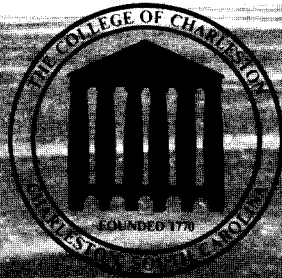


COLLEGE OF CHARLESTON

*Undergraduate Bulletin*

1977-1978



The College of Charleston is a member of the Southern Association of Colleges and Schools, the Association of American Colleges, the American Association of State Colleges and Universities, and the American Council on Education. It is a charter member of the Southern University Conference and is on the approved list of the Association of American Universities and the American Association of University Women. Its accreditation was reaffirmed in 1975.

*The College of Charleston is an equal opportunity institution.*

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# ACADEMIC CALENDAR, 1977-1978

## FALL SEMESTER, 1977

### August

21	<i>Sunday</i>	Dormitories Open at 1:00 p.m.
22	<i>Monday</i>	Orientation and Advising
23	<i>Tuesday</i>	Orientation and Advising
24	<i>Wednesday</i>	Registration
25	<i>Thursday</i>	First Day of Classes, Late Registration and First Day to Change Classes
31	<i>Wednesday</i>	Last Day to Change Classes and End of Late Registration

### September

21	<i>Wednesday</i>	Last Day for "W"
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### October

14	<i>Friday</i>	Mid-Term Grades Last Day to Order Diploma for May Graduation
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### November

21	<i>Monday</i>	Last Day for "WP" and "WF"
23	<i>Wednesday</i>	Thanksgiving Recess Begins at 5:00 p.m.
28	<i>Monday</i>	Classes Resume at 8:00 a.m.

### December

5	<i>Monday</i>	Last Day of Classes
6	<i>Tuesday</i>	Reading Day
7	<i>Wednesday</i>	Reading Day
8	<i>Thursday</i>	Exams Begin
10	<i>Saturday</i>	Exam Day
12	<i>Monday</i>	Exam Day
15	<i>Thursday</i>	Last Day of Exams
18	<i>Sunday</i>	Mid-Year Commencement

## SPRING SEMESTER, 1978

### January

8	<i>Sunday</i>	Dormitories Open at 1:00 p.m.
9	<i>Monday</i>	Orientation
10	<i>Tuesday</i>	Registration
11	<i>Wednesday</i>	Late Registration and First Day to Change Classes
12	<i>Thursday</i>	First Day of Classes
18	<i>Wednesday</i>	Last Day to Change Classes and End of Late Registration

### February

8	<i>Wednesday</i>	Last Day for "W"
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**March**

1	<i>Wednesday</i>	Mid-Term Grades
11	<i>Saturday</i>	Founder's Day
17	<i>Friday</i>	Spring Break Begins at 5:00 p.m.
27	<i>Monday</i>	Classes Resume at 8:00 a.m.

**April**

14	<i>Friday</i>	Last Day for "WP" and "WF" Last Day to Order Diploma for December Graduation
28	<i>Friday</i>	Last Day of Classes

**May**

1	<i>Monday</i>	Reading Day
2	<i>Tuesday</i>	Exams Begin
10	<i>Wednesday</i>	Last Day of Exams
14	<i>Sunday</i>	Commencement

**MAYMESTER, 1978****May**

15	<i>Monday</i>	Maymester Begins
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**June**

2	<i>Friday</i>	Maymester Ends
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**SUMMER SESSIONS, 1978****June**

12	<i>Monday</i>	Registration Summer Session I
13	<i>Tuesday</i>	Registration Summer Session I
14	<i>Wednesday</i>	First Day of Classes Late Registration
17	<i>Saturday</i>	Classes Will Meet
20	<i>Tuesday</i>	Last Day for "W"

**July**

4	<i>Tuesday</i>	Holiday
7	<i>Friday</i>	Last Day for "WP" and "WF"
12	<i>Wednesday</i>	Last Day of Classes
13	<i>Thursday</i>	Final Exams Summer Session I
14	<i>Friday</i>	Final Exams Summer Session I

**July**

17	<i>Monday</i>	Registration Summer Session II
18	<i>Tuesday</i>	Registration Summer Session II
19	<i>Wednesday</i>	First Day of Classes Late Registration
26	<i>Wednesday</i>	Last Day for "W"

**August**

11	<i>Friday</i>	Last Day for "WP" and "WF"
16	<i>Wednesday</i>	Last Day of Classes
17	<i>Thursday</i>	Final Exams Summer Session II
18	<i>Friday</i>	Final Exams Summer Session II



*Introducing the College*





## THE PRESIDENT'S MESSAGE

Dear Friends:

Over the past several years the College of Charleston has experienced remarkable growth. In the Fall of 1969, 270 students were enrolled at the College and there were 35 faculty members. In the Fall of 1976, there were more than 5,000 students and 196 faculty members. During these seven years we have restored our historic campus buildings and have added many new facilities, we have significantly expanded our academic programs, and we have created extensive educational opportunities beyond classroom study. Just as we have expanded our programs and have grown beyond the borders of our original campus, we have also outgrown our former *Bulletin*. We have created this new edition of our catalog to re-introduce ourselves to our old friends and to introduce ourselves to the increasing numbers of people who are interested in finding out who we are and the education we offer.

The College of Charleston is a liberal arts institution. It is also a people-oriented community. Behind all of our programs lies our commitment to offering a comprehensive education for the whole person. The College's small-college environment, the breadth of our academic programs, and the wide range of student services and activities we offer are all designed to make our students' college experience a vital period of intellectual growth and personal enrichment — an experience that is, itself, a challenging and rewarding excursion into life rather than simply a preparation for the future.

This *Bulletin* can offer you only a glimpse of the College — our people, our programs, and our campus. I would like to take this opportunity to invite each one of you who is interested in the College to learn about us first-hand, by visiting the campus. Do call or write for an appointment with our Admissions Office, whose staff would be delighted to meet with you, to show you the campus, and to answer your questions.

I look forward to meeting many of you, and I extend to all of you my best wishes for the future.

Sincerely yours,



Theodore S. Stern  
President

*“What a piece of work is a man, how noble in reason, how infinite in faculties, in form and moving, how express and admirable in action, how like an angel in apprehension, how like a god! the beauty of the world; the paragon of animals; and yet to me what is this quintessence of dust?”*

William Shakespeare, *Hamlet*

*“If . . . the intellect is so excellent a portion of us, and its cultivation so excellent, it is not only beautiful, perfect, admirable and noble in itself, but in a true and high sense, it must be useful to the possessor and to all around him; not useful in any low, mechanical, or mercantile sense, but as diffusing good, or as a blessing, or a gift, or power, or a treasure, first to the owner, then through him to the world.”*

John Henry Newman, *The Idea of a University*

# AN OVERVIEW OF THE COLLEGE

## —AS A LIBERAL ARTS COLLEGE

Since its founding, more than 200 years ago, the College of Charleston has committed itself to the ideals of liberal learning. This commitment to the liberal arts extends beyond a narrowly defined goal of vocational training. It assumes that undergraduate education best prepares people for their careers in teaching, medicine, or business by enabling them to become individuals who are self-aware, cultured, knowledgeable about many fields in addition to their own, and constantly inquisitive about new areas and ways of learning.

A liberal arts education is a process of inquiry. Ideally, the entire community of faculty and students engages itself with the perennial human questions important to the individual, the community, and the world-at-large:

*Who am I? | Who are we —as a college, a community, a nation, and a part of the world community?*

*What are my values? | What are the values of my community? —of our culture? —of the contemporary world?*

*What are my obligations to my fellow human beings and how can I best fulfill them? | What is the role of our nation in the world community? What part should the College play in shaping our lives, and the life of the larger community?*

*What are my goals? | Where have we come from, and where do we want to go, as members of a local community? —as a nation?*

All individuals, institutions, and societies must grapple with such questions if they are to live full and responsible lives. Liberally educated men and women are the best prepared to undertake and to persist in this inquiry because:

— they have gained a broad acquaintance with the principal areas of human knowledge: the humanities — literature, languages, history, and philosophy —, mathematics, logic, the natural sciences, and the social sciences

— they have mastered the basic intellectual skills: how to reason logically, how to think critically, how to communicate effectively, and how to perceive the widest implications of what they have learned

— they have acquired the habits of inquiry and the delight in learning which ensure that their education will be a life-long experience of questioning and discovery.

#### —AS A COMMUNITY

The ideal setting for liberal learning is a community: a group of individuals who come together to share their pursuit of knowledge, and to learn from and to support one another. Even as it has expanded, the College of Charleston has sought to preserve its own identity as a small-college community. Its character is visible in the campus it has so carefully restored, where lovely historic buildings and gracious new ones cluster about flower-bordered walkways. As its appearance suggests, the College is a community where inquiry and learning are experiences shared among people who know and care about one another.

As it has grown in size and numbers, the College has become a community that mirrors society-at-large. Its students are representatives of the "real world," a mixture of races, backgrounds, interests, and age groups. This diversity among its students is itself one of the major learning resources of the College. Brief profiles of five students might suggest the variety of individuals who are part of the College community — and who are enriching one another's experience within it:

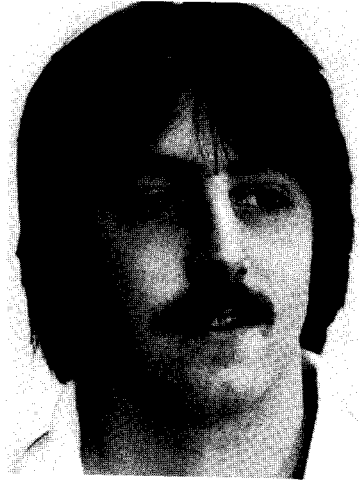


*Michelle Devenny* is a 21 year-old senior, one of the College's Foundation Scholars. Throughout high school and early college, Michelle planned to become a doctor. But like many persons drawn to the sciences, she was also talented musically, and wavered between her two interests. After having taken a special pre-med program for high school seniors at Philadelphia's Hahnemann Hospital and after two years at the University of Detroit, Michelle transferred to the

College of Charleston. By this time she had decided to major in music. Discussions with various members of the Fine Arts Department and attending auditions by professional singers in Charleston helped her to confirm her choice. Michelle is grateful for the crucial help and advice she has received from faculty

members at the College. She feels that "The smallness of the College is its most positive feature. Each student can receive individual help and guidance." Recently, Michelle was runner-up in the voice division of the South Carolina Music Teachers' Association Competition. After graduation she plans to go on to graduate school, and then to pursue a career as a professional singer and voice teacher.

*Alan Barth* is a junior biology major from Marion, S. C. He plans to become a doctor. Alan applied to six different colleges, choosing the College of Charleston because of the fine reputation of its Biology Department, and because he felt that it combined the best features of small and large schools. When first visiting the campus, he was especially impressed by the size of its classes: "The College is small enough so that one never feels lost. Teaching is on a one-to-one basis. People



really care here — the teachers and the students." Although the College is small, he feels that it has the educational facilities, equipment and programs of a large school. "The student life is great," he feels, which was important to him because he wanted a college that offered a rich extra-academic life as well as a strong academic program. Alan is a fraternity member, has participated in the intramural sports program, has served on the Student Advisory Board and has tutored for the Biology Department.



*Louester Smalls*, an Alumni Scholar, is a studio art major. Her ambition: "I hope to become a successful fashion designer/merchandiser. I plan to go into business for myself, and create my own 'empire' with my designs — 'Lulu Exclusively.'" During high school Louester set her sights on a career in business, and planned to attend a 2-year business college. During the summer after high school graduation, she worked as an office assistant in the College of Charleston's

Alumni Office, and completely changed her plans: "The people in the Alumni and College Relations offices were dynamic influences who turned my direction to the College. I felt it would be a good place to meet new friends and would be a different atmosphere from my past years at predominantly black schools." Louester started out at the College as an economics major and was a founder of the BA-ECON Club, serving as its first secretary. She feels that her business studies will serve her well as she sets herself up as an independent designer. Louester feels that life at the College is "fantastic," and thinks that its most positive feature is its demanding academic program: "regardless of where you are from, or who you are, you have to really study in order to make it." Because she did not take college prep courses in high school, Louester's first year at the College was particularly demanding, "but after my first semester here, I knew I wanted to stay. I went through a number of changes my first year or so here, but I feel that a person has to go through changes to make anything fit right. I am a very determined person, and my determination grew even stronger at the College because I knew I had to make it. There are two things about me that let me know I had to work hard to get where I am now: first, I am black; second, I am a woman. I made these two things valuable assets in my life at the College, and by constantly reminding myself that I am a black woman, I kept my feet on the ground and kept reaching for the stars."

*Tom Baker* is an English major from Augusta, Georgia. While attending junior college in Georgia, Tom became committed to creative writing, and then searched for a college where he might pursue this interest. He decided to come to the College of Charleston because it has a well-developed liberal arts curriculum, because it has an excellent English Department, and because he was attracted by the beauty of the Charleston area. He feels that the College offers "an atmosphere conducive to study, courses that consider the 'relevance' of the past to one's own interests, and a faculty very much concerned with the student's needs." As an English major, Tom has found that the study of literature — especially Dickens, Milton, Shakespeare, Emerson, and Thoreau — has given him the kind of background and inspiration he needs for his own writing. He has recently completed a short novel, which he plans to circulate among readers and potential publishers. Tom's ambition is to become a professional writer, "writing novels, short stories, plays, and, possibly, poetry." He is already planning his second novel, a science-fiction/fantasy.



*Lesley Rentschlar* is an ideal representative of the newest population of students: "returning" adults. Lesley was born and grew up in England, where she graduated from a 2-year teacher training college in the late '50's. Married to an Air Force officer, she came to the U. S. in 1960, where she, her husband, and their two teen-age sons eventually settled in the Charleston area. Returning to college, so that she could become certified to teach here, was an enormous and rather

frightening step to take. The apprehensions Lesley had are those of many adult students: she was anxious about the demands on

her family life and about the adjustments she would have to make in becoming a student again after more than fifteen years out of school, and she was afraid simply that she might not “fit in” at the College. But the experience that seemed “frightening from the outside” proved “terrific from the inside,” and Lesley is most articulate in explaining the impact that the College has had on her life: “Returning to college has been marvelous for me! Finding that I could succeed in college has given my ego a huge boost. I am now considering a masters degree — formerly I had wondered if I would ever graduate. I found the academic picture of myself I had carried around for twenty years needed changing. My life experiences since my first brush with college have helped me to be a much better student. If anyone is considering whether or not to try college again, I would definitely say ‘Yes!’ There are people here waiting to help and welcome you.”



# HISTORY OF THE COLLEGE

Founded in 1770 and chartered in 1785, the College of Charleston is the oldest institution of higher education in South Carolina and is one of the small number of colleges in the nation that trace their origins back to the colonial period. In 1826, when it first received financial aid from the city of Charleston, the College became the first municipal college in the United States. But the history of the College represents more than simply the claims of its past. In the story of the College's founding, its crises, and its renewals is reflected the heritage still visible in its buildings, and still preserved in its commitment to provide strong academic programs that are responsive to society's needs.

## THE FIRST TWO HUNDRED YEARS: 1770-1970

The College of Charleston received its charter from the General Assembly of South Carolina in 1785. This charter gave legal form to an institution that had been founded fifteen years earlier, when the first contribution was made to its endowment. As early as the 1740's, however, prominent individuals who were concerned about the intellectual life of the community had organized the Charles Town Library Society and had advocated the establishment of a college. Even before that, in 1707, the colonists' determination to establish a college had led them to set aside portions of land for a school.

Soon after receiving its charter, the College held its first classes in the home of its new president, Dr. Robert Smith, who was later appointed the first Episcopal bishop of South Carolina. Under Dr. Smith's leadership, a building that had served as a barracks during the Revolutionary War was renovated and adapted for academic purposes. In 1794, the College conferred its first degrees.

In spite of its initial promise, the College faced a crisis created by declining enrollments and mounting debts in the early years of the nineteenth century. The College was able to maintain its program of instruction only by selling parcels of its land and by exercising the strictest austerity. Between 1817 and 1828, the College succeeded in clearing its debts, reorganizing its administration, and erecting a new building, the "centre building," that was to remain an architectural landmark. (Now Harrison Randolph Hall, the "centre building" was completely restored in 1976.) In 1826, towards the end of this critical period, the College received an appropriation of financial aid from the Charleston City Council. This appropriation established the principle of

municipal patronage and gave the College the status of a municipal institution. Legal confirmation of this arrangement came in 1837, when an amendment to the charter permitted the trustees to transfer the College properties to the city, and the city, for its part, agreed to provide annual financial support.

With the disruption that war brought to all phases of Southern life after 1860, classes at the College were discontinued for a time, and faculty, students, and even the library were scattered. The College re-opened in 1866. But it had survived the crisis of war only to confront new difficulties. A sharp drop in enrollment during the Reconstruction period created terrible financial strains for the College, and its resources were taxed even further when its main building was heavily damaged in the earthquake of 1886. Still, the College persevered, and found new strength. The period from 1886 on saw a steady expansion of the College's curriculum, and an equally steady rise in scholastic standards.

During the twentieth century, the College has undergone three changes of status. After 1918, when women were first admitted to the College, Charleston County supplemented city funds with its own annual appropriation. Municipal and county support continued until 1949, when the General Assembly of South Carolina returned the College to its private status. Finally, in 1970, the College became a state institution.

Throughout most of its history, the College has been a small institution. Not until this century did its enrollment exceed 100 students, and those who were enrolled received a traditional liberal arts education that emphasized the classical languages. If one judges from the eminence achieved by many of its graduates, the College not only served these students well, but also established a reputation that extended well beyond the local community. In its development since 1970, the College has continually looked back on this proud past, and has renewed its commitment to academic excellence and to community, state, and national service.

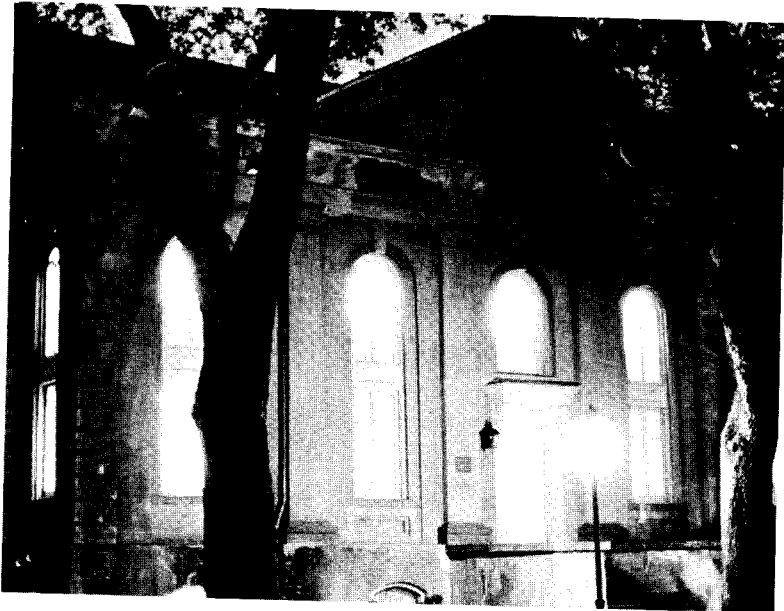
## 1970-1977/78

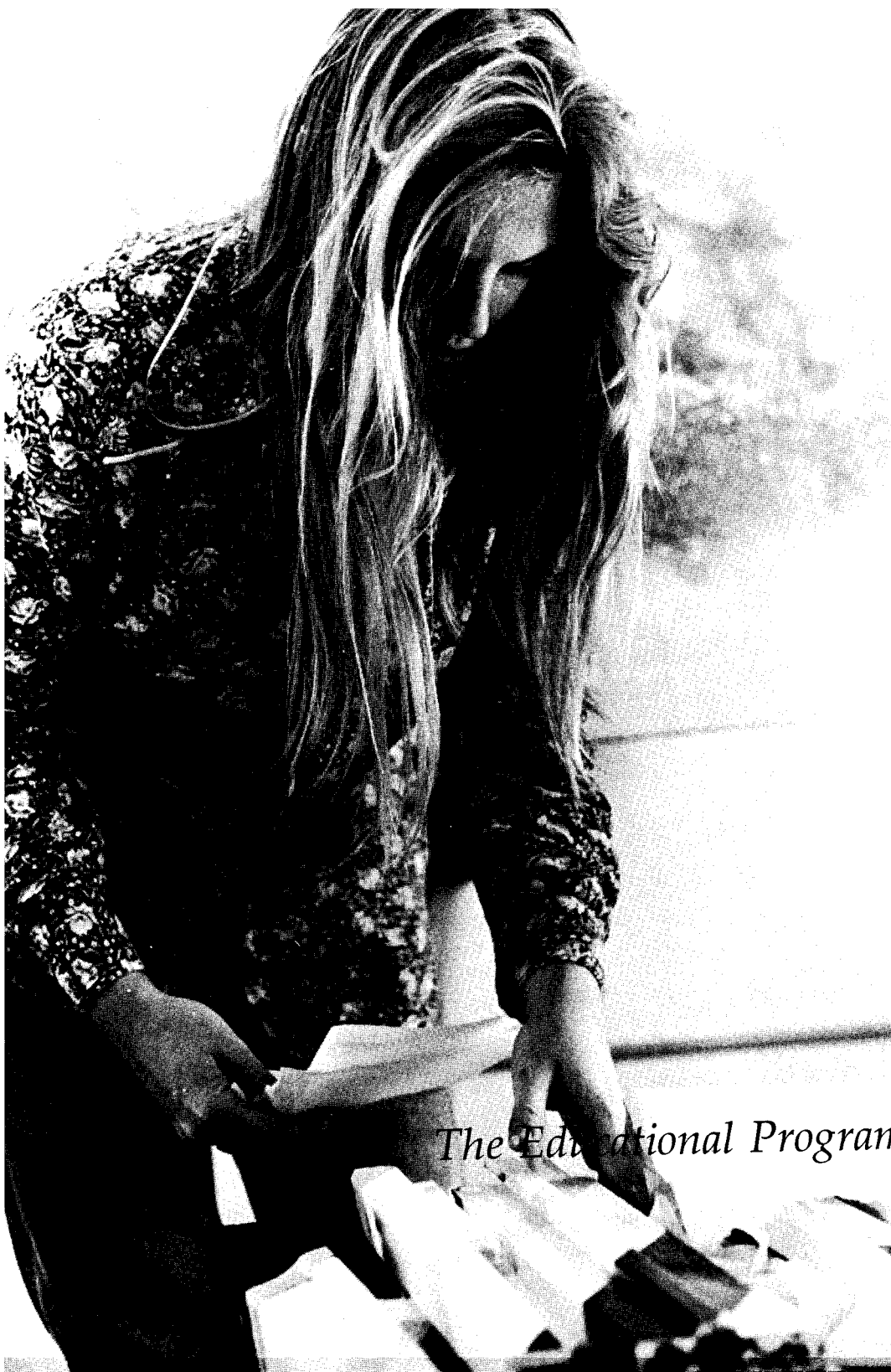
After the State College Board of Trustees assumed control of the College on July 1, 1970, a remarkable transformation began. Under the leadership of President Theodore S. Stern, the College of Charleston became the fastest growing College in the state. It is now the largest educational institution in the Lowcountry, and the third largest college in South Carolina.

