mass. Prerequisite: Physics 53-434, Mathematics 52-164, and 52-264. Previous or concurrent registration in Mathematics 52-364. (NS) (Spring, Odd years).
53-473	THERMODYNAMICS (3-0). Basic principles of macroscopic thermodynamics including pressure-volume-temperature relationship of pure substances, work, heat, first and second laws of thermodynamics, entropy and the analysis of simple power and refrigeration systems. Prerequisite: Physics 53-154, 53-164, 53-214, Mathematics 52-164, 52-264, and 52-364. (NS) (Spring, Even years)
53-872	CAPSTONE COURSE (2-0). A scientific writing course for physics majors in which the capstone is drafted, discussed, revised and polished so that the writing is effective and conforms to modern standards of scientific journal style. In addition, the student will learn how to fully integrate graphical elements and tables, mathematical equations, and numerical information into the document. The student and capstone course professor will work closely with the student's capstone research advisor to bring the document to completion. Requirement: Students are expected to be finished with or nearing completion of the research phase of their capstone. (Spring)
53-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
53-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
53-901, 902, 903, 904	TUTORIAL.
53-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
53-951, 952, 953, 954	INDEPENDENT STUDY AND RESEARCH. May be repeated with change in content.
53-984	HONORS. By invitation only.

APPLIED PHYSICS

Interdisciplinary Program

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

Program Goal:

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

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

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

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

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

Major in Applied Physics: 17 courses

- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques Laboratory I
- CHE51-203/201 General Chemistry II/Chemical Methods and Techniques Laboratory II
- MAT52-164 Modern Calculus I
- MAT52-264 Modern Calculus II
- MAT52-364 Modern Calculus III
- MAT52-754 Differential Equations
- PHY53-104 Introduction to Engineering
- PHY53-154 Fundamentals of Physics I
- PHY53-164 Fundamentals of Physics II
- PHY53-214 Modern Physics
- PHY53-334 Classical Mechanics I
- PHY53-434 Statics
- PHY53-872 Capstone Course
- One pre-engineering elective from below:
 - MAT52-674 Linear Algebra
 - PHY53-324 Electromagnetism I

- PHY53-364 Fundamentals of Materials Science and Engineering
- PHY53-404 Electronics
- PHY53-463 Dynamics
- PHY53-454 Math Methods in Physical Science
- PHY53-473 Thermodynamics
- Two additional pre-approved upper-level engineering courses transferred from an ABET accredited engineering school (totaling at least 6 credits)

Applied Physics

53-104

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

POLITICAL SCIENCE

Social Sciences Area

Katharine Aha, PhD, Visiting Assistant Professor

Alisa Gaunder, PhD, Professor

Shannon Mariotti, PhD, Professor

Eric A. Selbin, PhD, Professor

Robert S. Snyder, PhD, Professor

Emily Sydnor, PhD, Assistant Professor

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

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

Department Goals:

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

Course offerings in Political Science are divided into four broad categories: (1) American politics (2) political theory (3) comparative politics (4) international relations. The array of courses students are expected to take are described below, but the program of each student majoring in Political Science is worked out in consultation with members of the department to ensure proper balance of courses in each category.

Students may major or minor in Political Science. It is also possible to complete a 15-course program in International Studies that pairs a major in Political Science with an additional “concentration” of three courses on either East Asia, Europe or Latin America, plus two courses at the 300 level or above in an appropriate language and a semester or longer study abroad experience. See the International Studies Program for further details.

Graduating seniors must take Senior Seminar (32-964) during the fall or spring semester of the senior year. Students should submit an application for the senior seminar to the department chair the spring of their junior year. This course will satisfy the capstone requirement for the Political Science major. Students may offer a completed Honors project or Independent Study in lieu of the Senior Seminar with prior departmental approval. A public presentation of senior seminar or honors research is required.

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

Statistics is recommended for all majors.

Note on course numbering: The 100 level courses are introductory with no prerequisites: these courses are especially suitable for non-majors and contain a particularly interdisciplinary focus. The 200 level also designates courses suitable for non-majors that have no prerequisites but are more challenging than 100 level courses. The 300 level courses have prerequisites and designate the department's two Writing Attentive courses, our Research Methods course, and our Legislative Politics Internship course. The 400 level designates upper-level courses in the major that have prerequisites. The 500-600 level designates upper-level "craft of research" courses that have prerequisites and are for more advanced majors. 900 level courses are capstone, tutorial, independent study, internship and honors.

Major in Political Science: Nine courses

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-364 Introduction to Political Theory
- PSC32-384 International Politics
- PSC32-964 Senior Seminar (Capstone)
- Two additional Political Science courses from any subfield in the major.
- Two Political Science courses at the 500-600 level in different subfields, at least one but preferably two taken prior to the Senior Seminar.

Minor in Political Science: Five courses

- PSC32-114 American Politics
- PSC32-144 Comparative Politics
- PSC32-364 Introduction to Political Theory
- PSC32-384 International Politics
- One additional approved course in Political Science at or above the 300 level

Paired Major: Political Science and Feminist Studies:

It is possible to complete a paired major in Political Science and Feminist Studies by double counting two of the courses cross-listed in Political Science and Feminist Studies: PSC32-174 Gender and Politics; PSC32-654 Women and Politics in Europe and Asia. The Department offers other cross-listed courses that might substitute for one of these with approval of both the Political Science and Feminist Studies chairs.

Paired Major: Political Science and History:

It is possible to complete a 16-course paired major in History and Political Science by counting one of the two additional upper-level History courses for one of the two additional Political Science courses from any subfield and counting one of the upper-level Political Science course from any subfield for one of the two elective upper-level History courses required in the History major.

Political Science within International Studies

It is possible to complete a program in International Studies that combines a disciplinary major in Political Science with an additional "Concentration" in a geographical area of emphasis: East Asia, Europe, Latin America, or Global. Two courses on the geographical area of emphasis must be taken within the disciplinary major. The Concentration consists of three courses in the geographical area of emphasis; three courses in an appropriate language beyond the general education requirement; and a semester or longer study abroad experience. See the International Studies Program for further details.

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

Political Science (PSC)

32-114

AMERICAN POLITICS. This course will help you understand the incentives and motivations of actors throughout the American political system so that you can interpret what you read and hear

- about American politics in a more analytical manner. The course serves simultaneously as a “civics” course that helps you become a more confident participant in American politics and as an introduction to the theories and methods used in the study of American politics. Contributes to Health Studies. (Fall, Spring) (ScS)
- 32-144 COMPARATIVE POLITICS. An introductory survey of major political systems, representing both Western and non-Western countries. No single political system will be studied in depth. This course provides the tools for such study in the future. Contributes to Design Thinking and International Studies. (Fall, Spring) (ScS)
- 32-174 GENDER POLITICS. This course analyzes the politics of gender as well as the gender of politics. Drawing from feminist political theory, masculinity studies, as well as queer theory, we rethink the subject of political science while also exploring the gendered nature of the dominant political ideologies, concepts, theories, and spaces of politics. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. Contributes to Feminist Studies, and Race and Ethnicity Studies. (ScS) (SJ) (Political theory)
- 32-184 POLITICS OF LATIN AMERICA AND THE CARIBBEAN. This introduction to contemporary Latin American and Caribbean politics also allows students with previous knowledge about the region to further their interests. The course is built around some of the key issues which confront Latin America and the Caribbean. Contributes to Anthropology, International Studies, Latin American and Border Studies, Race and Ethnicity Studies, and Sociology. Course is approved to fulfill an upper-level course requirement in the Anthropology major (ScS) (SJ) (Comparative politics).
- 32-194 FILM, LITERATURE AND THE COLD WAR. This course examines how selected Western writers and filmmakers portrayed the Cold War. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS) (International relations)
- 32-204 AMERICAN POLITICAL THOUGHT. This course analyzes the promises, prophecies, problems, and practices that have attached to the concept of “America,” from the pre-founding era to the twentieth century. We study the stories and fictions that have shaped a sense of community. We explore the positive and negative aspects of “American exceptionalism,” the unique anxieties attached to American identity, the various conceptions of nature, wilderness, and frontier that formed American ideals, and the paradoxes and contradictions of democracy in the United States. (ScS) (SJ) (Political theory)
- 32-214 GOVERNING DIVERSITY: RACE AND ETHNICITY IN AMERICAN POLITICS. How does a government built on democratic principles of individual liberty and equality continue to support racial stratification? This course examines the many ways elections, public policy, and public opinion have shaped or perpetuated racial and ethnic inequality. Our focus will primarily be on African-Americans, but we will also consider the unique status of Native Americans and the increasing effects of immigrant communities on our political system. We will look at how citizens, politicians, and scholars talk about race, as well as how these ideas are reinforced or challenged by political systems. Contributes to Race and Ethnicity Studies. (ScS). (American Politics)
- 32-224 MIDDLE EAST POLITICS. A survey of the comparative and international politics of the Middle East, focusing on major Arab states, Israel and Iran. Contributes to International Studies. (ScS) (Comparative politics)
- 32-244 EMBODIED SOCIAL CHANGE AND HEALING JUSTICE. This course focuses on the “inner work” that is a key part of political projects focused on justice, equality, freedom, and meaningful democracy. We will explore contemplative practices, meditation, mindfulness, and the work of “healing justice” as embodied political work on the whole person (body, mind, spirit, and heart) that valuably sustains and supplements forms of feminist, abolitionist, and decolonial social justice activism today. (ScS) (Political theory)
- 32-254 MASS MEDIA AND AMERICAN POLITICS. This course is an introduction to the study of the mass media and the media’s role in American politics. We will focus on traditional print and broadcast news media as well as the advent of online and social media, exploring the content of news coverage, the role and structure of the media as a political institution, issues of ownership and regulation, questions of bias and objectivity, and the effects, if any, of media exposure on citizens. (ScS) (American Politics)
- 32-264 POLITICAL IDEOLOGIES. An introduction to the systems of ideas, ideals and beliefs through which people view and act in the world. Particular emphasis is placed on the argumentative structure and the political and psychological functions of ideologies; on their historical origin(s) and

- development; and on their respective conceptions of freedom and democracy. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. (ScS) (Political theory)
- 32-284 JAPANESE POLITICS, CULTURE AND SOCIETY. This course explores the historical and cultural context of contemporary Japanese politics, the political institutions of “the 1955 system,” the policy-making process in post-war Japan, and the effects of the 1994 political reforms. This course is open only to first years and sophomores. Juniors and seniors may register with the permission of the instructor. Contributes to International Studies. (ScS) (Comparative politics)
- 32-344 TEXAS POLITICS INTERNSHIPS. An opportunity to compare political theory and practical politics in a work environment, under supervision of department faculty. In alternate spring semesters the internships will be at the State Capitol and in Williamson County. Open to students in good disciplinary standing with eight credits in Political Science. Internships are generally open to juniors and seniors. No more than one internship can count toward the major. Prerequisite: Political Science 32-114 (ScS) (American politics)
- 32-364 INTRODUCTION TO POLITICAL THEORY. This course introduces students to political theory, through critically analyzing key texts of the Western canon and practicing the methods of conceptual analysis that shape the subfield. We analyze ideologies as well as foundational yet essentially contested political concepts -- such as justice, equality, reason, sovereignty, democracy, consent, obligation, and freedom -- to learn how power shapes ideas and how politics operates within theories. We critically analyze the standpoints, assumptions, and exclusions that shape the canon, with attentiveness to identity and difference. Contributes to Early Modern Studies, and Race and Ethnicity Studies. Prerequisites: Political Science 32-114 and 32-144. (ScS) (WA) (SJ) (Political theory)
- 32-384 INTERNATIONAL POLITICS. An introductory study of the theory and practice of international politics. The course examines both the origins and the consequences of the political organization of the modern world. Contributes to International Studies. Prerequisite: Political Science 32-114 and 32-144. (WA) (ScS) (International relations)
- 32-394 RESEARCH METHODS IN POLITICAL SCIENCE. This course will introduce students to basic approaches to research design and analysis in political science. Over the course of the semester, we will design research topics and questions, develop empirically testable hypotheses, collect relevant data, and apply basic qualitative and quantitative data analysis techniques. Topics covered in this course will span all areas of politics, international relations, and political institutions. Pre-requisites: Political Science 32-114 or 32-144 or permission of instructor. Contributes to Data Science and Design Thinking. (ScS)
- 32-404 EDUCATING THE MODERN POLITICAL SUBJECT. This course analyzes educational writings of key modern political theorists who imagine and construct various modern political subjects: liberal, democratic, abolitionist, progressive, feminist, marxian, postcolonial, and postcapitalist. We analyze how power and politics work through theories of education. We use minor texts about education to better critically assess and analyze major political theories and ideologies. We study how citizens are educated to conform to existing systems as well as how they can be educated in alternative ways to resist and change conventional structures and practices. Contributes to Race and Ethnicity Studies. Pre-requisite: Political Science 32-364 or permission of instructor. (ScS) (SJ)
- 32-414 EUROPEAN POLITICS. This course provides an in-depth analysis of the political cultures, structures, processes and policies of selected systems in Europe. In addition, the nature and function of the European Union is considered. Contributes to International Studies. Prerequisite: Political Science 32-144. (ScS) (Comparative politics)
- 32-444 POLITICAL PSYCHOLOGY. This course analyzes political issues from a psychological perspective to assess the role that the "political brain" plays in shaping our institutions, public policy, and political behavior. The course also introduces students to research methods typical in the study of political behavior. Contributes to Data Science and Psychology. Pre-requisites: Political Science 32-114 or Psychology 33-104. (ScS)
- 32-454 CANDIDATES, CAMPAIGNS, AND CITIZENS. This course will explore the behavior of political elites—candidates, consultants, journalists and others—and citizens in the context of campaigns and elections. We will examine the different contexts and characteristics that shape individual voting behavior, as well as the strategies and tactics used by campaigns and candidates in their attempts to win elections. In evaluating candidate and citizen behavior, we will also consider aggregate patterns of representation and institutional designs that can help or hurt political engagement. Pre-requisite: Political Science 32-114 (ScS). (American Politics)

- 32-494 INTERNATIONAL POLITICAL ECONOMY. A seminar that examines how changes in the international political economy have affected international politics and international relations theory. Contributes to International Studies. Prerequisite: Political Science 32-384 or permission of instructor. (ScS) (International relations)
- 32-534 PUBLIC OPINION: FACT OR FANTASY? This course explores the factors that shape public opinion, from question wording to socialization to the media and beyond. How do people arrive at their political opinions and how can we be sure that these opinions are grounded in facts and rational understanding of the issues at hand? We investigate the malleability of public opinion and under what conditions government officials should (and do) take it under consideration when making political decisions. We also conduct our own public opinion research, paying attention to the methods used to assess individual opinions and how these methods shape our understanding of what the public wants. Contributes to Data Science. Prerequisites: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (American Politics)
- 32-544 INTERNATIONAL CONFLICT. An exploration of issues concerning the characteristics, causes and justifications of occurrences of international peace and violence. The focus is primarily on post-Cold War era state terrorism (internal and external), low intensity conflict, internal conflict resistance, rebellion and revolution, terrorism and peace. Substantial writing required. Contributes to International Studies. Prerequisites: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (International relations)
- 32-564 MODERN POLITICAL THEORY. This course explores experience of modernity and the concept of enlightenment, as well as disenchantment and alienation. We analyze Romantic and Modernist responses to the problems and possibilities enabled by modernity, with a focus on the practice of politics in everyday life. This course will focus on sensory perception, aesthetics, and the political implications of how we experience the world, comparing and connecting how these themes play out in 19th century American Transcendentalist versions of Romanticism and 20th century continental versions of Modernism. Contributes to Race and Ethnicity Studies. Prerequisite: Political Science 32-364 or permission of instructor. (ScS) (Political theory)
- 32-574 CONTEMPORARY DEMOCRATIC THEORY. What does it mean to be democratic and what kinds of citizens define a democracy? Drawing from the works of contemporary political theorists, this course analyzes the contested boundaries of the concept of “democracy” and explores how individuals can best negotiate collective life together, given differences and given various ways that power operates in contemporary society. Prerequisite: Political Science 32-364 or permission of instructor. (ScS) (Political theory)
- 32-584 U.S. FOREIGN POLICY. A survey of American foreign policy with particular focus on the Cold War and the post-Cold War period. Societal, ideological and governmental sources of American foreign policy are examined. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (International relations)
- 32-624 GERMANY AND JAPAN: LOSERS OF WORLD WAR II? This course compares democratic institutions, economic growth, and political culture in Japan and Germany in the postwar era. It also examines current challenges, including women in politics, nuclear power, immigration and regional dynamics. Contributes to International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (Comparative politics)
- 32-634 RESISTANCE, REBELLION & REVOLUTION. Insurrection and revolution have been among the most transformative events and processes in history, destroying powerful systems while creating new ideas, values, relations, and experiences. This course examines both broad conceptual questions about power, collective action, and agency and structuralism and the specificity of such key moments in different times and places. There is a substantial research and writing component. Contributes to International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (Comparative politics)
- 32-644 THE CHINESE CULTURAL REVOLUTION. This seminar explores the causes of the Cultural Revolution, the role of Mao and Mao Zedong thought, the experiences of various groups in society during the Cultural Revolution, and the effects of the Cultural Revolution on contemporary China. Contributes to International Studies. Prerequisite: Political Science 32-364 or 32-384, or permission of instructor. (ScS) (Comparative politics)
- 32-654 WOMEN AND POLITICS IN EUROPE AND ASIA. A study of women and politics in Europe and Asia from a comparative perspective. Explores the role ideology, institutions, culture and social movements play in creating opportunities and constraints for women in the political realm.

	Contributes to Feminist Studies and International Studies. Prerequisite: Political Science 32-144. (ScS) (SJ) (Comparative Politics)
32-964	SENIOR SEMINAR. This course fulfills the capstone requirement for the major. Requires permission of instructor. (Fall, Spring)
32-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
32-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
32-901, 902, 903, 904	TUTORIAL.
32-941, 942, 943, 944, 948	ACADEMIC INTERNSHIP. May be arranged through the department. These internships require a minimum of 40 hours of work per credit supervised by a member of the departmental faculty and a substantial written component. Internships are generally open to juniors and seniors. Open to students in good disciplinary standing with eight credits in political science. No more than one internship can count toward the major. Must be taken Pass/D/F.
32-951, 952, 953, 954	INDEPENDENT STUDY. Must be arranged with departmental faculty and requires permission of instructor. May be repeated with changed content. Prerequisite: Open to students with at least eight credits in Political Science.
32-984	HONORS. By invitation only.

PSYCHOLOGY DEPARTMENT

Social Sciences Area

Serena Brandler, BA, Part-Time Instructor
 Joy Humphreys Clark, PhD, Part-Time Assistant Professor
 Erin Crockett, PhD, Associate Professor
 Traci Giuliano, PhD, Professor
 Fay Guarraci, PhD, Professor
 Karen Lara, PhD, Assistant Professor
 Bryan D. Neighbors, PhD, Associate Professor
 Carin Perilloux, PhD, Associate Professor

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

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

Department Goals:

1. Students will be able to identify, define and apply central concepts in psychology.
2. Students will have competence in conducting psychological research.
3. Students will have the ability to report psychological findings in both written and oral formats to a broad academic audience.
4. Students will have the ability to work efficiently with their peers.
5. Students will be able to use their psychological knowledge in a relevant setting beyond Southwestern University.

Students may choose to complete a BA or a BS degree with a major in Psychology by completing the requirements specified in the catalog under "University Degrees."

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

Major in Psychology (BA): 8-9 courses

- PSY33-104 Principles of Psychology
- Complete one of the three Research Methods options outlined below:
 - PSY33-204 Survey of Research Methods
 - PSY33-214 Inquiry-Based Research Methods and PSY33-211 Lab for Inquiry-Based Research Methods; required for all 800 courses (i.e., a research capstone)
 - PSY33-224 Inquiry-Based Research Methods (with Animals) and PSY33-221 Lab for Inquiry-Based Research Methods (with Animals); required for all 800 courses (i.e., a research capstone)
- Take five courses (3-4 credits each) in Psychology:
 - Four of the five courses must come from the following list, with at least two courses at the 500 level:
 - PSY33-334 Personality Theory and Research
 - PSY33-344 Lifespan Development
 - PSY33-374 Evolutionary Psychology
 - PSY33-384 Learning and Cognition
 - PSY33-524 Abnormal Psychology
 - PSY33-534 Behavioral NeurosciencePSY33-544 Health Psychology
 - PSY33-564 Social Psychology
 - PSY33-574 Close Relationships
 - One additional course (3-4 credits) in Psychology from either the list above or the list below:
 - PSC32-444 Political Psychology
 - PSY33-354 Cross-Cultural Psychology
 - PSY33-364 Sexuality and Culture
 - PSY33-412 Careers in Psychology I **and** PSY33-422 Careers in Psychology II
 - PSY33-474 Forensic Psychology
 - PSY33-484 Human Sexuality
- Complete one of two Capstone options outlined below:
 - Eight credits of research from:
 - PSY33-824 Research in Applied Psychology
 - PSY33-834 Research in Behavioral Neuroscience
 - PSY33-844 Research in Clinical Psychology
 - PSY33-864 Research in Developmental Psychology
 - PSY33-874 Research in Social Psychology
 - PSY33-884 Research in Cognitive Evolutionary Psychology

OR

- Eight credits of internship:
 - PSY33-948 Academic Internship

Required supporting course in the Psychology major (BA): One course

- MAT52-114 Introduction to Statistics

Major in Psychology (BS): 8-9 courses

- PSY33-104 Principles of Psychology
- Complete one of the three Research Methods options outlined below:
 - PSY33-204 Survey of Research Methods
 - PSY33-214 Inquiry-Based Research Methods and PSY33-211 Lab for Inquiry-Based Research Methods; required for all 800 courses (i.e., a research capstone)
 - PSY33-224 Inquiry-Based Research Methods (with Animals) and PSY33-221 Lab for Inquiry-Based Research Methods (with Animals); required for all 800 courses (i.e., a research capstone)
- Take five courses (3-4 credits each) in Psychology:
 - Four of the five courses must come from the following list, with at least two courses at the 500 level:
 - PSY33-334 Personality Theory and Research
 - PSY33-344 Lifespan Development
 - PSY33-374 Evolutionary Psychology
 - PSY33-384 Learning and Cognition
 - PSY33-524 Abnormal Psychology
 - PSY33-534 Behavioral Neuroscience
 - PSY33-544 Health Psychology
 - PSY33-564 Social Psychology
 - PSY33-574 Close Relationships
 - One additional course (3-4 credits each) in Psychology from either the list above or the list below:
 - PSC32-444 Political Psychology
 - PSY33-354 Cross-Cultural Psychology
 - PSY33-364 Sexuality and Culture
 - PSY33-412 Careers in Psychology I **and** PSY33-422 Careers in Psychology II
 - PSY33-474 Forensic Psychology
 - PSY33-484 Human Sexuality
- Complete one of two Capstone options outlined below:
 - Eight credits of research from:
 - PSY33-824 Research in Applied Psychology
 - PSY33-834 Research in Behavioral Neuroscience
 - PSY33-844 Research in Clinical Psychology
 - PSY33-864 Research in Developmental Psychology
 - PSY33-874 Research in Social Psychology
 - PSY33-884 Research in Cognitive Evolutionary Psychology

OR

- Eight credits of internship:
 - PSY33-948 Academic Internship

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

- MAT52-114 Introduction to Statistics
- MAT52-164 Modern Calculus I
- BIO50-123/121 Living Systems/lab **and** BIO50-133/131 Molecular and Population Genetics/lab
- CHE51-103/101 General Chemistry I/Chemical Methods and Techniques I Lab
- PHY53-154 Fundamentals of Physics I
- Two additional courses from:
 - BIO50-314 Genetics
 - BIO50-334 Evolutionary Biology
 - BIO50-364 Comparative Vertebrate Morphology
 - BIO50-374 Human Genetics and Evolution
 - CHE51-203/201 General Chemistry II/Chemical Methods and Techniques II Lab
 - CSC54-184 Computer Science I
 - CSC54-284 Computer Science II
 - PHY53-164 Fundamentals of Physics II
- Additional approved 4-credit upper-level electives in Psychology
- Additional approved 4-credit upper-level electives in Biology

Minor in Psychology: Five courses

- PSY33-104 Principles of Psychology
- Four additional upper-level courses (3-4 credits each) in Psychology

NOTE: A minimum grade of C must be earned in any course for it to count as a prerequisite for a subsequent Psychology course – this means no course for which the grade is C- or below may count as a prerequisite for a Psychology course.

Psychology (PSY)

33-104	PRINCIPLES OF PSYCHOLOGY. Students will be introduced to the methods and findings of both classic and current psychological research, as well as to the practical applications of this work. Emphasis is placed on acquiring a foundation of knowledge and critical skills that are necessary to evaluate psychological research. Contributes to Animal Studies and Health Studies. (Fall, Spring) (ScS)
33-204	SURVEY OF RESEARCH METHODS. This course introduces students to a variety of research methods in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, design, statistical analysis, ethics, and scientific writing in APA style. This course (with no lab) covers the basic methodological background necessary for upper-level psychology courses but does not involve project-based research. It is recommended for (a) psychology majors pursuing non-psychology careers or who prefer an internship capstone rather than a research capstone, (b) psychology minors, and (c) non-psychology majors preparing to take the MCAT. Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. Contributes to Data Science. (Spring) (WA) (ScS)
33-214	INQUIRY-BASED RESEARCH METHODS. This course gives students in-depth experience with the research methods used in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, statistical analysis, ethics, and scientific writing in APA style. This course (which includes a required 1-credit lab; 33-211) involves intense project-based original research, and serves as good preparation for later independent research (capstone research or graduate school). This course is recommended for (a) psychology majors who prefer a research capstone over an internship capstone, and (b) students considering applying to graduate school in psychology. Co-requisite: Concurrent registration in 33-211, with the same professor, is required. You must register for lecture and lab with matching section

- numbers (e.g. 33-214-01 & 33-211-01). Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. Contributes to Data Science. (Fall, Spring) (WA) (ScS) Not appropriate for first-year students.
- 33-211 LAB FOR INQUIRY-BASED RESEARCH METHODS. This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research. This lab is required for Inquiry-Based Research Methods. Co-requisite: Concurrent registration in 33-214, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-214-01 & 33-211-01). (Fall, Spring) (ScS)
- 33-224 INQUIRY-BASED RESEARCH METHODS (with ANIMALS). This course gives students in-depth experience with the research methods used in psychology, including experimental and non-experimental designs. Topics include literature review, hypothesis formation, psychological measurement, sampling, statistical analysis, ethics, and scientific writing in APA style. This course (which includes a required 1-credit lab; 33-211) involves intense project-based original research with animals, and serves as good preparation for later independent research (capstone research or graduate school). This course is recommended for (a) psychology majors who prefer a research capstone over an internship capstone, (b) students considering applying to graduate school, and (c) students interested in the Animal Studies Minor. Co-requisite: Concurrent registration in 33-221, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-224-01 & 33-221-01). Prerequisites: Psychology 33-104 and Mathematics 52-114, minimum grades of C required. Contributes to Animal Studies and Data Science. (Fall) (WA) (ScS) Not appropriate for first-year students.
- 33-221 LAB FOR INQUIRY-BASED RESEARCH METHODS (with ANIMALS). This 1-credit lab is designed to give students practical, hands-on experience in designing, conducting, analyzing, and writing up original research in animal behavior. This lab is required for Inquiry-Based Research Methods (with Animals). Co-requisite: Concurrent registration in 33-224, with the same professor, is required. You must register for lecture and lab with matching section numbers (e.g. 33-224-01 & 33-221-01). (Fall) (ScS)
- 33-334 PERSONALITY THEORY AND RESEARCH. A survey course that provides an overview of the major personality theories and the methods and findings of personality research. The trait approach will be fully explored, but significant attention will also be paid to both classical and modern modifications of psychoanalytic theories and to biological, learning-based (behavioral), cognitive, and humanistic theories. The emphasis will be on examination and evaluation of the experimental evidence pertinent to each theory. Prerequisite: Psychology 33-104. (Spring) (ScS)
- 33-344 LIFESPAN DEVELOPMENT. This course will provide a broad overview of the physical, cognitive, social, and emotional aspects of development from conception through old age. In this course students will learn to think critically about research findings regarding environmental, cultural, and biological influences on development. Prerequisite: Psychology 33-104. Contributes to Health Studies. (Fall, Spring) (ScS)
- 33-354 CROSS-CULTURAL PSYCHOLOGY. In this four-week travel course, we will study the principles of cultural psychology and how psychological processes/outcomes differ and/or the same for people from different cultural backgrounds. Through examining behavior, social institutions, and cultural norms we will compare the American psychological approach to three other countries that we visit. While in country, the course will include walking tours in each country, cultural visits, and day trips to neighboring areas. From these experiences, we gather our “data” that we then use to test cultural similarities and differences as well as consider the implications those have for psychological theories. (Summer) (ScS)
- 33-364 SEXUALITY AND CULTURE. The goal of this four-week travel course is to increase students’ understanding of cross-cultural differences in sexual attitudes and behaviors. Specifically, students will learn the ways in which sex education, sexual health, and sexual and gender politics differ in other countries compared to the United States. In addition to an in-depth analysis of sexuality, students will study the history of marginalized groups, including the LGBT, sex work, and immigrant communities, with a focus on the psychology of prejudice and discrimination. Students will also be immersed in the visited culture(s) through guided tours, site visits to governmental and non-profit agencies, excursions, and other cultural activities. (Summer) (ScS) (SJ)
- 33-374 EVOLUTIONARY PSYCHOLOGY. This survey course will provide a solid theoretical foundation for the study of psychology from an evolutionary perspective. We will apply to humans the same lens that evolutionary biology has applied to other species. This perspective cuts across cognition,

- motivation, attention, social behavior, and many other aspects of psychology. The course will begin with an in-depth introduction to evolutionary theory as it applies to human psychology and behavior, followed by a survey of more specific psychological phenomena studied from an evolutionary perspective. Prerequisite: Psychology 33-104. Contributes to Animal Studies. (Fall) (ScS)
- 33-384 **LEARNING AND COGNITION.** This course will use a functional lens to provide students with a foundation for learning theory as well as modern cognitive science. The first part of the course explores the traditional learning approach (e.g., classical and instrumental conditioning). The second part of the course is devoted to cognitive science - starting with basic components (e.g., perception, attention), moving to an in-depth consideration of memory, and ending with special topics in cognition (e.g., judgment, decision-making). Prerequisite: Psychology 33-104. Contributes to Animal Studies. (Fall) (ScS)
- 33-412 **CAREERS IN PSYCHOLOGY I: MAJOR AND CAREER EXPLORATION.** This 2-credit course is intended for first years or sophomores (or junior transfers) who want to explore career possibilities in psychology and maximize their experience in the major. In addition to learning about the breadth of the field of psychology, assessing work values/interests/skills, and researching three different occupations, students will learn skills necessary for success as a psychology major, including study skills, professional and ethical behavior, and time management. This course may be taken concurrently with PSY 33-422 (Careers in Psychology II: Professional Development and Career Planning) if desired. (Fall)
- 33-422 **CAREERS IN PSYCHOLOGY II: PROFESSIONAL DEVELOPMENT AND CAREER PLANNING.** This 2-credit course is intended for juniors or seniors who intend to pursue graduate study or a career in psychology or a psychology-related field. Students will engage in a variety of activities that facilitate career exploration and professional development, including how to research job opportunities and graduate programs, practice writing resumes and vitae, cover letters, and personal statements, and developing a career plan and portfolio of marketable skills. This course may be taken concurrently with PSY 33-412 (Careers in Psychology I: Major and Career Exploration) if desired. Prerequisite: Psychology 33-104, and either Psychology 33-204, 33-214, or 33-224. (Fall)
- 33-474 **FORENSIC PSYCHOLOGY.** This course focuses on the application of psychological knowledge in the civil and criminal justice systems. As a seminar course with emphasis on critical discussion and student presentations, it will include an exploration of the role that psychologists play in the courtroom (e.g. case preparation, jury selection) and in criminal investigation (e.g. profiling, interrogations). Emphasis will also be placed on the role of psychologists in evaluating various “states of mind” or “behavioral dispositions” which bear on judicial process, such as competency (to stand trial), insanity (defense), dangerousness (involuntary commitment), and criminally relevant forms of psychopathology (e.g. psychopathy, sexual deviance). (Summer) (ScS)
- 33-484 **HUMAN SEXUALITY.** This course is an introduction to the psychology of human sexuality. It covers a broad range of topics, including male and female physiology, sexual orientation, sexual expression and variation, sexual difficulties, birth control, reproduction, prostitution, pornography and many others. The primary goal of this course is for students to develop a greater understanding of their own sexuality and the sexuality of others, as well as to become more knowledgeable about the topic of sex. Contributes to Health Studies. (Summer) (ScS)
- 33-524 **ABNORMAL PSYCHOLOGY.** An overview of the field of clinical psychology that involves the scientific study of mental illness (psychopathology). The focus is on an empirically grounded examination of the symptomatic presentation, classification and cause of a broad range of psychological disorders. Methods used in the field to assess, treat and conduct research on the disorders will also be studied. Prerequisite: Psychology 33-204, 33-214, or 33-224. Psychology 33-334 recommended. Contributes to Health Studies. (Fall) (ScS)
- 33-534 **BEHAVIORAL NEUROSCIENCE.** An introduction to the neurosciences with an emphasis on the techniques used to study the neurobiological basis of behavior. The anatomy and function of the central nervous system is a primary focus of the course and specific topics include how the central nervous system mediates perception, emotions, motivation, sleep, learning and memory. Also Biology 50-324. Prerequisite: Biology 50-114 or 50-123/121, and either Psychology 33-204, 33-214, or 33-224, Biology 50-222/50-232, or Kinesiology 48-214, or permission of instructor. Contributes to Animal Studies, Biology, and Health Studies. (Spring)
- 33-544 **HEALTH PSYCHOLOGY.** This course will introduce students to the field of health psychology, which is the application of psychological principles in understanding how the mind, body and behavior interact in health and illness. Emphasis will be placed on the biopsychosocial model, which

considers the role of biological, psychological and social factors in health and illness. Topics of interest include health promotion and primary prevention of illness, stress and coping, pain management, health behaviors (e.g., nutrition, exercise, smoking), and a variety of behavior-related medical conditions (e.g. cardiovascular disease, cancer, AIDS, eating disorders). Contributes to Health Studies and Kinesiology. Prerequisite: Psychology 33-104, and either Psychology 33-204, 33-214, 33-224, Biology 50-222/50-232, Kinesiology 48-214, or Sociology 34-314. (Alternating Spring) (ScS)

- 33-564 SOCIAL PSYCHOLOGY. An introduction to the field of social psychology, which is the scientific study of how the thoughts, feelings and actions of a person are influenced by other people and by social situations. Topics include 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, 33-214, or 33-224. (Spring) (ScS)
- 33-574 CLOSE RELATIONSHIPS. People's lives exist in the context of interpersonal relationships. This 4-credit course is designed to introduce students to theory and research on relationships, including friendships, parent-child relationships, and adult romantic relationship. We will discuss issues and concepts from of attraction and mate selection all the way through break-up and divorce. Along the way we will explore the major theories of close relationships and examine research that helps us to understand how it is that intimate relationships develop, thrive, or deteriorate over time. Prerequisite: Psychology 33-204, 33-214, or 33-224. (Alternating Spring) (ScS)
- 33-824 RESEARCH IN APPLIED PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning applied psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-834 RESEARCH IN BEHAVIORAL NEUROSCIENCE. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning neuroscience. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-224 or 33-214, Psychology 33-534, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-844 RESEARCH IN CLINICAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning clinical psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-524, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-864 RESEARCH IN DEVELOPMENTAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning changes in behavior across the life-span. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-344, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-874 RESEARCH IN SOCIAL PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience related to questions concerning social psychology. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, Psychology 33-564, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
- 33-884 RESEARCH IN COGNITIVE EVOLUTIONARY PSYCHOLOGY. Laboratory or field-based research course designed to provide hands-on research experience on cognitive phenomena from an evolutionary perspective. Students work directly with a faculty member within the department. Students read and synthesize the literature, design a study, collect and analyze data, and report the results. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224,

	Psychology 33-374, and permission of instructor. May be repeated with different experience. (Fall, Spring) (WA) (ScS)
33-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
33-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
33-901, 902, 903, 904	TUTORIAL.
33-912	TEACHING ASSISTANT PRACTICUM. A field-based course designed to provide hands-on experience teaching at the undergraduate level, preparing lectures, creating and grading assignments, and holding weekly supplemental instruction sessions. In addition to attending the course with which they are assisting, they will also meet with the course instructor on a weekly basis. A written product is required of all students. Prerequisites: Psychology 33-214 or 33-224, and permission of instructor.
33-948	ACADEMIC INTERNSHIP. Field placement in an approved setting. Students are expected to complete 120 hours (33-944) or 240 hours (33-948) of supervised experience. All internships have certain prerequisites and require permission of instructor. May be repeated with different experience. Must be taken Pass/D/F. (Spring or Summer)
33-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content.
33-984	HONORS. By invitation only.

RACE AND ETHNICITY STUDIES

Interdisciplinary Program

Program Committee:

Lamiyah Bahrainwala, PhD, Assistant Professor of Communication Studies

Melissa A. Johnson, PhD, Professor of Anthropology

Maria R. Lowe, PhD, Professor of Sociology

Joan Parks, MSLS, Research and Instruction Librarian with rank of Associate Professor

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

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

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

Program Goals:

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

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

- Reflecting on Concepts Courses: Courses that are specifically and centrally focused on the theoretical and methodological framing of race and ethnicity.
- Thematic or Group-Focused Courses: The study of a specific racial or ethnic group, or of how race and

ethnicity shape texts and institutions.

- Allied Courses: A portion of these courses is devoted to conceptual frameworks or to thematic and group foci in relation to race and ethnicity.

Minor in Race and Ethnicity Studies: Five courses across at least three disciplines

- At least one Reflecting on Concepts course from:
 - Communication Studies
COM75-454 Race, Ethnicity, and Communication
 - Philosophy
PHI18-124 Latina/o Identities
PHI 18-184 Theories of Race
 - Sociology
SOC34-264 Race and Ethnicity
- At least one Thematic or Group-Focused courses from:
 - Anthropology
ANT35-244 Race, Class and Gender in the Caribbean
 - Communication Studies
COM 75-654 Muslims in the Media
 - Education
EDU40-234 Schools, Society and Diversity
EDU40-274 Multicultural Children's Literature
 - English
ENG10-874 Topics in American Ethnic Literature
 - Feminist Studies
FST04-254 Latinx Spiritualities
FST04-364 Chicana Feminisms
 - French
FRE11-344 Francophone Literature and Film
 - History
HIS16-234 History of Colonial Latin America
HIS16-244 History of Modern Latin America
HIS16-404 Latin American History in Film and Literature
HIS16-454 History of the Civil Rights Movement
HIS16-554 The History of Europe's Muslims
 - Philosophy
PHI18-124 Latino/a Identities
 - Political Science
PSC32-214 Governing Diversity: Race and Ethnicity in American Politics
 - Religion
REL19-214 Native American Traditions
REL19-384 Rastas, Saints and Virgins
REL19-394 Indigenous Myth and Narrative

Spanish

SPA15-454 Race and Immigration in Spanish Literature

SPA15-734 Spanish in the United States

- No more than two Allied courses from:

Anthropology

ANT35-334 Global Environmental Justice

Art History

ARH71-034 Introduction to Art History: Latin American

ARH71-264 Art in China Since 1911

ARH71-364 Native Books, Images and Objects

Communication Studies

COM75-234 Rhetorics of Resistance

COM75-284 Rhetoric of Surveillance

COM75-434 Communication, Culture and Social Justice

COM75-614 Identity and Media

Education

EDU40-264 Second Language Acquisition

English

ENG10-834 Postcolonial Literature

Feminist Studies

FST04-104 Introduction to Feminist Studies

German

GER12-714 Transnational Identity Narratives

History

HIS16-034 Nations and Nationalism in World History

HIS16-474 Sport and Society in Modern America

HIS16-484 The History of the U.S. West

Music Literature

MUL80-134 Music in the United States

Philosophy

PHI18-134 Philosophy, Race and Revolution

PHI18-194 Introduction to Feminist Philosophy

PHI18-284 Philosophies of the Americas

PHI18-324 The Embodied Self

Political Science

PSC32-174 Gender Politics

PSC32-184 Politics in Latin America and the Caribbean

PSC32-364 Introduction to Political Theory

PSC32-404 Educating the Modern Political Subject

PSC32-564 Modern Political Theory

Religion

REL19-374 Sacred Space and the Environment

Sociology

SOC34-234 Gender and Sexuality

SOC34-364 Sociology of Work

Spanish

SPA15-534 Cultural Memory in Latin America

SPA15-644 Gender, Race and Nationalism in Spanish Cinema

SPA15-654 Citizenship and Conflict in Colombian Cinema

SPA15-714 Spanish Sociolinguistics

Theater

THE72-614 Theatre for Social Change: Practice and Performance

THE72-234 Theatre History

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

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

Race and Ethnicity Studies (RES)

37-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.

37-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.

37-901, 902, 903, 904 TUTORIAL.

37-941, 942, 943, 944 ACADEMIC INTERNSHIP. May be repeated with change in content. Must be taken Pass/D/F.

37-951, 952, 953, 954 INDEPENDENT STUDY. May be repeated with change in content.

RELIGION DEPARTMENT

Humanities Area

Andrew Benko, PhD, Part-Time Assistant

N. Elaine Craddock, PhD, Professor

Laura Hobgood, PhD, Professor

Kenneth Mello, PhD, Associate Professor

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

The program introduces students to a variety of global religious traditions, experiences and expressions, and invites an empathetic understanding of difference. The program provides students with tools to critically engage “religious texts,” including written, oral, performative and symbolic ones. Religion courses engage students in the comparative study of themes and dimensions such as beliefs, practices, rituals and myths within and between religious traditions. The religion program facilitates interdisciplinary engagement with the study of religion and other human endeavors by encouraging students to learn and use a variety of methodologies, including: textual, social-scientific, historical, feminist and post-colonial.

Department Goals:

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

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

Major in Religion: Nine courses

- REL19-814 Doing Religion
- REL19-894 Religion Capstone (to be taken fall of senior year)
- Three courses from:
 - REL19-204 Christian Traditions
 - REL19-214 Native American Traditions
 - REL19-224 Jewish Traditions
 - REL19-244 Islamic Traditions
 - REL19-274 Hindu Traditions
 - REL19-284 Buddhist Traditions
- Four courses from:
 - REL19-304 Selected Topics
 - REL19-324 Women, Goddesses and Religion
 - REL19-334 Apocalypse
 - REL19-344 Animals and Religion
 - REL19-354 Gender and Sexuality in Native America
 - REL19-364 Pilgrimage
 - REL19-374 Sacred Space and the Environment
 - REL19-384 Rastas, Saints and Virgins
 - REL19-394 Indigenous Myth and Narrative
 - REL19-404 Religion and Animation
 - REL 19-414 The Body in Religion
 - REL19-714 Topics in Religion

Minor in Religion: Five courses

- REL19-814 Doing Religion.
- Four courses in Religion, two of which must be 300 level or higher

Paired Major: Religion and Environmental Studies

Students may choose the 15-course paired major between Religion and Environmental Studies by double counting two courses which contribute to Religion and Environmental Studies, including: REL19-334 Apocalypse, REL19-344 Religion and Animals, REL19-364 Pilgrimage and REL19-374 Sacred Space and the Environment.

Paired Major: Religion and Feminist Studies

Students may choose the 15-course paired major between Religion and Feminist Studies by double counting three courses which contribute to Religion and Feminist Studies, including: REL19-274 Hindu Traditions, REL19-324 Women, Goddesses and Religion, REL19-344 Animals and Religion, REL19-354 Gender and Sexuality in Native America, and REL19-414 The Body in Religion.

