

Drama, and Performance). This course will examine how theatre has been connected to the performance of both ritual and festival, examining the common connections as well as the differences between these three public forms of expression: sites of performance, community values, power and control, subversion, and cultural comparison.

CF 3378 (THEA 4381, 4382, 4383, or 4384). Solo Performance (Studies in Theatre, Drama, and Performance). This course surveys major figures and issues in contemporary solo performance and performance studies, acquainting students with artists, forms, and venues ranging from the mainstream to the alternative. We will view videos and video documentation of the work and read performance texts, performance theory, and interviews/writings by and about the artists and their work. The two major assignments are a research and analysis paper examining an issue related to the course and a brief original piece applying in performance what we have studied.

CF 3379. German Culture in Weimar. The course traces German culture using Weimar as the location to study literature, music, and film in their historical context from Goethe's Weimar, the Weimar Republic, through National Socialism and the recent Unification.

CF 3380 (ENGL 3380). The Literature of Vision. An examination of how shamans, prophets, and imaginative writers seek to communicate "things invisible to mortal sight," whether as a confirmation of or a challenge to the leading ideas of their time.

***CF 3381 (ARHS 4371, WS 3381). Modern Myth Making: Studies in the Manipulation of Imagery.** This course examines the quest for enduring cultural heroes and projection of changing social messages as reflected in images from past epochs to modern times. Examples traced range from politician to musician, from the fine arts to television.

CF 3382 (THEA 4381, 4382, 4383, or 4384). American Dramatic Literature (Studies in Theatre, Drama, and Performance). This course will provide an opportunity for in-depth study of texts in a variety of genres and styles by looking at popular literature. Students will work with scripts as organic markers of political and aesthetic taste, events, and world view, learning to use practices of performance studies and anthropology to look closely at the authenticity of live performance in its relationship to audience values.

CF 3383. Contemporary Urban Problems. This seminar is designed to introduce students to conceptualizing social problems and to the distinctive conditions defined and treated as social problems in the American Southwest. The course aims to improve students' skills in critical reasoning and evaluative writing on the alleviation of social problems.

***CF 3385 (SOCL 3383). Race, Culture, and Social Policy in the Southwest.** This interdisciplinary seminar introduces students to applying the concepts of race and culture to social problems and policy in the American Southwest. The course combines lectures, readings, field trips, survey research, and documentary films to focus on special topics on the Southwest.

***CF 3386. India Today: Literature, History, Culture.** This course focuses on contemporary constructions of India as a nation within the contexts of literature, film, history, religion, politics, and culture.

CF 3387. Order Out of Chaos. Deterministic chaos, fractal structures, self-organization, and nonlinear dynamics comprise an approach to the study of complicated realistic systems common to a great diversity of natural and social sciences. Students will study the significance of the relatively new science as well as relationships and applications to medicine, the natural sciences, economics, history, philosophy, and the social sciences.

CF 3388 (PLSC 3342). Making Democracy Work. This course aims to answer the fundamental question that mankind has asked since ancient Greece of why does democracy thrive in some nations, while it struggles in others and in many more has yet to take root?

CF 3389 (PLSC 3389). International Political Economy. The course introduces students to international political economy, focusing on the development of regimes for international trade and finance. The objective is to understand how nation-states manage international economic relations.

***CF 3390 (FL 3310). Transnational Chinese Cinema.** This course will introduce students to the subject of Asian cinema through films produced in the People's Republic, Taiwan, and Hong



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Kong. In considering cinema as a system for the construction of meaning, this course examines national identities in film aesthetics.

CF 3391. Corporate Ethics and Social Responsibility. This course is designed to develop the student's capacity to recognize and evaluate ethical issues related to business management, including: a) quandaries faced by individual managers; b) issues concerning corporate structure, policies, and business culture; c) more systemic issues related to the role of business in a democratic society and the conduct of business on the international scene. Students who have taken OBBP 3375 may not take this course.

CF 3392 (ARHS 3318, HIST 2353). Currents in Classical Civilization. The interdisciplinary study of the art, literature, and history of the ancient Greek and Roman worlds, including ideals of democracy, individualism, immortality, heroism, justice, sexuality nature, etc.

CF 3393. Evolution and Creationism as Public School Issues. An in-depth examination of controversies concerning organic evolution from social, educational, and legal perspectives. Discussion includes alternative philosophies of science and evidence from fossil and living organisms.

CF 3394 (HIST 3344). The Oxford Landscape, from the Stone Age to the Tudors. This course studies the historical landscape of the upper Thames Basin and Oxford, the region's urban focus for over a millennium. Students can read this history on site, using resources from anthropology, history, architecture, city planning, political and social organization, and imaginative literature. Readings and trips concern local Neolithic, Bronze Age, and Iron Age (Celtic) cultures as well as the historical phases of regional experience from the first Roman probe of 55 B.C. to the start of the Tudor Dynasty in 1485 A.D.

***CF 3395. A Cultural Journey to China.** Suzhou, in China's cultural heartland, hosts this course on the development of Chinese culture: religion, literature, cinema, art, architecture, and history. Trips complement readings centered on self, family, and state.

CF 3396. Rome and the Italians: History, Culture, and Politics. This course, taught in Italy, explores the cultural and political identity of Italy as it evolved from antiquity to present day.

CF 3397. Science and Politics in a Nuclear Age: Change and Resolution of Conflict. Investigation of societal changes associated with the development of scientific discoveries such as nuclear energy. Consideration is given to resulting conflicts and their resolution at local, national, and international levels.

***CF 3398 (ENGL 3369). Jewish American Literature and Culture.** An interdisciplinary introduction to Jewish culture through literature, especially in the American environment, as well as to the issues in studying any distinctive ethnic and cultural literature.

***CF 3399 (RELI 3377). Cultural History of Tibet.** A critical study of Tibetan history, culture, and religion and how they relate to the representation of Tibet in travel, scholarly, and popular literature.

***CF 3401 (HIST 3401). The Good Society.** This course will focus on the historical construction of the concept of the "good society" in Western culture. Although the term did not enter our literature until Graham Wallas published *The Good Society* in 1915, we can clearly distinguish its origins in the religious, political, and intellectual traditions of Europe and the United States. Affiliated with the Center for Inter-Community Experience.

CF 3402. Divided Loyalties: The Problem of Identity in a Global World. Focusing on questions of individualism, citizenship, and public identity, this course investigates tensions among localism, nationalism, and globalism within contemporary literature and culture. Affiliated with the Center for Inter-Community Experience.

***CF 3403. Imagined Communities: Place, Nation, and Construction of Cultural Identity.** The flagship course of the Center for Inter-Community Experience, "Imagined Communities" investigates from historical and contemporary perspectives the forms of local, national, and transnational identities that characterize American life. In order to enhance understanding of course readings, students will participate in ICE Center programs in the multiethnic, multinational East Dallas community of Garrett Park East.

CFA 3301 (ANTH 2321, CLAS 2321, ENGL 2321). The Dawn of Wisdom: Ancient Creation Stories from Four Civilizations. Explores the visions of the cosmos expressed in the art,



archaeology, and literature of Egypt, Mesopotamia, Greco-Roman civilization and the New World, emphasizing the role of human beings as central and responsible actors therein.

***CFA 3302 (WS 2322). Women: Images and Perspectives.** An examination of the constant and changing understanding of women reflected in myths, research, and theories of biology, history, religion, the social sciences, literature, and language.

***CFA 3303 (WS 2380). Human Sexuality.** This course explores the biosocial aspects of human sexuality and sex behaviors. A multidisciplinary and cross-cultural perspective will address a wide range of theoretical and pragmatic sexual issues.

***CFA 3304 (PLSC 4341). Comparative Rights and Representation.** This course will explore the tension that exists between rights and democratic representation. Issues explored include judicial social policy making, individual vs. collective rights, aboriginal rights and affirmative action.

CFA 3305. Literature and Film: Adaptations by Italian Directors of Literary Texts. Through the study of major literary works and their cinematic adaptations, the course focuses on the value systems and the social realities the works reflect. The analogies and the differences that exist between literary and cinematic approaches will be explored by reading the texts and confronting them with their filmic renderings.

CFA 3306 (RELI 3316). Religion and Science. An exploration of how religion and science understand such topics as the origins and destiny of the universe and the evolution of life.

CFA 3307 (RELI 3371). Religion and Culture in the Greco-Roman World. This course investigates the intersections of political history, social history, philosophical thought, and religious belief and practice in the ancient Greco-Roman world, with particular attention to Judaism and Christianity in their Greco-Roman context.

***CFA 3308 (WS 2308). Revisions: Woman as Thinker, Artist, and Citizen.** This course is designed to discover how an emphasis on the particular experiences of women can enhance and complicate traditionally conceived areas of scholarship and critical endeavor. It will also explore areas of women's experience traditionally undervalued, such as friendship, sexuality, motherhood, and old age.

***CFA 3309 (WS 2309). Lesbian and Gay Literature and Film: Minority Discourse and Social Power.** The exploration through literature and film of the struggles by gay men and lesbians to create social identities and achieve human rights. Study of key cultures and pivotal historical periods in the West from ancient Greece to contemporary America. Authors include Sappho, Plato, Michelangelo, Emily Dickinson, Walt Whitman, E.M. Forster, Virginia Woolf, James Baldwin, Audre Lord, Adrienne Rich, and Tony Kushner. Cinematography includes Pedro Almodovar, Derek Jarman, Maria Luisa Bemberg, Sally Potter, and James Ivory.

***CFA 3310 (ETST 2301, SOCI 3305). Race and Ethnicity in the United States.** An interdisciplinary seminar designed to introduce students to the analysis of race and ethnicity in the United States within a global context.

CFA 3311 (CLAS 2311). Myth and Thought in the Ancient World. The goal of this course is to explore the conceptual and philosophical underpinnings of ancient understandings of reality in Western and non-Western cultures. The materials for investigation will be primarily textual, including myths, epics, tragedies, and philosophical discourse in ancient Greece. Key points of concern will include concepts of the human condition; the nature of the good life; the problems of death, evil, and misfortune; the relationships between humans and gods and between the individual and society; and the difference between illusion and reality. The relationship between modern thought and ancient thought, both Western and non-western, will also be a recurring theme.

CFA 3312. Making History: Representations of Ethical Choices. Interdisciplinary course examining ethical issues associated with the writing of "historical fictions" and the production of historical exhibits. Students will complicate conventional distinctions between disciplines and genres by looking at how playwrights, novelists, filmmakers, and museum curators/directors shape their productions from the raw materials of historical data. They will explore the ways in which historical memory is created and represented, further developing and refining their own engagements with texts, films, and museums.



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***CFA 3313 (ARHS 3322). Islamic Art and Architecture: The Creation of a New Art.** This course will treat issues significant to the creation and expansion of Islamic art from the 7th to the 15th century. Topics to be discussed include cultural and political exchange and conflict between Muslims and Christians; religious concerns and the artistic forms created to meet them; the importance of the book in Muslim culture; the distinctions between religious and secular art; and the appropriation of sacred space in Muslim architecture.

CFA 3314 (DANC 2370). Movement as Social Text. The course will look at ways in which movement and dance have meaning in different cultural, social, and historical contexts. Examinations of examples of dance in a cross-cultural context, encompassing both Western and non-Western dance forms, will be included. Emphasis will be placed on the nature of movement, its unique properties, the ways in which it conveys meaning, and its relationship to culture.

***CFA 3316 (ANTH 3333). The Immigrant Experience.** An interdisciplinary focus on the issue of immigration in the United States. The course explores historical, ethical, social, cultural, and political dimensions of the immigrant experience, as well as America's attitudes toward the immigrant. Controversial issues such as bilingual education and illegal immigration will be examined.

CFA 3317. Global Perspectives on Environmental Issues. Many of the major environmental issues our planet faces – greenhouse climate changes, air and water pollution, acid rain and related atmospheric problems, ozone shield destruction, toxic and radioactive waste disposal, land use management, energy resource development, geologic hazards, population growth, and food supplies – will be examined from scientific as well as cultural, political, and ethical viewpoints.

***CFA 3318 (HIST 2384). Colonial Latin America.** This is the first half of a two-term introduction to the history of Latin America. It centers on the colonial period; the years from the Spanish Conquest in the early 16th century to the beginning of Latin American nationhood in the 19th century. What does it mean to say that “Latin America was becoming Latin American” during these centuries of Spanish and Portuguese colonial rule? To address this question, special attention will be given in the readings and lectures to the meeting of Europeans and Native Americans, changing institutions and ideas of empire, Indians under colonial rule in the core areas of highland Spanish America, structures of society and thought as they formed and changed, some individual lives, regional variations, and movements toward national independence.

***CFA 3319 (HIST 2385). Modern Latin America.** An introductory survey beginning with the 19th-century wars of independence from Spain and Portugal and emphasizing the 20th century as the new nations struggle for political stability and economic independence.

***CFA 3320 (FL 3323, HIST 2323). Russian Culture.** Significant aspects of Russian thought and culture at its various stages of development are presented and illustrated by examples from literature, folklore, prose, drama, journalism, architecture, the fine arts and music.

CFA 3321. Ways of Thinking in the Ancient World. Distinctions between heaven and earth, divine and human, “spirit” and “matter;” living and living well, mind (language) and “reality,” are categories of thought explored in this course. This is a course in how thinking gets done, as well as in some of what human beings have thought.

CFA 3322 (RELI 3358). Psychology of Religion. Covers the psychological, biological, and social foundations of religion and its consequences. Topics include mystical experience, conversion, prayer, cults, and the effects of religion on health, prosocial behavior, and prejudice.

CFA 3323. The Emergence of the Modern Mentality of the West. This course examines some of the major changes in philosophical thought and religious life that took place between the end of the Middle Ages and the Industrial Revolution. It focuses on contrasts between magic and science, the rise of the capitalist spirit, and conflicts between traditional beliefs and modern skepticism.

CFA 3324 (THEA 4385). English Theatre, Restoration to the Present (Studies in Theatre, Drama, and Performance). Surveys English theatre, Restoration to today. Focuses on selected scripts and social contexts: audiences, society, theatrical forms, modes of production, theatre architecture, and broader historical, economic, and political forces and influences.

***CFA 3325 (HIST 3379). Culture in New Mexico.** This course, taught only at SMU-in-Taos, explores the struggles between the state's dominant ethnic groups – Native Americans, Hispanics, and Anglos – over rituals, spaces, and objects.

CFA 3327. Environmental Problems and Policy: A European Perspective. As the threats of local, regional, and global environmental problems grow, so does the public political and scholarly debate about the remedies to control them. A study of current issues, options, and politics from the European perspective.

CFA 3328 (FL 3309). Contemporary France. This course will provide an interdisciplinary immersion in the main concerns of France today. It will explore its institutions, social issues, and intellectual and cultural interests as they relate to the past and strive to meet the challenge of the 21st century, particularly the making of Europe.

CFA 3329 (FL 3307, HIST 3365). The Belle Epoque and the Birth of Modernity. Through its focus on the Belle Epoque, this course will give students the opportunity for in-depth study of one of the richest periods in the history of French culture. Through a variety of cultural objects, they will study the shift of civilization that occurred at the turn of the 20th century based on major changes in concepts of the individual, space, and time, and learn how they gave birth to our modern civilization and culture.

CFA 3330 (FL 3303, SPAN 3373). Spanish Civilization. Through lectures, readings, study trips, and audiovisual presentations, this course presents an interrelated overview of Spanish culture and thought, especially as related to contemporary Spain. This course addresses from multiple disciplinary (anthropology, history, sociology, Spanish literature, etc.) perspectives a vast array of interrelated social and cultural practices and beliefs.

***CFA 3331 (ANTH 2331). The Formation of Institutions: Roots of Society.** With illustrations from the prehistoric past, the earliest recorded civilization, and “contemporary ancestors” (bands and tribes of the present), this course will trace the development of familiar notions like the family, property, and the state, resulting in an appreciation of the fundamental questions posed by our common life on Earth and the variety of answers which human societies have given to those questions.

***CFA 3332 (CLAS 2332). Society Expanding – Polis and Empire.** This course presents a case-study approach to the development of cities, civilizations, and empires from the appearance of urbanism in Mesopotamia to the end of the European Middle Ages, with special reference to political, economic, and religious institutions.

CFA 3334 (PLSC 4323). The Politics of Change in America, 1930-2000. Focusing on American politics and society from 1930 to the present, this course will examine how America has changed, explain why change occurs, and assess the consequences of these changes.

***CFA 3335. Non-Western Construction of Race, Gender, and Nation.** This course examines the nature and context of British colonialism, decolonization, and resistance discourse, and goes on to develop a critique of terms such as “Third World,” “multicultural,” “national,” “ethnic,” and “minority.”

***CFA 3336 (ANTH 3336). Gender and Globalization.** An analysis of the impact of globalizing forces on women's lives and identities, as well as on patterns of gender relations and ideology in various cultures around the world.

CFA 3337 (DANC 3374). 20th-Century Musical Theater. This course will examine the significance of dance in the American musical as a medium for reflecting the cultural evolution in America from a social and historical perspective.

CFA 3338 (RELI 3338). Christ as Cultural Hero. An exploration of the impact of Jesus on the history of Western culture, not only in religion and philosophy, but also in the fine arts, literature, and politics.

CFA 3339 (RELI 3339). The Puritan Tradition in England and America. An examination of the religious, political, scientific, economic, and literary dimensions of the Puritan movement in Tudor-Stuart England and in colonial New England.

CFA 3340 (ARHS 4350, CVT 4351, THEA 4382). Mapping Modernism: Artistic Collaborations in Paris and Moscow, 1890-1940. This class examines early 20th-century modernism through



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the lens of fertile collaborations and exchanges in art, dance, film, music, and theatre in Paris and Moscow between 1890 and 1940.

***CFA 3341 (HIST 5341, LAW 9370). Native Americans in Western Legal Thought.** A survey of Spanish and Anglo-American legal treatment of native North Americans from first contact to the present, comparing and contrasting versions of Western jurisprudence and examining whenever possible Native American responses.

CFA 3342. British Studies I. This course is an interdisciplinary, writing-intensive course within the humanities and social sciences taken at a British or Irish university. It can be taken only by students in the yearlong SMU-in-Britain program.

CFA 3343. British Studies II. This course is an interdisciplinary, writing-intensive course within the humanities and social sciences taken at a British or Irish university. It can be taken only by students in the yearlong SMU-in-Britain program.

***CFA 3344. Tradition, Community, and Identity in Black African Cinema.** An introduction to film by black African filmmakers. The course explores African film's relationship to history, African identity, the African political context, and African oral tradition.

CFA 3348 (HIST 3348). American Families: Changing Experiences and Expectations. Explores changes in American family life from the colonial period to the present. Seeks to understand how family ideals, structures, and roles have shaped and been shaped by social and historical change.

***CFA 3350 (ANTH 3350). Good Eats and Forbidden Flesh: Culture, Food, and the Global Grocery Market.** A cultural perspective on food that blends biological and medical information about human nutrition and development with an exploration of the global market of eating.

CFA 3352. French Cinema, 1895-1945. An introduction to French cinema's major works, filmmakers, and trends from 1895 to 1945, with an emphasis on film's unique manner of constructing and transmitting culture.

CFA 3353. French Cinema, 1945-Present. An introduction to French cinema's major works, filmmakers, and trends from 1945 to the present, with an emphasis on film's unique manner of constructing and transmitting culture.

CFA 3355 (PLSC 4355). Comparative Political Economy of Industrialized Democracies. This course examines the nature and workings of the political economies of industrialized democracies of North America, Europe, and the Pacific in comparative perspective.

***CFA 3358 (ANTH 3358). Indians of the Southwest, 16th Century-Present.** An introduction to the non-Pueblo and Pueblo peoples of the Greater Southwest, with a focus on Indian-Indian and Indian-Euro American relations and the resultant transformations. Topics will include class of cultures, tourism, gambling, legal rights, and urbanism.

CFA 3359 (PLSC 3359). From Communism to Democracy. An interdisciplinary survey of the rise and fall of communist regimes, followed by an analysis of the successes, obstacles, and consequences of the democratic transition in the former Eastern Europe and Soviet Union. Particular attention will be paid to cultural, social, economic, and political influences that affect divergent paths to democracy.

CFA 3360 (FL 3360). The Ethics of Colonization in Latin America. Through a study of literary, philosophical, historical, and religious texts, this course considers how the humanist ethics of the Renaissance were debated and carried out in the colonization of Latin America.

***CFA 3362 (CTV 2362). Diversity and American Film: Race, Class, Gender, and Sexuality.** Historical survey of representations of race-ethnicity, class structure, gender, and sexual orientation in American cinema, as well as the opportunities for minorities within the industry.