Dramatic increases in the numbers of students and faculty have been coupled with an equally impressive development and expansion of the College campus. The main campus now covers five city blocks. Its 88 buildings include the following facilities:

Harrison Randolph Hall (the central administration building); Burnett Rhett Maybank Hall (an office and classroom building); the Science Center; Physicians' Memorial Auditorium; the Robert Scott Small Library; the Edward Emerson Towell Learning Resources Center; the Theodore S. Stern Student Center; the Bishop Smith House (the president's residence); residence halls for men and women; a cafeteria; a student health center; a bookstore; residences converted into faculty and administrative offices; faculty and staff housing; a central energy facility; a physical plant warehouse and repair shops. The College also operates the George D. Grice Marine Biological Laboratory at nearby Fort Johnson. Planned construction includes a Fine Arts Center, an Education Center, another women's dormitory, a Physical Education building, and an outdoor activities facility.

However impressive, a bare inventory of buildings cannot capture the spirit of the College's development — a spirit of renewal through preservation. In its painstaking restoration of the historic buildings on its campus, in its renovation of numerous old homes on adjacent streets, and in its construction of new buildings that complement the old, the College has literally rebuilt its campus on its historic foundations. The College's reconstruction has also inspired the renewal of its immediate neighborhood, where many historic buildings have been beautifully restored. In the surrounding streets, whose residents include a number of College faculty and staff, the College, itself, imperceptibly merges with the city whose name it has carried, and whose needs it has served, for over two hundred years.





*The Educational Program*

# THE EDUCATIONAL PROGRAM

## DEGREES OFFERED

At the undergraduate level, the College of Charleston offers the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts may be earned by majoring in departmental programs in English, history, languages (French, German, or Spanish), philosophy, and political science, and interdepartmental programs in classical studies, fine arts, and urban studies. Three of the science departments — Biology, Chemistry, and Physics — offer additional major programs oriented toward the humanities and leading to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, economics, elementary, secondary, and special education, geology, mathematics, physics, and psychology lead to the Bachelor of Science degree. Specialized pre-professional programs lead to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine. The requirements for all of these degree programs are printed in section V of this catalog.

At the graduate level, the College offers two Masters degrees, the M.S. in Marine Biology and the M.Ed. with concentration in either elementary or early childhood education. Information about these programs is found in the *Graduate Bulletin*, which may be obtained from the Graduate Office.

## THE FACULTY

The College of Charleston teaching staff is a young, highly qualified faculty. As of Spring, 1977, the faculty consists of 196 men and women who hold graduate degrees from 119 institutions in 36 states and 6 foreign countries. 73% of the faculty hold terminal degrees — the Ph.D. or its equivalent. Their average age is 33.

The faculty are active in publishing, delivering papers, attending conferences, and creating and participating in professional symposia, lecture series, and performance concerts. But because the College is a liberal arts college, rather than a primarily research-oriented institution, the faculty's main role is as teachers. While teaching styles and techniques are as varied as the personalities of the individual instructors and the demands of their academic disciplines, the teaching staff is unanimously committed to maintaining strong academic programs and a learning environment that is both challenging and inviting. Within this environment, students will meet faculty members who are well suited to meet their individual needs — professors whom

they find personally and professionally inspiring in creating and communicating knowledge, and with whom they can develop an open and personable student-teacher relationship.

## THE MENTOR PROGRAM

In the Fall of 1976, the College initiated a special freshman advising system called the Mentor Program. This program is designed to promote a broader, more intensive relationship between faculty and students than is possible in the conventional faculty-advisor role. The mentor considers each advisee's interests and abilities, and helps the student to assume responsibility for his or her personal academic development through a liberal arts education. Every incoming freshman is assigned a mentor, who serves as the student's advisor until the student declares a major and is assigned an academic advisor in his or her major department.

The close relationship between the mentor and the student enables the mentor to advise the student in light of his or her personal situation, attitudes, and goals. The mentor identifies the student's aptitudes and deficiencies, helps the student to understand the full range of possibilities within the academic programs at the College, and assists the student in formulating an appropriate learning plan. In its entirety, this special faculty-student relationship builds upon and strengthens the fundamental assumptions of the College community:

- that a liberal arts college is an environment in which a student develops as an entire person
- that in a context of total learning, faculty and students can enjoy a rich personal association
- that the wisdom (not just the schooled knowledge) of the faculty is the primary agent for ensuring that the College does make a difference in the lives of its students.

## SPECIAL PROGRAMS

The College's educational program offers students a wealth of opportunities beyond its degree requirements. For instance, nearly every department offers its advanced students the chance to do intensive, independent study under the supervision of a faculty member. The formats and requirements of these various

Independent Study courses are found in the Courses of Instruction, in section V of this catalog. Described immediately below are the special programs that are not listed among the Courses of Instruction. These opportunities range from on-campus programs — for instance the Departmental Honors Program — that expand the student's options within the regular curriculum, to off-campus programs — for instance, Experience Learning offerings and Study Abroad — that place their participants in learning situations in the "real world," in local, out-of-state, and international settings.

## THE DEPARTMENTAL HONORS PROGRAM

The Departmental Honors Program is designed to give upperclassmen of exceptional ability an opportunity to explore intensively a field of their particular interest. Students applying for this program should be mature individuals who are capable of sustained and independent work. Participation in the program requires that the student take the initiative in outlining his or her proposed research, experiment, or special study, in enlisting the support of a faculty advisor, and in securing the approval of the department. The student might choose to prepare a seminar report, a Bachelor's Essay, or an Independent Study project. Whatever the format, the project should develop the student's proficiency in library research or laboratory methodology, and the finished composition should be distinguished by its organization, reasoning, and expression.

The recommended capstone of the Departmental Honors Program is the Bachelor's Essay. The student must seek one of the professors in his or her major department to supervise the undertaking and must submit in writing a proposal for the project. If the plan is accepted, the student must work closely with his or her advisor. Researching and writing the Essay extends over both semesters of the senior year. To allow time for proper revision of the Essay, the student should submit one or more preliminary drafts for critical examination. The department may also prescribe additional requirements for ensuring the quality of the work. Satisfactory completion of the Bachelor's Essay entitles the candidate to six semester hours of credit.

At the conclusion of the program, Departmental Honors can be awarded only with the approval of the department. To be eligible, the student must have completed a minimum of twelve semesters hours of exceptionally fine work in any combination of seminar, Independent Study, and Bachelor's Essay, and must have earned a grade point ratio in the major of at least 3.5. If the student has submitted a Bachelor's Essay, it is catalogued and retained in the collection of the College Library.

## SELF-INSTRUCTIONAL PROGRAM IN CRITICAL LANGUAGES

In the Spring of 1977, the College inaugurated a self-instructional program in critical foreign languages. Essentially an intensive program for advanced students, the Self-Instructional Program in Critical Languages is open by application to qualified students interested in the study of non-western and other languages that are not usually offered by the College. The general requirements for acceptance into the program include a strong overall academic record, a demonstrated language learning aptitude, and high motivation.

The program consists of approximately two hours of daily self-instruction using cassette tapes and language texts designed for audio-lingual learning, two one-hour drill sessions or tutorials per week with a native speaker, periodic progress tests and a final examination by an outside evaluator. Students must provide their own cassette players and tapes.

Ordinarily, students admitted to the program will have already fulfilled the foreign language requirement. In exceptional cases, however, successful completion of the two-semester intermediate critical language sequence may be used to satisfy the language requirement.

The languages available for self-instructional study include: Chinese, Japanese, Portugese, Swahili, Arabic, Hindi, Persian (Afghan), modern Greek, Yoruba, Russian, and Yiddish. Other, less common, languages may also be taken. All of the offerings are contingent on the availability of qualified tutors, usually native speakers. For full particulars, students should contact the Director of the program.

## STUDY ABROAD/OVERSEAS TRAVEL AND EMPLOYMENT

The College encourages students to undertake a period of study, travel, or employment abroad. Living and studying in another country — encountering a language, customs, heritage, and cultural suppositions different from one's own — are experiences that help realize the aims of liberal arts learning. Visitors abroad acquire not only the knowledge of another culture, but another perspective from which to judge their own. Often, too, individuals will arrive at a new level of self-understanding, and will be prompted to examine their personal beliefs, life-style, and plans for the future in a more probing way.

The College's Office of International Programs assists students in planning overseas programs. In addition to helping develop Study Abroad programs sponsored by the College of Charleston, the Office of International Programs has an extensive



collection of information concerning programs conducted by other accredited American universities and colleges as well as information about programs and policies at foreign universities. Study and travel programs are available in all of the major European countries and in South and Central America, Asia, and Africa. Some study programs are language- and culture-oriented; others do not require previous knowledge of the language. Most programs are open to students in all majors. Students may choose from among summer programs, semester programs, and academic year programs. The Office of International Programs can also assist students in arranging individualized programs of study, travel, or employment.

Among its secondary services, the Office of International Programs issues the International Student Identification Card (ISIC), maintains information on low-cost overseas transportation, and publishes an occasional newsletter on study abroad. The Office also advises students concerning opportunities for graduate scholarships and fellowships abroad.

#### EXPERIENCE LEARNING OPPORTUNITIES/ CAREER DEVELOPMENT PROGRAMS

The Office of Career Development was established in 1976 to address the student's need to prepare for the world of work, and the relevance of liberal arts college education to that preparation. Objectives of the Office are:

- to assist individuals form their career (life) goals
- to provide career counseling, Experience Learning programs, and job placement assistance
- to join with community leaders in assisting students in their transition from education to work.

The major new program focus in career development is Experience Learning. Experience Learning programs combine working and learning — the accomplishment of a productive task with conscious and disciplined study. In these supervised situations, the student applies theory learned in the classroom and explores possible careers. These programs are intended to strengthen the curriculum in ways consistent with the liberal arts objectives of the College. The various Experience Learning programs are as follows:

— CAREER EXPLORATIONS involve students working along side an experienced worker to test their own interests and ability for a particular occupation. In the classroom part of the program, the student analyzes the social, economic, political, and

human contexts of the occupation, its career opportunities, and the liberal arts skills it requires. This program is open to students who have completed at least one semester at the College.

— APPLIED STUDIES are more structured learning experiences, directed by a faculty member, in which an advanced student applies theory learned in the classroom in a work setting, and completes an academic project related to the job assignment. Normally there is a concurrent seminar. Hours, pay, and academic credit vary, but academic credit is not given for salaried employment. Applied Studies are open to juniors and seniors.

— CO-OPERATIVE EDUCATION (CO-OP) is an arrangement with an employer to hire a pair of students to perform a job on a full-time, year-round basis through alternating periods of work and study. While one student is working on the job, the other is attending classes. At the end of the semester, the students change places. During the employment period, the student may do an independent study project related to the work. The program covers all of the disciplines in the curriculum, with positions especially available in the fields of business administration and accounting. The Co-Op program is open to all students who have completed at least one semester at the College.

— THE GOVERNOR'S INTERN PROGRAM places upperclassmen in part-time positions with government or public agencies in the student's field of study. Interns are involved in short-term projects of a professional nature, working sixteen hours each week over a twelve-week period. The hours can be arranged to meet the student's class schedule. The intern receives a stipend equal to the current minimum wage. Internships are available with such agencies as the Arts Commission, United Way, and the Marine Resources Laboratory.

— THE WASHINGTON CENTER FOR LEARNING ALTERNATIVES arranges for students to undertake semester-long internships in Washington, D. C. Internships are available in offices of the federal government, congressmen's offices, and public interest organizations. The Washington Center program is open to any upperclassman at the College.

— SEA SEMESTER is a program sponsored by the Sea Education Association, a non-profit organization based in Woods Hole, Massachusetts. SEA is affiliated with the College of Charleston, Cornell University, and Boston University. The Association's principal purpose is to teach college-level students about the oceans through a combination of classroom studies ashore at Woods Hole with practical laboratory work at sea.

Six-week classroom courses in marine science, nautical science, and maritime policy are followed by another six weeks aboard R/V Westward, a 125-foot research and training schooner. The steel-hulled Westward, built in 1961, has auxiliary diesel power and modern navigational and scientific equipment. The student apprentices attend formal daily lectures at sea and are divided into regular watches to man all of the scientific and sea-going activities of the vessel. By the end of the voyage, each student is expected to be able to take full responsibility for any of the ship's operations. Any student at the College is eligible to participate in the program. For further information, contact the Director of SEA Semester at the College of Charleston.

— DEPARTMENTAL EXPERIENCE LEARNING PROGRAMS include the following courses:

Education 401, 403, 439: Directed Teaching  
Political Science 497, 498: Field Internship  
Sociology 381: Alcohol Abuse, Alcoholism, and Community Action — An Internship.

## MAYMESTER

Maymester is a three-week period of concentrated courses between the end of Spring semester and the beginning of Summer School. Maymester courses are designed to give faculty and students the opportunity for an uninterrupted, intensive investigation of subjects that particularly draw their interest. Classes meet for 3½ hours 5 days each week over the three-week period. Maymester 1977 will offer 23 courses including two courses centering on the Spoleto Festival and three Study Abroad programs, in Great Britain, Rome, and Costa Rica. The program of Maymester 1978 will be announced the preceding Spring. Continuing and incoming students at the College of Charleston, degree candidates in good standing at other colleges and universities, and interested members of the community may apply for admission. Housing is available. Further information may be obtained from the Director of the Maymester Program.

## SUMMER SCHOOL

Summer School offers two five-week terms of concentrated courses, with substantial offerings at the introductory and advanced levels in all of the disciplines in the College curriculum. Students may choose to take summer courses to explore fields of study outside of their major concentration, to make up work

missed in the regular terms, or to accelerate their progress towards a degree. Summer courses are open to students from other colleges and universities and to community residents as well as to regularly enrolled students at the College of Charleston. Housing is available. A Summer School *Bulletin* providing information about summer courses, workshops, and special institutes is available from the Office of Summer Programs.

## EVENING SCHOOL

The Evening Program of the College, part of the College's Continuing Education Program, typically offers some 120 courses each semester. The courses, which represent every discipline in the College curriculum, are offered either at 5:30 or 7:00 p.m., and are open to regular students of the College as well as to Continuing Education students. Some 2,000 students enroll in Evening School courses each semester. A separate Evening School *Bulletin*, giving the courses offered, admission procedures, and general information for evening students, is available from the Continuing Education Office.

## COMMUNITY SERVICE PROGRAMS

Each semester the Office of Continuing Education and Community Services offers a number of non-credit courses and workshops that are open to interested persons in the community as well as to students at the College. Programs in the past have included Executive Development workshops and courses on Historic Charleston, the metric system, sailing, and Spanish for medical personnel. The courses and schedules for each semester are publicized in local newspapers and on the campus prior to the registration period.

## THE GOVERNOR'S SCHOOL OF SOUTH CAROLINA

Created in 1975 by Governor James B. Edwards, the Governor's School is a six-week summer residential honors program for gifted South Carolina high school students. Each year a limited number of rising high school juniors and seniors who have shown exceptional ability and achievement in their studies participate in the program, which is conducted in June and July on the College of Charleston campus.

The Governor's School program features intensive, college-level study in a variety of academic disciplines from among the natural and social sciences, the humanities, and fine

arts. Career counseling, value studies, and self-expression workshops are other major elements of the program. A wide range of cultural and recreational activities and field trips is also offered. The students live in College housing and their meals are provided in College facilities. Tuition, room, board, field trips, and the program's other activities are provided without cost to the participants.

Qualified students are nominated by their high schools and are then selected with the assistance of a professional screening committee in a state-wide competition. In the summer of 1977, approximately 275 men and women from public and private high schools will participate in the program. For further information, contact the Director of the Governor's School at the College of Charleston.

### SPOLETO FESTIVAL U.S.A.

From May 25 to June 5, 1977, Charleston will host the first American Spoleto Festival. Famous throughout Europe, the world's most comprehensive arts festival was founded by Gian Carlo Menotti in Spoleto, Italy, nineteen years ago. In the U.S.A. companion Festival, over 600 artists will perform opera, ballet, contemporary dance, theatre, poetry, and mime at sites throughout Charleston. College of Charleston students will have special opportunities to observe and work with Festival artists. Courses featuring participation in the Festival will be offered during Maymester.



*An outdoor concert in the Piazza, Spoleto, Italy.*

## COOPERATIVE CONTRACTS WITH THE MEDICAL UNIVERSITY OF SOUTH CAROLINA COLLEGE OF NURSING AND COLLEGE OF ALLIED HEALTH SCIENCES

The College of Charleston supports the program of studies at the Medical University of South Carolina College of Nursing through a cooperative contract. Under this agreement, students who have been accepted by MUSC College of Nursing are eligible for enrollment in general education courses at the College of Charleston. General education requirements are emphasized in the freshman year and continue throughout the four year period of professional preparation.

The College of Charleston has a similar contract supporting the programs of study at MUSC College of Allied Health Sciences, including MUSC's Bachelor of Science program in Medical Technology.

### AIR FORCE ROTC

ROTC is not offered at the College of Charleston. However, College of Charleston students may participate in the Air Force ROTC program at the Baptist College at Charleston. Although no credit towards graduation is given and AFROTC grades are not computed in the student's grade point ratio, the student's transcript will show AFROTC participation. After successfully completing the program, the student is eligible for commission through the AFROTC unit at the Baptist College at Charleston. Application should be made through the Baptist College at Charleston.

### THE THREE-TWO ENGINEERING PROGRAM AND THE FIVE-YEAR B.S./M.S. DEGREE IN CHEMISTRY AND BIOCHEMISTRY

The College offers cooperative engineering programs with Clemson University, Georgia Tech, and Washington University. After three years at the College and two at the engineering school, the student receives bachelor's degrees from both.

The College also offers a joint 5-year program in biochemistry with the Medical University of South Carolina. After earning 108 semester hours at the College, the student applies to the graduate school at MUSC. He or she receives a B.S. in chemistry when MUSC awards the M.S.

Further information about both programs may be obtained from College of Charleston faculty advisors.

## SPECIAL RESOURCES

### THE LIBRARY/AREA LIBRARY RESOURCES

The Robert Scott Small Library is the main library on campus, housing major books, periodicals, special collections, documents, and micro-texts in all subject areas. The Library has current holdings of approximately 185,000 volumes. It receives more than 1,900 periodicals and journals of learned societies, and is a selected depository library for government publications. Its principal special collection is the South Caroliniana collection, which includes a large collection of pamphlets, manuscripts, and transcripts of other records. Library rules are liberal, with open stack privileges granted to students from their freshman year.

Through a cooperative agreement with the Charleston Higher Education Consortium, College of Charleston students have access to the library facilities of The Citadel, the Medical University of South Carolina, the Baptist College at Charleston, and Trident Technical College. College of Charleston students have membership privileges at the Charleston Library Society. The special collections of the South Carolina Historical Society, the Charleston Museum, and the Carolina Art Association are open to advanced students. The College of Charleston also maintains inter-library loan and exchange courtesies with colleges and universities throughout the nation.

### GEORGE D. GRICE MARINE BIOLOGICAL LABORATORY

The George D. Grice Marine Biological Laboratory, named in honor of the fourteenth president of the College, is located at Fort Johnson, on James Island, about ten miles from the campus. The facility's library houses material relating to fishes and fisheries, marine invertebrates, estuarine and marine ecology, water quality, coastal zone management, and other fields in the marine sciences. The station also maintains a research collection of marine invertebrates and fishes.

Undergraduate research and undergraduate courses related to the marine environment are conducted at the Grice Laboratory. In addition to the College of Charleston facilities, the facilities of the Marine Resources Division of the South Carolina Wildlife and Marine Resources Department are available to graduate students, staff, and visiting scientists for study and research purposes.

The Fort Johnson property has historic associations stretching back over two hundred years. Among the remains of fortifica-

tions dating from the Revolutionary War are a brick powder magazine and, from a later period, the foundations of a Martello tower. The opening rounds of the bombardment on Fort Sumter that began the Civil War were fired from these fortifications.

#### EDWARD EMERSON TOWELL LEARNING RESOURCES CENTER

The Learning Resources Center serves as a laboratory for the Languages and Fine Arts Departments. The center has an audiovisual room and facilities, tape duplicating facilities, and limited television production facilities. The Center's staff members are available to assist students in utilizing these resources for classroom presentations and other media projects.

#### EARLY CHILDHOOD DEVELOPMENT CENTER (ECDC)

The Early Childhood Development Center is a laboratory and training school for teacher trainees in early childhood education and is also available for the training of early childhood paraprofessionals from the community. The Center provides children from ages one to school age with experiences for positive emotional, social, and intellectual development and provides opportunities for individuals and groups to share learning experiences related to early childhood development and education. The Center's professional staff includes a director, teachers, aides, and student assistants. Children participating in the program are selected from among faculty, staff, student, and community families.







## *II. Student Services*

# STUDENT SERVICES

College life is an absorbing experience that affects, and is affected by, every other aspect of a student's life. Students who are having academic difficulties may be hampered by poor study skills, by problems of adjustment to college life, by uncertainty about their educational aims and future directions, or by personal problems only apparently unrelated to their college experience. Students who are doing well academically may be just as in need of guidance and help — to cope with academic pressures or personal problems, to decide their major, or to formulate their career goals and life-plans. Just as its academic programs are intended to educate the whole person, the College of Charleston's support services are designed to help students cope with whatever difficulties they might be experiencing, and to assist them in deciding their personal and professional directions. In all of the support services, professional staff and counselors are available to assist students either on an individual basis or in group settings. The concern and openness of the student services' staffs may perhaps be best summarized by the cover statement of a campus brochure distributed by the College Skills Lab — "We're here because we care."