Religion within International Studies

It is possible to complete a program in International Studies that combines a disciplinary major in Religion with an additional “Concentration” in the Global geographical area of emphasis. To complete the disciplinary major component of International Studies, students majoring in Religion must select the following three courses to meet their introductory course requirement: 1)

REL19-204 Christian Traditions; 2) REL19-224 Jewish Traditions or REL19-244 Islamic Traditions; and 3) REL19-274 Hindu Traditions or REL19-284 Buddhist Traditions. In addition, two courses on the geographical area of emphasis must be taken within the disciplinary major. The Concentration portion of the International Studies degree consists of three courses in the geographical area of emphasis; three courses in an appropriate language beyond the general education requirement; and a semester or longer study abroad experience. See the International Studies Program for further details.

Religion (REL)

- 19-204 CHRISTIAN TRADITIONS. A historical and thematic introduction to the Christian thought and practice. The survey begins with the Jesus movement and continues through the current growth of Christianity in the southern hemisphere, particularly sub-Saharan Africa and Latin America. Literary genres, gender issues, political contexts, social movements and ethical dimensions are explored. Contributes to International Studies. (H) (SJ)
- 19-214 NATIVE AMERICAN TRADITIONS. A broad survey of the role and function of religion and religious activity in Native American communities. The course takes a broad, multi-disciplinary approach and focuses on religious agency in Native American communities, both past and present. Contributes to Anthropology and Race and Ethnicity Studies. (H) (SJ)
- 19-224 JEWISH TRADITIONS. A survey of the history, practices and belief of Judaism from the period of the formation of the Hebrew Bible to the modern era. Contributes to International Studies. (H)
- 19-244 ISLAMIC TRADITIONS. A survey of the history, practices, and beliefs of Islam from Muhammad’s era to the modern. It investigates special themes such as mysticism, gender, and politics with attention to diverse cultural contexts. Contributes to International Studies. (H)
- 19-274 HINDU TRADITIONS. A historical and thematic introduction to the religious ideas and practices that developed primarily on the Indian subcontinent. The course surveys central religious concepts and myths in classical texts and popular traditions; the interaction with Buddhism, Jainism, Islam and Sikhism; gender issues; and the relationship between religion and politics in South Asia. Contributes to Feminist Studies and International Studies. (H) (SJ)
- 19-284 BUDDHIST TRADITIONS. A historical and thematic introduction to the central ideas and practices of Buddhism. The course takes a multi-disciplinary approach to central religious concepts and myths in classical texts and popular traditions, beginning with the historical Buddha and early developments in India, Sri Lanka and Tibet. The course surveys the spread of Buddhism throughout Asia and to other regions of the world, including North America. Ethics, gender issues, and social movements are explored. Contributes to International Studies. (H) (SJ)
- 19-324 WOMEN, GODDESSES AND RELIGION. A cross-cultural study of the ways women’s voices have been heard and silenced, of the ways that their lives have been influential (as well as violently ended) and of the vital roles women have played in various religious traditions. The course also investigates ways in which female divinity has been conceptualized in various ancient and modern religious traditions. Rituals, communities, visual symbols and sacred texts will provide the material for our explorations and a feminist methodology will provide the lens for our gaze. Contributes to Anthropology, Feminist Studies, and International Studies. (H) (WA) (SJ)
- 19-334 APOCALYPSE. Why do we imagine the end of everything? Is it fear? Is it control? Is it wanting to let go of control? What do religious traditions do with the idea of apocalypse (a vision, a revelation of things to come)? This course examines those questions in both “religious” and “secular” settings (while questioning those boundaries) asking why humans have imagined end times. It also considers why these imaginings exist and how they function. In addition, it raises issues of social justice and expresses hope in a different (and better) future as well as current environmental fears of demise. Contributes to Environmental Studies. (H) (SJ)
- 19-344 ANIMALS AND RELIGION. A cross-cultural study of the ways other-than-human animals are included in and influence several different religious traditions. The course also examines contemporary issues such as factory farming and biomedical experimentation. Ecofeminist and environmental theories and methods inform the course. Contributes to Animal Studies, Environmental Studies, Feminist Studies, and International Studies. (H) (SJ)
- 19-354 GENDER AND SEXUALITY IN NATIVE AMERICA. An examination of the ways in which gender and sexuality are understood and acted out in Native American ritual and spiritual life, past and present. Focus will be placed on both continuity and change, and the context through which these definitions make sense. Contributes to Anthropology and Feminist Studies. (H)

- 19-364 PILGRIMAGE. A critical and comparative exploration of the religious, spiritual, social, cultural, environmental, economic, and political dimensions of religious journey. The course will investigate several theoretical approaches to pilgrimage that foreground issues such as the relation between "place" and "sacred space"; the distinction between physical and metaphorical journeys; pilgrims' motivations and goals; the relationship between religious journeying and "ordinary" life; how cultural values shape and are shaped by pilgrimages; the environmental impacts of pilgrimage; and the relationship between pilgrimage and tourism. Students will apply these theoretical approaches by focusing on particular religious journeys in several traditions. Contributes to Anthropology, Environmental Studies, and International Studies. (H)
- 19-374 SACRED SPACE AND THE ENVIRONMENT. This course looks at the ways in which groups of peoples (the focus will be primarily on Native Americans) have shaped their spiritual identities and communities around important places within the landscape, defining themselves against these places in nature and being defined by them at the same time. Students will try to understand what it means to give spiritual value to natural places, and the varieties of ways in which religious activities (and/or environmental philosophies) are focused on such places. Contributes to Environmental Studies, and Race and Ethnicity Studies. (H)
- 19-384 RASTAS, SAINTS AND VIRGINS. This course looks at the study of ethnic religious traditions in the United States - religions associated with specific ethnic groups. Students will examine religious systems such as Santeria, Rastafarians and the Cult of the Virgin of Guadalupe, among others. The goal of the course is not only to understand the religions themselves, but also to see how to go about studying religious systems which are not founded in texts and which differ on a deep philosophical level from many mainstream religious systems. Contributes to Anthropology, International Studies, and Race and Ethnicity Studies. (H) (SJ)
- 19-394 INDIGENOUS MYTH AND NARRATIVE. An examination of oral and written narratives in Native American cultures and communities (past and present) to show how such narratives serve as ways of encoding culture and identity, notions about world and self, and serve as a powerful means of passing those ideas on generationally. Students will have the opportunity to read collections of narratives, listen to narratives being told via audio recordings, as well as examine more contemporary methods of narrative transmission, including music, poetry and social media. Contributes to Race and Ethnicity Studies. (H)
- 19-404 RELIGION AND ANIMATION. Animation is everywhere, and often we view it for its humor, wit, and its biting social commentary. But what if we can actually LEARN something from it as well? In obvious, and sometimes not so obvious ways, animation - comics, graphic novels, cartoons and films - often tackles important subjects. This course looks at multiple types of animation to see how they reflect and interpret ideas/ideologies about religion/s. What can the Avengers, Ned Flanders, Hank Hill, Davey & Goliath, Disney princesses or the kids from South Park show us about religion and the world we live in today? Our goal is to find out! (H)
- 19-414 THE BODY IN RELIGION. A feminist, cross-cultural examination of the embodied human self in various religious traditions. The course will explore how the body is conceptualized, including sexuality and gender; moral proscriptions regarding the body and what they reveal about religion and culture; self-cultivation techniques; and the relationship between embodiment and salvation. Written texts and visual arts will be the media of exploration. Contributes to Feminist Studies and International Studies (H)
- 19-714 TOPICS IN RELIGION. A critical investigation of an important subject or issue in religion: religion and violence, religion and media, religious authority, religion and politics, etc. May be comparative or may focus on one tradition. This course may be repeated when topic varies. Topics courses that rotate, not necessarily every two years: Ball Games, Baskets, and Living Skies; A Novel Approach to American Religious History; Yoga; Religion and Politics; Religion and Ecology. (H)
- 19-814 DOING RELIGION. A critical exploration of some of the ways that people engage with religious concepts, symbols, stories, and practices, along with an exploration of some of the theories and methods used in contemporary secular studies of religion. Reviews various scholars who analyze the phenomenon of religion apart from theology through the use of history, literary studies, feminist studies, psychology, sociology, anthropology, postcolonial, environmental, and comparative studies. The course requires a significant amount of writing and exercises in the application of various methodological approaches, thus it is research intensive as well. This class is required for Religion majors and minors but is open to all students. (WA) (Spring)

19-894	RELIGION CAPSTONE. This research seminar is intended for majors in religion but is open to other students with the permission of the instructor. (WA) (Fall)
19-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
19-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.
19-901, 902, 903, 904	TUTORIAL.
19-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F.
19-951, 952, 953, 954	INDEPENDENT STUDY. Reading selected to round out the student's acquaintance with the field of religion or special areas of interest. May be repeated with changed content.
19-984	HONORS. By invitation only.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

Social Sciences Area

Reginald Byron, PhD, Professor of Sociology
 Erika Grajeda, PhD, Assistant Professor of Sociology
 Melissa A. Johnson, PhD, Professor of Anthropology
 Maria R. Lowe, PhD, Professor of Sociology
 Sandi Kawecka Nenga, PhD, Professor of Sociology
 Naomi Reed, PhD, Assistant Professor of Anthropology

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

At the heart of sociology and anthropology lies an interest in understanding the ways in which group membership, cultural context and social hierarchies affect people's lived experiences and world views. The Department's offerings combine sociology's focus on contemporary and historical patterns of social interaction with anthropology's interests in systems of cultural meanings and encourage awareness and understanding of human diversity and cultural variation. The Department is especially interested in examining the ways that race, class, gender and other social characteristics operate within systems of domination and resistance. Course work within the Department will challenge students to examine some of their most basic assumptions about the world and will contribute to a critical understanding of how the social world operates—an essential characteristic of a liberally educated global citizen. As a progressive department, a commitment to social justice based on an appreciation of social and cultural diversity and an awareness of social inequality is encouraged. Faculty members' teaching and research embrace this commitment in a variety of ways, and we encourage students to use the knowledge, skills and perspectives they have gained through courses and other work with us to promote positive social change.

Department Goals

Sociology:

1. Develop in Sociology majors a mastery of the central concepts and major theoretical paradigms in the discipline.
2. Develop in Sociology majors the ability to clearly articulate a research question, linking it to a body of empirical research embedded within a theoretical tradition.
3. Develop in Sociology majors competence in collecting and analyzing and reporting data using both quantitative and qualitative research methods.

Anthropology:

1. Develop in students an understanding of cultural relativism and ethnocentrism, and knowledge of cultural diversity.
2. Develop in students an understanding of the relationships between difference, culture, and power, including the politics of the production of knowledge.

Develop in students the ability to gather and analyze ethnographic data, contextualize their analysis within related scholarship, and present their research in both written and oral formats to a broad academic audience. The Department seeks to emphasize how the two disciplines of sociology and anthropology complement each other. The department offers majors and minors in both Sociology and Anthropology and paired majors as listed below.

Paired Major: Sociology and Anthropology

Students may choose a paired major in Sociology and Anthropology by counting Anthropology 35-104 and Sociology 34-114 or 34-124 in both majors.

Paired Major: Sociology and Feminist Studies

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

Paired Major: Anthropology and Environmental Studies

Students may choose a 15-course paired major in Anthropology and Environmental Studies by double-counting two courses that count towards both the Anthropology and Environmental Studies majors. Currently those courses are Anthropology 35-334 Global Environmental Justice and Feminist Studies 04-254 Latinx Spiritualities. Other courses may be substituted by permission of the chairs of the Environmental Studies and Anthropology program faculty. This may especially be true for courses taken during study abroad.

Paired Major: Anthropology and Feminist Studies

Students may choose a 15-course paired major in Anthropology and Feminist Studies by double-counting two courses that contribute to Anthropology and Feminist Studies. Currently those courses are Anthropology 35-244 Race, Class and Gender in the Caribbean, 35-334 Global Environmental Justice, Feminist Studies 04-254 Latinx Spiritualities, and Religion 19-324 Women, Goddesses and Religion, although other contributing courses may be substituted by permission of the chair of the Feminist Studies Committee and the Anthropology faculty, and new courses may be added.

Anthropology within International Studies

It is possible to complete a program in International Studies that combines a disciplinary major in Anthropology with an additional "Concentration" in a geographical area of emphasis: either Latin America or Global. Two courses on the geographical area of emphasis must be taken within the disciplinary major. The Concentration consists of three courses in the geographical area of emphasis; three courses in an appropriate language beyond the general education requirement; and a semester or longer study abroad experience. Students must choose a study abroad program that allows them to do independent ethnographic research that they will then use in their capstone project. See the International Studies Program for further details.

Sociology

Although it is a diverse field, sociology is united in (1) its acknowledgment that race, gender and class deeply affect our perceptions and lived experiences, (2) its focus on intergroup comparisons and (3) recognition that the sociological imagination lies at the heart of the discipline. The sociology major is designed to help students critically examine the mutual linkages between daily experiences and larger social structures. Courses address sociological understandings of crime and criminal justice; the centrality of work and issues of inequality in contemporary employment; the ways that race, ethnicity, and gender are constructed along interlocking hierarchies and how they are reproduced and challenged; how social class is reproduced and maintained in the United States; and children's peer cultures as a site where inequalities are both challenged and reaffirmed. Courses on other topics are often offered.

Major in Sociology

Students seeking a major in Sociology will complete the requirements for the BA degree. The major in Sociology is built around a cumulative curriculum. SOC34-314 Research Methods, SOC34-344 Sociological Theory, SOC34-394 Qualitative Methods Seminar and SOC34-964 Senior Research Seminar must all be taken at Southwestern to fulfill the degree. Majors considering graduate school or careers in social work or public health are strongly encouraged to register for an academic internship.

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

Anthropology

The Anthropology major is designed to develop a critical awareness and understanding of the diversity of peoples and cultures, and of the relevance and application of anthropological perspectives and methods to contemporary issues. The program specializes in the Caribbean, Latina/o's in the U.S. and the U.S-Mexico Borderlands, and is anchored by a faculty member each in Anthropology and Feminist Studies. Courses cover issues central to our contemporary global society: questions of race, class and gender; environmental (in)justice; and the making of religious and spiritual forms and identities. Additionally, contributing courses from Political Science and Religion address politics and social change in Latin American and Caribbean societies, gender in/and religions, spiritual traditions in native America, pilgrimages and more. Anthropology majors acquire solid grounding in both the social and cultural theory employed and generated by anthropologists and the ethnographic methods that define our discipline and conduct and present a paper based upon their own independent research.

Major in Anthropology

Students seeking a major in Anthropology complete the requirements for the BA degree. Students are required to complete a period of in-depth ethnographic 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 are encouraged to conduct this research during a study abroad experience with an appropriate study abroad program (see approved list of study abroad providers). Students may also complete this research through extending a project begun in the Theory and Method course, or otherwise developing a project.

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

Major in Sociology: Eight courses

- SOC34-114 Introduction to Sociology or SOC34-124 Social Problems
- ANT35-104 Introduction to Cultural Anthropology
- SOC34-314 Research Methods (recommended for sophomores; must be taken prior to the senior year)
- SOC34-344 Sociological Theory (recommended for juniors but may be taken by sophomores to facilitate study abroad plans; must be taken prior to the senior year)
- SOC34-394 Qualitative Methods Seminar (recommended for spring of junior year)
- SOC34-964 Senior Research Seminar (Capstone, to be taken in the fall of the senior year)
- Two additional courses that are either in or contribute to Sociology, at least one of which is upper level, and one of which may be an upper-level Anthropology course

Required supporting course in the Sociology major: One course

- MAT52-114 Introduction to Statistics

Minor in Sociology: Five courses

- SOC34-114 Introduction to Sociology or SOC34-124 Social Problems
- Four additional courses that are either in or contribute to Sociology, three of which must be above the introductory level and taken at Southwestern

*Note: In the event that a student majors in Anthropology and minors in Sociology, an extra elective must be taken in either the major or the minor to earn the minimum credit requirements for both.

Courses outside of Sociology that Contribute to the Major and Minor

- PSC32-184 Politics Of Latin America and the Caribbean

Major in Anthropology: Eight courses

- ANT35-104 Introduction to Cultural Anthropology
- SOC34-114 Introduction to Sociology or SOC34-124 Social Problems
- ANT35-424 Theory and Method in Cultural Anthropology (offered every fall, recommended for junior or senior year)
- ANT35-964 Senior Seminar (Capstone, to be taken in the spring of the senior year)
- Four additional upper-level courses that are either in or contribute to Anthropology, one of which may be a Sociology course

Minor in Anthropology: Five courses

- ANT35-104 Introduction to Cultural Anthropology
- Four additional courses that are either in or contribute to Anthropology

*Note: In the event that a student majors in Sociology and minors in Anthropology, an extra elective must be taken in either the major or the minor to earn the minimum credit requirements for both.

Courses outside of Anthropology that Contribute to the Major and Minor:

Feminist Studies

- FST04-254 Latinx Spiritualities
- FST04-364 Chicana Feminisms

Political Science

- PSC32-184 Politics of Latin America and the Caribbean

Religion

- REL19-214 Native American Traditions
- REL19-354 Gender and Sexuality in Native America
- REL19-384 Rastas, Saints and Virgins
- REL19-364 Pilgrimage
- REL19-324 Women, Goddesses and Religion

Sociology (SOC)

34-114	INTRODUCTION TO SOCIOLOGY. This course serves as an introduction to the discipline of sociology that uses sociological theories, empirical research, and the sociological imagination to explore features of contemporary American life. Particular attention will be paid to the ways in which characteristics such as race, class, and gender are socially constructed in the American context and influence people's worldviews and life chances (Each semester) (ScS) (SJ)
34-124	SOCIAL PROBLEMS. This course focuses on the sociological imagination and fosters an understanding of how individuals' lives are shaped by larger social and historical forces through an examination of specific social problems that may include welfare policy, crime and delinquency, and stratification by race, class, gender and sexual orientation. Some time will also be devoted to constructive solutions that have been advanced. (Each semester) (ScS) (SJ)
34-214	CRIMINOLOGY. This course examines the sociological foundations of crime including factors such as residential segregation, economic inequality, and masculinity. Some attention will also be devoted to American and international perspectives on criminal justice. Contributes to Data Science. (ScS) (SJ)
34-234	THE SOCIOLOGY OF GENDER. This course examines the social construction of gender. Specifically, what are the processes and consequences of having some gender categories constructed as normative and others deemed to be deviant? How are these patterns affected by cultural, biographical, and historical contexts? Particular attention is paid to the ways that power, race, ethnicity, and class influence these patterns. Contributes to Feminist Studies, and Race and Ethnicity Studies. Prerequisite: Sociology 34-114 or 34-124, or Feminist Studies 04-104. (ScS) (SJ)
34-264	RACE AND ETHNICITY. This course examines how race and ethnicity are constructed, maintained and challenged in the United States at the individual, interactional, and institutional levels. Some time will also be devoted to the ways that American citizenship as well as life chances are influenced by ethnic and racial group membership. Contributes to Feminist Studies, and Race and Ethnicity Studies. Prerequisite: Sociology 34-114 or 34-124. (ScS) (SJ)
34-274	CHILDHOOD AND YOUTH. This course examines the social worlds of children and youth. It analyzes the ways that young people's peer cultures intersect with gender, race, class and major social institutions. Students are encouraged to complete 20 hours of community-based learning and write an ethnographic paper. Contributes to Feminist Studies. Prerequisite: Sociology 34-114 or 34-124. (Fall) (ScS)
34-314	RESEARCH METHODS. This course acquaints majors and minors in sociology with the procedures for gathering and analyzing sociological data. Students are required to participate in lab sessions as a part of the course. Contributes to Data Science. Prerequisite: Sociology 34-114 or 34-124, Mathematics 52-114, and sociology major or permission of the instructor. (Fall) (WA) (ScS)

- 34-324 SOCIAL CLASS IN THE U.S. This course explores the study of the construction, maintenance and consequences of social inequalities in the United States, based on the review of classical and contemporary theories, empirical research and biographical accounts. Training in in-depth interview methods. Contributes to Feminist Studies. Prerequisite: Sociology 34-114 or 34-124. (Every other Spring) (ScS)
- 34-344 SOCIOLOGICAL THEORY. Contributions made to sociological theory beginning in the mid-19th century to the present. This course will survey select classical theorists and contemporary theorists with an emphasis on how their theories can be applied to understanding human behavior through a sociological lens. Prerequisites: Sociology 34-114 or 34-124, and sociology major or permission of the instructor. (Spring) (ScS)
- 34-364 SOCIOLOGY OF WORK. This course investigates the institution of work from a sociological perspective. Topics include: a brief history of the evolution of work, work patterns prevalent in the United States, and modern-day concerns with employment inequality by race, gender, class, sexual orientation and the work-life balance. Students are required to attend SPSS lab sessions (during normal class time). They will perform quantitative analyses using employment discrimination complaint data and write a paper based on the results. Contributes to Business, Data Science, and Race and Ethnicity Studies. (ScS)
- 34-964 SOCIOLOGY CAPSTONE SEMINAR. The Sociology capstone requires students to develop a major empirical paper. Students will analyze data they collected in the qualitative methods seminar, apply sociological literature to their findings and present their findings to the campus community. Students will discuss common readings and constructively critique one another's work. Peer review is a core component of this course. Prerequisite: Sociology 34-314, 34-344 and 34-394; or permission of instructor. (Fall) (WA) (ScS)
- 34-394 QUALITATIVE METHODS SEMINAR. Students in this course are introduced to qualitative methods and develop individual capstone research projects within an intellectual community of their peers. Students are expected to design a research project grounded in sociological literature, apply for IRB approval and collect their data for the sociology capstone seminar. Prerequisite: Sociology 34-314. (Spring)
- 34-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 34-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic.
- 34-901, 902, 903, 904 TUTORIAL.
- 34-941, 942-944, 946 ACADEMIC INTERNSHIP. Prerequisite: Sociology major of junior or senior standing and permission of instructor. Must be taken Pass/D/F.
- 34-951, 952, 953, 954 INDEPENDENT STUDY. Prerequisites: Junior or senior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
- 34-984 HONORS. By invitation only.
- Anthropology (ANT)**
- 35-104 INTRODUCTION TO CULTURAL ANTHROPOLOGY. This course provides a critical understanding of the similarities and differences in cultures and peoples through time and space, and of the application of anthropological knowledge to contemporary global issues. Topics covered may include the history of anthropology; human evolution; the idea of race; gender across cultures; kinship; political organization; economies; consumption; religion; language; ethics; and fieldwork. Contributes to International Studies. (Each semester) (ScS) (SJ)
- 35-244 RACE, CLASS AND GENDER IN THE CARIBBEAN. This course critically examines how the constructs of race, class and gender shape everyday life in the Caribbean. The course will cover history, human-environmental relations, the global circulations of people and capital that continue to create the Caribbean (migration, tourism and development), spiritualities, language, music, and Carnival. Contributes to Feminist Studies, International Studies, Latin American and Border Studies, and Race and Ethnicity Studies. Prerequisite: Anthropology 35-104 or Feminist Studies 04-104. (ScS) (SJ)
- 35-334 GLOBAL ENVIRONMENTAL JUSTICE. An exploration of global environmental issues from a perspective that foregrounds questions of social inequality (differences in socioeconomic status, race, gender, indigeneity, national identity, etc.). The course includes an overview of the U.S. environmental justice movement, a consideration of global inequality, and social theories of nature

and culture. Topics addressed may include global climate change, consumerism, pollution and toxic substances, resource extraction, bio-diversity conservation, food production systems, natural disasters, and water scarcity. Students will be required to engage in environmentally oriented activism or service, and to reflect on their experiences as a part of the course. Contributes to Environmental Studies, Feminist Studies, Health Studies, International Studies, and Race and Ethnicity Studies. Prerequisite: Anthropology 35-104, Environmental Studies 49-104, or Feminist Studies 04-104. (ScS) (SJ)

- 35-424 THEORY AND METHOD IN CULTURAL ANTHROPOLOGY. This course introduces students to the different kinds of assumptions and questions that have informed anthropological inquiry in the past, and that currently orient research and writing in cultural anthropology. The course simultaneously explores the methodological techniques intertwined with these theories. Students will practice different methods (including participant observation and interviewing techniques) and use different theoretical approaches as they do so. This course prepares students to conduct the ethnographic research project required for the senior seminar. Prerequisite: Anthropology 35-104. Restricted to Majors. (Fall)
- 35-964 SENIOR SEMINAR. The anthropology capstone requires students to develop a major paper in which they contextualize the data generated from their ethnographic research project in relevant scholarly literature. Students will work with each other and their professor throughout the capstone in an intellectual community of knowledge producers. Students will present their paper to campus at the end of the course and will be encouraged to present at regional conferences and the Southwestern Undergraduate Works Symposium. Prerequisite: Permission of instructor. (Spring) (WA) (ScS)
- 35-001, 002, 003, 004 SELECTED TOPICS. May be repeated with change in topic.
- 35-301, 302, 303, 304 SELECTED TOPICS. These are courses that fall out of our typical range of anthropology courses. Offered infrequently. May be repeated with change in content.
- 35-901, 902, 903, 904 TUTORIAL.
- 35-941, 942, 943, 944 ACADEMIC INTERNSHIP. Prerequisite: Anthropology major above first-year standing and permission of instructor. Must be taken Pass/D/F.
- 35-951, 952, 953, 954 INDEPENDENT STUDY. Prerequisites: Junior standing and a minimum of 3.0 grade point average during the previous semester. May be repeated with change in content.
- 35-984 HONORS. By invitation only.

THEATRE DEPARTMENT

The Sarofim School of Fine Arts

Joey Banks, MFA, Part-Time Assistant Professor
 Kerry Bechtel, MFA, Associate Professor and Resident Costume Designer
 Sergio Costola, PhD, Associate Professor
 C.B. Goodman, MFA, Part-Time Assistant Professor
 Yesenia Garcia Herrington, MFA, Part-Time Assistant Professor
 Cliff Miller, MFA, Part-Time Assistant Professor
 John Ore, MFA, Professor, Director of Technical Operations and Resident Lighting and Sound Designer
 Desiderio Roybal, MFA, Professor and Resident Scenic Designer
 Kathryn Van Winkle, PhD, Part-Time Assistant Professor

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

The Department of Theatre is dedicated to the education of theatre advocates, educators, and practitioners through training and study in history, literature, performance, and production. As a multi-disciplinary art, training in theatre represents an academic and artistic exploration within a liberal arts context. As such, our curriculum requires students to develop skills in collaborative, creative and critical thinking. Additionally, students must cultivate their abilities to express themselves through written, oral, and visual communication. Because theory and practice are inseparable, the Department requires students to be involved in coursework and in producing performances and productions designed and selected to educate, enhance, and elevate the lives of the greater community.

Department Goals:

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

Scholarships: The Sarofim School of Fine Arts grants a number of scholarships to majors in theatre. These scholarships are awarded after an audition and portfolio review by the prospective students with members of the Theatre Department faculty, and can be scheduled through the administrative office of the School of Fine Arts. Students awarded a theatre scholarship must maintain a 3.0 gpa in the major and accept assigned roles, either as actors or production staff for all mainstage productions. Please refer to the scholarship requirements detailed in the award letter.

Production Participation Requirement: BA Theatre majors are required to participate in all main stage productions. Each student is required to audition for all main stage productions for either an acting role or a production staff position. Students who are not cast in onstage roles will be assigned to production positions by the faculty. Students are required to register for and complete Theatre Company every semester they are taking courses designated as "on campus" regardless of whether the minimum graduation requirements have been met.

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

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

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

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

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

Capstone Requirement: The Theatre Capstone is a two-fold experience: 1) An electronic portfolio containing a well-curated selection of theatrical work collected over four years of theatre study. This portfolio is presented as the student's jury at the end of the final semester. The department intends that the electronic portfolio will serve as a foundation for application to graduate schools and professional employment. 2) Enrollment in a three-credit capstone course (in either the junior or senior year) consisting of either an intensive research paper, or a shorter research paper and the completion of a major performance or production assignment awarded by the faculty.

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

Bachelor of Arts

The BA degree with a major in Theatre is designed to provide students with a solid background in theatre history, literature, performance, and design and production practices. Many students who choose the BA degree option have minors or double majors because they have other major intellectual or disciplinary interests, or they choose to pursue teacher certification.

Note: The 56-credit cap on courses from one subject area is waived for THE courses.

Note on course numbering 100 level courses are introductory level. 200-800 level courses may be appropriate for all levels unless otherwise indicated by prerequisite designations.

Major in Theatre (BA): 44 credits

- Theatre Core:
 - THE72-164 Design Fundamentals
 - THE72-124 Intro to Play Analysis
 - THE72-183 Fundamentals of Acting
 - THE72-130 Theatre Company (six semesters)
 - THE72-211 Theatre Laboratory (six semesters)
 - THE72-234 Theatre History
 - THE72-923 Theatre Capstone
- Five additional different courses in Theatre (3-4 credits each or the equivalent).¹

Note: Independent studies and academic internships may not be used to fulfill Theatre Major credit requirements.

Minor in Theatre: Five courses

- THE72-164 Design Fundamentals
- THE72-234 Theatre History
- Three additional different courses in Theatre (3-4 credits each or the equivalent).¹

¹ The successful completion of two 2-credit Theatre courses is considered to be the equivalent of one 4-credit course.

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

Theatre (THE)

72-104	INTRODUCTION TO THEATRE. An introduction to the various elements that contribute to the development of theatre as a specialized art form, with particular emphasis placed on the role of theatre as an artistic and humanizing experience. Topics covered include historical and cultural influences, the nature and variety of dramatic texts, the nature of acting, the functions of theatrical design and the integration of theatrical aesthetics in performance. Several plays illustrating the above will be read and analyzed. Attendance at selected performances is required. (Spring, odd years) (FAL)
72-114	THEATRE ARTS IN LONDON. A theoretical and experiential survey of the art of the theatre, its past and present, with an emphasis on the role of theatre within the society and the techniques employed to achieve its purpose. Emphasis will be upon attending performances in London. This course is taught by faculty from Goldsmith College, University of London. An additional fee is levied to pay for admission to theatre performances. (Fall in London Program only) (FAL)
72-124	INTRODUCTION TO PLAY ANALYSIS. A course exploring various critical approaches to Western written texts intended for the stage. The selection of plays will help students develop the ability to analyze and evaluate a variety of scripts in terms of form, structure, tone and style. Students will be introduced to some of the most important realistic plays of the twentieth century while also exploring texts that depart from realism. (Fall) (WA) (FAL)
72-130	THEATRE COMPANY. Students enrolled in this course will form a company of artists who will support departmental productions by working six hours per week in the areas of scenery, costumes, lighting, or sound. Additionally, students will fulfill back stage crew or front of house management

and ushering assignments; and serve as assistant directors, designers, shop managers, and stage managers. Students will also participate in a specified number of workshops, master classes, dramatic literature lecture/discussions, and attend professional and educational performances. The final two semesters of Theatre Company must occur during their senior year. Students are required to register for and complete Theatre Company every semester they are taking courses designated as "on campus" regardless of whether the minimum graduation requirements have been met. (Fall, Spring)

- 72-152 VOICE AND DIALECTS. This is a practical, activity-based course designed to help students develop clear and effective use of their voices and speech mechanisms. Work will focus on improving resonance and enunciation and will include work on stage dialects. Learning how to clearly enunciate vowels and consonants will be facilitated by a study of the International Phonetic Alphabet. May be repeated for credit. (Fall) (FAP)
- 72-164 DESIGN FUNDAMENTALS. This beginning design course provides students the opportunity to explore the major areas of design for theatrical production: costume, scenery/props, sound and lighting. Students will be exposed to theatrical drawing, rendering, script analysis and collaboration. The format of this class will vary from discussion to lecture to group activities. This course is open to only first year students and sophomores. Juniors and seniors may register with the permission of the instructor. Contributes to Design Thinking. (Spring) (FAP)
- 72-183 FUNDAMENTALS OF ACTING. This course is designed to introduce students to the processes of acting, including developing clear characters, analyzing scripts, exploring dramatic action and conflict and making bold choices in the development of scenes and monologues. Students will work on basic acting skills including movement, voice, and improvisation. Substantial written and performance work is required. (Fall) (FAP)
- 72-194 MOVEMENT. In this class we will explore different ways in which movement can influence performance styles from naturalism to physical theatre. The beginning of the semester will be dedicated to learning the foundations of movement and connection to the ensemble with yoga and viewpoints. The rest of the semester will be spent studying physical theatre and dance makers including but not limited to: Jacques Lecoq, Jerzy Grotowski, Augusto Boal, Frantic Assembly, Complicite Theatre, Pina Bausch, Remy Charlip, and musicians and artists John Cage, Brian Eno, and Lynda Berry, and creating short compositions inspired by their techniques. The final will culminate in a student produced piece. (Spring) (FAP)
- 72-201 THEATRE PERFORMANCE PRACTICUM. Main-stage productions are open to all University students. One credit is granted for each production. This course may be repeated for up to four credits. Prerequisite: Must be cast in a role in a main-stage production. For non-major students only. (FAP)
- 72-211 THEATRE LABORATORY. This course is designed to complement Theatre Company by providing a laboratory setting for students to learn and develop their skills in technical theatre which in turn will support the production component of the curriculum. (Fall, Spring)
- 72-234 THEATRE HISTORY. A course exploring Western theatre and drama in a variety of periods. Theatre performances and plays will be analyzed as functions of different fields of influence (economic realities of production and attendance; politics and power relations within and outside the theatre; social norms regarding gender, race, ethnicity, religion, family, etc.; aesthetic values of the time). In addition, the course is meant to introduce students to methods of critical research and issues of historiography. Contributes to Race and Ethnicities Studies. (Fall) (WA) (FAL)
- 72-241 THEATRE PRODUCTION PRACTICUM. One credit is granted for assistant stage management and design positions for main-stage theatre productions. This course may be repeated for up to four credits. Prerequisite: Must be chosen for an assistant stage management or design position for the production season. For non-major students only. (FAP)
- 72-254 EAST MEETS WEST: INTERCULTURALISM AND THEATRE. An investigation of theatrical interculturalism in a world-wide context. This course examines the series of exchanges, imitations, misunderstandings, and betrayals that took place in theatre during the twentieth-century and the new forms produced at the intersection of cultures. (IP) (WA) (FAL)
- 72-264 THEATRE FOR YOUNG AUDIENCES. This course provides an overview of the theory and practice of theatre created with and for audiences of children, adolescents and/or families. We will examine the historical contexts of theatre for young audiences, read plays that represent the "canon" of TYA, as well as read plays working to disrupt and expand theatre for young audiences. In addition, we will explore differing perceptions of childhood and TYA plays through a variety of arts activities,

- practical projects and through workshops with TYA practitioners and professionals. This class requires the viewing of local TYA productions outside of allotted class time. (Spring) (FAP)
- 72-274 THEATRE AND SCHOOLS. This course is designed as a practical experience of preparing and presenting a theatrical performance and accompanying educational materials for elementary school audiences. Each student will play a role in the production, either as an actor, musician, technician or as an educational team member. Students will rehearse a performance and/or develop educational materials connected to the production. All students will then travel to a series of local elementary schools where they will interact with young audience members and teachers. (Fall) (FAP)
- 72-294 MAKEUP DESIGN. Design and practice in the art of stage, screen and print makeup. Course focuses on development of skills for the practicing theatre artist. (FAP)
- 72-314 PLAYWRITING. Theory and practices of playwriting. Includes the writing of scripts for theatre reading and production. Contributes to English. (Spring, odd years) (FAL)
- 72-324 DRAMATURGY. Fundamentals for the development of a dramaturgical sensibility in order to promote integration between theory (the knowledge of theatre history, dramatic literature, and criticism) and practice (the know-how and expertise needed to realize the potential of a play in a particular production). This course is a prerequisite for those students who intend to dramaturg for SSFA productions. (WA) (FAL)
- 72-332 ALEXANDER TECHNIQUE. The Alexander Technique is a movement technique that focuses on coordination of the spine and skeleton. When the spine and skeleton come into coordination, the whole 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. (Spring, odd years) (FAP)
- 72-414 TOPICS IN COSTUME HISTORY. This course explores the relationship between social, political and cultural occurrences and fashion, art and clothing by focusing on selected periods in history, social and cultural movements, trends, style and fashion and their impacts on specific groups of people. Topics vary from traditional chronologic period study to the age of the fashion designer to the Industrial and Technological revolutions. May be repeated for credit. (FAL)
- 72-433 THEATRE DANCE. Preparation and execution of basic movement exercises, jazz, tap and modern dance and their application to choreography for musical theatre. Dance recital commitment is required. (FAP)
- 72-504 ACTING: REALISM. This course investigates the analysis and performance of scenes from realistic plays. Students engage in activities designed to explore advanced techniques for personalizing and physicalizing characters, playing actions and objectives, and engaging in rigorous script analysis. This is an upper-level class designed for students with acting experience, and/or at least one college-level acting class, and will presume that students have a fundamental knowledge of acting terminology and techniques, and experience with analyzing dramatic texts. (Fall, even years) (FAP)
- 72-514 ACTING: DEPARTURES FROM REALISM. Study and practice of 20th and 21st -century acting techniques through research, analysis work and performance. This is an upper-level class designed for students with acting experience, and/or at least one college-level acting class, and will presume that students have a fundamental knowledge of acting terminology and techniques, and experience with analyzing dramatic texts. (Fall, odd years) (FAP)
- 72-614 THEATRE FOR SOCIAL CHANGE: PRACTICE AND PERFORMANCE. This course explores theatre as a political, activist, problem solving, educational and aesthetic tool. Students will learn to develop interactive performances that can be used to effect social change in a wide variety of community settings. Contributes to Feminist Studies, and Race and Ethnicity Studies. (Spring) (SJ)(FAP)
- 72-674 THEATRE ARTS MANAGEMENT. Studies of the managerial aspects of creating, producing and promoting both commercial and non-profit theatre (educational, community and professional). (FAP)
- 72-724 FEMINISM AND PERFORMANCE. A course focusing on the ways culture has constructed the performance of gender on stage, in every-day life and in the media. Students develop and perform solo performances. Contributes to Communication Studies. (Fall) (WA) (SJ) (FAP)
- 72-734 ACTING: POETIC LANGUAGE. This course explores acting techniques for developing performances from texts that feature poetic language. Activities include voice and language, movement and manners and dialect work. Rigorous character and scene analysis and historical

research are required. This is an upper-level class designed for students with acting experience, and/or at least one college-level acting class, and will presume that students have a fundamental knowledge of acting terminology and techniques, and experience with analyzing dramatic texts. (Spring, odd years) (FAP)

- 72-744 PERFORMING STORIES: CULTURAL NARRATIVES. Oral histories are stories from human experiences. Short stories and poems come from the heart and imagination. In this course students explore these story forms through performance. (Spring, even years) (FAP)
- 72-794 COSTUME DESIGN. A study of the art and practice of theatrical costume design. Emphasis will be placed on the costume designer's requirements for pre-production. Topics covered include analysis, research, basic figure proportion, color theory, sketching, swatching and rendering. Students will present design concepts through a series of renderings for selected periods and plays. Contributes to Design Thinking. (Fall) (FAP)
- 72-804 SCENIC DESIGN. A study of the art and practice of theatrical scenic design. The focus of the course will be on the traditional approaches to scenic design and a study of the elements of composition as they apply to scenery. Students will work with different theatrical styles and settings and will present design concepts through painted renderings and/or models as well as drafting. Contributes to Design Thinking. (Spring) (FAP)
- 72-814 THEATRE SUSTAINABILITY. Using the black-box space Heather Hall as a model, this course introduces students to a variety of strategies that seek to lessen the wasteful material nature often associated with traditional theatre production. Electrical energy consumption and renewable energy production are major facets of study; however, scenery, properties, costumes, performance and the business aspects of theatre production will also be explored. Contributes to Environmental Studies. (Fall) (FAP)
- 72-824 LIGHTING DESIGN. An introductory study of the art and practice of lighting design. Students are introduced to the unique process via hands-on lighting projects in the department's performance spaces. Design projects include recorded observations of natural and artificial lighting sources followed by the study and research of a selected classic painting. Related topics include additive color theory, lighting in a variety of theatrical spaces, and working with incandescent and LED fixtures. Contribute to Design Thinking. (Fall) (FAP)
- 72-834 AUDIO TECHNOLOGY AND DESIGN. An introductory study of theatre sound systems and design for theatrical performance. Using the systems in the Department's performance spaces, students will become familiar with mixers, effects processors, amplification and microphone technology. Students will experience the design process and gain hands-on experience as assistant designers, audio engineers and programmer/operators in plays produced by the Department. Contributes to Design Thinking. (Spring) (FAP)
- 72-844 SCENIC ELEMENTS AND STAGE PROPERTIES. This course specializes in the area of scenic building and properties production for the stage. Areas covered include basic sewing for the stage and more advanced prop fabrication. From initial script analysis for props, to working with designers, directors, stage management and prop assistants, the student will explore ways to build/buy/borrow or find the props best suited to the production. Contributes to Design Thinking. (Spring) (FAP)
- 72-854 SCENE PAINTING. A practical activity-based and lecture course which specializes in the study of various paint finishes and techniques that are applied to stage scenery. When working on class assignments, students will have the opportunity to experiment with paint, binders, tools and techniques. The techniques covered serve as a foundation for further study and exploration in the art of scene painting. Contributes to Design Thinking. (Fall) (FAP)
- 72-864 STAGE MANAGEMENT FOR THE THEATRE. An introduction to stage management for academic and professional theatre. This project-oriented course provides students with a survey of techniques and strategies aimed at modeling successful stage management. Students will gain hands-on experience by working in stage management in the Department's performance spaces. (Fall) (FAP)
- 72-894 DIRECTING FOR THE THEATRE. Principles and practices of directing. Includes detailed analysis of the play script and directing of laboratory or workshop productions. (Spring) (FAP)
- 72-923 THEATRE CAPSTONE. This course may be taken in the junior or senior year, depending upon the department's production season. The Capstone has two tracks from which to choose. Track 1- An intensive research paper on a topic, which is selected in collaboration with the course instructor. Track 2- A major production or performance assignment awarded by the department faculty. This

	track requires related research, planning and completion of the assigned role, and shorter research paper. (Fall, Spring)
72-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
72-301, 302, 303, 304	SELECTED TOPICS. Special studies not in the regular curriculum to be offered on student request. May be repeated with change in topic.
72-901, 902, 903, 904	TUTORIAL.
72-941, 942, 943, 944	ACADEMIC INTERNSHIP. Must be taken Pass/D/F. Credits do not count toward the major or minor.
72-951, 952, 953, 954	INDEPENDENT STUDY. May be repeated with change in content. Credits do not count toward the major or minor.
72-984	HONORS. By invitation only.

UNIVERSITY STUDIES

General Science (GSC)

02-201	FOSTERING COLLABORATIVE OPPORTUNITIES IN THE NATURAL SCIENCES. This seminar is designed to foster a sense of community among student researchers, students seeking a research experience, and the faculty of the Natural Sciences area. Course readings, discussions, and assignments will focus on providing students with a better understanding of the scientific process and the importance of collaboration in furthering scientific discovery. May be repeated for credit.
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Paideia (PAI)

03-964	PAIDEIA SEMINAR. This seminar serves as an opportunity for students to explore critical issues through collaboration with other interested students from different disciplinary studies. The seminar is an integrative space where students think critically about their experiences across the curriculum, including those outside of the classroom. Through the guidance of a faculty facilitator, students collaborate to determine the focus or theme of the seminar and design the learning experiences to explore the connections across their Southwestern experiences, within and beyond each student's primary discipline. Typically taken during the junior or senior year, this seminar is open to all students by application and is required for students seeking <i>Paideia with Distinction</i> . Admission to the seminar requires approval from the Paideia Committee through an application process, typically completed during the sophomore year. Applications are due to the Paideia Office in Prothro 240 by October 1.
03-001, 002, 003, 004	SELECTED TOPICS. May be repeated with change in topic.
03-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic.