***CFA 3368. Orient and Occident: Encounters Between the Middle East and the West in the Modern Era.** This course exposes students to the broad dimensions of Islamic belief and practice, major themes in relations between the countries and cultures of the Middle East and Western Europe from the early modern era to the present, beginning with Napoleon's invasion of Egypt in 1798.

***CFA 3370. Australian Aboriginal Studies.** This course provides an understanding of the

history and culture of the indigenous peoples of Australia in a way that makes students more interested in, and sensitive to, the history and culture of indigenous peoples.

CFA 3373 (ENGL 3373). Narrative, Religion, and the Construction of Belief. This course explores narrative as a foundation of religion and as primary agent in the construction of belief, comparative reading, and analysis of texts from a wide variety of religious, philosophical, and literary traditions.

CFA 3374 (HIST 3374). History of the Book in America, 1620-1900. A multidisciplinary survey of print culture in the United States, exploring literary, historical, technological, legal, and sociological factors that shaped the formations, uses, and dynamics of print in our society.

CFA 3375 (CTV 3375). Postwar European Cinema, 1945-Present. Presents an overview of postwar European cinema focusing on major films, directors, and national movements, with particular emphasis on Italian film. Considers cultural and stylistic features that differ from Hollywood genre models.

CFA 3377 (PHIL 3377). Animal Rights: The Ethics of Human Treatment of Animals. An examination of the moral status of nonhuman animals and its implications for the common use of animals as food and experimental subjects for humans.

***CFA 3380 (HIST 2380). Ethnic Regions in the “Western World.”** This interdisciplinary course examines the ways regional ethnic minorities – such as the Basques, Quebecois, and Chicanos – have functioned within larger societies in Western Europe and North America.

CFA 3381 (PLSC 3381). Current Issues in International Relations. An interdisciplinary survey of contemporary issues and challenges in the international arena. The student will research and propose solutions, taking into account the multidimensional aspects of these international challenges.

CFA 3388 (ANTH 3388). Warfare and Violence: The Anthropology and Ethics of Human Conflict. This course provides an examination of the origins and development of human aggression, violence, and warfare using interdisciplinary data and theories from prehistory, ethnology, history, and political science.

***CFA 3399 (ANTH 3399). In Search of Ice Age Americans.** The first Americans came here from northeast Asia and Siberia over 12,000 years ago, when North America was in the grip of an Ice Age. Their story, being pieced together by disciplines as different as archaeology, linguistics, and molecular biology, is revealing how these pioneers faced the challenge of adapting to a world without other people, which became increasingly exotic as they moved south, and was itself changing as the Ice Age came to an end. This is the story of the first discovery of America, when it truly was a New World.

***CFB 3301 (ANTH 3301, SOCI 3301). Health, Healing, and Ethics: Cross-Cultural Perspectives on Sickness and Society.** A cross-cultural exploration of cultures and organization of medical systems, economic development, and the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

CFB 3309 (HIST 3309). North American Environmental History. This course surveys North American environmental history since pre-Columbian times. It expands the customary framework of historical inquiry by focusing on the interaction of human beings and the natural world.

***CFB 3322 (HIST 3322). Native American History.** This course examines the roles Native Americans played in the history of North America (excluding Mexico) from 1500 to the present.

***CFB 3332 (ENGL 3332). Workers, Citizens, and Men in America.** Interdisciplinary course examining the construction of contemporary American masculine identity through literary texts and their historical, political, and economic context. It explores the challenges posed to an older, genteel model of white masculinity by 20th-century enfranchisement of immigrant and African American men and modern women.

CFB 3333 (PHYS 3333). The Scientific Method: Critical and Creative Thinking. This course provides students with an understanding of the scientific method sufficient to differentiate experimentally verifiable scientific fact and theories from pseudoscience in its many guises: paranormal phenomena, free-energy devices, alternative medicine, and many others.



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CFB 3337 (HIST 3337). Ethical Dilemmas in a Global Age. This course is a cross-cultural exploration of major ethical problems emanating out of the radically changing context of human existence in recent decades.

CFB 3386 (ARHS 4386). Patrons and Collectors. A social history of art from the point of view of its consumers. Art patronage and collecting are examined from antiquity to the present, with emphasis on the modern period.

ENGLISH AS A SECOND LANGUAGE

John E. Wheeler, **Director**

Students whose first language is not English may encounter special challenges as they strive to function efficiently in the unfamiliar culture of an American university setting. A variety of ESL courses, programs, and resources are available to students from all schools and departments of SMU as part of the General Education Curriculum. A complete listing and description of ESL courses and programs can be found on page 91. Information can also be accessed at www.smu.edu/esl/index.html.



EDUCATIONAL FACILITIES

SMU LIBRARIES

Service to Southern Methodist University students, faculty, and staff is the primary goal of all libraries at SMU. The libraries of the University contain more than 2.7 million volumes. PONI, a fully interactive Web- and Windows-based client-server system, features access to bibliographic records of materials housed in all SMU libraries and hypertext links to other databases, digitized collections, and relevant Web sites.

SMU Libraries rank first in total volumes held among non-ARL (Association of Research Libraries) universities in the United States. The SMU Libraries, which rank highly within the region, comprise the largest private research library in the Southwest and rank third within the region in total volumes, after the University of Texas at Austin and Texas A&M University. SMU Libraries are one of the greatest assets of the University.

The University's library system is divided into a number of different units:

1. Central University Libraries (reporting to the Office of the Provost)
2. Underwood Law Library (reporting to the Dedman School of Law)
3. Bridwell Library (reporting to the Perkins School of Theology)
4. Business Information Center (reporting to the Edwin L. Cox School of Business)

Central University Libraries

The largest of the SMU library units is Central University Libraries (CUL), with holdings of more than 2 million volumes. CUL comprises Fondren Library, the Hamon Arts Library, the Science and Engineering Library, the DeGolyer Library and SMU Archives, the ISEM (Institute for the Study of Earth and Man) Reading Room, and the Norwick Center for Media and Instructional Technology. CUL also supports SMU programs at the Legacy campus and SMU-in-Taos.

Fondren Library, with more than 1 million volumes of books, government publications, and bound journals, serves students and faculty in the areas of humanities, social sciences, business, and education. Its Information Commons provides a single location within the library where students can use library books and online resources as well as the latest computer software and technology to prepare their assignments. Fondren Library is a selective depository for government information resources and has a large microforms collection of retrospective periodicals and special collections in the humanities and social sciences.

Strengths of the Fondren Library include, but are not limited to, classical studies, late 18th- and early 19th-century English literature, American history, Texas history, contemporary biography and literature, anthropology, political science, economics, and other social sciences. Fondren Library also provides reading materials placed on reserve by classroom faculty and access to holdings from other libraries nationwide via interlibrary loan.

Hamon Arts Library, with holdings of more than 80,000 volumes, serves students and faculty in the areas of music, fine arts, and performing arts. It focuses on the classical traditions of European art with additional resources in the areas of American arts, especially Southwestern arts. The Jerry Bywaters Special Collections wing has as its focus the art and artists of the Southwest; the music life of Dallas; regional theatre history; fashion throughout the ages; and regional architecture. The library contains excellent technological facilities, including a computer laboratory, multimedia authoring workstations, and video and laser disc information resources.

Science and Engineering Library contains holdings of more than 700,000 volumes and serves students and faculty in the areas of the sciences and engineering. The Science and Engineering Library is responsible for the University's map collection, which includes more than 217,000 topographic and geologic maps and aerial



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photographs, and the DeGolyer Earth Sciences collection of more than 15,000 geological volumes.

CUL has a corporate research service – IIS – housed in the Science and Engineering Library, providing cost-recovery fee-based information services to the business and corporate community outside the University.

DeGolyer Library of Special Collections is a noncirculating special collections branch of CUL that contains more than 90,000 volumes. It includes 4,500 feet of manuscripts and more than 350,000 photographs that do not circulate outside of the building. The DeGolyer Library is open to all students and faculty for research in areas such as the Trans-Mississippi West, particularly the Southwest and Spanish borderlands, and transportation history, especially railroads. It also is strong in Southwestern history and literature. This library, in particular, attracts scholars and researchers from around the country and from the local community to research the Paul Horgan, J. Frank Dobie, and Horton Foote collections, and the newly acquired personal library of Stanley Marcus. It also holds the most complete collection of Texian currency in North America.

SMU Archives, part of the DeGolyer Library, is a noncirculating collection not open to the public. The Archives contain historical records, photographs, documents, and memorabilia concerning the establishment and growth of the University. Administrative personnel of the University, local historians, and media personnel from throughout the city are its principal users.

ISEM Reading Room, with 10,000 volumes, serves students and faculty of the Institute for the Study of Earth and Man. It contains a wealth of information relating to anthropology and geological and geophysical sciences.

The Norwick Center for Media and Instructional Technology is responsible for multimedia resources, production services, instructional development services, and classroom distribution services. It offers classroom and individual viewing of over 9,000 documentary and feature film videocassettes, video discs, films, and audiotapes, most of which can be found by using the PONI online catalog.

The Business Information Center

The Business Information Center (BIC) is located in room 150 of the Maguire Building. This premier facility includes a reading room, three microcomputer labs, reference area, periodicals, BIC staff offices, the Hillcrest Foundation International Resource Library, the Edwin L. Cox Business Leadership Center Resource Collection, the Cary M. Maguire Energy Institute Resource Collection, and the Career Management Center Library. The BIC's mission is to provide the SMU community with business information regardless of format, support the integration of information and technology into the curriculum, and act as a center for research and development for state-of-the-art information technology applications in the business education field. Microsoft Windows is the operating system on the 70-plus computers that run applications such as Microsoft Office and compilers Microsoft Visual Basic and C++. Two high-speed printers, two photocopiers, a color laser printer, and a scanner are available. For more traditional print resources in business, students and faculty use Fondren Library.

Bridwell Library

The Bridwell Library of Perkins School of Theology, with more than 300,000 volumes and over 75,000 microform volumes, is the principal bibliographic resource for the fields of theology and religious studies. Its mission is to acquire, organize, preserve, make accessible, and interpret materials in these and related fields. Bridwell Library is also the premier rare book and manuscripts library on



campus and in the region. The library holds the largest collection of 15th-century books in the Southwest and the fifth largest university collection in the United States. Other distinctive special collections are in the area of early printed Bibles, Renaissance and Reformation imprints, the history of printing, early Methodism and 18th-century English culture, and the art of the book. Bridwell serves as a cultural center for the region, offering a variety of public programs including lectures, workshops, concerts, publications, and a major exhibition program.

Underwood Law Library

Underwood Law Library, one of the 30 largest law libraries in the country and the largest private law library in the Southwest, serves the faculty and students of the Dedman School of Law and also serves as an information resource to the legal profession in the Metroplex. The collection includes state and federal legislative, judicial, and administrative materials; law periodicals; law treatises; U.S., international, and foreign documents; and U.S. government documents relating to the legal profession. Strengths of the collection are in taxation, securities, corporate law, labor law, air and space law, commercial and banking law, constitutional law, and law and medicine. The Kay and Ray Hutchison Legal Resource Learning Center in the Underwood Law Library is a computer learning lab located on the third floor.

LABORATORIES AND RESEARCH FACILITIES

The University provides many laboratories and much equipment for courses in accounting, anthropology, art, biology, chemistry, languages, geological sciences, communication arts, psychology, physics, health and physical education, dance, music, theatre, statistics, and civil, computer, electrical, environmental, and mechanical engineering. (Descriptions of the engineering laboratories are carried in the School of Engineering section, and other University facilities are described in sections for the individual schools.)

The teaching laboratories of the departments of Biological Sciences, Chemistry, Geological Sciences, and Physics are housed in the **Fondren Science Building and in the Dedman Life Sciences Building**. Virtually all teaching laboratories and support facilities in the buildings have been remodeled and updated.

Students have access to a wide array of specialized instrumentation and laboratory equipment fundamental to studies in the natural sciences, including spectrophotometers, high-performance liquid chromatographs, scintillation counter, fluorescence-activated cell sorter, scanning laser confocal microscope, electron resonance spectrometer, X-ray diffractometers, mass spectrometers, and an atomic absorption spectrometer. Advanced undergraduate research is also supported by tissue culture and animal care facilities, as well as several departmental computer laboratories.

Information Technology Services (ITS), located on the fourth floor of the Blanton Student Services Building, 6185 Airline Road, provides support for the instructional, research, and administrative computing, and communication environments for the University. ITS also provides computing services for the campus e-mail service, SMU's World Wide Web services, and other academic and administrative technology services.

ITS delivers administrative and academic services on a mesh of Windows- and Unix-based servers with access through a high-speed campus network and multiple Internet connections. The majority of applications utilize a Web-based computing model. Delivery of self-service applications to students, faculty, and staff continues to expand in scope and is evident in the successful deployment of upgraded Web-based applications.



ITS also is responsible for technical support for the shared microcomputer labs and technology equipped classrooms such as those located in Dedman College, Meadows, Perkins, Fondren Library West, and the residence halls. A 24-hour PC lab is also available for general use in Hughes-Trigg Student Center.

ITS electronic communications services include telephone, voicemail, dial-up data communications, wireless network connectivity in selected locations on campus, and connection to the Internet and World Wide Web. All residence halls and fraternity houses have high-speed access to these communication services.

ITS has contracted with Hi-Ed to operate the Computer Corner located on the main floor of Hughes-Trigg Student Center. The Computer Corner is a sales outlet for microcomputer hardware and software for student and departmental purchase. Compaq and Apple products, H-P printers, and many popular software products are offered at competitive prices. Microsoft and virus protection software are available to students at significant discounts. Hi-Ed can be contacted on campus by calling 214-768-4033.

ITS publishes a monthly electronic newsletter with brief articles on technology changes, virus information, new product reviews, and technology terms.

Additional information on services provided by ITS can be obtained on the web at www.smu.edu/its or by calling the Help Desk, 214-SMU-HELP (768-4357).

SMU-in-Taos, Fort Burgwin, is located 10 miles south of Taos, New Mexico, at an elevation of 7,500 feet. The facility includes classrooms, laboratories, offices, and a library, as well as living accommodations for students and faculty. Northern New Mexico offers a multiplicity of research opportunities for both natural and social scientists. Pot Creek Pueblo, located on the fort's property, is one of the largest prehistoric archaeological sites in the northern Rio Grande Valley.

The N.L. Heroy Science Hall houses the departments of Anthropology, Geological Sciences, and Statistical Sciences, as well as the Institute for the Study of Earth and Man.

The Institute for the Study of Earth and Man was created in 1966 by a gift from W.B. Heroy Sr. Its purpose is to develop a program of continuing and professional education reflecting the research and scholarly interests of the faculties in Anthropology, Geological Sciences, and Statistical Science.

The Department of Geological Sciences operates several unique laboratories, including the following:

The Dallas Seismological Observatory, established by the Dallas Geophysical Society, is maintained and operated by the University and now monitors remote seismic stations in southwest Texas near Lajitas, seismically one of the world's quietest regions. The Lajitas array used to test technology designed to detect small earthquakes from great distances. In addition to the Lajitas seismic array, SMU operates seismic and infrasound arrays at Mina, Nevada, as well as at overseas locations. Data collected by the observatory are available to the faculty and advanced students who wish to undertake basic research in seismology or tectonics.

The Ellis W. Shuler Museum of Paleontology is a research museum affording opportunities for advanced study of fossil faunas and their climatic and paleoecologic significance. The collection, which specializes in vertebrate paleontology, includes more than 150,000 fossils from the United States, Central America, and northeastern Africa.

The Pollen Analysis Laboratory is operated in conjunction with the Shuler Museum of Paleontology. The laboratory is available to those in all areas of the University and the larger research community.



The Geothermal Laboratory is the focus of an extensive program of research in the thermal field of the Earth. Geothermal energy resources and the thermal fields of sedimentary basins are special topics of concentration. The research is worldwide in scope. Specialized equipment for the measurement of thermal conductivity of rocks, and for the measurement of accurate, precise temperature logs in deep wells is available for research purposes, and services are provided to other institutions and research centers on a contractual basis.

The Hydrothermal Laboratory contains equipment to reproduce the pressures and temperatures existing to mid-crustal depths. It contains two extraction-quench sampling bombs that permit withdrawal of solution during the progress of a run to pressures of 3 kbar and 750 °C. These are used extensively to determine mineral solubilities in crustal fluids. There are also 10 cold-seal reaction vessels capable of 4 kbar at 700 °C to look at mineral-mineral transformations in the crust and undertake mineral synthesis reactions. Also available are 1 atm furnaces that can be used to temperatures of 1400 °C.

The Electron Microprobe Laboratory contains a fully automated JEOL model 733 electron microprobe with four X-ray spectrometers and associated sample preparation equipment. It is available on a regular basis for various research projects in the institute, the University, and other research institutions.

The Stable Isotope Laboratory is a general research facility available to support both academic and student research in the University and in other research centers in the Southwest, Midwest, and West. The laboratory contains three automated gas-source, magnetic-sector isotope ratio mass spectrometers as well as vacuum extraction lines for converting natural materials (solids, liquids, and gases) into gases suitable for measuring the isotope ratios of hydrogen, carbon, nitrogen, and oxygen at natural abundance.

The Variable Pressure Scanning Electron Microprobe (SEM) Laboratory contains a LEO 1450 VPSE SEM used for generating electron photomicrographs with 5 nanometer resolution. The facility is open to researchers and students from Geological Sciences, Environmental Sciences, Engineering, and Chemistry. The system also contains detectors for quantitative determination of chemical compositions of the imaged materials.

The X-ray Diffraction Laboratory houses a Scintag Pad V powder diffractometer for the X-ray identification of materials with a crystalline structure and is open to researchers and students from Geological Sciences, Chemistry, Environmental Sciences, and Engineering.

MUSEUMS

The Meadows Museum, founded by the late philanthropist Algur H. Meadows and located at 5900 Bishop Boulevard, houses one of the finest and most comprehensive collections of Spanish art outside of Spain as well as selected masterpieces of modern European sculpture from Rodin and Maillol to David Smith and Claes Oldenburg. The permanent collection of 670 objects includes painting, sculpture, decorative arts, and works on paper from the Middle Ages to the present. Artists represented include El Greco, Velázquez, Ribera, Zurbarán, Murillo, Goya, Picasso, and Miró. The Meadows Museum hosts a regular program of loan exhibitions each year in its temporary exhibition galleries and sponsors an active program of public lectures, tours, films, concerts, and symposia, as well as a children's summer art program and family days throughout the year. Museum collections are often utilized by SMU faculty in their courses. The museum membership program includes exhibition previews, tours of private collections, and opportunities for travel. Docent



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tours of the collection are available to school, University, and adult groups. The Meadows Museum, in addition to its collection, houses The Gates restaurant, a museum store, and a special event room.

The G. William Jones Film/Video Collection, founded in 1967, is the only moving-image archive in the Southwest and one of the oldest and largest in the United States. The mission of the collection is to find, preserve, study, and share the world's diverse film heritage for current and future generations. It is one of the few archives to actively seek out and preserve independent feature films. The collection is housed in the Greer Garson Theatre. Funded by a gift from the actress, the facility provides research space, screening rooms for 35mm and 16mm films and video projection, preservation and restoration space, and a 3,800-square-foot climate-controlled film and video storage vault. The collection specializes in multicultural films and video productions, and holds 7,000 films and 2,500 videocassettes. It holds an extensive collection of early African American film and is committed to finding and preserving these materials. The collection's Tyler, Texas, Black Film Collection contains more than 120 titles, including *Blood of Jesus*, which was chosen by the Library of Congress as a national film treasure.

The archive supports the University community by providing films and videotapes from the collection, screening and research facilities, and staff curriculum support. The archive also serves the research purposes of numerous other colleges, universities, museums, and libraries, as well as television and film producers.



ACADEMIC PROGRAMS

SMU offers degrees in four undergraduate and graduate schools and two graduate professional schools, including Dedman College (SMU's school of humanities and sciences), Meadows School of the Arts, Edwin L. Cox School of Business, School of Engineering, Dedman School of Law, and Perkins School of Theology. All of these schools offer graduate degree programs.

The University offers a range of distinguished graduate and professional programs, but since its beginnings in 1915, SMU has been particularly committed to the concept of a liberal arts undergraduate education. That commitment is reflected in all SMU undergraduate degree programs – programs that allow students to combine broad, interdisciplinary inquiry with in-depth study in a particular field of interest.