## COLLEGE SKILLS LAB

The primary goal of the College Skills Lab is to enable students to gain confidence in their ability to handle college-level work effectively. Although the Lab cannot give academic credit, its instructional program complements courses at the College. Instruction is offered, on a walk-in basis, in study skills, reading, mathematics, grammar, and writing. Professional reading staff and English and Math faculty members are available in the Lab to give individualized, self-paced instruction in their respective areas.

## COUNSELING SERVICES

The Counseling Center offers individual and group counseling in a variety of areas — personal counseling, academic counseling and tutoring, and career counseling. In each of these areas, the Counseling Center also administers testing programs — for example, interest inventories, placement and personality tests, and CLEP examinations. Most of the Counseling Center's services are free of charge, and all are on a confidential basis. Following are descriptions of each of its main services.

## PERSONAL COUNSELING

The Counseling Center encourages students who are having personal problems to make an appointment, or simply to "drop in." The Counseling staff are skilled professionals with whom students may discuss their difficulties openly and confidentially. In addition to individual counseling, the Counseling Center offers group sessions — for instance, Black Awareness groups and Relaxation Training sessions.

## ACADEMIC COUNSELING AND TUTORING

Staff members of the Counseling Center serve as academic advisors for all students who do not already have a faculty advisor. In addition to helping these students choose and schedule their courses each semester, the Counseling staff is available to help any students who need advice and assistance in choosing a major. This assistance might include testing and group counseling as well as individual advising.

The Counseling Center offers tutoring services for any students who are having difficulties in any subject. All tutors are faculty-recommended, and the sessions are conducted both on an individual and on a group basis. Although students are asked to pay for this service, financial assistance is available for those who cannot afford the expense.

## CAREER COUNSELING

The Counseling Center offers career counseling on an individual basis. The Counseling staff also helps to run Career Development Workshops, which are described immediately below, under "Career Development Services."

## CAREER DEVELOPMENT SERVICES

The recently established Office of Career Development provides coordinated services to assist individuals develop the skills necessary to create their own plans for progress through life. These skills include the ability (1) to gain knowledge of self and the world of work, (2) to transform this knowledge into a program of continued self-development, and (3) to act upon this individual plan. To assist the student in seeing the relevance of college education to the whole of life, and as preparation for work, the Career Development staff is joined by college alumni

and local persons who invite students to discuss careers and to observe their work settings.

Career Development services include general advising, Career Development Workshops, ventures off campus, a Career Library, Career Days, and job placement.

## CAREER DEVELOPMENT WORKSHOPS

Career Development Workshops are the initial step in career planning. The objectives of the Workshops are to increase the participants' self-understanding and to enable them to acquire the information gathering and decision making skills that will help them to plan their careers realistically. Workshops normally meet for 2½ hours once a week for five weeks, and are scheduled throughout the year. Vocational aptitude and interest tests are given to all participants, and professional interpretation is provided. Participants also spend one full day in a job setting in the community, observing and interviewing.

Career Development Workshops are especially valuable for freshmen and sophomores, since they then have time to consider career planning in deciding their major and can take advantage of other Career Development programs before graduation. Seniors who have not yet participated in a Workshop will find the groups particularly helpful as they begin looking for a job. Workshops can also be tailored to meet the special need of certain students — for instance, women and adult students.

## FIELD VENTURE

All students at the College are encouraged to arrange some direct field experience in order to explore career options, to test preliminary career decisions, and to identify areas in which they need further learning. The Career Development Office is able to assist students in utilizing part-time jobs or volunteer work for these purposes, and the Experience Learning programs (see p. 25) are designed to include this kind of field learning as an integral part of the curriculum.

## CAREER LIBRARY

The Career Library contains valuable information on most occupations along with general information on decision making, researching occupations, and job hunting. The staff members are ready to introduce individuals to the potential of these resources,

and to advise them how to use the Library for their personal career development.

## CAREER DAYS

In order to inform as many students as possible about the variety of career options open to them, a Career Day is held once each month. Each Career Day focuses on the career possibilities in a single area — for instance, English or biology — and gives students the opportunity to talk with College faculty members and outside resource persons who are currently engaged in that field.

## PLACEMENT OFFICE

The Placement Office offers assistance in finding jobs, particularly full-time, post-graduation employment. Services of this office include arranging on-campus interviews with employers, keeping files on local part-time jobs and information on employment trends and salaries throughout the state and nation, and assisting students with resume writing and interviewing techniques. Students who wish to take advantage of these services should establish a credentials file in the Placement Office no later than the first semester of their senior year.

## GRADUATE AND PROFESSIONAL SCHOOL INFORMATION

Graduate and professional school information is available in the Career Library and in the Placement Office. The Career Development staff is able to advise students on admission requirements and includes consideration of graduate education as part of its overall career counseling program. Students interested in graduate study abroad will find information about international scholarship and fellowship programs in the Office of International Programs. Students considering graduate school should also seek advice from the appropriate faculty members.

## CAMPUS MINISTRY

The Campus Ministry program is a comparatively new but vital influence at the College. This program is designed primarily to serve the students' need for personal and corporate identity within the College setting. The program is housed in a lovely restored historic building that has spaces for study, reflection,

coffee breaks, meetings, and religious services. A campus minister has been appointed to maintain a working liaison with each denominational group desiring representation at the College.

All religious activities are held under the auspices of a Religious Activities Council, which is made up of representative campus ministers and interested students. Members of the Council promote ecumenical projects, such as National Hunger Day and a Fast to Save a People. In addition, the various denominational groups sponsor their own religious services and programs.

## HEALTH SERVICES

The Health Service offers students routine office care and the services of a family physician and a nurse. These services are available free of charge to full-time students. Other students who become ill or injured while attending day classes may report to the Health Service clinic for First Aid measures. The specific services provided by the Health Service, the doctor's and the nurse's hours, and the policies and regulations of the Health Service are printed in the *Student Handbook*, which is distributed to every student who enrolls at the College.

## INTERNATIONAL STUDENT SERVICES

Beyond handling admission procedures for applicants from abroad, the Office of International Programs provides the following services for students from other countries:

- educational credentials assessment
- academic and personal advising
- visa documentation assistance
- help with employment requests

The Office also regularly posts notices of social and cultural events, travel opportunities, and other programs that might be of special interest to international students.



III. *Student Life*

## STUDENT LIFE

Students who are accepted for admission at the College of Charleston are admitted not only into its classrooms. They are also admitted into the College community, and are invited to participate in its array of intellectual, cultural, social, and recreational activities. Honorary societies, special interest clubs, social organizations, and athletic groups offer their members a sense of belonging, the pleasure of working together in common pursuits or interests, the opportunity to create and to carry out common goals, and simply the chance to make friends and have fun. The special activities and events that the College sponsors — from science seminars to community concerts — offer intellectual and cultural experiences that are enjoyable, stimulating, and broadening. Those students who are involved in extracurricular activities instill in themselves the habit of participation. They are most likely to be among those graduates of the College who become involved in the civic, social, and cultural lives of their home communities. Their participation also strengthens the College's own identity and aims as a *community* of learning — a community where individuals join together to question, to discover, to experience, and to grow.

### IN THE DORMS

Residence hall living has long been a traditional facet of liberal arts colleges, and the College of Charleston has been rapidly expanding and improving its residence facilities for students. Although the majority of students live off-campus, the College now has dormitory space for more than 1,200 students.

Life in a dormitory with its close proximity of people, community-type baths, and strangers for roommates can be a baffling experience for new students. At its best, however, residence hall living offers students a unique opportunity to live with people from different backgrounds and of varying interests. Resident students also have easy access to on-campus social, cultural, and intellectual activities.

The College encourages dormitory residents, in cooperation with the Residence Counselors, to improve existing programs within the residence halls as well as to create new programs of special interest to residents. Such programs include dormitory socials, intramural teams, and lectures and discussions on special topics.



## THE RESIDENCE HALLS

The College Lodge Residence Hall for men, located on Calhoun Street, houses 200 students. In addition, several historic buildings have been renovated to accommodate male residents.

Buist Rivers Residence Hall with facilities for 102 women and Rutledge Rivers Residence Hall housing 103 women are located on College Promenade. Craig Residence Hall, on the corner of George and St. Philip Streets, accommodates 96 women. An addition to Craig, which is currently underway, will provide housing for an additional 106 women. The College Inn Residence Hall is on Calhoun Street and accommodates 189 women. Besides the larger residence halls, several historic dwellings have been restored to accommodate women residents.

Room assignments for returning students are based on class seniority. Rooms for new students are assigned on the basis of the date of return of the residence hall contract and application. Whenever possible, the College honors written requests for specific rooms and roommates.

Rooms are normally occupied by two or more students. Most rooms are carpeted, and all are air-conditioned. Room furnishings typically include single bed(s), chest(s) of drawers, desk(s), and chair(s). Students may provide draperies and additional decorations and will need to bring their own blankets, spreads, study lamps, and pillows.

Meals are optional for resident students.

## RESIDENCE HALL MANAGEMENT

Residence Counselors, who serve as assistants to the Director of Residence Life, are responsible for the overall operation and well-being of the residence halls and residents. They live in the residence halls and students are encouraged to seek them out concerning residence or personal matters. Residence hall officers assist the Residence Counselor with the management of the hall. Residence officers are ready to assist students with problems and to represent their interests by advising the Resident Counselor of ways to improve the life of the hall.

Much of the responsibility for managing the residence halls rests with the residents themselves, through the individual residence councils. The residence councils, which are composed of elected representatives from each floor or house, are directly involved in every aspect of dormitory life. They help plan dormitory rules and regulations, handle student petitions dealing with residence life, and work closely with the administration to improve dormitory living.

The College wishes to operate the residence halls with as few regulations as possible. Nevertheless, rules are necessary for the smooth operation of a dormitory and the comfort of its occupants. The specific regulations concerning resident privileges, hours, guests, housekeeping, and personal conduct are determined by the individual dormitory councils, subject to the approval of the administration. These regulations are printed in a residence hall pamphlet that is distributed to every resident within one week of the beginning of classes.

## OFF-CAMPUS HOUSING

There are, at present, no campus facilities for married students. Married students and others who want to live off-campus can obtain lists of available apartments, rooms, and houses from the Coordinator for Off-Campus Housing, in the Office of Residence Life. However, the availability of such housing is limited.



## ON THE CAMPUS

### THE JUDICIAL CODE

The College of Charleston has always prided itself that its students have been mature individuals and responsible citizens of its community. Just as citizens of any community are protected and governed by laws, the College has established a Judicial Code, a body of rules, regulations, policies, and procedures designed to ensure that the individual rights and freedoms of students are upheld and that an environment is created that is conducive to human growth. The Code states that all students are expected to conduct themselves in an acceptable manner at all times and in all places and that cheating, plagiarizing, stealing, lying, or knowingly furnishing false information to any official or employee of the College is prohibited. The specific regulations and procedures of the Code are published in the *Student Handbook*, which is distributed to every student who is enrolled at the College. All students who accept admission to the College indicate their willingness to obey and to be governed by these regulations and also acknowledge the right of the College to take the necessary disciplinary action for failure to abide by these rules. The Judicial Board, which is composed of representatives from the faculty, the student body, and the administration, provides for due process, a fair hearing, and equal treatment for those students accused of violating the regulations of the College.

### CAMPUS ACTIVITIES AND ORGANIZATIONS

#### THE THEODORE S. STERN STUDENT CENTER

The Theodore S. Stern Student Center plays a major role in the development of social, cultural, and educational experiences on campus that can be enjoyed by students, faculty, and staff. The continuing goal of the Center is to unify these members of the College community. Activities at the Stern Center are coordinated by a Board of Governors whose various committees are responsible for a wide range of programs. Facilities of the Stern Center include a collegiate size swimming pool, bowling lanes, billiards, ping pong tables, student offices, meeting rooms, T.V. and audio rooms, lockers for commuting students, the Campus Shop, the Campus Post Office (where commuting students as well as resident students may secure post office boxes), a ball-room, and a snack bar.

## THE STUDENT GOVERNMENT ASSOCIATION (S.G.A)

Every student who enrolls at the College automatically becomes a member of the Student Government Association. This organization, which is the governing force of the student body, is based on mutual cooperation among students, faculty, and staff. It has traditionally been a strong voice of student concerns and has actively worked to improve student life at the College. The structure of the S.G.A. consists of a legislative council composed of elected class representatives, an executive board composed of student body officers, and a judicial branch. Representatives from the S.G.A. sit on all of the major faculty and administrative committees of the College and the S.G.A.'s own committees are involved in many aspects of the College community.

Extracurricular activities sponsored by the S.G.A. include Short Courses and a film series. Short Courses are non-credit, popular-interest courses that are offered each semester. Recent courses have included guitar, photography, auto mechanics, quilting, ballet, and basic tennis. A nominal fee is charged. The S.G.A. film series shows approximately thirty popular movies throughout the school year. A nominal admission fee is charged.

## STUDENT PUBLICATIONS

*The Comet*, which was first published in the 1920's, is the College yearbook.

*The Meteor*, which was first published in 1936, is the student newspaper.

*Looking Glass*, the College literary magazine, publishes student photography, drawings and sketches, short stories, poems, plays, and other literary pieces.

## HONORARY SOCIETIES

*Sigma Alpha Phi* is the College's honorary scholastic society. Juniors and seniors who lead their classes in scholarship are eligible for membership.

*Phi Kappa Phi* is a national honorary society whose membership is limited to juniors and seniors of superior academic ability and outstanding character. A grade point ratio of 3.7 is required for seniors, and 3.8 for juniors.

*Omicron Delta Kappa* is a national leadership honorary society. Membership is based on scholarship, leadership, and service.

*Pi Mu Epsilon National Honorary Mathematics Fraternity* is a national honorary society devoted to promoting the mathematical and scholarly development of its members. The campus chapter is the College's first honorary society in a specific academic discipline. To be eligible for membership, students must have had at least two years of college mathematics, including calculus, must have earned at least a B average in those courses, and must rank in the top third of their class in their general college work.

## CLUBS AND GROUPS

### *Academic Interest and Pre-Professional Organizations*

American Society of Personnel Administration	Health R.E.S.P.E.C.T. Club
Business and Economics Club	Natural History Society
Council for Exceptional Children	Philosophy Club
English Club	Political Science Club
Geology Club	Pre-Law Society
	Psychological Association
	Society of Physics Students

### *Special-Interest Organizations*

Afro-American Society  
Campus Gold (a service organization supporting the Girl Scouts)  
Chess Club  
Students' International Meditation Society  
Young Democrats  
Young Republicans

### *Sports Groups*

Cheerleaders	Scuba Club
Equestrian Club	Ski Club

### *Performance Organizations*

*Drama Club.* Membership in the Drama Club is open to all students interested in any phase of dramatic production. Production casts are chosen at open try-outs, and all interested students are invited to participate.

*Concert Band.* The Concert Band performs music of a broad nature including pops and classics. Members are selected on the basis of previous experience rather than by audition.

*Concert Choir.* The Concert Choir presents various programs throughout the year, singing both sacred and secular choral music from the Renaissance to the 20th century. Membership in the Choir is open to all students at the College by audition. All Choir members must register for Music 161, which may be repeated for up to eight hours of credit.

*Wind Symphony.* The Wind Symphony performs the best in band literature and gives up to four concerts each year. Members are selected by audition and represent the finest musicians on the campus.

## FRATERNITIES AND SORORITIES

*The Interfraternity Council.* The Interfraternity Council, which is made up of two representatives from each of the nationally recognized fraternities on the campus, coordinates and supervises activities of the member fraternities. During the rush season, the council schedules parties, sets up rush regulations, and rules in disputes in accordance with these regulations.

Chapters of nine fraternities are active at the College:

Alpha Tau Omega  
Kappa Sigma  
Pi Kappa Phi  
Kappa Alpha Psi  
Sigma Nu

Kappa Alpha  
Alpha Phi Alpha  
Omega Psi Phi  
Sigma Alpha Epsilon

*The Panhellenic Council.* The Panhellenic Council is made up of three delegates from each sorority on campus. Its main purpose is to maintain a high plane of fraternity life and interfraternity relations at the College.

Chapters of six nationally recognized sororities are active at the College:

Chi Omega  
Delta Delta Delta  
Phi Mu

Zeta Tau Alpha  
Delta Sigma Theta  
Alpha Kappa Alpha

## ATHLETICS

### *Intercollegiate Sports*

The College of Charleston is a member of District 6 of the National Association of Intercollegiate Athletics. The Athletic Department has expanded from three intercollegiate sports in 1970 to ten in 1977:

men's basketball	sailing (co-ed)
men's tennis	women's basketball
men's swimming	women's tennis
men's soccer	women's volleyball
men's golf	women's swimming

This past year, five out of the ten intercollegiate teams participated in either district, regional, or national playoffs.

A limited number of grants-in-aid are offered in men's basketball, tennis, golf, soccer, and in all women's sports except swimming.

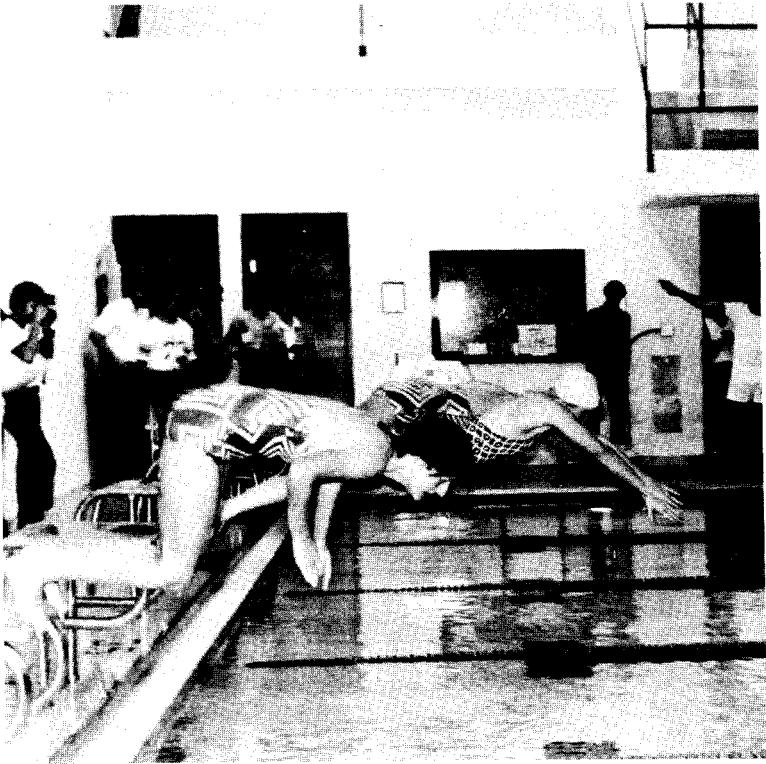
### *Intramural Activities*

Intramural activities at the College offer a broad program of organized sports competition and recreational activities for everyone desiring to participate. The program includes team, dual, and individual sports for both men and women. Co-recreational activities are also offered, and there are many opportunities for unstructured "free play." Basic equipment is available on a check-out basis. The activities normally offered are:

touch football	racquetball (sing., dbl.)
tennis (sing., dbl., mixed dbl.)	co-ed volleyball
golf (sing., dbl.)	co-ed innertube waterpolo
volleyball	basketball
table tennis (sing., dble., mixed dbl.)	badminton
handball (sing., dbl.)	softball
	free throw

## *Athletic Facilities*

The Athletic Center is located at the corner of Meeting and George Streets. The main floor with a seating capacity of 2,000, is used for basketball, volleyball, badminton, table tennis, and gymnastics. Stage facilities make the Center usable as an auditorium. An auxiliary gymnasium on the premises provides additional space with mats, rib stall bars, and weights. Locker rooms for men and women are located behind the Athletic Center. The George Street Annex provides facilities for handball, indoor track, weight lifting, and wrestling. The Theodore S. Stern Student Center provides facilities for swimming.





## COLLEGE PRIZES AND AWARDS

High scholarship and exceptional achievement in extracurricular activities are traditionally important at the College. Prizes that award such achievements are equally a part of the College tradition. Announcement of the recipients of cups, medals, and other awards is made each year.

The *Bishop Robert Smith Award* is the highest honor a student can receive at the College of Charleston. Up to three recipients are selected annually, graduating seniors who have demonstrated leadership and academic excellence. Each recipient of the award receives a check for \$250 from the College of Charleston Foundation and a framed certificate bearing Bishop Robert Smith's portrait.

The *Junior Medal*, an award that is held in particularly high regard, is a gift of the Alumni Association. The recipient is the junior who has maintained the highest scholastic average in his or her class over the three-year period of work at the College.

Two prizes are awarded annually for outstanding work in American history. The *William Moultrie Cup*, presented by the Rebecca Motte Chapter of the D.A.R., gives recognition for excellence in advanced American history courses. The *American History Prize* is the gift of the American Federation of Women's Clubs to the woman student who has achieved highest honors in the general course of American history.

The *Edward E. Towell Chemistry Prize* is awarded annually to the student who achieves the highest grade in organic chemistry.

The *Edward Emerson Towell Scientific Award*, established by an alumnus of the College, is a monetary award given annually to a graduating senior who has either majored in one of the natural sciences or has been a pre-medical student. The recipient must have demonstrated outstanding achievement in science courses and must show the greatest promise of future growth and development in his or her chosen scientific career. The recipient is chosen by the joint decision of the faculties of the Biology, Chemistry, Geology, and Physics Departments of the College.

The *Graeser Memorial Award* was established by the Alumni Association in 1954 in honor of the late Clarence A. Graeser, Professor of Modern Languages at the College. This award is a monetary prize presented annually to the student of the graduating class who, in the opinion of the modern language teachers at the College, deserves special recognition for work done in any

one of the modern languages over a period of not less than three years.

The *Wall Street Journal Student Achievement Award* is presented annually to an outstanding senior student in the Department of Business Administration and Economics.