University Studies (UST)

05-014	FIRST-YEAR SEMINAR. Special topics courses that help the first-year student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking the role of reading, writing, and discussion in inquiry and student centered learning.
05-124	TEACHING AND TUTORING WRITING ACROSS THE DISCIPLINES. This course is designed for students in all majors who are interested in teaching and tutoring writing. The goals of the course are to introduce students to different genres of writing that are found throughout the curriculum, recognize and understand the differences in rhetoric, style, and purpose, and actively learn how to communicate the differences to others. The foundational theories used in this course will include

composition theory, writing in the disciplines/writing across the curriculum (WID/WAC), and writing center theory and pedagogy. This course will also function as training for new consultants in the Debby Ellis Writing Center.

- 05-214 **ADVANCED-ENTRY SEMINAR.** Special topics courses that help the transfer student begin to practice an education that arcs over the whole course of the student's experience and across the curriculum, connecting the questions and perspectives one encounters and the skills one develops to each other and to the world. It is a concurrent rather than preliminary experience, focused on exploratory topics or themes that help students think about what they are learning in their other classes and their larger education. Seminars introduce and reflect upon intellectual skills common to the liberal arts: formulating cogent questions, forging connections between methods of inquiry, recognizing and challenging assumptions, seeking out and listening to multiple perspectives, and rethinking the role of reading, writing, and discussion in inquiry and student centered learning.
- 05-224 **BRITISH LIFE AND CULTURE.** Offered by a British professor, this course meets weekly and includes a variety of field trips around London. This course is required of all participants in order to provide a common educational experience which utilizes the program's London location for an examination of the traditions and institutions which have shaped British and, by extension, Western life and culture in the 20th century. Must be taken on a graded basis (A-F). London semester program only.
- 05-300 **FACULTY-STUDENT RESEARCH PROJECTS.** Faculty-student research includes a range of projects including but not limited to archival research, research in preparation for honors theses or other significant student projects. Projects may involve faculty-student research, faculty supervised undergraduate research, or intensive collaborative projects in the arts, music and theatre. This is a zero-credit course taken on a P/D/F basis.
- 05-400 **SCOPE.** An 8-week summer student-faculty collaborative summer research experience that fosters a culture of research. This experience promotes student persistence, self-efficacy, and success and strives to create an inclusive and diverse research experience. This is a zero-credit course taken on a P/D/F basis.
- 05-930 **I-CORPS INTERNSHIP.** I-CORPS internships are offered during the fall and spring. They are intended to be the first step toward the development of skills and attitudes that lead to satisfying careers. Students set learning goals as well as engage in pre-reflections, post-reflection, and participate in professional development activities. This is a zero-credit course taken on a P/D/F basis.
- 05-940 **FUNDED INTERNSHIP.** Funded Internships are offered during the fall, spring, and summer. They are intended to be the first step toward the development of skills and attitudes that lead to satisfying careers. Students set learning goals as well as engage in pre-reflections and post-reflection. This is a zero-credit course taken on a P/D/F basis.
- 05-001, 002, 003, 004 **SELECTED TOPICS.** May be repeated with change in topic.
- 05-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic.
- 05-901, 902, 903, 904 **TUTORIAL.**
- 05-941, 942, 943, 944 **ACADEMIC INTERNSHIP.** Must be taken Pass/D/F.
- 05-951, 952, 953, 954 **INDEPENDENT STUDY.**
- 05-981, 982, 983, 984 **HONORS.** By departmental invitation

Paideia with Distinction

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

Paideia with Distinction is pursued with intentionality. Students who matriculate in 2018-2019 and are interested in pursuing the optional path to distinction must indicate their intentions through a pre-planning process with their advisor and/or the Director of Paideia, typically during the fall of their sophomore year. This process includes applying for the Paideia seminar, which may be taken as early as the junior year, and documentation for pursuit of either a Paideia minor or additional distinct Paideia experiences.

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

Students seeking Paideia with Distinction must submit final documentation of all requirements to the Paideia Office no later than November 15 for December graduates and April 1 for May/August graduates. Paideia Distinction is pending upon successful completion of all requirements.

Students who are accepted to participate and successfully complete both a Paideia seminar *and* one of the following Paideia intensive options will be recognized as having achieved *Paideia with Distinction*:

Option A: Paideia Minor

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

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

Option B: Approved Paideia Experiences

Students choose two distinct Paideia experiences from the list below:

- Community Engaged Learning (CEL) course – Students may complete an approved CEL course; faculty of these courses have elected to work with the Office of Community Engaged Learning in order to enhance the CEL experience. Typically, courses are designated in Student Planning on Web Advisor but students should contact the Office of CEL (Prothro 243) for a complete listing. Students are encouraged to present at the Experiential Learning tract of the Research and Creative Works Symposium.
- Study Abroad / Study Away – Students seeking a study abroad or domestic, off-campus study experience are encouraged to contact the Office of Study Abroad and International Student Services (Prothro 232) well in advance, typically a year prior to departure. Scholarship funding is available and takes financial need and merit into consideration. Students submit an application, including an essay to explain how they anticipate making connections between their study abroad experience and other SU experiences. SU study abroad application deadlines are listed here: <https://www.southwestern.edu/study-abroad/apply-now/>
- Student-Faculty Research – Students may engage in student-faculty research as one of the distinct experiences and must present their research in a venue that is representative of the major field of study and/or at the SU Research and Creative Works Symposium. However, presentations or publications that are required for the course or major do not fulfill this requirement. This option requires students to go above and beyond the requirements for the major capstone (e.g., presentation at a regional/national conference or professional publication).
- Advancing Language Proficiency – Students seeking *Paideia with Distinction* by advancing their language proficiency beyond the Southwestern University language and culture requirement must document this requirement by obtaining the signature of a professor in the Department of Languages, Literatures, and Cultures or supply documentation of test scores. Students are encouraged to take additional advanced language courses in preparation for study abroad experiences which also provides greater preparation for advanced proficiency.

The required documentation form to qualify for distinction may be obtained from a professor in the student's chosen language of study. Documentation must be submitted to the Paideia Office no later than November 15 for December graduates and April 1 for May/August graduates.

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

- Spanish, French, German - Oral Proficiency Interview (ACTFL OPI) at Intermediate High OR Standard Based Measurement of Proficiency (STAMP) with a score of 6

- Chinese - Oral Proficiency Interview (ACTFL OPI) at Intermediate Low OR Standard Based Measurement of Proficiency (STAMP) with a score of 4.5 OR Departmental Assessment for proficiency beyond the SU language and culture requirement, at appropriate level
- Greek and Latin - Departmental Assessment for proficiency beyond the SU language and culture requirement, at appropriate level
- Other Languages Not Taught at Southwestern - Oral Proficiency Interview (ACTFL OPI) at Intermediate High
- English Proficiency for Students whose First Language is a Language other than English (LOTE) - Test of English as a Foreign Language (TOEFL) score for admission to college or equivalent English proficiency
- King Creativity Grant – The King Creativity Fund, annually supports “innovative and visionary projects” of enrolled students, supporting projects ranging from a few hundred to a few thousand dollars. Students who are awarded a King Creativity grant must present their project at the King Creativity Symposium.

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

Committee members base awards on creative merit, the soundness of the proposal, feasibility, potential for educational enhancement, qualifications of the student project directors, and budget projections.
- Academic Internship - Students may elect to complete an academic internship. Internships may be part-time or full-time; typically, they are part-time during the academic year with a 10-week minimum requirement, and full-time in the summer with a 6-week minimum requirement. To obtain credit for an academic internship you must begin by making an appointment with the Internship team in the Center for Integrative Learning.

AIR FORCE RESERVE OFFICER TRAINING COURSE

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

AFROTC scholarships are available to selected cadets. Scholarships are awarded on the basis of overall merit, with particular attention paid to academic achievement. Recipients must maintain academic standards in order to retain the scholarships. Additional information is available from the Recruiting Officer, 512-232-2370

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

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

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

Air Force Science Classes (AFS)

Chair: Paul A. Tombarge, Col, USAF, (512) 471-1776 • Contact: Administrative Associate, 512-471-1776

Lower-Division Courses (General Military Courses)

- 99-101 LEADERSHIP LABORATORY. [GMC LLAB] Various leadership techniques, including drill and ceremonies, customs and courtesies, and uniform standards. Two laboratory hours a week for one semester. Taken on a pass-fail basis for one hour credit; additional hours to be arranged.
- 99-111 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE I. Introductory course exploring the overall roles and missions of the United States Air Force and career fields available in the Air Force.

- Emphasis on military customs and courtesies, appearance standards, Air Force core values, and written communication. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered fall semester only.]
- 99-121 THE FOUNDATIONS OF THE UNITED STATES AIR FORCE II. Continuation of Air Force Science 99-111, with an introduction to American military history and emphasis on personal communication. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered spring semester only.]
- 99-131 THE EVOLUTION OF USAF AIR AND SPACE POWER I. Key historical events and milestones in the development of air power as a primary instrument of United States national security. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 101. [Offered fall semester only.]
- 99-141 THE EVOLUTION OF USAF AIR AND SPACE POWER II. Basic tenets of leadership and ethical behavior. Interweaves study of Air Force core values and competencies with history of events and leaders in United States air power. One lecture hour a week for one semester. Prerequisite: Concurrent enrollment in Air Force Science 99-101. [Offered spring semester only.]

Upper-Division Courses (Professional Officer Courses)

- 99-201 LEADERSHIP LABORATORY. [POC LLAB] Leadership laboratory course for upper-division students. Further development of leadership skills through leadership positions within the cadet corps. Includes training of freshman and sophomore students as well as a *practicum* in Air Force unit operation. Two laboratory hours a week for one semester. Taken on a pass-fail basis for one hour credit; additional hours to be arranged.
- 99-203 AIR FORCE LEADERSHIP STUDIES I. A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Three lecture hours per week for one semester. Prerequisite: Air Force Science 99-111, 99-121, 99-131, and 99-141; concurrent enrollment in Air Force Science 99-201; and a four- or five-week field training course or equivalent ROTC or military training. [Offered fall semester only.]
- 99-213 AIR FORCE LEADERSHIP STUDIES II. A continuation of AFS99-203. Three lecture hours per week for one semester. Prerequisite: Air Force Science 99-203 and concurrent enrollment in Air Force Science 99-201. [Offered spring semester only.]
- 99-223 SENIOR AIR FORCE STUDIES I. Examines national security policy making, decision, and execution processes, regional studies, advanced leadership ethics, and Air Force doctrine. Special subjects of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Three lecture hours a week for one semester. Prerequisite: Air Force Science 99-203 and 99-213 and concurrent enrollment in Air Force Science 99-201 or consent of the department chair. [Offered fall semester only.]
- 99-233 SENIOR AIR FORCE STUDIES II. Continuation of AFS99-223. Three lecture hours per week for one semester. Prerequisites: Air Force Science 99-223 and concurrent enrollment in Air Force Science 99-201 or consent of the department chair. [Offered spring semester only.]

COLLEGE YEAR IN ATHENS STUDY ABROAD

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

Anthropology - ANTH (CYA)

05-364, 05-464

ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative

methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (*ANTH 315, ANTH 415*)

05-344, 05-444

THE ANTHROPOLOGY OF FOOD IN GREECE. The “Mediterranean Diet” has received a great deal of attention as a dietary pattern with significant health benefits. To think of diet in this way, however, is to think of food as simply nutrition. The rich symbolic life of food, its place in social relationships, its importance to ritual, its connection to identity, its deliciousness: all of these are lost if we focus on diet as diet alone. In this course, we will look at the development of the Mediterranean diet in Greece, as well as other contemporary food practices. We will address issues of globalization, food tourism, food security, “local”, “traditional,” and “slow” foods, and much more. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet shops, cooperatives, NGOs, and festivals in our quest to experientially study food in Greece. This is a hands-on course in terms of tasting and experiencing food! Summer Session. (*ANTH 325, ANTH 425*)

05-354, 05-454

TASTING CULTURE: NORDIC AND MEDITERRANEAN FOOD, TRADITION, AND NUTRITION. We eat to live. But food is not just about survival, it is about so much more: health, pleasure, identity, symbolism, class, memory, sensation, and on and on. We express who we are through our food. But how we eat is also shaped by other forces: doctors’ advice, economic ability, government regulations, climate, history, and many other factors often invisible to us in our everyday lives. Over four weeks we will explore two distinct cultural contexts in Europe—Denmark and Greece—allowing us to understand both the commonalities and the differences that such forces bring to food and cuisine, as well as people’s imagination and inventiveness in creating something to eat. The course begins in Copenhagen, Denmark, the emergent capital of New Nordic Cuisine, where tradition is being reinvented at levels both every day and haute cuisine. To balance our understanding of urban food ways, we will also spend a couple of days on the rural island community of Samsø, known for quality produce and sustainable living. The course continues in Athens, Greece, a country associated with the Mediterranean diet and a strong cultural history of knowledge and attention to food, with a few days on the island of Naxos as well, to explore the locality of food traditions and production. These four locations will enable to do comparative research and both explore and deconstruct the categories of new/old, urban/rural, north/south, global/local, tradition/modernity, and change/continuity. Along the way, the medicalization of diets, changes in agriculture, food tourism, food security, nationalism, locality, sustainability, and more will be addressed. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet shops, cooperatives, NGOs, and festivals in our quest to experientially study food, and taste everything that comes our way. By taking this class, students will develop a sound understanding of how food is studied as an expression of society and culture, and hands-on training in the methodologies used to examine food and food practices. Summer Session. (*ANTH 326, ANTH 426*)

05-313, 05-413

THE CULTURE OF MODERN GREECE. Students studying abroad are already like anthropologists, trying to make sense of the rules of the society around them so that they can adapt to the rhythms and practices of their new, temporary home. This class gives students the tools needed to fully engage with and understand life in Greece, offering the history and social context needed to give their experiences greater depth and meaning. We will learn the methods anthropologists use to study societies, and employ them to investigate Greece in ways students might not otherwise find on their own. Our explorations are broad, covering religion, food, immigration, Europeanization, family, youth culture, economy and politics, race and ethnicity, gender and sexuality, and more; we will treat these topics as overlapping realms that shape everyday experience. The aim is for students to gain an understanding of contemporary society in Greece, and a developing awareness of their own cultural conditionings and ethnocentrisms. Fall Semester. (*ANTH 333, ANTH 433*)

05-323, 05-423

GENDER & SEXUALITY IN MODERN GREECE. How do social scientists approach the subjects of gender and sexuality? What can students learn about life in modern Greece when we apply this lens? This course combines readings from across the social sciences and first-hand participant-observation research to answer these questions. We’ll be discussing gender and sexuality in their intersections in Greece with kinship, religion, economy, national and international politics, technology, medicine, modernity, ethnicity, race, and more, giving us a particular insight into

important aspects of change (and continuity) in this region. Students will be also be introduced to the methodologies of anthropological research, providing you with the tools to enrich your experience in Greece through a focused, curious, and analytical engagement with the cultures you're immersed in here (and with your own position here as a student/tourist/traveler/foreigner/gendered person), and to explore aspects of the society first-hand that you might not find on your own. Spring Semester. (ANTH 356, ANTH 456)

- 05-333, 05-433 **SOLIDARITY|SOCIAL MOVMTS|JUSTICE: SERVICE LEARNING.** Greece has seen the development of a number of social movements and “solidarity” movements in recent years, in the face of the difficult social conditions after the 2009 sovereign debt crisis and the austerity measures which followed. Some of these efforts are new and creative responses, while others have long histories in Greek society and politics. This course examines the roles that solidarity and social movements, social justice goals, and civil society development play in contemporary Greek society. What are the social problems currently being struggled with in Greece? In what ways have people responded? Students each volunteer for such organizations, on topics ranging from the environment, refugee housing, food security, human rights and equality, and more, and their volunteer experiences are integrated into the course, providing an experiential dimension to the questions we will be exploring together. Spring Semester. (ANTH 357, ANTH 457)
- 05-946 **INTERNSHIP (Academic or Experiential).** CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (ANTH 398)
- 05-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic. (ANTH 399)

Archaeological Excavations - ARCX (CYA)

- 18-314, 18-414 **EXCAVATIONS AT AIXONIDAI HALAI - VOULA FIELD SCHOOL.** The Winter Intersession evolves around the physical excavation of a site near the modern Athenian suburb of Voula, which, in antiquity, was associated with Aixonides Halai, one of the ten demes (municipalities) of ancient Attica. The course consists of two main teaching components. The first is an on-site excavation, and lab-work focusing on experiential learning, aimed primarily at introducing students to aspects of archaeological fieldwork and all related elements of current research methodology and theory, under the supervision of trained professionals. The second consists of class lectures, which enhance the “hands on” experience by placing it within the proper wider historical and otherwise setting/context. For the on-site excavation portion of the course, students work under the supervision of archaeologists from the Greek Ministry of Culture and the Greek Archaeological Service. Classes meet at CYA each afternoon following the morning excavation sessions. In addition to the above, the course also includes visits to nearby archaeological excavation sites as well as to other relevant sites and museums of historical importance in Athens and Piraeus. Winter Intersession. (ARCX 320, ARCX 420)
- 18-324, 18-424 **EXCAVATING IN THE AEGEAN - DESPOTIKO FIELD SCHOOL.** The course introduces students to archaeological fieldwork methods and theory through active participation in the systematic excavation of the sanctuary of Apollo situated on the uninhabited islet of Despotiko, the most important Cycladic sanctuary after Delos. The last week’s class takes place at the Archeological Museum of Paros where students will be trained in processing finds. The first three weeks are on-site learning basic methods of excavating, measuring and recording. Students gain comprehension of the purposes of an excavation and learn how to place the sanctuary and its material culture in a theoretical context. Summer Session. (ARCX 321, ARCX 421)
- 18-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic. (ARCX 399)

Archaeology - ARCH (CYA)

- 01-383, 01-403 **INTRO TO DIGITAL ARCHAEOLOGY.** Methods of documentation and analysis in archaeology have changed drastically in the last decade. The course provides students with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods. Students also acquire real-world skills: they create 3D models of artifacts and trenches; they create aerial maps using drone photos; they learn how to set-up and use a Total Station

- on the field; and they digitally illustrate 2D architectural features using geo-rectified photos. Fall Semester. (ARCH 310, ARCH 410)
- 01-353, 01-453 GIS APPS IN SOCIAL SCIENCES & HUMANITIES. This course explores the essentials of Geographic Information Systems in theory and practice and is specifically designed to address the application of GIS in social sciences and humanities. It provides students with a wide range of knowledge and skills needed to comprehend spatial analysis in a variety of fields and to initiate independent research with a spatial component. Fall and Spring Semester. (ARCH 311, ARCH 411)
- 01-313, 01-413 AEG/ANC GK ART & ARCHAEOLOGY. A survey course, with extensive on-site teaching, covering the art and archaeology of Greece from prehistoric times to the end of the Classical period. Its purpose is to introduce the student, using whenever possible the primary sources (monuments, art and artifacts) of the ancient civilizations of the Aegean and Greece: Minoan, Mycenaean, and Classical Greek. Classroom lectures and the readings provide the historical context for the monuments and artifacts students are instructed on. Cannot be taken with 01-323 (ARCH 361). Fall and Spring Semesters. (ARCH 331, ARCH 431)
- 01-344 DIVERSITY|DIFFERENCE|REGIONALITY AMONG GREEK STATES (ATHENS, PELOPONNESE, N. GREECE, THASSOS). The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentricity that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session (ARCH 346).
- 01-334, 01-434 WHEN EGYPT MEETS THE AEGEAN. The course explores the relationship of Egyptian and Greek cultures in the Bronze Age within the wider Eastern Mediterranean context. Focal points of the course are the Egyptian Collection in the National Archaeological Museum in Athens, Akrotiri in Santorini (the Pompeii of the Prehistoric Aegean), Crete, and Mycenae. Students have the very rare opportunity to experience hands-on activities and behind the scenes visits which allows them to comprehend more deeply the culture through actual contact with artifacts. In addition, distinguished scholars and specialists of Greek archaeology share their academic interests and excitement. Summer Session. (ARCH 347, ARCH 447)
- 01-323, 01-423 THE TOPOGRAPHY AND MONUMENTS OF ATHENS. *Please note: This course is a detailed archaeology course intended for students with some background in archaeology and/or ancient history.* This exclusively site-based course gives a comprehensive overview of the topography, archaeology and history of Athens, focusing particularly on the great monuments of the Classical and Roman city. It explores every major site - and many minor ones- paying attention to their physical setting, architectural and archaeological characteristics, and position in the political, religious and social lives of the Athenians. Thucydides put into the mouth of Pericles the words, 'Future ages will wonder at us, as the present age wonders at us now.' Future ages did indeed wonder at the buildings of the ancient city, and this course traces the rediscovery of Athens' antiquities from the earliest modern travelers to Greece in the 15th century, through to the development of scientific archaeology in the 19th, and indeed looks into the role of archaeology in Athens from the foundation of the Modern Greek state up to the present day. Students gain a wide range of key skills during the course: topographic interpretation from maps and site plans with an understanding of how landscape affects site development; research skills from assessing publications from excavation reports to antiquarian rare books and archival or photographic collections; oral presentation skills through preparing individual reports presented on site to the group; as well as gaining an ability to use the evidence of archaeology, architecture, inscriptions, and coins in the construction of historical arguments. Prerequisite: Background in archaeology and/or ancient history. Cannot be taken with 01-313 (ARCH 331). Fall and Spring Semesters. (ARCH 361, ARCH 461)
- 01-363, 01-463 AEGEAN PREHISTORY: THE BRONZE AGE. This course provides an exploration of the Aegean prehistory from the Neolithic times up to the beginning of the Iron Age, focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. Students are introduced to theoretical and interpretative

methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations are discussed offering a fresh look on the large number of sites in the areas of interest. Finally, students are able to experience site and museum visits as well as hands-on activities and study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age. Prerequisite: Background in archaeology and/or ancient history. Cannot be taken with 01-313 (*ARCH 331*). Fall Semester. (*ARCH 367, ARCH 467*)

- 01-373, 01-473 ANCIENT MATERIALS & TECHNOLOGIES. The course investigates a range of processes through which raw materials –e.g. clay, wood and marble - were shaped into objects such as the Dipylon Vases, Kouros sculptures, temple friezes, jewelry. Students examine a range of objects of Greek origin, from Neolithic to Hellenistic and Roman times and beyond, focusing on techniques and materials that were employed to produce both objects that featured in people’s daily life as well as luxury commodities. Much of the course is taught outside the classroom, taking advantage of the museums and archaeological sites. Students are able to discover how skilled Greek societies were in transforming raw materials into functioning objects, and gain an understanding of the value of the material remains within their original Greek context. Although this is not a laboratory-based course, it touches upon analytical techniques employed to investigate some of the most commonly used materials. Spring Semester. (*ARCH 372, ARCH 472*)
- 01-394, 01-494 THE DAWN OF GREEK ART: FROM HOMER TO THE PERSIAN WARS. This course explores the early development of Greek art (ca. 750-480 BCE) against the backdrop of the formative period of Greek Civilization: the Rise of the polis, the Age of Colonization, and the emergence of Athens as a cultural and artistic center. Summer Session. (*ARCH 392, ARCH 492*)
- 01-483 ARCHAEOLOGICAL DRAWING. For students planning to pursue a career in archaeology, this course develops basic techniques in the drawing of pottery and other archaeological finds, such as bone, metal, stone and figurines. The course is important, as students first learn the fundamentals of observing the objects before they learn how to draw them. They can then apply and expand on these fundamentals when working with newer recording technologies such as digital recording, and 3-D scanning and imaging. Indeed, to make the imagery work students need to know how to see an object, which they learn from drawing. The skills acquired have enabled students to work at many excavations, e.g. in Egypt, at Troy, and in the Athenian Agora. Enrolment limited to eight students. Spring Semester. (*ARCH 416*)
- 01-443 FROM EXCAVATION TO PUBLICATION. This advanced seminar consists of twelve sessions focusing on the different stages of archaeological fieldwork from the site to the final publication. Participants need no prerequisites apart from an interest in archaeology and/or sciences. Fall and Spring Semesters. (*ARCH 419*)
- 01-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ARTH 398*)
- 01-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ARCH 399*)

Architecture - ARCT (CYA)

- 19-313, 19-413 BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palaistine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving ‘styles’ and ‘iconographies’ –the pictorial languages of these artefacts- but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of the early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussion on primary

texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hossios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARCT 364, ARCT 464*)

- 19-323, 19-423 ANCIENT GREEK ARCHITECTURE. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*) Spring Semester. (*ARCT 366, ARCT 466*)
- 19-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ARCT 399*)

Art History - ARTH (CYA)

- 20-313, 20-413 PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake a critical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (*ARTH 320, ARTH 420*)
- 20-323, 20-423 PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case-studies and conducting your own research you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester (*ARTH 323, ARTH 423*)
- 20-393, 20-493 PHOTOGRAPHY AND THE CITY: PICTURING THE POLIS. In this course we will be taking a multi-disciplinary approach to examine the ways photography has been used to represent the city. In doing so, we will use the city of Athens as a case study because thanks to its ancient past, Athens began to be photographed soon after the invention of photography. We will therefore be following in the footsteps of some of the first photographers of the city all the way up to the street photographers of the present to understand what they are showing us and how it may - or may not - relate to our own lived experience of Athens. We will also be analyzing photographs from photographic archives considering what information they are communicating to us and what further information we can establish from them. Fall and Spring Semester. (*ARTH 327, ARTH 427*)
- 20-334, 20-434 THE PRESENT PAST: RE-IMAGINING GREECE THROUGH HERITAGE. The course focuses on a journey – literally and metaphorically – into aspects of Greek (and also world, as defined by UNESCO) heritage. We will delve into the past, as a complex and ever-present entity and unravel the constituent elements of cultural heritage in contemporary Greece. Among others, we will trace the presence and influence of the following: the classical Greeks and the Romans; the Knights; the Ottomans; the Italians in the S Aegean islands; the vernacular and its roots; the natural and the cultural; current receptions of the past; tourism management and the quest for authenticity in Greek sites and monuments; Greek heritage as it relates to world heritage. The aim of this course is to help you form a solid and educated opinion with regard to what constitutes Greek heritage in the 21st century as well as how we can all contribute, as educated travelers, to the preservation and dissemination of this cultural knowledge. Summer Session. (*ARTH 356, ARTH 456*)

- 20-343, 20-443 ANCIENT GREEK SCULPTURE. A course designed to give students first-hand knowledge of sculpture of the Archaic, Classical, and Hellenistic periods. More than half of the class sessions take place in the National Archaeological, Acropolis, Kerameikos, Agora, and Piraeus museums. Students are also able to take advantage of field trips to Delphi, and Olympia. Fall and Spring Semesters. (*ARTH 362, ARTH 462*)
- 20-353, 20-453 BYZANTINE ART AND ARCHITECTURE. The course aims to explore the Byzantine artistic production from its origins in the catacomb frescoes of second-century Rome and the Syro-Palaistine region, to the art produced during the last centuries of the empire. It aims to provide an introduction to the varied physical remains left behind by the Byzantines: architecture (urban as well as rural), painting (mural decoration, icon painting and manuscript illumination), luxury objects of the so-called minor arts as well as objects destined for every day, mainly secular, use. The study of the material is not confined to the examination of the evolving 'styles' and 'iconographies' –the pictorial languages of these artifacts- but hopes to survey the role of the image in Byzantium as a complex product of specific historical, theological and broader political influences considering its use both in religious and secular contexts, matters of gender and patronage as well as the cross-cultural exchanges in the Mediterranean basin during the Byzantine era. Part of the course examines the various ways through which the Byzantine culture influenced the new humanism of the early-Renaissance Europe as well as modern perceptions of Byzantium. Class sessions combine lectures, in-depth discussion on primary texts and focus on visual and literary material in order to provide a holistic introduction to Eastern Mediterranean culture during the Byzantine period. Besides the lectures, guided visits to Byzantine monuments are part of the course. The monastery of Hossios Loukas, a functioning establishment to date with lavish mosaic decoration dating back to the 11th c., and the castle-state of Mistras in the Peloponnese with its numerous frescoed churches and chapels, have been included in the Peloponnese field trip itinerary. To gain a broader first-hand understanding of the agenda of the image in Byzantium, visits to Hagios Dimitrios, the Acheiropoietos and Hagia Sophia in Thessaloniki are part of the northern Greece field trip. Finally, the course aims to explore, in three visits, the Byzantine collections, the museums and the surviving Byzantine churches of Athens. Spring Semester. (*ARTH 364, ARTH 464*)
- 20-363, 20-463 ANCIENT GREEK ARCHITECTURE. A study of the major architectural currents in the ancient Greek world from the 6th century B.C. to the 2nd century A.D. as these manifest themselves in the surviving architectural monuments of Athens. In order students may profit as greatly as possible from first-hand, visual contact with the monuments that are the object of their study, almost all sessions of the course are held on the Acropolis, the Agora, and other major Athenian sites. Cannot be taken with 01-323 (*ARCH 361*). Spring Semester. (*ARTH 366, ARTH 466*)
- 20-373, 20-473 THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21ST CENTURY. The course suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb curare, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (*ARTH 386, ARTH 486*)
- 20-384, 20-484 THE DAWN OF GREEK ART: FROM HOMER TO THE PERSIAN WARS. This course explores the early development of Greek art (ca. 750-480 BCE) against the backdrop of the formative period of Greek Civilization: the Rise of the polis, the Age of Colonization, and the emergence of Athens as a cultural and artistic center. Summer Session. (*ARTH 392, ARTH 492*)
- 20-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ARTH 399*)
- Business - BUS (CYA)**
16-333, 16-433 SUSTAINABLE FUTURES: CULTURAL HERITAGE AND TOURISM MANAGEMENT. This course aims at presenting a strong case for the benefits of a rapprochement between cultural heritage and tourism studies. Common denominator in both disciplines in the 21st century is the critical issue

of sustainability. The humankind is already on the verge of a new era, according to some, the Anthropocene, where the anthropogenic impact is a sweeping force for ecosystems, and when climate change is no more a threat but a reality with wide-ranging consequences and a global impact. Furthermore, increasing numbers of visitors threaten the authenticity and visibility of cultural heritage sites. The course draws from a wide variety of perspectives, critical approaches, theoretical stances and case studies to indicate how a constructive dialogue between heritage and tourism experts can facilitate a paradigm shift for realistic albeit groundbreaking policies toward a sustainable future. Spring Semester. (*BUS 345, BUS 445*)

- 16-313, 16-413 **BUSINESS, ETHICS AND POLITICS.** This course examines some of the standard issues in business ethics, and what deeper, philosophical problems (both ethical and political) lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness. 4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Fall and Spring Semester. (*BUS 350, BUS 450*)
- 16-323, 16-423 **COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION.** This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*BUS 360, BUS 460*)
- 16-946 **INTERNSHIP (Academic or Experiential).** CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*BUS 398*)
- 16-301, 302, 303, 304 **SELECTED TOPICS.** May be repeated with change in topic. (*BUS 399*)

Classical Languages - *CLAG & CLAL* (CYA)

- 02-113 **BEGINNING ANCIENT GREEK I.** The course consists of an intensive study of the forms, syntax, and vocabulary of ancient Greek. Through a systematic and in-depth presentation of vocabulary and language forms students develop their skills in reading, comprehension and translation of phrases and, eventually, small passages in classical Greek. Apart from the exercises in the textbook, students have the opportunity to develop their language skills through additional stimuli such as of short inscriptions carved in a variety of media (e.g. stone, ostraca, vases) and simple texts written on coins and papyrus. Fall Semester. (*CLAG 101*)
- 02-123 **BEGINNING ANCIENT GREEK II.** Students who have successfully completed 02-113 (*CLAG 101*) or its equivalent undertake the reading of an original text. Spring Semester. (*CLAG 102*)
- 02-213 **INTERMEDIATE ANCIENT GREEK I: ATTIC PROSE.** Students are introduced to the work of writers of the 5th and 4th c. BC. Consists of the reading of one or more Socratic dialogues in Plato or of the most representative speeches of the greatest Attic orators of the period, such as Lysias, Isocrates, Antiphon and Demosthenes. In this course students improve their reading skills by translating as much Greek as possible. At the same time, we focus on expanding their knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board and sight-reading are important components. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also discussed: how does the work relate to the events of the period during which it was written, what was

its purpose, does it reflect the values of the society and its people, what values are those, what are the author's political views, and so on. It is the overall purpose of the course not only to improve the reading skills of the students but also to make clear the role of the text in the history of Greece and the literature produced. Prerequisite: 1 year of Ancient Greek. Fall Semester. (CLAG 201)

- 02-223 INTERMEDIATE ANCIENT GREEK II: HOMER. The course consists of the reading of selected books from The Iliad or The Odyssey; sight-reading and exercises in writing Greek prose complete the course. Prerequisite: 1 year of Ancient Greek. Spring Semester. (CLAG 202)
- 02-313 ADVANCED ANCIENT GREEK I: THUCYDIDES. The course includes the reading of one or more of the books of The History, and sight-readings of Greek prose and poetry. Prerequisite: 3 semesters of Ancient Greek. Fall or Spring Semesters. (CLAG 305)
- 02-323 ADVANCED ANCIENT GREEK II: ATTIC POETRY. The course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles) or the comedies of the most important poet of the Old Attic Comedy, Aristophanes. The course consists of the reading of one tragedy or comedy. At the same time, the aim is to expand students' knowledge of the grammar and syntax of the language. Exams in writing, exercises on the board, sight-reading and meter exercises are important components of the course. We also examine the author's language and style in comparison to that of contemporary authors. Aspects pertaining to the place of the text in its historical context are also taken under consideration: how does the work relate to the events of the period during which it was written, what was its purpose, does it reflect the values of the society and its people, what values are those, what are the author's views with regard to contemporary politics, and so on. At the end of the semester each student is assigned a role, and the play taught in class is presented in front of the entire CYA community. In this way, the students are presented with the opportunity not only to improve their language skills but also to "feel" the spirit of the play, the ethics of its characters, and its role in the history of Greece and poetry. Prerequisite: 3 semesters of Greek. Spring Semester. (CLAG 306)
- 02-353 THE GREEK STONES SPEAK: AN INTRODUCTION TO GREEK EPIGRAPHY. This introduction to Greek epigraphy offers a practical guide to one of the ancient world's most interesting types of evidence - inscriptions. Texts inscribed on stone and other materials give us insights into antiquity that the literary sources cannot, bringing us closer to the ordinary individuals who composed, carved and read them. Inscriptions illuminate almost every aspect of the ancient world, from the monumental public laws, decrees and royal pronouncements that effected state policies to the everyday shopping lists and graffiti scratched on potsherds. The course investigates the origins of written Greek, examines a variety of types of texts (decrees, dedications, funerary epitaphs, curses), and explores the historical topics which inscriptions inform (democracy, law, empire, literacy and bilingualism). Much of the course will be spent on sites and in museums looking at and working with inscriptions, especially at the Epigraphic Museum (the world's largest collection of Greek inscriptions), and will include a strong practical element, guiding the student through the skills needed to read and interpret both the stones themselves as well as demystifying their publications, opening up a wealth of historical, linguistic, and archaeological material. Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Spring Semester. (CLAG 350)
- 02-363 ATTIC PROSE IN TRANSLATION: THUCYDIDES THE ATHENIAN. The course will involve a close reading of the entire work of Thucydides in translation, but key passages will be read and analyzed in the original Greek. The focus will be on the author: an Athenian general who had participated personally in some of the events that he writes about and held strong opinion about his characters. In this way, Thucydides will be understood, not only as a historian, but as a man deeply involved in the politics of Athenian Democracy. Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Fall Semester. (CLAG 351)
- 02-383 THE ILIAD OF HOMER. The course involves a close reading of the Iliad (in translation) and constitutes an in-depth exploration of several aspects of the poem, historical, psychological, religious. To begin with the historical setting, the daunting ruins of Troy are viewed as a monument that inspired the poet in the seventh century BCE - not earlier. This was a time when the Assyrian empire was expanding and Greek soldiers were employed as mercenaries in the Near East and Egypt. The possibility that Homer saw these ruins in person is investigated. Emphasis will be placed on the analysis of the psychology of the characters: the plight of soldiers fighting far away from their country, the guilt of a woman who betrayed her husband, the dark side of pride and egocentrism that may lead to madness. Homer includes animals in his enormous literary canvass: the fear of a timid hare seeing a predator approaching matches the fear of a soldier walking resolutely to his death. The course finally explores the religious dimension of the poem: do the gods in the Iliad really exist or are they figments of human imagination? The poet allows his readers to make up their own minds, but

makes sure that the epiphany of a god is never witnessed by more than one person. His unique grasp of the predicament of man as a helpless but heroic creature in lawful but loveless universe makes the Iliad one of the best poems ever to have been written. All texts are in translation. Spring Semester. (CLAG 354)

- 02-393 HERODOTUS AND ATHENS. The course will offer a close reading of Herodotus text in translation addressing the following themes: Herodotus and his relationship to Athens, Herodotus as a traveler and Anthropologist, Herodotus as a story teller, Herodotus and Women, Herodotus as a philosopher. Finally, his historical method will be examined in connection with Thucydides; his role in Athens in establishing the genre that we now call history will be emphasized. Fall Semester. (CLAG 355)
- 02-374 GREEK TEXTUAL CRITICISM AND PALEOGRAPHY. This course will focus on Greek textual criticism and paleography, and will provide students with an understanding of the methodology and sources for the reconstruction of ancient literature and insight into transmission of texts from ancient to modern times and the significance of the reconstruction of ancient texts. Prerequisite: Background in ancient languages (1-2 semesters of Ancient Greek). Summer Session. (CLAG 390)
- 02-233 INTERMEDIATE LATIN I. This course introduces students to the most representative work of the Roman comic playwright, T. Maccius Plautus (d.184 BCE). Although his Latin is somewhat archaic, it is quite simple and easy to translate. The course aims to improve students' reading skills and at the same time expand their knowledge of Latin grammar and syntax. Students also examine the author's language and style, and discuss his texts in their historical context. Prerequisite: 1 year of Latin. Fall Semester. (CLAL 211)
- 02-243 INTERMEDIATE LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 1 year of Latin. Spring Semester. (CLAL 212)
- 02-333 ADVANCED LATIN I. Reading of selected authors as indicated by the requirements and previous level of attainment of the class, exercises in prose composition. Prerequisite: 3 semesters of Latin. Fall Semester. (CLAL 311)
- 02-343 ADVANCED LATIN II. Reading of selected authors as indicated by the requirements and previous level of attainment of the class exercises in prose composition. Prerequisite: 3 semesters of Latin. Spring Semester. (CLAL 312)
- 02-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (CLAG 399, CLAL 399)

Communications – COMM (CYA)

- 15-313, 15-413 MEDIATING THE MESSAGE: SOCIAL MEDIA AND PEOPLE (IN GREECE). Social Media (or Social Networks) constitute the spear of the Writable Web that is causing massive changes in traditional mediating models. Human and institutional communication is going through tremendous change, with individual wisdom directly competing with mass media operations. Peer online activity and shared material create multiple instances of media experiences for users who are engaged in a constant selection process, either browsing on a homepage of an online newspaper or through Facebook posts. Traditional media, despite their heavy online investments are challenged in terms of their role as leading intermediaries between institutional sources and society. Studies have suggested that peer-shared material via deep links to websites constitute a significant point of entry for an increasing population of social network users, who tend to ignore pre-arranged syntheses of news stories on mainstream homepages. THE GREEK CASE: During the crisis years in Greece, online public dialogue has experienced a substantial growth, not only amongst people, but also between audiences and established media that, increasingly see news content being put under scrutiny by producers-users (or *producers*), who are active online. Traditional political forces have similar experiences, trying to keep up with developments. During the crisis years in Greece, social media users/voters have boosted political discourse via social networks, contributing, sharing or commenting on on-going developments. At the same time, crisis at a political level has caused the disintegration of old political formations accompanied by the demise of, until then, dominant political rhetoric and messaging systems. Social media functions of mainstream politics remained in the margins of creativity, playing a minimal role amongst potential voters. Spring Semester. (COMM 346, COMM 446)
- 15-323, 15-423 COMMUNICATING ACROSS CULTURES. THE INTERNATIONAL BUSINESS CONNECTION. This course is about the human element of an increasingly integrated global economy. As entrepreneurship continues to boost its international character, people become travelers

across different sociocultural and economic environments. The goal of business strategies and executives alike is to make things work in diverse cultural contexts, having to deal with local rules and particularities, habits and processes. Approaching the field is a multi-disciplinary task. Therefore, this course borrows elements from various fields: communications, culture, management and business. It adopts a multi-dimensional approach to the subject matter, introducing topics such as cross-cultural communication, cultural intelligence, negotiations across cultures, workplace social communication, culture in virtual teaming etc. Management and communication systems and techniques can provide solutions and point the way forward. However, the starting point lies within people themselves. Fall Semester. (*COMM 360, COMM 460*)

- 15-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*COMM 398*)
- 15-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*COMM 399*)

Cultural Heritage - CHTE (CYA)

- 21-313, 21-413 PHOTOGRAPHY AND ARCHAEOLOGY: THE ART OF DOCUMENTATION. The study of the relationship between photography and archaeology requires a multi-disciplinary approach. We must be practitioners and theorists, researchers and analysts, approaching archaeological photography from a variety of angles. Through lectures and viewing the work of major figures in the field, you will become familiar with the development of the medium alongside the discipline of archaeology. Through site visits and hands-on experience with specialized equipment, you will gain insight into the mechanics of photography and how it shapes vision. Through examining case studies and conducting your own research, you will discover how photography has often held up a mirror to the greater cultural contexts of archaeology. Spring Semester. (*CHTE 323, CHTE 423*)
- 21-343, 21-443 SUSTAINABLE FUTURES: CULTURAL HERITAGE AND TOURISM MANAGEMENT. This course aims at presenting a strong case for the benefits of a rapprochement between cultural heritage and tourism studies. Common denominator in both disciplines in the 21st century is the critical issue of sustainability. The humankind is already on the verge of a new era, according to some, the Anthropocene, where the anthropogenic impact is a sweeping force for ecosystems, and when climate change is no more a threat but a reality with wide-ranging consequences and a global impact. Furthermore, increasing numbers of visitors threaten the authenticity and visibility of cultural heritage sites. The course draws from a wide variety of perspectives, critical approaches, theoretical stances and case studies to indicate how a constructive dialogue between heritage and tourism experts can facilitate a paradigm shift for realistic albeit groundbreaking policies toward a sustainable future. Spring Semester. (*CHTE 345, CHTE 445*)
- 21-354 ILLEGAL ANTIQUITIES. Who owns the Greek past? Where do the Parthenon Marbles belong and why? Where do Cycladic figurines come from, and why do we know so little about most of them? Is the Getty Kouros an authentic Greek statue? Can we use science to answer this question? If the Euphronios Krater was made in Greece, why is it in Italy (after more than thirty years in the US)? Is looting still happening in Greece? We will contemplate these and other questions in our discussion of the broad range of ethical dilemmas connected to Greek antiquities in the 21st century. We will focus on issues concerning the looting of ancient sites; ethical, political, and legal aspects of the international trade in art objects and antiquities; authenticity and forgery of ancient art and the scientific technologies applied in the analysis of ancient objects; the management of museums and repatriation of cultural property; conservation and preservation of cultural heritage; and the protection of cultural property in armed conflict. No previous knowledge of Greek art and archaeology is required. Summer Session. (*CHTE 355*)
- 21-324, 21-424 THE PRESENT PAST: RE-IMAGINING GREECE THROUGH HERITAGE. The course focuses on a journey – literally and metaphorically – into aspects of Greek (and also world, as defined by UNESCO) heritage. We will delve into the past, as a complex and ever-present entity and unravel the constituent elements of cultural heritage in contemporary Greece. Among others, we will trace the presence and influence of the following: the classical Greeks and the Romans; the Knights; the Ottomans; the Italians in the S Aegean islands; the vernacular and its roots; the natural and the cultural; current receptions of the past; tourism management and the quest for authenticity in Greek sites and monuments; Greek heritage as it relates to world heritage. The aim of this course is to help

you form a solid and educated opinion with regard to what constitutes Greek heritage in the 21st century as well as how we can all contribute, as educated travelers, to the preservation and dissemination of this cultural knowledge. Summer Session. (*CHTE 356, CHTE 456*)

21-333, 21-433

THE ART AND CRAFT OF CURATING: MAKING SENSE OF ART IN THE 21ST CENTURY
The course suggests an inquiry into the world of curating art in the 21st century. The course combines theory and history of curating with hands-on experience in curating a project with the instructor's guidance. The term curating is derived from Latin verb *curare*, which translates as to heal/ to take care of/ to attend to. The course unravels the mechanisms through which curators make exhibitions happen whether they re-imagine contexts for existing works of art and/ or commission new artworks specifically produced/ installed for a show. Emphasis is placed on contemporary art and its curators, institutions, premises and principles, starting with the concept of the curatorial. Themes explored are, among others, history of museums and art institutions; theories of curating; the relationship between curator and artist; the premise of the white cube vs. the re-activation of historical spaces; curator-as-artist/ artist-as-curator; curator-artist-spectator. With visits to art spaces, from national museums, to privately owned galleries, the students will learn first-hand how to curate an exhibition, covering all aspects, from coming up with a curatorial concept, to more practical issues, such as fundraising, promotion, liaising with artists and galleries, insurance, budget, installing art and all constituent elements of a successful show. Fall Semester. (*CHTE 386, CHTE 486*)

21-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*CHTE 398*)

21-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*CHTE 399*).