PREFACE TO THE CURRICULUM

At SMU, the philosophical basis for our undergraduate curriculum is our steadfast belief that the liberal arts are central to the goals of higher education. The Master Plan of 1963 articulated the University's educational commitment as follows: "The essence of the educational philosophy which undergirds the Master Plan is that professional studies must rise from the solid foundation of a basic liberal education. The aim of this University, in other words, is to educate its students as worthy human beings and as citizens, first, and as teachers, lawyers, ministers, research scientists, businessmen, engineers, and so on, second. These two aims – basic and professional education, general and special, cultural and vocational (in the best sense) – will not be separated in the program of this University. It is this University's belief that they should not be, for the well-educated person is indeed a whole human being. His or her intelligence and practical interests interact in all of his or her major activities. The courses and teaching of Southern Methodist University will be so designed that these general and special aims are carried out concurrently and in relation to each other. In this way, it is SMU's aim that every graduate be truly a well-educated person."

Students graduating from SMU must successfully complete courses in written English, quantitative reasoning, information technology, and science and technology. In addition, recognizing the rapidly changing sources of knowledge, students are asked to take courses in both disciplinary and interdisciplinary studies. Finally, our students must choose one of the more than 130 majors approved in the four undergraduate schools.

The undergraduate curriculum at SMU seeks to accomplish two interrelated goals: to provide a carefully constructed educational experience to be shared and valued by all of our undergraduates, and to offer our students the exceptional opportunity to explore a wide variety of frontiers and vistas that will challenge and encourage further intellectual investigation not only during their years on our campus but also for the rest of their lives. Our undergraduate curriculum, founded on both the depth and breadth of our educational objectives, has been developed with these goals in mind. A student's undergraduate years should ideally be similar to his or her first years of life in one critically important way: During our first years, our intellectual vistas expand exponentially every day. A similar expansion and enrichment should likewise occur during our undergraduate years. SMU invites its students to take every advantage of the exceptional opportunities before them. Our curriculum provides the frame within which such a life-changing experience can, and should, take place.

BACCALAUREATE DEGREE PROGRAMS

SMU offers Bachelor of Arts and Bachelor of Science degrees in Dedman College; Bachelor of Arts, Bachelor of Music, and Bachelor of Fine Arts degrees in the Meadows School of the Arts; the Bachelor of Business Administration degree in the Edwin L. Cox School of Business; and Bachelor of Science, Bachelor of Science in



Computer Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering degrees in the School of Engineering. Dedman College also offers the Bachelor of Humanities and Bachelor of Social Sciences degrees through SMU's Division of Evening and Summer Studies. For the degrees available in specific fields of study, consult the appropriate school's section in this bulletin.

HONORS PROGRAMS

The University offers a variety of honors and distinction programs to encourage scholastic achievement and creativity among its very best students.

The University Honors Program, the largest of these special programs, aims at fostering a sense of intellectual community among SMU's most talented undergraduates. The program is designed to prepare honors students for a new millennium – to ensure that they can cope with the challenges of rapid change and yet take advantage of the possibilities such a world will present. To this end, the program emphasizes the values of what has been historically known as a liberal arts education, namely, the abilities to read, write, and think critically and the acquisition of a basic understanding of human society in all its dimensions. Along with these time-honored objectives, the program provides exceptional opportunities for international studies and the exploration of topics across disciplines.

The University Honors Program focuses on general education courses, ideally taken in the first five terms at SMU. Students begin with a two-term first-year Honors Rhetoric course that explores and encourages critical reflection about several major concepts and works of literature that have shaped the modern world. The first term course is "Interpreting, Understanding, and Doubting," and the second is "The Ethical, the Catastrophic, and Human Responsibility." Classes are small and taught by excellent teachers. Individual sections of the course meet together periodically for discussion. Out of such encounters an honors "community" emerges. In addition, honors students choose three honors courses from the Perspectives categories of the General Education Curriculum (see this section of the bulletin for a listing of these categories). Designed to be broad and introductory, and drawing on material from the past and present, these offerings explore the way different disciplines raise questions and construct knowledge about the human experience. Finally, students are asked to take two Cultural Formations courses that deal with contemporary and historical topics whose understanding requires interdisciplinary or multidisciplinary approaches drawing on the humanities, social sciences, and sciences.

The University Honors experience extends beyond the classroom. Beginning with several orientation activities designed specifically for honors students, special events throughout the year provide occasions for coming together. Dinners and programs organized around scholars and artists in residence or distinguished visitors to the campus are part of the program. Honors students benefit, too, from the sense of solidarity built in campus venues dedicated especially to them: optional residence quarters, and seminar and activity spaces. The program also takes advantage of the exciting world of the Dallas/Fort Worth Metroplex. Visits to museums, studios, and centers of national and international business allow students to explore the enormous opportunities for learning that only a great urban center can provide. At the same time, and unlike programs in larger universities, the University Honors Program at SMU is not segregated from the larger world of the campus. Honors students have the option of interacting with their fellow students in the corridors of the student center, on the playing fields, and in the numerous student governing, social, preprofessional, political, cultural, and social organizations that enhance student life. Honors students help make the entire SMU world more intellectually exciting and vibrant.

The University is committed to providing both attention and resources to the University Honors Program. Enrollment in Honors courses is limited, and the University takes care to invite only its best teachers and most creative intellects to participate in the Program. Faculty mentors and advisers are available for information, help, and advice.

Entrance to the University Honors Program is by invitation. At the end of their undergraduate years, students who maintain a 3.00 grade-point average in their honors courses and overall receive a diploma inscribed with the designation “Honors in the Liberal Arts,” both a credential and a souvenir of their intellectual achievements.

In addition to the University Honors Program, individual schools, departments, and divisions of the University offer Honors or Distinction programs to exceptional students in their upperclass years. Depending on their major, such students take a series of honors courses and seminars in their departments or divisions. Many departments and divisions also frequently offer internships and research programs to upperclass students majoring in their fields. Such activities provide practical experience and specialized training within the major. Students completing Honors or Distinction programs within their departments or divisions graduate with “Department Honors” or “Division Honors.” More information on these programs can be found under the individual department and division listings in this bulletin.

ACADEMIC ADVISING

Advising for Pre-Majors

Through the Dedman College Advising Center, an academic adviser is provided for every student entering Dedman College as a first-year or transfer student. Advisers assist students in planning majors and minors, scheduling courses, and resolving academic problems that may arise. All undergraduate students are required to have the adviser’s signed authorization to enroll, add, or drop a course. Computerized Degree Progress Reports provide students with detailed information concerning completion of degree requirements. The Advising Center has received national recognition for its innovative programs and outstanding staff.

Advising for Majors

After completing 24 term hours and meeting other program admission requirements, students who elect courses of study in the humanities, sciences, or social sciences disciplines in Dedman College, or courses of study in the Meadows School of the Arts, or the School of Engineering, will be transferred into and assigned advisers in the major departments or interdisciplinary programs selected. Students who wish to enter the Edwin L. Cox School of Business will be transferred into that school and assigned major advisers after they have successfully completed 42 term hours and have met all other admission requirements.

Students are required to declare a major for which they qualify upon completion of 75 term hours, including credit by examination and transfer work, in order to continue their studies at SMU.

DIVISION OF EDUCATION AND LIFELONG LEARNING

Robert Patterson, **Dean**

The Division of Education and Lifelong Learning provides teacher education programs and lifelong learning opportunities that enhance the professional and personal well-being of community residents.

The Division’s Teacher Education programs fall into three strands: Undergraduate Teacher Certifications; Graduate Endorsements, Certifications, and Degrees; and Professional Development Opportunities. In addition, the division administers the Institute for Reading Research, which conducts research and develops and delivers educational programs in collaboration with the Center for Teacher Education. The



Division's Lifelong Learning programs – Noncredit Continuing Studies, Evening Credit Studies, Youth and Pre-College Programs, and the Summer Session – extend the University's resources to individuals who wish to study on a part-time basis.

Additional information is available at www.smu.edu/continuing_education.

Center for Teacher Education

The Center for Teacher Education houses undergraduate, post-baccalaureate, and graduate programs for both aspiring and practicing educators. Programs of study assist students in obtaining credentials for teaching in elementary, secondary, or all-level (grades K-12) settings. At the graduate level, a student may pursue a Master of Education (M.Ed.), a Master in Bilingual Education (M.B.E.), or a Master of Music Education (M.M.E.) – as well as other credentials in areas such as gifted education, bilingual education, reading, and learning therapy. For information regarding any of SMU's Teacher Education opportunities, contact the Center for Teacher Education, Southern Methodist University, 415 Clements, PO Box 750455, Dallas TX 75275-0455; 214-768-1311; or visit www.smu.edu/teacher_education/.

Undergraduate Teacher Certification

Kathy Hargrove, **Department Chair**

Professor: Patricia Mathes; **Associate Professors:** Jiang (JoAnn) Lan, William Pulte, Kenneth L. Springer; **Assistant Professor:** Deborah Diffily; **Assistant Research Professor:** Paige Ware; **Senior Lecturers:** Katherine Hargrove, Barbara Morganfield, Helen Perkins; **Lecturers:** Lee Alvoid, Shelley Wright; **Adjunct Lecturer:** Karen Vickery; **Teacher Certification Administrators:** Paula Serna, Josie Acosta.

The Center for Teacher Education offers courses that lead to teaching certification at the elementary and secondary levels. Undergraduate students pursue an approved academic major in Dedman College or Meadows School of the Arts while seeking Texas teacher certification through the Center for Teacher Education in Early Childhood-Grade 4, Middle School (grades 4-8), or High School (grades 8-12). Music education students work toward an all-level (grades K-12) certificate. Those who have already earned a Bachelor's degree may also obtain teacher certification credentials through the post-baccalaureate program, which essentially mirrors the undergraduate program.

Each student in a certification program has an education faculty adviser who directs his/her program of study. The education faculty is committed to mentoring and supporting the learning of students. Students are expected to maintain high levels of performance and to develop habits of reflection as they develop knowledge and skills of practice.

The program of study includes 24 hours of coursework and six hours of student teaching/internship experience in all three certification programs: Early Childhood-Grade 4 (EC-4), Middle School (Grades 4-8), and High School (Grades 8-12). Six 3-hour courses and six 1-hour seminars are required. (See the list of courses.)

Requirements for Admission to Teacher Education Programs. Students apply for formal admission to the program, submitting a transcript, essay, recommendation, character and fitness affidavit, and appropriate THEA or other test scores. Students must complete at least 45 hours of academic work with a G.P.A. of at least 2.50 and maintain grades of C or better and a minimum G.P.A. of at least 2.75 in a teaching field (e.g., English, mathematics, etc.). In addition, students must have attained a grade of C- or better in the following areas of the General Education Curriculum: Written English, Mathematical Sciences, Science and Technology, and History. Applicants also interview with members of the faculty of the center. Students

may register for up to six hours of EDU coursework prior to formal admission. EDU 2350 (Educational Psychology) is a prerequisite for undergraduates enrolling in the certification program. A personal/criminal background check may be required prior to admission to the student teaching experience. Applications for admission to Teacher Education may be obtained from the departmental office in 415 Clements Hall.

Required Courses. All of the courses in the program of study are based on the Texas standards for beginning teachers. Requirements can be completed in two regular semesters, such as Fall and Spring. Professors model learning experiences that are considered best practice for all learners in these courses. Students are expected to work collaboratively in small groups, complete simulated teacher tasks, pose questions for class inquiry, and use multiple resources to answer questions.

Field Experience. The teacher education program includes extensive field experience to help students prepare for careers in teaching. Background checks are required by most school districts prior to field experiences. The student progresses from observational activities in classrooms to teaching and learning practice sessions with individual students, small groups, and then whole class responsibilities in a carefully managed student teaching experience. SMU students receive mentoring from faculty noted for their exemplary records as both master teachers and scholars. Exemplary teachers from inner city to suburban settings also act as coaches during the field experience. Part of the field experience comes in the form of either a one-semester student teaching experience or a two-semester internship. During the one-semester experience, students work full-time for 15 weeks in an assigned classroom with a master teacher in the Dallas area. During this student teaching term, the six-semester-hour student teaching experience is regarded as “full-time” status enrollment at SMU for financial aid and academic purposes. In this way graduates of the SMU teacher education program are better able to enter the teaching profession ready to meet the dynamic learning needs of today’s youth.

Interview and Student Teaching Review. Prior to assignment to student teaching, candidates are reviewed by the faculty to determine whether adequate progress has been made in order to assume responsibility for school-age students. Such factors as academic performance, maturity, and a demonstrated sense of responsibility are among the factors considered. Students must have a 3.0 GPA in all education courses.

Early Childhood-Grade 4 Courses

EDU 2350. Educational Psychology. Aspects related to the learning process, such as education theories, characteristics of learners, nature and measurements of abilities, motivation for current research, and successful classroom practice.

EDU 5105. Aesthetic and Physical Development. Introduction to role of art, music, dance, drama, and physical development of young children and how these can be integrated into prekindergarten through 4th grade classrooms.

EDU 5106. Assessment. Explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families.

EDU 5107. Professionalism. Examination of ethics and legal standards required of Texas teachers, as well as inquiry into professional activity of exceptional educators.

EDU 5108. Children’s Literature. Critical study of literary trends and classical and current books appropriate for children in prekindergarten through 4th grades.

EDU 5109. Social Studies Teaching Strategies. Examination of social studies content, focusing on knowledge and skills required for prekindergarten through 4th grade students.

EDU 5110. Technology in the Classroom. Examination of programs typically used by classroom teachers in elementary schools, with focus on exploration and evaluation of software programs for young children.



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EDU 5325. Child Development. Examination of principles of child growth and development for 3-year-olds through 4th grade children.

EDU 5326. Learning Environment. Inquiry into issues such as the physical arrangement of the classroom, student diversity, discipline/guidance practices, and home-school-community relationships.

EDU 5327. Integrating Teaching and Learning. Review of the nature and design of educational activities: theory, research, and practice of lesson planning for active learning that meets the needs of individual students.

EDU 5355. Early Childhood-Grade 4 Math/Science. Evaluation of learning materials and teaching methods focusing on knowledge and skills required for prekindergarten through 4th grade students.

EDU 5357. Emergent Literacy. Examination of principles of literacy learning in young children and predictable stages of oral language, writing, and reading development.

EDU 5358. Conventional Literacy. Introduction of theories, practices, and materials for teaching reading/writing in primary grades.

EDU 5363/5364. Student Teaching. Course requirement of a 15-week assignment in an elementary school that has a diverse student population and a weekly seminar on campus.

Middle (Grades 4-8) and High School (Grades 8-12) Courses and Certification Areas

EDU 2350. Educational Psychology. Aspects related to the learning process, such as education theories, characteristics of learners, nature and measurements of abilities, motivation for current research, and successful classroom practice.

EDU 5115. Multicultural Education. This course addresses diversity within schools and society. Students will explore multicultural concepts and strategies and practice various cross-cultural communication skills.

EDU 5116. Inclusive Education. Current issues in inclusive education in urban settings are discussed. This course explores the significance and challenge of teaching students in a heterogeneously grouped classroom that includes mainstream students.

EDU 5117. Professional Growth. This course focuses on the professional teacher in Texas and provides a survey of various professional growth opportunities for the teaching professional.

EDU 5118. Formal/Informal Assessment. Students discuss various formal and informal assessment methods and strategies specific to their content area and level of certification.

EDU 5119. Urban Education: Issues/Policy/Practices. This course is an examination of the issues, policies, and professional practice relevant to teaching in an urban setting.

EDU 5120. Technology in the Classroom. This class focuses on ways to enhance learning and accommodate administrative duties in the classroom by means of investigating and using computer applications.

EDU 5335. Adolescent Development and Cognition. This course focuses on theory of adolescent growth and development and its application in the classroom. The study of how adolescents learn and the conditions under which they learn best will guide this course.

EDU 5336/5337. Integrating Teaching and Learning. The course presents methods for incorporating theory into practice, teaching for higher level learning, student-centered instruction, TAKS, and the role of the teacher in the learning process.

EDU 5359. Literacy in the Content Area. Students examine current research that promotes literacy instruction, such as ways to integrate reading, writing, and oral language; integrate literacy instruction in the various content areas; and identify the social as well as cognitive aspects of content area literacy.

EDU 5366/5367. Creating Successful Classrooms. This course examines the development of the "New Middle School" and the concept of creating a healthy classroom environment for middle school learners.

EDU 5368/5369. Establishing the Learning Environment. Major issues facing teachers in establishing and maintaining a positive and productive learning environment are the topics of this course.

EDU 5371. Secondary Instruction: Content Area Methods. Students observe and practice teaching and assessment methods and strategies specific to their content area and level of certification.

EDU 5373/5374. Student Teaching. Course requirement of a 15-week assignment in a middle/high school that has a diverse student population and a weekly seminar on campus.

Recommendation for Certification. Before the Center for Teacher Education will recommend a student for certification, all requirements – 24 hours of coursework, a satisfactory student teaching or internship experience, and passing scores on two TExES (Texas Examinations of Educator Standards) tests – must be fulfilled. For EC-Grade 4, the two TExES tests include the Pedagogy and Professional Responsibilities (EC-Grade 4) test and the EC-Grade 4 Generalist test. Students preparing for teaching in secondary schools must pass the Pedagogy and Professional Responsibilities TExES test for 4-8 or 8-12 and a TExES test in their content area.

TExES Preparation Seminar. The State Board of Educator Certification (SBEC) requires that persons seeking teacher certification take and pass the state-mandated TExES tests in the desired area(s) of certification. The SMU Center for Teacher Education requires all students to take and pass the SMU TExES Preparation Seminar. In the rare instance where a student does not pass the TExES test, a faculty mentor may be assigned to help develop an individual plan of supplemental study to complement a second taking of the TExES Preparation Seminar.

Graduate Study for Educators

SMU offers three Master's degrees for educators – the Master of Education (M.Ed.), the Master of Bilingual Education (M.B.E.), and the Master of Music Education (M.M.E) – as well as a number of special certifications and endorsements approved by the State Board of Educator Certification; certificates and endorsements are offered in the areas of gifted and talented education, bilingual education, learning therapy, and reading. Additionally, the center offers a **variety of** noncredit and credit workshops, lectures, and seminars that address topics of social and scholarly significance to professional educators.

The M.Ed. is a 36-hour degree program designed for the educator whose interest lies in broadening both academic preparation and classroom skills.

The Gifted Supplemental Certification program provides the graduate courses in gifted/talented education that are required for teachers to earn the state certification. The program is offered through the Gifted Students Institute, which also offers a series of one- and two-day in-service seminars led by nationally recognized experts in the field of gifted education. The institute serves two broad missions. It conducts research to advance knowledge of the nature and special needs of giftedness, and it serves the educational needs of three audiences – gifted youth, educators, and parents of gifted children. For information on the gifted endorsement or other opportunities, contact the Gifted Students Institute, Southern Methodist University, 3108 Fondren Drive, PO Box 750383, Dallas TX 75275-0383, 214-768-4383, www.smu.edu/gsi/.

The **Master Reading Teacher Program** offers the 12 graduate hours required to earn the MRT certificate through State Board of Educator Certifications.

The **Learning Therapist Program** is a professional clinical-practice program designed for individuals who are interested in teaching reading skills to students with written-language disabilities. Graduates of the 22-credit-hour program are

certified as professional Learning Therapists. To learn more about this opportunity, contact the Learning Therapist Program Office, Southern Methodist University, PO Box 750384, Dallas TX 75275-0384; 214-768-7323.

The M.B.E. and the Supplemental Certification in Bilingual Education are offered through the **Bilingual Education office**. Both programs address the needs of teachers in bilingual classrooms, K-12. The M.B.E. degree is a 36-credit-hour interdisciplinary program for teachers of students who are limited in English proficiency. The certification program provides the 12 graduate credit hours required for the Texas supplemental certification in bilingual education; this supplemental certification is also available with a Gifted and Talented focus. For additional information about SMU's bilingual education programs for teachers, contact the SMU Bilingual Education office at PO Box 750506, Dallas TX 75275, or by phone at 214-768-2184.

The M.M.E., offered through Meadows School of the Arts, is designed for professionally employed educators in public or private schools; participants have the option to concentrate their studies in choral conducting, instrumental conducting, general music, or piano pedagogy.

The Institute for Reading Research

Patricia Mathes, **Texas Instruments Foundation Endowed Chair for Reading Research**

In a world in which the ability to read has become increasingly important to academic, personal, and professional success, poor literacy levels among diverse populations remain high. SMU has responded to this crisis with the creation of the Institute for Reading Research, whose mission is the promotion of reading skills through research in the areas of reading acquisition and progress in young children, adult literacy, reading instruction, and bilingual education. The institute is also committed to the delivery of programs and activities that serve the reading-enhancement needs of the community at large.

The institute was made possible, in part, through the generous support of the Texas Instruments (TI) Foundation, which has endowed the faculty chair and directorship of the institute. The TI Foundation has long been active in creating and funding programs that address the needs of academically at-risk children. For additional information, call 214-768-8477 or visit www.smu.edu/readingresearch.