The *Harper B. Keeler Political Science Award* was established by General and Mrs. George E. Keeler in memory of their son, Major Harper Brown Keeler, Associate Professor of Political Science at the Air Force Academy, who was killed in Vietnam. Both General and Mrs. Keeler were members of the College of Charleston faculty. This award was presented for the first time in 1977.

The *Katherine Walsh Award in English* is presented annually to the senior English major graduating in either December or May who has the highest average in English courses taken at the College of Charleston.

The *Harrison Randolph Calculus Award* is given jointly by the Alumni Association and the Department of Mathematics in honor of the late Harrison Randolph, Professor of Mathematics and President of the College from 1897 to 1945. The award carries a cash stipend. The recipient is chosen on the basis of a written competitive examination in elementary calculus. This examination is given each Spring and is open to all full-time undergraduate students at the College who have taken Introductory Calculus during the previous year.

The *Robert H. Coleman Mathematics Award* is given annually to a mathematics major who shows exceptional ability and potential in mathematics. The award, which includes a one year student membership in the Mathematics Association of America and a subscription to *Mathematics Monthly*, is given in honor of the late Robert H. Coleman, Professor of Mathematics at the College from 1918 to 1959.

The *Willard Augustus Silcox Award* is presented annually in honor of Willard Augustus Silcox, class of 1933, to a student who has distinguished himself or herself both academically and athletically.

The *Alva D. Stern Award* is presented to the graduating student who has demonstrated outstanding qualities of leadership, character, and athletic ability through his or her participation in intercollegiate athletics.

The *C. Norwood Hastie Award*, established by the late C. Norwood Hastie, is a monetary award given annually to the

student of the senior class who has shown the most tact, consideration, and courtesy to fellow students and who has made the most unselfish contribution to the student body and to the College of Charleston. The recipient is selected by the senior class.

The *Alexander Chambliss Connelly Award*, established by the late Alexander Chambliss Connelly, is a monetary award made annually to the student of the senior class who has made the most unselfish contribution to the student body and to the College of Charleston. The recipient is chosen by the senior class.



## IN THE CITY

Charleston, the major urban center of the South Carolina Lowcountry, is a peninsula city bounded by the Ashley and Cooper Rivers. The rivers converge to form the finest deep-water harbor on the South Atlantic. The city is famed for its beauty — its outstanding examples of colonial architecture, its many restored mansions, historic public buildings and churches, and its lovely gardens. Charleston has an estimated population of 275,000.

For those who love the outdoors, Charleston's mild climate — the average year-round temperature is 67 degrees — and its miles of beaches and inland waterways offer a variety of recreational opportunities. Fishing is a year-round sport. The fresh-water rivers, the harbor, four beaches, and the open sea offer sailing, surfing, power boating, and skiing. The woods and water offer fine hunting. There are several excellent golf courses.

Resident companies of performing arts include the Charleston Symphony Orchestra, the Charleston Opera Company, the Civic Ballet, and the Footlight Players. The Charleston Museum, the oldest museum in North America, offers a variety of cultural and educational programs. For twelve days during the summer, the city hosts the Spoleto Festival (see p. 29), a magnificent international exposition of the performing arts.

### COLLEGE SPONSORED EVENTS

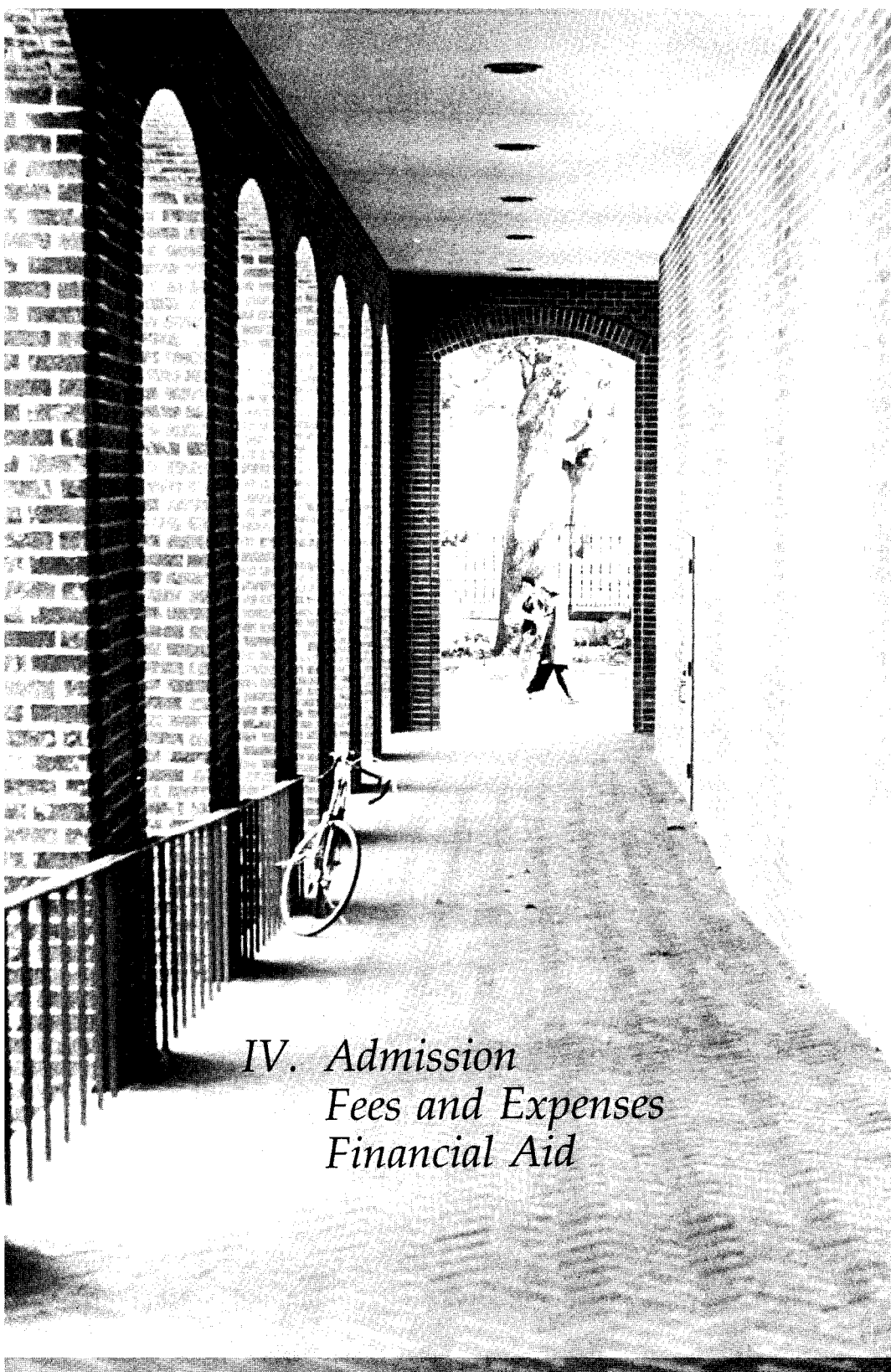
The College of Charleston and the Medical University of South Carolina present an annual Community Series of concerts as a public service to the citizens of the Lowcountry. The 1977-78 Community Series will include five concerts, to be announced in the Fall, and a Founder's Day performance by the College of Charleston Concert Choir and Concert Band. Last year's schedule included violin and piano recitals, a performance by the American Chamber Ballet, and a performance of Puccini's *La Bohème* by the Canadian Opera Company. Tickets for the Community Series, which are discounted for students, may be purchased either for the entire series or for individual programs.

The College of Charleston also presents annual seminar, lecture, and recital series that are open both to students and to community residents. These series include: Coffee Hours, a series of informal lectures by College of Charleston faculty members, sponsored by the English Department; an annual series of lectures and recitals presented by the Fine Arts Department; the Science Seminar Series, sponsored by the Physics, Biology, Geology, Chemistry, and Psychology Departments; the Consor-

tium Mathematics Seminar Series, sponsored by the College of Charleston, the Baptist College at Charleston, The Citadel, and the Medical University of South Carolina. The programs and dates for each of these series will be publicized both on campus and within the community.



*Charleston: South Battery at White Point Gardens*



*IV. Admission  
Fees and Expenses  
Financial Aid*

# ADMISSION

As an equal educational opportunity institution, the College of Charleston makes no distinctions on the basis of race, color, sex, creed, or national origin either in admitting students or in any of its other activities. Believing that its educational program and its campus life are enriched by a student community that includes a variety of individuals — persons of different races, age groups, religious persuasions, and ethnic backgrounds — the College encourages all qualified persons who are attracted to its programs to apply for admission.

## THE APPLICATION AND ADMISSION PROCESS

### VISITS TO THE COLLEGE

The College encourages all individuals interested in applying for admission to visit the campus. While not required, a definite appointment will enable the prospective applicant to receive a personal introduction to the College. Appointments should be made through a staff member of the Admissions Office, who will schedule a meeting with the individual and will arrange for a campus tour.

### WHEN TO APPLY

The College will consider applications until all classes have been filled or, from applicants who want to live at the College, as long as there are dormitory rooms available. However, all applicants are encouraged to apply early in the year prior to their intended enrollment. Students who wish to enroll in September are encouraged to apply by June, and those wishing to enroll in January by December 1.

### APPLICATION MATERIALS

Any person wishing to apply for admission should write to the Office of Admissions requesting the necessary forms. All applicants must return to the Admissions Office the completed application form and a \$20 non-refundable application processing fee. In addition, the different categories of applicants must submit the following items:

Applicants for freshman admission must submit their secondary school transcript(s) and their Scholastic Aptitude Test scores.

Applicants for transfer admission must submit a transcript from each college attended, including summer school. Transfer applicants who have not earned at least 30 semester hours of transferrable credit at the time of their application must also submit their secondary school transcript(s) and their Scholastic Aptitude Test scores.

Applicants for non-degree admission (Special Students) must submit a transcript from each college attended, including summer school. Non-degree applicants who have not attended college must submit their secondary school transcript(s) and Scholastic Aptitude Test scores.

All applicants must also submit any additional items requested in the application materials or by the Office of Admissions.

## SCHOLASTIC APTITUDE TESTS (SAT)

All applicants for freshman admission must have taken the Scholastic Aptitude Tests. Individuals can make arrangements to take the SAT through their high school principal or guidance counselor, or by writing directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. In reply, the CEEB will send the necessary applications forms together with its bulletin containing information on the general nature of the tests, the dates the tests are given, the centers where they may be taken, and the fees required. The applicant must request that the results of the tests be sent to the College of Charleston. When selecting a test date, applicants should bear in mind that about four weeks are required for the scores to reach the Admissions Office, and that the Admissions Committee can make no decision until it has received them.

## ADMISSION PROCEDURES

Applicants will be informed whether or not they have been accepted for admission as soon as possible after this decision has been made. If accepted, the individual is usually given three weeks to reply. The applicant's acceptance of the College's offer of admission is noted only on receipt of the \$50 Advance Tuition Deposit. This deposit, which will be credited to the student's tuition, is refundable until May 1 for first semester applicants,



and until December 1 for second semester applicants. Students who plan to live at the College must also pay a \$50 Advance Room Reservation and Damage Deposit. This is a one-time, permanent deposit; the full room charges will be required each semester. This deposit is refundable on the same basis as the Tuition Deposit. Finally, all students accepted for admission must submit a satisfactory Health and Immunization Record to the College Health Service.

## ORIENTATION

Throughout the summer, two-day orientation sessions will be held for students who will enter the College Fall semester. During Orientation, new students will meet faculty advisors and will register for Fall courses. Prior to January registration, special counseling and advising sessions will be available for students who will enter the College Spring semester.

## ADMISSION AND PLACEMENT POLICIES

### FRESHMEN

Applicants for admission who have not previously attended college will have their secondary school record and Scholastic Aptitude Test scores carefully reviewed and evaluated. The admission policy, which has been recommended by the Faculty Advisory Committee on Admissions and approved by the State College Board of Trustees, requires one of three possible decisions on each applicant:

Applicants who have a satisfactory school record and test scores will be immediately accepted for admission.

Applicants whose record and test scores do not meet the minimum standard for admission will be denied admission.

Applicants whose record and test scores are above the minimum standard for admission but are not sufficiently high to warrant immediate admission will be offered the opportunity to attend the College of Charleston summer school or evening school. After completing six semester hours in summer school or nine semester hours in evening school, those students who have earned a cumulative grade point average of 2.0 will be admitted to the College. Applicants who are offered this option will be informed which courses may be used to meet its conditions.

## TRANSFER STUDENTS/TRANSFER CREDIT

Applicants for transfer admission will be admitted to the College if they have a minimum of nine semester hours of transfer credit for each semester of college work they have completed. Summer school credits will be treated as part of the previous semester's work. For transfer applicants who have not attended college on a full-time basis, each 15 hours attempted will be considered the equivalent of one semester.

Transfer credit can be granted only for courses in which the recorded grade is at least a "C" or its equivalent. If courses have been graded on a "Pass-Fail" basis, transfer credit can be awarded if the institution where the courses were taken will assign a minimum equivalent of C to the "Pass" grade.

Transfer credit is normally allowed for recognized liberal arts subjects taken at institutions that have been accredited by the Southern Association of Colleges or a regional accrediting body of similar rank. Credit may be allowed provisionally when the applicant has attended an unaccredited institution, with ultimate validation depending upon the student's satisfactory performance at the College in courses in continuation of, or at advanced levels of, the work taken at the institution previously attended. Courses taken more than seven years before the applicant's expected date of enrollment at the College of Charleston will be accepted only after the student has completed 15 hours at the College of Charleston. The student must notify the Registrar's Office after fulfilling the 15-hour requirement and request the transfer of credits.

The class standing of transfer students (that is, the rank of freshman, sophomore, junior, or senior) is determined by the number of transfer credits accepted. In any event, the maximum number of transfer credits acceptable towards a College of Charleston degree is 92 semester hours. The senior year of work for the degree must be done in residence at the College of Charleston.

The College's transfer regulations do not apply for candidates for the Bachelor of Science with Dentistry or the Bachelor of Science with Medicine. All of the work in these specialized programs must be done in residence at the College of Charleston.

## NON-DEGREE STUDENTS (SPECIAL STUDENTS)

Applicants for admission as non-degree students who have previously attended college will be accepted if they meet the standards for transfer students or if they have earned a bachelors degree. Applicants who have not previously attended college will be accepted for admission if they meet the standards set for

freshmen applicants. Applicants who have not completed secondary school must meet the standards established for persons who submit the results of the GED in place of a high school diploma.

## GENERAL EDUCATION DEVELOPMENT TEST (GED)

The results of the General Education Development Test will be used for freshman admissions in place of the previously stated policy governing freshman admission only if the applicant left secondary school at least two years before intended enrollment at the College of Charleston. The minimum acceptable GED score for admission will be that score for awarding an equivalent secondary school diploma in the state where the test was taken. Applicants for admission who submit the GED in place of a high school diploma must also submit a transcript of secondary school work attempted and the results of the Scholastic Aptitude Test.

## READMISSION

Students who have interrupted their course of study at the College of Charleston for at least one semester without having been granted an official leave of absence must apply for readmission. Applicants whose records show evidence that they will be able to meet graduation standards in a reasonable period of time will be readmitted to the College. Applicants whose records indicate that they cannot meet these standards will be denied readmission. Any student who has at any time been dismissed for academic deficiency should carefully review the readmission policies and procedures printed in the Administrative Regulations section of this catalog.

## COLLEGE ENTRANCE EXAMINATION BOARD ADVANCED PLACEMENT EXAMINATIONS

The Advanced Placement program of the College Entrance Examination Board is accepted at the College of Charleston. Students who have taken college-level courses in secondary school and who have performed well on Advanced Placement Examinations will be awarded advanced placement and credit according to the discretion of the individual departments at the College.

## COLLEGE ENTRANCE EXAMINATION BOARD COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The College of Charleston will accept for credit and placement the following CLEP Subject Examinations:

- American Government
- American History
- Calculus with Analytic Geometry
- College Algebra
- Geology
- Computers & Data Processing
- Elementary Computer Programming — Fortran IV
- General Chemistry
- General Psychology
- Human Growth and Development
- Introduction to Business Management
- Introductory Accounting
- Introductory Business Law
- Introductory Macroeconomics
- Introductory Microeconomics
- Introductory Marketing
- Introductory Sociology
- Money and Banking
- Statistics
- Trigonometry
- Western Civilization

The passing grade for each examination will be the score recommended for credit by the National Council on College Level Examinations. After evaluating the essay examination, the department concerned may require that the student satisfactorily complete up to two semesters of advanced work in the department before CLEP credit is given. When credit is given, the student's record will show that the credit comes from CLEP examination.

Further information about CLEP may be obtained from the Director of Counseling.

## INTERNATIONAL STUDENTS

Recognizing that international students bring a wealth of educational and cultural benefits to the College and the community, the College of Charleston welcomes applications for admission by students from abroad. Young men and women who possess high academic and personal qualifications, and who have a sufficient command of spoken and written English to allow active pursuit of a full course of studies, will discover that an

exciting personal and intellectual challenge awaits them at the College of Charleston.

In addition to satisfying the College's general admission requirements, applicants from abroad must provide proof that they are proficient in English and that they have adequate funds to meet their educational expenses. A limited amount of financial assistance may be available to international students with bona fide financial need.

International students should direct inquiries and requests for further information to the Director of International Programs.



# FEES AND EXPENSES

The College of Charleston is a state supported institution whose tuition and fees are based on appropriations granted by the South Carolina General Assembly. Accordingly, the fees charged by the College will be directly affected by the action of the legislature and are therefore subject to change without notice.

All fees are due and payable in full before or during the official registration. Checks for the exact amount of charges should be made payable to the College of Charleston.

## TUITION AND FEES

	*S. C. Resident	Non- Resident
<i>For 9 hours or more (per semester)</i>	\$275	\$725
<i>For 8 hours or fewer (course fee per semester hour)</i>	\$ 30	\$ 30
<i>Graduate fees, for 8 hours or fewer (per semester hour)</i>	\$ 35	\$ 35
<i>Audit fee (per semester hour)</i>	\$ 15	\$ 15

\* S. C. Resident — A student shall be considered a resident of the state of South Carolina if his parents or persons acting in a bona fide *in loco parentis* status are legal residents of the state in accordance with legislation of the South Carolina General Assembly.

Any student who is enrolled in 12 or more semester hours is considered a full-time student.

## ADVANCE ROOM RESERVATION AND DAMAGE DEPOSIT

*Advance Payment* \$50

This deposit is due from returning students by March 4, 1977, and from new students as indicated in their letter of acceptance.

## HOUSING AND CAFETERIA FEES

	Per semester	Per year
<i>Room Fees (all residences)</i>	\$325	\$650

Rooms are normally occupied by two or more students. An additional \$50 per semester will be charged for designated private rooms when available.

<i>Meal Plans</i> — Three-a-Day Plan*	\$375	\$750
One-a-Day Plan	\$190	\$380

\* Three meals will be provided Monday through Friday, and two meals on Saturday and Sunday — a regular dinner and a light supper.

### SPECIAL CHARGES

Diploma and Graduation Fee	\$20
Duplicate Identification Card	\$ 2
Late Registration Fee	\$25
Change of Schedule Fee (for each change)	\$ 3
Motor Vehicle Registration Fee (per semester)	\$30
Returned Check Fee (per check)	\$10
Laboratory Fee (per course)	\$15
Applied Music Fee (per semester):	
class lessons	\$30
½ hour private lessons	\$30
1 hour private lessons	\$60
Sailing Fee	\$15
Golf Fee	\$15

\* Student Health and Accident  
Insurance optional (estimated  
fee for 12 months)           \$33

\*Required of all dormitory residents unless proof of other coverage is furnished.

### TRANSCRIPT CHARGE

One transcript of a student's record will be issued free of charge. Additional copies (one to three on the same order) may be secured at \$3.00. Copies over three on the same order are \$.50 each. Checks or money orders should be made payable to the College of Charleston. Transcripts will not be issued for the student whose account is in arrears with the Registrar's Office or the Business Office. A student's record can be released by the Registrar only upon the specific request of the student. This request must be made in writing at least two weeks before the date the transcript is desired.

## REFUNDS — FALL AND SPRING SEMESTER FEES

Refunds will be granted for valid reasons. The refund schedule is as follows:

### *Tuition and Fees; Meals*

Up to one week after classes begin:	75%
Up to two weeks after classes begin:	50%
No refunds are given after the second week of classes.	

### *Advance Room Reservation and Damage Deposit*

The \$50 Room Reservation and Damage Deposit is refundable with proper notification upon withdrawal from the College less any outstanding charges for damages and keys.

### *Room Fees*

Room fees are non-refundable.

The College makes no reductions in fees because of temporary absence during the year.

## AUDITING COURSES

Persons wishing to audit regular academic courses at the College must pay course fees and one half of the credit hour costs. There are no charges for persons 65 years of age and older or for faculty members of institutions in the Charleston Higher Education Consortium who enroll for personal and professional enrichment.

Permission to audit a regular academic course must be received from the instructor teaching the course. This authorization will be given after late registration has been completed and only if there is a seat available in the class.

Permanent records of audits are not kept by the College.

## GENERAL REGULATIONS

Parents and guardians accept all conditions of payment and regulations upon the student's acceptance for admission.

Diplomas and transcripts are not issued until all college accounts have been paid in full.

Each student is liable for any breakage, and for any damage to rooms or furnishings.

The College of Charleston assumes no responsibility for losses due to fire, theft, or any other cause.



# FINANCIAL AID

The College of Charleston makes every effort to ensure that all qualified students receive the financial assistance that they need to enter the College and to complete their course of study there. The many sources of financial aid available to College of Charleston students include the College of Charleston Foundation Scholarship programs, scholarships from outside organizations, and federally funded grant, loan, and work-study programs. During the 1976-77 academic year, an estimated 30% of the students who were degree candidates at the College received aid from one or more of these sources. The total amount of aid awarded from all of these sources of financial assistance was approximately 1½ million dollars.

## ACADEMIC SCHOLARSHIPS

Academic scholarships are awarded annually both to incoming freshmen and to students who have completed a year or more at the College. Scholarship assistance is made possible through donations to the College of Charleston Foundation and through gifts to endowed scholarship funds. Alumni annual giving, friends, businesses and other organizations have also made scholarships available to students at the College. From these various sources, the College of Charleston Foundation awarded scholarships totalling approximately \$120,000 to 276 students during the 1976-77 academic year.