Economics - *ECON* (CYA)

03-313, 03-413

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

03-333, 03-433

EUROPE TODAY: WINTER IS COMING. The first part of the course will be devoted to analyzing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a "social Europe" (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented "peace project" that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted. The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/ migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived "clash of civilizations". The ongoing Covid 19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested

European solidarity, will also be examined. The third part will address the European Union's changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs. Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semesters. (*ECON 327, ECON 427*)

03-344

PLAGUE, POLITICS, & POPULISM: CLASSICAL TO MODERN (ATHENS, DELPHI, DELOS, MYKONOS). Drawing from ancient texts and modern scholarship, visits to archeological and cultural sites in Athens, Delphi and Delos, as well as private meetings with leading academics, business experts, NGOs, and government bodies, this course will explore how ancient and modern epidemics – specifically the Great Plague of Athens in 430 BC and COVID-19 Pandemic – expose the “fissures and fractures” that intensify and foment the economic and political consequences of their respective eras. In the case of fifth-century Athens, the plague ultimately cost the city-state a victory against Sparta, questioned the leadership of Pericles, and killed a third of the population amidst a climate rife with conspiracy theories, rising populism, and xenophobia. Events that seeded the decline of Athenian hegemony, and democracy. The comparison to similar patterns emerging today is inescapable, as is the expectation that COVID-19 will reshape history for decades to come. With profound economic and political uncertainty escalating, students will address contemporary challenges facing Greece and Europe, thrashed against the prism of Athenian antecedents. During the first two weeks, students will consider the Great Plague's impact on the political economy of Athens, from the accounts of Thucydides, Plato, Greek political thinkers and playwrights, as well as the scholarship of Bresson, Kelaidis, and Ober among others. During the second two weeks, these insights and arguments will be applied to analyzing how Greece continues battling COVID-19 against the backdrop of decades-long economic, political, and social crises. This will include examining (in non-technical terms) both the microeconomic impact on households, commerce, and governments, and macroeconomic impact on GDP, growth initiatives, and public policy. This framework will challenge students to synthesize all course resources, and advance their understanding of Greece and Europe's role in the future of globalization. Summer Session. (*ECON 343*).

03-324, 03-424

POLITICAL ECONOMY IN HISTORICAL CONTEXT: FROM ANCIENT GREECE TO MODERN GREEK CRISES. This course considers the current issues and debates of international political economy through a critical examination of the ancient Greek world through experiential learning left uncovered by traditional on-campus curriculum. Designed as a hybrid course synthesizing classical studies and political economy, the course is divided into two parts. Students will first have direct contact with a part of the ancient Greek world that expresses the ancient Greek economy as an economy and not merely a component of social, political or economic history. Through field trips, archaeological site visits and guest lectures, students will then be challenged to translate the lessons of antiquity into contemporary relevance through critical debate and analysis. Students will consider the relationship between power and wealth, how ancient city-states organized trade and financial marketization, consumption, resource sustainability and social institutions, as well as the factors leading to their decline. These theories will then be thrashed against 21st century global market challenges, with particular focus on the ongoing crises facing Greece. The two most important centers of the ancient Greek world - Delos (the Delian League) and Delphi - will be visited on two separate excursions. Classes will also be held at various archaeological sites in Athens in addition to a visit to Parliament and various corporations in and around Attica. Summer Session. (*ECON 340, ECON 440*)

03-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ECON 398*)

03-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*ECON 399*)

Environmental Studies – ENVR (CYA)

- 04-334 SUSTAINABLE DEVELOPMENT: ISLAND COMMUNITIES & CONSERVATION. The course comprises a four-week session, which will evolve around the ecological – social work done by the not-for-profit (NPO) organization “Healing Lesvos” on Lesvos Island. The organization is monitoring the terrestrial and marine environment of the island with a special focus on the northern part that has been affected drastically by the environmental, financial and social impacts of the 2015 refugee crisis. Summer Session. (*ENVR 330*)
- 04-313, 04-413 THE NATURAL ENVIRONMENT OF GREECE. A unique review of the natural world and wildlife of Greece through an exploration of its lands and seas with reference to humankind’s effects on the environment through the ages. The course uses a multidisciplinary approach to study physical and human geography, biodiversity, and historical ecology. Through a succession of guided excursions in and around Athens, students are able to interpret landscape features and processes and develop skills in identifying the region’s rich flora and fauna. Interpreting natural history promotes a better awareness of the environment and current conservation problems in modern Greece. Spring Semester. (*ENVR 350, ENVR 450*)
- 04-323, 04-423 URBAN SUSTAINABILITY. Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural resources in the last decades and during the current crisis. Fall semester. (*ENVR 370, ENVR 470*)
- 04-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*ENVR 398*)
- 04-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*ENVR 399*)

History - HIST (CYA)

- 06-313, 06-413 DEVELOPMENT OF ATHENIAN DEMOCRACY. This course examines the emergence and unfolding of the political institutions of Athenian democracy to the end of the 5th c. BC. Its focus is primarily on the Age of Pericles, when Athenian democracy reached the point of its highest development, a period generally acknowledged as being one of the greatest moments in world history. The political institutions of the period are examined against their historical background and on the basis of the study of primary sources (i.e. the reading and interpretation of literary sources, visits to archaeological sites and museums, the study and interpretation of inscriptions and other archaeological evidence). Fall or Spring Semesters. (*HIST 311, HIST 411*)
- 06-323, 06-423 CONTEMP GREEK POLITICS & SOCIETY. Cast in a comparative framework designed to render Greek society and political system more readily intelligible to the average American undergraduate, the course explores the history of the modern Greek state in search of insights and interpretative keys that might shed light on the country’s current crisis. A salient feature of the course is an examination of the central role that the “foreign factor” has played in Greek politics from the early 19th century until today. Equally important is the historical investigation of Greek national identity--its different sources and strands--in an attempt to explain the sudden growth of anti-immigrant, xenophobic and ultra-nationalist sentiments. Class sessions are supplemented by a visit to the Greek Parliament where students have the opportunity to talk with leading politicians, a walking tour of Athens, and the screening of select Greek movies. Fall Semester. (*HIST 339, HIST 439*)
- 16-204 HEALTH & HEALING IN THE ANCIENT GREEK WORLD. The course focuses on the ancient Greek experience of health and healing from the Archaic through the Hellenistic era, as presented in a number of key texts and in the material or archaeological record. A central project will be discovering and understanding the contemporaneous emergence and continued success of both Hippocratic medicine and Asclepian religion/cult, two distinct but related ways of thinking about health and healing. Ten days on the island of Kos, the birthplace of Hippocrates and the site of one of most beautiful sanctuaries of Asclepius, will bring us directly into engagement with the two approaches to health and disease, while days spent in Athens will give us the chance to visit the site of Athenian sanctuary of Asclepius on the south slope of the Acropolis and also view the many artifacts from that

sanctuary now in the National Archaeological and New Acropolis museums. Summer Session. (*HIST 335*)

06-223, 06-523

GRAECO-ROMAN CULTURAL INTERACTIONS & IDENTITY FORMATIONS. We know quite well how the ancient Greek and Roman sources perceived the “Others” who lived on the edges of their political and cultural empires. What can we learn if we shift our position and stand outside, across the border looking in? This course tries to answer this question, using an emphasis on both ancient sources and material culture combined, to provide an in-depth examination of the various types of cultural interactions that occurred along the borders of the Graeco-Roman world. It provides a critical examination of the Greek and Roman ideologies of multiculturalism, and how these were received and/or resisted by the indigenous populations who were subjected to them. In doing so we will try to reconstruct the experiences of living on the frontiers of two of the most powerful empires in history: the benefits, the violences, the ambivalences, and more. Fall and Spring Semesters. (*HIST 341, HIST 441*)

06-234

DIVERSITY|DIFFERENCE|REGIONALITY AMONG GREEK STATES (ATHENS, PELOPONNESE, N. GREECE, THASSOS). The weight of Classical texts about Athens or by Athenians has led to a concentration on this one ancient polis, an Athenocentricity that needs to be balanced by the archaeological record across the rest of the ancient Greece world. Was Athens the typical polis, the norm, the exemplar, or quite unique? Did other Greek states behave like the Athenians in their cultural, religious, or political lives? Did all Greeks have the same norms and taboos concerning gender, sex and sexuality? These questions and many others will be explored during this intensive 4-week tour of Greece, which will cover many regions of the country in order to bring out the local differences in material culture, literary and epigraphic traditions, and archaeological remains. We will visit archaeological sites and museums and use the evidence presented to discuss issues of race, ethnicity, social structures, language and communication, war, politics, slavery, and religion. Summer Session. (*HIST 346*).

16-213, 16,513

ALTERNATIVE HISTORIES: JEWISH GREEKS AND THE MODERN NATION. The course focuses on the experiences of Jews living in the Greek nation-state during the 19th and 20th centuries. It is structured around a core issue: The encounter of pre-national Jewish identities with the exigencies of a new, ‘modern’ at the time idea, namely that of a common Greek national identity. This encounter was part of the wider transition from the era of empires to that of nation-states. And it was not an easy encounter. Since the formation of the Greek state in the 19th century, Greek-Orthodox religion has been conceived as one of the main components of Greek national and cultural identity, binding together the expanding new-born nation-state. Nevertheless, being the heir of the multi-religious Ottoman Empire where Greek-Orthodox Christians lived alongside Muslims, Jews, and Christians of different denominations, the Greek state that emerged out of the Ottoman Empire had to take up the challenge of dealing with this non-Orthodox population that came included in its territories. The course will thus follow this encounter focusing primarily but not exclusively on two aspects: a) on the policies that the Greek state adopted in order to «manage» the Jewish populations that were being gradually added in its territory; and b) on the reactions that the Jews living in the various communities had in front of the new exigencies of the Greek state; reactions that covered the whole spectrum from assimilation to migration. The study of the Jews in Greece will be also framed by case-studies of other non-Orthodox Greeks, tracing the responses that they devised in order to articulate their plural identities combining non-Orthodox religious and cultural elements with the idea of a common, unique Greek national identity. The course will close by briefly examining the redefinition of “Greekness” after new immigrant populations reached Greece in the post-WWII era. Understanding how Jews and more generally people of different creeds and origin devised alternative versions of “Greekness”, which undermined the intimate connection between religious and national identity, is more than relevant today that nation states and their supposed homogeneity is seriously challenged by the waves of global migration, forcing us to reflect anew on forms and definitions of belonging. Spring Semester. (*HIST 349, HIST 449*)

06-243

AMERICANS & THE GREEK REVOLUTION: FROM PHILHELLENES TO ABOLITIONISTS. The outbreak of the Greek revolution of 1821 against Ottoman rule made a deep impression on Americans. This course examines the wide-ranging forms of support Americans offered the Greeks, including calls on the government to recognize Greece, creating a broad-based philhellenic movement that raised funds for the rebels; and for a few, crossing the Atlantic to fight as volunteers on the side of the Greeks. We will explore the causes of this early American philhellenism: an education based on the Classics; the liberal content of the Greek uprising that echoed 1776; the religious impulse of supporting fellow Christians fighting for freedom; and a humanitarian empathy toward a people who faced death or being sold into slavery. We will also examine how the philhellenic movement legitimized the involvement in public affairs of ordinary Americans, especially women, and how it

contributed to the growth of the abolitionist movement in Antebellum America. Fall Semester. (*HIST 352*)

06-333, 06-433

SPORTS, GAMES & SPECTACLES IN THE GRACO-ROMAN WORLD. The main aim of this course is to explore the emergence and development of both athletic competitions and sports-based games and spectacles from the Bronze Age through to the period of late antiquity. Within this wider spatial and temporal context, it focuses on two separate thematic entities: Ancient Greek Athletics, with particular attention to the development and evolution of the main Ancient Greek athletic events over the ages, and an in-depth investigation of Roman public spectacles and gladiatorial games. Drawing on a variety of disciplines and available (primary) sources, from history and archaeology to modern sports studies and social psychology, the course primarily seeks to examine the main purpose and function of these games and spectacles within the wider social, political, religious, cultural and intellectual context of the times, as well as their overall significance in the daily lives of the ancients. A secondary aim of this course is to explore how archaeologists and historians analyze primary sources to determine their veracity and reliability. To this end, we'll be looking at re-creations and experiments that have been conducted, as well as conducting many of our own, to create a hands-on and thus better understanding of these athletic activities. We will also look at how ancient sports and spectacles have been represented in contemporary popular culture, to test our gained knowledge against the images produced by Hollywood and elsewhere. In addition to in-class lectures and discussions, the course also includes a substantial on-site teaching component, with field trips to archaeological sites and museums of athletic significance (such as Olympia, Isthmia, Nemea, Delphi and Messene) where sessions center on the examination and interpretation of the physical evidence. Fall and Spring Semesters. (*HIST 355, HIST 455*)

06-343, 06-443

ANCIENT MACEDON. An examination of the actions and events of the 4th c. through the study of primary evidence - literary, epigraphic and archaeological. Special attention is paid to the career of Philip II and to that of his son Alexander the Great. The course is partly taught on the field trip to Northern Greece which takes students to Thessaloniki and its museums, the ancient capital city of Pella, the royal Macedonian tombs, the palace at Vergina and other sites with a view to familiarize the students with the archaeological evidence on Macedonian history. A visit to the Epigraphic Museum in Athens acquaints students with important 4th c. documents that survive inscribed on stones and which constitute valuable sources of ancient history. Special emphasis is given to topics that are central to modern political and intellectual debate. Spring Semester. (*HIST 356, HIST 456*)

06-353, 06-453

BIOGRAPHY OF AN EMPIRE: THE SURPRISING LIFE OF 'BYZANTIUM' (324-1453). The course is an introduction to the history of the Byzantine Empire (284/324-1453). The first unit explores the transformation of the Ancient World and the emergence of the Byzantine Empire as a major political, economic, and cultural power in Europe and the Near East, from Diocletian's re-foundation of the Roman Empire (284-305) and Constantine's re-foundation of the city of Byzantium/New Rome (324) until the end of the 12th century. Among the topics covered in this unit are the development of imperial ideology and the institutions of the state; warfare and diplomacy; social and economic life, and literary, artistic, and architectural achievements. The second unit examines the period between the Latin and the Ottoman Conquests of Constantinople (1203/1204 and 1453) and the shaping of the historical memory of Byzantium from the Late Middle Ages to today, and ends with an introduction to the Medieval history and monuments of the Peloponnese and the school field trip to the region. A major theme of this second unit is Byzantium as perceived in Western arts (literature, theatre, cinema, opera, music, photography, painting and sculpture), in order to better understand the mechanisms of (re)construction of historical memory through the analysis of different interpretations of particular historical events. The course pays particular attention to Athens and the Peloponnese in its use of examples and case histories covering many aspects of medieval history (the Crusades and the rise of Islam), art and architecture and along with a focus on the religious aspects. The course should be very useful for students majoring in these subjects as well as those in modern history & religious studies. Fall Semester. (*HIST 359, HIST 459*)

06-383, 06-483

WHO IS A GREEK? POLITICS OF NATIONAL IDENTITY IN MODERN GREECE. This course aims to explore the historical trajectory of this question illustrating how political and social priorities shaped diverse responses over time. The main goal is to understand that being a Greek, and the criteria that confirmed this over time, is not a strict legal category, but rather a flexible ideological concept. Fall and Spring Semester. (*HIST 365, HIST 465*)

06-393, 06-493

THE GREEK JEWS: HISTORY, IDENTITY & MEMORY. This course explores the history of the Greek Jews from 1821 to the present, focusing on: their rich cultural and religious traditions; communal life; incorporation into Greek society and the events that shaped their lives - including the Holocaust and its remembrance. The Greek Jews include primarily two communities, the Romaniotes and the

Sephardim. The Romaniotes have been present in the Greek lands for centuries and are considered the oldest Jewish community in Europe. The Sephardic Jews settled in the Greek lands after their expulsion from Spain in 1492. Their large concentration in Salonica -present-day Thessaloniki- made the city known as “Mother of Israel.” The course studies the evolution of this extraordinary blend of Jewish history and culture, its place in Greek society, the devastation endured in the Holocaust, and its survival and memorialization in present-day Greece and Israel. Spring Semester. (*HIST 366, HIST 466*)

06-363, 06-463

TO THE STRONGEST: ANCIENT NEAR EAST. The conquests of Alexander the Great, which brought under Macedonian rule the regions of Egypt, Mesopotamia and Persia, up to the borders with India, had a profound impact on the future course of the history of the Near East. Through the study of primary sources, both literary and archaeological, this course explores the long history of interaction between the Greco-Roman world and that of its Near Eastern counterpart and the significant influence this interaction had on the formation and development of a common cultural, religious, and political identity, which modern scholars have labeled “Hellenistic”. Within this perspective, our main focus is on the investigation of particular aspects of Near Eastern civilization: the emergence of new cultural and social institutions, new forms of economic life, and the creation, fusion, and amalgamation of religious institutions (to which this course gives a special emphasis). The main purpose of the course is to provide significant insight into an often neglected and yet very important and formative era in world history, the Hellenistic period. Fall Semester. (*HIST 368, HIST 468*)

06-373, 06-473

IS THIS THE CENTER OF THE WORLD? How do we understand a national history within a transnational context? This course illustrates the links and intersections between Greek, Balkan, European and Global history, while offering an overview of Modern Greek history spanning from the revolutionary visions of the 19th century until the contemporary crisis of the common European project. Spring semester. (*HIST 385, HIST 485*)

06-394, 06-494

THE DIALOGUE BETWEEN THE GREEKS AND THE JEWS THROUGH THE AGES. This month-long seminar will explore the encounter between Jews and Greeks through the past three and a half millennia. Topics include aspects of thought and language, myths and sacred texts, mutual encounters that interweave like a double helix throughout the history of the two peoples unique in their contributions to western civilization and their influence upon each other and their discipline nations. Summer Session. (*HIST 392, HIST 492*)

06-553

GREEK HISTORIOGRAPHY. This Greek Historiography course gives students the tools to examine and critique ancient historians as well as their modern interpreters through an analysis of the major and minor historical writers, papyrology, and epigraphic sources, and modern philosophies of history from Marxism to the Neocons. Fall and Spring Semesters. (*HIST 418*)

06-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*HIST 399*)

Independent Study (CYA)

12-413, 12-423

INDEPENDENT STUDY. Both Semesters. (*T401, T402*)

International Relations - IREL (CYA)

22-313, 22-413

A CHANGING WORLD: GLOBAL AND REGIONAL TRENDS IN THE 21ST CENTURY. The course will discuss the main trends and drivers that will shape the global security environment in general and the Mediterranean region in particular in the next 10 years. Such trends and drivers will include the role of emerging powers and of non-state actors, globalization, population/demographic dynamics, economy, natural resources and technology, climate change, and the rise of political Islam, and their potential influence on regional developments will be examined in detail. Fall Semester. (*IREL 361, IREL 461*)

22-323, 22-423

AN ARC OF CRISIS IN EUROPE’S SOUTH: THE REGIONAL SECURITY ENVIRONMENT IN THE EASTERN MEDITERRANEAN. From Ukraine and the current state of relations between the West and Russia, to Syria and the explosive situation in several countries of the Middle East after the failure of the Arab revolts, Israel-Palestine, Cyprus and Greek-Turkish relations, the Western Balkans, migration/refugee flows from Europe’s southern neighborhood, the challenge of Jihadist terrorism, hydrocarbons geopolitics, this course examines the causes of conflicts and possible conflict resolution options. Prerequisite: background in political science and/or international relations. Spring Semester. (*IREL 373, IREL 473*)

22-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations,

museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*IREL 398*)

22-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*IREL 399*)

Literature - LIT (CYA)

07-343, 07-443

MYTH AND RECEPTION. Offers an in-depth exploration of a selection of important Greek mythological stories and figures as represented in Greek and Roman literature, and a focused examination of the reception of these myths in the visual and performing arts. During the course students will become proficient in a variety of methods of analysis and interpretation of these myths; critically engage with select scholarship; and study the role of myth in helping individuals and communities organize their understanding of the world. Through research, writing, and oral presentations, as well as daily in-class analysis, students will engage with key issues treated by the myths: these include gender conflict, personal and communal identity, the consequences of war, human and divine justice, self-sacrifice, political ambition, and the societal roles of women, slaves, and foreigners. The course treats not only the ancient material, but also the way in which these myths have been received in modern times, and rendered into artwork, theatrical performances, opera, and dance pieces. Students will thus gain a deeper understanding of the relevance of these myths for society today. Fall and Spring Semesters (*LIT 328, LIT 428*)

07-324, 07-424

BECOMING A TRAVELER: WRITING IN GREECE. Through creative nonfiction the course uses Greece as a lens to examine the ways writers draw on Greece's rich myths, history, and literary traditions. It explores questions that arise when writing about place and travel. In what ways do our expectations and our actual perceptions merge into a narrative? And how do outsiders' perspectives contribute to the literary composition and creation of place? Students work on crafting and analyzing nonfiction prose that is reflective, lyrical and/or investigative, and that borrows rhetorical elements from fiction and poetry. Summer Session. (*LIT 348, LIT 448*)

07-313, 07-413

ATTIC TRAGEDY (IN TRANSLATION). This course is intended to introduce students to the work of the great tragedians of the 5th c. BC (Aeschylus, Euripides, Sophocles). From the end of the Persian Wars to the battle of Aegospotami, the Athenian state flourished in an unprecedented way that marked the history of the western world. It is in this time frame that tragedy emerged as the culmination of the literary tradition of the 8th-6th c BC and the product of the prosperity of the "golden era" of Athens. Thus, the plays of Aeschylus, Euripides, and Sophocles are both a fascinating way into the wider political, social and religious culture of 5th c. Athens and a rich part of an important tool for the study of theater in antiquity and nowadays. The plays are analyzed with respect to the author's language and style and in comparison to contemporary authors. At the same time, they are being considered in their literary, cultural, intellectual, and historical contexts, and the following questions are addressed: what was Attic tragedy; how and why did it emerge; what were the mechanisms of theatrical production in ancient Greece; how did the plays relate to the events of the fifth century; did they reflect social values, and what values were those; what is the impact of ancient tragedy on modern culture; what is its relevance and value in the theater today, and so on. To answer these questions, the course examines closely a number of plays and students discuss them with the aid of modern scholarship. No previous knowledge is required, and all texts will be studied in translation. Spring Semester. (*LIT 351, LIT 451*)

07-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*LIT 399*)

Modern Greek Language - MGKL (CYA)

08-114

BEGINNING MODERN GREEK I. Elementary Modern Greek for beginners or for those with very little knowledge of the language. By the end of the course, students are able to handle daily life situations (shopping, ordering food, making reservations, buying tickets, requesting and understanding directions, etc.); they acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101*)

08-124

ACCELERATED BEGINNING MODERN GREEK I. An accelerated section of the elementary Modern Greek course for beginners with a background in Ancient Greek. By the end of the course, students are able to handle daily life situations, acquire daily vocabulary and basic grammatical structures; and they are able to write simple letters and brief texts. Fall and Spring Semesters. (*MGKL 101A*)

08-134

BEGINNING MODERN GREEK LANGUAGE AND CULTURE. This course aims to combine the classic beginning Modern Greek language instruction with Modern Greek culture. While keeping with

the conventional language skills (listening, speaking, reading, and writing), this course integrates the “fifth skill” of language, culture, in a way that allows a full understanding of Modern Greece. Fall and Spring Semesters. (*MGKL 101C*)

- 08-144 BEGINNING MODERN GREEK II. Elementary Modern Greek for those with some knowledge of the language or completion of 60 hours of instruction. Students learn to handle a wide range of daily life situations; further develop vocabulary and grammatical structures (all tenses and moods, irregular conjugations and declensions); and learn to write letters and brief texts. Fall and Spring Semesters. (*MGKL 102*)
- 08-214 INTERMEDIATE MODERN GREEK I. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 201*)
- 08-224 INTERMEDIATE MODERN GREEK II. Modern Greek for those with a solid knowledge of the language or completion of 120 hours of instruction. By the end of the course, students are able to handle a wide range of situations with complications; describe events in past, present and future; read authentic texts; make in-class presentations on a variety of topics; and write letters and simple reports. Fall and Spring Semesters. (*MGKL 202*)
- 08-314 ADVANCED MODERN GREEK I For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Vice President of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 301*)
- 08-324 ADVANCED MODERN GREEK II. For those who wish to take Modern Greek beyond the introductory and intermediate levels and whose needs are not met by the courses offered, CYA may provide additional classes if there is sufficient demand. Please contact the Director of Academic Affairs for further information. Fall and Spring Semesters. (*MGKL 302*)
- 08-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*MGKL 399*)

*CYA strongly encourages students to study Modern Greek while they are in Athens. CYA believes that the study of Modern Greek provides valuable access to the life and culture of contemporary Greece and aids in the acculturation of students.

Neuroscience - NSCI (CYA)

- 25-313, 25-413 THE BIOLOGY OF CONSCIOUSNESS. Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective falling outside the realm of scientific inquiry. However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In fact, several years ago, a new journal was established entitled Neuroscience of Consciousness. In this course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness. Fall Semester. (*NSCI 342, NSCI 442*)
- 25-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*NSCI 399*)

Philosophy - PHIL (CYA)

- 09-323, 09-423 THE ART OF LIVING IN THE NETWORK SOCIETY. In this course we will define the characteristics of new media; social and political uses of new media and new communications; new media technologies, politics and globalisation; everyday life and new media; theories of interactivity; simulation; the new media economy; cybernetics and cyberculture; the history of automata and artificial life in order to offer students conceptual frameworks for thinking through a range of key issues which have arisen over two decades of speculation on the cultural implications of new media. The aim is to describe an art of living in the network society, which encompasses a questioning of institutions in the public sphere and the expression of the creative subject’s ability to shape its life. Fall and Spring Semesters. (*PHIL344, PHIL 444*).

- 09-313, 09-413 BUSINESS, ETHICS AND POLITICS. This course examines some of the standard issues in business ethics, and deeper, philosophical problems (both ethical and political) THAT lie at the source of these issues. The main form of business we will be concerned with is the corporate form of business in capitalism. The course will formulate and examine the following philosophical problems: 1) The philosophical problem of personhood and corporate responsibility, 2) The philosophical problem of corporate corruption and crisis, and last 3) The philosophical problem of corporate management and happiness. 4) The problem of Corporate Citizenship, 5) The problem of Democracy, 6) The problem of Justice, 7) The problem of freedom, 8) The problem of Labor, and 9) The problem of Environment. Finally, this course examines answers to these problems by alternative, radical, activist forms of production and exchange of goods. Spring Semester. (PHIL 350, PHIL 450)
- 09-373, 09-473 WHO WANTS TO LIVE FOREVER? INTRODUCTION TO TRANSHUMANISM. Transhumanism developed as a philosophy that became a cultural movement and is now regarded as a growing field of study. It is a complex mix of philosophical anthropology and philosophy of technology that brings together diverse problems from various fields such as philosophy, social sciences, cultural studies, neuroscience, information science, biomedical science, molecular biology and artificial intelligence. Transhumanism aims at modifying and upgrading human beings through technology claiming that biological evolution is incomplete and without direction. Although it adopts elements of humanism such as rationality, self-knowledge, self-care, autonomy and self-creation it does so with reference to the ideal of the creation of a new human species. The aim of the seminar is to provide an overview of transhumanism by examining a) its historical roots, core values, goals and principles and b) its moral, political and aesthetic aspects. Fall and Spring Semester. (PHIL 351, PHIL 451)
- 09-333, 09-433 THE CONCEPT OF LIFE IN ANCIENT GREEK PHILOSOPHY & ITS RELEVANCE TODAY. In the first part, the course explores the first systematic account of the concept of life which is Aristotle's. To do this students examine Aristotle's understanding of nature as having its own ends, his distinction between genus and as species, his account of the logic of life and his distinction between forms of life [vegetative(plants), sensitive(animals), rational(humans)]. In the second part students see that the concept of life plays a crucial role in the formation of the ancient Greek philosophy of ethics, politics and culture, and that this philosophy of life is both an influence and an alternative to modern and contemporary philosophies of ethics, politics and culture. Fall and Spring semesters. (PHIL 356, PHIL 456).
- 09-443 ACTION IN ANCIENT GREEK AND CONTEMPORARY ANALYTICAL PHILOSOPHY. The aim of this course is twofold: to explore the formulation of this question in the analytical philosophy of the 20th century; what has come to be called the philosophy of action, and to examine the roots of this question in ancient Greek philosophy. Thus, in the first part of the course students study the way Socrates, Plato and Aristotle formulated the question. They read Plato's Apology and the Protagoras and parts of Aristotle's De Anima, the Metaphysics and the Nicomachean Ethics. In the second part of the course students examine the way 20th century analytical philosophy formulated the question. To do so, the class reads: Ludwig Wittgenstein, Donald Davidson, Elizabeth Anscombe, Jennifer Hornsby, Michael Bratman, Harry Frankfurt, Christine Korsgaard, John McDowell, Michael Thompson, John Hyman, etc. Prerequisite: a background in philosophy and/or classical studies Fall semester. (PHIL 415)
- 09-453 PRACTICAL REASON IN ANCIENT GREEK AND CONTEMPORARY PHILOSOPHY. This course explores the philosophical question of the nature of *practical reason*. What is it for an action to be rational or irrational? Are there different standards of the rationality of action? If yes, are these standards commensurable or incommensurate? How does the rationality of action differ from the rationality of belief? In the first part, the course examines the Socratic conception of practical irrationality as ignorance of the good, the Platonic conception of irrationality as conflict and injustice in the soul, and the Aristotelian account of practical reason as the wisdom of the virtuous man and of practical irrationality as the failure to exercise one's knowledge. In the second part, it examines modern conceptions of practical reason (Hume and Kant) and issues in contemporary discussions of practical reason, such as the question of the naturalism of reasons, the motivating power of reasons, the existence of instrumental rationality, the commensurability of reasons, etc. Prerequisite: At least one philosophy course. Spring Semester. (PHIL 420)
- 09-464 PHILOSOPHY SUMMER SEMINAR IN ATHENS. A series of Philosophy Summer Seminars in Athens (PSSA) is intended for outstanding undergraduate students who are entertaining the prospect of a graduate career in philosophy. The aim is to introduce students to graduate level work and expose them to the latest research. Each PSSA focuses on one philosophical topic and culminates into a week-long engagement with a distinguished philosopher, who will be presenting their latest research

on the topic. Students who do not have the opportunity to take high-level courses at their own institutions are especially encouraged to apply. The seminar meets daily for a total of 60 contact hours. It is highly intensive and is designed so as to immerse students in the state of the art research in the field and give them resources, which will enable them to apply to graduate school. The readings are demanding and students are expected to engage with them in class. Thus, a prior exposure to analytic philosophy will be necessary. Students are responsible for presenting readings to the class and for writing one 15-20 page research paper of publishable quality under the guidance of the instructor. Summer (*PHIL 480*)

09-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PHL 399*)

Political Science - PSCI (CYA)

10-323, 10-423 DEVELOPMENT OF ATHENIAN DEMOCRACY. This course examines the emergence and unfolding of the political institutions of Athenian democracy to the end of the 5th c. BC. Its focus is primarily on the Age of Pericles, when Athenian democracy reached the point of its highest development, a period generally acknowledged as being one of the greatest moments in world history. The political institutions of the period are examined against their historical background and on the basis of the study of primary sources (i.e. the reading and interpretation of literary sources, visits to archaeological sites and museums, the study and interpretation of inscriptions and other archaeological evidence). Fall or Spring Semester. (*PSCI 311, PSCI 411*)

10-313, 10-413 CRISIS & CHANGE IN GREECE/EUROPE. Co-taught by a political scientist and an economist, this course explores the causes, the present reality and the future implications of the Greek and European crises. By using a variety of analytical tools and perspectives, the course offers a comprehensive examination of the ongoing crisis, which has tested the limits of European solidarity and has evolved into one of the greatest challenges to the European integration project and the common currency. The economic component concentrates on the historical economic, political and institutional factors, which largely determined the economic performance and shaped the structural features of the Greek economy. The historical approach offers a broad overview of the major changes in policy regimes, economic institutions, ideas and policies and an understanding of the EU-Greek economic and institutional relations. This background helps students better understand the long-term economic and structural factors that caused the economic crisis and the rationale that lies behind the Economic Adjustment Programmes agreed between Greece and its European creditors. The political economy component provides an overview of the Greek/Eurozone crisis from institutional, political and economic perspectives. It sets the Greek crisis within the greater European context, with a special emphasis on the interdependence and interconnection between the systems. This section places a special emphasis on recent developments in the Greece - since the January 2015 election of the left wing SYRIZA government and examines possible scenarios for the future, for both Greece and Europe. Fall and Spring Semesters. (*PSCI 326, PSCI 426*)

10-203, 10-503 EUROPE TODAY: WINTER IS COMING. The first part of the course will be devoted to analyzing the accomplishments and distinctiveness of the European Union as an institution, focusing on achievements such as the single market (that allows citizens to live, study, work and retire in any state of the Union), the development of a “social Europe” (with universal healthcare, public higher education and strong welfare states), and the commitment to the promotion of democracy, human rights and gender equality. The focus will be on appreciating how the European Union has been the driver of an unprecedented “peace project” that has made allies out of former enemies and has helped avert war on the continent for 70 years, after centuries of wars and bloodshed. When the contributions of the European Union are evaluated, the Peace dividend is often taken for granted. The second part will focus on new and ongoing challenges facing Europe, including the deep repercussions of the departure of the United Kingdom from the Union, the impact of the refugee/migration crisis, the growth of Euroscepticism and authoritarianism, the rise of radical Islam and the perceived “clash of civilizations”. The ongoing Covid 19 crisis, which has had a profoundly detrimental impact on the economic, political, and social systems of all EU countries and has tested European solidarity, will also be examined. The third part will address the European Union’s changing place in the world by examining new and evolving geopolitical linkages, traditional alliances and rivalries, and evolving bilateral relationships with the United States, Russia, China, et al. Special attention will be given to the growing challenges in the immediate neighborhood, i.e. the Middle East, the Mediterranean basin, Turkey, and the Western Balkans. The analysis will be framed within the context of the debate on the future of the EU and its role in global and regional affairs. Finally, at the end of the semester the students will participate in a simulation game where they will apply the knowledge they have gained about the policies and international relations of the European Union. The students will be assigned roles representing EU institutions, EU Member States, third-

party stakeholders or press corps and will negotiate a collective European response to an international crisis affecting the European Union. Fall and Spring Semesters. (*PSCI 327, PSCI 427*)

10-333, 10-433

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

10-364, 10-464

POLITICAL ECONOMY IN HISTORICAL CONTEXT: FROM ANCIENT GREECE TO MODERN GREEK CRISES. This course considers the current issues and debates of international political economy through a critical examination of the ancient Greek world through experiential learning left uncovered by traditional on-campus curriculum. Designed as a hybrid course synthesizing classical studies and political economy, the course is divided into two parts. Students will first have direct contact with a part of the ancient Greek world that expresses the ancient Greek economy as an economy and not merely a component of social, political or economic history. Through field trips, archaeological site visits and guest lectures, students will then be challenged to translate the lessons of antiquity into contemporary relevance through critical debate and analysis. Students will consider the relationship between power and wealth, how ancient city-states organized trade and financial marketization, consumption, resource sustainability and social institutions, as well as the factors leading to their decline. These theories will then be thrashed against 21st century global market challenges, with particular focus on the ongoing crises facing Greece. The two most important centers of the ancient Greek world - Delos (the Delian League) and Delphi - will be visited on two separate excursions. Classes will also be held at various archaeological sites in Athens in addition to a visit to Parliament and various corporations in and around Attica. Summer Session. (*PSCI 340, PSCI 440*)

10-214

PLAGUE, POLITICS, & POPULISM: CLASSICAL TO MODERN (ATHENS, DELPHI, DELOS, MYKONOS). Drawing from ancient texts and modern scholarship, visits to archeological and cultural sites in Athens, Delphi and Delos, as well as private meetings with leading academics, business experts, NGOs, and government bodies, this course will explore how ancient and modern epidemics – specifically the Great Plague of Athens in 430 BC and COVID-19 Pandemic – expose the “fissures and fractures” that intensify and foment the economic and political consequences of their respective eras. In the case of fifth-century Athens, the plague ultimately cost the city-state a victory against Sparta, questioned the leadership of Pericles, and killed a third of the population amidst a climate rife with conspiracy theories, rising populism, and xenophobia. Events that seeded the decline of Athenian hegemony, and democracy. The comparison to similar patterns emerging today is inescapable, as is the expectation that COVID-19 will reshape history for decades to come. With profound economic and political uncertainty escalating, students will address contemporary challenges facing Greece and Europe, thrashed against the prism of Athenian antecedents. During the first two weeks, students will consider the Great Plague's impact on the political economy of Athens, from the accounts of Thucydides, Plato, Greek political thinkers and playwrights, as well as the scholarship of Bresson, Kelaidis, and Ober among others. During the second two weeks, these insights and arguments will be applied to analyzing how Greece continues battling COVID-19 against the backdrop of decades-long economic, political, and social crises. This will include examining (in non-technical terms) both the microeconomic impact on households, commerce, and governments, and macroeconomic impact on GDP, growth initiatives, and public policy. This framework will challenge students to synthesize all course resources, and advance their understanding of Greece and Europe's role in the future of globalization. Summer Session. (*PSCI 343*).