Lifelong Learning

Evening Credit Studies

Kathi Watts, **Director**

Baccalaureate Degrees. Designed to be the part-time interdisciplinary equivalent of the daytime Bachelor's degrees in Dedman College, the Bachelor of Social Sciences and Bachelor of Humanities evening degree programs serve students who wish to complete their undergraduate education in the evening on a part-time basis. Applicants must have earned at least 45 term hours of transferable course work and meet the University's admission requirements for transfer students.

The major area of study for the Social Sciences degree requires 36 term hours in course work taken from the following disciplines: psychology, sociology, economics, anthropology, and political science. Up to 45 term hours of electives may be earned.

The Humanities degree requires 36 credit hours in course work taken from art history, English literature, foreign language and literature, history, philosophy, and religious studies. Up to 45 term hours of electives may be earned.

For details concerning admission and program requirements, contact the Evening Credit Studies Office, Southern Methodist University, 6410 North Ownby, PO Box 750382, Dallas TX 75275-0382; 214-768-6483, www.smu.edu/evening_bachelors.

The Master of Liberal Arts. The Master of Liberal Arts graduate program provides a multidisciplinary approach to the study of the liberal arts. Choosing from a wide variety of courses in behavioral sciences, fine arts, humanities, science and culture, and social sciences, students design their own program of study to meet their personal and professional needs. The M.L.A. degree is open to persons holding a Bachelor's or higher professional degree from an accredited university or college. Thirty-six hours of graduate study are to be completed within six years after beginning the program. For further information contact the M.L.A. Office, Southern Methodist University, 6410 North Ownby, PO Box 750253, Dallas TX 75275-0253; 214-768-4273; www.smu.edu/mla.

Dispute Resolution Program. Mediation, negotiation, and conflict management are the focus of SMU's Dispute Resolution Certificate Program and Professional Seminar Series. The graduate program requires the completion of 21 credit hours for certification, and the Seminar Series offers frequent credit and noncredit workshops. The program provides formal training and practical experience in professional dispute resolution for use in corporate, civic, legal, domestic, religious, and educational settings. This program is located at SMU-in-Legacy, 5236 Tennyson Parkway, Plano TX 75024; 972-473-3435, www.smu.edu/dispute_resolution.

The Office of Nondegree Credit Studies facilitates study by adult students who do not want to work toward a degree but want to take undergraduate or graduate credit courses in the day or evening. The admissions policies and procedures reflect the special needs and circumstances of part-time, adult students. For information contact the Office of Nondegree Credit Studies, Southern Methodist University, 6410 North Ownby, PO Box 750382, Dallas TX 75275-0382; 214-768-4272, www.smu.edu/continuing_education/ndcs.html.

The Summer Session

Rebecca Hood, **Director**

SMU's **Summer Session** offers a comprehensive program for collegiate undergraduates and graduates. Courses are provided by Dedman College, Meadows School of the Arts, the Edwin L. Cox School of Business, and the School of Engineering. Courses are taught at the Dallas campus, at SMU-in-Taos at Fort Burgwin in New Mexico, and at numerous international study locations.

Students from other colleges or universities who desire to attend SMU's Summer Session are required to submit statements of good standing from the institutions in which they are currently enrolled and which indicate that they will be eligible to reenter their respective institutions at any time.

To learn more about SMU's Summer Session, contact the Summer Session Office, Southern Methodist University, 6410 North Ownby, PO Box 750382, Dallas TX 75275-0382; 214-768-4272, www.smu.edu/summer.

Noncredit Continuing Studies

Amy Heitzman, **Director**

The noncredit Continuing Studies Office offers a variety of informal courses, seminars, lectures, conferences, and professional development workshops. For additional information, see www.smu.edu/informal. Printed information is available from the Continuing Studies Office, Southern Methodist University, 6404 North Ownby, PO Box 750275, Dallas TX 75275-0275. Call 214-768-8446.

Informal Courses. These courses of varying lengths address different cultural, scholarly, personal, and professional topics. Additional information is available at www.smu.edu/informal.

Creative Writing Workshops. Creative writing instructors, noted authors, and publishers lead noncredit writing workshops. Selected participants are invited to



submit manuscripts for review by New York literary agents, editors, and publishing houses. Additional information is available at www.creativewriting.smu.edu.

International Languages. Noncredit language-conversation courses typically include Spanish, French, Italian, German, Modern Greek, Arabic, Russian, Mandarin Chinese, and Japanese. Additional information is available at www.smu.edu/informal.

Graduate Test Preparation. Study courses for the GRE, GMAT, and LSAT are offered throughout the year. Additional information is available at www.smu.edu/testprep.

Certificate Program in Financial Planning. SMU offers a certification in this fast-growing professional field. Additional information is available at www.smu.edu/cpfp.

Youth and Pre-College Programs

Kathy Hargrove and Rebecca Hood, **Directors**

The Division offers five programs that serve the educational and enrichment needs of youth.

The College Experience summer program (offered through the Gifted Students Institute) allows a small and carefully chosen group of highly motivated and academically able high school students to get a head start on college and a taste of campus life through SMU credit opportunities; www.smu.edu/ce.

The Talented and Gifted (TAG) summer program (offered through the Gifted Students Institute) provides intellectual challenges and cultural and social learning experiences to academically accelerated students completing the seventh, eighth, or ninth grade. TAG offers both credit and noncredit courses; www.smu.edu/tag.

Challenges (offered through the Gifted Students Institute) nurtures the critical-thinking, reasoning, and problem-solving skills of children ages 5-12 through workshops grounded in science, music, math, and language.

The Academic Enhancement Workshops offer a variety of courses for students ages 4 through 18. Workshop topics include study skills, reading, test preparation, math/science, vocabulary, and writing. Additional information is available at www.smu.edu/read.

The Summer Youth Programs offer one- and two-week special-interest enrichment workshops throughout the summer in the areas of technology, computers, multimedia, writing, art, math, science, literature, gaming, the Internet, study skills, leadership, and social skills. Additional information is available at www.smu.edu/summer_youth.

INTERNATIONAL STUDENTS

The Office of International Admissions and Relations, 6185 Airline, Suite 216, Dallas, TX 75205, makes admission decisions on first-year candidates who are foreign citizens and on American citizens studying outside the United States. Undergraduate international transfer students are assessed by the Office of Transfer Admissions. Once an undergraduate international transfer student is accepted to the University and has provided an adequate Certificate of Financial Responsibility or bank letter, the Office of International Admissions and Relations issues the form I-20 mentioned below.

Foreign citizens and U.S. passport holders studying outside the United States applying to SMU as first-year and transfer undergraduate students are expected to meet all requirements for admission.

Students for whom English is not the native language are expected to take an internationally recognized English language test such as TOEFL or IELTS. A score of at least 550 (paper test) or 213 (computer test) on the TOEFL or a score of 6.5 on

the IELTS is required for admission consideration. Students with scores slightly below those mentioned above will be required to successfully complete SMU's summer Intensive English Program prior to matriculation. Transfer students without an internationally recognized English language test score will be evaluated on the basis of college-level grades in English Composition/Rhetoric courses.

International transfer students who have completed college-level work at an international university must submit the following (in English or with an English translation):

- An official transcript.
- Course descriptions.
- Professional evaluation (see page 90 for explanation).

The expenses to be incurred in attending the University are listed under Financial Information. Additional costs that international students may expect include room and board during school holidays, travel expenses, and international student insurance, and a one-time international student fee (foreign passport holders only). Need-based financial aid is not available for international students. However, first-year international students will be considered for all available academic scholarships.

When an international student has been admitted and provided an adequate Certificate of Financial Responsibility or bank letter, the Office of International Admissions and Relations will issue form I-20, the Certificate of Eligibility. The student will be required to produce the I-20, the Letter of Acceptance, and proof of finances when applying at the U.S. embassy or consulate for a student visa.

All international students at Southern Methodist University must be covered by health insurance in the amounts specified for Exchange Visitors by the U.S. government. Health insurance may be purchased through the University by self-enrollment with the University-contracted insurance plan or elsewhere.

Required Testing

SMU requires all applicants except foreign citizens attending secondary schools outside the United States to submit SAT I scores and/or American College Test (ACT) scores. These examinations are conducted in a number of test centers throughout the United States and in foreign countries several times each year. It is recommended that students take the SAT I or ACT more than once. Although scores from tests taken after January are acceptable, waiting for scores may delay the final admission decision. Foreign students whose native language is not English are required to submit a score of 550 or better on the paper-based TOEFL (Test of English as a Foreign Language), a score of at least 213 on the computer-based TOEFL, or a score of 6.5 on the IELTS test.

Students may obtain additional information about the College Entrance Examination Board (CEEB) and its tests (SAT I, SAT II, TOEFL) from their high school counselors or by writing to the CEEB at PO Box 592, Princeton NJ 08540. (www.collegeboard.org). Students requesting further information about the American College Test also may contact their high school counselors or write to the ACT National Office, 2201 North Dodge Street, PO Box 168, Iowa City IA 52243. (www.act.org).

International Certificate Programs

SMU awards credit for the successful completion of the international certificate programs listed below. In certain cases, departmental examinations may be required as a part of the evaluation process.

1. *The International Baccalaureate*

Six to eight credits will be awarded for scores of 5, 6, or 7 on International

Baccalaureate Higher-Level exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for Standard-Level exams.

2. *The General Certificate of Education A-Level (United Kingdom)*

Six to eight credits will be awarded for grades of “A” and “B” on A-Level exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for a score of “C”, or for 0-Level and AS-Level exams.

3. *The Baccalaureate (France)*

Six to eight credits will be awarded for scores of 11 or above, with a maximum award of 32 credits.

4. *The Abitur (Germany)*

Six to eight credits will be awarded for passing scores on each of the written exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for oral exams.

Foreign Transcript Credit (Transfer Students Only)

All foreign transcripts must be accompanied by a professional evaluation and an official transcript, including an English translation if it is not in English, and course descriptions or syllabuses. It is the student’s responsibility to procure this evaluation, and to assume financial responsibility for it.

Because of the importance of this information, SMU accepts evaluations from the following institutions of proven reliability:

World Education Services, Inc.
PO Box 745 Old Chelsea Station
New York, NY 10113-0745
Telephone: 212-966-6311
Toll-free: 1-800-937-3895
E-mail: infor@wes.org
www.wes.org

AACRAO
One Dupont Circle, NW, Suite 520
Washington, DC 20036
Telephone: 202-293-9161
Fax: 202-872-8857
E-mail: info@aacrao.org
www.aacrao.org

Educational Credential Evaluators, Inc.
PO Box 92970
Milwaukee, WI 53202-0970
Telephone: 414-289-3400
www.ece.org

The evaluation should include an explanation that the institution is recognized by the ministry of education in the home country and is generally considered to offer at least the equivalent of U.S. higher education credit. In addition, it should include an explanation of the credits, the grading system and course levels, as well as a course-by-course evaluation.

The expertise and reliability of a professional evaluation report is recognized worldwide, and is likely to be accepted by other academic institutions, employers, and state licensing boards. However, the report is not binding to SMU and will be considered a recommendation for independent decision of the credit to be given.

Information and applications are available on the Web from the services. If you need further information, please contact the Office of Admission.



English as a Second Language Program

John E. Wheeler, **Director**

Students whose first language is not English may encounter special challenges as they strive to function efficiently in the unfamiliar culture of an American university setting. The Office of General Education offers the following ESL resources to students from all schools and departments of SMU.

The Courses (ESL)

1001. ESL Communication Skills. The goal of this course is to improve ESL students' oral and aural interactive skills in speaking, giving presentations, pronunciation, listening, and American idiomatic usage so that they may become more participatory in their classes and integrate more readily with their native English-speaking peers. It is designed to meet the needs of both undergraduate and graduate students who may be fully competent in their field of study yet require specialized training in order to effectively communicate in an American classroom setting. The course is noncredit and no-fee, and is transcribed as Pass or Fail. ESL Departmental Approval is required, and students may apply online at www.smu.edu/esl.

1002. ESL Communication Skills II. Building on skills developed in ESL 1001, students make use of their knowledge and practice to explore various aspects of American studies. In addition to speaking and presentation skills, reading and writing are also exploited as a means for students to gain a deeper understanding of American culture, customs, attitudes, and idiomatic use of the language. The course is noncredit and no-fee, and is transcribed as Pass or Fail. ESL 1001 is recommended as a precursor but is not a prerequisite. ESL Departmental Approval is required, and students may apply online at www.smu.edu/esl.

1300, 1301, 1302. ESL Rhetoric. The ESL sequence of First-Year Writing aims to provide students with the tools they will need to successfully complete writing assignments required of them during their University course work. The ultimate goal of ESL Rhetoric is to bring students' analytical reading and writing skills in line with the standards expected of their native English-speaking peers. In addition to the principles of effective writing taught in regular Rhetoric classes, ESL Rhetoric students are given extra practice in vocabulary development, grammar skills, standard American English pronunciation, and conversational fluency. 1302 courses are specially designed around themes that are pertinent to the realities and experiences of non-native speakers of English. ESL sections of Rhetoric grant students the same amount of credit as do regular Rhetoric classes, yet "ESL" will not appear on the transcript. Departmental Approval is required.

2001, 2002, 2003, 2004. Intensive English Program (IEP). This multilevel year-long program is designed to prepare students and professionals for academic success at the university level. The course of study consists of English for Academic Purposes, TOEFL-related skills, and American culture. It is open to currently enrolled and newly incoming students, as well as to those not affiliated with SMU. On-campus housing and meals are available during the six-week summer term. This is a noncredit, nontranscribed program, and separate tuition fees will be charged. ESL Departmental Approval is required, and the application package may be downloaded via the IEP link at www.smu.edu/esl.

3001. Advanced Grammar for Writers. This course helps students develop their grammar and writing skills within the context of academic readings. Problem areas of English grammar and style are explored through periodic assignments, research documentation methods, and a final research project. The course is free of charge, noncredit bearing, and will appear on the transcript as Pass or Fail. ESL Departmental Approval is required, and students may apply online at www.smu.edu/esl.

3002. Advanced Academic Writing. Building on principals of grammar and style covered in ESL 3001, this course helps students further improve the writing skills needed for their particular academic careers using academic texts as a basis for out-of-class writing assignments and a final research project. The course is free of charge, noncredit bearing, and will appear on your transcript as Pass or Fail. ESL Departmental Approval is required, and students may apply online at www.smu.edu/esl.



Conversation Buddy Program

Once at the beginning of each term, all students are notified via campus e-mail of this opportunity to practice their language skills in an informal, one-on-one setting outside the classroom for one to two hours a week. Every effort is made to match native speakers of English with a native speaker of a language or culture in which they may have an interest. In this way, both the ESL student and the native English speaker benefit from a two-way language exchange. Participation in this program is an option available for students enrolled in a Choices II Wellness class to partially fulfill the out-of-class co-requirements of the class; students should talk to their CHOICES II instructor for details. To apply for a Conversation Buddy, send an e-mail to jguevara@smu.edu.

ESL Self-Study Lab

A collection of audio- and videotapes is available for self-study use at the Norwick Center for Media and Instructional Technology (CMIT), and computer software is available at the Information Commons Computer Lab FLE 109. Students will find materials to help them improve their pronunciation, listening, vocabulary, and grammar skills.

THE INTERNATIONAL CENTER/STUDY ABROAD

The University offers students an opportunity to live, study, and travel abroad in term or year-long programs, as well as summer programs. Term or year-long programs are maintained in Australia; Britain; Copenhagen, Denmark; Paris, France; Japan; Russia; Madrid, Spain; and Taipei, Taiwan. The University also offers five-week summer terms in Beijing and Suzhou, China; Oxford and London, England; Paris and the South of France; Weimar and Konigswinter, Germany; three programs in Italy, and Xalapa, Mexico. Programs in other countries may be added from time to time. Instruction in all programs is offered in English, except for courses in foreign languages and literature. Students in good standing at SMU and other universities may participate in SMU's Study Abroad Programs. A minimum GPA of 2.7 is normally required for semester programs, a 2.5 for summer programs. The University reserves the right to call students back from its study-abroad programs and/or to close international study-abroad programs whenever it determines that the health and/or safety of its students may be at risk.

Term Programs

SMU-in-Australia. Students have an exciting opportunity to study in Perth, Western Australia, during the Spring term in a program offered in cooperation with Curtin University of Technology. The program includes a Southeast Asia study tour in January, preceding the term. Students also participate in a community service program during the term. The entire program emphasizes Australian studies as well as the geographic, economic, and social systems of the Pacific Rim nations.

SMU-in-Britain. For students desiring a year of study in England, the University offers counseling and assistance in gaining admission to a British university. For all work successfully completed under this arrangement, appropriate academic credit will be recorded at SMU. In the past, students have studied arts, sciences, engineering, economics, history, and English at various British universities.

SMU-in-Copenhagen. Through a cooperative arrangement with DIS, Denmark's International Study Program, SMU students may enroll for one or two terms of study in Copenhagen. Courses are offered in environmental studies, humanities, international business, and medical practice and policy. All courses are taught in English. No knowledge of Danish is required for acceptance, although there are minimum

G.P.A. requirements. Students retain SMU residency while participating in an affiliate program and receive appropriate academic credit for all work successfully completed.

SMU-in-Japan. SMU students have an unusual and challenging opportunity to live and study for a Japanese academic year (October-July) through a well-established exchange program with Kwansei Gakuin University near Osaka, Japan. Students enroll for specially designed courses taught in English and Japanese. Field trips and cultural events are an integral part of the Japan experience. Students should have completed a minimum of two years of college Japanese.

SMU-in-Paris and SMU-in-Spain. The University has well-established programs in both Paris and Madrid. Participants in SMU-in-Spain should have completed intermediate (three terms) college-level Spanish. Courses are offered in the following fields: art history, English, business, film, history, language and literature, political science, and studio art. Students are housed with families. Orientation trips and cultural events are an integral part of both programs. Participation in either program for a full academic year is recommended, but students may attend either the fall or spring term.

SMU-in-Russia. Through a special arrangement between SMU and CIEE, Russian Area and Language students receive highly individualized instruction in this intensive language program. Instruction also will cover Russian literature, history, current events, and other Russian Area topics, particularly for students at advanced levels of language study.

SMU-in-Taipei. Students can attend for the Fall or Spring terms, or for the academic year (mid-September through the end of June), as exchange students at Soochow University in Taipei, Taiwan. One year of college-level Chinese is required. With the exception of Chinese language, classes are taught in English. Students can choose from subjects including Chinese language, Chinese history, art history, and political science.

Summer Programs

SMU-in-Beijing. This is a summer intensive language program in association with Associated Colleges in China (ACC). Students learn Mandarin Chinese in the context of Chinese society. They enroll in either Intermediate or Advanced Chinese and live on the campus of the Capital University of Business/Economics. Students earn eight credits for the session. Cultural and extracurricular activities include field trips, classes in calligraphy, *ta'i chi*, cooking, choir, and a weekend visit to a host family. A language pledge to speak only Chinese throughout the program is required. Students have the option of staying for the Fall term.

SMU-in-London: Communications. Taking advantage of London as an international center, this program enables students to select two courses in the field of communications from the following alternatives: international communications, European media, international advertising, and international public relations. Field trips include study excursions to Bath, Brighton, and Cambridge.

SMU-in-Oxford. Students and faculty live and study in the quadrangles of University College, Oxford's oldest foundation. Each student takes two courses: one discussion course taught by SMU faculty and one tutorial taught by British faculty. An introduction to England is provided through trips to London, Stratford-upon-Avon, and other places of interest.

SMU-Summer-in-Paris. Paris, at the crossroads of Europe, is the setting for this study program. Focusing on French culture from a global perspective, the program takes participants to famous sites such as the Louvre, Notre Dame, and the Eiffel Tower, and also includes the extraordinary wealth of lesser known museums and



landmarks. Knowledge of the French language is not necessary for this program, and none will be taught.

SMU-in-The South of France. This intensive French-language program is based in Cannes, on the Mediterranean coast. The exceptional beauty of this part of southern France is complemented by its numerous cultural attractions. The program focuses on three language learning levels: beginning, intermediate, and advanced.

SMU-in-Italy. This program emphasizes the study of art history, Italian cinema and theatre, and studio art. Students will divide their time between Orvieto and Rome. Drawing upon Rome as a living classroom, the program takes participants to various on-site visits.

Archaeology-in-Italy. This program gives students the opportunity to excavate in one of the most beautiful and historically important valleys of Tuscany, near the modern town of Vicchio. The actual excavation site is known as Poggio Colla, a wooded hill overlooking Vicchio that was inhabited by the Etruscans between the 7th and 2nd centuries B.C. Students will be introduced to the principles of archaeological field methods through lectures and field experience. Lectures on Etruscan history, art, and culture will also be provided.

SMU-in-Rome and Bologna. Rome and Bologna are the settings for this intensive Italian language program. The combination of one language course and one culture course will provide the students a comprehensive view of Italy today.