## FOUNDATION SCHOLARSHIPS AND AWARDS FOR INCOMING FRESHMEN

The application for admission constitutes the application for the following scholarships for incoming freshmen. However, applicants who wish to be considered for additional assistance or for other aid programs must submit a separate financial aid application.

## FOUNDATION SCHOLARSHIPS

Eighteen four-year full tuition scholarships are awarded annually to South Carolina high school students who have superior academic records and who show promise of distinguished achievement in college study. These scholarships are

automatically renewed each year for four years provided the student meets the academic requirements set by the Foundation Scholarship Committee.

Foundation Scholars are selected from among those students who complete their application for admission to the College by January 15 of the previous academic year. In addition, several alternate Foundation Scholarships are offered to applicants from this same group of students. The alternate scholarships are for one year, and are not renewable. In the event a Foundation Scholarship winner does not claim his or her scholarship, an alternate replaces the principal.

## DISTINGUISHED ACADEMIC ACHIEVEMENT AWARDS

These full-tuition scholarships are awarded for the first year of study at the College to first and second honor graduates of South Carolina high schools. Selections are made each year by the Foundation Scholarship Committee.

## ACADEMIC ACHIEVEMENT AWARDS

The Foundation Scholarship Committee selects the recipients of these half-tuition awards each year from incoming freshmen whose high school work has been outstanding.

## MERITORIOUS ACHIEVEMENT AWARDS

The Foundation Scholarship Committee awards these scholarships each year to students who show academic promise and who have excelled in extracurricular activities.

## **FOUNDATION SCHOLARSHIPS AND AWARDS FOR CONTINUING STUDENTS**

The following awards are made annually to students who have completed a year or more at the College. No application is necessary.

## PRESIDENTIAL SCHOLARSHIPS

These full-tuition scholarships are awarded annually to each of the two highest ranking students in the freshman,

sophomore, and junior classes, provided they do not already hold a Foundation Scholarship.

## DISTINGUISHED HONORS AWARDS

These scholarships are awarded to students who have completed one year or more at the College of Charleston. Selections are based entirely on distinguished academic performance at the College. These awards are normally given to students whose cumulative GPR is at the *summa cum laude* level.

## COLLEGE HONORS AWARDS

These awards are given to students who have completed a year or more at the College of Charleston and who have maintained a superior academic record. These awards are normally given to students whose cumulative GPR qualifies them for the annual honors listing.

## MERITORIOUS ACHIEVEMENT AWARDS

These awards are given to continuing students at the College who have shown academic promise and who have excelled in extra-curricular activities.

## ENDOWED SCHOLARSHIPS

These scholarships, which the College of Charleston Foundation administers from its endowment funds, are available to students who have completed a year or more at the College. The awards are based on the student's academic performance at the College.

*Minnie L. Barnett Scholarship.* Established in 1926 by Mrs. Minnie L. Barnett of Sumter, South Carolina.

*College of Charleston Scholarship.* Income from the combined endowments of the Edward R. Miles Scholarship, established in 1899 by Mrs. Mary Peronneau Miles, the Asher D. Cohen Scholarship, established in 1905 by Mrs. Miriam Cohen, the A. C. Kaufman Scholarship, established in 1918 by bequest of the late A. C. Kaufman, and the David Sternberger Scholarship, established in 1931 by Mrs. David Sternberger.

*Carolina De Fabritiis Scholarship.* Established in 1969 by the late Carolina De Fabritiis Holmes, wife of Alexander Baron Holmes. First preference is given to students majoring in romance languages or fine arts.

*Robert McCormick Figg Americanism Scholarship.* Established in 1973 by U. S. Senator Strom Thurmond as advisor to the John P. Gaty Charitable Trust. This scholarship is awarded annually to the student whose essay on Americanism is judged the best among those submitted to a select faculty committee. The specific topic is announced prior to January 1. Applications must be submitted by February 1, and manuscripts must be submitted by April 1.

*B. A. Hagood-South Carolina Electric and Gas Company Scholarship* (1971). Priority is given to children of any employees, active or retired, of the South Carolina Electric and Gas Company. If there is no qualified applicant from this group, any deserving student from Berkeley, Charleston, or Dorchester County is eligible. The student must be ranked in the top half of his or her class, in need of financial assistance, and of good moral character.

*Lancelot M. Harris Scholarship.* Established in 1956 by Harry Simonhoff, '17, as a memorial to Lancelot Minor Harris, Professor of English at the College of Charleston, 1898-1941.

*Haymaker Fellowship in German.* Established in 1960 by Richard E. Haymaker as a memorial to his mother, Mrs. Emma Vogelsang Haymaker. First consideration is given to a German major, but any deserving student at the College is eligible.

*William Heyward Grimball Scholarship.* Established in 1925 by the late Charlotte B. Grimball and Gabrielle M. Grimball as a memorial to their father, William Heyward Grimball, valedictorian of the College of Charleston class of 1857.

*Alexander Baron Holmes Scholarship.* Established in 1969 by bequest of Carolina De Fabritiis Holmes in memory of her husband Alexander Baron Holmes and his grandfather, Francis S. Holmes, professor at the College of Charleston. Preference is given to a student majoring in one of the sciences.

*Samuel Lapham Scholarship.* Established in 1925 by the Charleston Lodge of the Benevolent and Protective Order of Elks in honor of the late Samuel Lapham, First Exalted Ruler of Charleston Lodge No. 242.

*Julian F. Nohrden Scholarship.* Given by the Parent-Teacher Association of the Julian Mitchell School as a memorial to the late Julian F. Nohrden, principal of the Mitchell School.

*O'Neill Scholarship.* Established in 1908 by Michael E. O'Neill as a memorial to his three nephews, Dennis O'Neill, Michael O'Neill, and Daniel O'Neill.

*Mrs. James H. Parker Scholarship.* Given in 1967 by the New York Chapter of the United Daughters of the Confederacy in honor of Mrs. James H. Parker. Preference is given to women students.

*Rosalie Raymond Scholarship.* Established in 1967 by bequest of the late Mrs. Rosalie Raymond. Preference is given to native South Carolinians.

*Helen Schachte Riley Scholarship.* Established in 1967 by Mrs. Helen Schachte Riley, '36, to provide an annual scholarship to a deserving student at the College of Charleston. Preference is given to students who are Charleston County residents planning to major in biology or any one of the sciences.

*Margaret and Mendel Rivers Scholarship.* Established in 1971 by friends in honor of Margaret and Mendel Rivers. Preference is given to residents of the First Congressional District of South Carolina.

*Harold W. Simmons Scholarship.* Established in 1971 as a memorial to Mr. Harold W. Simmons by his family. Preference is given to students from Charleston County.

*J. Adger Smyth Scholarship.* Established in 1945 by bequest of the late Mrs. J. Adger Smyth as a memorial to her husband. Mr. Smyth was a graduate of the College, and mayor of Charleston. Preference is given to male South Carolinians.

*S. S. Solomons Scholarship.* Established in 1957 by bequest of the late Mrs. Zipporah Solomons. Preference is given to Jewish students.

*South Carolina Society Scholarship.* Established in 1954 by the South Carolina Society, located at 72 Meeting Street, Charleston, S. C. This scholarship has continued to grow through the generosity of the Society.

*Arthur Stern, Jr., Scholarship.* Established by the family and friends of Arthur Stern, Jr., a successful scholar and

businessman. The purpose of this fund is to provide educational opportunities for worthy students.

*Thomlinson Scholarship.* Established in 1945 by Mrs. Edwin S. Thomlinson.

*Dorothy Drake Ulmo Scholarship.* Established in 1967 by Colonel H. W. Ulmo as a memorial to his wife, Dorothy Drake Ulmo. Preference is given to women students.

*May A. Waring Scholarship.* Established in 1960 by Mrs. Katherine Waring Whipple as a memorial to her sister, May A. Waring.

*Whaley Scholarship.* Established in 1957 by bequest of the late Mrs. Grace W. Whaley.

*Rembert Coney Dennis Scholarship.* Established in 1976 by friends of Rembert Coney Dennis, State Senator from Berkeley County. Preference is given to students from Berkeley County.

*Mary A. Lee Scholarship.* Established by the family as a memorial to provide financial assistance to worthy handicapped students.

## DESIGNATED ANNUAL SCHOLARSHIPS

Several annual scholarships are available through the generosity of individual donors who wish to provide educational opportunities for worthy students at the College.

*Marion B. Byrd Memorial Scholarship.* Established in 1974 by Dr. Suzanne W. Byrd, professor of Modern Languages at the College of Charleston, in memory of her husband, Mr. Marion Byrd. The purpose of this fund is to provide annual tuition and fees for a deserving student who otherwise might not be able to continue his or her education at the College of Charleston.

*South Carolina Electric and Gas Company Scholarship.* Donated annually by the South Carolina Electric and Gas Company to a College of Charleston student who needs financial assistance. The recipient must rank in the upper third of his or her class, and must demonstrate outstanding leadership qualities. The parents or guardians of the recipient must be customers of SCE&G or of the Department of Utilities of Orangeburg, Winnsboro, or McCormick.

*Exchange Club of Charleston Scholarship.* Donated annually by the Exchange Club of Charleston. The funds for this scholarship are earned by the Coastal Carolina Fair and are dispersed by the Exchange Club Scholarship Committee to different schools in the Charleston area. The College of Charleston selects the recipients of this award on the basis of scholastic performance.

*Judge J. Waties and Elizabeth A. Waring Scholarship.* Donated annually in memory of Judge J. Waties Waring and Mrs. Waring by Mrs. Waring's daughter and son, Mrs. Simeon Hyde, Jr. and David N. Mills. This award was established for a male student from Charleston County and is renewable for four years of undergraduate study, subject to satisfactory academic performance.

*James Ernest Westbury Scholarship.* Donated annually by Mrs. Lindsey Wortham Hale as a memorial to her father, James Ernest Westbury, who was a veteran of service in France during World War I. Preference is given to a veteran student, either male or female, in need of financial assistance.

#### **ADDITIONAL COLLEGE OF CHARLESTON SCHOLARSHIP AND LOAN FUNDS**

Certain scholarships and short-term loan funds that are administered directly by the College of Charleston are available to students who, due to unusual circumstances, find that they are unable to meet their college expenses without financial assistance. Recipients of such funds must have a satisfactory academic record as well as demonstrated financial need.

Loans from the Bernard M. Baruch Loan Fund, which was established in 1939, are available to upper-classmen who meet the above criteria.

Loans or scholarships from the President's Discretionary Fund may be awarded to upper-classmen and incoming freshmen who have a bona fide financial emergency and who show promise of academic success at the College.

The College of Charleston Alumni Association awards scholarships to students who are in good standing at the College, who are active in extra-curricular activities, and who need financial assistance in order to continue their education. The Office of Alumni Affairs should be contacted for further information about these awards.

## SCHOLARSHIPS AND LOANS FROM OUTSIDE ORGANIZATIONS

During the 1976-77 academic year, outside organizations awarded students at the College of Charleston scholarships totaling approximately \$60,000. The College of Charleston administers or helps administer many such scholarships and loans for organizations not directly affiliated with the College. Over the past few years, these scholarship and loan funds have included the following:

National Merit Scholarships	Rotary Clubs
Kittie M. Fairey Educational Fund	Pilot Clubs
Delta Delta Delta Scholarship	The Charleston Post and Courier
Air Force Aid Society	American Business Women's Association
Dolphin Educational Fund (for children of submariners)	S. C. Elks Association
Knights of Columbus Scholarships and Loans	Elks National Foundation Funds
Jaycees Scholarships	C. G. Fuller Foundation
Optimist Clubs	J. E. Serrine Scholarship Fund (for Greenville County residents)

Most of these awards require the applicant to complete the College of Charleston's Application for Financial Assistance as well as an application to the outside organization. Further information is available from the sponsoring organizations or from the College of Charleston's Office of Financial Assistance.

In addition to the scholarships and loans administered by the College, many annual scholarships are awarded directly by the donors to college students. Students should explore the scholarships available in their home communities from local civic clubs, business firms, fraternal organizations, PTA's, family employers, and churches. Each year many of these scholarships go unclaimed for lack of applicants.

## FEDERALLY FUNDED FINANCIAL AID PROGRAMS

Four federally funded aid programs are administered directly through the Financial Assistance Office of the College of Charleston: Basic Educational Opportunity Grants (BEOG); Supplemental Educational Opportunity Grants (SEOG); the National Direct Student Loan Program (NDSL); and the College Work-Study Program (CWSP). College of Charleston students



who participated in these programs during the 1976-77 academic year received aid totalling more than \$900,000. An estimated 575 students received federal grants totalling approximately \$495,000; the average grant was between \$800 and \$1100. An estimated 525 students received Direct Student Loans totalling approximately \$265,000; the average loan was \$550. An estimated 310 students earned approximately \$147,000 through the Work-Study program; on the average, students earned \$300 per semester.

Students are eligible to apply for these four federally funded programs if they are degree candidates who are taking a course load of at least six semester hours. To apply for any of these programs, students must complete three forms:

1. the College of Charleston's Application for Financial Assistance;
2. a Basic Grant Analysis Application;
3. a College Scholarship Service (CSS) Analysis form — either the Parents' Confidential Statement (PCS) or the Financial Aid Form (FAF).

The College's Application for Financial Assistance may be obtained from the Office of Financial Assistance. The Basic Grant Application and the PCS (or FAF) may be obtained either from the College or from high school counselors.

Other federally funded programs are the Federal Insured Student Loan Program (FISL), Veterans' benefits, and Vocational Rehabilitation benefits. The student applies for aid from these programs directly to the institution or agency concerned rather than to the College. The College furnishes applications.

Further information about each of these federally funded programs is found below.

## THE BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)

The purpose of the Basic Grant program is to provide a base upon which to build a total financial aid package for students needing assistance. Basic grants are available to eligible applicants whose college enrollment will be six credit hours or more. Within four weeks after sending a completed Basic Grant Application to Iowa City, applicants will receive a notification of their eligibility; the applicant submits this notification to the College of Charleston's Financial Assistance Office, which then calculates the amount of the Basic Grant the student will receive.

## THE SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

This program is for students of exceptional financial need who require a supplemental grant in order to continue their education. The College uses the PCS (or FAF) to determine the student's eligibility. Students who receive a Supplemental Grant will receive additional financial assistance from the College at least equal to the amount of the grant.

## THE NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL)

This program provides loans that need not be repaid until after the student's college career, and that are interest-free during that period. The program is especially attractive because it provides funds on a "lump-sum" basis to meet semester fees on time. Eligibility is determined from the PCS (or FAF) analysis.

Repayment begins nine months after the student has graduated or has left school. Up to ten years are allowed to pay back the loan. During the repayment period, 3% interest is charged on the unpaid balance of the loan principal.

Payments are deferred for up to three years while the borrower serves in the Armed Forces, Peace Corps, or VISTA. Payments are also deferred for any time the student returns to at least half-time study at an eligible institution. There are loan cancellation provisions for borrowers who serve in the Armed Forces of the United States after receiving an NDS loan or who enter certain types of teaching service.

## THE COLLEGE WORK-STUDY PROGRAM (CWSP)

The purpose of this program is to expand part-time employment opportunities for students, particularly those from low-income families, who must earn part of their educational expenses. The College arranges for the employment of eligible students either on campus and/or off campus with a public or non-profit organization. The salary is at least equal to the current minimum wage. Eligibility is determined from the PCS (or FAF) analysis and the CWSP questionnaire.

## THE FEDERAL INSURED STUDENT LOAN PROGRAM (FISL)

This program makes long-term, low-interest loans available to students. The program is similar to NDSL, but without refer-

ence to the same need analysis. The loans may be obtained from participating banks or from the South Carolina Student Loan Corporation in Columbia. The maximum loan available from South Carolina lending institutions is \$1500 per year; the maximum interest rate is 7%. Application is made directly to the lending institution rather than to the College.

FISL application procedures are different for those students who wish to be considered for Federal Interest Benefits. Federal Interest Benefits, whereby the federal government pays the interest until the borrower must begin repaying the loan principal, are available only to students who receive an FISL on the basis of financial need. Since the applicant's eligibility for Federal Interest Benefits must be certified by the College, individuals who want to be considered for these benefits must apply for an FISL directly to the College, rather than to the lending institution. As part of the application, the student must submit a PCS (or FAF) need-analysis form.

Repayment of an FISL begins nine to twelve months after the borrower has graduated or has left school. The amount of payment depends on the size of the loan, but must be at least \$360 per year. Payments may be deferred for up to three years while the borrower serves in the Armed Forces, Peace Corps, VISTA, or certain other volunteer programs. Payments are also deferred for any time the student returns to full-time study at an eligible institution.

## VETERANS' BENEFITS

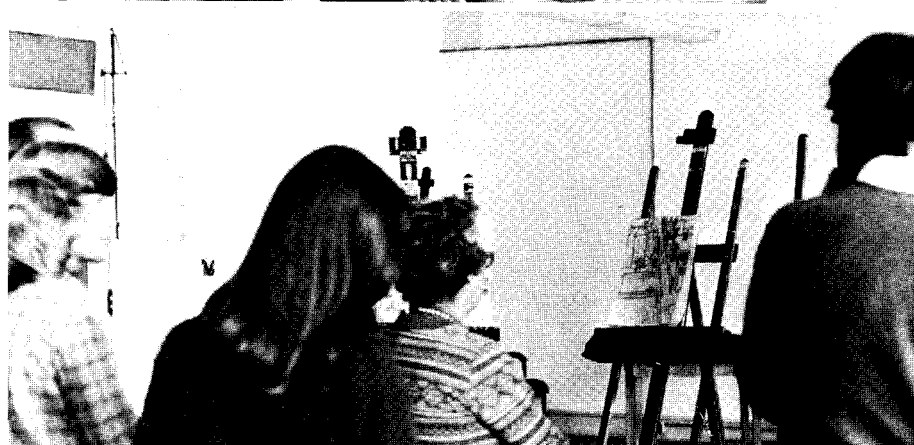
Certain armed forces veterans and veterans' descendants who qualify with the Veterans Administration are eligible to receive educational assistance on a monthly basis. Information and applications are available from the V. A. Regional Office, 1801 Assembly Street, Columbia, S. C., or from the Veterans' Affairs Office at the College of Charleston.

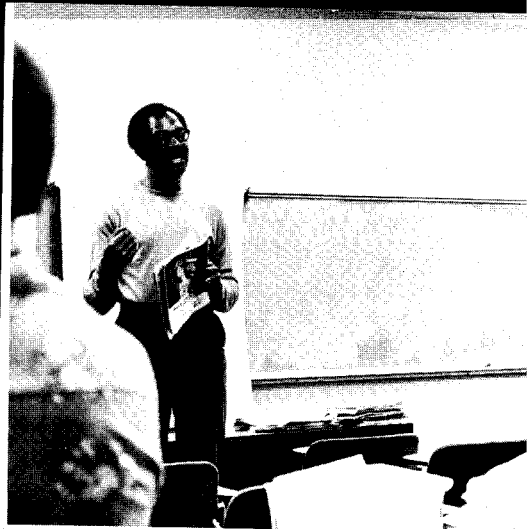
## VOCATIONAL REHABILITATION BENEFITS

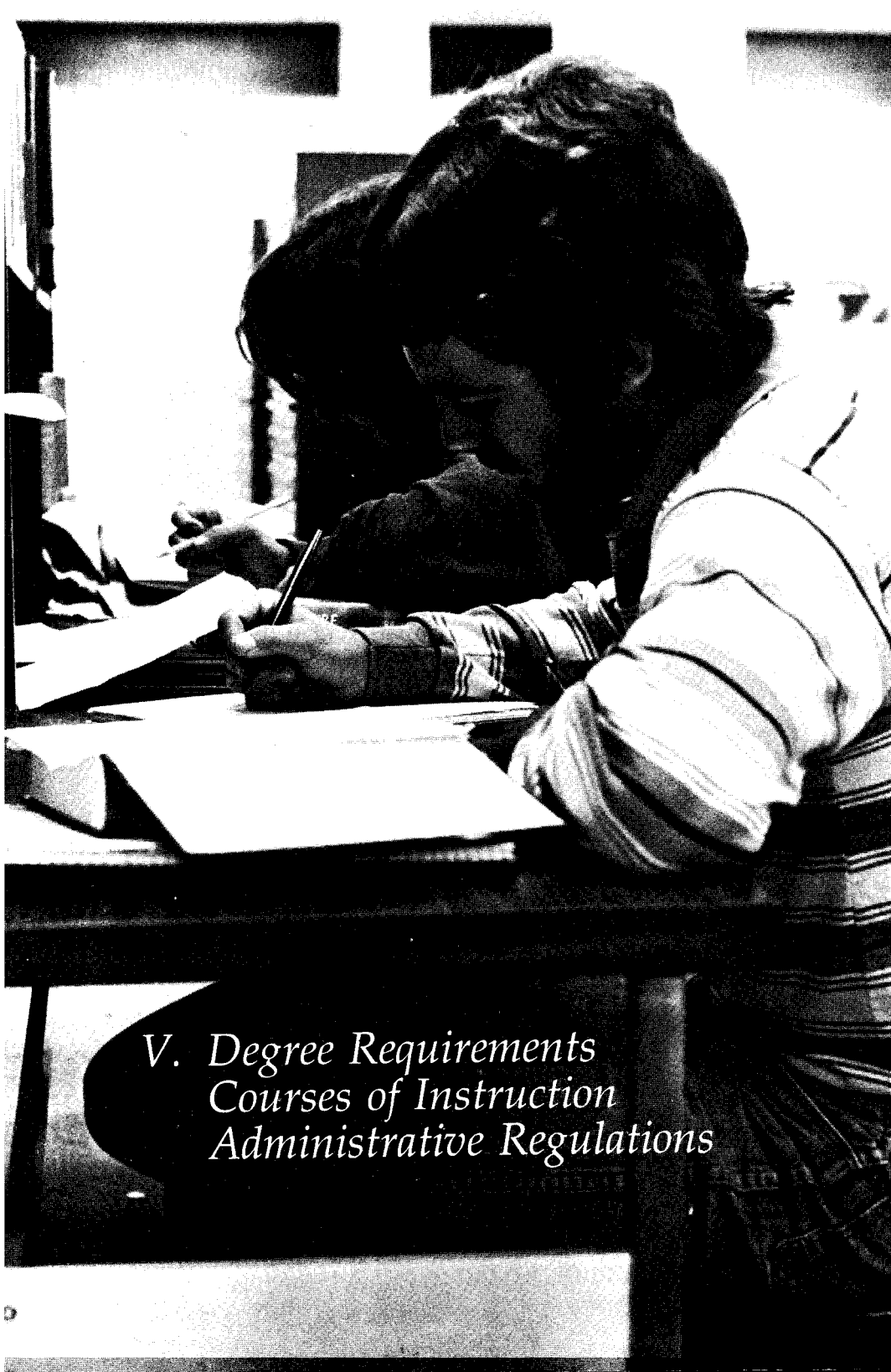
Students who are physically handicapped or otherwise disabled may qualify for Vocational Rehabilitation benefits. Information may be obtained from the Vocational Rehabilitation Department, P. O. Box 4945, 301 Landmark Center, Columbia, S. C.