10-343, 10-443

IMMIGRANTS, CITIZENSHIP AND NATIONALISM IN EUROPE. The course explores the challenges of integrating a growing and increasingly diverse immigrant population into relatively homogeneous European polities and societies. While taking a broad comparative approach (focusing mostly on France, Germany, and the UK), the course pays special attention to Greece, a country where national identity is still strongly rooted in the notion of the ancient community of faith, culture, and blood and where migrants have not yet gained widespread access to citizenship and political participation. Students are exposed to the most recent and influential theories of nationalism, ethnicity, citizenship and social integration, but also have a chance to learn “hands-on” by interacting with local

immigrant communities as well as with representatives of mainstream Greek society holding quite differing views on this increasingly controversial social phenomenon. Fall Semester. (*PSCI 348, PSCI 448*)

10-353, 10-453

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

10-383, 10-483

BORDERS, BOUNDARIES AND HUMAN MOBILITY. Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed. Being able to move and cross boundaries, but also being able to afford (in the sense of having a choice) to live in particular places have become increasingly critical dimensions in determining one’s life. Mobility and immobility are linked with the ability and option to cross imagined and real boundaries. At best they can result in living ‘good life’. But they can also result in exploitation and marginalisation. The course utilises the notion of borders to discuss both the construction and reimagining of borders in the physical but also socioeconomic sense. Borders in urban spaces operating through logistics and infrastructures, gentrification processes, integration discourses and practices; geopolitical and historical borders, but also bordering through development and humanitarian work as well as borders in and by technological configurations such as algorithms, biometrics, surveillance, big data, drones, social media, etc. Fall and Spring Semesters. (*PSCI 362, PSCI 462*)

10-373, 10-473

THE EUROPEAN UNION: CHALLENGES AND STRATEGIC CHOICES. With 28 member states and nearly half a billion residents, the European Union has grown into a major political and economic actor on the world stage. It has promoted peace in Europe for over five decades, changed the way Europeans live, as well as the way the rest of the world perceives Europe. The EU has been considered a paradigm of a successful “peace project” that promoted stability, prosperity and successful cooperation between erstwhile feuding nations. The fact that the Union has grown from its original 6 members to the current 28 serves as undeniable proof of the appeal and attractiveness of the EU for most countries on the European continent. The ongoing economic crisis in the Eurozone has changed this idyllic picture of the EU: in this context, the European Union is being called upon to respond to the challenge of the economic crisis and safeguard the common currency, while promoting direct policies for confronting the recession and employment by stimulating growth. Moreover, the EU must address crucial social issues such as growing disillusionment with the European project, the rise of extremism in Europe, and growing polarization between North and South. At the same time, the EU faces important international challenges, such as the situation in the Middle East and Ukraine, relations with Russia and the United States, and the crucial issue of energy supplies to the Union in light of the volatile international situation. Through a combination of lectures, critical analysis in-class discussions and students’ written work/independent research, this course focuses on the study of the history, institutions, policy processes and current challenges of the European Union. Special emphasis is being placed on the ongoing economic crisis in the Eurozone area and its political/social repercussions, the strategic choices for emerging from the crisis, and the challenges of the increasingly unpredictable international environment. Spring Semester. (*PSCI 363, PSCI 463*)

10-393, 10-493

THE EUROPEAN GOVERNANCE OF MIGRATION: REFLECTIONS ON EMERGING RESPONSES. The objective of the course is to provide students with an overview of the ‘global’ governance of irregular migration, looking at the theoretical framework and the policies currently implemented in the EU. It looks at the emerging responses to irregular migration and particularly

- maritime irregular migration to the EU from a critical and comparative perspective. It also looks at the challenge irregular migration poses for liberal democracies and specifically looks at the border management systems in place, border security, and the enforcement measures (and their implications) in the EU first and the US. Australia, a country that the EU is currently looking to as a model of future practices will also be addressed. Throughout the course, the students have the opportunity to meet with representatives of NGOs and understand the reality on the ground as well as visit one refugee reception site to comprehend the challenges in place for both host and guest. Prerequisite: background in political science and/or international relations. Fall Semester, (*PSCI 384, PSCI 484*)
- 10-964 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSCI 398*)
- 10-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PSCI 399*)
- Psychology - PSY (CYA)**
- 26-313, 26-413 THE BIOLOGY OF CONSCIOUSNESS. Consciousness has been considered one of great mysteries in human existence. Historically, psychologists and neuroscientists have largely ignored the problem of conscious awareness because it was considered subjective falling outside the realm of scientific inquiry. However, over the past several decades scientists have begun to try to tackle the problem using modern scientific tools. In fact, several years ago, a new journal was established entitled Neuroscience of Consciousness. In this course, we will begin by trying to define the term and consider the so-called “hard” and “easy” problems of consciousness. A brief history of ancient civilizations’ views on mental experience will be discussed with particular attention to Greek thinkers from the classical period. We will then go over basic neuroscientific concepts and methods that are being used to study the neural correlates of consciousness. We will explore different states of consciousness and disruptions of consciousness in human patients. We will touch on the related problems of intentionality and free will. Finally, we will discuss prevailing scientific theories of consciousness. Fall Semester. (*PSY 342, PSY 442*)
- 26-323, 26-423 TRAUMA AND THE REMAKING OF THE SELF. This module provides an overview of current psychological theories and research in the understanding of human responses to psychological trauma and life adversities. Topics include acute stress reactions, and post-traumatic stress disorders resulting from interpersonal and family violence, sexual victimization, traumatic loss and death, disaster, and other critical life events. Resilience and post-traumatic growth in the face of life challenges will be discussed in the second part of the module. There will be a special focus on cultural and gender issues in relation to human traumatic stress reactions and resilient functioning. Spring Semester. (*PSY 362, PSY 462*)
- 26-946 INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*PSY 398*)
- 26-301, 302, 303, 304 SELECTED TOPICS. May be repeated with change in topic. (*PSY 399*)
- Religion - REL (CYA)**
- 11-313, 11-413 ANCIENT GREEK MYTHOLOGY AND RELIGION. The purpose of the course is to provide a knowledge and a method of ‘reading’ Greek myths of the Archaic and Classical periods in their cultural and historical context. The course, among other things, examines the nature of Greek myth and its representation in Greek art. It also explores how the artistic representation of myth reflected social and religious institutions and practices; and finally, it investigates how myth is related to religion. Fall and Spring Semesters. (*REL 332, REL 432*)
- 11-333, 11-433 THE RELIGIONS OF THE MIDDLE EAST. A comparative approach to Judaism, Christianity and Islam. This course examines Judaism, Christianity and Islam’s main teachings and simultaneously to explore how these teachings manage to affect the everyday lives of their followers. How is a devout

follower envisaged and how do people shape their lives to fit the image of a devout follower? Additionally, we will describe the ways in which Judaism, Christianity and Islam have constructed their distinctive meanings, compare them and note the similarities and the debts to each other, keeping in mind that various communities with a completely different outlook exist and claim sole orthodoxy Fall semester. (*REL 350, REL 450*)

11-344, 11-444

THE GEOGRAPHY OF FAITH: PAUL AND THE EMERGENCE OF CHRISTIANITY IN GREECE. The purpose of this class is to introduce students to the religious, social and political life of the Greek city from classical times through the Roman period. Having gained understanding of the Greek city we will then study the work and thinking of St. Paul and the impact the emergence of Christianity had on the Greco-Roman world. The purpose of this class is to introduce students to the work and thinking of St. Paul as well as the social impact the emergence of Christianity had on the Greco-Roman world. This will be accomplished through a combination of reading, lectures and discussion as well as site visits around Greece. Students will be introduced to the life and teaching of Paul of Tarsus as well as to his letters and the social world implied therein. Summer Session. (*REL 351, REL 451*)

11-323, 11-423

THE ORTHODOX CHURCH. This course introduces students to the Orthodox Church, the largest of the Eastern Christian Churches. It explores its history, faith, liturgy and spirituality of the Orthodox Church by means of lectures, readings, audio-visual presentations, discussion, and personal experience. The goals and objectives of this course are to familiarize students with the rich history, heritage and tradition of the Orthodox Church in particular and with the Christian East in general; to explore the Orthodox Church in its natural setting; to discover the common spiritual foundation and background of Christianity in East and West; and to compare/contrast the spiritual tradition of the Orthodox Church with one's own faith tradition. Spring Semester. (*REL 365, REL 465*)

11-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*REL 399*)

Sociology - SOC (CYA)
23-334, 23-434

ANTHROPOLOGY OF THE CITY: EXPLORING MODERN ATHENS. This course has a three-pronged approach to exploring Athens. The first is general: we will study the "city" as both a concept and a material reality, and the theories and issues anthropologists bring to the study of the city. The second takes us to the specific: how can we apply those ideas to the city we will be located in, to Athens? The third brings us the tools necessary to collect the data for that exploration: the qualitative methodologies used in the social sciences to study the spaces, people, practices, sounds, tastes, ideas, fields of power, and more that make up everyday life in this incredible city you'll be making your temporary home. We will be systematically studying Athens in its material reality, in the experiences it shapes, and in the experiences, people shape it with. We will be engaging with how the city intersects with gender and sexuality, inequality, migration, sustainability, consumption, capitalism, politics, activism, state power, housing and homelessness, art, pleasure, and more. This course will require you to be brave and open-minded, in interacting with strangers and new places. You will try new things you end up loving and other new things you end up greatly disliking. By learning to live in and understand another culture, you will also learn more about yourself and your own prejudices and predispositions. Winter Intersession. (*SOC 315, SOC 415*)

23-344, 23-444

TASTING CULTURE: NORDIC AND MEDITERRANEAN FOOD, TRADITION, AND NUTRITION. We eat to live. But food is not just about survival, it is about so much more: health, pleasure, identity, symbolism, class, memory, sensation, and on and on. We express who we are through our food. But how we eat is also shaped by other forces: doctors' advice, economic ability, government regulations, climate, history, and many other factors often invisible to us in our everyday lives. Over four weeks we will explore two distinct cultural contexts in Europe—Denmark and Greece—allowing us to understand both the commonalities and the differences that such forces bring to food and cuisine, as well as people's imagination and inventiveness in creating something to eat. The course begins in Copenhagen, Denmark, the emergent capital of New Nordic Cuisine, where tradition is being reinvented at levels both every day and haute cuisine. To balance our understanding of urban food ways, we will also spend a couple of days on the rural island community of Samsø, known for quality produce and sustainable living. The course continues in Athens, Greece, a country associated with the Mediterranean diet and a strong cultural history of knowledge and attention to food, with a few days on the island of Naxos as well, to explore the locality of food traditions and production. These four locations will enable to do comparative research and both explore and deconstruct the categories of new/old, urban/rural, north/south, global/local, tradition/modernity, and change/continuity. Along the way, the medicalization of diets, changes in agriculture, food tourism, food security, nationalism, locality, sustainability, and more will be addressed. When not in the classroom, we will visit farms, vineyards, groves, restaurants, markets, museums, kitchens, sweet

shops, cooperatives, NGOs, and festivals in our quest to experientially study food, and taste everything that comes our way. By taking this class, students will develop a sound understanding of how food is studied as an expression of society and culture, and hands-on training in the methodologies used to examine food and food practices. Summer Session. (*SOC 326, SOC 426*)

23-313, 23-413

SOCIOLOGY OF DISSENT. Dissent occupies a particular place in contemporary societies. On the one hand, state mechanisms adopt pre-emptive policies and strategies in an attempt to prevent dissent from evolving into civil unrest and disorder, whilst on the other hand, dissent remains the most powerful tool in the hands of those social groups who feel and/or are marginalized, excluded or silenced. Arising in a number of contexts – the political domain, everyday life, popular culture, sports, institutions – dissent has been routinely associated with progressive causes and positive social transformation. However, similarly to the germane concept of resistance, dissent can also take regressive forms. In recent years, the multiple manifestations of crisis in the West have given rise to ideologies and practices with a strong anti-establishment profile coupled with an agenda of social exclusion, calling, thus, for a revision of our sociological horizon and analytical tools with regards to dissent. Using contemporary Greece as an entry point to these debates and combining key readings with interactive learning methods, this course presents a sociological perspective on dissent that calls into attention the meanings and conceptual histories of dissent. Fall and Spring Semester. (*SOC 360, SOC 460*)

23-946

INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (*SOC 398*)

23-301, 302, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*SOC 399*)

Theatre - *THE* (CYA)

24-313, 24-413

PERFORMING (IN) ATHENS: EXPLORING THE CITY THROUGH THEATRE AND PERFORMANCE. Athens is considered one of the most vibrant theatre scenes in Europe. We will focus on current practices in theatre and performance mainly in Greece, but also in Europe and the United States. We will undertake acritical, historical and creative overview of theatre and performance making in periods of crisis, in Europe and the United States, and examine how contemporary Greek artists address issues such as: theatre and society, the human body/the body politic, and the stage and the city. We will also perform a slight backtrack into the ancient past and the beginnings of theatre in its birthplace. The course will include visits to different theatres and other performance spaces: a theatre in a train, a 19th century proscenium theatre, underground performance spaces, together with backstage tours and talks with artists. This course is for students in the Arts and Humanities and anyone interested in theatre and performance. Fall Semester. (*THE 320, THE 420*)

24-301, 203, 303, 304

SELECTED TOPICS. May be repeated with change in topic. (*THE 399*)

Urbanism and Sustainability - *URBS* (CYA)

13-364

SUSTAINABLE DEVELOPMENT: ISLAND COMMUNITIES & CONSERVATION. The course comprises a four-week session, which will evolve around the ecological – social work done by the not-for-profit (NPO) organization “Healing Lesvos” on Lesvos Island. The organization is monitoring the terrestrial and marine environment of the island with a special focus on the northern part that has been effected drastically by the environmental, financial and social impacts of the 2015 refugee crisis. Summer Session. (*URBS 330*)

13-384

GREEK ISLAND ARCHITECTURE, CULTURE, AND IDENTITY. (NAXOS, AMORGOS, SANTORINI, TINOS) This four-week course is a voyage into the life and architecture of four Cycladic islands aiming to offer students an opportunity to consider questions of dwelling, belonging, and identity through an investigation of their practices of making sustainable living. The overarching aim of this course is to explore the meaning of unique island spaces: the private, the public, and the communal. We aim to understand what “dwelling” really means when it is fully engaged with the environment, histories and local practices. The course will take place on four different islands, each revealing a unique history and tradition. We will spend five days on each island sketching, observing, writing, interviewing, studying, and exploring what everyday life is like in these communities. The final thirteen days will be spent on Tinos where students will be invited to work collectively and

suggest solutions to the various challenges they observed. The course will conclude with a forum on these matters, joined by artists, researchers and architects. Summer Session. (*URBS 334*).

- 13-393, 13-493 **FEMINIST URBANISM AND RADICAL GEOGRAPHY: INTERNATIONAL EXPERIENCE AND THE CASE OF GREECE.** In the world of global economy, the sense of place has changed dramatically over the past decades affecting mostly the physiognomy of metropolitan areas. Socio-spatial inequalities are more than obvious and social exclusion refers to a wide range of population groups. In this context, radical geography and feminist urbanism offers a different perspective on the potential for urban development, moving away from the traditional patriarchic patterns. Combined with environmental concerns eco-feminist approaches dare to differ from the norm, introducing a relatively new scientific field that attracts scholars from different disciplines. In the light of all these, this course focuses on radical theories expressing the feminist view on the development of urban surroundings. Exploring experimental examples as well as applied policies, students will familiarize with the basic theories on the field, elaborating critical thinking on the existing patterns of urban planning. They will comprehend the international experience on the field as well as the case of Greece. The course is suitable for students from different scientific fields as anthropologists, urban and regional planners, sociologists, ethnographers and architects. It includes in classroom lessons and extended field work so as to study in depth the Greek case study. Field work involves onsite lessons in selected neighborhoods characterized by matrilocal societal patterns and also participant observation in open public spaces. The ultimate purpose of the course is to widen students' perspective on urban planning issues, offering new tools and strategies for further application and research. Spring Semester. (*URBS 336, URBS 436*)
- 13-373, 13-473 **SUSTAINABLE SOCIAL HOUSING: THE CASE OF GREECE:** This course explores the socio-economic and the environmental impact of social housing in USA and E.U, focusing on Greece. One major issue is the low level of preservation and the large number of abandoned buildings. This situation contributes to urban blight and socio-spatial inequalities. The aim of the course is to help student's elaborate critical thinking on social housing policies. The course is interdisciplinary based on empirical research, suitable for architects, urban planners and designers, environmentalists, sociologists and social anthropologists. Students are going to work together as an interdisciplinary team in order to evaluate the socio-spatial footprint of social housing in Greece, making the appropriate connections with international literature. This course provides also the opportunity to familiarize with the basic principles of thematic cartography. Spring Semester. (*URBS 362, URBS 462*)
- 13-343, 13-443 **GLOBAL CITIES & AREAS OF STRATEGIC INTEREST.** This course explores the contemporary tendencies and challenges of urban landscape in global cities. It will analyze the variety of forces that shape the built environment in a globalize context, focusing on transnational interrelations. Comparative studies of Piraeus, London and New York will be conducted. Spring Semester. (*URBS 369, URBS 469*)
- 13-313, 13-413 **URBAN SUSTAINABILITY.** Drawing on recent interdisciplinary work in urban studies this course examines the, often-conflicting social, economic and environmental dimensions of sustainable urban development theory and practice. In order to problematize the relevant discussion and connect it with the production of urban space we will analyze case studies in Athens and attempt to unpack the contradictions that are connected with urban development and the use of natural recourses in the last decades and during the current crisis. Fall semester. (*URBS 370, URBS 470*)
- 13-323, 13-423 **CONTEMPORARY URBAN SPACES.** The city, basin and peripheries of Athens have been in constant transformation since its modern foundation. The Athenian landscape, environment, society and urban fabric comprise a frantic, diverse and complex laboratory of change – designed, informal, democratic, entropic, catastrophic, top-down and bottom-up. Here the immense pressures, challenges and opportunities for the contemporary Mediterranean Metropolis and other global cities may be elucidated and projected upon in medias res, against the ancient walkscapes, vibrant commons, human scale, deep palimpsest, horizontal density, living typologies, enclave nature, waste landscapes, water networks, migration patterns, crisis conditions, civitas and public space of the contemporary city. This analysis and representation seminar examines the role and potential of Urban Planning and Design and the challenges of endemic and upcoming (climate) Change in ten specific zones, areas or urban enclaves of Athens – all exemplary locations of resistance, flux or genesis of urban transformation. How do contemporary theories of urbanism measure up against these places? What can design do to affect a city's future? What new spaces, architectures, structures and environments emerge at the edge of the crisis and the wake of even greater challenges? The course is structured in lectures, student presentations and a number of walks. Students document their research in papers,

	maps & media. Fall and Spring Semesters. (<i>URBS 371, URBS 471</i>)
13-333, 13-433	URBAN DESIGN STUDIO. An optional studio course to be taken in conjunction with 13-323 (<i>URBS 371</i>). Students produce designs for projects to be implemented in Athens. (<i>URBS 372, URBS 472</i>)
13-354, 13-454	SUSTAINABILITY IN GREEK URBAN AND ISLAND COMMUNITIES. The course discusses how human communities of different scale employed architecture, infrastructure and the natural resources available in order to sustain themselves. Students observe the metropolis of Athens and three small Aegean islands as case studies of the structures and processes put in place to cover their needs of food, shelter, social engagement and economic development. The evolution of these settlements and the practices used in the past and present are being juxtaposed and questioned in terms of their environmental, social and economic impact. Summer Session. (<i>URBS 375, URBS 475</i>)
13-946	INTERNSHIP (Academic or Experiential). CYA offers academic or experiential virtual internships. CYA places and oversees students in various multifaceted internships related to communications, business, tourism, cultural heritage management, social and economic research institutes, the environmental sector, health sector, NGOs that provide support for marginalized populations, museums, libraries, and theater and the arts. Students are supervised by a professional at the location of the internship as well as by a CYA faculty member. Up to 240 contact hours. Must be taken P/F. Fall, Spring, Winter and Summer. (<i>URBS 398</i>)
13-301, 302, 303, 304	SELECTED TOPICS. May be repeated with change in topic. (<i>URBS 399</i>)

SPECIAL ACADEMIC PROGRAMS

DEPARTMENTAL HONORS PROGRAM

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

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

1. To be considered for admittance to the Departmental Honors Program, a student should have a minimum cumulative grade point average of 3.4 and a minimum grade point average of 3.6 in the major. Admission to the Honors Program requires approval of the department. Approval is based on an informal assessment of the student’s academic ability and motivation to carry out a substantial independent project, the coherence and feasibility of the project, and the availability and willingness of an appropriate faculty adviser and supervisory committee. No student will be formally admitted to the Departmental Honors Program without these elements.
2. Although admission to the Departmental Honors Program is formally “by departmental invitation,” students are encouraged to initiate communication with the faculty member with whom they might be interested in working. Whenever possible, such contact should be made well in advance of the proposed starting date. Note that interdepartmental honors projects are encouraged, in which case there may be co-advisors.
3. Eligible students register for honors course credit during at least two full semesters. A grade is assigned at the end of each semester. Each department has its own honors course number (XX-98X). Students may enroll for honors course credit no earlier than the second semester of their junior year and no later than the last day for adding courses in the first semester of their senior year. However, in some cases, groundwork for the honors project may be started in the fall of the junior year or earlier. Note that the optimal timing of the honors project varies by discipline. For instance, projects in the humanities are normally carried out in the senior year with groundwork begun the preceding summer, whereas in the sciences, an earlier start may be warranted.
4. At the discretion of the department involved, the honors project may be included in the total credits requirement for the major. However, it should not normally be substituted for regular curriculum requirements of the major, with the possible exception of the capstone. Substitutions require the advance approval of the department chair.

5. The honors advisor will normally be the member of the department who has the most knowledge and expertise in the general area of the honors project. The prospective advisor, the student and the department chair must approve of the selection. The honors advisor is solely responsible for determining the honors course grades.
6. The supervisory committee will be chosen by the honors advisor and the student, with the approval of the department chair. The committee will have at least three but not more than five members, including the honors advisor and one faculty member outside the department. The role of the committee is to provide guidance on an as-needed basis and, upon its completion, to judge whether or not the project warrants Departmental Honors.
7. When an honors project is approved, a timetable for its completion will be developed by the student and approved by the honors advisor. A final completion date for the project will be set sufficiently in advance of the student's graduation for the assessment process and final revisions to be completed. Failure to meet this deadline will eliminate a student from consideration for University Honors.
8. If the honors project is not developed or satisfactorily executed as planned, it will be possible to convert registration in an honors course into registration for Independent Study. If this conversion is made, the project must meet the normal requirements for Independent Study.
9. Completed honors projects are presented in a public forum, attended by the honors advisor, supervisory committee and guests. This presentation will take the form of, or be supplemented by, a traditional oral "defense" in which the committee asks the honors student questions to assist in the evaluation of the project.
10. Upon completion, the honors advisor and supervisory committee members sign a document to certify that the product of the project is worthy of Departmental Honors. For honors projects that take the form of a manuscript, this "signature page" becomes the first page of the final document. The elements of the signature page are centered and arranged as follows: 1) the title of the report, 2) the author's name, 3) the statement "A Thesis Submitted in Partial Fulfillment of the Requirements for Graduation with Honors in [name of the department or program]," and 4) Southwestern University, [year]. On the bottom half of the page, next to the word "Approved," include one signature line for each member of the supervisory committee. Under each signature line, type the signatory's name, role ["Honors Advisor" or "Committee Member"] and academic department. A copy of this page must be submitted to the Office of the Registrar prior to graduation.
11. The A. Frank Smith, Jr. Library Center retains both a print and an electronic copy of each honors thesis completed. The thesis, with the completed signature page included, is uploaded to Southwestern's institutional repository, SU Scholar. If requested, the library will also bind one printed copy as a gift to graduating honors students. Students should provide to the library a copy of their thesis, a copy of their signature page, a copy of the signed Faculty Consent Form, and the Digital Consent Form. If a bound personal copy is desired, the student's full name and future contact information also should be provided. All of this information should be submitted to [sus scholar@southwestern.edu](mailto:suscholar@southwestern.edu) or to the Info Desk in the library. For complete instructions, links to the forms, and more information please refer to the Library website.
12. The student who successfully completes an honors project will graduate "with honors" in his or her major, and With Honors will be designated on his or her permanent record and diploma. A student who graduates with a double major or a paired major and who completes an interdepartmental honors project involving the departments of those two majors will be awarded honors in both majors. Graduation with honors in a major is distinct from graduation with academic honors specified by Latin praise (*cum laude*), which is based on a student's overall grade point average. A student may earn both types of honors.

STUDY ABROAD PROGRAMS

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

Southwestern maintains a list of accepted study abroad programs that address the curricular and pedagogical concerns, as well as the academic standards, associated with a Southwestern liberal arts education. The Director of Study Abroad and International Student Services, in cooperation with the Intercultural Programs and Perspectives Committee, reviews programs to create a list, subject to ongoing evaluation, of accepted/approved programs. Students may submit a petition to study on a non-approved program offering specialized curricular opportunities that are not afforded by any of the programs on the approved list. Students wishing to propose such an opportunity should work with the Office of Intercultural Learning. Approval for such proposals is made on an individual basis and does not in any way indicate that future proposals for study on that given program would also be approved.

London Semester

A semester program in London is offered each fall. The current program enables up to around 40 students and two Southwestern faculty members to live and study together in London. In addition to courses offered by Southwestern faculty, a British Life and Culture course is taught by a local British faculty member and is required for all students. The course also includes field trips in London and the UK. Southwestern undergraduates who have achieved sophomore standing before the start of the program are eligible to apply for the London Semester Program provided they are in good academic and disciplinary standing and do not have an outstanding balance with the university. Applications are evaluated on the basis of the student's academic record and potential, the way in which the program relates to the student's overall educational objectives, and the student's maturity and ability to be a good representative of Southwestern University. Students who participate in the London Semester program pay normal Southwestern tuition, Brown-Cody housing and the full board plan. Most financial aid is applicable to the London Semester program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

Exchange Programs

As a member of the International Student Exchange Program (ISEP), Southwestern University is able to exchange several students annually with close to 300 universities in Europe, Asia, Africa, Oceania, and the Americas. Students who participate in the ISEP Exchange program pay normal Southwestern tuition, Brown-Cody housing and the full board plan. Most financial aid is applicable to the ISEP exchange program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

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 Study Abroad and International Student Services and have their CYA course work transcribed by Southwestern for both the CYA summer and semester programs. Southwestern also serves as the School of Record for non-ACS students who participate in College Year in Athens programs. Please see page 205 for course descriptions.

Additional Study Abroad Opportunities

In addition to the London Semester and exchange programs, students may choose to study through a program approved by Southwestern University. These opportunities are numerous and allow students a wide variety of choice in terms of program type, location and duration. Students should contact the Office of Study Abroad and International Student Services (SAISS) 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 SAISS to complete the application and cross-cultural preparation for a study abroad experience. SAISS acts as liaison to all other administrative offices on campus, and students must communicate with the office in order to facilitate credit transfer and financial aid distribution. Students should begin working with SAISS staff two semesters before the planned period abroad. Students must complete the Southwestern study abroad application in addition to specific program application materials. The Southwestern Study Abroad application deadline is October 1 for spring study, December 1 for SU Summer Faculty-led Programs, February 1 for summer study, and March 1 for fall and academic year study. Note: there may be earlier deadlines for specific programs such as ISEP exchange, the Washington Semester and New York Arts Program.

Summer Study Abroad

Southwestern University also offers summer faculty-led programs in various parts of the world. Language and culture programs in recent years have included Argentina, The Netherlands, Spain, and Switzerland.

Transfer of Credit

A foreign study program for which a student expects to receive and transfer credit from another institution requires previous approval by the appropriate department chair and the Director of Study Abroad and International Student Services. In cases where students do not register for courses until arrival at the study abroad site, students must complete the credit transfer process within three weeks of their return to Southwestern University, and it is highly recommended that students communicate about their course schedule and associated transfer credit while pursuing the program abroad. In addition, Southwestern must receive official transcripts from the institution awarding the credit. For determining transfer credits for participation in the foreign study programs of other universities, Southwestern adheres in general to the "Policy Statement on Study Abroad Programs" approved by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). The acceptance of credit from foreign study programs sponsored by other American institutions of higher learning will be judged on an individual basis according to the following standards: 1) the program has been approved by the appropriate department chair and the Office of the Registrar at Southwestern; 2) the program was supervised by a regionally accredited institution; 3) the student was regularly matriculated in an institution of higher learning during participation in the program; and 4) the program was primarily a college program and not a mixed high school-college program. Students may transfer up to 19 credits for each approved study abroad semester. Typically, students earn 15-16 credits for work completed during the semester abroad.

OFF-CAMPUS STUDY WITHIN THE UNITED STATES

New York Arts Program

This program, offered during the fall and spring semesters, is designed to provide any eligible student seriously interested in the performing, visual, communication and media arts with an opportunity to serve as interns and to experience the world of established professionals in various arts, media and organizations relevant to their academic interests. The cultural resources of New York City are well known. Less familiar is the artist's milieu, that mix of people, places and events which constitute the artist's environment, world and immediate audience. Qualified students accepted into the program spend a semester sharing this milieu with professionals representing all professional arts fields: visual artists, designers, museum curators, performing artists, authors, publishers, filmmakers, 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 internship sponsor. Students also participate in a specially designed program of seminars conducted by arts professionals, including NYAP staff members, on various topics. Program offices are housed in Manhattan conveniently located in the heart of midtown. No Southwestern University funding is available for this program. Stafford Loans and Pell Grants are available to qualified students. Other outside loan options may also be available. Please contact the Internship team in the Center for Career & Professional Development for further information.

Washington Semester Program

Southwestern has established cooperative relations with the United Methodist College Washington Consortium. This internship and academic program offers opportunities for coursework and internships in politics and communications. Depending upon the specific program, students work as interns at the White House, on Capitol Hill, in the courts or with public interest groups or a variety of other non-profit or public institutions/organizations. Students may earn up to 15 credits which are transcribed by Southwestern University. The cost of the program is equal to Southwestern tuition, room and board. Most financial aid is applicable to the Washington Semester Program, including Southwestern merit and need-based aid, and is available to qualified students. Other outside loan options may also be available.

COMMUNITY-ENGAGED LEARNING

Often called "learning by doing," community-engaged learning (CEL) allows students to apply academic skills and knowledge to address a community need, issue, or problem and to connect those experiences back to academic coursework. CEL is a form of teaching and learning in which students engage in structured community service and action that is responsive to community needs, provides mutually beneficial experience for students and community partners, and is designed to include critical analysis and reflection linking service to academic learning goals.

CEL courses are designated on Self Service, and students can also contact the Office of Community-Engaged Learning (Prothro 243) for a complete listing. Students seeking Paideia with Distinction can choose to take a CEL course as one of their two distinctive Paideia experiences.

ADMISSION AND FINANCIAL INFORMATION

ADMISSION PROCEDURES

Those interested in studying at Southwestern University must apply to the University through the Office of Admission. The University admits those students most able to successfully complete a degree program, make positive contributions to the overall life of the Southwestern community and become productive citizens following graduation. Admission is selective and involves a thorough review of each candidate's academic and personal qualifications.

Requirements for Admission

Students who graduate from accredited high schools may be admitted if their academic records, recommendations and other application elements indicate promise of success at Southwestern. Southwestern University strongly recommends that all students present a minimum of 18 academic units from their secondary school work. In addition to graduation from an accredited high school, it is strongly recommended that students present four years of English, four years of mathematics, four years of social science and/or history, three years of science, two years of a foreign language, and one year of an academic elective from the above-mentioned areas. Southwestern's academic merit scholarship requirements normally require the same 18 academic unit foundation for consideration.

Applicants may submit the SAT or the ACT as part of their admission and merit scholarship review or may choose to apply test score optional and participate in the required interview for test optional students. Traditionally, Homeschool and international students must submit test scores. For consideration in our competitive Brown and Garey scholarships, a standardized test score

must be submitted. For the 2021-2022 Academic year, testing will be optional for all populations and for all scholarships; an interview will be required in its place.

Applicants are invited to submit, with their application, any evidence that they think would help the Admission Committee reach its decision on eligibility for admission, including creative samples and written statements to supplement the required essay. A personal interview is required in some cases and strongly recommended for all. Candidates for admission are considered based on their total record— academic as well as extracurricular - although a strong academic record is always necessary.

Applicants are responsible for ensuring the arrival of all materials necessary to complete their application, including transcripts and recommendations from guidance counselors or teachers. Applicants are responsible for checking their personal admission portal or contacting the Office of Admission to determine whether or not their file is complete prior to deadline dates.

Those who plan to major in fine arts are encouraged to have an audition/interview/portfolio review prior to admission to their respective curricula. A formal audition/portfolio review is required for fine arts scholarships and may be required for entry into certain majors.

FIRST YEAR APPLICATION OPTIONS

Early Admission

A few students may be admitted each year following their junior year in high school. In these cases, the candidate is expected to have an outstanding academic record, acceptable test score results and the maturity to enter college without the senior year of high school. A personal interview is required.

Early Decision

Students for whom Southwestern is their clear first choice may apply under Early Decision. Southwestern must receive the application and all supporting documents by November 1 of the student’s senior year in high school. If admitted the enrollment, orientation and housing deposit will be due by January 3. A need based financial aid package will be presented to the student prior to the required deposit date, assuming the FAFSA has been received by December 1. If the student accepts the offer of admission, applications to all other schools must be withdrawn at that time and no other applications may be submitted to other schools.

Early Action

Southwestern provides an Early Action option for students who consider the institution to be one of their top choices, but who also wish to consider other admission offers before making a final decision. The application deadline is December 1 of the student’s senior year in high school. Admission decisions will be made by March 1. For those students admitted, normal financial aid and candidate reply deadlines will apply: March 1 to submit financial aid forms and May 2 to accept or decline the offer to enroll. Some application decisions may be deferred to Regular Decision when additional items are required by the Admission Committee (e.g., interview, 7th semester grades, etc.) in order to complete the file.

Regular Decision

Regular Decision is the third admission option for students considering Southwestern University. The application deadline is February 1 of the senior year of high school, with final admission decisions made by April 1. Financial aid and candidate reply deadlines are the same as mentioned above in Early Action.

First Year Application Deadlines

	Application Deadline	Notification	Reply Date
Early Decision	Nov. 1	Dec. 1	January 3
Early Action	Dec. 1	March 1	May 2
Regular Decision	Feb. 1	No later than April 1	May 2
Late Decision	After Feb. 1	April 15 or upon completion of the review process	May 2

Required for Transfer Admission

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 "Requirements for Admission" above) in order to assist the Committee in its review.

The College Conduct Report is required and must be completed by a college official(s) with access to a student's disciplinary record. In addition, transfer students must furnish official transcripts of high school and all college-level work attempted. All credits are accepted on the basis of the classification given that institution by its accreditation agency or agencies. Credits earned at non-accredited institutions are subject to re-evaluation on the basis of the quality of work done at Southwestern University. No grade below C- is accepted for transfer from another institution.

Credit Information

Some colleges have entered into cooperative programs with high schools whereby high school students may enroll in first-year college-level classes and receive college and high school credit concurrently. Southwestern will transfer these credits toward a degree, provided they meet the criteria in the preceding paragraph and are submitted to Southwestern on an official college transcript. A student graduating from high school just prior to their first semester of college will be considered a first-year student, regardless of hours earned under a concurrent enrollment program.

All entering transfer students must meet Southwestern's General Education Requirements common to all degrees set forth in this catalog (see "Degree Requirements"). Most transfer students need a minimum of four semesters worth of work to obtain a degree.

Veterans who have earned credits in approved military and service schools will be granted credit as indicated when such credit is appropriate to the degree programs of the students at Southwestern.

Non-Degree Seeking/Visiting Students

A student in good standing at another college may be considered for admission as a visiting (non-degree seeking) student. A visiting student application, along with official transcripts from all colleges attended, will be required of visiting students.

Non-degree seeking individuals interested in auditing a course should complete a visiting student application. Upon receipt of the application, the Admission office will consult with the instructor and the Registrar will determine if the class is audit-appropriate and has space for enrollment. Enrollment space is determined following the completion of the registration period for the course term. Non-degree seeking individuals pay a per-credit fee for the privilege of auditing a course. Individuals over the age of 50 pay a reduced fee. (See the Schedules of Special Fees and Deposits in the Catalog.) Courses designed to develop skills and that are "hands-on" in nature such as applied music, ensembles, studio art, or Fitness and Recreational Activity may not be taken as audit.

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

Readmission

Any student who previously attended Southwestern for at least one regular semester must file an application for readmission at least one month prior to the beginning of the semester for which the student is seeking readmission. Students will be readmitted on a first-come, first-served basis. A former student who has attended another institution is regarded as a readmit student and is subject to all rules governing readmit students.

If a student is dismissed or is ineligible to return (see Dismissal and Eligibility for Continuance) and is interested in readmission, the student will be required to complete a full-time semester (minimum of twelve (12) semester hours) of transferable college work from an accredited two- or four-year institution of higher learning and earn at least a 3.0 grade point average on a 4.0 scale.

Candidates for readmission will be reviewed by the Office of Admission, with academic and student life administration involvement to be sure each student returning is ready to successfully complete a Southwestern degree. Personal interviews in the Office of Admission are encouraged and will be required in some cases.

Other Admission Requirements Information

All college work for which an applicant has registered must be reported at the time of application. Applicants must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled. Failure to make an accurate report of colleges attended will subject the student to disciplinary action, including possible suspension.

No person may register for, nor attend classes, unless the admission procedure has been completed.

Statement of Nondiscrimination

Southwestern University's recruitment and admission of students, awarding of financial aid and operation of programs and facilities are without regard to sex, race, color, religion, age, disability, national or ethnic origin, sexual orientation, gender identity/transgender status, or any other impermissible factor. Southwestern University is also committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities, including sexual misconduct. The Southwestern University Title IX Coordinator is Elma Benavides who can be reached at titleixcoordinator@southwestern.edu or by phone, 512-863-1111.

FINANCIAL AID

In a real sense, every student admitted to Southwestern receives financial aid; income from endowments and gifts pays a significant portion of the cost of each student's education. Tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. Students should direct inquiries concerning financial assistance to the Financial Aid Office. The University has scholarships, grants, work opportunities and loans to assist students in meeting financial needs for their college education. The University administers a variety of programs, including the following:

Federal programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loan (subsidized and unsubsidized), Federal College Work-Study, Federal Direct PLUS Loan.

State of Texas programs: Tuition Equalization Grant, College Access Loan.

For 2020-21 the Financial Aid Office administered more than \$56 million in various kinds of financial aid for Southwestern students.

Students must reapply for all types of need-based financial assistance (scholarships, grants, work and loans) every year. To be considered for any type of need-based financial aid, current and prospective students should submit a Free Application for Federal Student Aid (FAFSA) beginning October 1 for the following academic year. This application is available at www.studentaid.gov, and the priority deadline for submission is March 1.

Merit Scholarships

Southwestern University awards a variety of scholarships based on factors such as academic merit or talent in the fine arts. The eligibility criteria and dollar amount for each scholarship vary with each scholarship program. Information about available scholarship programs may be found on the Financial Aid Office website at www.southwestern.edu.

Grants

Grants are awarded on the basis of financial need as determined by the submission of a FAFSA. Students should apply by March 1st to be considered for any grant funding through Southwestern.

Work Opportunities

A number of students are employed by the University in part-time positions in University offices, the library, residence halls, the dining hall and other similar areas.

Loans and Financing Options

Southwestern offers a variety of loan programs and financing options to assist families in their efforts to meet educational expenses. Current information on these options is available from the Financial Aid Office or at www.southwestern.edu.

Texas Guaranteed Tuition Plan (formerly the Texas Tomorrow Fund)

Families who have participated in the Texas Guaranteed Tuition Plan/Texas Tomorrow Fund may use these funds as a credit toward payment of tuition. To take credit for this program, a family must provide both the Financial Aid Office and the Business Office with a copy of the plan ID card. Upon review of the card and the type of plan selected, the appropriate amount will be allowed as credit toward payment of each semester's bill.

Cost of Education

Students may receive a combination of sources and types of financial assistance that may not exceed the total cost of education, as determined by the Financial Aid Office. If a student receives a combination of aid funds that exceed the total cost of education, it will constitute an over-award. To remain in compliance with applicable federal, state and University regulations, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the over-award. Such adjustments may include the reduction of scholarship or grant assistance previously awarded to the student.

Institutional Tuition Charges

Students may receive Southwestern scholarship and/or grant assistance up to the total amount of institutional tuition charges. If a student receives Southwestern scholarship and/or grant assistance that exceeds institutional charges, the Financial Aid Office must make the appropriate adjustments to the student's aid package to eliminate the condition. These adjustments may include the reduction of scholarship or grant assistance previously awarded to the student. In no case will a student receive any University funds in cash.

Full-Time Requirement

All scholarships and grants from the University require a student to enroll at the University on a full-time basis. If a student does not enroll on a full-time basis for a semester, then that student's University scholarship or grant will be canceled for that semester. Exceptions to this policy are made in the following circumstances:

- 1) Graduating seniors in his or her last semester, when that student is taking only enough courses to graduate at the end of that semester.
- 2) Students who are approved to attend on a part-time basis for medical reasons. Requests for part-time attendance of this type must be made through the Center for Academic Success.

In either of these cases, the University scholarship or grant is prorated based upon the number of hours in which the student enrolls.

Federal and state financial aid programs have their own regulations regarding full time attendance. Details regarding these regulations may be obtained in the Financial Aid Office.

Withdrawals

If a student withdraws from the University after the beginning of a semester for any reason, that student's financial aid for that semester is subject to being prorated based upon the withdrawal date. All scholarships, grants and loans are affected, including those from federal, state and university sources. Upon being notified of the student's withdrawal, the Financial Aid Office will review that student's financial aid record to determine what scholarships, grants and loans must be returned to the appropriate programs. If it is determined that funds must be returned, the student's account at the University will be updated to reflect the amount being returned to the program. The Financial Aid Office will send a written notice to the student's home address, detailing any reduction of the student's financial aid.

The amount of University funds to be returned is calculated based on the week in which the student withdrew. The refunds are determined as shown below:

	Percentage returned to SU	Percentage retained by student
If the withdraw occurs:		
During the first full week of classes	80%	20%
During the second full week of classes	60%	40%
During the third full week of classes	50%	50%
During the fourth full week of classes	40%	60%
During the fifth full week of classes	30%	70%
After the end of the fifth full week of classes	0%	100%

Federal and state programs have their own regulations pertaining to the calculation of the amount of funds that must be returned. Southwestern University evaluates withdrawn students in compliance with applicable federal and state regulations. Information about these regulations may be obtained in the Financial Aid Office.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility

Students at Southwestern University are required to maintain satisfactory academic progress toward their degree in order to receive any financial aid (defined as federal, state, or institutional financial aid, to include merit scholarships, need-based scholarships, need based grants, loans, and federal/state work-study.) This progress is monitored using both qualitative and quantitative components of a student's academic work at Southwestern. To maintain good standing, a student must maintain the minimum levels defined for each component.

The **qualitative** component considers a student's cumulative grade point average (GPA) earned at Southwestern. Students must maintain a minimum cumulative GPA of 2.0 in their Southwestern University coursework.

The **quantitative** component considers the number of credit hours that are successfully completed by a student in comparison to the number of credit hours attempted by that student. This is also referred to as the pace of progression. Southwestern students must pass 80% of all credit hours attempted.

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

The Financial Aid Office will review academic progress at the end of each academic year. During each review, the student's cumulative qualitative and quantitative components will be considered, i.e., all SU grades and course credits attempted/earned by that student up to that point.

Maximum Time Frame

In addition to the qualitative and quantitative components, students must complete their degree at Southwestern within a certain number of credit hours. Students are allowed a maximum of 175 credit hours to complete their degree. Students who exceed the maximum hours will be considered ineligible for financial aid. All transfer hours will be counted toward the maximum timeframe. All semesters of enrollment will be considered, including semesters where the student did not receive financial aid.

Failure to Meet the Standards of Satisfactory Academic Progress

A student who fails to meet the SAP standards will be declared ineligible to receive financial aid. That student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until (1) he/she attains the required SAP standards or (2) he/she submits an appeal for reinstatement of financial aid eligibility and such a request is approved by the Financial Aid Appeals Committee (the "Committee")

The Financial Aid Office will send the student a written notification of the ineligibility, with information about how the student may submit an appeal to reinstate his or her financial aid eligibility.

When a student's financial aid eligibility is reinstated by the Committee, the student will be placed on a probation status for one semester. Students on probation will be placed on an academic plan determined by the Committee. During the probation semester the student will be eligible to receive financial aid. After the conclusion of the probation semester, the student's progress will be reevaluated. At that point, the student remains eligible to receive financial aid in the following semester if:

- 1) The student is meeting the SAP requirements OR
- 2) The Committee has determined that the student is successfully following the academic plan previously assigned to him/her.

If the student meets the SAP requirements after the probation semester, then he/she will be considered to be in good standing and will be eligible to receive financial aid in the following semester.

If the student does not meet the SAP standards after the probation semester, but the Committee has determined that the student is successfully following the academic plan assigned to him/her, then that student may continue receiving financial aid for the following semester.

If neither 1) or 2) are met, then that student will be considered ineligible for financial aid. The student's financial aid will be rescinded for the following semester. The student will remain ineligible for financial aid until he/she attains the required SAP standards. A student who is ineligible for financial aid but who is eligible to return to Southwestern may re-enroll but is responsible for paying his or her own expenses during the period of ineligibility.

Appeals

A Student who is declared ineligible may submit an appeal to have his or her eligibility reconsidered. Appeals for reinstatement must be made in writing to the Financial Aid Appeals Committee. Appeals must be made by the deadline indicated on the written notice of ineligibility sent to the student. The written appeal must include (1) the reasons why the student failed to meet the SAP requirements and (2) what has changed that will allow the student to meet the SAP standards at the next evaluation. A student may request that his or her academic records and any extenuating circumstances be reviewed. Special circumstances may include, but are not limited to: illness or injury of the student, death of a close family member or similar hardship circumstances, change in major, seeking to earn more than one major, or transfer hours not counting toward a degree.

When a student finishes the spring semester without meeting the minimum requirements, summer school work may be considered to restore eligibility by the following fall semester.

The Financial Aid Appeals Committee will consist of the Associate Dean of Enrollment Services, the Dean of Enrollment Services, the Director of the Center for Academic Success, and the Director of Advising and Retention.

Dropped Courses

A course that is dropped during the period without record entry will not be considered as an attempted course. A course that is dropped after the period without record entry will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the university in an ineligible status then that student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Southwestern will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other Southwestern students.

Transfer Credits and Credit by Exam

Credits earned through courses transferred from other institutions, through examination or testing (such as Advanced Placement (AP) or International Baccalaureate (IB) exams) or through dual credit programs will be considered when determining a student's completion rate and maximum timeframe. Only the GPA earned on hours completed at Southwestern will be considered when evaluating the cumulative GPA.

CR/NC Grades

Grades of CR and NC will not have an impact on a student's grade point average, and therefore will not affect that aspect of a student's SAP status. When determining a student's completion rate, a course with a grade of CR will be considered to be successfully completed and the associated credits will be included in the numerator and denominator of the completion rate calculation. A course with a grade of NC will not be considered successfully completed, and the associated credits will be only be included in the denominator of the completion rate calculation. When determining the maximum number of credits attempted, credits associated with a CR or an NC grade will be included as attempted credits.

Withdrawals

A student who withdraws from Southwestern after a semester has begun will have his or her satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Southwestern while on financial aid probation, he or she will be immediately declared ineligible to receive financial aid and must submit an appeal to have his or her standing re-evaluated.

Incomplete Courses

A course in which a student receives an "incomplete" grade will be counted against the student's completion rate for the period being evaluated. An "incomplete" grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the "incomplete" grade is replaced with a final grade in the course, that student's SAP status will be re-evaluated to determine his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester hours attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The hours attempted/earned for a repeated course will be considered toward the cumulative semester hours attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Academic Progress Standards Unique to Individual Programs

This policy indicates minimal academic progress standards for students to receive financial aid. It should be noted, however, that individual grant or scholarship programs may require different or higher standards than what are outlined in this policy. In those instances, the individual program standards will supersede the SU policy for that particular program only. The most notable exception is the Tuition Equalization Grant awarded from the State of Texas. Contact the Financial Aid Office for more details regarding standards for individual programs.

EXPENSES

Tuition

At the beginning of each calendar year, Southwestern University's Board of Trustees set the rates for tuition and other charges for the upcoming academic year. Below are the approved rates for the 2021-2022 academic year. The rates for the 2022-2023 academic year have not yet been determined and are subject to change until approved by the Board of Trustees at the beginning of calendar year 2022.

	Per Semester	Per Year
Tuition (2021-2022)	\$23,400	\$46,800
Tuition (2022-2023)	Charges will be set in January 2022 by the Board of Trustees and will be available in the Business Office.	

To further assure a diverse community of scholars, Southwestern provides scholarships, work opportunities and loan funds to students. Awards are based upon need and merit. See "Financial Aid" for information on available financial aid opportunities.

Southwestern welcomes the opportunity to be of service to the population of Central Texas. Participation by experienced, knowledgeable individuals enhances the educational environment. Therefore, individuals may enroll in University courses on a non-credit "audit" basis at a cost of \$150 per credit, or \$75 per credit hour if age 50 or over. Transcripts and other formal administrative procedures will not be maintained, thus eliminating unnecessary expenses associated with the enrollment of senior members of the student body.