SMU-in-Weimar, Germany. This summer program is designed for students who wish to combine their study of the German language with the study of German history and culture and/or music history in one of Germany's most beautiful and culturally rich cities.

SMU-in-Königswinter, Germany. This new program is available to students interested in technology, particularly in energy and the environment. It is based in a beautiful area of Germany, south of Bonn.

SMU-in-Xalapa, Mexico. The Spanish language program in Xalapa offers an intensive six-week exposure to the Spanish language and the people and culture of Mexico. Xalapa, the capital of the state of Veracruz, is an ancient Indian city that blends its pre-conquest and colonial heritage with 20th-century technology. The program focuses on intermediate and advanced-level Spanish language studies.

SMU-in-Suzhou, China. This May Term program, hosted at Suzhou University, allows students to immerse themselves in the people, culture, and history of China. Students earn three credits; study tour destinations include Hangzhou, Nanjing, and Shanghai.

More information is available from International Center/Study Abroad, Southern Methodist University, 6185 Airline, Dallas TX 75275-0391; telephone 214-768-2338; Web site: www.smu.edu/studyabroad.

Study Abroad Course List

F=Fall Term; S=Spring Term

SMU-in-Australia (Spring Term Only)

- ANTH 2301** Introduction to Anthropology
- ANTH 4390** Asian Study Tour and Seminar
- ANTH 4391** Community Service
- or **SOCI 5399**
- CFA 3370** Introduction to Indigenous Australians
- HIST 3395** Problems in Asian History
- HIST 4365** The Making of Australian Society
- PLSC 4340** Australian Government



SOCI 2310 Introduction to Sociology
transfer credit Indonesian Language
transfer credit Korean Language
transfer credit Japanese Language
transfer credit Thai Language

SMU-in-Copenhagen

Humanities and Social Sciences and International Business

ANTH 3355 (PLSC 4343) Nationalism and Minorities in Europe
ARHS 1331 European Art of the 19th Century (F)
ARHS 1332 European Art of the 20th Century (S)
BA 3300 European Business Environment: The EU
BA 3301 Economies in Transition: Doing Business with Russia and Eastern Europe (S)
BA 4315 EU Seminar (S)
CTV 5303 History of European Film (F)
CTV 3310 Contemporary European Film: The Individual and Society (S)
CFA 3327 Environmental Problems and Policy: A European Perspective
DANC 2373 History of European Ballet
ECO 4357 Economic Theories of Globalization
FINA 4329 International Finance in a European Context
HIST 3343 Twentieth-Century European History
HIST 4314 The Jews in Europe: From the Middle Ages to Present
MKTG 3300 International Marketing
MNO 3300 Environmental Business Strategy
MNO 3301 Global Business Strategy
PHIL 3370 Kierkegaard: Philosophy and the Meaning of Life
PLSC 3351 Russia Under Putin
PLSC 4340 Danish Politics and Society
PLSC 5341 European Politics: The European Union
PLSC 5383 European Conflict and Security Issues
PSYC 5334 Developmental Psychopathology
PSYC 5385 Brain Functioning and the Experience of Self
RELI 3359 Nordic Mythology
SOCI 5363 Criminal Justice in Scandinavia
transfer credit Danish Instruction
transfer credit Masterpieces of Modern Scandinavian Literature (S)
transfer credit Dickens and Andersen: Romanticism, Realism, and Modernism (F)

Marine Environmental Studies and Medical Practice and Policy

BIOL 4390 Marine Biology of European Coastal Waters
BIOL 3307 Ecology and Human Impact in the North and Baltic Seas
SOCI 3301 Health Care in Scandinavia
transfer credit Human Health and Disease: A Clinical Approach

SMU-in-Paris

Art History

ARHS 3329 Paris Art and Architecture: From the Beginnings Through the Reign of Louis XIV (F)
ARHS 3346 Paris Art and Architecture: From 1715 Through the Present Day (S)
ARHS 3352 Origins of Impressionism (F)
ARHS 3353 Impressionism in Context (S)
ARHS 4344 Images of Power (F)



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Business Administration

BA 3300 Business in Europe (F and S)

Communications

CTV 3310 The French New Wave Cinema (S)

CTV 4305 Motion Pictures of Paris (F)

Cultural Formations

CFA 3328 Contemporary France (S)

CF 3304 France-Amérique Between the World Wars: Making a New Culture

English

ENGL 3375 Expatriate Writers in Paris: The Invention of Modernism (F and S)

French

FREN 1401, 1402 Beginning French (First-year)

FREN 2401 Intermediate French (Second-year) (F and S)

FREN 3355 Advanced French I (F and S)

FREN 3356 Advanced French II (F and S)

FREN 4373 French Civilization: The Age of Enlightenment (F)

FREN 4374 French Civilization: The 19th Century (S)

FREN 5380 or 5381 Tutorials for Juniors and Seniors (F)

History

HIST 3349 Images of Power (F)

HIST 3366 France, America, and the Atlantic World, 1600 to 1900

HIST 5392 Introduction to Archival Research in France (F and S)

Music History

MUHI 4342 Music, Musicians, and Audiences in 19th-Century Paris
(Fall Term of odd-numbered years)

Political Science

PLSC 4380 Historical and Contemporary Issues of the European Construction

Studio Art

ASDR 1300 Introduction to Studio Drawing (F and S)

ASDR 2300 Drawing II (F and S)

ASDR 3300 Drawing: Intermediate Level (F and S)

ASPT 2304 Introduction to Studio Painting (F and S)

ASPT 2305 Painting: Intermediate Level (F and S)

SMU-in-Japan

Anthropology

ANTH 4391 Directed Studies (F)

Art History

ARHS 3394 Arts of Japan (F)

Business

BA 3300 Special Topics: Japanese Business (F)

Economics

ECO 4357 International Trade (F)

History

HIST 3395 Problems in Asian History (S)

Japanese

FL 3322 Postwar Japanese Culture and Society (F)



JAPN 1501 Japanese Level 1 (F)

JAPN 3501 Japanese Level 2 (F)

JAPN 4501 Japanese Level 3 (F)

JAPN 5501 Japanese Level 4

JAPN 6501 Japanese Level 5

Political Science

PLSC 3346 Government and Politics in Japan (F)

Religious Studies

RELI 3367 Religious Life of China and Japan (F)

Sociology

SOCI 3300 Contemporary Urban Problems: Japanese Society (S)

SMU-in-Spain

Art History

ARHS 3344 Paintings at the Prado (F)

ARHS 3360 Modern Painters in Spain (S)

Business Administration

BA 3300 (CF 3391) Management and Ethics in a Cross-Cultural Context (F and S)

Cultural Formations

SPAN 3373 (CFA 3330, FL 3303) Spanish Civilization (F and S)

History

HIST 3365 Problems in European History: The Making of Modern Europe (F or S)

HIST 3380 Problems in Ibero-American History: Latin American History (F or S)

Political Science

PLSC 4340 Political History of Contemporary Spain (F and S)

or **HIST 4381** History of Spain, 1469 to Present (F and S)

Religious Studies

RELI 1304 World Religions (F)

Spanish

SPAN 3311 Conversation and Composition (F and S)

SPAN 3357 Phonetics and Phonology (F and/or S)

SPAN 3358 Advanced Grammar (F and S)

SPAN 4391 Commercial Spanish for International Trade (F and S)

SPAN 4395 Introduction to Hispanic Literature (F and/or S)

SPAN 5334 Contemporary Spanish Novels (F)

SPAN 5335 Contemporary Spanish Theater (S)

SMU-in-Taipei

ARHS 3396 Beauty of Chinese Art

HIST 3394 Modern History of China

PLSC 4340 Special Studies in Comparative Governments and Politics/Voting Behavior

SUMMER PROGRAMS

SMU-in-Beijing

Chinese

CHIN 2401-02 Intermediate Chinese

CHIN 3311-12 Advanced Chinese



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CHIN 4411 China in the 1990s

CHIN 4412 Chinese Literature and Culture

SMU-in-London: Communications

Advertising

ADV 5304 International Advertising

ADV 5302 Global Advertising Account Management

Corporate Communications and Public Affairs

CCPA 3321 International Communications

CCPA 5301 International NGOs and the Civil Society

Journalism

CCJN 5301 Mass Media in Great Britain

SMU-in-Oxford

English

ENGL 3399 The Gothic Novel

ENGL 4332 Shakespeare

History

HIST 3365 (FL 3380) Julius Caesar and Roman Britain

HIST 3374 (CF 3328) Diplomacy in Europe: From Napoleon to the EU

HIST 4388 Georgian and Victorian England

Political Science

PLSC 3389 (CF 3386) International Political Economy

PLSC 4340 Anglo-American Democracy

Religious Studies

RELI 1303 Introduction of Eastern Religions

Theatre

THEA 4385 (CFA) 3324 Studies in Theatre, Drama, and Performance: English Theatre

SMU-Summer-in-Paris

Cultural Formations

CFA 3332 Political and Social Institutions II: A Parisian Perspective

History

HIST 3335 (CF 3335) One King, One Law: The Culture of Absolutism, France 1500-1789

SMU-in-the-South of France

French

FREN 1401 Beginning French

FREN 1402 Beginning French

FREN 2201 France Today

FREN 2401 Intermediate French

FREN 4355 Advanced Spoken French (Track 1)

FREN 4355 Advanced Spoken French (Track 2)

FREN 4370 Introduction to French Literary Texts

FREN 4373 French Civilization (Track 1)

or **CF 3362** The Europeans: A Case Study

SMU-in-Italy

Art History

ARHS 3312 Etruscan and Roman Art



Cinema

CTV 3310 (CFA 3375) Post-War European Cinema, 1945-Present

Theatre

THEA 4386/CF European Theatre and Drama

Drawing

ASDR 1310 Drawing in Italy

Archaeology-in-Italy

ARHS 3603 Archaeological Field Methods of Italy

SMU-in-Rome and Bologna

Italian Culture in English

FL 2201 Italy Today

FL 3391/3392 Contemporary Italian Literature in Translation

Italian

ITAL 1401 Beginning Italian

ITAL 1402 Beginning Italian, Second Semester

ITAL 2401 Italian, Third Semester

ITAL 4381/4382 Directed Studies

SMU-in-Xalapa, Mexico

Spanish

SPAN 2311-12 Second-Year Spanish (six credit hours)

SPAN 5336 Contemporary Novel

SPAN 3355 Advanced Conversation

SPAN 3358 Advanced Grammar

SPAN 3374 Spanish American Civilization

SPAN 4391 Commercial Spanish for International Trade

SPAN 5338/3310 The Latin American Short Story

SMU-in-Germany

Cultural Formations

CF 3379 German Culture in Weimar

German

GERM 1401 Beginning German

GERM 2311 Second-Year German

GERM 3313 Germany Today: People, Culture, Society

Music History

MUHI 4376 Music History Seminar: Milestones in German Music

SMU-in-Königswinter, Germany

ME 1303 Energy, Technology, and the Environment

ME 2331 Fundamentals of Thermal Science

ENCE 3327 Principles of Surface Water Hydrology and Water Quality Modeling

ME 3340 Engineering Materials

ME 4351 Ethical Decision Making in Applied Science and Engineering Technology

ME 5390 Undergraduate Seminar: German Language and Techno Culture

SMU-in-Suzhou, China

CF 3395 A Cultural Journey Into China



SMU-IN-LEGACY

PLANO, TX

SMU-in-Legacy, located in Plano's Legacy business park, serves the businesses and residents of Collin County and surrounding areas. The facility offers graduate degree and certificate programs for professional advancement and personal enrichment. Offerings include the Master of Business Administration and the Executive Master in Engineering; graduate certificate programs in dispute resolution, digital gaming (The Guildhall), and learning differences therapy; advanced computer systems certifications; and informal courses for adults and youth. For information, contact SMU-in-Legacy, 5236 Tennyson Parkway, Plano TX 75024; 972-473-3400, or www.smu.edu/legacy.

SMU-IN-TAOS

The University maintains a summer campus at Fort Burgwin, located 10 miles southeast of Taos, New Mexico. SMU-in-Taos is open for summer study each year, offering courses in the humanities, natural and social sciences, performing and studio arts, as well as archaeological research.

Students are housed in small residences called *casitas*, which accommodate up to 11 students. Each residence has complete lavatory and shower facilities and a large study area with fireplace. Classrooms, offices, an auditorium, dining hall, library, computer lab, and laundry facilities also are located on campus.

The campus is home to both Pot Creek Pueblo and historic Fort Burgwin. Pot Creek Pueblo, one of the largest prehistoric sites in the northern Rio Grande Valley, is located on the property. It is thought to have consisted of 300 ground-floor rooms and to have been occupied from AD 1200 to 1350. Ongoing archaeological excavations occur each summer.

Historic Fort Burgwin was originally established in the mid-1850s. The fort served many purposes, chief among them to protect area settlers. Reconstructed, the fort now serves as office and classroom space for the summer programs.

Three semesters are offered in Taos each summer, including May Term, June Term, and August Term. May and August are short, intense semesters in which students may take up to four credit hours. June Term is a longer, more traditional summer semester that allows students to take up to seven hours of coursework. Course offerings vary year-to-year and are designed to be relevant to the Southwest. Courses are heavily field trip-oriented, planned to take advantage of Northern New Mexican cultural sites.

Literature describing the campus and its programs is available from the SMU-in-Taos Office, Southern Methodist University, PO Box 750145, Dallas TX 75275, 214-768-3657. Additional descriptions and information can be found at www.smu.edu/taos, or can be obtained via e-mail, smutaos@smu.edu.

RESERVE OFFICERS' TRAINING CORPS

Air Force. Air Force ROTC courses are not offered on the SMU campus. SMU students who wish to earn appointments as commissioned officers in the U.S. Air Force may participate in the Air Force general military course and professional officer course through the University of North Texas in Denton (UNT). Students who participate in the UNT Air Force ROTC program are responsible for their own travel and other physical arrangements. The Air Force ROTC program develops skills and provides education vital to the career officer. Active-duty Air Force personnel provide all instruction and program administration.

The program is open to all students. First-year students may enroll in the four-year program, and students with at least two undergraduate or graduate academic years



remaining may apply for the two-year program. Students who complete their program with at least a Bachelor's degree will be commissioned as officers.

Scholarships, available to qualified students in both four-year and two-year programs, provide full tuition, fees, textbook allowance, and a monthly tax-free \$100 subsistence allowance. National competition is based on SAT or ACT results, Air Force Officer Qualifying Test results or college academic record, and extracurricular and athletic activities. Uniforms and textbooks for AFROTC courses are issued at no cost to cadets. Students with at least six months' active military service may be granted waivers on a portion of the general military course.

UNT's Air Force ROTC courses are described under "Aerospace Studies" in the Dedman College section of this catalog. Further program information and application procedures may be obtained by contacting AFROTC, The University of North Texas, Denton TX 76203; 940-565-2074.

Army. Army ROTC courses are not offered on the SMU campus. Students can participate in the Army ROTC program at the University of Texas at Arlington by enrolling as they enroll for other SMU courses. Students who participate in the UTA Army ROTC program are responsible for their own travel and other physical arrangements.

Army ROTC offers students the opportunity to graduate as officers and serve in the U.S. Army, the Army National Guard, or the U.S. Army Reserve. Army ROTC scholarships are awarded on a competitive basis. Each scholarship pays for tuition and required educational fees and provides a specified amount for textbooks, supplies, and equipment. Each scholarship also includes a subsistence allowance of up to \$1,000 for every year the scholarship is in effect.

Students can participate in the Army ROTC on-campus program by enrolling as they enroll for other SMU courses. Army ROTC courses are listed under Special Studies in the Schedule of Classes and described under Special Studies in the School of Engineering section of this catalog.



STUDENT AFFAIRS

The vice president for Student Affairs is charged with providing guidance, support services, and a variety of programs and activities intended to complement the academic pursuits of students and to promote their development.

The mission of the Division of Student Affairs (www.smu.edu/studentaffairs/) is to develop, with others in the University, opportunities for students to become productive citizens through the creation of challenging environments that contribute to students' intellectual, spiritual, physical, social, cultural, moral, and emotional growth, and, in so doing, engage them with the widest range of persons within the University and beyond. Throughout the Division of Student Affairs, students will encounter caring professionals who are trained and skilled in their own specialties and are professional educators dedicated to assisting students in developing their full potential. The focus of Student Affairs is one of education and guidance not merely problem-solving. The role of the staff is, along with the faculty, to assist the student in reaching true maturity and to prepare the student to take a useful place in society.

Concern for and realization of the full development of each student in and out of the classroom constitutes one of the major goals of the University. Consequently, SMU's Student Affairs programs are designed to support and supplement SMU's formal academic work. Many departments exist to provide services for the benefit and convenience of SMU students. The Division of Student Affairs encompasses a broad range of programs and services dealing with housing and residential matters, physical and mental wellness, personal and career counseling and testing, recreational sports and intramurals, religious affairs, minority student programs, as well as judicial matters, new student orientation, volunteer opportunities, and women's programs.

ACADEMIC INTEGRITY

The Honor Code of Southern Methodist University

Intellectual integrity and academic honesty are concepts fundamental to the processes of learning and evaluating academic performance; without them the process of inquiry is dismantled at its base and further positive educational progress is almost certainly prevented. The maintenance of the highest level of academic integrity is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all disciplines of the University.

University faculty members serve as the gatekeepers of academic integrity in a university setting. Through direct interaction with the student in the classroom, they witness firsthand the state of inquiry exhibited by the student and the process utilized by that student. Through their own actions, they represent the standard of inquiry in American higher education. Faculty bear the responsibility of encouraging and maintaining an atmosphere of academic honesty by being certain that students are aware of the value of it, that they understand the regulations defining it, and that they know the penalties for departing from it. The faculty should assist students in avoiding the temptation to cheat. An instructor who is unwilling to act upon discovering an offense assumes the role of accessory to the student offender in facilitating the corrosion of integrity of the University and the individual's character.

The student, however, bears the primary responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare one's work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted for credit are directly contrary to the legitimate process of learning. Students who are aware that others in a course are cheating or

otherwise acting dishonestly are responsible for informing the professor and/or bringing an accusation to the Honor Council.

Students and faculty must mutually share the knowledge that any dishonest practices permitted will make the legitimate evaluation of honest students almost impossible and will cheapen the integrity of the entire University. Students must recognize that their own interests, and their integrity as individuals, suffer if they condone dishonesty in others.

The Honor System

All students at SMU, with the exception of those enrolled in the School of Law, the Perkins School of Theology, and the Cox MBA School, are subject to the jurisdiction of the Honor Code and as such will be required to sign a pledge to uphold the Honor Code (www.smu.edu/studentlife/). The Honor Council is composed of approximately 27 students selected through an application and interview process by the Honor Council Executive Board and five faculty members nominated by the Faculty Senate. The council's responsibility is to maintain and promote academic honesty.

Academic dishonesty is defined broadly as a student's misrepresentation of his or her academic work or of the circumstances under which that work is done. This includes plagiarism in all papers, projects, take-home exams, or any other assignments in which the student submits another's work as being his or her own. It also includes cheating on examinations, unauthorized access to test materials, and/or assisting another student in gaining any unfair academic advantage. Failure to prevent or report academic dishonesty by another may be considered participation in a dishonest act.

Suspected cases of academic dishonesty may be handled administratively by the appropriate faculty member in whose class the alleged infraction occurred or referred to the Honor Council for resolution. Suspected violations reported to the Honor Council by a student or by an instructor will be investigated and, if the evidence warrants, a hearing will be held by a Board comprised of at least five members of the Honor Council.

Any appeal of an action taken by the Honor Council shall be submitted to the University Judicial Council in writing no later than 96 hours after notification of the Honor Council's decision. Any appeal of an action taken by instructors independently of the Honor Council may be made through the traditional academic routes.

OFFICE OF THE CHAPLAIN AND UNIVERSITY MINISTRIES

The Office of the Chaplain and University Ministries (www.smu.edu/chaplain/) is responsible for the administration of religious life on campus. The chaplain is the pastor and minister to the University community and typically conducts a worship service in Perkins Chapel at 11 a.m. each Sunday during term. The service is ecumenical in spirit, Protestant in character, and Christian in commitment. Roman Catholic Mass is celebrated each Sunday in Perkins Chapel at 9 a.m. and 5 p.m. The chaplains are available for personal counseling with students, faculty, and staff during office hours. Officed in the chaplain's suite are campus ministries of the United Methodist, Roman Catholic, Jewish, and Muslim (traditions), as well as Campus Crusade for Christ and Voices of Inspiration Gospel Choir communities on campus. There are 28 active religious life organizations for students. The Quiet Place, a setting for meditation, prayer, and reflection, is open daily and is adjacent to the Office of the Chaplain in Hughes-Trigg Student Center.