*V. Degree Requirements  
Courses of Instruction  
Administrative Regulations*



# DEGREE REQUIREMENTS

## THE BACHELOR OF ARTS AND THE BACHELOR OF SCIENCE DEGREES

The trustees and faculty of the College of Charleston are authorized by the charter of the College to confer the Bachelor of Arts and the Bachelor of Science degrees. Major programs in classical studies, English, fine arts, history, languages (French, German, and Spanish), philosophy, political science, and urban studies lead to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, economics, education (elementary, secondary, and special education), geology, mathematics, physics, psychology and sociology lead to the Bachelor of Science degree. The Biology, Chemistry, and Physics departments each offers an additional major program leading to the Bachelor of Arts degree.

Students must earn a minimum of 122 semester hours of credit in order to take either a Bachelor of Arts or a Bachelor of Science degree. To be eligible for a degree, all students who were admitted or readmitted to the College in the Fall of 1970 or after must earn a minimum grade point ratio of 2.0 (see "Grade Point Ratio" in the section on Administrative Regulations). All students who were admitted or readmitted in the Fall of 1971 or after must also earn a minimum grade point ratio of 2.0 in all courses taken in the department of the major. In interdepartmental majors, such as urban studies, courses of the major include all of the courses in the student's area of concentration.

All candidates for undergraduate degrees at the College must meet two types of degree requirements:

- 1.) the Minimum Degree Requirements: a core curriculum of 15 to 18 courses designed to familiarize the student with the major disciplines of knowledge and to teach the student the basic intellectual skills.
- 2.) the Major Requirements: the required courses of the student's major program, which are designed to provide concentrated study in a specialized field.

The remaining courses needed to yield the total number of 122 semester hours required for a degree are elective courses, which are of the student's own choosing.

## THE MAJOR REQUIREMENTS

By the second semester of sophomore year, each student must declare a major, and must register the major with the Registrar's Office. Since the major department must advise the student concerning post-sophomore courses, registration of a major is necessary before the student can be enrolled as a junior.

A major program requires at least 24 semester hours in one department. No major program, including interdepartmental programs, requires more than 43 semester hours. Every department that offers a major requiring more than 36 hours also offers a major of not more than 36 hours for the student's choice. Within these minimum and maximum limitations, each department specifies the number of hours in its major program or programs, and in some instances specifies the actual courses required. At least 12 hours in the major at the 200 level or above must be earned at the College of Charleston.

## THE MINIMUM DEGREE REQUIREMENTS

For all undergraduate degrees, the total number of semester hours must include the following:

- |   |   |
|---|---|
| English                                   | 6 semester hours: English 101 and 102.  |
| History                                   | 6 semester hours: History 101 and 102.  |
| Natural Science                           | 8 semester hours — an introductory sequence from one of the following: astronomy, biology, chemistry, or physics of which 2 semester hours must be earned in the accompanying laboratories. |
| Mathematics or Logic                      | 6 semester hours in either mathematics or logic. (This requirement may not be met by a combination of course work in mathematics and logic.)  |
| Foreign Language —<br>Classical or Modern | 0 - 12 semester hours: satisfactory completion of course work through the intermediate level or demonstration of proficiency at that level by examination.                                  |
| Social Science                            | 6 semester hours from one or two of the following: anthropology, <u>economics</u> ,   |

political science, psychology, or sociology.

Humanities

6 semester hours from one or two of the following areas: British or American literature, any foreign literature either in the original language or in English translation, fine arts, history (excluding 101 and 102), philosophy (excluding 215 and 216).

Library ✓

1 semester hour: Library 101. (Students may be excused from this requirement by passing an exemption examination. If not exempted, freshmen and transfer students should take the course during their first year at the College.)

## LEVEL OF PLACEMENT IN COURSES

Entering students begin their work in foreign language and mathematics at any advanced level for which they are prepared, as determined by placement examination administered by the College. Except for the degree requirements in English and foreign language, placement at an advanced level does not excuse the student from the number of semester hours specified in the Minimum Degree Requirements.

## SPECIALIZED DEGREE PROGRAMS

### THE BACHELOR OF SCIENCE WITH DENTISTRY AND THE BACHELOR OF SCIENCE WITH MEDICINE

The Bachelor of Science with Dentistry and the Bachelor of Science with Medicine are specialized forms of the Bachelor of Science degree. Candidates for these degrees do not register a major since they will ordinarily attend the College of Charleston for only three years, pursuing a highly specialized program of study. However, a candidate for either of these degrees should be aware of major requirements in the event that he or she decides to become a candidate for a Bachelor of Science or Bachelor of Arts degree.

The B.S.D. and B.S.M. degrees may be conferred upon students who have completed three years of study in residence at

the College of Charleston and who have met the special requirements explained below. To receive the B.S.D. or B.S.M. degree after completing the program, the student must address a formal application to the faculty of the College of Charleston along with an official statement from the dental school or medical school certifying that the student has successfully completed the degree requirements.

## THE BACHELOR OF SCIENCE WITH DENTISTRY

To earn the Bachelor of Science with Dentistry, a student must earn at least 92 semester hours of credit at the College of Charleston. During their three-year residency at the College, B.S.D. candidates must meet the Minimum Degree Requirements for all degrees, and must include in their program the following:

Chemistry: 16 semester hours — 8 semester hours must be in general chemistry, and 8 semester hours in organic chemistry

Physics: 8 semester hours

Biology: 8 semester hours

College Mathematics: 6 semester hours.

After their three years at the College, B.S.D. candidates do their fourth year of work at an accredited dental school. After successfully completing this final year of work, students receive the Bachelor of Science with Dentistry from the College of Charleston.

## THE BACHELOR OF SCIENCE WITH MEDICINE

To earn the Bachelor of Science with Medicine, students must earn at least 92 semester hours at the College of Charleston. During their three years at the College, B.S.M. candidates must complete the Minimum Degree Requirements for all degrees, and must include in their program the following:

Chemistry: 16 semester hours — 8 semester hours must be in general inorganic chemistry, and 8 semester hours in organic chemistry

Physics: 8 semester hours

Biology: 8 semester hours

College Mathematics: 6 semester hours.

After their three-year residency at the College, B.S.M. candidates take their fourth year of work at an accredited medical college. After completing this final year of work, candidates receive the Bachelor of Science with Medicine from the College of Charleston.

## COURSES OF INSTRUCTION 1977-78

In the following course listings, each department lists all of the courses it regularly teaches. Not every course is offered each semester. For the specific courses offered in a given semester, students should consult the Schedule of Courses published by the College before each semester's registration period. The College reserves the right to withdraw any course for which there is insufficient demand.

Students should pay careful attention to the prerequisite requirements of some courses. In general, courses numbered 100-199 are open to freshmen. In some instances, courses numbered in higher registers are also open without prerequisites to freshmen, who should consult with their academic advisor prior to registration.

The number in parenthesis following each course title is the credit value of that course.

### BIOLOGY

#### Professors

Norman A. Chamberlain, Harry W. Freeman, *Chairman*  
Julian R. Harrison, Maggie T. Pennington

#### Associate Professors

William D. Anderson, Jr., James W. Smiley  
D. Reid Wiseman

#### Assistant Professors

Charles K. Biernbaum, Tim T. Ellis  
Billy J. Hart, Danton L. Johnson  
Katherine F. Kelly, Christopher C. Koenig  
Martha W. Runey

Biology is of fundamental importance in a liberal arts education since, by its very nature, it provides the student with a keener insight into and a deeper appreciation of the many facets of living systems. For the non-major, biology often serves as the

only introduction to science and methods employed in scientific endeavors. For both non-majors and majors alike, a study of biology may provide life-long avocational interests. Those who major in biology are provided with a substantial background in all aspects of living organisms.

The Department offers a Bachelor of Science degree and a Bachelor of Science degree with emphasis in marine biology, both of which prepare students for advanced study. In addition, the Department offers a Bachelor of Arts degree, which allows students who are not professionally oriented to pursue biology for its own sake. A masters degree in marine biology is also part of the biology curriculum. A biology degree is not only valuable for advanced studies, but also provides a background for the pursuit of a variety of careers in teaching, marine biology, medical and biological research, allied health services, forestry, wildlife biology, horticulture, pollution control, museum work, and urban planning.

The Department of Biology has extensive facilities in the Science Center and at the Grice Marine Biological Laboratory at Fort Johnson. Undergraduates courses are given in both locations. Science Center biology facilities include ten teaching laboratories for general biological, botanical, zoological, microbiological, and physiological courses plus support space and equipment. GMBL facilities include a large teaching laboratory, aquarium and specimen rooms, a library, and smaller laboratories used for student research.

## **MAJOR REQUIREMENTS**

**THE BACHELOR OF SCIENCE:** 28 semester hours in Biology; one year of Physics; Chemistry through Organic Chemistry; Mathematics through Algebra-Trigonometry or Introductory Calculus. The latter sequence is highly recommended. Calculus is required for graduate school.

**THE BACHELOR OF SCIENCE WITH EMPHASIS IN MARINE BIOLOGY** (intended to prepare the student for graduate work in marine biology or oceanography): at least 28 hours in Biology to include Biology 101, 102, 250, 310, 314, and 315; Chemistry 111-112 and 222; one year of Physics; one year of Geology; Mathematics through Algebra-Trigonometry or Introductory Calculus. The latter sequence is highly recommended. Calculus is required for graduate school.

**THE BACHELOR OF ARTS:** 28 semester hours in Biology; one year of Chemistry; one year of Mathematics.

Students who plan to pursue a career in biology should consider additional courses in this discipline and some of the following as electives: Physics 220; Chemistry 222, 351, 441-442; Mathematics 203, 216, 221; Geology 101, 102, 103; one foreign language; Philosophy 215, 216, 265.

- 101 GENERAL BIOLOGY (4)**  
A survey of fundamental properties of living organisms as seen in their structure, physiology, reproduction, development, classification, and evolution. Lectures, 3 hours a week; laboratory, 3 hours a week.
- 102 GENERAL BIOLOGY (4)**  
A continuation of Biology 101, which is prerequisite.
- 201 HUMAN PHYSIOLOGY (3)**  
An introduction to the structure and function of the major organ systems of the human body. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102.
- 202 PLANT TAXONOMY (4)**  
The collection, identification, and classification of vascular plants, with special emphasis on local flora. The student will have practice in the use of keys and herbarium techniques. Lectures, 2 hours a week; laboratory, 4 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents.
- 204 MAN AND THE ENVIRONMENT (3)**  
A study of the interdependence of man and his environment. Emphasis will be on man's place in nature, pollution, man-modified habitats, and environmental protection. Lectures, 3 hours a week.  
Note: Students may apply this course toward the Minimum Degree Requirements in natural science; in order to complete these requirements, however, they must also take two laboratory courses.
- 207 PLANT PHYSIOLOGY (4)**  
A study of plant function. Topics will include metabolism, hormones, mineral nutrition, transpiration, translocation, and flowering. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 250 and one year of chemistry.
- 209 MARINE BIOLOGY (4)**  
An introduction to the study of marine organisms and their environment. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents.
- 210 MICROBIOLOGY (4)**  
An introduction to the world of microorganisms with special emphasis on bacteria. The course includes cellular structures (composition and function), bacterial metabolism and microbial genetics. The epidemiology and pathogenicity of disease-producing microorganisms are also presented. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents; and one year of chemistry.

- 212 MARINE SCIENCE (3)  
An introduction to marine science and its significance to man. Topics discussed will deal with biological, chemical, and physical oceanography as well as the economic and political importance of the marine habitat. The biological aspect will emphasize plankton and numerous life histories of economically important invertebrate and vertebrate species. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents, and one year of chemistry; or permission of the instructor.
- 217 INTRODUCTION TO BIOMETRY (3)  
Introduction to basic statistical methods and their application in the analysis of biological and physical data. Introduction to distributions, experimental design, testing of hypotheses, regression, correlation, analysis of variance, covariance, and factorial arrangements. Lectures, 3 hours a week.  
Prerequisites: Math 216; and Biology 101 & 102 or 250, or equivalents; or permission of the instructor.
- 232 VERTEBRATE ZOOLOGY (4)  
Life histories, adaptations, ecology, and classifications of vertebrate animals. Laboratory work emphasizes living material from the local fauna. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 233 PARASITOLOGY (4)  
Morphology, physiology, epidemiology, ecology and life cycles of parasites of vertebrates and invertebrates. Laboratory will center on living and preserved material and will include methods of fecal, blood, histological and serodiagnostic examinations. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102.
- 234 ORNITHOLOGY (4)  
An introduction to the biology of birds. Laboratory work will emphasize the identification, classification, behavior, and ecology of local species. Lectures, 2 hours a week; laboratory, 4 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 236 HERPETOLOGY (4)  
An introduction to the biology of amphibians and reptiles. Laboratory work will emphasize the identification, classification, behavior, and ecology of local species. Lectures, 2 hours a week; laboratory, 4 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 250 BOTANY (4)  
A survey of the plant kingdom including morphology, physiology, ecology and economics of plants. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102.
- 301 GENETICS (3)  
The basics of the science of heredity. The course encompasses Mendelian genetics, the molecular basis of inheritance, changes in chromosomal number and structure, microbial genetics, mutations, and population genetics. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents.



- 302 HISTOLOGY (4)  
A detailed study of the microscopic structure of mammalian tissues and organs. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents, and junior or senior standing.
- 303 EVOLUTION (3)  
A study of the mechanism and patterns of plant and animal evolution, with emphasis on the species level of organization. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102 & 301, or equivalents; or permission of the instructor.
- 304 GENERAL AND COMPARATIVE PHYSIOLOGY (4)  
A study of the principles of the functional mechanisms that underlie the life processes of all organisms with emphasis on the ways in which diverse organisms perform similar functions. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102 or 250, or equivalents; and one year of chemistry.
- 305 COMPARATIVE VERTEBRATE EMBRYOLOGY (4)  
Comparative gametogenesis, fertilization, and embryology of the vertebrates. Organogenesis in frog, chick, and pig embryos studied in detail. Lectures, 2 hours a week; laboratory, two 2½ hour periods per week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 306 COMPARATIVE ANATOMY OF VERTEBRATES (4)  
Lectures on phylogeny of vertebrate organ systems, and laboratory dissection of dogfish, *Necturus*, and cat. Lectures, 2 hours a week; laboratory, two 2½ hour periods per week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 307 ZOOGEOGRAPHY (3)  
An introduction to the study of animal distribution patterns, their origins, and their significance for ecology and evolution. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 310 OCEANOGRAPHY (4)  
An introduction to the study of the marine environment. Lecture and laboratory work will emphasize the interrelationships of physical, chemical, geological, and biological processes in the sea. Instruction is held at the Grice Marine Biological Laboratory. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents; and 1 year each of college mathematics and chemistry.
- 314 INVERTEBRATE ZOOLOGY (4)  
Classification, morphology, physiology, behavior, and life histories of invertebrates. Laboratory work will emphasize the study of living material from the local fauna. Lectures, 3 hours a week; laboratories, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 315 GENERAL ECOLOGY (4)  
Consideration of organisms and their environmental relationships. Lectures, 3 hours a week; laboratory, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.

- 318 CELL BIOLOGY (3)  
A detailed morphological and physiological study of the gross structure ultrastructure of the cell, both plant and animal tissues. Lectures, 3 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents; and 1 year of chemistry.
- 320 BIOLOGY OF FISHES (4)  
A brief survey of gross morphology with emphasis on the structure used in identification, and more detailed considerations of some of the aspects of physiology, ecology, life histories, and behavior. Instruction is held at Grice Marine Biological Laboratory. Lectures, 2 hours a week; laboratory, 4 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents.
- 323 PROBLEMS IN MARINE BIOLOGY (1-4)  
Literature and laboratory investigations of specific problems directly concerned with ecology, distribution, or development of marine organisms. Open to exceptional students with junior or senior standing who are interested in continuing toward a graduate degree in biological or related sciences. Credit value determined by type of problem. Enrollment by permission of the instructor.
- 325 PROBLEMS IN BIOLOGY (1-4)  
Literature and laboratory investigations of specific problems in biology, the nature of the problem to be determined by the interest of the student after consultation with departmental faculty. Open to exceptional students with junior or senior standing who are interested in continuing toward a graduate degree in biological or related sciences. Credit value is determined by the type of problem. Enrollment by permission of instructor.
- 330 PHYCOLOGY (4)  
A survey of the algae from the ultraplankton to the kelps. The laboratory experience will involve extensive field collecting and identification, preparation of herbarium materials, and culturing for life-history studies. Lectures, 2 hours a week; laboratory, 4 hours a week.  
Prerequisites: Biology 101, 102, 250, or equivalents; or permission of instructor.
- 401 SEMINAR (1)
- 405 GENERAL AND COMPARATIVE ENDOCRINOLOGY (4)  
A study of the comparative anatomy and physiology of the ductless glands of invertebrate and vertebrate animals. Laboratory experiments are designed to demonstrate classical as well as modern approaches to study of hormone action. Lectures, 2 hours a week; laboratories, 6 hours a week.  
Prerequisites: A course in physiology, or permission of the instructor.
- 500 ICHTHYOLOGY (4) (Undergraduate and Graduate)  
Morphology, evolution, systematics, and geography of fishes. Held at Grice Marine Biological Laboratory. Lectures, 2 hours a week; laboratory, 5 hours a week.  
Prerequisites: Biology 101 & 102, or equivalents; and junior, senior, or graduate standing.
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## BUSINESS ADMINISTRATION AND ECONOMICS

Associate Professors

Joseph J. Benich, Jr., *chairman*, Rebecca B. Herring

Assistant Professors

James M. Bickley, Rachel J. Doyle

Hoke S. Greiner, Paul Jursa

William Latham, Thomas D. Livingston

McKenzie A. Perry, Marsha H. Ridgill

Robert W. Rouse, Richard Shainwald

James F. Synder

The Business Administration and Economics Department offers students the opportunity to major in either business administration or economics. Since these fields are related, there is the option for business administration majors to take economics courses as electives, and for economics majors to take business courses as electives.

The completion of Mathematics 101, 103, or a higher level mathematics course is recommended prior to enrollment in any business administration or economics course numbered 200 or above. Business Information Systems (BA 300) or Cobol Programming (CS 105) is also recommended for all business administration or economics majors. All students who choose to major in business administration or economics will be assigned a faculty advisor from the Business Administration and Economics Department who will help the student in planning an academic course of study.

### BUSINESS ADMINISTRATION

The primary objective of the business administration program is to prepare its majors for challenging careers in business and/or government. In addition, the business administration major receives an excellent preparation for graduate school.

Today's world is characterized by change, and business must also change if it is to meet the many new challenges. Because of new developments and changing business practices, the business administration faculty constantly updates its course offerings, so as to ensure the applicability of their content.

There are two 100 level business courses for prospective business administration majors and non-majors. Introduction to Business (BA 105), a survey course which introduces the major topic areas of business administration, is useful for those who want to see what business is about. Principles of Investment (BA

120) is designed to give students practical investment and budgeting guidance, which is essential for the proper handling of one's personal finances.

## **MAJOR REQUIREMENTS**

The business administration major requires 42 hours (14 courses), consisting of ten required "core" courses and four electives to be selected by the business major. The core courses give all business majors exposure to the principal functional areas of business and how these functional areas are interrelated. These core courses are: Principles of Economics I (Econ 201); Principles of Economics II (Econ 202); Accounting Concepts I (BA 203); Accounting Concepts II (BA 204); Management Concepts (BA 301); Marketing Concepts (BA 302); Business Finance (BA 303); Business Statistics (BA 304); Production Organization (BA 403); and Business Policy (BA 408).

The elective courses give students the opportunity to gain specialized knowledge in their particular areas of interest. Examples of elective areas frequently selected by students are: accounting, bank management, personnel administration, economics, business law, quantitative methods, investments, human relations, and advertising.

A student can complete the requirements for the business administration major in four semesters, as all of the Department's core courses are offered every semester. However, it is recommended that business majors plan to complete Principles of Economics (Econ 201 and 202), Accounting Concepts (BA 203 and 204), and one elective course by the end of their sophomore year. By the end of the junior year majors should have completed Management Concepts (BA 301), Marketing Concepts (BA 302), Business Finance (BA 303), Business Statistics (BA 304), and two or three elective courses. This leaves the senior year open for Production Organization (BA 403), Business Policy (BA 408), and additional electives.

In summary, all business administration majors must take Econ 201, Econ 202, BA 203, BA 204, BA 301, BA 302, BA 303, BA 304, BA 403, BA 408, and at least four electives to be selected from 300 or 400 level business or economics courses. At least two of these electives must be business courses.

## **BUSINESS ADMINISTRATION COURSES**

### **105 INTRODUCTION TO BUSINESS (3)**

A course for all students of the College who are interested in a survey of the activities that occur in a business institution. The various types and forms of business organizations will be presented and analyzed. Special emphasis will be given to the role of the business enterprise in society. Any business administration or economics major who has completed or is concurrently

enrolled in a 300 or 400 level business administration or economics course may not register for this course. Credit hours for this course may not be applied toward the major requirements in business.