Audit enrollment will be encouraged in courses designed to develop critical thinking capabilities and which occur in traditional classroom settings. Courses that are designed to develop skills, such as private music lessons and activity courses in the Sarofim School of Fine Arts, fitness and recreational activity courses in the Kinesiology Department, and laboratory courses are not open for audit enrollment.

Room Charges

Room charges reflect actual cost to the University of providing the services. The University is committed to assuring a full range of housing accommodations. Charges for the higher priced accommodations reflect the assigned square footage, location of lavatory facilities and climate control features. When modifications are made to housing accommodations due to need, the housing rates are adjusted appropriately. Room charges for the 2022-2023 academic year will be set in January 2022 by the Board of Trustees.

Room Charges (2021-2022)	Per Semester	Per Year
Halls - Double Occupancy		
Brown-Cody Hall	\$3,670	\$7,340
Ernest Clark Hall	\$3,300	\$6,600
Herman Brown Hall	\$3,670	\$7,340
J.E. and L.E. Mabee Hall	\$3,670	\$7,340
Martin Ruter Hall	\$2,880-\$3,670	\$5,760-\$7,340
Moody-Shearn Hall	\$3,670	\$7,340
Fraternity Houses		
Kappa Alpha (KA)	\$3,670	\$7,340
Pi Kappa Alpha (PKA)	\$3,670	\$7,340

Apartments

Dorothy Manning Lord Residential Center	\$5,870	\$11,740
Grogan and Betty Lord Residential Center (per person)		
- 2 bedroom	\$5,330	\$10,660
- 1 bedroom	\$8,005	\$16,010
Charline Hamlin McCombs Residential Center (per person)		
- 2 bedroom	\$4,710	\$9,420
- 2 bedroom double-occupancy	\$2,880	\$5,760

Room accommodations are assigned for the full academic year, except when a student withdraws for health or academic reasons, is in an approved study abroad program, or when a student graduates at the end of the fall semester. Continuing students who leave the residence halls mid-year to move to private accommodations will be held liable for spring semester room charges. Returning students failing to cancel a room reservation made for the fall semester by July 1 may be held liable for fall semester room charges.

Board Charges

University Food Services, through contract with Sodexo, provides a complete meal service for resident and nonresident students. Since residence halls and the McCombs Residential Center do not have adequate facilities for food preparation, all resident students living there must purchase a meal plan. Resident students may select from any of the meal plans listed below, **except** the five-meal plan. Students who live in the Grogan and Betty Lord or the Dorothy Manning Lord Residential Center, a Fraternity House, or off campus may choose from any of the meal plans or choose to not have a meal plan at all.

Additional meals may be purchased at posted prices. The menu selections are designed to afford students a range of choices that encourage a nutritionally balanced diet as well as items that may respond to a variety of individual tastes. Special diets can be provided upon the recommendation of a medical doctor. Meal rates for the 2022–2023 academic year will be set in January 2022.

Meal Plan Charges (2021-2022) *	Per Semester	Per Year
Unlimited Meals + \$50 Dining Dollars + \$75 Pirate Buc\$ per semester	\$3,014	\$6,028
15 Meals per week + \$125 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,700	\$5,400
12 Meals per week + \$125 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,592	\$5,184
165 block of meals per semester + \$175 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,592	\$5,184
9 Meals per week + \$150 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,429	\$4,858
140 block of meals per semester + \$150 Dining Dollars + \$75 Pirate Buc\$ per semester	\$2,429	\$4,858
5 Meals per week + \$100 Pirate Buc\$ per semester	\$1,058	\$2,116

*State sales tax is included.

Traditional Meal Plans (15, 12, 9, or 5 Meals per week) –

Unused meals on the Traditional Meal Plans do not transfer from week to week. Meals can only be used for the students to which the plan belongs.

The 5 meal plan is only available to students living in the Dorothy Manning Lord Residential Center, the Grogan and Betty Lord Residential Center, fraternity houses, and off campus.

Block Plans (165 and 140 meals per semester) –

Unused meals on the Block Plans do not transfer from Fall to Spring semester. At the end of each semester, any unused meals are non-refundable and will not be transferred over to the next semester or the new academic year. Meals can only be used for the student to which the plan belongs.

Pirate Buc\$ –

Pirate Buc\$ can be used anywhere on or off campus that accepts pirate cards. Pirate Buc\$ will carry over from semester to semester and any balance will be refunded when the student graduates or leaves Southwestern.

Dining Dollars –

Dining Dollars can only be used on campus at the Commons or The Cove. Dining Dollars will carry over from Fall to Spring semester, but must be used by the end of the Spring semester. Any unused Dining Dollars at the end of the Spring semester will be forfeited.

Deposits

Admitted Student Deposit – Admitted students are required to pay a deposit of \$700 prior to pre-registration for the fall semester. This \$700 deposit is non-refundable and is comprised of an enrollment deposit, an orientation deposit, and a housing deposit. The enrollment deposit will be applied to the semester charges at the time of registration or confirmation of pre-registration, and serves to hold the student’s classes. The orientation deposit will be applied against the Sprog Orientation charge that will appear on the student’s account. The housing deposit of \$250 is required of all students residing in the residence halls. The housing deposit assures the assignment of a housing accommodation and provides compensation to the University in the event of damage to the facilities or cancellation of a housing reservation.

All applicable housing deposits are refundable upon completion of a University degree or at the time a student formally withdraws from the University. In the event that a student leaves the residence hall for other than academic/health reasons, to study abroad, or graduation or at the end of an academic year, the deposit will be forfeited. Additionally, students who leave the residence halls between the fall and spring semesters to move to private accommodations will be held liable for spring semester room charges. Returning students who have reserved a room during spring room sign-up for the following fall semester must cancel in writing with the Office of Residence Life by June 1 in order to receive a refund of the housing deposit. Students who are graduating, transferring, studying abroad or formally withdrawing from the University who fail to file an Intent to Vacate form by December 1st will forfeit the housing deposit. All students who live in the residence halls during the fall semester will forfeit their housing deposit if they return to Southwestern and cancel their residence hall room reservation and live elsewhere during the spring semester. In addition, students who cancel after December 1 will be held accountable for the entire spring semester room charge. In the event that any fees or charges are due to the University upon withdrawal or graduation, the deposits will be applied to the balance due.

Schedules of Special Fees and Deposits

Students registered for 12-19 credits will pay full tuition. Special fees and deposits for the 2022–2023 academic year will be set in January 2022 by the Board of Trustees.

Advanced standing examination	\$50.00
Audit charge (per credit)	150.00
Audit charge – Individuals over 50 years old (per credit).....	75.00
Motor Vehicle registration (per semester)	100.00
Tuition charge per credit (less than 12)	1,950.00
Summer 2021 tuition charge (per credit)	395.00
Final examination out of schedule	50.00
Enrollment deposit (prepayment of tuition – new students)	250.00
Housing deposit	250.00
Orientation deposit (prepayment of orientation fee – new students)	200.00
Fraternity Parlor Fees	200.00
Overload fee (per credit in excess of 19)	350.00
Returned Payments (per item)	30.00
Late Payment Fee (per semester)	100.00
Payment Plan Cancellation Fee for Non-Payment	100.00
Late Registration Fee (per semester)	100.00
Dewar Optional Tuition Refund Plan, Resident (per year)	506.00
Dewar Optional Tuition Refund Plan, Non-Resident (per year).....	402.00
Additional Fine Arts Fees (per semester)	

Applied music lesson – one credit course	180.00
Applied music lesson – two or more credit course.....	360.00
<i>(Some students may be eligible for fee waivers. Contact the Chair of the Music Department for eligibility information.)</i>	
Lab Fees (per applicable Science and Education class)	75.00
Lab Fees (per applicable Fitness and Recreational Activity class)	50.00
Student Health Insurance (per year).....	2,056.00
Library Fee for Georgetown residents (not students)	25.00

Special Fees

Southwestern University has established a number of off-campus academic learning experiences designed to broaden the background of student scholars. Because of special costs associated with some of the programs, special fees may be assessed on a program-by-program basis and are not refundable if the student drops the course. These fees reflect and are specifically set to cover only direct costs applicable to each individual program or adverse currency exchange rates.

Billing & Payment of Accounts

In compliance with Family Education Rights and Privacy Act (FERPA), Southwestern University cannot release a student’s educational record, including student account and financial information, to any person unless authorized by law or unless the student consents to the disclosure in writing. Students must complete the FERPA Information Release Form and indicate by name the authorized parents/persons that they give employees at Southwestern University permission to talk to about his/her student account and other financial information. This form is available in the Office of the Registrar and on the website.

The University electronic billing schedule and payment due dates can be found on the Business Office website in the Student Accounts section located at: <https://www.southwestern.edu/business-office/student-accounts/>. Southwestern sends electronic bills (e-bills) that are posted on the student’s CashNet Payment Portal which is accessed through the student’s Self Service account. In order for parents or other individuals to access e-bills, make payments, sign up for the SU payment plan, and to receive emails and text notifications, the student must “Send a Payer Invitation” to the individual and give them permission through their CashNet Payment Portal. Fall semester bills are generated after registration and financial aid awards have been completed and a reminder Fall bill is generated in mid-July. Spring semester bills are generated in November. Students may receive additional bills for charges accrued during the semester such as traffic tickets, library fines, residence hall damages and/or course fees.

At the time of registration for any semester or term, every student is required to accept the Southwestern University Payment Terms Agreement. If the Agreement is declined, registration will not be allowed.

Payment Options -

1. In Person at the Business Office – Cash, checks, money orders, or cashier’s checks are accepted at the Business Office, which is located on the first floor of the Cullen Building.
2. By Mail – Checks, money orders, or cashier’s checks are accepted by regular mail at the following address:
Southwestern University, P.O. Box 770, Georgetown, TX 78627-0770
3. Online Payments via the CashNet Payment Portal -
 - Credit Card or ACH Payments –
Credit card and ACH payments are accepted online through a student’s Self Service Account in the CashNet Payment Portal. All credit cards are accepted with a 2.75% processing fee. Electronic check/ACH payments are currently accepted with no fee, but this is subject to change.
 - SU Payment Plan –
SU provides an interest-free payment plan option that is integrated with the student account balance. The payment plan is term specific and has a maximum of five monthly payments for each term depending on your enrollment date. There is a nonrefundable \$25 enrollment fee that is due upon enrollment. Enrollment in the SU Payment Plan is done through the CashNet Payment Portal.
 - Parent or Other Authorized User Access –
Students have to send an invitation to a parent or other authorized individual to have their own access to the CashNet Payment Portal in order to access e-bills, make credit card or ACH payments, or to enroll in a payment plan. Instructions are available online at www.southwestern.edu/business-office/student-accounts/payment-options/

Late Payment Fee Policy

Late Payment Fee

An initial late payment fee of \$100 will be charged to unpaid student accounts with no payment arrangements made by the payment deadline each semester. In addition, students with past due balances may be dropped from all current and future class enrollment for non-payment. Students with past due balances will not be permitted to move into on-campus housing for the fall

semester. Likewise, students already in on-campus housing during the fall semester who have past due balances for spring will be notified prior to the end of the fall semester that they will be required to move out at the end of the term and not permitted to return to housing unless immediate payment arrangements are made.

In calculating the past due balance, confirmed financial aid, established payment plan amounts, verified VA benefits, Texas Tomorrow funds, and other substantiated credits will be considered and deducted from the actual student account balance. Students and families with unique payment circumstances must contact the Business Office to confirm payment arrangements prior to the due date. Late payment fees will be assessed on accounts that have not been paid or do not have sufficient financial aid, other credits, or payment arrangements to cover the total institutional charges owed.

Pre-Registration Holds

Prior to pre-registration for the next term, if any estimated funds or other credits are still not received as payment on the student account or new charges exist that result in an unpaid balance of \$300 or more, the student account will be put on hold and pre-registration will not be allowed until the estimated funds are received or the unpaid balance is paid. While on hold, the student will also not be able to obtain a transcript.

Removal of Course Registration for Non-Payment

The payment deadline is communicated in various ways including on the Business Office website, student e-bills, and emails sent directly to the students' SU accounts. If payment arrangements have not been completed by the stated deadlines, the University will proceed with removing a student from all registered classes for the semester, either as a cancellation or withdrawal based on the timing as indicated below.

Course Cancellation for Non-Payment

A cancellation occurs when a student is removed from all classes for non-payment prior to the first day of the semester. For a cancellation, a student will receive a full refund of any tuition and fees paid toward the future semester and all financial aid will also be cancelled. Upon resolving the original unpaid student account balance, the student may register again for classes before the end of the add period. Please note that registration for classes is based upon available seats so there is no guarantee the original class schedule can be reinstated.

Course Withdrawal for Non-Payment

A financial withdrawal occurs when a student is removed from classes for non-payment on or after the first day of class. If the deadline to add a class has not passed, upon resolving the original unpaid student account balance, the student may register again for classes without a guarantee of reinstatement of the originally registered courses. If the student who is financially withdrawn for the semester does not re-register, the student will still be responsible for paying the applicable percentage of tuition and board as outlined in the Tuition Refund Schedule noted below in the "Refund Schedule" section. Room charges will not be refunded due to financial withdrawal. Institutional, state, and federal financial aid are also subject to being reduced in the event of that student's withdrawal from classes and failure to re-register during a semester.

Delinquent Accounts & Collection Agencies

After the end of the semester, any remaining delinquent accounts will be referred to outside collection agencies and will be reported to the national credit bureaus. The student is responsible for payment of any and all collection agency charges, attorney fees, and court costs that accrue. Student account balances are considered to be an educational loan and therefore are not dischargeable under the United States Bankruptcy Code.

Refund Schedule

Students who are allowed to withdraw all or part of their registration will be granted a reduction of a portion of the original charges according to the schedule shown below. Questions regarding the University's refund policies should be addressed to the Business Office. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added, if the drop and add occur simultaneously. The date the withdrawal or change in class load is received by the Office of the Registrar determines refunds as shown:

Tuition:

During first full week of classes.....	80% credit
During second full week of classes.....	60% credit
During third full week of classes.....	50% credit
During fourth full week of classes.....	40% credit
During fifth full week of classes.....	30% credit
After the end of the fifth full week of classes.....	None

Board:

75% of unused portion of the base meal plan is refunded.

Dining Dollars are also refunded at 75%, only if they have not already been used.

Pirate Buc\$ refunds must be requested in writing from the Pirate Card Office.

Room:

No refund is made on room charges, even if a student is asked to vacate an assigned residence hall room for disciplinary reasons.

The Tuition Refund Plan, offered by A.W.G. Dewar Insurance, provides coverage for the university charges of tuition, room and board when a student is required to withdraw from school due to a medical or mental health illness before the semester is complete based upon a doctor's certification. This Tuition Refund Plan is a private insurance program that **supplements** Southwestern University's standard refund policy by offering up to 75% coverage for withdrawals due to medical illness or injury and up to 75% for mental health withdrawals in accordance with the policy terms and conditions. Participation in the Tuition Refund Plan offered by A.W.G. Dewar is entirely optional and the University's refund program is applicable whether or not you enroll in the plan.

Students Called to Active Military Service

If a student withdraws because the student is called to active military service, the effective date of withdrawal will be used to calculate financial aid and tuition refunds, in accordance with published institutional, state, and federal refund policies as applicable.

Withdrawals and Financial Aid

A student's institutional and federal financial aid is subject to being reduced in the event of that student's withdrawal from classes during a semester. Consult the "Financial Aid" section of this catalog for information regarding the impact of a withdrawal on student's financial aid award.

Part-Time Status and Financial Aid

Most financial aid and University merit scholarship programs require a student to enroll at the University on a full-time basis. Consult the "Financial Aid" section of this catalog for information about how this policy affects students who enroll on a part-time basis.

VETERANS AND FAMILY MEMBERS

Southwestern University is approved to offer instruction to students attending college under the provisions of the United States Code, Title 38, and Chapter 30, 31, 33, and 35.

The University contact for individuals planning to use Veterans Administration (VA) benefits is the Veterans' Certifying Official in the Office of the Registrar.

Veterans who have successfully completed basic training, and have been honorably discharged, will be granted one lower-level and one upper-level fitness and recreational activity (FRA) credit after submitting a DD 214 to the Office of the Registrar. Students on active duty may submit their Joint Services Military Transcript if a DD 214 is not available.

An individual planning to attend Southwestern University using VA benefits must comply with the following procedures:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the Office of the Registrar to determine any awarding of military credit when such credit is appropriate to the degree programs of the students at Southwestern.
3. In coordination with an assigned academic advisor, register for courses that are required for completion of your selected degree.
4. Maintain satisfactory academic progress. The provisions found in the Academic Status and Eligibility section, under the headings of "Academic Probation" and "Dismissal and Eligibility for Continuance", as well as the provisions found in the "Satisfactory Academic Progress Policy for Financial Aid Eligibility" in this catalog will apply.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, Southwestern University

- will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the University.
 - 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility.
- will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement funding from VA under Chapter 31 or 33.

As allowed under the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the covered individual will be required to:

1. Submit a certificate of eligibility (COE) for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the University.
4. Pay any amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement. The provisions found in the Late Payment Fee Policy, under the heading of "Late Payment Fee" in this catalog will apply.

Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

STUDENT LIFE

STUDENT LIFE MISSION

Student Life fosters a challenging, supportive environment in which the uniqueness of each individual is respected and valued by implementing accessible programs and delivering services that provide values-centered education of the whole person. These co-curricular programs and services facilitate students' development of competencies and reflect a shared responsibility for student learning within Southwestern University's undergraduate residential liberal arts community.

ATHLETIC AND RECREATIONAL OPPORTUNITIES

The University provides comprehensive and meaningful opportunities for students at all levels of skill and physical ability. Sports and recreational facilities on campus include an indoor swimming pool; tennis courts; outdoor volleyball court; indoor and outdoor tracks; gymnasiums; exercise and weight rooms; soccer; baseball; softball and lacrosse fields; and games and media rooms in the student center. Students will find sports, recreation, and wellness activities available at Southwestern in a number of areas, including intercollegiate athletics, club sports, intramurals, and recreational activities.

Intercollegiate Athletics

Southwestern University competes nationally as an intercollegiate program without athletic scholarships in the National Collegiate Athletic Association (NCAA) Division III. Conference affiliation is with the Southern Collegiate Athletic Conference (SCAC), which includes Austin College, Centenary College, Colorado College, University of Dallas, Johnson & Wales University (Denver), Schreiner University, Texas Lutheran University, Trinity University, and the University of St. Thomas. The football team is an affiliate member of the American Southwest Conference (ASC) which includes Belhaven University, Concordia University, East Texas Baptist University, Hardin-Simmons University, Howard Payne University, LeTourneau University, Louisiana College, University of Mary Hardin-Baylor, McMurry University, University of the Ozarks, Sul Ross State University, University of Texas at Dallas, and the University of Texas at Tyler.

The Southwestern University Pirates compete in 20 sports, including men's baseball, men's and women's basketball, men's and women's cross country, men's football, men's and women's golf, men's and women's lacrosse, men's and women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, men's and women's track and field, and women's volleyball.

Both the Athletics Department staff and participating student-athletes place the highest priority on academic success and the overall quality of the educational experience while striving for excellence on the playing field. The primary goal is for our athletics programs to reflect Southwestern's commitment to the principles of sportsmanship and amateur athletics, ethical conduct, honesty, fairness, and respect for others, emphasizing the health and welfare of student-athletes. The Athletic Department at Southwestern works with other campus constituencies to implement programs and deliver services that provide fair and equitable treatment of men and women, maintaining focus on a values-centered education of the whole person.

Faculty members are important partners in helping student-athletes balance the rigors of their academic studies with the challenges of intercollegiate athletic participation. Student-athletes are responsible for communicating with faculty and staff about their travel schedules and working to make appropriate accommodations regarding make-up work and exams.

Intramural and Recreational Activities

Southwestern Intramural and Recreational Activities (SIRA) provides the University community with opportunities for physical, social, and educational development through participation in intramural sports, fitness/wellness, sport clubs, and outdoor recreation programs.

Intramural sports provide an opportunity for participation in organized team and individual sports at various skill levels. A schedule of team sports, individual sports, and special events allows students, faculty and staff to compete against others of similar skill in men's, women's, and co-rec divisions of play.

A wide variety of fitness classes are offered by SIRA. Please check the SIRA website: <https://www.southwestern.edu/life-at-southwestern/intramural-recreational-activities-sira/>, or call 512-863-1665 for more information.

Sport clubs are student organizations focused on a specific sport or physical activity. Current clubs include SU Cheerleaders and SU Pom Squad. A club may be instructional, recreational, and/or competitively oriented depending upon the interest of the club members. As with all student organizations, a sport club member placed on scholastic or disciplinary probation is not eligible for election to office within the club and may not represent the club at off-campus events/contests.

Outdoor recreation offers students a variety of camping and sports equipment that can be checked out for weekend use at no cost to SU community members.

Approximately 40 students are employed annually in several important positions within SIRA including: Intramural Supervisor, Intramural Sports Official, Office Assistant, Publicity Assistant, Sport Club Assistant, and Equipment Manager. For more information, visit the SIRA website, call 512-863-1606 or stop by the SIRA Office in the Robertson Center, Room 214.

COUNSELING CENTER

The Counseling Center provides confidential, short-term individual, group, and relationship counseling concerning personal issues. Students seek counseling for a wide variety of issues. These include: adjustment to college, motivation, depression, anxiety, relationships with peers or family, sexuality, alcohol or drug use, body image, suicidal thoughts, self-esteem, mood swings, disordered eating, trauma, and stress. Referral to off-campus professionals is available for complex medication concerns and for long-term counseling. For more information call 512-863-1252 or come by the Counseling Center on the second floor of the Prothro Center for Lifelong Learning.

DIVERSITY EDUCATION

The Office of Diversity Education (ODE) seeks to make Southwestern University a welcoming, engaging and affirming place for the entire community. The ODE works to promote diversity, equity, inclusion, peacebuilding and social justice initiatives on campus, as well as provide resources, and support the continued development of a positive campus climate. The ODE facilitates workshops, conducts trainings, supports programs/events, and explores cultural and identity awareness and education. The Cross Cultural Center also provides a resource library and a place for study groups or meetings. An important function of the ODE is supporting student organizations, specifically the Coalition for Diversity and Social Justice, and the eleven cultural/identity-based groups within the coalition: Pirates for Pride, EBONY, Kappa Delta Chi, Hispanics and Latinx Organization (HALO), SU Native, Asian Student Association, Reproductive Justice Alliance and Students for Environmental Activism and Knowledge (SEAK). The Office of Diversity Education is located in the Julie Puett Howry Center.

GENERAL REGULATIONS

General Conduct

A student's enrollment at Southwestern University is considered an implicit declaration of acceptance of University regulations as outlined in the most recent issues of the Catalog and Student Handbook. The Student Handbook is published once a year and is always available online. New students receive a hard copy during Orientation Week. Responsible citizenship among college students includes honesty and integrity in class work, regard for the rights of others, and respect for local, state and national laws and for campus regulations. Specific regulations concerning the rights and responsibilities of students at Southwestern are contained in the Student Handbook. Students are expected to become thoroughly familiar with these regulations.

The Honor Code

When students enter Southwestern University, they agree to support the Honor Code, which dates back to at least 1907 and is one of the oldest honor codes in the U.S. Students established the Honor Code and continue to assume responsibility for honorable conduct in all academic work, including tests and examinations. Students are on their honor to do their own work and to report other students who violate this commitment. Students write the following pledge on all examinations: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."

Motor Vehicle Regulations

Students who operate motor vehicles on campus are required to register their vehicles and comply with the currently approved and published traffic and parking regulations. All Southwestern students are automatically charged a Vehicle Registration of \$100 per semester (\$200 for the academic year). If a student will never park a vehicle on campus, the charge may be waived by completing the Vehicle Registration Waiver form online at tinyurl.com/parkingwaiver. The online waiver form must be submitted each semester by the required deadline.

HEALTH CENTER

The Health Center provides students with confidential, quality health care services and education. We encourage students to take an active role in their well-being and health care decisions.

The Health Center is located on the second floor of the Prothro Center, and is open Monday to Friday, 8:00 a.m. to 5:00 p.m. during the fall and spring semesters. Appointments are strongly recommended, and same day appointments are available on a first-come, first-served basis.

The team of health care professionals includes physicians, a physician assistant, a nurse practitioner and a registered nurse. Our services include diagnosis and treatment of common illnesses, chronic conditions and mental health issues, wellness exams, physicals, laboratory testing, and prescriptions. When appropriate, we will make referrals to off-campus resources and specialists. The Health Center does not provide emergency care. Students should always call 911 for life-threatening emergencies. A list of local after-hours resources can be found at www.southwestern.edu/health-center/.

Medical Excuse Policy

The Health Center does not provide written excuses for student absences. It is the student's responsibility to notify professors whenever they have an illness or injury that may result in missed classes. The Health Center expects that students are honest with their professors as part of the Honor Code. This policy is consistent with the recommendations of the American College Health Association and resembles policies at most other colleges and universities. Exceptions will only be made when the student is expected to be absent for an extended period of time.

No Show Policy

The Counseling and Health Center charges a "no show" fee for all appointments that are not attended or cancelled within 24 hours prior to the scheduled appointment. A fee of \$15 will be automatically charged to the student's account.

Health Information Requirements

As part of the admission process, the Health Center requires immunization records, including meningitis vaccine for students 21 years and under, a TB screening test, and a completed health history. These may be uploaded on the patient portal which can be found at www.southwestern.edu/health-center/

Student Health Insurance

All students are required to have an active health insurance policy at all times, and students should always bring a copy of their most current health insurance card to all appointments. The Health Center will see all students regardless of what health insurance coverage they have.

All students will be automatically enrolled in a student health insurance plan unless they opt out. Students may waive the auto-enrollment by entering current health insurance information before the deadline at www.eiiastudent.org/southwestern/.

HOUSING AND THE RESIDENTIAL EXPERIENCE

The on-campus Residential Experience empowers students to be active and engaged community members, develop holistically, and establish practices for lifelong success through the intersections of academic and social life. Residence halls are a vital part of the Southwestern campus community and complement the educational purposes of the University by providing an atmosphere conducive to meeting academic, social, and personal needs of students.

Aligned with the Mosaic key areas of development, professional staff and student Resident Assistants provide intentionally crafted in-hall educational, recreational, social, and cultural opportunities, as well as mindful reflection, to support and supplement the intellectual experiences occurring in and out of the classroom. Through active engagement in the Residential

Experience, residents will learn to make meaning of their academic experience, develop 21st-century skills, shape their identity, construct a well-managed life, and contribute as global citizens.

Students who have completed less than four full semesters in college (post high school graduation) are required to live on campus. When living on campus, each student, except those living in the Lord Residential Center, the Dorothy Manning Lord Residential Center or the fraternity houses, must purchase a meal plan from the University's food service provider. Requests for medical exemptions from the residency and/or food service requirement may be addressed to the Assistant Director of Academic Success. Many juniors and seniors choose to live on campus, and housing is assigned on a first-come, first-served basis.

Residence hall applications for new students are made by filling out an online housing form. Students can access the form after they have submitted the non-refundable matriculation deposit in the amount of \$700, payable to Southwestern University, to the Office of Admission. Upper-division students wishing to live on campus reserve a space during the annual spring room sign-up period.

The University assumes no responsibility for the loss of property belonging to students in any building owned by the University, whether the loss is the result of fire, theft, flood, or an unknown cause. Southwestern University does not carry insurance on personal property of students. It is strongly recommended that students insure their personal property, including automobiles, through their family's homeowner's or automobile insurance policy or by purchasing personal property insurance.

Information concerning room and board rates, payment plans and refund policies may be found in the Expenses section.

MOSAIC & THE RESIDENTIAL EXPERIENCE

Mosaic & the Residential Experience is Southwestern University's co-curricular approach that encourages students to engage mindfully in experiences outside of the classroom, reflect on those experiences, and articulate the meaning and value of those experiences to others. The Mosaic approach supports learning wherever it takes place by celebrating the individual student's unique developmental journey, and we foster a culture of self-exploration, experimentation, and meaning-making.

Seeking to inspire and empower the Southwestern student to develop as a whole person, Mosaic collaborates with departments across campus to provide innovative programs and opportunities to help students make meaning of their academic experience, develop 21st-century skills, shape their identity, construct a well-managed life, and contribute as global citizens. For more information, please contact us at mosaic@southwestern.edu or go to www.southwestern.edu/mosaic.

SPIRITUAL AND RELIGIOUS LIFE

The Office of Spiritual and Religious Life offers opportunities for members of the campus community to slow down, breathe and take care of their body, mind and spirit, and make time to explore spiritual identity, seek true meaning and understanding, and ask big questions through intentional conversation, unlikely relationships, and shared action. There are a number of ways to engage including weekly gatherings, occasional lectures and student religious organizations. The Chapel is open every day from 8:00 a.m. until midnight for prayer, meditation, and group meetings, as is the multi-faith prayer room next to the Chapel.

STUDENT ACTIVITIES

The mission of the Office of Student Activities is to act as an advisor, ally, educator and mentor to the students of Southwestern University by facilitating learning experiences through leadership opportunities, student organizations, social activities and services that promote personal growth and the empowerment of students for success in our diverse community and beyond. The Office works closely with all student organizations, student leaders, and various university committees. Student Activities has responsibility for the development and coordination of campus wide programming, leadership development, advising various student organizations (including the University Programming Council, *The Megaphone* newspaper, Men's Interfraternity Council (IFC), and the fraternity recruitment process) and new student and transfer student orientation. For more information, stop by the office, which is located in suite 340 of the McCombs Campus Center, or call 512-863-1345.

UNIVERSITY POLICE DEPARTMENT

The mission of the Southwestern University Police Department (SUPD) is to serve our diverse and inclusive community by promoting a safe and secure living and learning environment that fosters thinking, creativity, and connections. SUPD accomplishes this mission by engaging with students, faculty, and staff under a community policing philosophy; by sponsoring a variety of proactive safety and awareness programs and events; and by protecting life and property through equal and unbiased enforcement of University policy, local, state, and federal laws. Each SUPD Officer holds a Master Peace Officer License. SUPD Officers are always available to offer assistance when needed, and patrol campus 24 hours a day, 365 days a year. For comprehensive information about safety on campus, see the section entitled Safety and Security Information in the Student Handbook. For police assistance and/or to learn more about SUPD, call 512-863-1944 or stop by the Fieldhouse located on Maple Street.

CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT

The Center for Career & Professional Development (CCPD) empowers Southwestern Pirates to shape their professional identities, develop 21st century career-readiness skills, and construct well-managed professional lives. Students who engage early and often with the Center for Career & Professional Development have a better grasp of the career search process and have the potential for more options as they move from college to the post-graduate world of work or advanced degree programs. With the Center's guidance, students can:

- **Explore** themselves and the world of work;
- Gain marketable **experience** and test the fit of careers through internships, shadowing, etc.; and
- **Engage** in effective and successful searches for internships, jobs, and graduate/professional schools, especially leveraging Career Community networks.

Personalized, individual career advising provides students the chance to use self-assessment tools, like personality and interest inventories, to explore majors and careers. Advisors also work one-on-one with students to help them develop effective resumes, cover letters, social media presence, interviewing and networking skills, and personalized internship/job search strategies.

Students can take part in a wide variety of special events to learn career development skills and to explore various career fields, especially through connections with alumni. Examples include Career Connections BBQ, Careers in... sessions, Career Treks, and the immersive SOAR (Skills ~ Opportunities ~ Action ~ Results) Summit exclusively for sophomores.

Internships are crucial experiences for students. Nationwide most students graduate with at least one internship. CCPD helps students identify and secure internships and other hands-on experiences by cultivating employer contacts and helping students market themselves effectively. Students can earn academic credit for many internships, as well as financial support through the Funded Internship Program. The Center's I-CORPS (Internships Cultivating Occupational Readiness and Professionalism at Southwestern) program offers on-campus internships and professional development for select juniors.

The Center for Career & Professional Development connects students with employers for part-time jobs, internships, and full-time employment via HireSU (online job board), on-campus information sessions and interviews, and career fairs. Advisors also help students pursuing graduate/professional school learn how to identify programs, review personal statements and other application materials, and conduct graduate school admission practice interviews.

Numerous valuable resources for students include a comprehensive website offering information on a range of exploration, experiential, and job search topics; Career Cafe with coffee, work space, and career-focused publications; and PirateConnect, a virtual networking platform to connect Career Communities.

Visit the Prothro Center, Suite 140, or www.southwestern.edu/careers to learn more.

CULTURAL ACTIVITIES AND SPECIAL CAMPUS PROGRAMS

Southwestern University sponsors a number of cultural activities and special programs to enhance the quality of life on campus, provide access by students and other members of the campus community to people and issues which will stimulate their own reflection, and support and contribute to the academic environment of the institution. These activities are designed to interrelate academic activity with the social and everyday life on campus and reflect the University's commitment to the education and development of the whole person.

THE ARTIST SERIES

Throughout the academic year, the departments in the Sarofim School of Fine Arts bring a wide range of guest artists to campus to present exhibits, lectures, and to perform in concerts and theatrical productions. Among them have been The Peabody Trio, Christian Lavigne, Anton Nel, Abbie Conant & William Osborne, the Austin Civic Orchestra, Rudy Pozzatti, Top Brass from The United States Army 'Pershing's Own', Roomful of Teeth, Susanne Mentzer, and Laura Claycomb.

The students and faculty of the Departments of Art & Art History, Music and Theatre also present many performances throughout the year. In addition to many solo recitals, the Jazz Band, Wind Ensemble, Orchestra, and Opera Theatre regularly perform on the Alma Thomas and Jones Theater stages. Recent stage productions have included *Gypsy*, *Little Shop of Horrors*, *Heartbreak House*, *Suburbia*, *Anton in Show Business*, *Rumors*, *Dead Man Walking*, *In the Next Room*, *The Don Juan Project*, *Five Women Wearing the Same Dress* and *Silent Sky*. The Theatre Department also regularly produces theatre for young audiences, such as *The Yellow Boat*, *Frog and Toad*, *A Midsummer Night's Dream*, and *You're a Good Man, Charlie Brown* and *Sideways Stories from Wayside School*. All performances and concerts are free to Southwestern students, faculty and staff. All theatre productions and some music concerts require a ticket that is available at the Box Office.

LECTURESHIPS AND SYMPOSIA

In an effort to provide students at Southwestern University access to major issues of life and culture, the University presents a series of lectures and other academic occasions during the year.

Brown Symposium Series

Through the generosity of The Brown Foundation, Inc., of Houston, the Brown Symposium Series was established to bring to campus people of national and international repute in areas represented by the holders of endowed Brown professorships. Distinct from traditional lecture series and offered biennially, these symposia are integrated into the regular curricular design of the University, and the members of the symposia participate in a total education experience.

Symposia topics have included: “Cosmology: the Changing Philosophies of Science,” “Benjamin Britten and the Ceremony of Innocence,” “Pandora’s Box: Computers in Everyday Life,” “Africa and Afro-America,” “Punctuated Evolution: The Slender Thread of Life,” “Discoveries of America,” “Macrohistory: New Visions of the World,” “Global Climates: Past, Present & Future,” “Communities,” “Drawing and Crossing Boundaries: The Roots of Texas Music,” “The Human Genome Project: Advances, Repercussions and Challenges,” “España y América: Cultural Encounter—Enduring Legacy,” “Shakespeares!,” “Globalization: Win-Win or Win-Lose?,” “Spiritualities of Resistance,” “Arctic Journey: Discoveries of Inter-relationships in the Circumpolar North,” “For Love and Justice: Breaking the Cycles of Intimate Violence,” “GNP or Gross National Well-Being?,” “Who Do We Think We Are?!” “Umwelt: Exploring the Self-Worlds of Human and Non-Human Animals,” “Science and Religion: Conflict or Convergence?,” “IMPERIVM: The Art of Empire in Rome and America,” “Think – Converse – Act: The Salon and Its Histories,” “Back to the Foodture: Sustainable Strategies to Reverse a Global Crisis,” “Sex Talk: A Symposium with Benefits,” “Healing: The Art and Science of Medicine,” “What Things May Come: 3D Printing in the Fine Arts and Sciences,” “Art + Revolution,” and “The Anthropocene.”

The Roy & Margaret Shilling Lecture Series

Established in 1999 by The Brown Foundation, Inc. of Houston to honor the 13th president and first lady of Southwestern, the Roy & Margaret Shilling Lecture Series presents internationally prominent speakers on topics relating to ethics, public service and public policy. Speakers have included The Archbishop Desmond Tutu, President Jimmy Carter, Bill Moyers, Karen Hughes, Marian Wright Edelman, John McGuire, William Sloane Coffin, Prime Minister Benazir Bhutto, Thomas H. Kean, Bill Bradley, Wangari Maathai, Dr. William H. Foege, Blake Mycoskie, Thomas Friedman, Jane Goodall, Scott Simon, Sister Helen Prejean, Jonathan Haidt, and Donna Brazile and Mary Matalin. The lecture is offered biennially.

The A. Frank Smith, Jr. Distinguished Lecture Program

In 1988, the law firm of Vinson & Elkins honored its former managing partner and longtime Southwestern University trustee, A. Frank Smith, Jr., through the endowment that established this lecture program. These lectures bring to campus distinguished guest speakers in the fields of law, history, government, political science and public service.

The Jessie Daniel Ames Lecture Series

The Jessie Daniel Ames Lecture Series focuses on the professional and civic achievements of women. Established in 1985, the lecture series is named for Jessie Daniel Ames, a 1902 alumna of Southwestern University who championed the causes of voting rights for women, prison reform and anti-lynching legislation. A businessperson and leader in the national suffragist movement, she was a founder and the first president of the Texas League of Women Voters and was one of the first women delegates to the state and national Democratic conventions.

The Willson Lectureships

The late J.M. Willson and Mrs. Willson of Floydada, Texas—both Southwestern alumni—established in 1948 a lectureship to be known as the Willson Lectureship. The lectures are directed to the student body and seek to significantly relate religious questions to social life and experience.

Global Citizens Program

In 1979, Everett and Marguerite DuPuy established the Global Citizens Fund at Southwestern to promote the responsibility that global citizenship brings. The focus of the fund has been to enhance world peace and international cooperation by supporting both on-campus and off-campus activities that lead to international understanding.

The Slover-Southwestern Lectureships

This lectureship series represents the joining of an endowment given by the German Mission Conference to Southwestern University and an endowment left by the late Reverend George S. Slover, DD. Each of these endowments was originally given to establish annual lectureships. Since 1978, they have been combined to provide one lectureship a year in the area of values and social questions.

HISTORY AND GOVERNANCE

Southwestern University is the descendant of four of the earliest institutions of higher learning in Texas. The forerunner of Southwestern, Rutgersville College, was chartered by the Republic of Texas in 1840, making it the first college in what was to become the state of Texas. The three other colleges founded by pioneering Methodists and united in one central college in

Georgetown in 1873 were Wesleyan College, chartered in 1844; McKenzie College, 1848; and Soule University, 1856. When the five Methodist Conferences of Texas located the central institution in Georgetown it was known as Texas University. In 1875, that name was ceded to the state of Texas and the present name, Southwestern University, was adopted because, at that time, Southwestern was southernmost Methodist college in the United States.

Southwestern is governed by a 45-member Board of Trustees consisting of representatives from the five current Conferences of the United Methodist Church in Texas, two episcopal bishops, trustees at large, and two recent graduates of the University, nominated by students. The president and president-elect of the Association of Southwestern University Alumni and the president of the University are ex-officio members of the Board. The trustees from the individual Conferences are nominated by the Board and elected by the respective Annual Conference. Episcopal trustees are nominated and elected by the bishops of the University's five patronizing conferences in consultation with the Board. At large trustees are elected by the Board. Elected trustees, other than student trustees, serve terms of three years. Student trustees serve terms of two years.

Southwestern has had 16 presidents and five interim presidents since it was established in Georgetown: Francis Asbury Mood, 1873–1884; John Wesley Heidt, 1885–1889; John Howell McLean, 1889–1897; Robert Stewart Hyer, 1898–1911; Charles McTyeire Bishop, 1911–1922; Paul Whitfield Horn, 1922–1924; James Samuel Barcus, 1924–1928; King Vivion, 1928–1935; John William Bergin, 1935–1942; John Nelson Russell Score, 1942–1949; William Carrington Finch, 1949–1961; Lawrence Durwood Fleming, 1961–1981; Roy B. Shilling Jr., 1981–2000; Jake B. Schrum, 2000–2013; Edward B. Burger, 2013–2020, and Laura Skandera Trombley 2020-present. Faculty members John Howell McLean, John R. Allen, Randolph Ward Tinsley, William B. Jones and trustee Dale T. Knobel each served as interim presidents during changes in administrations.

THE CAMPUS

Southwestern University's campus has been called one of Texas' most beautiful and best-planned college facilities. Located in a residential area on the eastern edge of Georgetown, the more than 30 buildings situated on 700 acres create a beautiful and conducive environment for living and learning.

The Administration Building, completed in 1900, was renovated in the 1970s with grants from The Cullen Foundation of Houston. Following the official reopening and dedication on Oct. 14, 1977, it was renamed the Roy and Lillie Cullen Building in memory of the late Roy and Lillie Cullen, distinguished citizens and exemplary philanthropists of Texas. The Cullen Building includes classrooms, the Schrum Alumni Center and spaces for the Business Office, the Office of Institutional Research, Finance and Administration, University Relations, Marketing, Human Resources, the Office of the Dean of the Faculty, and the Office of the President.

The Wilhelmina Cullen Welcome Center, located behind the Cullen Building, was completed in 2009. It houses the Offices of Admission and Financial Aid.

Mood-Bridwell Hall, erected in 1908, was originally named Mood Hall in honor of Francis A. Mood, the first Regent (president) of the University. It was renamed Mood-Bridwell Hall in October 1978, following renovations funded by grants from the J.S. Bridwell Foundation of Wichita Falls, Texas, and The J.E. and L.E. Mabee Foundation, Inc., of Tulsa, Oklahoma. Mood-Bridwell Hall includes classrooms; faculty offices for the English, History, Economics and Business, Education, Environmental Studies, Philosophy, Political Science, Religion, Sociology and Anthropology, an electronic classroom, and computer laboratories. Both Mood-Bridwell Hall and the Cullen Building are included in the National Register of Historic Places.

The Fondren-Jones Science Hall provides classroom and laboratory facilities for the University's curriculum in the sciences, as well as offices for the Biology, Chemistry and Biochemistry, Kinesiology, Math and Computer Science, and Physics Departments. The original building was completed in 1954 as a gift from Mrs. W.W. Fondren of Houston. With gifts from Houston Endowment Inc., of Houston, the building was completely renovated during 1980–81. Formerly called the Fondren Science Hall, the building was rededicated in the fall of 1981. The new name, The Fondren-Jones Science Hall, recognizes the long friendship between Jesse H. Jones, founder of Houston Endowment Inc., and Southwestern University. The Gordon C. Evans Sr. Wing of Fondren-Jones was dedicated in 1999, adding 24,000 square feet to the facility. It features multimedia classrooms, research laboratories, a computer laboratory and faculty offices. Gordon C. Evans Sr. was a longtime employee of the Jesse H. Jones Interests and Houston Endowment, Inc. A major expansion and renovation of the science center was completed in 2016. In 2018, the Jack and Camille Garey School of Natural Sciences was formed focusing attention on the University's leadership in educating physicians, medical professionals, engineers, physical and occupational therapists, and scientists in various fields. Named in honor of Jack and Camille Garey's significant contributions to the University, the school comprises the Natural Sciences Area, which houses five academic departments offering 12 majors and minors. The objective of the school is to foster the highest standards of scholarship and academic quality in science, technology, engineering, and mathematics (STEM) fields while prioritizing multidisciplinary connections with the humanities, fine arts, and social sciences.