CODE OF CONDUCT

The following are University procedures and standards with which every student must become familiar. The University considers matriculation at SMU an implicit



covenant and a declaration of acceptance on the part of the student of all University regulations. Judicial Affairs (www.smu.edu/studentlife/), part of the Office of the Dean of Student Life, assists students in their personal development by providing a fair judicial system that issues consistent sanctions for behavior that is incongruent with the University's expectations for students.

Conduct. Standards of conduct are established through faculty, student, and administrative efforts and are under continuous evaluation by the entire University community in order to assure reasonable and fair limits. At SMU the student is assumed to have a high degree of loyalty and responsibility to the University and its well-being, as well as to himself or herself in personal, social, and intellectual pursuits; the student's behavior both on and off campus is evidence of this.

Students at SMU will discover that they are encouraged to exercise a great amount of personal freedom as well as accompanying responsibilities. Through their personal capacities for intelligent thought and action, mature students understand that there are situations in which certain behavior must be modified for the benefit of others. The University stands firm in its commitments to the rights and freedoms of students, expecting in return the same respect and concern.

The University expects all students to be responsible citizens and to abide by all federal, state, and local laws. Personal irresponsibility – including, but not limited to, that evidenced by dishonesty, gambling, hazing, irresponsible conduct, and the misuse of drugs and alcohol – renders a student subject to disciplinary action. Although most specific regulations pertain to a student's behavior while on campus, a lack of personal responsibility and integrity is always considered grounds for discipline no matter where it occurs. Due respect for the entire University community, faculty, staff, and one's fellow students is always expected.

Students are required to identify themselves when asked by a properly identified faculty or staff member, or by another student serving as a University staff member. Persons who are not members of the University community and without business on campus may be asked to leave.

Disciplinary Action. Clear disciplinary procedures are an important part of the mission of SMU as an educational institution. The intent of the system of due process at SMU is to be educational and not merely punitive for students. The goal continues to be to produce quality citizens. It is pertinent to the purpose of discipline to remember that self-discipline is part of the entire educational process, whereby the student becomes more fully aware of the importance of responsibility for oneself and others. Any time a student displays irresponsible behavior, that student will be subject to discipline.

The Office of Judicial Affairs assists students in their personal development by providing a fair judicial system that issues consistent sanctions for behavior that is incongruent with the University's expectations for students. Depending on the degree of misconduct, a student may be subject to judicial sanctions ranging from a judicial reprimand to expulsion from the University. Should a student be asked to leave the University, he or she should do so in an expeditious and peaceful manner. The student should remain off campus until he or she receives written permission from the Dean of Student Life Office to return to campus. In the event of such separation, a student is still responsible for University financial obligations.

The University believes in student representation on all disciplinary bodies. To ensure fair due process for all students in the judicial process, the student is granted an impartial hearing and the right to appeal to the University Judicial Council. A student who is appealing a sanction may remain in school until the decision and

penalty are reviewed, unless considered harmful to the University, to any individual, or to himself or herself. All actions by the council are subject to presidential review.

Students are expected to read and abide by all policies outlined in the *SMU Student Handbook – Policies for Community Life*. This book is available from the Dean of Student Life Office, third floor, Hughes-Trigg Student Center, or online at www.smu.edu/studentlife.

Loss of Personal Property. The University is not responsible for the loss of personal property belonging to students in any building or on any grounds owned by the University, whether the loss results from theft, fire, or unknown cause.

DEAN OF STUDENT LIFE

Student Life departments educate students and the SMU community by providing purposeful opportunities for learning, personal growth, clarifying values, and developing skills that promote responsible citizenship. The Office of the Dean of Student Life (www.smu.edu/studentlife), located in Hughes-Trigg Student Center, is a resource for students to consult when they want general information and assistance or simply do not know where to ask a question. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

HEALTH SERVICES

SMU Memorial Health Center

The University's health facilities are located in the SMU Memorial Health Center, 6211 Bishop Boulevard. An outpatient primary care clinic, specialty clinics, pharmacy, and lab/X-ray facilities occupy the first floor. The Mental Health Service, the Counseling and Testing Center, and the Center for Alcohol and Drug Abuse Prevention are located on the second floor. The Health Center (www.smu.edu/healthcenter) is accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC).

Outpatient Medical Services. SMU provides a convenient, economical medical clinic for diagnosis and treatment of illness and injury, as well as for immunizations and continuation of treatment such as allergy injections. The clinic is staffed by physicians, registered nurses, pharmacists, lab and X-ray technologists, and other consulting physicians (gynecologist, orthopedist, dermatologist, dentist) essential to the provision of high-quality health care. Physicians are available by appointment from 8:30 a.m. to 5 p.m. Monday through Friday. The facility is closed during student holiday periods. For primary-care and specialist physician consultation, call 214-768-2141 for appointments.

Patient Observation. Upon the order of a staff physician, a student may be held in observation between 8:30 a.m. and 5 p.m., Monday through Friday. Observation is available for most types of nonmajor medical treatment. When necessary, students are referred to medical or surgical specialists in Dallas. The patient will be responsible for the costs of these services.

Acute/After Hours Care. For emergency care after clinic hours, it is recommended that students go to the emergency room of any major Dallas hospital.

Costs. Undergraduate and graduate students paying full fees (which includes a health service fee) receive fully covered primary care physician services for that term. Specialized physician care and lab, X-ray, pharmacy, and supplies will be charged at below usual and customary rates charged by other providers. Students not paying full fees (taking 11 credit hours or less) have the option to pay the health fee at registration for Health Center privileges. If the health fee is not paid at registration, students may pay the full fee of \$120 per term or a \$45 per-visit fee upon arrival at the Health Center for physician consultation.



Student Insurance. The University offers a Student Injury and Sickness Insurance policy that provides coverage at the SMU Health Center and at selected clinics or hospitals. Brochures are available through the graduate schools admissions offices and at the Health Center business office.

Pharmacy. A complete pharmacy with registered pharmacists is open during clinic hours.

X-ray and Laboratory Services. X-ray and laboratory tests are done for a nominal fee. All X-rays are interpreted by a radiologist. Gastrointestinal and certain other special X-ray procedures are referred to a specialist.

Immunizations. All students are required to have an SMU medical history form on file in the SMU Health Center before registration. To comply with SMU policy, all students must provide proof of immunization against diphtheria, tetanus, mumps, rubeola (red, or regular, measles), rubella (German, or three-day, measles) booster since 1980. These immunizations must be documented by a physician, public health record, or school health record. Students will not be allowed to register without compliance. Immunizations are available at the Student Health Center upon arrival at SMU.

Class Absence Due to Illness. Students should schedule appointments with physicians at times when classes will not be missed, especially when there is neither an emergency nor an acute illness. The Health Center does not issue excuses from classes for illness. This is a matter between the student and the professor.

Notification of Parents. Students are encouraged to call one or both parents when ill. Parents or guardians will be notified in cases of serious illness.

Health Service Records. All health service records are confidential. A summary or copy of medical records will be sent to another health care provider or physician only when a written release is given by the student. Records are not made available to parents, SMU administrators, faculty, or staff without the patient's written consent. Records are available otherwise only when subject to court subpoena. It is the responsibility of the student to forward billing receipts for health services to the parent for insurance purposes. These itemized receipts, which contain confidential medical information, are given only to the patient.

Counseling Services

Mental Health Services. The Mental Health Service provides psychiatric evaluation, crisis intervention, and group/individual/couples psychotherapy for students. All interviews are conducted on a voluntary and confidential basis. There is no charge to students who have paid the University health fee. Any laboratory tests or pharmaceuticals ordered will be charged to the student. Appointments may be scheduled between 8:30 a.m. and 5 p.m. Monday through Friday by calling 214-768-2860.

Counseling and Testing Center. The Counseling and Testing Center takes a proactive position to facilitate healthy student development and maintain and enhance students' psychological and emotional well-being. A comprehensive array of psychological services are provided to SMU students including short-term counseling, assessment, crisis intervention, outreach, and consultation. While many students cope quite well with college life, others experience difficulties which interfere with their academic performance and/or social interactions. Students can seek confidential help for concerns such as anxiety, depression, relationship issues, career/life planning, learning disabilities, sexual identity, eating/body image concerns, and sexual assault/sexual harassment matters. If the needs of the student exceed the resources of the center, appropriate referrals in the community will be furnished. While counseling services are provided to SMU students at no cost, a

modest fee is charged for educational assessments. First-time appointments must be made in person from 8:30 a.m. to 5 p.m. Monday through Friday, 2nd Floor, Memorial Health Center. Subsequent appointments may be scheduled in person or by calling 214-768-2211.

Testing Services. The Counseling and Testing Center also offers testing to the Dallas-area community. The center offers on-campus administration of national testing programs such as the SAT, LSAT, GRE Subject, PRAXIS, and TASP. Other testing offered includes CLEP tests and correspondence examinations for other universities. For additional information, call the center at 214-768-2269.

Center for Alcohol and Drug Abuse Prevention. The center provides a free and confidential source of help and information to the SMU Community on issues related to substance abuse and addiction. Appointments for counseling or assessment can be made between 8:30 a.m. and 5 p.m. Monday through Friday by calling 214-768-4021.

HEGI FAMILY CAREER DEVELOPMENT CENTER

Services. The Hegi Family Career Development Center guides and encourages students and alumni in the development of skills necessary for lifelong career management in the evolving world of work. The Career Center provides a comprehensive set of services to assist each individual in the development of career plans and specific strategies leading to the desired employment goal.

Career Counseling. Individual appointments are available with counselors to offer assistance to identify careers related to interests, skills, values, and personality. Career assessments are administered to promote the exploration of career options. Counselors also assist with the implementation of career plans and the development of job search skills, materials, and strategies.

Orientation and Registration. To fully utilize the services of the Hegi Family Career Development Center, including participation in campus recruiting and job referral programs, each student must complete the registration process. The first step in the registration process is to attend an orientation session. Through participation in the session, students will learn how to complete an online profile, upload their resume and to take advantage of all the job listing and campus recruiting services.

Workshops. Workshops offered by the Hegi Family Career Development Center include: Career Assessment – Find A Career That Is Right For You; Resume Writing – Market Your Skills/Experience to Employers With Résumés and Cover Letters; Interviewing – How to Prepare, Dress, and Present Yourself Before, During, and After the Interview; Job Search Strategy and Networking – Devise a Plan and Make Contacts to Find the Job You Want; Salary/Offer Negotiation – Find Out What You’re Worth and How to Get It.

On-Campus Interviewing. Employers visit the campus to recruit students seeking professional and internship positions through the campus interview program. To interview with these organizations, students must attend a Career Services Orientation and complete the online registration process. An updated list of employer visits is available through the career center Web site (www.smu.edu/career/).

Job Vacancy Postings. Employers post full-time, part-time, and internship positions with the Hegi Family Career Development Center throughout the year. Students can find a variety of jobs online via the career center Web site at careers.smu.edu as well as in binders at the Hegi Family Career Development Center. These listings include local, national, and international opportunities and are updated daily.

Internships. The Hegi Family Career Development Center receives a variety of internship opportunities year-round. An internship is any career-related experience



that provides exposure to an occupation, industry, or career. It can be for pay, for credit (coordinated through participating academic departments), or completed on a volunteer basis, and initiated in the Summer, Fall, or Spring. SMU is a participating school in the Internship Exchange consortium that provides students access to over 6,000 internships nationwide.

Career Events. The Career Center sponsors career fairs and employer panels. These events include The Recruiting Expo, Nonprofit Career Fair, Advertising and Corporate Communications Career Fair, the Career Symposium, Engineering Career Week, and the View From the Top.

HOUSING

The Department of Residence Life and Student Housing (RLSH) seeks to advance the goals and objectives of the University by creating residential communities that empower residents to value learning, citizenship, and leadership. RLSH is responsible for the campus residential community, including all residence halls, approximately 340 SMU-owned apartments, and the 11 SMU-owned Greek chapter houses. This responsibility includes maintaining facilities that are well cared for, safe, and that enhance students' opportunities to grow personally and excel academically.

MULTICULTURAL STUDENT AFFAIRS

The Department of Multicultural Student Affairs (www.smu.edu/dmsa) works to increase campus awareness of multicultural issues and provides minority student support services. This office coordinates a wide range of cultural and support services for African-American, Asian-American, Hispanic, Native American, and international students. Staff members provide personal and academic assistance, mentoring, as well as individual and organizational and leadership development opportunities. The department serves as a liaison between minority and non-minority students, the University, and the greater Dallas community, providing all SMU students with positive educational on-campus and community experiences. The department also strives to provide quality services and programs for minority students and assists them in developing activities related to their culture.

NEW STUDENT PROGRAMS

The Office of New Student Programs (www.smu.edu/newstudent/) is responsible for providing programs and services for new students and parents to enable them to have a successful transition to SMU and college life. AARO (Academic Advising, Registration, and Orientation) conferences are offered in May, July, August, and January. The office also coordinates Mustang Corral, an off-campus orientation camp; Mustang Week of Welcome (W.O.W.); and Encore, which provides programs and services to students during their first semester at SMU.

RECREATIONAL SPORTS AND SPIRIT

Dedman Center for Lifetime Sports

Dedman Center for Lifetime Sports (www.smu.edu/recsports/) is a facility designed for recreational sports, Wellness, and intramural activities. Recreational facilities include racquetball courts; basketball, badminton, and volleyball courts; a dance studio; and a jogging track. The newly renovated Cinco Center serves as a satellite weight room/fitness facility. Both facilities are open to SMU students, faculty, and staff and serve as the base of operation for the University's Wellness program.

Intramurals

Many opportunities for team and individual competition are available through intramurals. Leagues offer year-long competition, and other leagues and tournaments cater to those interested in seasonal participation. The five major sports are



football, volleyball, basketball, soccer, and softball. Other sports and activities offered are bowling, golf, racquetball, tennis, track, swimming, weight lifting, and game-room activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities.

Sport Clubs

Sport clubs offer an opportunity for students interested in concentrated training and participation in a sport but who do not want to train and devote the practice time required for NCAA competition. These student-sanctioned clubs, funded by the Student Senate, offer competition with other university/college club teams in baseball, crew, ice hockey, lacrosse, fencing, racquetball, rugby, sailing, judo, rock climbing, badminton, cricket and soccer.

Recreational Facilities

The Perkins Natatorium, the Barr Outdoor Pool, the Morrison-Bell Track, Moody Coliseum, outdoor tennis courts, and open recreational fields combine to provide students with a full range of leisure possibilities.

Mustang Band

Founded in 1917, the Mustang Band was named the “Best College Marching Band” in Texas in Kirk Dooley’s *Book of Texas Bests*. Long known as “the hub of SMU spirit,” the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming, and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads

The Cheerleading Squad, Pom-Pom Squads, and Peruna mascot are integral parts of SMU’s spirit tradition and are national award winners, having participated in the NCAA Collegiate National Championships. Along with the Mustang Band, they make SMU’s spirit contingent a superb one.

SERVICES FOR STUDENTS WITH DISABILITIES

The office of Services for Students with Disabilities strives to support the educational, career, social, and recreational choices of SMU students with documented disabilities through coordination of services and reasonable accommodations. It is the responsibility of the students themselves to establish eligibility for services or accommodations through this office. Students with disabilities are encouraged to contact this office at 214-768-4557 to learn what opportunities and services are available. It is recommended that this contact be made as early as possible so students can establish their eligibility for services in a timely fashion and take full advantage of services for which they may be eligible. For more information, visit our Web site – www.smu.edu/studentlife/OSSD_Facts.asp.

STUDENT ACTIVITIES

The Student Activities Department (www.smu.edu/activities/) promotes experiential learning opportunities that contribute to the holistic development of the SMU student body.

Student Activities Center

The Student Activities Center, located on the upper level of the Hughes-Trigg Student Center, is the hub of activity of all SMU student organizations. Permanent office space is provided for major campuswide student groups. More than 196 campus organizations have their activities coordinated through this area. Many out-of-class programs planned and implemented by students are considered co-curricular in that they are designed to complement one’s educational experience. The major



groups sponsoring campuswide programs are the Interfraternity Council, Mustang Marathon, Multicultural Greek Council, National Pan-Hellenic Council, Panhellenic Council, Program Council, and Student Foundation. These groups and their committees provide ample opportunity for students to become involved as leaders or participants.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. *SMU Policies for Community Life*, the *SMU Student Handbook*, is compiled in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Governing bodies for student activities include the Campus Ministry Council, Dedman College Graduate Assembly, Interfraternity Council (IFC), M.B.A. Graduate Council, Global Connections, Graduate Engineering Council, Meadows Graduate Council, Multicultural Greek Council, the National Pan-Hellenic Council, Panhellenic Council, Perkins Graduate Council, Residence Hall Association, Student Bar Association, Student Center Governing Board, Student Engineers' Joint Council, and the Student Media Company.

Fraternities and Sororities

There are 15 national fraternities, 12 national sororities, and one co-educational Greek organization on campus. Formal recruitment activities are held at the beginning of the Spring term each year. The governing bodies for these groups are the Interfraternity Council, the Multicultural Greek Council, the National Pan-Hellenic Council, and the Panhellenic Council.

Eligibility Requirements

Campus activities and organizations are an integral part of the developmental experience for SMU students. Leadership skills and interpersonal, social, and cultural enhancement are but some of the benefits associated with out-of-class participation. Accordingly, students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, University Choir, etc.) must be matriculated in a University degree-granting program and may not be on academic probation. Students must meet the requirements as indicated in the *SMU Student Handbook* – Student Code of Conduct section 5.2(b) – in order to join a fraternity or sorority. More details on fraternity and sorority recruitment are available from the Student Activities Center.

STUDENT CENTER

Hughes-Trigg Student Center

Hughes-Trigg Student Center (www.smu.edu/htrigg/) is the hub of student life at SMU, bringing together members of the University community with emphasis on the pursuit of educational programs, student activities, and services. The center is fully wheelchair-accessible and features important services and resources to meet the daily needs of students, faculty, staff, and visitors of the University. These include a 500-seat theater, a multipurpose ballroom, a 100-seat high-tech forum, 10 meeting rooms, and the offices of various organizations and departments. In addition, the facility houses an art gallery, a game room, 24-hour computer lab, a commuter lounge, and several retail operations. Students may study in comfortable public lounge areas, snack or dine in the Mane Course, conduct small or large meetings, send faxes, practice piano, or get the latest information on special events. Open from early morning until late evening, the center provides cultural, social, and



educational programs and resources to foster personal growth and enrich cultural, social, educational, and recreational experiences. More than a building, Hughes-Trigg is “The center of the SMU community.”

STUDENT MEDIA

The student newspaper, *The Daily Campus*, the student yearbook, *Rotunda*, and the Web site, smudailycampus.com, are produced by SMU students under the auspices of the Student Media Company Inc., a nonprofit educational corporation legally and financially independent of SMU. *The Daily Campus* is published Tuesday through Friday during the Fall and Spring terms, and the *Rotunda* yearbook delivers in the Spring term. The Company also publishes The Directory of Students, Staff, and Faculty.

VOLUNTEER PROGRAMS

The Office of Leadership and Community Involvement (www.smu.edu/lci/) provides resources, training, and opportunities that enable students, faculty, and staff to work with community agencies in community outreach activities and experiential education. The office maintains a current listing of volunteer and service-learning opportunities and serves as a resource for student service organizations. Students gain leadership experience through SPARC (Students Promoting Awareness, Responsibility, and Citizenship), which coordinates Community Service Day, Alternative Spring Break, and Habitat for Humanity.

THE WOMEN’S CENTER

The Women’s Center (www.smu.edu/womenscenter/) promotes, supports, and empowers women on campus by designing educational programming and leadership training to increase awareness and understanding of diverse women’s concerns and gender equity issues. Through its activities, the center advocates for a University environment that eliminates barriers, diminishes prejudice and bigotry, and extends a supportive climate to all. Student organizations and programs housed here include the Women’s Interest Network, the Campus YWCA, the Women in Science and Engineering, Kappa Delta Chi, and Spectrum, the gay, lesbian, bisexual, transgender, straight organization. Also housed in the Women’s Center is the SMU Women’s Symposium (www.smu.edu/womsym) in the series The Education of Women for Social and Political Leadership, established in 1966. The Center provides an informal, homelike atmosphere where members of the SMU community can meet.

OTHER STUDENT PROGRAMS

Intercollegiate Athletics

SMU is a member of the National Collegiate Athletic Association (Division I-A) and participates in the Western Athletic Conference. Men and women student-athletes compete in basketball, cross country/track and field, swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), and football (men only).

International Office

The International Office provides and coordinates services to international students, researchers, visiting scholars, exchange visitors, and international faculty. It serves as liaison between the international community and U.S. Immigration and Naturalization Service (INS) officials, foreign government bodies, and key University departments and programs.