120 PRINCIPLES OF INVESTMENT (3)

An investment course analyzing the characteristics and relative importance of common and preferred stocks, mutual funds, municipal and corporate bonds, Treasury obligations, U. S. Government agency issues, and real estate. Special topics including portfolio management, insurance and interest rates will also be covered. Outside lecturers will be used to supplement regular classroom discussions. Credit hours for this course may not be applied toward major requirements.

203 ACCOUNTING CONCEPTS I (3)

An introduction to accounting as a device for reporting business activity. The principles of accounting are presented in addition to the construction and interpretation of financial statements.

204 ACCOUNTING CONCEPTS II (3)

A continuation of the first course in accounting with emphasis upon the utilization of accounting information as an aid in business decision making. Prerequisite: B.A. 203.

300 BUSINESS INFORMATION SYSTEMS (3)

A discussion of the operation and goals of basic business systems, including the tools of business systems with emphasis on the role of the computer in business organizations.

301 MANAGEMENT CONCEPTS (3)

Concepts underlying the management process — planning, organizing, directing, and controlling business activity.

302 MARKETING CONCEPTS (3)

Channels of distribution, marketing and sales problems, and related topics are presented to give the student an understanding of the many functions involved in the process of distributing goods and services. Prerequisite: Economics 202.

303 BUSINESS FINANCE (3)

This course presents the fundamental concepts of finance with emphasis upon the corporate form of business organization. Special attention will be given to the financial administrator's role as a decision maker. Prerequisite: B.A. 204 and Economics 202.

304 BUSINESS STATISTICS (3)

Testing of hypothesis, probability, linear regression, Index numbers, and decision-making techniques.

305 GOVERNMENT AND BUSINESS RELATIONS (3)

This course is designed to emphasize the legal environment of business relations and the pluralistic nature of the economy of the United States. The principal federal regulations which apply to business and union activities are presented in order to provide the student with an understanding of the limitations of an administrator's authority in the field of public policy. This course is also listed as Political Science 305.

Prerequisite: Economics 202 or permission of instructor.

306 BUSINESS LAW I (3)

A course designed to cover the legal aspects of business operations, includ-

ing contracts, agency, sales, negotiable instruments, security devices, property, partnership, and corporations.

- 307 PERSONNEL MANAGEMENT (3)  
Personnel policy, manpower planning, staffing, training and development, compensation administration, and union-management relations.  
Prerequisite: B.A. 301.
- 308 COST ACCOUNTING (3)  
Basic concepts of accounting applied to material, labor, and overhead costs with emphasis on interpretation of information for managerial decision. Process and job order cost systems and product pricing will be emphasized.  
Prerequisite: B.A. 204.
- 310 FINANCIAL SEMINAR (3)  
Case analysis in financial problems of the firm emphasizing: analysis of the demand for funds, external and internal sources of funds and their costs to the firm, problems of the multinational firm, and other techniques of financial management, such as capital budgeting, cash budgeting, and optimal capital structure.  
Prerequisite: B.A. 303.
- 311 TRANSPORTATION SYSTEMS (3)  
This is an in-depth treatment of trends and contemporary management problems peculiar to transport agencies including rail, highway, air, water, and pipeline. The course will also examine comparative evaluations of cost behavior and pricing among different transportation codes.  
Prerequisite: ECO. 202.
- 313 BANK MANAGEMENT (3)  
The theory and practice of bank management is developed. The fundamental principles underlying the management of bank assets are emphasized. Attention is devoted to the allocation of funds among various classes of investments and bank operating costs and to changing bank practices.  
Prerequisite: B.A. 204.
- 316 INTERMEDIATE ACCOUNTING I (3)  
Income measurement, valuation, statement presentation, and terminology problems as related to assets, including cash, securities, receivables, inventories, plant and equipment, and intangibles. Contemporary financial accounting issues are considered as raised by the Financial Accounting Standards Board, Securities and Exchange Commission, the accounting profession and others.  
Prerequisite: B.A. 204
- 317 INTERMEDIATE ACCOUNTING II (3)  
Income measurement, valuation, statement presentation and terminology problems as related to liabilities and stockholders equity; changes in capital; statement analysis; price-level recognition; cash versus accrual; incomplete data problems; and related contemporary financial accounting issues.  
Prerequisite: B.A. 316 or permission of instructor.
- 320 MARKETING RESEARCH (3)  
A course which establishes the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining and analyzing relevant marketing information will also be examined.  
Prerequisite: B.A. 302 and B.A. 304 or permission of instructor.

- 325 SEMINAR IN MARKETING (3)  
An advanced marketing course designed to acquaint students with the many facets of marketing and distribution administration. Case studies will be used extensively.  
Prerequisite: B.A. 302.
- 326 INTERNATIONAL MARKETING (3)  
Marketing on an international scale with stress upon the viewpoint of the marketing manager who must recognize and cope with differences in legal, economic, spatial, and cultural elements in different nations. Emphasis placed on marketing techniques and methods of expanding participation in foreign markets.  
Prerequisite: B.A. 302
- 329 BUSINESS LAW II (3)  
Impact and workings of the Uniform Commercial Code and the Uniform Consumers' Credit Code on our business system: emphasis on Sales, Secured Transactions, Bulk Sales, and Commercial Paper.  
Prerequisite: B.A. 306.
- 330 ADVERTISING (3)  
The role of advertising in a free economy and its place in the media of mass communications. Areas of study will include advertising appeals, product research, selection of media, testing of advertising effectiveness, and the dynamics of the advertising profession.  
Prerequisite: B.A. 302 or permission of instructor.
- 335 GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING (3)  
Accounting methods and procedures applicable to federal, state, and municipal governmental units, religious, and other nonprofit organizations.  
Prerequisite: B.A. 204.
- 340 ADVANCED ACCOUNTING (3)  
Accounting theory applicable to partnerships, branches, business combinations and other special topics in financial accounting and reporting.  
Prerequisite: B.A. 204
- 341 FEDERAL TAXATION I (3)  
A study of federal income taxation as applied to individuals and sole proprietorships.  
Prerequisite: B.A. 204 or permission of instructor.
- 342 FEDERAL TAXATION II (3)  
A study of federal taxation as applied to partnerships, corporations, trusts, and exploration of federal gift and estate taxes.  
Prerequisite: B.A. 341 or permission of instructor.
- 360 SPECIAL TOPICS IN BUSINESS ADMINISTRATION (3)  
An in-depth treatment of a current area of special concern within the field of business administration.
- 400 INVESTMENT ANALYSIS (3)  
Basic investment theory with emphasis given to the analysis of securities, portfolio management, and the operation of the securities market.  
Prerequisite: B.A. 303.
- 401 HUMAN RELATIONS (3)  
The interaction of people in the work situation and how that interaction

influences morale, motivation, communication, leadership, organizational structure, social environment, and efficiency.

Prerequisite: B.A. 301.

402 SEMINAR IN ADMINISTRATION (3)

A seminar designed to enable the student to conduct a comprehensive investigation into an area of interest in the administration of organizational affairs.

Prerequisite: Four departmental courses including B.A. 301 and consent of the instructor.

403 PRODUCTION ORGANIZATION (3)

A survey of management decision making techniques with emphasis on analytical methods in production management including design of production systems quality control, operations planning and capital budgeting.

Prerequisite: B.A. 304

406 QUANTITATIVE METHODS AND DECISION MAKING (3)

The course will begin with a brief coverage of the decision-making process. Emphasis will be placed on the understanding and use of tools necessary to quantify the decision-making process, with particular reference to linear programming, simulation, and queuing theory.

Prerequisite: B.A. 304

408 BUSINESS POLICY (3)

A course for senior business administration majors which draws together the functional areas of business operations: accounting, finance, marketing, and production, as a means of developing the students conceptual and decision-making abilities. Case studies will be used extensively.

Prerequisite: B.A. 301, 302, 303, and 403.

409 AUDITING THEORY (3)

Role of the independent auditor, his legal responsibilities, professional ethics, auditing standards, internal control, statistical sampling, and basic auditing techniques. Also limited consideration of the role of the internal auditor.

Prerequisite: B.A. 317 or permission of instructor.

420 INDEPENDENT STUDY (1-3)

The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed.

475, 476 BACHELOR'S ESSAY (3, 3)

Research and writing project completed by the major during the senior year under the direction of a departmental faculty member. The student must submit in writing a project proposal for departmental approval. The Department may prescribe whatever additional requirements it desires for insuring the quality of the research project.

## ECONOMICS

Economics is the study of how society produces, exchanges, and consumes goods and services. Economics examines public policies to achieve such national objectives as full employment, price stability, and economic growth. Finally, economics



analyzes the behavior of businesses, industries, and households in maximizing their well-being.

The economics major is structured to provide students with a basic core of courses while, at the same time, enabling students to select their electives from among a wide variety of courses adapted to their individual needs and interests.

The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications. First, the curriculum content should stimulate interest in social, political, and economic issues since many of the major problems and challenges facing this nation and the rest of the world today are either partially or wholly economic in nature. Second, the program teaches analytical methods and concepts which are important in preparing students for administrative positions in business and government. Finally, majors receive a solid foundation for graduate study in economics.

Economics courses can be taken to fulfill the College's Minimum Degree Requirements in social science. Furthermore, two economics courses at the 300 level or above can be used to meet the major requirements for a degree in business administration. Finally, urban studies majors are required to take Urban Finance (Econ 307), and may elect to enroll in selected economics courses to meet the urban studies elective requirements.

## **MAJOR REQUIREMENTS**

The major in economics requires 36 semester hours. All economics majors must take Econ 201, 202, 305, 317, 318, Business Administration 304, and six elective courses to be chosen from among economics and business administration courses at the 200 level and above. At least three of these electives must be economics courses.

Economics 201 and 202 are prerequisites for all 300 and 400 level economics courses.

## **ECONOMICS COURSES**

### **101 ECONOMICS OF CURRENT ISSUES (3)**

A study of the problems and possible solutions in various areas including inflation, unemployment, pollution, health care, energy, agriculture, and population. Credit hours for this course may not be applied toward major requirements.

### **201 PRINCIPLES OF ECONOMICS I (3)**

The foundation of economic analysis is presented, including identification of basic social goals, money and credit systems, and theories of national income, employment, and economic growth.

- 202 PRINCIPLES OF ECONOMICS II (3)  
 The problems of the market are presented; product and factor pricing; allocation of resources and distribution of income; market equilibrium analysis; and analysis of domestic problems and policies. A prerequisite for courses at the 300-level and higher.  
 Prerequisite: Econ 201.
- 304 LABOR ECONOMICS (3)  
 An examination of the role and history of the labor movement in the economic development of the United States, with special emphasis on labor-management relations, collective bargaining, wage determination, employment, unionism, wages and hours, governmental policies affecting labor, and current problems.
- 305 MONEY AND BANKING (3)  
 The nature and role of money, the development and operation of the commercial banking system, the structure and functions of the Federal Reserve System, and the impact of monetary changes on business decisions and economic activity.
- 306 MONETARY POLICY AND THEORY (3)  
 A detailed discussion of Federal Reserve policy tools, controversies in monetary policy, proposed reforms, and a comprehensive overview of monetary theory.  
 Prerequisite: Econ. 305.
- 307 URBAN FINANCE (3)  
 An economic approach to the problems of local public finance, with special attention to pricing, taxation, and investment in the urban public sector. Emphasis will be placed on analyzing the relationships between land utilization, the economic base, and local public revenues.
- 308 EVOLUTION OF ECONOMIC DOCTRINES (3)  
 A study of the principle contributions to economic theory and method, and the relationship of these contributions to their time and to each other.
- 310 INTERNATIONAL ECONOMIC RELATIONS (3)  
 A survey of the development of international economic relations and an analysis of the economic significance of anticipated changes.
- 315 INTRODUCTION TO MATHEMATICAL ECONOMICS (3)  
 An introductory survey of the use of mathematical methods in economic analysis.  
 Prerequisite: Mathematics 104 or 120.
- 317 MICROECONOMIC ANALYSIS (3)  
 A study of the analytical techniques used in investigating the determination of product and factor prices under different market structures to include analysis of indifference, production theory, and utility concepts.
- 318 MACROECONOMIC ANALYSIS (3)  
 A study of Classical, Keynesian, and Post-Keynesian macroeconomic models involving the issues of consumption, monetary and fiscal policy, growth, interest, and liquidity.
- 320 MANAGERIAL ECONOMICS (3)  
 The application of economic principles relating to cost, revenue, profit and competition which aid business decision-making and policy formulation.

- 325 ECONOMIC DEVELOPMENT (3)  
A study of the factors shaping economic development. Topics emphasized are factor supplies and utilization, financial and trade policies, institutional elements, and cultural effects.
- 330 COMPARATIVE ECONOMIC SYSTEM (3)  
An analysis and appraisal of the theories and practices underlying economic systems. Consideration given to capitalistic, socialistic, and communistic economies.
- 360 SPECIAL TOPICS IN ECONOMICS (3)  
An in-depth treatment of a current area of special concern within the field of economics.
- 400 SENIOR SEMINAR IN ECONOMICS (3)  
A seminar on a particular problem or question in economic policy. Open to senior majors in economics and to any senior Honors student.
- 404 INDEPENDENT STUDY (1-3)  
The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed.
- 475, 476 BACHELOR'S ESSAY (3, 3)  
Research and writing project completed by the major during the senior year under the direction of a departmental faculty member. The student must submit in writing a project proposal for departmental approval. The Department may prescribe whatever additional requirements it desires for insuring the quality of the research project.
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## CHEMISTRY

### Professors

Gerald W. Gibson, *chairman*, Carl J. Likes

### Associate Professor

Gary C. Faber

### Assistant Professors

Gary L. Asleson, Marion T. Doig  
W. Frank Kinard, Julian E. Parker III (Visiting)

### Instructor

Elizabeth M. Martin

The Chemistry Department curriculum is designed to serve the needs of several diverse groups of students: 1.) Chemistry majors planning a career in chemical industry or teaching. These students often will pursue graduate studies after receiving the Bachelor of Science degree, which they normally obtain (see below). 2.) Chemistry majors planning medical, dental, or veteri-

nary careers. The B.S. program is most often chosen by these students, although for some the flexibility of the B.A. program is more attractive. 3.) Students majoring in cognate disciplines such as biology, physics, or mathematics. The Department considers the needs and interests of these students in planning course syllabi. 4.) Students majoring in some other discipline but wishing to become familiar with the impact of chemistry on the world we live in. For these students, Chemistry 101-102, an introductory course which satisfies the Minimum Degree Requirement in a laboratory science, is offered. 5.) Students planning careers in allied health areas and in pharmacy. In planning all of its courses and programs, the Department attempts to place its emphasis on chemistry as an important part of the student's educational experience, not merely as a form of sophisticated technical training.

## MAJOR REQUIREMENTS

**THE PRE-PROFESSIONAL MAJOR PROGRAM.** This program is designed for students who intend to pursue graduate work in chemistry or who plan to enter the chemical industry after graduation. Students who major under this program will be considered candidates for the Bachelor of Science degree.

The major requirements total 42 hours in chemistry, which must include Chemistry 113, and 113L or 111 and 111L, 112 and 112L, 511, 222, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 521, 532, 491, and at least one 3-hour elective from courses at the 300 level or above. Physics 103-104 or its equivalent is required of all B.S. chemistry majors, as is Mathematics 220. German is strongly recommended to satisfy the Minimum Degree Requirements in foreign language.

Program schedules giving suggested course sequences for pre-professional chemistry majors are available from the Department, in Room 309 of the Science Center.

**THE LIBERAL ARTS MAJOR PROGRAM.** In this program, the course requirements in chemistry are intended to provide the student with an adequate background in the principal areas of chemistry while permitting a greater concentration in the humanities than is generally feasible in the pre-professional program. This program leads to a Bachelor of Arts degree.

The major requirements are 29 semester hours in chemistry, which must include Chemistry 113, and 113L or 111 and 111L, 112 and 112L, 222, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, and 491.

Program schedules giving suggested course sequence for B.A. chemistry majors are available from the Department, in Room 309 of the Science Center.

- 101, 102 CHEMISTRY AND MAN (3, 3)  
A course designed to introduce the principles of modern chemistry to the non-scientist. Emphasis is placed on the discussion of basic concepts and their relevance to contemporary culture. Topics include: chemical bonding, chemical reactivity, states of matter, environmental chemistry, organic and biochemistry, drugs, energy, and industrial applications. Lectures, three hours a week.  
Corequisites and prerequisites: Chemistry 101L is a corequisite or prerequisite for Chemistry 101. Chemistry 102L is a corequisite or prerequisite for Chemistry 102. Chemistry 101 is a prerequisite for Chemistry 102.
- 101L, 102L CHEMISTRY AND MAN, LABORATORY (1, 1)  
A laboratory program to accompany Chemistry 101, 102. Experiments are designed to illustrate concepts and techniques encountered in the classroom. Laboratory, three hours a week.  
Corequisites and prerequisites: Chemistry 101 is a corequisite or prerequisite for Chemistry 101L. Chemistry 102 is a corequisite or prerequisite for Chemistry 102L. Chemistry 101L is a prerequisite for Chemistry 102L.
- 111, 112 PRINCIPLES OF CHEMISTRY (3, 3)  
An introductory course in chemistry emphasizing theoretical aspects and designed primarily for students who intend to take one or more additional courses in chemistry. Lectures, 3 hours a week.  
Corequisites and prerequisites: Chemistry 111L is a corequisite or prerequisite for Chemistry 111. Chemistry 111 is a prerequisite for Chemistry 112. Chemistry 112L is a corequisite or prerequisite for Chemistry 112. Students enrolled in 111 are urged to take Math 111; those in 112 are urged to take Math 120.
- 111L, 112L PRINCIPLES OF CHEMISTRY LABORATORY (1, 1)  
Designed to introduce the student to the application of the scientific method in solving chemical problems and to acquaint him or her with specific tools and techniques used in the chemistry laboratory, while reinforcing and illustrating concepts encountered in lecture. Laboratory, three hours a week.  
Corequisites and prerequisites: Chemistry 111 is a corequisite or prerequisite for Chemistry 111L. Chemistry 112 is a corequisite or prerequisite for Chemistry 112L. Chemistry 111L is a prerequisite for Chemistry 112L.
- 113 CONCEPTS IN MODERN CHEMISTRY (3)  
An introductory chemistry course for students with a strong preparation in pre-college chemistry. Key concepts in modern chemistry are discussed, with more student participation than is possible in Chemistry 111, 112. This one-semester course is a substitute for the two-semester Chem. 111, 112 sequence, and serves equally well as a prerequisite for an advanced chemistry course. It is intended primarily for the student who wishes to major in chemistry or a related science and is open to both freshmen and upperclassmen. Lecture, 3 hours a week.  
Prerequisites: Acceptable performance on a Chemistry Department qualifying exam or Advanced Placement Test in Chemistry and/or permission of the Department. Math 111, Math 101, or an acceptable score on the Pre-Calculus placement test. Corequisite: Chemistry 113L. Not open to students who have taken Chemistry 111 or 112.
- 113L CONCEPTS IN MODERN CHEMISTRY, LABORATORY (1)  
A laboratory program designed to accompany Chem. 113. Laboratory, three hours a week.  
Corequisite: Chemistry 113.

- 221 ENVIRONMENTAL CHEMISTRY (4)  
An introduction to the chemistry of our natural system with an emphasis on the chemical interactions on the environment. Cycling of major chemical components as well as equilibrium concentration levels will be covered. The effect of the activities of man upon the natural equilibrium condition will be discussed. The laboratory will introduce the student to the analytical techniques involved in the measurement of some of the chemical parameters. Lecture, three hours a week. Laboratory, 3 hours a week.  
Prerequisites: Chemistry 112 and 112L, Chemistry 113 and 113L, or Chemistry 102 and 102L.
- 222 QUANTITATIVE ANALYSIS (4)  
A study of the chemistry of quantitative analysis. Special attention is given to equilibria involving acids, bases, precipitates, complexions, and oxidizing and reducing agents. In the laboratory an opportunity is provided for solving problems in gravimetric and volumetric analysis, along with an introduction to the use of instruments for chemical analysis. Lecture, three hours a week. Laboratory, six hours a week.  
Prerequisite: Chem. 112, 112L.
- 231, 232 ORGANIC CHEMISTRY (3, 3)  
An introduction to the chemistry of carbon. A systematic study of nomenclature, structure, properties, and reactions of aliphatic and aromatic compounds. Attention is given to recent developments in interpretation of structure and reaction mechanisms. Lecture, three hours a week.  
Corequisites or prerequisites: Chemistry 112 and 112L or their equivalents are prerequisites for Chemistry 231. Chemistry 231L is a corequisite or prerequisite for Chemistry 231. Chemistry 231 is prerequisite for Chemistry 232. Chemistry 232L is a corequisite or prerequisite for Chemistry 232.
- 231L ORGANIC LABORATORY PRACTICE (1)  
Practice in the standard laboratory operations employed in the isolation and purification of organic compounds. The methods and techniques developed are utilized in the synthesis of representative compounds. Laboratory, three hours a week.  
Corequisite or prerequisite: Chemistry 231.
- 232L ORGANIC SYNTHESIS AND ANALYSIS (1)  
Additional synthetic methods plus an introduction to organic compound identification.  
Prerequisite: Chemistry 231L.  
Corequisite or prerequisite: Chemistry 232.
- 311 SYNTHETIC INORGANIC CHEMISTRY (2)  
The preparation and characterization of inorganic compounds, with special emphasis on the apparatus and techniques employed in modern synthetic inorganic chemistry. Lectures, one hour per week. Laboratory, three hours per week.  
Prerequisite: Chemistry 511.
- 351 BIOCHEMISTRY (3)  
An introduction to the chemistry of the biological compounds. A systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids and their components is presented. Metabolism of the biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles. Lectures, three hours a week.  
Prerequisite: Chemistry 232, 232L.