At the center of campus is the Roy H. Cullen Academic Mall, completed in 1993. The mall was made possible by a grant from The Cullen Foundation of Houston in honor of Roy H. Cullen, longtime University trustee. The Brown Fountain honors the Brown family and The Brown Foundation, Inc. for their 1976-1996 transformational matching grant program, The Brown Challenge.

The A. Frank Smith, Jr. Library Center houses one of the area's finest college libraries, with more than 300,000 catalogued volumes and periodical subscriptions. The library's special collections include the papers of the late Sen. John Goodwin Tower (a Southwestern alumnus), the Clark Texana Collection, and the J. Frank Dobie and Bertha McKee Dobie Collections, both of whom were Southwestern alumni. The structure is a blend of classic and modern architecture. In 1966, a modern smooth limestone and glass building was constructed and connected to the original building which had been dedicated in 1939. The 1966 construction and renovation was made possible by a gift from The Brown Foundation, Inc., of Houston, and gifts from friends of Mr. Herman Brown, a member of the University's Board of Trustees for many years. After a 1988 addition, which doubled the size of the library, the building was named in honor of A. Frank Smith Jr. of Houston, distinguished trustee of the University for many years and chairman of the board from 1977-1987. The Deborah S. Ellis Writing Center and Information are located within the library.

Across the academic mall from the A. Frank Smith, Jr. Library Center is Lois Perkins Chapel, a Gothic-inspired structure of native limestone seating 850, where weekly chapel services and other events are held. The chapel was erected in 1950 with a gift from the late J.J. Perkins of Wichita Falls, Texas, and is named in honor of Mrs. Perkins, an alumna of the University. The chapel was completely renovated in 1981 through a gift from Mr. and Mrs. Charles N. Prothro of Wichita Falls, Texas, to honor her mother, Mrs. Perkins. Mr. Prothro served on the Board of Trustees for 30 years and was chair for 11 of those years. The chapel courtyard contains a sculpture titled *Madonna and Child* by noted Austin sculptor Charles Umlauf. It was given to Southwestern in 1953 by Southwestern alumna Margaret Root Brown in memory of her mother, South Carolina Easley Root. The plaza behind the chapel is named for William Carrington Finch, who served as president of Southwestern from 1949-1961, and his wife, Lucy.

West of the chapel is the Red & Charline McCombs Campus Center, dedicated in 1998 and made possible by a gift from alumni Red and Charline McCombs of San Antonio, The Vivian L. Smith Foundation of Houston, the J.E. and L.E. Mabee Foundation of Tulsa, Okla., and Charles and Elizabeth Prothro and the Perkins-Prothro Foundations of Wichita Falls, Texas. The 63,000 square-foot center includes campus dining facilities; a ballroom; student organization offices; the University Bookstore; the University Post Office; Offices of the Vice President for Student Life, Student Activities, and the Dean of Students; and displays of the McCombs Americana Collection. Mr. McCombs chaired the University's Board of Trustees from 1992 to 2000 and continues to serve as a trustee.

East of the chapel is the F.W. Olin Building, dedicated in 1996. Funded by a grant from the F.W. Olin Foundation of New York, N.Y., the 39,000 square-foot building includes lecture halls, electronic classrooms, three psychology laboratories and faculty offices for the Communication Studies, Psychology, and Modern Languages and Literatures Departments.

Next to the Olin Building is the Charles and Elizabeth Prothro Center for Lifelong Learning, which opened in 2010. In addition to classrooms and seminar spaces, many student services are located in this building, including the Center for Career & Professional Development, Health and Counseling Services, the Center for Academic Success, Office of the Registrar, and the Office of Advising and Retention. It also serves as the home for Paideia, the Multicultural Center, the Office of Community-Engaged Learning and the Office of Study Abroad and International Student Services.

The Sarofim School of Fine Arts, named for arts benefactor Fayez Sarofim of Houston, is housed in The Alma Thomas Fine Arts Center, erected in 1956 and the gift of the late Mrs. Alma Thomas of Austin, a longtime trustee of the University. The three-story building contains two theaters – the 720-seat Alma Thomas Theater and the 320-seat Jones Theater, made possible by a grant from Houston Endowment Inc., and named for Jesse H. Jones and Mary Gibbs Jones. It also includes rehearsal halls; practice rooms; an art gallery; studios for painting, drawing, printmaking, design and architecture; and offices for the Art and Art History, Music and Theatre Departments.

The 18,000 square-foot visual arts wing, added in 1999, was made possible by a gift from Mr. Sarofim. Another gift from Mr. Sarofim enabled the University to completely renovate the Alma Thomas Theater. The newly renovated theater was dedicated in 2008, giving Southwestern University as fine a performing arts facility as any liberal arts college in the country. The separate Rufus Franklin Edwards Studio Arts Building contains studios for sculpture and ceramics. Construction of the building was funded by Mr. Edwards, class of 1922.

The Corbin J. Robertson Center, dedicated in 1996, provides more than 95,000 square feet of comprehensive recreational and athletics facilities. The center includes the Intercollegiate Athletics Departments and offices for Athletic Training and Recreational Sports. These facilities were made possible by major gifts from The Cullen Foundation, The Cullen Trust for Higher Education and the James V. and Pat Walzel family, all of Houston. The center is named in honor and memory of the late Corbin J. Robertson, Houston businessman and philanthropist. James Walzel serves as a life trustee of the University. The baseball locker room that was added to the Robertson Center in 2013 is named in memory of Jim Mallon, the winningest coach in the University's history.

The Fountainwood Observatory, dedicated in 1997, was made possible by the partners of Fountainwood Estates in Georgetown. Joe S. Mundy Hall, dedicated in 2004, houses classrooms, transitional office space and meeting space. The hall was named for alumnus and longtime trustee Joe S. Mundy.

The Jesse H. and Mary Gibbs Jones Center, the residence-hall complex on the east side of campus, is collectively named in honor of Jesse H. and Mary Gibbs Jones, who established Houston Endowment Inc. The endowment contributed \$5 million from 1982 through 1986 for the rehabilitation of campus residence halls and other facilities. Included in the Jones Center are Brown-Cody

Hall, Clark Residence Hall, and Mabee Hall. Dedicated in 1997 and funded by a gift from The Brown Foundation, Inc., Brown–Cody Hall is named in honor of three alumnae: Florence Root Cody, Margaret Root Brown, and Alice Pratt Brown. Completed in 1962 and originally known as Kurth Residence Hall in honor of the late E. L. Kurth, an alumnus, benefactor, and longtime trustee of the University, Clark Hall was renamed in 2020 to recognize Ernest L. Clark, a 1969 alumnus and the first Black student to attend Southwestern. Mabee Hall, which opened in 1985, was made possible by a gift from the J. E. and L. E. Mabee Foundation. Mabee and Brown–Cody Halls serve as home to Southwestern’s living–learning communities for first-year students.

Moody-Shearn Hall and Herman Brown Hall make up a residential complex located in the northwest area of campus. The halls were put into use in 1966 and feature exterior corridors and private courtyards. Moody-Shearn Hall was a gift of the Moody Foundation of Galveston, Texas, and is named in honor of Mr. John Shearn, an early graduate of Rutgersville College, and in honor of Mr. William Lewis Moody Jr. Herman Brown Hall was made possible by a matching grant from The Brown Foundation, Inc. of Houston, and the generous gifts of friends of Mr. Herman Brown, who served on the Board of Trustees for 20 years.

Martin Ruter Hall, a residence hall for men, was erected in 1955 in honor of Martin Ruter, a pioneering Methodist missionary and educator. The Central Texas, Southwest Texas and Texas Annual Conferences of the United Methodist Church provided funds for the building.

Located north of Ruter Hall is the Charline Hamblin McCombs Residential Center, an apartment complex for 96 students, dedicated in 2001. The center is named for alumna Charline Hamblin McCombs, who, along with her spouse, Red McCombs, has been a longtime supporter of student scholarships and building initiatives at Southwestern. The Grogan and Betty Lord Residential Center is an apartment complex for 200 students located on the northwest corner of campus. Dedicated in 1995, the Lord Center was made possible by contributions from members of the Lord family toward the enrichment of residential life at Southwestern. Grogan Lord served on the Board of Trustees from 1958 until his death in 2007. The facility includes the Sharon Lord Caskey Community Center featuring campus community meeting rooms and sorority chapter rooms.

The Dorothy Manning Lord Residential Center, dedicated in 2007, includes three residence halls: The Eddy C. Scurlock-Edward A. Clark Hall, The Genevieve Britt Caldwell Hall, and The Frank and Louise Britt Carvey Hall. These residence halls offer apartment-style living, with kitchens in each apartment, fully furnished rooms, a community room and recreation areas.

Snyder Athletic Field and the Robert K. Moses Jr. Field, on the west side of the campus, serve as outdoor playing fields. Robert Moses is a former trustee of the University. Recreational facilities on the east side of campus include the varsity soccer and lacrosse field, the Rockwell Family Baseball Field, the Taylor-Sanders Softball Field and the Marvin D. Henderson Sr. Tennis Courts. The baseball field is named for the late Henry M. Rockwell and his family. Carol Sanders Miller of Waco, Texas, gave the softball field in memory of her parents Carroll and Opal Taylor Sanders. Marvin D. Henderson Jr. endowed the tennis courts in honor of his father, a 1941 Southwestern graduate and accomplished tennis player. In 2013, Southwestern added two new practice fields, a 15,000 square-foot field house and a new track on the east side of campus to accommodate its growing athletics program.

West of the tennis courts is the Julie Puett Howry Center. Made possible by Nelson and Ruth Puett of Austin and named for their daughter, the late Julie Puett Howry, an alumna, the center features the Office of Spiritual and Religious Life and the office of the University Chaplain, as well as meeting space for the campus community. South of the tennis courts is the McCook-Crain Building, erected in 1953 in memory of two alumni, Lieutenant Charles W. McCook and Mr. E.L. Crain.

The Kyle E. White Religious Activities Center, erected in 1956, was made possible by a gift from the late Mrs. Kyle E. White of Anahuac, Texas, in memory of her husband. Turner-Fleming House, the home for the University’s president and family, sits on the eastern edge of campus. The home was a gift of the late Mr. and Mrs. P.E. Turner of Houston and was given to the University to honor former President and Mrs. Durwood Fleming.

ENDOWED CHAIRS, PROFESSORSHIPS, PRIZES AND AWARDS

CHAIRS AND PROFESSORSHIPS

The Brown Foundation, Inc. Memorial: A fund contributed by The Brown Foundation, Inc. of Houston to establish the following endowed chairs bearing the names of those whose memories will be thereby perpetuated: Herman Brown Chair, Margaret Root Brown Chair, Lillian Nelson Pratt Chair, Lucy King Brown Chair, Elizabeth Root Paden Chair and John H. Duncan Chair.

Margaret A. Cargill Chair in Education: Established in 2011 by the Margaret A. Cargill Foundation.

The Claud Howard and Elizabeth A. Crawford Endowment Fund: Established in 1999 by the estate of Elizabeth A. Crawford ’34, to provide visiting scholar and/or visiting professor programs annually in the English Department.

Hugh Roy and Lillie Cullen Chair in Economics: Established in 1968 by The Cullen Foundation to memorialize the names of Hugh Roy and Lillie Cullen.

The Cullen-Robertson Legacy Professorships: Established in 2018 by The Cullen Trust for Higher Education to support three rotating professor positions to be known as the Wilhelmina Cullen Robertson Professorship, the Corbin Robertson, Jr. Professorship, and the Christine Robertson Morenz Professorship.

The Herbert and Kate Dishman Chair in Science: Established by Dr. and Mrs. Herbert Dishman.

The Herbert and Kate Dishman Professorship: Established by Dr. and Mrs. Herbert Dishman to fund a professorship in special education.

The Lurlyn and Durwood Fleming Professorship in Religion and Philosophy: Established in 2008. This fund was formerly known as St. Luke's Scholar-in-Residence endowment.

The Jack & Camille Garey School of Natural Sciences Chairs: Established in 2018 by Dr. Jack Garey to create one Endowed Chair in each of the following departments: Biology, Chemistry, Physics, Kinesiology, and Mathematics and Computer Science.

The Will Woodward Jackson Professorship: Established in 1975 by friends, classmates and associates of the late Dr. W.W. Jackson '16 to create the Will W. Jackson Professorship in Education.

The Robert Sherman Lazenby Chair in Physics: Established in 1971 by the late Mrs. Virginia Lazenby O'Hara to provide income for University operations.

Lord Chair in Computer Science: Established in 1983 by Mr. W. Grogan Lord, distinguished member of the Board of Trustees since 1958, to ensure teaching excellence in the field of computer science.

Carolyn and Fred McManis Chair in Philosophy: Established by the trustees of the McManis Trust.

John Shearn Chair in Business: Established in 1974 by The Moody Foundation to memorialize Mr. John Shearn, maternal grandfather of Dr. Mary Moody Northen, and an honors graduate of Rutgersville College, the founding institution of Southwestern University.

Tower-Hester Chair in Political Science: Established in 1973 by friends and associates of Senator John G. Tower '48.

The Bishop Seth Ward Professorship in Religion: Established in 1910 by gifts from Jesse H. Jones and friends.

Wilson-Craven Endowed Fund: Established in 1973 by Evie Jo and Arthur R. Wilson '15 in loving memory of their parents, Rev. and Mrs. Albert W. Wilson and Rev. and Mrs. William A. Craven, to create the Wilson-Craven Chair in Religion.

PRIZES AND AWARDS

Faculty Awards

The Excellence in Academic Advising Award: Created to distinguish those academic advisors who have had a significant impact on the lives of their advisees, and to recognize the part that good advising plays in the educational process, this cash award is given to one advisor annually. Nominations are made by students.

The Southwestern University Teaching Awards: Recognizing quality teaching, these annual awards are nominated by students and are awarded one each to a full-time, tenure-track (but untenured) assistant or associate professor, and a tenured or full professor.

The William Carrington Finch Award: Made to a full-time faculty member for conspicuous accomplishment in furthering the aims of the University. This award is made possible by a gift to the endowment by Dr. Finch's wife, Lucy, and their two sons, Dr. William Tyree Finch and Dr. Richard Carrington Finch. Dr. William C. Finch '65 was the 11th President of Southwestern University.

Student Awards

The Accounting Excellence Award: Awarded annually to an outstanding senior student majoring in accounting. The award is given by the Texas Society of Certified Public Accountants.

Alpha Chi Award: Awarded annually to the student of the first-year class who makes the highest grade point average on a minimum of 30 credits of work.

Drusilla Huffmaster Anderson Prize in Music: Established in 2011 in memory of Drusilla Huffmaster Anderson by family and friends. Following an impressive musical career as a pianist, Ms. Anderson was appointed to the music faculty of Southwestern University as Artist-in-Residence in 1961. This award will be given to piano students, vocal students, or students studying other musical instruments as chosen by the Dean of the Sarofim School of Fine Arts.

The Annie Edwards Barcus Minga Speech Contest: Established by Dr. and Mrs. T. Herbert Minga to grant awards in persuasive speaking to honor Annie Edwards Barcus '22, a distinguished alumna and former Southwestern faculty member. Dr. Minga was a member of the University's Board of Trustees from 1965 to 1976.

Brooks Prize: Established in 2008 as a scholarship award to be presented each year to the two winners and the two runners-up of the Brooks Debate at Southwestern University.

The Goostree-Morgan-Springer Scholarship Fund: Established in 1983 by Mrs. Lacy W. Goostree to provide a scholarship award for one of the yearly recipients of the Goostree-Morgan-Springer Award.

The King Creativity Fund: Established in 1999 by W. Joseph King, PhD, '93 to support innovative and visionary projects of enrolled students across multiple disciplines, as well as students involved in extracurricular activities and off-campus projects. The Fund supports up to 20 projects in any given academic year. Grant recipients pursue individual and group projects aimed at pushing boundaries, stretching the mind and paying tribute to the art of imagination. King Creativity Scholars present their work annually at the King Creativity Symposium.

The Laura Kuykendall Communication Award: This award was established by the late Miss Pearl A. Neas in memory of Miss Laura Kuykendall and is awarded to an outstanding communication student.

The Bob Lancaster Award: This award is given in the spring semester to the outstanding graduating majors in studio art and art history. It was established in memory of the late Robert L. Lancaster, sculptor and former chair of the Art Department. Selection of recipients of the award is made for studio art on the basis of a portfolio and general performances as judged by the studio art faculty, and for art history on the basis of general performance and special projects as judged by the art history faculty. As a merit-based award, it is given only to those students who have met the departmental standards and, therefore, may not be awarded in some years.

The Frank Luksa Award: This award is made to a student in the field of sociology. It was established in 1974 in honor of Dr. Frank Luksa's retirement from long years of service as Chair of the Sociology Department.

Jason Magnon Prize: Established in 2016 by Dr. Robert Magnon, Dr. Karen Magnon, and Grant Magnon in memory of Jason Magnon '16 to provide a prize to students who have produced a written essay that demonstrates a technical mastery of writing. Prize winning essays will be excellent examples of work that push the envelope and challenge commonly held ways of thinking and knowing. The award is administered by the Office of the Dean of the Faculty on an annual basis.

Mask and Wig Awards: Individual awards are made to students who give superior performances in Mask and Wig productions.

The Men's Panhellenic Association Award: This Association provides a scholarship award to the active fraternity chapter on the campus making the highest grade average each semester.

Walter Milton Potter Prize (a.k.a. Potter Prize): Established by W. Joseph King '93, to honor Dr. Walter Milton Potter, holder of the Lord Chair in Computer Science and academic advisor to Dr. King. The Potter Prize is awarded to the student who is selected as the overall most creative King Creativity Scholar for the given year.

The Henry E. Meyer Memorial Music Composition Award: Awarded annually to an outstanding music student from funds donated by Mr. and Mrs. R. Cochrane Penick.

Merriman Morton Business Leadership Award: Given by Dorothy Drummer on the occasion of Merriman Morton '63 being presented the Distinguished Alumnus Award on April 26, 1996. Awarded to an outstanding senior with a major in the Economics and Business Department who demonstrates business leadership and potential for success in the business community.

The David Knox Porter Award: Established in memory of the Rev. David Knox Porter, an alumnus of the University, by his daughters, Mrs. Meade F. Griffin and Mrs. Leslie Etter. This award is given annually to the outstanding pre-theological student.

Mary Mann Richardson Award: This award is given annually to a member of the pledge class of the Zeta Chapter of the Alpha Delta Pi Sorority. It was established in 1975 by Mr. and Mrs. Will Mann Richardson of Tyler, Texas.

The Barbara Fay Brown Schoenewolf Memorial Fund: Established by classmates and friends as a tribute to the vision, talent and warmth of the late Barbara Fay Brown Schoenewolf '71. It is intended to award achievement in art at Southwestern.

The John Score Award in Philosophy: Given periodically to a senior majoring in philosophy whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. John Score, who taught in the department in 1947 and again from 1955 until his death in 1995, and who was instrumental in establishing the program in philosophy during his tenure as chair of the department.

The Norman W. Spellmann Award in Religion: Given periodically to a senior majoring in religion whose work has been done with distinction. It was established in 1998 by the Religion and Philosophy Department in honor of Dr. Norman W. Spellmann on the occasion of his retirement after 38 years of teaching in the department.

The Vicente D. Villa Award in Biology: Awarded annually to the outstanding graduating biology student. The award is named for Professor *Emeritus* Vicente D. Villa in honor of his passion for biology and devotion to undergraduate education.

The Mary Lynn Webb Starnes Music Award: Given by Mrs. C.W. Webb of Elgin and the late Mr. Webb, in memory of their daughter, Mary Lynn, to an outstanding senior "for proficiency in music performance, excellence in academic affairs and great promise in the field of music."

The Wall Street Journal Student Achievement Award: This award is given annually to the outstanding senior student graduating in the Economics and Business Department. Selection is made by the departmental faculty and is based upon academic achievement in a specific field of the department.

The Women’s Panhellenic of Georgetown Award: This group provides a scholarship award to the active sorority chapter on the campus making the highest grade average each semester.

Education Awards

William Nick Sikes Award: This annual award, given in honor of Nick Sikes, Education Department faculty member from 1974-2002, recognizes an outstanding student teacher for demonstrating commitment to and promotion of teaching and advocacy for children and youth.

Judson S. Custer Outstanding Education Student Memorial Award: This annual award, given in honor of Judson S. Custer, Education Department faculty member from 1949-1989, honors an outstanding education student for both academic and teaching excellence.

Pre-service Educator of the Year: This award, given each year by the Education Deans of Independent Colleges and Universities of Texas (EDICUT), honors an outstanding pre-service teacher of the year at each member institution. The Education Department faculty selects the recipient.

Lisa Kenney Award: This monetary award honors the memory and dedication of Lisa Kenney, a Southwestern student, who died while completing her program. The award is presented on an occasional basis to an outstanding postgraduate student who reflects Lisa’s enthusiasm and potential for excellence in the teaching profession.

King-Trowbridge-Parks Award for Social Justice in Education: This award, in honor of Coretta Scott King, Dr. Martin Luther King Jr., Augustus Trowbridge, and Rosa Parks and their dedication to social justice and civil rights, is presented to a pre-service teacher whose knowledge, passion and actions support the ongoing struggle for social justice and civil rights through and within preschool-12th grade education.

THE UNIVERSITY DIRECTORY

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Northwest Texas Conference

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Courtney A. King, '20 Houston 2022
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Craig J. McKinney '91, Plano 2023
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Alisa Gaunder, BA, MA, PhD Dean of the Faculty; Professor of Political Science
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THE UNIVERSITY FULL-TIME FACULTY and STAFF WITH FACULTY RANK

Based on documented information provided by faculty and hires made as of July 1, 2021.

THE BROWN COLLEGE OF ARTS AND SCIENCES

Katharine Aha.....	2020
Visiting Assistant Professor of Political Science	
BA, The University of North Carolina at Chapel Hill; MA, Seton Hall University; PhD, The University of North Carolina at Chapel Hill	
Joseph D. Austin	2012
Head Football Coach with rank of Instructor of Exercise and Sport Studies	
BA, MA, Concordia University - St. Paul	
Lamiyah Bahrainwala	2017
Assistant Professor of Communication Studies	
BA, The American University of Sharjah; MA, Michigan State University;	
PhD, The University of Texas at Austin	
Robert Bednar	1999
Professor of Communication Studies	
BA, Southwestern University; MA, PhD, The University of Texas at Austin	
Miguel Angel Benavides	1992
Associate Athletic Trainer with rank of Assistant Professor of Exercise and Sport Studies	
BA, The University of Texas at Arlington; MEd, Northeast Louisiana University;	
EdD, University of Mary Hardin-Baylor	
Erika Berroth	2004
Associate Professor of German	
Staatsexamen, Eberhard-Karls-Universität, Tübingen, Germany;	
PhD, University of California – Santa Barbara	
William R. Bowman	2005
Head Men’s Lacrosse Coach with rank of Instructor of Exercise and Sport Studies	
BA, Southwestern University; MA, Boston University	
Michael Bray	2002
Professor of Philosophy	
BA, Sarah Lawrence College; PhD, Pennsylvania State University	
Jon Cody Bunch.....	2017
Head Baseball Coach with Rank of Instructor of Exercise and Sport Studies	
BS, Trinity University; MAA, University of the Incarnate Word	
Melissa Byrnes	2008/2010
Associate Professor of History	
BA, Amherst College; MA, MS, PhD, Georgetown University	
Reginald Byron	2009
Professor of Sociology	
BA, State University of New York at Geneseo; MA, State University of New York at Buffalo;	
MA, PhD, The Ohio State University	

Steven Cary	2019
Head Men's and Women's Cross-Country Coach with rank of Instructor of Exercise and Sport Studies	
BA, Valdosta State University; MEd, Georgia College	
Shery Chanis.....	2021
Visiting Instructor of History	
BA, University of Hong Kong; MA, University of South Florida; PhD (ABD), The University of Texas at Austin	
William Christensen	2000
Director of Language Media Services with rank of Associate Professor of Spanish	
BA, University of North Texas; MA, PhD, The University of Texas at Austin	
Noelia Cigarroa-Cooke.....	2012/2021
Staff Instructor of Spanish	
BA, Universidad Autónoma de Guadalajara, Mexico;	
MFA, The University of Texas at El Paso	
Eileen Cleere	2000
Professor of English; holder of the Joanne Powers Austin Term Chair	
BA, Scripps College; MA, PhD, Rice University	
N. Elaine Craddock	1994
Professor of Religion	
BA, Smith College; MA, PhD, University of California – Berkeley	
Erin Crockett	2011
Associate Professor of Psychology; holder of the Karr - Stultz Term Chair in Psychology	
BA, Southwestern University; MA, PhD, The University of Texas at Austin	
Shea Davisson.....	2020
Associate Director of Athletics/Senior Woman Administrator with rank of Instructor of Exercise and Sport Studies	
BA, The College of Wooster; MS, University of Tennessee	
Carlos A. De Oro.....	2006
Professor of Spanish	
BA, Universidad del Atlántico, Barranquilla, Colombia;	
MA, University of Arkansas; PhD, University of Miami	
Saroj Dhital	2019
Assistant Professor of Economics	
BSc, University of Wisconsin - Superior; MA, Washington University in St. Louis;	
PhD, University of Missouri – Columbia	
Abigail Dings	2004/2007
Associate Professor of Spanish	
BA, Binghamton University; MA, University of Wisconsin – Madison;	
PhD, The University of Texas at Austin	
Jonathan L. Duncan	2011
Head Swimming and Diving Coach with rank of Instructor of Exercise and Sport Studies	
BA, Purdue University; MA, Indiana State University	

Dirk W. Early	1994
Professor of Economics; holder of the Hugh Roy and Lillie Cullen Chair in Economics; BS, Miami University; MA, PhD, University of Virginia	
Jeffrey Easton	2021
Visiting Assistant Professor of Classics BS, MA, Northwest Missouri State University; MA, The University of Kansas; PhD, University of Toronto	
Kenneth Eboh	2013
Assistant Football Coach with rank of Instructor of Exercise and Sport Studies BA, Northwest Missouri State University; MA, Concordia University – Irvine	
Rebecca Evans	2020
Assistant Professor of English BA, Columbia State University; PhD, Duke University	
Annabel Fidler	2018
Athletic Communications and Digital Media Coordinator with rank of Instructor of Exercise and Sport Studies BA, University of the Ozarks; MA, Texas State University	
Donald Flora	2016
Head Volleyball Coach with rank of Instructor of Exercise and Sport Studies BA, MS, LaVerne University	
Gabriela L. Flores	2016
Assistant Professor of Business BS, University of Michigan; MBA, Oakland University; PhD, The University of Texas at El Paso	
Alisa Gaunder	2002
Dean of the Faculty; Professor of Political Science BA, Washington University in St. Louis; MA, PhD, University of California – Berkeley	
Traci Giuliano.....	1994
Professor of Psychology BA, The University of Texas at Austin; MA, PhD, University of California – Los Angeles	
Erika Grajeda.....	2019/2021
Assistant Professor of Sociology MA, California State University – Stanislaus; MA, PhD, The University of Texas at Austin	
Katherine Grooms	2013
Associate Professor of Economics BS, Trinity University; MA, PhD, University of California – Santa Barbara	
Greta Grothe	2017
Head Women’s Basketball Coach with rank of Instructor of Exercise and Sport Studies BA, Rockhurst University; MLA, Baker University	
Fay Guarraci	2003
Professor of Psychology; holder of the John H. Duncan Chair BA, McGill University; MA, PhD, The University of Vermont	

Jethro Hernández Berrones	2014
Associate Professor of History	
BS, MA, Universidad Nacional Autónoma de México;	
PhD, University of California – San Francisco	
Laura Hobgood	1998
Professor of Religion; holder of the Elizabeth Root Paden Chair	
BA, James Madison University; MDiv, Vanderbilt University;	
PhD, St. Louis University	
Philip E. Hopkins	1998
Professor of Philosophy; holder of the Lurlyn and Durwood Fleming Professorship in Religion and Philosophy	
BA, Stephen F. Austin State University; MA, St. John’s College; PhD, The University of Texas at Austin	
Katherine B. Howard	2019
Visiting Assistant Professor of Philosophy	
BA, Vassar College; MA, PhD, Emory University	
Jessica Hower	2013
Associate Professor of History	
BA, Union College; MA-in-Passing, PhD, Georgetown University	
Joseph Hower	2015
Assistant Professor of History	
BA, Saint Joseph’s University; MA, University of Virginia;	
PhD, Georgetown University	
Theodore J. Jobe	2004/2007
Assistant Director of Language Media Services with rank of Associate Professor of Spanish	
BA, University of California – Davis; MA, PhD, The University of Texas at Austin	
Jordan Johnson	2021
Visiting Assistant Professor of Feminist Studies	
BA, Southwestern University; PhD, Emory University	
Melissa A. Johnson	1998
Professor of Anthropology	
BA, Williams College; MA, PhD, University of Michigan	
Michael Kamen	2002
Professor of Education	
BA, State University of New York at Stony Brook; MS, Bank Street College of Education;	
PhD, The University of Texas at Austin	
James A. Kilfoyle	1992
Associate Professor of English	
BA, Wesleyan University; MA, PhD, Brown University	
Bill Kriesel.....	2013
Assistant Football Coach/Defensive Coordinator/Academic Success Coordinator	
with rank of Instructor of Exercise and Sport Studies	
BA, Augsburg College; MBA, University of Phoenix	

Raji Kunapuli.....	2021
Instructor of Business	
BT, Indian Institute of Technology; MBA, Indian Institute of Management;	
PhD (ABD), University of Michigan	
Connor Kuykendall	2019
Head Men’s Basketball Coach with rank of Instructor of Exercise and Sport Studies	
BS, University of Mary Hardin-Baylor; MEd, Angelo State University	
Karen Hjortsvang Lara.....	2020
Assistant Professor of Psychology	
BS, MA, PhD, University of California – Davis	
Jorge Lizarzaburu	2021
Visiting Instructor of Philosophy	
BA, Universidad San Francisco de Quito; MA, University of Colorado at Boulder;	
MA, The University of New Mexico; PhD (ABD), Emory University	
Joshua B. Long	2011
Associate Professor of Environmental Science	
BS, Texas State University; MA, Northern Arizona University;	
PhD, The University of Kansas	
Maria R. Lowe	1993
Professor of Sociology; holder of the Christine Roberston Morenz Professorship	
BA, Trinity University; MA, PhD, The University of Texas at Austin	
Shannon Mariotti	2008
Professor of Political Science; holder of the Carolyn Peters Sydow Rogas Term Chair	
BA, American University; MA, The University of Texas at Austin;	
MA, PhD, Cornell University	
Francis Mathieu	2007
Associate Professor of French	
Maîtrise, Université de Franche-Comté, France; BA, University of Limerick, Ireland;	
MA, Ohio University; PhD, University of California – Santa Barbara	
Kenneth Mello	2009
Associate Professor of Religion	
BA, MA, Colgate University; MA, The University of Arizona;	
PhD, University of California – Santa Barbara	
Helene Meyers.....	1991
Professor of English; holder of the Carolyn and Fred McManis University Chair	
BA, Pennsylvania State University; MA, University of Florida; PhD, Indiana University	
Alicia Moore	2001
Associate Professor of Education; holder of the Cargill Professorship in Education	
BA, Huston-Tillotson College; MEd, PhD, The University of Texas at Austin	
Raquel Moreira	2021
Assistant Professor of Communication Studies	
BA, Estácio de Sá University, Brazil; MA, Federal Fluminense University, Brazil;	
PhD, University of Denver	

Bryan D. Neighbors	2000
Associate Professor of Psychology	
BS, University of Houston – Clear Lake; MS, PhD, The University of Georgia	
Sandi Kawecka Nenga	2004
Professor of Sociology	
BA, Simon’s Rock College of Bard; MA, San Francisco State University;	
PhD, Indiana University	
Thu-Hien (Hazel) Nguyen	2014
Associate Professor of Business	
BA, Ho Chi Minh City University of Technology; MS, MBA, Boston University;	
PhD, University of Arkansas	
Dustin Norman	2018
Head Men’s Soccer Coach with rank of Instructor of Exercise and Sport Studies	
BA, Maryville College; MBA, Mercer University	
Shelly Page	2021
Staff Instructor in Accounting	
BS, East Texas State University; BS, MS, Texas A&M University – Texarkana	
Carin Perilloux	2016
Associate Professor of Psychology	
BA, Knox College; PhD, The University of Texas at Austin	
William Porter	2014
Head Men’s and Women’s Tennis Coach with rank of Instructor of Exercise and Sport Studies	
BA, MA, University of Dubuque	
Aaron R. Prevots	2004
Professor of French	
BA, MA, American University; AM, PhD, Brown University	
Naomi Reed	2021
Assistant Professor of Anthropology	
BS, The University of Texas at Austin; MA, The University of Chicago;	
MA, Rice University; PhD, The University of Texas at Austin	
Valerie Renegar	2012
Professor of Communication Studies	
BA, University of Notre Dame; MA, Kansas State University;	
PhD, The University of Kansas	
Carl Robertson.....	2002
Associate Professor of Chinese	
BA, Brigham Young University; AM, Washington University in St. Louis;	
MA, PhD, University of Oregon	
Maria de los Angeles Rodríguez Cadena	2008
Associate Professor of Spanish	
BA, University of Vera Cruz, Mexico; MA, Ohio University;	
PhD, University of Michigan	

Andrew Ross	2006
Director of Business Internships with rank of Assistant Professor of Business	
BA, Austin College; MBA, Southern Methodist University	
Catherine Ross	2005
Professor of Spanish; 2021 Holder of the Wilhelmina Cullen Robertson Professorship;	
2021 William Carrington Finch Professor;	
BA, Davidson College; MA, The University of Kansas; PhD, The University of Texas at Austin	
Douglas Ross	2013
Associate Director of Intercollegiate Athletics with rank of Instructor of Exercise and Sport Studies	
BS, Louisiana Tech University; MS, Texas A&M University	
Thomas Ross	2012
Associate Head Football Coach/Offensive Coordinator with rank of Instructor of Exercise and Sport Studies	
BA, Augsburg College; MA, Concordia University - Irvine	
Michael B. Saenger	2001
Associate Professor of English	
BA, University of California – Berkeley; MA, PhD, University of Toronto, Canada	
Raquel Sáenz Ortiz	2021
Assistant Professor of Education	
BA, Colorado College; MA, Universidad de Guanajuato; PhD, Boston College	
Glenn R. Schwab	2001
Director of Intercollegiate Athletics with rank of Assistant Professor of Exercise and Sport Studies	
BS, Eastern Illinois University; MS, West Virginia University	
Eric A. Selbin	1992
Professor of Political Science; holder of the Lucy King Brown Chair;	
University Scholar (2006-2014); Brown Distinguished Research Professor (1999-2003)	
BA, The University of Texas at Austin; MA, Louisiana State University;	
PhD, University of Minnesota	
Rico Self	2020
Assistant Professor of Communication Studies	
MA, Northeastern Illinois University; MA, Jackson State University;	
MA, PhD, Louisiana State University	
Brenda Sendejo	2010
Associate Professor of Feminist Studies	
BA, MA, PhD, The University of Texas at Austin	
Laura Senio Blair	2002
Professor of Spanish	
BA, Whitman College; MA, University of Colorado at Boulder;	
PhD, The University of Kansas	
Deborah E. Shepherd	2019
Visiting Instructor of Education	
BA, Trinity University; MEd, Texas State University	

Debika Sibi 2013
Associate Professor of Business; holder of the John Shearn Chair in Business
BBA, MPA, PhD, The University of Texas at Austin

Robert S. Snyder 1992
Professor of Political Science; holder of the Tower-Hester Chair in Political Science
BA, McDaniel College; MA, University of Pennsylvania;
PhD, University of Michigan

Emily Sydnor 2018
Assistant Professor of Political Science
BA, George Washington University; MA, PhD, University of Virginia

Jena Whitley 2016
Assistant Athletic Trainer with Rank of Instructor of Exercise and Sport Studies
BS, Texas Lutheran University; MS, West Virginia University

THE JACK AND CAMILLE GAREY SCHOOL OF NATURAL SCIENCES

Steven Alexander 2003
Professor of Physics; holder of the Robert Sherman Lazenby Chair in Physics
BS, PhD, The University of Texas at Austin

Barbara Anthony 2008
Professor of Computer Science
BA, Rice University; PhD, Carnegie Mellon University

Mark Bottorff 2002
Associate Professor of Physics; Director of the Fountainwood Observatory
BA, University of Colorado at Boulder; MS, University of Colorado at Denver;
PhD, University of Kentucky

Stacie Brown 2014
Director of First-Year Laboratories with rank of Associate Professor of Biology
BS, University of Central Oklahoma; PhD, The University of Texas at Austin

Romi L. Burks 2003
Professor of Biology
BA, BS, Loyola University Chicago; PhD, University of Notre Dame

Cody O'Keefe Crosby 2020
Assistant Professor of Applied Physics
BS, Harvey Mudd College; MSE, PhD, The University of Texas at Austin

Maria Cuevas 1998/2003
Professor of Biology; holder of the Garey Chair in Biology
BS, Purdue University; MS, Northwestern University; PhD, Boston University

Jennie DeMarco 2021
Assistant Professor of Biology
BS, Northern Arizona University; PhD, University of Florida

Fumiko Futamura	2007
Professor of Mathematics; holder of the Lord Chair in Mathematics and Computer Science	
BA, University of Louisville; MS, PhD, Vanderbilt University	
Michael Gesinski	2013
Associate Professor of Chemistry	
BS, Rice University; PhD, University of California – Irvine	
Martín Gonzalez	2003
Associate Professor of Biology	
BS, MS, The University of Texas at El Paso; PhD, University of California – Berkeley	
Dilani Koswatta	2021
Director of General Chemistry Laboratories with rank of Assistant Professor of Chemistry	
BSc, University of Peradeniya; PhD, The University of Texas at Arlington	
Alison Marr	2007
Professor of Mathematics; holder of the Garey Chair in Mathematics	
BA, Murray State University; MS, Texas A&M University;	
PhD, Southern Illinois University	
Sara C. Massey	2019
Assistant Professor of Chemistry	
BA, BS, The University of Texas at Austin; MS, PhD, The University of Chicago	
Kimberly McArthur	2019
Assistant Professor of Biology	
BA, Gustavus Adolphus College; PhD, Washington University in St. Louis	
Scott P. McLean.....	2001
Professor of Kinesiology; holder of the Garey Chair in Kinesiology	
BA, The College of Wooster; PhD, Arizona State University	
Edward K. Merritt, Jr	2017
Associate Professor of Kinesiology	
BS Virginia Tech; MS, PhD, The University of Texas at Austin	
Vanessa Mikan	2017
Staff Instructor of Kinesiology	
BS, The University of Texas at San Antonio; MS, University of the Incarnate Word;	
PhD, University of New Mexico	
Emily D. Niemeyer	1998
Professor of Chemistry; holder of the Herbert and Kate Dishman Chair in Science	
BS, Ohio Northern University; PhD, State University of New York at Buffalo	
Debamita Paul.....	2021
Visiting Assistant Professor of Chemistry	
BSc, University of Calcutta; MSc, Indian Institute of Technology;	
PhD, Cornell University	
Benjamin Pierce	2005
Professor of Biology; holder of the Lillian Nelson Pratt Chair	
BS, Southern Methodist University; PhD, University of Colorado	

Kendall C. Richards	1991
Professor of Mathematics; Associate Dean of the Faculty	
BS, MA, Eastern New Mexico University; PhD, Texas Tech University	
John Ross.....	2015
Assistant Professor of Mathematics	
BA, St. Mary's College of Maryland; MA, PhD, Johns Hopkins University	
Noelle Sawyer.....	2020
Assistant Professor of Mathematics	
BA, Vassar College; PhD, Wesleyan University	
Jacob Schrum	2014
Associate Professor of Computer Science	
BS, Southwestern University; MS, PhD, The University of Texas at Austin	
Therese N. Shelton	1987
Associate Professor of Mathematics	
BS, Texas A&M University; MS, PhD, Clemson University	
Pooja Shrestha	2017/2019
Coordinator of First-Year Physics Labs with rank of Assistant Professor	
BS, MS, Tribhuvan University; PhD, University of Cincinnati	
Jennifer Stokes.....	2020
Assistant Professor of Kinesiology	
BS, The University of Texas at Austin; PhD, University of California – San Diego	
Daniel R. (Max) Taub.....	2001
Professor of Biology	
BA, University of Massachusetts – Amherst;	
PhD, State University of New York at Stony Brook	
Abu Thomas	2021
Visiting Instructor of Mathematics	
BE, MSc, BITS-Pilani KK Birla; PhD (ABD), Tulane University	
Maria C. Todd.....	2001/2004
Professor of Biology; holder of the Karen and Rex Preis Term Chair	
BSc, University of Sussex, England; PhD, Cambridge University, England	
Carmen Vélez	2015
Director of Organic Chemistry Laboratories with rank of Assistant Professor of Chemistry	
BS, University of Puerto Rico; MS, PhD, University of California – San Diego	
Brian Wu	2021
Visiting Assistant Professor of Mathematics	
BA, Albion College; MS, PhD, Oakland University	
Maha Zewail-Foote.....	2003
Professor of Chemistry; holder of the Garey Chair in Chemistry	
BS, California Institute of Technology; PhD, The University of Texas at Austin	

THE SAROFIM SCHOOL OF FINE ARTS

David S. Asbury.....	1993/2008
Associate Professor of Music	
BM, North Carolina School of the Arts; MM, DMA, The University of Texas at Austin	
Kerry Bechtel	1998/2005
Associate Professor of Theatre; Resident Costume Designer	
BA, University of Nevada – Las Vegas; MFA, University of Missouri – Kansas City	
Bruce A. Cain	1996
Associate Professor of Music	
BM, McMurry University; MM, Indiana University; DM, Northwestern University	
John Michael Cooper.....	2006
Professor of Music	
BM, MM, Florida State University; PhD, Duke University	
Sergio Costola.....	2003
Associate Professor of Theatre; holder of the Corbin Robertson, Jr. Professorship; Director of Paideia®	
Laurea, Università degli Studi di Bologna, Italy;	
PhD, University of California – Los Angeles	
Beth Everett	2018
Visiting Assistant Professor of Music	
BM, Palm Beach Atlantic University; MM, Southern Methodist University;	
DMA, University of Southern Mississippi	
Lois Ferrari	1993
Professor of Music	
BM, MM, Ithaca College School of Music;	
DMA, Eastman School of Music – University of Rochester	
Ron Geibel.....	2015/2019
Assistant Professor of Art	
BFA, Edinboro University of Pennsylvania; MFA, University of Montana	
Patrick Hajovsky	2007
Associate Professor of Art History	
BA, University of North Texas; BA, Tulane University; MA,	
PhD, The University of Chicago	
Jason Hoogerhyde	2004
Associate Professor of Music	
BM, Lawrence University Conservatory of Music; MM, Boston University;	
DMA, University of Cincinnati Conservatory of Music	
Thomas Noble Howe	1985
Professor of Art and Art History;	
Brown Distinguished Research Professor (2000-2004)	
BA, Lawrence University; MA, PhD, Harvard University	