Assistance is provided in areas of document preparation, acculturation, housing, health insurance, and social life, as well as with information and referral to off-campus services. Programmatic activities are scheduled throughout the year in



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coordination with the Organization of International Students, the International Women's Group, and the Friendship Program.

The goal of the office is to facilitate the initial adjustment process and to contribute to the general welfare of each international person while he or she is at SMU.

International Activities

SMU offers opportunities for students to learn about and experience other cultures. In addition to its exchange program with Kwansei Gakuin University in Japan and SMU study programs in several other countries, there are a number of international social clubs, foreign language clubs, and the Organization of International Students, in which all students may participate.



RIGHT TO KNOW

Southern Methodist University is pleased to provide information regarding academic programs, enrollment, financial aid, public safety, athletics, and services for the disabled. The information is available in a conveniently accessible Web site at www.smu.edu/srk. You may also obtain paper copies of this information by contacting the appropriate office listed in the table below. Disclosure of this information is pursuant to requirements of the Higher Education Act and the Campus Security Act.

1. Academic Programs

- a. Current degree programs and other educational and training programs.
- b. Instructional, laboratory, and other physical facilities relating to the academic program.
- c. Faculty and other instructional personnel.
- d. Names of associations, agencies, or governmental bodies that accredit, approve, or license the institution and its programs and the procedures by which documents describing that activity may be reviewed.

2. Enrollment

- a. Graduation Rates
The completion or graduation rate of the institution's certificate- or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid.
- b. Privacy of Student Education Records
The Family Educational Rights and Privacy Act (FERPA) governs Southern Methodist University's maintenance and disclosure of a student's education records. FERPA provides students the right to inspect and review their education records and to seek amendment of those records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights. Further, FERPA prevents SMU from disclosing personally identifiable information about a student to outside third parties, except under specific circumstances outlined in SMU's Policy Manual.
- c. Withdrawal
Requirements and procedures for officially withdrawing from the institution.

3. Financial Aid

- a. Financial assistance available to students enrolled in the institution.
- b. Cost of attending the institution, including tuition and fees charged to full-time and part-time students, estimates of costs for necessary books and supplies, estimates of typical charges for room and board, estimates of transportation costs for students, and any additional cost of a program in which a student is enrolled or expresses a specific interest.
- c. Any refund policy with which the institution is required to comply for the return of unearned tuition and fees or other refundable portions of costs paid to the institution.
- d. Terms and conditions under which students receiving Federal Family Education Loan or William D. Ford Federal Direct Loan assistance may obtain deferral of the repayment of the principal and interest of the loan for
 - i. Service under the Peace Corps Act;
 - ii. Service under the Domestic Volunteer Service Act of 1973; or
 - iii. Comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.
- e. The requirements for return of Title IV grant or loan assistance.



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- f. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for Federal financial aid.

4. Services for Disabled Students

A description of special facilities and services available to disabled students.

5. Athletics

- a. Athletic program participation rates and financial aid support.
- b. Graduation or completion rates of student athletes.
- c. Athletic program operating expenses and revenues.
- d. Coaching staffs.

6. Public Safety

Southern Methodist University’s Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by SMU, and on public property within, or immediately adjacent to/accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

The information listed above is available in a conveniently accessible Web site at www.smu.edu/srk. You may also obtain paper copies of this information by contacting the appropriate office listed in the table below.

Academics

Provost Office
Perkins Administration Building, Room 219, 214-768-3219

Enrollment

Registrar
Blanton Student Services Building, Room 101, 214-768-3417

Financial Aid

Director of Financial Aid
Blanton Student Services Building, Room 212, 214-768-3417

Persons with Disabilities

Dean of Student Life
Hughes-Trigg, Room 302, 214-768-4564

Athletics

Associate Athletic Director for Student Services
109 Loyd Center, 214-768-1650

Public Safety

Director of SMU Police Department
Patterson Hall, 214-768-2486



DEDMAN COLLEGE GENERAL INFORMATION

Dedman College is the heart of SMU. It is home to the humanities, social and behavioral sciences, mathematics, and natural sciences — disciplines central to the traditions of higher education.

In 1915 when SMU opened the doors of Dallas Hall to welcome the first class of students, those students matriculated into the College of Arts and Sciences, the academic unit that would eventually become Dedman College. In 1963, with the formulation of the Master Plan, the College became the School of Humanities and Sciences in recognition of its role in the specialized education of students in the liberal arts. From 1963 until 1980, the basic liberal arts education for all SMU students was provided by University College, an independent, nondegree granting academic unit.

The School of Humanities and Sciences was merged in 1980 with University College to create a new entity central to the enterprise of undergraduate education. It would not only provide the basic foundations in liberal arts education to all SMU students through the General Education Curriculum but also serve as a center for the integration of specialized education in the humanities, social sciences, and natural sciences. As an indication of its centrality to the educational process, the name was changed from school to college, emphasizing that it is a community of students and teachers, whose life together, no matter how diversified and specialized, is unified by the implicit and explicit values derived from a liberal arts education. In 1981, the newly formed college was endowed by the late Robert H. Dedman Sr. and his wife, Nancy McMillan Dedman, and became Dedman College.

In addition to being the oldest academic unit at SMU, Dedman College is also the largest. In 2003, it enrolled more than 1,400 undergraduate majors and nearly 340 graduate students. More than 250 full-time faculty are based in the College. Undergraduate students in Dedman College may major in any one of 52 programs, and choose from 50 minor programs. The College offers 22 graduate programs leading to a Master's degree and 11 programs leading to a Doctor of Philosophy degree. Its 16 academic departments include: Anthropology, Biological Sciences, Chemistry, Economics, English, Foreign Languages and Literatures, Geological Sciences, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Sociology, and Statistical Science. In addition, the College offers three part-time multidisciplinary evening degrees: Bachelor of Humanities, Bachelor of Social Sciences, and a Master of Liberal Arts.

ACADEMIC PROGRAMS OF STUDY

Majors in Dedman College include:

Anthropology	Foreign Languages and Literatures	International Studies
Biochemistry	Foreign Languages — French	Latin American Studies
Biological Sciences	Foreign Languages — German	Markets and Culture
Chemistry	Foreign Languages — Spanish	Mathematics
Environmental Chemistry	French	Medieval Studies
Economics	German	Philosophy
Finance Applications	German Area Studies	Physics
Systems Analysis	Italian Area Studies	Political Science
English	Spanish	Psychology
Creative Writing	Geology	Public Policy
Environmental Science	Environmental Geology	Religious Studies
Ethnic Studies	Geophysics	Social Sciences (Evening Program)
African/African American Studies	History	Sociology
Mexican-American Studies	Humanities (Evening Program)	Statistical Science
	Individualized Studies in the Liberal Arts	



Minors available include:

African-American Studies (see Ethnic Studies)	Foreign Languages and Literatures	Medieval Studies
Anthropology	Chinese	Mexican-American Studies (see Ethnic Studies)
Archaeological	French	Natural Sciences
Biomedical	German	Philosophy
Cultural	German Area Studies	Ethics
Biological Sciences	Italian	Physics
Chemistry	Italian Area Studies	Political Science
Classical Studies	Japanese	American Politics
Economics	Russian Area Studies	Comparative and International Politics
Econometrics	Spanish	Political Thought
Economic Growth and Development	Geology	Psychology
Economics of Decision Making	Environmental Earth Sciences	Religious Studies
Economics of Industrial Organization	History	Sociology
International Economics	International Studies	Statistical Science
Labor Economics	Asian Studies	Women's Studies
Monetary Economics	European Studies	
Public Economics	Latin American Studies	
English	Mathematics	

Specific degree requirements and additional information for any of these programs can be found in the departmental sections of this catalog.

Dedman College students may also complete minors in other schools on campus, including the Edwin L. Cox School of Business, Meadows School of the Arts, and the School of Engineering. Interested students should contact the Office of the Dean in those schools concerning specific requirements.

HONORS PROGRAMS

During their first and second years at SMU, a number of Dedman College students participate in The University Honors Program described in the Academic Programs section of this catalog and subsequently graduate with “Honors in the Liberal Arts.”

DEPARTMENTAL DISTINCTION

Students participating in the University Honors Program are encouraged to join the Departmental Distinction Program to earn the designation of “Liberal Arts Honors with Departmental Distinction” on their transcripts.

During the junior and senior years, students may participate in the honors courses and seminars offered within their major departments. A variety of internships and research programs are also offered in some departments to provide practical exposure and experience within the disciplines. More specific information on the programs in each department can be found in the “Courses of Study in Dedman College” section.

Successful completion of the departmental honors program earns the student “Departmental Distinction.”

PROGRAMS FOR PREPROFESSIONAL STUDENTS

Before arranging a program in Dedman College, the preprofessional student should become familiar with the entrance requirements of the particular professional school that the student intends to enter. Requirements differ to some extent even within the same profession, and the student will find that some schools require that specific courses be included in the preprofessional training.

Prelaw

To be a prelaw student at SMU does not require any particular major or academic program. Prelaw seniors who go on to law school include majors in all four undergraduate schools. Success in law school requires skills in critical analysis, logical



reasoning, and written and oral expression. Students should keep in mind that the spoken and written word are the principal tools of the legal profession. Students who intend to study law must develop an excellent knowledge and grasp of the English language as well as a clear and concise style of expression.

A sound liberal arts education is valuable for prelaw students. Courses in political science, history, economics, statistics, and anthropology help a student understand the structure of society and the problems of social ordering with which the law is concerned.

The study of philosophy, literature, fine arts, foreign languages, and other cultures imparts familiarity with traditions of universal thought and trends that have influenced or tend to influence legal developments nationally and internationally. The examination of human behavior in sociology and psychology will aid the prospective law student in understanding the types and effects of human behavior with which law is involved.

The systematic ordering of abstractions and ideas acquired by studying logic and the sciences contributes much to a prelaw student's capacity to analyze, understand, and rationally organize his or her thoughts. And, in some fields of law practice, it is useful for a student to have a fundamental knowledge of technology, engineering, computers, and accounting.

Admission to Law Schools

Candidates for admission to an American Bar Association-approved school of law must take the Law School Admission Test administered by the national Law School Admission Council. Candidates are urged to take the test on the June, October, or December testing dates of the fall term in which they apply to law school.

Except in very rare circumstances, all approved law schools require that an applicant for admission have been granted a bachelor's degree from an accredited college or university.

For additional prelaw information, undergraduate students may consult the prelaw services in the Dedman College Advising Center.

Admission to Dedman School of Law

Admission to Dedman School of Law is by selection based upon the academic record of the applicant, the applicant's Law School Admission Test score, and other available data. Further information can be obtained by writing the Admissions Officer, Dedman School of Law, PO Box 750110, Dallas TX 75275-0110. www.law.smu.edu/admissions

Premedical/Dental

Medical and dental schools seek students who have demonstrated strength in their major — any major of the student's choosing — and in the sciences. There is no preferred major. Honors work is appropriate.

Most medical and dental schools require the following coursework for entry. These courses should be completed by the end of the junior year:

English, six hours; Mathematics (including calculus), six hours; Biology, 8-14 hours (14 for Texas medical schools); Chemistry, 16 hours; and Physics, eight hours. In addition, some schools require biochemistry. This coursework may be done as part of a major or minor in the sciences or as electives in a non-science major or minor. Some will apply toward SMU's general education curriculum requirements.

Candidates for admission to medical school must take the Medical College Admission Test (MCAT). The MCAT should be taken in the spring of the junior year. Candidates for dental school should take the Dental Admission Test (DAT), also in the spring of the junior year. All students intending to apply to medical or dental schools should contact the Health Professions Advising Office in the Dedman College Advising Center.



UNDERGRADUATE INTERNSHIP PROGRAM

The Dedman College Undergraduate Internship Program helps students begin to prepare for employment. Internships are designed to demonstrate and reinforce the valuable and highly marketable skills that our students develop.

The following guidelines apply:

- Credit-bearing internships are unpaid and are supervised by faculty, department, or program.*
- Dedman Internship Program Orientation and Standardized University Release of Liability for Education Internship are required.
- Internships are based on a written learning contract signed by the student and faculty supervisor and approved by the department chair or director of undergraduate studies. (Students and site supervisors will complete evaluations of the experience. These evaluations would not be considered in determination of the grade.)
- Internships require a written component based on and reflective of the experiential dimension.
- Internships are available only through approved internship courses.
- Internship credit may range from one to three hours.
- The maximum total internship credit that may be applied toward a degree is three hours.
- Credit-bearing internships must be based on unpaid experiences.

TEACHER EDUCATION

The University offers a program of studies in teacher education and recommends candidates for certification by the State Board of Educator Certification (SBEC). The recommendation is based on a candidate's successful completion of 24 term hours in education (EDU) courses and six hours of student teaching. In addition, candidates must pass the TExES examinations. Education courses are designed to include all standards tested on the TExES and to prepare students for the requirements including a major. (Prospective secondary teachers must have majors in appropriate teaching fields.) For more information, please contact the Center for Teacher Education at 214-768-2346. For a general description of the program in teacher education, please refer to Center for Teacher Education in the Academic Program section of the catalog on page 82.

MULTIPLE MAJORS AND MINORS

Students are encouraged to broaden their education by taking full advantage of the University's diverse undergraduate programs. Although only one major is required for graduation, with careful planning students may complete two or more majors and/or multiple minors within the prescribed total hours.

Students may also qualify for baccalaureate degrees from two schools in the University. Some characteristic pairings are: English or political science in Dedman College and journalism in Meadows School of the Arts; physics or mathematics in Dedman College and electrical engineering in the School of Engineering; and foreign language in Dedman College and a major or minor in the Cox School of Business. Since all requirements for both degrees must be met, students should confer with advisers in both schools at an early date in order to prepare a proposed plan of study.

*Noncredit-bearing internships may either be paid or unpaid and are without faculty, department, or program supervision. Internship orientation is strongly suggested. A University Release of Liability is required.



Students are individually responsible for knowing and complying with all regulations and requirements that may apply to their respective programs.

TRANSFER COURSES FROM OTHER INSTITUTIONS

Once matriculated at SMU, students wishing to enroll for and transfer in courses offered at other institutions in subject areas within the Dedman College curriculum must receive prior approval from their adviser, the chair of the SMU department that normally would offer the course, and the dean of Dedman College. Approval may be denied for educational reasons. Post-matriculation transfer work from two-year institutions will not be approved.

ADMISSION

All incoming first-year students to the University are admitted to Dedman College. Please see the Admission to the University section of this catalog for requirements. Students wishing to pursue majors in the humanities or in the social or natural sciences or in various multidisciplinary programs remain in Dedman College for their undergraduate education. Specific degree requirements and additional information for any of these programs can be found in the departmental sections of this catalog. Admission is open to qualified undergraduate and graduate applicants without regard to race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation.

Admission from Other Schools Within SMU

An individual enrolled in another school of the University may apply to the dean of the school in which the student is currently enrolled for permission to transfer into a degree-granting program in Dedman College. A student who has achieved a cumulative G.P.A. of 2.00 on all SMU work attempted will normally be admitted to candidacy for a degree in Dedman College.

Readmission of Former Students

If three or more years have elapsed since the last enrollment at SMU, the student must meet any new requirements and is subject to any new regulations that have been instituted in the interval.



DEGREE REQUIREMENTS

Dedman College offers two undergraduate degrees: the Bachelor of Arts and the Bachelor of Science. For the degree available in a specific area of study, consult the individual programs of study described in the following section of the catalog.

THE MAJOR

A candidate for a degree must complete the requirements for a major in one of the departments or interdisciplinary programs of the College. The major requirements of each department and program are stated at the beginning of the section describing the courses offered in that department or area. The applicable requirements of the major are those in effect during the academic year in which the major is declared, or those of a subsequent academic year. Course work counting toward a major must include at least 18 advanced hours in residence and may not be taken pass/fail. All advanced courses required in the major must be passed with a grade of C– or better. In addition, Dedman College requires a cumulative G.P.A. of 2.00 for all courses attempted for completion of a major or minor. Majors must be officially declared (or changed) through the Office of the Dean.

THE MINOR

A candidate for a degree may also complete the requirements of a minor, either in Dedman College or in one of the other undergraduate schools of the University. Advisers in the minor programs assist students in selecting a minimum of 15 hours, including at least nine at the advanced level, suitable for meeting requirements for a minor. Course work counting toward a minor may not be taken pass/fail. All advanced courses required in the minor must be passed with a grade of C– or better. At least half of the advanced hours required by Dedman minors must be completed in residence. In addition, Dedman College requires a cumulative G.P.A. of 2.00 for all courses attempted for completion of a major or minor. Minors must be officially declared (or changed) through the Office of the Dean.

GENERAL REQUIREMENTS

Student Responsibility for Completion of Degree Plan

Students are required to schedule a degree plan conference in the Office of the Dean at the time of their acceptance into a major in the College. Detailed information concerning academic regulations and degree requirements will be provided at that time. Students are individually responsible for knowing and complying with all regulations and requirements that may apply to their respective programs.

Application for a Degree

Students must submit to the Office of the Dean a formal application for graduation by August 25 for December 2004 graduation, by January 19 for May 2005 graduation, or by June 1 for August 2005 graduation.

Credits

A candidate for a degree in Dedman College must have:

- A minimum total of 122 term hours of credit, including the requirements for general education and the requirements for a major.
- A minimum total of 42 advanced hours (3000 level or above).
- A maximum total of 2 hours of Wellness.
- A maximum total of 3 hours of internship credit.

Grades

A candidate for a degree in Dedman College must attain:

- A minimum cumulative G.P.A. of 2.00 on all work attempted at SMU.
- A minimum cumulative G.P.A. of 2.00 on all work attempted at SMU and all equivalent work attempted elsewhere, if any.



- A minimum grade of C– on any advanced course offered in fulfillment of major or minor requirements.
- A minimum cumulative G.P.A. of 2.00 for all work attempted for completion of major or minor requirements.
- No more than 12 hours with a grade of P.

Residency

As minimum requirements, a candidate for a degree in Dedman College must take the following hours in residence at SMU:

- A total of 60 hours.
- A total of 18 hours of advanced work in the major.
- A total that is equivalent to at least 50 percent of the advanced work required in any minor program selected. Departmental requirements may exceed this minimum.

Requirements for Obtaining Two Degrees Simultaneously

A student who selects two majors in Dedman College that lead to different degrees (B.A. and B.S.) may receive both degrees simultaneously by completing all requirements in each major, along with general requirements for a degree in Dedman College. However, a student may not be awarded more than one baccalaureate degree from the same department.

A student may pursue a program of study leading to a degree from Dedman College along with a degree from Cox School of Business, Meadows School of the Arts, or the School of Engineering. The student must obtain approval for the proposed program of study from the deans of the schools involved.

Graduation Honors

There are three classes of graduation honors: *summa cum laude*, *magna cum laude*, and *cum laude*. Eligibility for graduation honors will be based upon a student's total academic program. All academic work attempted at other colleges or universities that is equivalent to SMU work will be included in the calculation of the G.P.A. For students who have transferred to SMU, two grade-point averages will be calculated, that for all work attempted, and that for work completed at SMU. Honors will be based on the lower of the two averages.

Departmental Distinction

By successfully completing a special program of study in the major department, a student may be awarded departmental distinction regardless of eligibility for graduation honors. The program of study normally will be undertaken in both the junior and senior years. This award is conferred by the major department on the basis of certain criteria prescribed by the department, but all programs include the minimum requirements of independent reading and research beyond the regular departmental requirements for a degree and the completion of a senior paper or research report. Further information may be obtained from the individual departments.

For more information about Dedman College programs and faculty, please consult dedman.smu.edu.



COURSES OF STUDY IN DEDMAN COLLEGE

AEROSPACE STUDIES

Students at SMU can participate in the Air Force ROTC program at the University of North Texas. Students who participate in the UNT Air Force ROTC program are responsible for their own travel and other physical arrangements.

Students register for the Aerospace Studies courses at the same time and in the same manner as they register for other SMU courses. The AFROTC courses are fully accredited, and may be taken as electives in most academic majors. Successful completion of degree requirements and the AFROTC program can lead to a commission as a second lieutenant in the United States Air Force.

For further information concerning tax-free allowances, scholarships, and application procedures, contact: AFROTC, The University of North Texas, PO Box 305400, Denton TX 76203; 940-565-2074; dbrown@unt.edu; www.unt.edu/afrotc.

The Courses (AERO)

1030 (Fall), 1040 (Spring). Foundations of the U.S. Air Force. A survey course designed to introduce students to the USAF and the AFROTC. Featured topics include mission and organization of the Air Force; officership and professionalism; military customs and courtesies; Air Force officer opportunities, and an introduction to communication skills.