Ana Esteve Llorens	2021
Visiting Assistant Professor of Art	
BFA, MA, Polytechnic University of Valencia;	
MFA, Virginia Commonwealth University	
Allison Miller	2011
Associate Professor of Art History	
AB, The University of Chicago; PhD, Harvard University	
John Ore	1992
Professor of Theatre; Director of Technical Operations;	
Resident Lighting and Sound Director	
BA, MFA, The University of Tennessee – Knoxville	
Desiderio Roybal	2000
Professor of Theatre; Resident Scenic Designer	
BA, MA, South Dakota State University; MFA, University of Missouri – Kansas City	
Kimberly Smith	1999
Professor of Art History; holder of the Herman Brown Chair	
BA, Duke University; MA, PhD, Yale University	
Kiyoshi Tamagawa	1992
Professor of Music	
BM, Oberlin College Conservatory of Music; MM, Yale University;	
DMA, The University of Texas at Austin	
Victoria Star Varner	1985
Professor of Art	
BSEd, MA, University of Missouri; MFA, Indiana University	
PROFESSIONAL LIBRARIANS	
Amy Anderson	1990
Director of Library Resources with rank of Associate Professor	
BSEd, Texas Tech University; MLIS, The University of Texas at Austin	
Megan Firestone	2019
Head of Special Collections and Archives	
BA, MA, Texas State University; MSLIS, Drexel University	
Katherine M. Hooker	2005
Research and Instruction Librarian with rank of Assistant Professor	
BA, Trinity University; MSIS, The University of Texas at Austin	
Joan G. Parks	1986
Head Research and Instruction Librarian with rank of Associate Professor	
BS, The University of Tennessee – Knoxville; MEd, Middle Tennessee State University;	
MSLS, The University of Tennessee – Knoxville	
Alexia K. Riggs	2021
Director of the A. Frank Smith, Jr. Library Center	
BS, Howard Payne University; MDiv, Hardin Simmons University;	
MLS, University of North Texas; EdD (ABD) Texas A&M University – Commerce	

Hong Yu	2000
Head Cataloging and Metadata Librarian with rank of Associate Professor	
BA, MA, Hangzhou University, China; Diploma of Education, National University of Singapore; MLIS, The University of Oklahoma	
Theresa Zelasko	2006
Outreach and Information Literacy Librarian with rank of Assistant Professor	
BA, Mississippi State University; MS, The University of Texas at Austin	
RETIRED FACULTY	
Sherry E. Adrian	1993
Associate Professor <i>Emeritus</i> of Education;	
holder of the Herbert and Kate Dishman Professorship in Special Education, retired 2021	
BA, University of North Texas; MEd, The University of Arizona;	
PhD, The University of Texas at Austin	
Martha Mitten Allen	1960
Professor <i>Emeritus</i> of History, retired 1997	
BA, MA, Southern Methodist University; PhD, The University of Texas at Austin	
John Edward Bigley	1976
Associate Professor <i>Emeritus</i> of Library Automation Services, retired 2009	
BA, Southwestern University; MLIS, The University of Texas at Austin	
George A. Brightwell Jr	1978
Registrar and Associate Dean <i>Emeritus</i> ;	
Assistant Professor of Economics and Business, retired 1997	
BA, Rice University; MBA, Northwestern University	
Lynne Brody	1990
Dean of the A. Frank Smith, Jr. Library Center with rank of Professor, retired 2012	
BA, Rutgers University; MLS, Simmons College	
Kerry A. Bruns	1993
Professor <i>Emeritus</i> of Chemistry, retired 2019	
BA, Western New Mexico State University; PhD, New Mexico State University	
Edward B. Burger	2013
President <i>Emeritus</i> ; Professor <i>Emeritus</i> of Mathematics, retired 2019	
BA, Connecticut College; PhD, The University of Texas at Austin	
Glenda Warren Carl	1988
Associate Professor <i>Emeritus</i> of French;	
Associate Professor of Latin in the Classics Area, retired 2014	
BA, MA, The University of Kansas; PhD, University of Wisconsin – Madison	
Virginia A. Carwell	1968
Professor <i>Emeritus</i> of English, retired 1999	
BS, Eastern Illinois State College; MA, PhD, Northwestern University	
Suzanne Chamier	1989
Professor <i>Emeritus</i> of French;	
Brown Distinguished Teaching Professor (1998-2001), retired 2007	

- BA, University of Missouri at Columbia;
MA, The University of North Carolina at Chapel Hill; PhD, Washington University
- John B. Chapman 1966
Professor *Emeritus* of Mathematics; holder of the Jesse H. and Mary Gibbs Jones
Professorship in Mathematics, retired 2012
BS, Baylor University; MS, University of North Texas;
PhD, The University of Texas at Austin
- B. Joe Colwell 1970
Professor *Emeritus* of Economics and Business; holder of the Hugh Roy and Lillie Cullen
Chair in Economics, retired 1992
BA, LLB, The University of Texas at Austin; PhD, The Ohio State University
- Weldon S. Crowley 1976
Professor *Emeritus* of History;
holder of the Lucy King Brown Chair in History, retired 1997
BA, McMurry College; MDiv, Drew University; MA, PhD, The University of Iowa
- Steven C. Davidson 1988
Professor *Emeritus* of History, retired 2018
BA, University of Virginia; MA, The University of Chicago;
PhD, University of Wisconsin – Madison
- Jan C. Dawson 1977
Professor *Emeritus* of History;
Brown Distinguished Teaching Professor (1998-2001), retired 2004
AB, University of California – Berkeley; MA, PhD, University of Washington
- John E. Delaney 1988
Associate Professor *Emeritus* of Business, retired 2015
BS, Northern Illinois University; MA, University of Illinois at Urbana – Champaign;
PhD, The University of Texas at Austin
- Richard T. Denman 1981
Professor *Emeritus* of Mathematics and Computer Science, retired 2014
BA, MS, Texas Tech University; MA, PhD, The University of Texas at Austin
- Harold Damon Eidson Jr 1972
Director of Instructional Technology; Assistant Professor *Emeritus* of Mathematics and
Computer Science, retired 2002
BS, State College of Arkansas; MA, The University of Texas at Austin
- Paul J. Gaffney 2003
Dean *Emeritus* of The Sarofim School of Fine Arts and
Professor *Emeritus* of Theatre, retired 2017
BS, Clarion University of Pennsylvania; MA, Indiana University;
PhD, The University of Kansas
- David J. Gaines 1984
Professor *Emeritus* of English; Director, National Fellowships and Scholarships;
Brown Distinguished Teaching Professor (2000-2003), retired 2020
BA, Stanford University; MA, PhD, The University of Texas at Austin

Florence C. Gould	1986
Professor <i>Emeritus</i> of Political Science, retired 2002	
BA, The University of Texas at Austin; MA, Duke University;	
PhD, University of Houston	
Frank S. Guziec, Jr	1996
Professor <i>Emeritus</i> of Chemistry;	
holder of the Herbert and Kate Dishman Chair in Science, retired 2013	
BS, Loyola University Chicago; PhD, Massachusetts Institute of Technology	
Halford W. Haskell	1984
Professor <i>Emeritus</i> of Classics, retired 2020	
BA, Haverford College; MA, PhD, The University of North Carolina at Chapel Hill	
Dana Hendrix	1991
Associate Professor <i>Emeritus</i> of Library Resources, retired 2015	
BA, East Texas State University; MALS, Texas Woman's University	
T. Walter Herbert Jr	1975
Professor <i>Emeritus</i> of English;	
University Scholar and holder of the Herman Brown Chair, retired 2006	
BA, Harvard University; MDiv, Union Theological Seminary;	
PhD, Princeton University	
Fred R. Hilgeman	1967
Professor <i>Emeritus</i> of Chemistry, retired 2006	
BA, Central College; PhD, Tulane University	
Dan C. Hilliard	1974
Professor <i>Emeritus</i> of Sociology, retired 2008	
BA, Rice University; MA, PhD, The University of Texas at Austin	
Robert A. Horick	1983
Director of Networked Systems and Associate Professor <i>Emeritus</i> of Mathematics and	
Computer Science and of Russian in the Modern Languages and Literatures Department,	
retired 1999	
BA, University of Rochester; MS, Purdue University; PhD, The University of Chicago	
James W. Hunt	1988
Provost <i>Emeritus</i> ; Professor <i>Emeritus</i> of Education, retired 2015	
BSEd, Central Methodist College; MEd, EdD, Northwestern State University of Louisiana	
Sharon C. Johnson	1977
Associate Professor <i>Emeritus</i> of Education;	
2001 Minnie Stevens Piper Professor, retired 2011	
BA, The University of Oklahoma; MEd, EdD, Texas Tech University	
Kathleen M. Juhl	1987
Professor <i>Emeritus</i> of Theatre; Brown Distinguished Teaching Professor (2001-2004), retired 2020	
BA, Iowa State University; MA, University of Illinois at Urbana – Champaign;	
MFA, The University of North Carolina at Greensboro;	
PhD, The University of Texas at Austin	

Edward L. Kain.....	1986
Professor <i>Emeritus</i> of Sociology; University Scholar; Brown Distinguished Teaching Professor (1998-2000), retired 2015 BA, Alma College; PhD, The University of North Carolina at Chapel Hill	
Edwin M. Lansford Jr	1962
Professor <i>Emeritus</i> of Biochemistry; Associate Director of Mood-Heritage Museum, retired 1993 BA, Rice University; BA, University of California; MA, PhD, The University of Texas at Austin	
Stephen T. Marble	2006
Associate Professor <i>Emeritus</i> of Education, retired 2021 BJ, BA, The University of Texas at Austin; MA, University of Hawaii; PhD, The University of Texas at Austin	
Thomas V. McClendon	1998
Professor <i>Emeritus</i> of History, retired 2016 BA, Pomona College; JD, Boalt Hall School of Law, University of California – Berkeley; MA, PhD, Stanford University	
Robert A. Morgan.....	1980
Associate Professor <i>Emeritus</i> of Biology, retired 2003 BA, MA, University of North Texas; PhD, Cornell University	
Jacqueline E. Muir-Broadus	1990
Professor <i>Emeritus</i> of Psychology and Education, retired 2015 BA, MA, University of Guelph, Canada; PhD, Florida Atlantic University	
Glada C. Munt	1975
Professor <i>Emeritus</i> of Exercise and Sports Studies and Associate Vice President of Intercollegiate Athletics, retired 2020 BS, Trinity University; MS, Baylor University; PhD, University of North Texas	
Gwen Kennedy Neville.....	1979
Professor <i>Emeritus</i> of Sociology and Anthropology; holder of the Elizabeth Root Paden Chair in Sociology, retired 1998 BA, Mary Baldwin College; MA, PhD, University of Florida	
Mary Grace Neville	2003
Associate Professor <i>Emeritus</i> of Business; holder of the John Shearn Chair in Business, retired 2014 BS, Northwestern University; MBA, Wharton School of Business – University of Pennsylvania; PhD, Case Western Reserve University	
Emily M. Northrop	1994
Professor <i>Emerita</i> of Economics, retired 2019 AB, MA, The University of Alabama; PhD, The University of Texas at Austin	
William P. O'Brien	1986
Associate Professor <i>Emeritus</i> of Physics, retired 2014 BS, University of North Texas; PhD, The University of North Carolina at Chapel Hill	

Timothy J. O’Neill	1987
Professor <i>Emeritus</i> of Political Science;	
holder of the Tower-Hester Chair in Political Science, retired 2018	
BA, Claremont McKenna College; MA, PhD, University of California – Berkeley	
G. Benjamin Oliver	1977
Professor <i>Emeritus</i> of Philosophy;	
Provost and Dean, Brown College of Arts and Sciences	
BA, The University of Texas at Austin; MDiv, Union Theological Seminary;	
MA, PhD, Northwestern University	
David Olson.....	1992
Director of Communication Studies Internships with rank of Assistant Professor, retired 2020	
BA, Grand Valley State College; MA, MA, Eastern Michigan University;	
AMLS, University of Michigan	
Barbara Boucher Owens	1999
Associate Professor <i>Emeritus</i> of Computer Science, retired 2012	
BA, Ohio Wesleyan University; MA, The University of Texas at Austin;	
PhD, New York University	
Lois W. Parker	1966/1970
Associate Professor <i>Emeritus</i> of English, retired 1986	
BS, MA, Sul Ross State College; Graduate Study, Oklahoma State University and	
The University of Arizona; PhD, Southern Illinois University	
Don M. Parks	1994
Associate Professor <i>Emeritus</i> of Business;	
holder of the John Shearn Chair in Business, retired 2010	
BBA, Texas A&M University; MS, University of Northern Colorado;	
PhD, Texas A&M University	
F. Ellsworth Peterson	1965
Professor <i>Emeritus</i> of Music;	
holder of the Margaret Root Brown Chair, retired 2002	
BM, Southwestern University; SMM, Union Theological Seminary;	
MA, PhD, Harvard University	
Elisabeth Piedmont-Marton	1999
Associate Professor <i>Emeritus</i> of English, retired 2018	
BA, Kenyon College; MA, The University of Chicago;	
PhD, The University of Texas at Austin	
Walter M. Potter	1988
Professor <i>Emeritus</i> of Mathematics and Computer Science;	
holder of the Lord Chair in Computer Science, retired 2014	
BA, University of Washington; MA, PhD, University of Wisconsin – Madison	
Gulnar H. Rawji	1985
Associate Professor <i>Emeritus</i> of Chemistry, retired 2015	
BS, Simmons College; PhD, Boston University	

Gary H. Richter	1977
Associate Professor <i>Emeritus</i> of Mathematics, retired 2019	
BA, The University of Texas at Austin; MS, University of Houston;	
PhD, The University of Texas at Austin	
Kenneth D. Roberts	1981
Professor <i>Emeritus</i> of Economics;	
holder of the Hugh Roy and Lillie Cullen Chair in Economics, retired 2013	
BBA, The University of Texas at Austin;	
MBA, Wharton School of Finance – University of Pennsylvania;	
PhD, University of Wisconsin – Madison	
Robert C. Roeder	1983
Professor <i>Emeritus</i> of Physics;	
holder of the Robert Sherman Lazenby Chair in Physics, retired 2003	
BS, MS, McMaster University, Canada; PhD, University of Illinois at Urbana – Champaign	
Rick Roemer	2000
Professor <i>Emeritus</i> of Theatre, retired 2015	
BA, University of California – Santa Barbara;	
MA, PhD, University of California – Los Angeles	
Eileen Meyer Russell	2006
Associate Professor of Music, retired 2016	
BM, Indiana University; MM, University of Northern Iowa;	
DM, Indiana University	
Raymond Lee Schroeder	1968
Assistant Professor of Music, retired 2005	
BM, Cincinnati Conservatory; MM, Boston University	
Jake B. Schrum	2000
President <i>Emeritus</i> of the University – 2000-2013, retired 2013	
BA, Southwestern University; MDiv, Yale University Divinity School	
Fred E. Sellers	1987
Associate Professor <i>Emeritus</i> of Business, retired 2014	
BA, Yale University; MBA, PhD, The University of Kansas	
A.J. Senchack Jr	1998
Professor <i>Emeritus</i> of Business; holder of the Lucy King Brown Chair, retired 2014	
BS, MBA, Texas Tech University; PhD, University of California – Los Angeles	
Rebecca Ann Sheller	1994
Associate Professor <i>Emeritus</i> of Biology, retired 2015	
BS, Southwestern University; PhD, The University of Texas at Austin	
Kenneth M. Sheppard	1974
Professor <i>Emeritus</i> of Music, retired 2018	
BM, Hardin-Simmons University; MMed, PhD, Texas Tech University	

Roy B. Shilling Jr	1981
President <i>Emeritus</i> of the University – 1981-2000, retired 2000	
BA, McMurry College; BD, Southern Methodist University;	
MS, PhD, Indiana University	
William Nick Sikes	1974
Professor <i>Emeritus</i> of Education;	
holder of the Will W. Jackson Professorship in Education, retired 2001	
BS, The University of Texas at Austin; MNS, The University of Oklahoma;	
PhD, The University of Texas at Austin	
Jimmy C. Smith	1991
Professor <i>Emeritus</i> of Kinesiology, retired 2019	
BA, MS, Baylor University; PhD, University of North Texas	
Farley W. Snell	1972
University Chaplain and Professor <i>Emeritus</i> of Religion and Philosophy;	
holder of the Wilson-Craven Chair in Religion, retired 1999	
AB, Florida Southern College; MDiv, PhD, Union Theological Seminary	
Robert L. Soulen	1964
Professor <i>Emeritus</i> of Chemistry;	
holder of the Lillian Nelson Pratt Chair in Science, retired 1996	
BA, Baker University; PhD, Kansas State University	
Linda Southwick	1995
Laboratory Manager in Biology with rank of Assistant Professor <i>Emeritus</i> of Biology,	
retired 2014	
BA, Austin College; MT, The University of Texas M.D. Anderson Hospital;	
MS, The University of Texas at Tyler	
Eldred C. Speck	1978
Professor of Business Administration;	
holder of the John Shearn Chair in Business Administration, retired 1983	
BS, University of Wisconsin; MS, PhD, Northwestern University	
Kathryn E. Stallard	1992
Associate Professor <i>Emeritus</i> of Special Collections and Archives, retired 2015	
AB, The University of Illinois at Chicago;	
MA, MLS, University of Wisconsin – Madison	
Patrick B. Veerkamp	1983
Professor <i>Emeritus</i> of Art, retired 2015	
BA, Adams State College; MA, University of Denver;	
MFA, Colorado State University	
Vicente Villa	1985
Professor <i>Emeritus</i> of Biology; holder of the John H. Duncan Chair, retired 2003	
BA, The University of Texas at Austin; PhD, Rice University	
Mary Hale Visser	1979
Professor <i>Emeritus</i> of Art, retired 2021	
BAE, MFA, The Ohio State University	

Willis Weigand 1994
 Director of General Chemistry Laboratories with rank of Associate Professor of Chemistry, retired 2021
 BS, Southwestern Oklahoma State University; PhD, University of Arkansas

Mary E. Young 1990
 Professor *Emeritus* of Economics, retired 2011
 BA, Beloit College; MPA, PhD, The University of Texas at Austin

ADMINISTRATIVE OFFICES

Based on staffing as of July 1, 2021.

PRESIDENT

Laura Skandera Trombley, BA, MA, PhD President;
 Professor of English
 Patricia Witt, BA Executive Assistant to the President and Liaison to the Board of Trustees
 Cindy Cruz Senior Administrative Assistant for the Office of the President
 Debbie Flores Housekeeper – President’s Home

ACADEMIC AFFAIRS

Office of the Dean of the Faculty

Alisa Gaunder, BA, MA, PhD Dean of the Faculty;
 Professor of Political Science
 Kendall C. Richards, BS, MA, PhD Associate Dean of the Faculty;
 Professor of Mathematics
 Julie A. Cowley, BBA, MS Associate Vice President for Academic Affairs
 Barbara J. Jean Executive Administrative Assistant for the Office of the Dean of the Faculty
 Sergio Costola, PhD Director of Paideia®
 Alexandra Anderson, BA, MA, MEd Director of National Fellowships and Scholarships
 (To be filled) Director of Teaching, Learning, and Scholarships
 (To be filled) Associate Director of Sponsored Programs
 Melanie Hoag, BS, MS, PhD Instructional Technologist
 Susan Lamb Senior Administrative Assistant - Academic Administration
 Susie Bullock Administrative Assistant - Faculty
 Kelly Lessard, AAS Administrative Assistant - Faculty
 Laura Polanco Administrative Assistant - Faculty
 Christy Schaller, BS Director of Biology and Chemistry Laboratory Support
 Lee Fellows, BS Coordinator of Science Facilities and Equipment

Office of Institutional Research

Natasha Williams, BA, MS, PhD Director of Institutional Research and Effectiveness
 Hal Hoepfner, BA, BS Institutional Research Analyst
 (To be filled) Institutional Effectiveness Analyst

Upward Bound Program

Leonie Dsouza, BS, MEd Director of Upward Bound
 Veronica Jones, BS Academic Advisor
 Jeanette Montalvo, BS Administrative Assistant - Upward Bound

A. Frank Smith, Jr. Library Center

Alexia Riggs, BS, MDiv, MS Director of the A. Frank Smith, Jr. Library Center
 Brenda Cornett, AAS Executive Administrative Assistant for Information Technology and Library Services

Library Resources

Amy Anderson, BSEd, MLIS Director of Library Resources
Mary Peck, BS Interlibrary Loan Coordinator
Hong Yu, BA, MA, MLIS Head Cataloging and Metadata Librarian
Mary Fox Fields Library Resources Acquisition Assistant
Ruth Teggeman Library Resources Acquisition Assistant

Operations

Jean Whewell, BA Manager of Operations
Debi Flummer, BA Infodesk Assistant
Dena Garcia, BA, MFA Infodesk Assistant

Research and Instruction Services

Theresa Zelasko, BA, MSIS Head of Research and Instruction Services
Joan G. Parks, BS, MEd, MSLS Senior Research and Instruction Librarian
Katherine Hooker, BA, MS Research and Instruction Librarian

Special Collections and Archives

Megan Firestone, BA, MA, MS Head of Special Collections and Archives
Haley Bryce, BA, MA Special Collections and Archives Assistant

The Sarofim School of Fine Arts

Laura Sewell, BA, MFA Director of the Sarofim School of Fine Arts Administration
Kat Garza Administrative Assistant - Fine Arts
Olivia Wise, BA Sarofim School of Fine Arts Coordinator
Moses Tsai, BFA, MFA Technical Assistant - Studio Art
(To be filled) Technical Director - Theatre
Seth Daulton, BFA, MFA Technical Assistant/Exhibition Coordinator
Glenda Wolfe, BFA Costume Shop Manager

Center for Academic Success and Registrar

David Seiler, BA, MEd Director of Academic Success
Jennifer Smull, BMus, MA, MEd Associate Director of Academic Success
Renee Burrell, BA, MS Academic Success Coordinator
(To be filled) Academic Success Specialist
Jennifer Leach, BA, MEd, PhD Director of Advising and Retention
Scott Brevard, BA, MA Academic Advisor
Jennifer Frias, BA, MA Academic Advisor
Hayley Harned, BA, BA, MPH Academic Advisor
Natalie King, BA, MA Academic Advisor
Isaac Pressnel, BA, MFA Academic Advisor
Jenny Terry Roberts, BA, MTS Academic Advisor
Abigail Lewing, BS, MS Assistant for Advising and Retention
Sean Smith, BA, MA Registrar
Nadia Mahannah, BA Associate Registrar
Jennifer Kisel, BA, MS Assistant Registrar
Theresa Torrealba Registrar Specialist

Language Media Services

William Christensen, BA, MA, PhD Director of Language Media Services
Ted Jobe, BA, MA, PhD Assistant Director of Language Media Services

Teacher Certification

Barbara Nichols, BS, MLIS Teacher Certification Coordinator

Debby Ellis Writing Center

Maurice Wilson, BA, MA..... Director

Office of Integrative Learning and Community-Engaged Learning

Sarah Brackmann, BA, MA, PhD.....Senior Director of Integrative and Community-Engaged Learning
Ben Belz, BA, MS Assistant Director of Integrative Learning
Monya Lemery, BA, MA.....Director of Study Abroad and International Student Services
Meaghan Bellande, BA, MA Assistant Director of Study Abroad and International Student Services
Dana Luna, BSAssistant Director of Internships and Employment Development
Austin Painchaud, BA, MEd Internship and Employment Developer
Christine Vasquez..... Senior Administrative Assistant - Integrative Learning
(To be filled).....Coordinator of Community-Engaged Learning

STUDENT LIFE

Jaime J. Woody, BA, MS Vice President for Student Life
Stefanie Alvarez, BS..... Executive Administrative Assistant for Student Life
Shelley Story, BA, MEd Dean of Students

Counseling and Health Center

Jason Bonick, BS, MA, LPC-S..... Director of Counseling and Health Center
Purna Bajekal, BA, MA Psychologist
(To be filled)..... Psychologist
Rachel McNally, BA, MS, PhD..... Psychologist
(To be filled)..... Psychologist
Jennifer Spiller, BA, MSN, RN, FNP-C Family Nurse Practitioner and Health Services Manager
Felipe Rocha, BD.....Health Educator
Stacy Leeber, BSN Registered Nurse
Connie Hicks, ASAdministrative and Medical Assistant – Counseling & Health Center

Diversity Education

(To be filled)..... Assistant Dean for Student Multicultural Affairs
(To be filled) Coordinator of Diversity Education

Intramural and Recreational Activities

Derek A. Timourian, BS, MA..... Director of Intramural and Recreational Activities
and Associate Dean for Student Life
Anna Castillo, BA, MA Associate Director of Intramural and Recreational Activities
(To be filled)Coordinator of Outdoor Recreation

Mosaic and the Residential Experience

Lisa Dela Cruz, BA, MEd..... Director of Mosaic
(To be filled)Coordinator of Residential Programming

Residence Life

Allison Everett, BA, MS..... Resident Director
Leslie Nobles BM, MEd Assistant Director of Residence Life
(To be filled) Coordinator of Residential Operations
(To be filled) Coordinator of Residential Facilities

Spiritual and Religious Life and Chaplain

(To be filled)..... Chaplain and Director of Spiritual and Religious Life

Student Activities

Derek Timourian, BS, MA.....Director of Student Activities
and Associate Dean for Student Life
Oliver Agger-Shelton, BA, MEdAssistant Director of Student Activities
(To be filled).....Coordinator of Student Activities

University Police

Brad Dunn..... Chief of Police
Jim Seals Assistant Chief of Police
Pat Murray, BA, MSSergeant
Valerie Adams Police Officer
Donald Klepac Police Officer
Joseph Ribar, AAS..... Police Officer
(To be filled) Police Officer
Frank Hense, BSPirate Bike and Public Service Assistant
Tina Bach, BFA..... University Police Communications Coordinator
Annette Witherspoon Switchboard Operator
Angela Labenski Switchboard Operator

Intercollegiate Athletics

Glenn Schwab, BS, MS Director of Intercollegiate Athletics
Shea Davisson, BA, MSAssociate Director of Athletics – Senior Women’s Administrator
Doug Ross, BSAssociate Director of Athletics for Compliance
J C Bunch, BS, MAA..... Head Baseball Coach
Mike Montgomery, BSE..... Assistant Baseball Coach
Connor Kuykendall, BS, MS Head Men’s Basketball Coach
Zac Graham, BA, MBA Assistant Men’s Basketball Coach
Greta Grothe, BA, MA Head Women’s Basketball Coach
Georgina German, BAAssistant Women’s Basketball Coach
Steven Cary, BA, MEd Head Men’s and Women’s Cross Country Coach
Kenneth Eboh, BS Head Men’s and Women’s Track and Field Coach
Greg Sigler, BAHead Men’s and Women’s Golf Coach
Dustin Norman, BBA, MBA Head Men’s Soccer Coach
Marco Carvalho, BS, MA Assistant Men’s Soccer Coach
Linda Hamilton, BA Head Women’s Soccer Coach
Felix Oskam, BS, MSAssistant Women’s Soccer Coach
Jon Duncan, BA, MA Head Men’s and Women’s Swimming and Diving Coach
Sarah James, BAAssistant Men’s and Women’s Swimming and Diving Coach
Jake Foust, BS Part-time Assistant Men’s & Women’s Diving Coach
Billy Porter, BA, MA..... Head Men’s and Women’s Tennis Coach
Christine Miller, BA Part-time Assistant Men’s and Women’s Tennis Coach
Don Flora, BS, MA..... Head Volleyball Coach
(To be filled).....Assistant Volleyball Coach
Emerald Doria, BS, MEd Head Softball Coach
(To be filled)..... Assistant Softball Coach
Bill Bowman, BA, MA Head Men’s Lacrosse Coach
Michael Markland, BAAssistant Men’s Lacrosse Coach
Outdoor Facilities Coordinator
Kaitlyn Hafdell, BS Head Women’s Lacrosse Coach
(To be filled)..... Assistant Women’s Lacrosse Coach
Joe Austin, BA, MA Head Football Coach
Tom Ross, BA, MA Associate Head Football Coach, Co-Offensive Coordinator
Bill Kriesel, BS, MBA Assistant Football Coach
John Bishop, BA Assistant Football Coach

Chad Ellis, BA	Assistant Football Coach
Nick Mask, BA	Assistant Football Coach
Nik Kelly, BA, MEd	Assistant Football Coach
John Norcott, BS, MS	Head Strength and Conditioning Coach
Jena Whitley, BS, MS	Head Athletic Trainer
Miguel Benavides, BA, MEd, EdD	Associate Athletic Trainer
Catherine Mitts, BS, MBA	Assistant Athletic Trainer
(To be filled)	Assistant Athletic Trainer
(To be filled)	Assistant Athletic Trainer
Jesse Blanchard, BA	Athletics Communication Director;
Annabel Fidler, BA, MA	Athletics Communication & Digital Media Coordinator
Michael Torres	Head Equipment and Facilities Manager
Kingsly Edward, BS, MS	Assistant Equipment and Facilities Manager
Denise Barnes	Athletics Business Operations Coordinator
Deborah Urbanek	Senior Administrative Assistant - Athletics

ENROLLMENT SERVICES

Tom Delahunt, BS	Vice President for Strategic Recruitment and Enrollment
Melynda Stiles	Executive Administrative Assistant for Enrollment Services

Admission

Christine D. Bowman, BA, MEd	Dean of Enrollment Services
Bob Baldwin, BA, MBA	Director of Enrollment Operations
Scott Sandoval, BA	Director of Transfer Recruitment
Rebecca Rother, BA	Associate Director of Admission
Cameron Wong, BS	Assistant Director of Admission
(To be filled)	Admission Counselor
Maddie Bueschler, BA	Admission Counselor
Christian Erben, BA	Admission Counselor
Melissa Garza, BS, MAIS, MBA	Admission Counselor
Shane Johnson, BA	Admission Counselor
Isabella Kruger-Seiler, BM	Admission Counselor
Mary Blank, BS	Enrollment Services Information Assistant
Michelle Hohman	Visitor Relations Assistant - Enrollment Services
Tina Molina	Visitor Relations Assistant - Enrollment Services

Financial Aid

James Gaeta, BBA	Associate Dean of Enrollment Services
Tish Owen	Associate Director of Financial Aid
(To be filled)	Assistant Director of Financial Aid
Jorge Carrizalez, BA	Financial Aid Counselor

UNIVERSITY RELATIONS

Paul Secord, BA, MEd, MS	Vice President for University Relations
(To be filled)	Executive Administrative Assistant for University Relations

Alumni and Parent Relations

Megan Frisque, BS, MS	Associate Vice President for Alumni & Parent Relations
Marcie Merritt, BA	Senior Administrative Assistant for Alumni & Parent Relations
Deborah K. Pauley, BS, MA	Director of University Events
Gissell Perez, BA	Associate Director of University Events
Maria Kruger, BA, MEd	Director of Stewardship
Grace Pyka, BA	Director of Parent Relations
Becky Rodriguez, BA	Assistant Director of Alumni & Parent Relations

Diana Perez, BA, MEdAssistant Director of Alumni Relations
 Serena Bettis Coordinator of Alumni & Parent Relations

Center for Career and Professional Development

(To be filled)..... Director of the Center for Career and Professional Development
 Alexandra Anderson, BA, MA, MEd..... Sr. Associate Director of the Center for Career and Professional Development
 (To be filled)I-CORPS Program Coordinator
 (To be filled) Administrative Assistant

Development

Kent Huntsman, BS, CPA..... Associate Vice President for Development
 Dyana Shearer, BA Senior Administrative Assistant for Development
 Wesley Clark, BA, JD..... Director of Annual Giving and Advancement Services
 Taylor Adams, BA..... Assistant Director of Advancement Services
 Lauren Light, BS, MPA..... Associate Director of Annual Giving
 (To be filled)..... Associate Director of Annual Giving
 Karen Frugé..... Advancement Services Coordinator
 Mashay Taylor..... Advancement Services Coordinator
 Charli Ganski..... Administrative Assistant, Annual Giving
 Faustine Curry, BA, JD..... Director of Development, Major Gifts
 April Hampton Perez, BA, MSWSenior Director of Development, Planned Giving
 Lindsay Holtz, BADirector of Development, President’s Council
 (To be filled)Director of Development, President’s Council
 Carrie Hernandez, BS, MA..... Director of Prospect Development
 Elaine Riley, BS, MBA..... Assistant Director of Prospect Development
 Amanda Parr, BA..... Senior Director of Development, Major Gifts
 Elaine Riley, BS, MBA..... Assistant Director of Prospect Development
 Sonya Robinson, BASenior Director of Foundation Relations
 (To be filled) Senior Director of Development

MARKETING

Scarlett J. Moss, BA Vice President for Integrated Communications, (Chief Marketing & Communications Officer)
 Jeff Teicher, BA..... Senior Art Director
 Kristen Paxson, BS, MBAMarketing Operations Manager
 Dinah Ritchie, BA, MAStrategic Marketing Manager
 Ed Hillis, BA Webmaster
 Matthew Madsen, BFA..... Creative Director
 Ernesto Hernandez, BA Video Coordinator
 Meilee Bridges, BA, MA, PhD..... Content Director
 (To be filled) Communications Writer
 Julie Klaus, BA.....Marketing Project Coordinator

FINANCE AND ADMINISTRATION

(To be filled)..... Vice President for Finance and Administration
 Latoya Jenkins, AAExecutive Administrative Assistant for Finance and Administration
 Heath Roberie, BA, MBA..... Financial Planning and Analysis Manager

Business Office / Post Office

Brenda Thompson, BBA, CPA..... Associate Vice President for Finance & Accounting
 Jennifer Martinka, BBA, MS, CPA Controller
 Loretta Waclawczyk, BBA, CPAAssistant Controller
 Melissa Williamson Accountant
 Sally Volling, BA, MS, CPA Tax Accountant
 Pam Leatherwood Payroll Coordinator

Julie HudsonAccounts Receivable Specialist
 Susan Moore, BA.....Accounts Receivable Specialist II
 Paula Sutton.....Purchasing and Fixed Asset Specialist
 Pamela Cofer, AAAccounts Payable Specialist

Human Resources

Elma F. Benavides, BBA, MA, SPHR.....Associate Vice President for Human Resources
 Tafi LaDuque, BS.....Senior Administrative Assistant - Human Resources
 Peggy Freitas, BA.....Retirement Plan Coordinator & HR Generalist
 Renee Maule, BBA, MBA.....Senior Human Resources Manager & HRIS Analyst
 Cynthia Nguyen.....Benefits Coordinator & HR Generalist

Information Technology

Todd K. Watson, BAAssociate Vice President for Information Technology
 Brenda Cornett, AAS.....Executive Administrative Assistant for Information Technology and Library Services
 Jennifer O’Daniel, BS.....Director of Administrative Computing
 John Oak, BS, MSProgrammer/Analyst
 George Godward, BS.....Programmer/Analyst
 Will Price, BASystems Developer
 Laura Gatlin, AAS.....Administrative Computing Support Specialist
 Dave Wilmot, AS.....Pirate Card and Telecommunications Coordinator
 Daryl Tschoepe.....Director of Technology Support and Services
 Paul Ford, BA.....Systems and Network Administrator
 Traci Willis.....Systems and Network Administrator
 Brandon Dieterich, BSTechnology Support Specialist
 Jefferson Ellinger, BATechnology Support Specialist
 David Williamson, BS, MBA.....Technology Support Specialist
 Randy Avenell, BA.....Audiovisual Services Coordinator
 Marie Nugpo, BA.....Audiovisual Services Specialist

Facilities Management

Rick Martinez, BS, MBAAssociate Vice President for Facilities Management
 Viola HuntSenior Administrative Assistant - Facility Services
 Michael DeLanceDirector of Campus Safety and Risk Management
 Veronica Johnson, BA, MBA.....Sustainability Coordinator
 Ben Cofer.....Manager of Business Operations
 Helyne Knauth.....Administrative Assistant - Business Services
 Michael SedwickSupervisor of Logistical Services
 (To be filled)Logistical Services Assistant
 (To be filled).....Logistical Services Assistant
 James Stankiewicz.....Fleet Mechanic
 Brandon Quintanilla.....Manager of Facilities Maintenance
 Trinidad Fajardo, IIISupervisor of Building Maintenance Services
 Bruce Bales.....Building Maintenance Technician
 Roy Grona.....Building Maintenance Technician
 Phil Lindinger.....Building Maintenance Technician
 (To be filled).....Building Maintenance Technician
 Stephen Downey.....Building Maintenance Technician and Locksmith
 Moses Ramirez.....Building Maintenance Technician and Painter
 Tom Cunningham.....Supervisor of Electro-Mechanical Services
 Frank Triola.....Electrician
 (To be filled).....Fire and Alarm Control Technician
 (To be filled).....Senior Plumber
 Donald RepaPlumber

Ken Nofsinger.....	HVAC & Kitchen/Commercial Appliance Technician
Randall Shiller	HVAC Technician
(To be filled)	HVAC Technician
Hershell Biffle	Team Lead of Building Automation Systems and Central Plant
Levi Montgomery	Building Automation Systems Technician
James Garcia.....	Central Plant Mechanic
William Lane	Central Plant Operator
Edward Trevino	Central Plant Operator
(To be filled)	Central Plant Operator
(To be filled).....	Central Plant Operator
Randy Erben, BA.....	Manager of Custodial and Grounds Services
Richard Dabbs, BS, MA	Supervisor of Grounds Services
Randy Damron.....	Pest Management Coordinator
(To be filled).....	Lead of Landscape Services
Doug Glover	Athletic Field Technician
Mike Lyda.....	Athletic Field Technician
Jose Arreola	Landscape Services Technician
Randy Castillo	Landscape Services Technician
Eli Davila.....	Landscape Services Technician
John Dixon.....	Landscape Services Technician
(To be Filled).....	Landscape Services Technician
(To be Filled).....	Landscape Services Technician
(To be Filled).....	Landscape Services Technician
Juan Garza	Supervisor of Custodial Services
Roger Castillo	Lead Custodian
Justin Innes	Lead Custodian
Joyce Mendoza	Lead Custodian
Javier Ahumada	Custodian II
Idolina Cabral	Custodian II
Carmello Ceballos	Custodian II
Maria Tijerina	Custodian II
Alex Alvarez.....	Custodian
Rodrigo Belman Vera	Custodian
Magali de Tapia	Custodian
John Evans.....	Custodian
Debbie Flores.....	Custodian
Rosa Garcia.....	Custodian
Armando Guerrero.....	Custodian
Nora Juarez	Custodian
Fatima Juarez-Flores.....	Custodian
Tina Long	Custodian
Shirley Maya.....	Custodian
Patty Montagnino.....	Custodian
Maria Munoz de Garcia	Custodian
Elvira Palacios	Custodian
Brenda Ramos	Custodian
Maria Rojas Ruiz	Custodian
Roy Salazar	Custodian
Amable Toruño Arce	Custodian
Teresa Treto.....	Custodian
Genoveva Venegas	Custodian
Olivia West	Custodian
(To be Filled).....	Custodian
(To be Filled)	Custodian

Post Office

Ed Bahr Mail Services Supervisor
Stephanie Polos Data Entry Clerk
Rita Alonzo Part-time Mail Clerk

Index

A

Academic Advising..... 19
Academic Calendar 4
Academic Honors 24
Academic Internships 21
Academic Policies and Procedures 19
Academic Probation..... 25
Academic Status and Eligibility..... 25
Academic Warning 25
Administrative Offices..... 283
Admission and Financial Information..... 238
 Application Deadlines..... 239
 Early Action..... 239
 Early Admission 239
 Regular Decision..... 239
Air Force Reserve Officer Training 207
Animal Studies..... 28
Appeal of Academic Ineligibility Decisions 26
Art and Art History Department 29
Artist Series 255
Athletic and Recreational Opportunities 251
 Intercollegiate Athletics 251
 Intramurals..... 252

B

Bachelor of Arts..... 16
Bachelor of Fine Arts (Art) 16
Bachelor of Music 16
Bachelor of Science 17
Bachelor of Science in Education 17
Biology Department 40
Board Charges 246
Board of Trustees..... 262
Brown College of Arts and Science 8
Brown Symposium 256

C

Center for Career & Professional Development..... 255
Change of Class Schedule..... 19
Chemistry and Biochemistry Department 48
Chief Administrative Officers..... 263
Class Attendance/Absence..... 21

CLEP Subject Examinations.....	27
College Year in Athens Course Descriptions.....	208
Communication Studies Department	56
Community Engaged Learning	238
Contents.....	1
Core Purpose and Core Values of the University.....	7
Counseling Center.....	252
Course Descriptions.....	34
Accounting (ACC).....	71
Anthropology (ANT).....	197
Applied Physics (PHY).....	174
Art (ART)	34
Art History (ARH).....	37
Biology (BIO).....	44
Business (BUS).....	68
Chemistry (CHE).....	52
Chinese (CHI).....	124
Classics (CLA).....	125
Communication Studies (COM)	57
Computer Science (CSC).....	145
Economics (ECO).....	67
Education (EDU)	81
English (ENG)	87
Environmental Studies (ENV)	94
Exercise and Sport Studies (ESS)	96
Feminist Studies (FST)	101
Fitness and Recreational Activity (FRA).....	97
French (FRE)	126
General Science (GSC)	204
German (GER).....	128
Greek (GRK)	130
History (HIS)	106
International Studies (INS)	117
Kinesiology (KIN).....	119
Latin (LAT)	130
Latin American and Border Studies (LAS).....	138
Mathematics (MAT)	143
Music	160
Paideia (PAI)	204
Philosophy (PHI)	166
Physics (PHY)	171
Political Science (PSC).....	175
Psychology (PSY).....	182
Race and Ethnicity Studies (RES).....	189
Religion (REL)	191
Sociology (SOC).....	196

Spanish (SPA).....	133
Theatre (THE).....	200
University Studies (UST).....	204
Credit by Examination	26
Credit by Transfer.....	26
Cultural Activities.....	255
Curriculum.....	9
D	
Data Science	60
Dean's List.....	25
Declaring a Major.....	19
Degree Plans.....	19
Degree Requirements.....	16
Department of Languages, Literatures, and Cultures: Chinese, Classics, French and German Programs.....	122
Department of Languages, Literatures, and Cultures: Spanish Program.....	131
Departmental Honors Program	235
Design Thinking	61
Dismissal and Eligibility for Continuance.....	26
Diversity Education	252
E	
Early Modern Studies	63
Economics and Business Department.....	64
Education Awards.....	262
Education Department	71
Endowed Chairs, Professorships.....	259
English Department	85
Environmental Studies.....	90
Exercise and Sport Studies	95
F	
Faculty Awards.....	260
Faculty Listing	264
Faculty, Retired.....	276
Feminist Studies.....	98
Financial Aid	241
Grants.....	241
Scholarships.....	241
Satisfactory Academic Progress Policy.....	242
Withdrawals.....	244
Fitness and Recreational Activities.....	97
G	
Garey School of Natural Sciences.....	8
Grading System	22
Final Evaluations	23
Pass/D/F Courses	22
Repeated Courses.....	22
Graduation Requirements	18

H	
Health Center.....	253
Health Studies.....	102
History Department	104
Honor Code	253
Honors Courses.....	21
Housing and Residential Experience	253
I	
Independent Major.....	15
Independent Study	21
International Studies	110
Involuntary Withdrawal Process.....	22
K	
Kinesiology Department.....	117
L	
Language Placement.....	27
Late Payment Fee Policy	248
Latin American and Border Studies.....	136
Latin Praise Honors	25
Lectureships and Symposia	256
M	
Majors and Minors.....	13
Mathematics and Computer Science Department	139
MOSAIC	254
Motor Vehicle Regulations.....	253
Multiple Majors and Paired Majors	20
Music Department	147
O	
Official Communication	23
Official Transcripts.....	22
Organization of Courses	20
P	
Paideia with Distinction.....	205
Permanent Record.....	23
Philosophy Department	165
Physics Department	168
Policy Statements	7
Political Science Department.....	174
Prizes and Awards	260
Psychology Department.....	179
R	
Race and Ethnicity Studies	186
Readmission	240
Refund Schedule.....	249
Registration.....	19
Religion Department.....	189

Research Courses	21
Room Charges	245
S	
Sarofim School of Fine Arts	8
Schedule of Fees	247
Second Baccalaureate Degree	20
Selected Topics	21
Seminars	21
Sociology and Anthropology Department.....	193
Spiritual and Religious Life.....	254
Student Activities.....	254
Student Awards.....	260
Student Life	251
Student Status	24
Auditing	24
Normal Student Load.....	24
Overloads.....	24
Part-time Status.....	24
Student Leave of Absence.....	24
Study Abroad Programs	236
College Year in Athens.....	237
London Semester	237
Off Campus Study Programs	238
T	
Theatre Department	198
Tuition	245
Tutorial Courses	21
U	
University Directory	262
University Police	254
University Studies.....	204
V	
Veterans and Family Members	250
Credit for Military Veterans.....	250
W	
Withdrawal from the University	26



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