2030 (Fall), 2040 (Spring). The Evolution of USAF Air and Space Power. A course designed to examine general aspects of air and space power through a historical perspective. Using this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. In addition, students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders, and will continue to develop their communication skills.

2920. Cooperative Education in Aerospace Studies. Supervised work in a job directly related to the student's major, professional field of study, or career objective. One to three hours each week. *Prerequisites:* Permission of division chair; student must meet employer's requirements. May be repeated for credit.

3310 (Fall), 3320 (Spring). Air Force Leadership. 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.

4310 (Fall), 4320 (Spring). National Security Forces in Contemporary American Society/Preparation for Active Duty. Examines the national security process; regional studies, advanced leadership ethics, and Air Force doctrine. Special topics 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.

4920. Cooperative Education in Aerospace Studies. Supervised work in a job directly related to the student's major, professional field of study, or career objective. One to three hours each week. *Prerequisites:* 12 hours of credit in aerospace studies; permission of division chair. Student must meet employer's requirements. May be repeated for credit.

ANTHROPOLOGY

Professor Caroline Brettell, Department Chair

Professors: David Freidel, Robert Kemper, Anthony Marks, David Meltzer, Garth Sampson, Carolyn Sargent, Ben Wallace, Ronald Wetherington; **Associate Professors:** Michael Adler, Victoria Lockwood, David Wilson; **Assistant Professor:** Carolyn Smith-Morris, Torben Rick; **Adjunct Lecturers:** Ken Kaemmerer, John Phinney; **Assistant Research Professors:** Mary Free; **Emeritus Professors:** Barbara Anderson, Lewis Binford, Harold Hiatala, Ladislav Novak, Fred Wendorf



Anthropology is divided into four subfields: I) archaeology, II) cultural/social anthropology, III) anthropological linguistics, and IV) physical anthropology. In addition to providing the basis for careers in the subdisciplines, anthropology provides a background for professional careers in teaching, research, international affairs, medicine, business, or law. A grade of C- or better must be earned in all courses taken in fulfillment of the requirements for the Anthropology major. Students majoring in Anthropology must achieve a minimum 2.00 G.P.A. in Anthropology and are urged to consult their departmental adviser periodically to review their progress.

For Undergraduate Students

Requirements for the B.A. Degree. Intended for students who want general training in anthropology within a liberal arts curriculum. Thirty term hours of anthropology are required, of which 21 must be advanced. Of the 30 hours, ANTH 2301 is required. However, all candidates for the B.A. major must take at least three term hours in each subfield of anthropology (i.e., archaeology, cultural/social anthropology, anthropological linguistics, and physical anthropology).

Requirements for the B.S. Degree. Intended for students who wish more specialized training in anthropology, it provides a strong foundation for students intending to pursue a graduate degree. Thirty-six term hours of anthropology are required, of which 24 must be advanced. Of the 36 hours, the following courses are required: ANTH 2301; 2315; 2363; and either 4366 or 5334; six term hours of fieldwork-related study (generally 5381 or 5382 and 4333 or 5681); one of the following: 3361 or 5359; and three term hours of independent study (4191, 4192, 4291, 4292, 4391, or 4392). In addition, three term hours of statistics (ANTH 3322 or equivalent, generally STAT 2331), and six term hours of foreign language are required.

Requirements for the Minor. A 15-hour minor may be taken in one of three tracks: Archaeology, Cultural Anthropology, and General Anthropology; an 18-hour track may be taken in Biomedical Anthropology. ANTH 2301 is common to all four minors with the remaining courses selected from a list furnished by the department. A grade of C- or better must be earned in all advanced courses taken in fulfillment of the requirements for an anthropology minor.

Distribution. Many ANTH courses are acceptable for Perspectives 6. Many anthropology courses also fulfill the cocurricular requirements.

The Departmental Distinction Program. This program is open to junior and senior anthropology majors with outstanding academic records. Graduation with departmental distinction is designated on the diploma of those who successfully complete the program. To earn departmental distinction, a student must: (a) complete the usual course work for a B.A. or B.S. degree with at least a 3.50 G.P.A. in anthropology and with at least a 3.00 G.P.A., overall; (b) with a grade of B or higher, pass ANTH 4366 and ANTH 5334 or complete a substantial independent reading program (for three term-hours credit that replaces one of these) on the history, conceptual foundations, or methodological problems of the discipline; (c) with a grade of A or A-, conduct a research project (for three term hours credit in ANTH 4391 or 4392.); and complete a significant research paper that is a minimum of 20 pages of text, includes a bibliography, and is written in appropriate interdisciplinary professional style and format; and (d) pass an oral examination of one hour in length (with at least three departmental faculty members), covering the results of the research project and general issues and concepts in anthropology according to the subfield specialty.

NOTE: All 2000- and 3000-level anthropology courses are open to first-year students.



The Courses (ANTH)

1321. First Year Seminar in Anthropology. Offers beginning students an opportunity to pursue a specific, anthropological topic in depth in a small class setting. It will be both writing- and reading-intensive.

2301. Introductory Cultural Anthropology. Basic theories and methods of cultural anthropology. Explores variations in cultural values, social practices, religion, rules of law, etc., in different cultures around the world. Focuses on understanding the forces that shape cultures and societies, and how they adapt to a rapidly changing world. Meets Human Diversity corequirement.

2302. People of the Earth: Humanity's First Five Million Years. Human biological and cultural evolution from the appearance of ancestral humans in Africa, to agricultural origins and the rise of the world's great civilizations. Meets Human Diversity corequirement.

2315. Human Evolution: Biological and Social Beginnings of Humankind. Topics include mutation, natural selection, primate origins, the human fossil record. Ethical and moral issues of cloning, eugenics, and creationism are also treated. Fulfills General Education Curriculum requirements for Science/Technology.

2321 (ENGL 2321, CFA 3301). The Dawn of Wisdom: Ancient Creation Stories from Four Civilizations. Explores the visions of the cosmos expressed in the art, archaeology, and literature of Egypt, Mesopotamia, Greco-Roman civilization, and the Maya, emphasizing the role of human beings as central and responsible actors therein. *Prerequisite:* ENGL 1302 or departmental approval. Meets Human Diversity corequirement.

2331 (CF 3331). The Formation of Institutions: Roots of Society. The nature of social institutions and how they change and become more complex. A case-study approach that examines selected non-Western societies at different levels of complexity. Meets Human Diversity corequirement.

2345. Leadership and Race Relations. Racism, the constraints it puts on society and the relevance of racism to America's future. Meets Human Diversity corequirement.

2363. The Science of Our Past: An Introduction to Archaeology. Introduces students to how and why archaeologists study evidence of past human behavior. Required labs emphasize hands-on analyses of artifacts and other archaeological material. Fulfills General Education Curriculum requirements for Science/Technology.

3300 (CF 3300). Race, Gender, and Culture in the African Diaspora. A comparative analysis of the historical, economic, social, and cultural experiences of peoples of African descent in societies in the Western hemisphere.

3301 (SOCI 3301, CFB 3301). Health, Healing, and Ethics. Cross-cultural perspectives on sickness and society. A cross-cultural exploration of cultures and organization of medical systems, economic development and the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health. Meets Human Diversity corequirement.

3302. Monkeys and Apes: The Nonhuman Primates. This course offers an introduction to the study of nonhuman primates, from prosimians to the great apes. It explores questions of taxonomy, aspects of social behavior, and patterns of communication.

3303. Psychological Anthropology. Examines the interplay of culture and personality in various Western and non-Western societies. Perception, cognition, dreams, altered states of consciousness, and psychological terrorism are analyzed in cross-cultural perspective. Meets Human Diversity corequirement.

3304. North American Archaeology. North America's human past, from the earliest colonization by Ice Age peoples and their descendants who colonized the continent, to the clash of cultures that followed the arrival of Europeans in 1492. Meets Human Diversity corequirement.

3305. The "Other" in America: Popular Perceptions and Government Policy Through Time. An examination of attitudes during the past 200 years towards "others" in America, as reflected in popular culture (films and fiction), as well as in national and local government policies.



3309 (ARHS 3309). The Etruscans in Iron Age Italy. An archaeological survey of the later prehistory of the Italian peninsula, from the end of the Bronze Age to the Roman Conquest.

3310 (CF 3301). Gender and Sex Roles: A Global Perspective. Cross-cultural and historical comparison of women's and men's life experiences in the areas of family, marriage and kinship, economic and political participation, sexuality, reproduction, ritual and religion. Meets Human Diversity corequirement.

3311. Mexico: From Conquest to Cancun. An introduction to the unity and diversity of Mexican society as it has developed through encounters with other cultures – from 16th century conquistadores to 21st century tourists and emigrants. Meets Human Diversity corequirement.

3312. Meso-American Archaeology. Development of civilizations from village life to the great empires of Mexico. How civilizations begin, grow, change, and collapse. Meets Human Diversity corequirement.

3313. South American Indians of the Past and Present. A survey of the archaeology and ethnology of indigenous South Americans, from c. 13,000 years ago to recent times, focusing on environments, subsistence, and related levels of sociopolitical integration from Tierra del Fuego to the Amazon basin and the Andes. Meets Human Diversity corequirement.

3314. Peoples of Africa. A contemporary study of cultures and social structures of Sub-Saharan African peoples and an examination of the dynamics of contemporary African societies. Meets Human Diversity corequirement.

3315. Origins of Civilization. Considers those cultural and historic factors that led from the development of agriculture to the first urban states in Egypt and Mesopotamia. Meets Human Diversity corequirement.

3316. Cultures of the Pacific Islands. Survey of Pacific Island social systems focusing on Melanesia, Micronesia, and Polynesia. Explores nature of pre-contact societies and how colonial and missionary influences transformed island cultures. Examines how contemporary Pacific islanders are responding to forces of globalization. Meets Human Diversity corequirement.

3317. Peoples of Southeast Asia. A comparative study of insular and mainland cultures of Southeast Asia, their history and development, and their social and economic structures. Meets Human Diversity corequirement.

3318. Prehistory of the American Southwest. Explores the evidence of thousands of years of human cultural change that archaeologists have uncovered across the American Southwest. Ranges in time from the first appearance of humans to the time of pueblo civilization. Meets Human Diversity corequirement.

3319. Human Ecology. Interactions between human populations and their environments. Relationships between population size, technology, climate, and behavior in various living societies. Meets Human Diversity corequirement.

3322. Statistical Reasoning in Anthropology. Particular aspects of statistical data processing and reasoning, including the construction of measurement scales, tabular and graphical descriptions, cross classifications, percentages and probabilities, sampling, and the expression of relationships through the use of models. Lab sessions will investigate anthropological data sets through the use of the student version of SPSS for Windows.

3327 (CF 3319). Culture Change and Globalization: Social Science Perspectives. Introduction to anthropological perspectives on global transformations: world economic integration; economic development and sociocultural change; new patterns of hunger, poverty, and disease; ethnic resurgence and nationalism; migration and transnationalism; the expansion of global religions and fundamentalist movements, and changes in gender and family patterns. Meets Human Diversity corequirement.

3333 (CFA 3316). The Immigrant Experience. Course explores historical, social, cultural, and political dimensions of the US immigrant experience, and America's attitudes towards immigrants. Controversial issues such as bilingual education and illegal immigration will be examined. Meets Human Diversity corequirement.



3334 (CF 3334). Fantastic Archaeology and Pseudoscience: Lost Tribes, Sunken Continents, Ancient Astronauts, and Other Strange Ideas About the Past. Did ancient astronauts visit the Earth? Are there secrets of the Maya calendar that archaeologists aren't revealing? Is Creation a scientific alternative to evolution of humanity? This course investigates these and other claims about our past, and how archaeologists respond to them.

3336 (CFA 3336). Gender and Globalization: Cultural and Ethical Issues. An analysis of the impact of globalizing forces on women's lives and identities, as well as on patterns of gender relations and ideology in various cultures around the world. Meets Human Diversity corequirement.

3344. Cultural Aspects of Business. This course explores the cultural aspects of business and entrepreneurship at home and abroad. It also addresses the relationship between anthropology and business, examining business in an holistic context. Meets Human Diversity corequirement.

3346. Culture and Diversity in American Life. An overview of contemporary U.S. culture, with an emphasis on how diversity (e.g., ethnicity, class, religion, and gender) is expressed in communities, in regions, and in the nation. Meets Human Diversity corequirement.

3348. Asians and the American Public Imagination. This course explores the issues of cultural identity in the 20th century through study of the Asian-American experience.

3350 (CFA 3350). Good Eats and Forbidden Flesh: Culture, Food, and the Global Grocery Market. A cultural perspective on food that blends biological and medical information about human nutrition and development with an exploration of the global market of eating. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor).

3353. Indians of North America. A survey of American Indian and Eskimo life, past and present, with emphasis on the interaction of Indians and Whites since 1492 and contemporary American Indian problems and enterprises—reservation and urban life, gambling, health care, and legal rights. Meets Human Diversity corequirement.

3354. Latin America: Peoples, Places, and Power. Examines the development of Latin America in the context of global transformations since the 16th century. Special attention is given to the interaction of local communities with regional, national, and international systems of power. Meets Human Diversity corequirement.

3355. Society and Culture in Contemporary Europe. Anthropological survey of social and cultural dimensions of contemporary European society. Explores unity and diversity within the region, the role of gender, religion, class, ethnicity, and nationalism in structuring the lives of Europeans.

3356. Before Civilization. A survey of the paleolithic archaeology of the first three million years of human history in the Old World. Emphasis is upon adaptation and cultural change.

3358. Indians of the Southwest from the 16th Century to the Present. An introduction to the non-Pueblo and Pueblo peoples of the Greater Southwest, with a focus on Indian-Indian and Indian-Euroamerican relations and the resultant transformations. Topics will include clash of cultures, tourism, gambling, legal rights, and urbanism. Meets Human Diversity corequirement.

3361. Language in Culture and Society. An investigation of social and cultural factors affecting the use of language. Topics include linguistic variation, Black English, women's language, and body language. Meets Human Diversity corequirement.

3366 (RELI 3366). Magic, Myth, and Religion Across Cultures. A cross-cultural and comparative exploration of religion, ritual, magic, and supernatural belief systems. Examines how religion permeates other aspects of society and culture. Meets Human Diversity corequirement.

3368 (SOCI 3368). Urban Life: A Cross-Cultural Perspective. An introduction to urban life and culture around the world, including how we study cities, who inhabits cities, and what are the special features of city places and spaces. Meets Human Diversity corequirement.

3371. Nutritional Problems of Modern Populations. Consumption, preferences, and dietary patterns. Nutritional requirements of developing and industrialized countries. Health problems related to malnutrition and plenty.

3374 (CF 3374). Cultures and Environments of the Southwest. Patterns of land use and

resource use in prehistoric and early historic times in the Southwest. Focus is on the mutual influence of cultures and resources in the northern Rio Grande.

3388 (CFA 3388). Warfare and Violence: The Anthropology and Ethics of Human Conflict. An examination of the origins and development of human aggression, violence, and warfare using interdisciplinary data and theories from prehistory, ethnology, history, and political science.

3399 (CFA 3399). Ice Age Americans. Ice age peopling of America, reconstructed by archaeology, linguistics, and molecular biology, among other disciplines, and what that reveals of how people adapted to a truly New World. Meets Human Diversity core requirement.

For Undergraduate and Graduate Students

Most 4000- and 5000-level courses in Anthropology require introductory course-work in the appropriate subdiscipline, or permission of instructor.

4191,4291,4391,4192,4292,4392. Independent Study and Research. For advanced undergraduates. *Prerequisite:* Approval of the Director of Undergraduate Studies and a faculty sponsor.

4303. Political Economy of Health. Course explores topics in health and healing from a political economy perspective. Addresses social and economic factors influencing culture change, health, and healing practices within a society. Examines health inequities around the globe. *Prerequisites:* ANTH 2301, ANTH 3301, or approval by instructor.

4304. Migration and Ethnicity. Examines three interrelated topics: migration, ethnicity, and nationalism. Focuses on major theoretical positions and on specific ethnographic cases. *Prerequisites:* 18 hours of Anthropology or permission of the Instructor for non-anthropology majors.

4305. Applied Anthropology. The application of anthropological theories and methods to problems in contemporary societies, including global business, community development, health care issues, agricultural/environmental programs, urban planning tourism projects, and education policy. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

4306. Anthropology and Education. An overview of the interaction of culture, society, and institutions in contemporary schools in their local, regional, national, and international contexts. Special attention is given to the case of bilingual education. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

4307. Seminar in International Health. Provides an overview of issues in international health with a focus on contributions of anthropology and anthropologists to international public health issues. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

4309. Current Issues in Anthropology. Seminar on selected anthropological topics.

4311. Applied Linguistics. Examination of linguistic theory and data in the context of diverse, especially multilingual, speech communities. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

4333. Laboratory Methods in Archaeology. Classification and analysis of archaeological materials (various topics). *Prerequisites:* Advanced standing and ANTH 5381 or 5382 or permission of instructor.

4344. Global Population Processes: Anthropological Perspectives. Focuses on anthropological understanding of population processes—nuptiality, fertility, mortality, migration—and examines them within historical and cross cultural frameworks. *Prerequisites:* 18 hours of Anthropology or permission of the Instructor for non-anthropology majors.

4346. Environmental Anthropology and Development. Analyzes the process of globalization from the perspective of environmental anthropology and development. *Prerequisite:* ANTH 2301.

4347. Seminar in Mesoamerican Ethnology. Examination of anthropological literature on contemporary Mesoamerica within an interdisciplinary framework.



4350,4351,4352. Special Topics in Anthropology. An in-depth look at particular problems and issues in contemporary anthropology. Topics will vary.

4366. Theoretical Perspectives in Anthropology. Development of modern anthropological paradigms, with intensive readings in science, ethnology, and ecological anthropology and a focus on the potential utility of theoretical coherence within the discipline. *Prerequisite:* Eighteen hours of Anthropology or permission of instructor.

4367. Comparative Peasant Society. Economic and social institutions of contemporary peasant societies are examined with special focus on the changes they are undergoing in the 20th century. *Prerequisite:* ANTH 2301 or permission of instructor.

4371. The Nature of the Aging Process. General considerations and theories of aging in various populations; factors affecting aging, mental and psychomotor abilities in aging, and aging of biological systems; nutrition and metabolism of aged populations; body composition changes and aging, physical activity effect on aging; diseases of aging; rehabilitation of the aged.

4377. The Human Fossil Record. An examination of morphology, classification, and evolutionary relationships in the human fossil record. Covers the Pliocene through the emergence of modern *Homo sapiens*. Comparisons using the departmental fossil collection. *Prerequisite:* ANTH 2315 or permission of instructor.

4381. Internship in Anthropology. This course offers students experience in varied organizations and agencies where anthropological applications are relevant. These might include a contract archaeology firm, the Natural History Museum, a zoo, health clinics, marketing or PR firms, or corporations involved in international business. *Prerequisite:* Approval of the Director of Undergraduate Studies and a faculty sponsor.

4384. Global Issues and Development: An Overview. Principles of cultural dynamics, innovation, diffusion, and social movements shown by non-literate and peasant societies as they meet Western civilization. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

4390. Current Issues in Anthropology. Seminar on selected anthropological topics.

4399. Senior Seminar in Anthropology. An in-depth examination of current theoretical and methodological developments in the discipline. Recommended for candidates for departmental distinction in anthropology. *Prerequisites:* Senior standing or permission of instructor and ANTH 2301.

5033. Proseminar on Ethics in Archaeology. Focuses on ethical issues in current archaeology, including collaboration with descendant communities, study of human remains, repatriation of cultural property, and research collaboration in international contexts.

5334. History of Anthropology. Analytical history of anthropology from the classical period to the 20th century. More than just what happened when, this course explains the content and development of theory, method, and interpretation. *Prerequisite:* Eighteen hours of Anthropology or permission of instructor.

5336. Anthropology and Medicine. Cross-cultural study of the cultural construction and social organization of medical systems in pre-industrial and industrialized societies, including political economy of health, ethnomedicine, international health, ethnopharmacology, bioethics. *Prerequisite:* Anthropology 2301 or 3301 or permission of instructor.

5344. Research Methods in Ethnology. Examination of methodologies and techniques appropriate for different types of ethnological research. *Prerequisites:* Advanced standing and ANTH 2301 (or permission of instructor for non-anthropology majors).

5355 (SWST 5355). History of Archaeology of the Southwest. This course will focus on the development of archaeology in the American Southwest by placing it in historical context, discussing the social role of archaeology in general, 19th-century exploration and the impact of early archaeological finds, development of museums, tourism, national monuments, field schools, and the changing role of the Native Americans.

5359 (ENGL 5371). Linguistics: General. An introduction to modern linguistic science. Topics include phonology, morphology, syntax, semantics, dialects, writing systems, child language, language and the brain, and language in education.