- 441, 442 PHYSICAL CHEMISTRY (3, 3)  
 Basic principles of chemistry treated primarily from a theoretical viewpoint. The major topics covered are atomic and molecular structure; elementary thermodynamics and statistical mechanics; properties of gases, liquids, and solids; theories of solution; homogeneous and heterogeneous equilibria; electrochemistry and surface chemistry. Lectures, three hours a week. Corequisites and prerequisites: Chemistry 441L is a corequisite or prerequisite for Chemistry 441. Chemistry 441 is a prerequisite for Chemistry 442. These corequisites may be waived only with the permission of the instructor. Mathematics 220 is a prerequisite or corequisite for 441.
- 441L, 442L PHYSICAL CHEMISTRY LABORATORY (1, 1)  
 A laboratory program to accompany Chemistry 441, 442. Laboratory, three hours a week. Corequisites and prerequisites: Chemistry 441 is a corequisite or prerequisite for Chemistry 441L. Chemistry 442 is a prerequisite or corequisite for Chemistry 442L. Chemistry 441L is a prerequisite for Chemistry 442L.
- 481 INTRODUCTORY RESEARCH (2)  
 An opportunity is provided to use the literature and to apply a variety of experimental techniques in the investigation of selected problems in inorganic, analytical, organic, physical, or biochemistry, or in chemical oceanography. A report will be made to the Chemistry research committee at the conclusion of the project. Open to seniors majoring in Chemistry with a GPR of at least 2.5. Exceptions require approval of the Chemistry research committee. Arrangements for a project should be made with the department during the semester prior to that in which it is carried out.
- 482 INTRODUCTORY RESEARCH II (2)  
 A continuation of Chemistry 481. Open to students who have done satisfactory work in Chemistry 481. Separate reports must be submitted to the Chemistry Department for work done in 481 and 482.
- 491 CHEMISTRY SEMINAR (1)  
 A weekly seminar during which topics taken from departmental research projects and recent advances in chemistry are discussed. Seminar, one hour per week.  
 Prerequisite: Permission of the Department.
- 511 ADVANCED INORGANIC CHEMISTRY (3)  
 An advanced course which aims to provide a balanced view of the theoretical principles involved in present-day inorganic research.  
 Prerequisite: Chemistry 441.  
 Prerequisite or corequisite: Chemistry 442.
- 521 ADVANCED ANALYTICAL CHEMISTRY (4)  
 Theory and principles underlying the techniques of modern analytical chemistry. The student carries out qualitative and quantitative analysis using chromatographic, spectrophotometric, electroanalytical, and other selected methods. Lectures, three hours a week; laboratory, three hours a week.  
 Prerequisite: Chemistry 222.
- 522 INTRODUCTORY CHEMICAL OCEANOGRAPHY (3)  
 An introduction of the chemical processes occurring in oceanic and estuarine systems. Emphasis on the ocean as a chemical system, equilibrium process-

es, and chemical cycles in the marine environment. Lectures, three hours a week.

Prerequisite: Chemistry 222.

Corequisite: Chemistry 522L. The corequisite may be waived with the instructor's permission.

- 522L **INTRODUCTORY CHEMICAL OCEANOGRAPHY LABORATORY (1)**  
An introduction to the techniques of investigating the chemistry of oceanic and estuarine systems. Both laboratory and field investigations. Laboratory, three hours a week.  
Prerequisite or corequisite: Chemistry 522.
- 531 **ADVANCED ORGANIC CHEMISTRY (3)**  
Topics in organic chemistry are selected by students and instructor for class presentation and discussion. Emphasis is on understanding why organic reactions take place as they do and in recent developments on the frontiers of organic chemistry. Lectures, three hours a week.  
Prerequisite: Chemistry 232.
- 532 **ORGANIC QUALITATIVE ANALYSIS (3)**  
A study of the chemistry and techniques involved in the separation and identification of organic compounds. The student analyzes a wide variety of compounds in the laboratory, using spectral data, physical constants, and chemical tests. Lectures, one hour a week; laboratory, six hours a week.  
Prerequisites: Chemistry 232, 232L.
- 541 **ADVANCED PHYSICAL CHEMISTRY (3)**  
A supplemental course to Chemistry 441, 442 dealing primarily with molecular structure and bonding and with statistical thermodynamics.  
Prerequisite: Chemistry 442.
- 553 **TECHNIQUES IN BIOCHEMISTRY (2)**  
Designed to illustrate the major principles of modern biochemistry and teach the general techniques used in biochemical research. Experiments will include basic procedures for the quantitation, isolation, and characterization of various cellular components with demonstration of more advanced research methods. Laboratory, six hours a week.  
Prerequisite: Chemistry 351.
- 583 **SPECIAL TOPICS IN CHEMISTRY (1, 2, or 3)**  
This course is divided into thirds. Each third deals with a recent development in chemistry or with advanced theoretical concepts not included in other chemistry courses. Topics are taken from all areas of chemistry and will vary from semester to semester. The student may enroll for one, two, or three of the sub-courses.  
Prerequisite: Permission of the instructor.

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## CLASSICAL LANGUAGES — SEE LANGUAGES

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# COMPUTER SCIENCE

- 91 INTRODUCTION TO THE COMPUTER (3)  
A non-mathematical non-programming discussion of how computers work and a consideration of the social, political, and ethical problems of a computerized environment. Lectures, three hours per week.
- 102 FORTRAN PROGRAMMING (3)  
An introduction to the FORTRAN programming language is presented following a brief survey of the structure and organization of digital computers. Illustrative problems chosen from the social sciences and natural sciences are programmed, keypunched, and made operative by the students. No previous knowledge of computers is assumed. Lectures, three hours per week.
- 103 COMPUTER APPLICATIONS IN THE SOCIAL SCIENCES (3)  
A continuation of Computer Science 102. Students use basic data processing techniques to solve research problems in their major social sciences disciplines. Lectures, three hours per week.  
Prerequisite: Computer Science 102 or permission of the instructor.
- 105 COBOL PROGRAMMING (3)  
An introduction to COBOL, the basic programming language used for implementing business and other data processing operations on digital computer systems. The principal applications are the organization and processing of data files. Programs are written, punched, and made operative by the students. No previous computer experience necessary. Lectures, three hours per week.
- 117 INTRODUCTION TO COMPUTATIONAL MATHEMATICS (3)  
A systematic study of FORTRAN programming techniques with applications to calculus and other mathematical problems. No prior knowledge of computers will be assumed. Lectures, 3 hours per week.  
Prerequisite: Math 120.  
Note: No student who has taken CS 117 may subsequently take CS 102.
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# EDUCATION

## Associate Professors

J. Fred Ettline, *chairman*, Charles Matthews

## Assistant Professors

Kenneth P. Bower, Martha Cunningham

Robert Foster, Jill E. McGovern

Katherine McIntosh, Georgette McKenzie

Robert H. Mende, Ire A. Page

Louise Smith, Harold A. Swigart

Gary Taylor, Peter Yaun

## TEACHER CERTIFICATION

The Department of Education seeks to prepare professional persons for a variety of fields in education. This is accomplished by a cooperative effort with the State Department of Education in the development and presentation of programs leading to teacher certification and with College of Charleston academic departments.

Since all programs have certification by the State Department of Education as their objective, they are coordinated in the Department of Education. Students desiring to be recommended for state certification in any teaching area must make application for admission to the appropriate teacher education program as early as possible in their college career, but not later than the end of their sophomore year. This early commitment to the program of teacher education is the first step in a process which is intended to culminate with an individual's graduation, recommendation for certification, and entry into education as a career.

Upon completion of the application, students are assigned to an advisor in the Education Department. Students are responsible to meet with this advisor and have a specified program of courses approved. Early advising is designed to insure that a student's collegiate work will include:

- (1) the courses required under the Minimum Degree Requirements of the College
- (2) those courses specified by the State Board as the basic college program for early childhood, elementary, secondary, or special education certification
- (3) those courses specified as necessary for early childhood, elementary, special education, or secondary certification (which additionally necessitates subject requirements). It is possible for a student to graduate from the College with an education major or a major in a subject field and be deficient in required hours in courses needed for certification. It is the student's responsibility

to keep up to date on requirements in specific certification areas by meeting periodically with his or her advisor in the Education Department. No general statements can be made as these requirements are subject to change by the State Department of Education.

## ELEMENTARY EDUCATION

**MAJOR REQUIREMENTS:** The elementary education program is designed for students who intend to become certified to teach in elementary schools in the state of South Carolina. The major consists of 36 semester hours and may include the following courses: Education 303, 307, 308, 309, 311, 317, 318, 319, 320, 321, 340, 401.

- 201 INTRODUCTION TO EDUCATION (3)  
A course intended to familiarize the student with current trends in American public education. Brief study of organization, administration, curriculum, personnel policies, and student populations both in terms of the present and historically.
- 303 CHILD GROWTH AND DEVELOPMENT (3)  
An introduction to child behavior and development from birth to early adolescence. Emphasis upon intellectual development and the socialization process.  
Prerequisite: A General Psychology course or permission of instructor.
- 306 ELEMENTARY SCHOOL SCIENCE (3)  
The basic content for the elementary school science program will be explored. Students will become familiar with the materials and teaching techniques used in the various areas of the science curriculum.
- 307 ELEMENTARY SCHOOL CURRICULUM (3)  
Principles and practices in adapting the curriculum to the needs of elementary school children.  
Prerequisite: Permission of instructor.
- 308 TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL (3)  
Modern concepts of elementary school mathematics. Materials and teaching procedures.  
Prerequisite: Permission of instructor.
- 309 HISTORY AND PHILOSOPHY OF EDUCATION (3)  
A study of philosophical problems which have educational implications. A brief study of importance of the past as it influences the present.  
Prerequisite: Permission of instructor.
- 311 LITERATURE FOR CHILDREN (3)  
A review of old and new literary materials suitable for elementary school children. The art of story-telling, teaching techniques, various literary forms, and integration of literature with other facets of the curriculum will be emphasized.  
Prerequisite: Permission of instructor.

- 312 **MIDDLE SCHOOL ORGANIZATION AND CURRICULUM (3)**  
 A study of the middle school concept as implemented in grades five through eight. An intensive investigation of curricular offerings and organizational patterns. Lectures, three hours per week.
- 313 **METHODS AND MATERIALS IN THE MIDDLE SCHOOL (3)**  
 A professional course for prospective middle school teachers. An examination of the specific needs of this age student and of the methods and materials designed to meet these needs while pursuing educational objectives. Lectures, three hours per week.
- 314 **EDUCATIONAL PSYCHOLOGY (3)**  
 An introductory study of some of the major theorists and psychologists who have had an impact on contemporary educational practices and learning theory. Students will become familiar with research done in the areas of motivation, behavior and discipline, and classroom management. When possible, field experiences will be provided.
- 317 **MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER I (3)**  
 Notation systems, sets, relations, and other topics commonly covered in an elementary school mathematics program.  
 Prerequisite: Permission of instructor.
- 318 **MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER II (3)**  
 Informal geometry and basic concepts of algebra.  
 Prerequisite: Permission of instructor.
- 319 **ART FOR THE ELEMENTARY SCHOOL TEACHER (3)**  
 Experiences with design and color, materials and processes, child growth and development of art. Problems and procedures for development of art skills and learning for elementary school children.  
 Prerequisite: Permission of instructor.
- 320 **MUSIC FOR THE ELEMENTARY SCHOOL TEACHER (3)**  
 An examination of objectives, content, instructional materials, teaching practices and procedures for music classes at the elementary school level.  
 Prerequisite: Permission of instructor.
- 321 **HEALTH FOR THE ELEMENTARY SCHOOL TEACHER (3)**  
 Health needs of children: objectives, curriculum, principles and procedures of conducting a health program for elementary school children.  
 Prerequisite: Permission of instructor.
- 322 **SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL TEACHER (3)**  
 Curriculum, instructional approaches, and materials for teaching social studies in elementary school.  
 Prerequisite: Permission of instructor.
- 323 **FOUNDATIONS OF LIBRARIANSHIP (3)**  
 The history and development of the library as a cultural, fundamental institution of society; librarianship as a profession; the range of library services on all levels; principles and objectives of library organization.
- 324 **ADOLESCENT GROWTH AND DEVELOPMENT (3)**  
 A study of the growth and development of adolescents with emphasis upon the process of socialization, psychological implications, and intellectual development. Appropriate field experiences required.

- 325 **TECHNIQUES OF INSTRUCTIONAL MEDIA (3)**  
 The course is designed to introduce pre-service teachers to a variety of media available for instruction in the public school; to familiarize the pre-service teacher with the philosophy and principles of instructional media education; and to provide the pre-service teacher with actual experience in gaining competence in handling and preparing materials for teaching for use with the various media. Lectures, three hours per week.
- 330 **COMMUNICATION AND LANGUAGE ARTS FOR THE LINGUISTICALLY DIFFERENT CHILD (3)**  
 The course will focus upon the nature and function of language, normal language acquisition in children, dialect variations and their implications for learning communication skills. Emphasis will be placed upon developing techniques and materials to teach language skills to non-standard speakers of English.  
 Prerequisite: Permission of instructor.
- 340 **TEACHING OF READING IN THE ELEMENTARY SCHOOL (3)**  
 Study of reading skills in relation to the psychological bases: developmental principles; historical and current issues in reading practices.  
 Prerequisite: Permission of instructor.
- 343 **THE TEACHING OF FOREIGN LANGUAGES (3)**  
 Instructional techniques and procedures in foreign language teaching. Examination of materials and methods appropriate to the teaching of the predetermined objectives. Implications of linguistics and psycholinguistics for the foreign language teacher.  
 Note: This course is cross listed as Foreign Languages 343.
- 345 **METHODS AND MATERIALS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)**  
 Study of curriculum, methodology and materials for teaching modern mathematics.
- 401 **DIRECTED TEACHING IN ELEMENTARY SCHOOL (6)**  
 Students are placed in local elementary schools to observe, teach and participate during the entire school day for one half of the college semester. Weekly seminar periods are held on campus during the entire semester. Students should pre-register with the Education Department for practice teaching at least one term prior to the term in which they intend to enroll formally in the course. The deadline for fall semester pre-registration is August 1; for spring semester pre-registration, November 1.  
 Prerequisites: EDU. 303, 307, 308, 309, 311, 317, 318, 319, 320, 321, 340, or permission of instructor.  
 Note: There is a \$50 fee for this course.
- 440 **METHODS AND MATERIALS FOR READING INSTRUCTION (3)**  
 An analysis of trends and practices in the teaching of reading, materials and their utilization, critical review of literature in selected areas.  
 Prerequisite: Permission of instructor.
- 441 **DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (3)**  
 Emphasis is on diagnostic procedures and remediation of reading disability. Correction is diagnostically based.  
 Prerequisite: Permission of instructor.

- 442 PRACTICUM IN READING (3)  
A supervised practicum stressing procedures and materials for corrective work, group and individual.  
Prerequisite: Permission of instructor.
- 450 MEASUREMENT AND EVALUATION OF STUDENT PERFORMANCE (3)  
Nature and function of measurement in education, Standardized tests and scales. Simple statistical and item analysis techniques for classroom use in constructing and evaluating teacher-made tests.

## EARLY CHILDHOOD EDUCATION

- 297 THE YOUNG CHILD (3) (Behavior and Development in Early Childhood)  
A study of the physical, emotional, intellectual and social components of development, their interrelationships, and their effect on later functioning will be made. Pertinent research data will be brought together and evaluated. The students, under supervision, will observe and participate in a laboratory situation involving young children.  
Prerequisite: Permission of instructor.
- 298 TEACHING IN THE PRESCHOOL (3)  
Teacher's role in learning, play, schedule, routine, and discipline in nursery school and kindergarten. Materials and methods for preschool programs.  
Prerequisite: Permission of instructor.
- 299 CURRICULUM FOR PRESCHOOL CHILDREN (3)  
The course covers the major academic areas that are a part of the curriculum for early childhood education. Special emphasis is placed on science, mathematics, social studies, art, music, health, and physical education as they relate to the curriculum in early childhood education.
- 402 DIRECTED TEACHING IN THE PRESCHOOL (6)  
Students observe, teach, and participate during the entire school day for approximately one-half of the semester in a pre-school situation. Regular seminar periods are held during the entire semester.  
Prerequisite or corequisite: All elementary certification courses; early childhood level certification courses 297, 298.  
Note: There is a \$50 fee for this course.

## SECONDARY EDUCATION

**MAJOR REQUIREMENTS:** The secondary education program is designed for students who intend to become certified to teach in secondary schools in the state of South Carolina. The major consists of a minimum of 24 hours in professional education courses and the required hours in a subject field for state certification. The professional courses must include: Education 309, 305, 304 or 314, 302 & 403. (Students seeking certification in fine arts or physical education must take Education 303 in lieu of Education 309.)

- 201 INTRODUCTION TO EDUCATION (3)  
A course intended to familiarize the student with current trends in American public education. Brief study of organization, administration, curriculum, personnel policies, and student populations both in terms of the present and historically.
- 302 TECHNIQUES OF TEACHING (3)  
A study of teaching as a science; work with role playing simulation, utilization of psychological concepts in the presentation of data, the writing of educational objectives.  
Prerequisites: Ed. 304, or 314, 305, 309 or permission of instructor.
- 304 SECONDARY EDUCATION (3)  
An examination of modern American high schools, methods of funding, legal aspects of teaching, patterns of organizing curriculums. Examination of faculty rights and responsibilities — visitation and observation in schools — school board meetings — P.T.A. meetings.  
Prerequisite: Permission of instructor.
- 305 HUMAN GROWTH AND DEVELOPMENT (3)  
A personal examination of behavioral patterns of school-aged children. Visitation 2 hours per week in public schools observing children and adolescents at specified grade levels. Study of relevant printed data.
- 309 HISTORY AND PHILOSOPHY OF EDUCATION (3)  
A study of philosophical problems which have educational implications. A brief study of the importance of the past as it influences the present.  
Prerequisite: Permission of instructor.
- 310 PRINCIPLES OF GUIDANCE AND COUNSELING (3)  
A basic course dealing with the development of the guidance movement, the services rendered under the heading of guidance and counseling, and current theories of counseling.
- 312 MIDDLE SCHOOL ORGANIZATION AND CURRICULUM (3)  
A study of the middle school concept as implemented in grades five through eight. An intensive investigation of curricular offerings and organizational patterns. Lectures, three hours per week.
- 313 METHODS AND MATERIALS IN THE MIDDLE SCHOOL (3)  
A professional course for prospective middle school teachers. An examination of the specific needs of this age student and of the methods and materials designed to meet these needs while pursuing educational objectives. Lectures, three hours per week.
- 314 EDUCATIONAL PSYCHOLOGY (3)  
An introductory study of some of the major theorists and psychologists who have had an impact on contemporary educational practices and learning theory. Students will become familiar with research done in the areas of motivation, behavior and discipline, and classroom management. When possible, field experiences will be provided.
- 315 INTRODUCTION TO EDUCATIONAL TELEVISION (3)  
A general course covering the following: the uses of television in education, the nature of the medium, basic production and technical terminology, general coverage of the fundamental electronics of television, survey of the history of television, and the uses of television in teaching machines. Limited studio experience.

- 324 **ADOLESCENT GROWTH AND DEVELOPMENT (3)**  
 A study of the growth and development of adolescents with emphasis upon the process of socialization, psychological implications, and intellectual development. Appropriate field experiences required. Lectures, three hours per week.
- 325 **TECHNIQUES OF INSTRUCTIONAL MEDIA (3)**  
 The course is designed to introduce pre-service teachers to a variety of media available for instruction in the public school; to familiarize the pre-service teacher with the philosophy and principles of instructional media education; and to provide the pre-service teacher with actual experience in gaining competence in handling and preparing materials for teaching for use with the various media. Lectures, three hours per week.
- 341 **TEACHING OF READING IN SECONDARY SCHOOL (3)**  
 Methods and materials of teaching basic and developmental reading skills; programming special services in reading instruction. Demonstration of tests and devices. Required for English majors seeking state certification.
- 342 **THE SCHOOL ART PROGRAM (3)**  
 A general methods course in the teaching of art with emphasis on organizing the school art program. Planned for persons preparing to teach art or to supervise art programs in the elementary or secondary schools. Required for art majors seeking state certification.
- 343 **THE TEACHING OF FOREIGN LANGUAGES (3)**  
 Instructional techniques and procedures in foreign languages teaching. Examination of materials and methods appropriate to the teaching of pre-determined objectives. Implications of linguistics and psycholinguistics for the foreign language teacher.  
 Note: This course is cross-listed as Foreign Languages 343.
- 400 **SENIOR PAPER IN EDUCATION (3)**  
 For secondary education majors only. A research study in a local high school utilizing recognized research tools in the field of education. Topic must be developed by the student through a survey of relevant literature and narrowed to a manageable topic through discussion with the instructor. Paper must be completed in one term.
- 403 **DIRECTED TEACHING IN THE SECONDARY SCHOOL (6)**  
 Enrollment in this course is dependent upon previous written application and approval by the department. Students are placed in cooperating local schools in subject matter fields. Directed Teaching is a laboratory class which requires participation in the daily activities of an assigned classroom and in periodic on-campus seminars.  
 Prerequisites: Education 309, 305, 304, or 314, 302, specific area courses, or permission of instructor.  
 Note: There is a \$50 fee for this course.
- 417 **BASIC PRODUCTION TECHNIQUES IN EDUCATIONAL TELEVISION (3)**  
 A laboratory course in which the student becomes familiar with the television camera, VTR, production console, film chair, and all associated studio equipment. The student will work in producing and directing at least one 30 minute ETV program during the semester after extensive work on camera, the audio and video control boards, and the film chair.  
 Prerequisite: Education 315.



- 450 MEASUREMENT AND EVALUATION OF STUDENT PERFORMANCE (3)  
Nature and function of measurement in education. Standardized tests and scales. Simple statistical and item analysis techniques for classroom use in constructing and evaluating teacher-made tests.

## SPECIAL EDUCATION

**MAJOR REQUIREMENTS:** The special education program is designed to prepare students to become teachers of exceptional children. The major consists of 36 required semester hours. Additional courses will enable a student to become certified in South Carolina in special education and elementary education. Students are encouraged to meet with one of the special education advisors during their freshman year and are required to declare the major during their sophomore year.

- 306 ELEMENTARY SCHOOL SCIENCE (3)  
The basic content for the elementary school science program will be explored. Students will become familiar with the materials and teaching techniques used in the various areas of the science curriculum.
- 314 EDUCATIONAL PSYCHOLOGY (3)  
An introductory study of some of the major theorists and psychologists who have had an impact on contemporary educational practices and learning theory. Students will become familiar with research done in the areas of motivation, behavior and discipline, and classroom management. When possible, field experience will be provided.
- 411 CHARACTERISTICS OF LEARNING DISABILITIES (3)  
An introductory course. Study of etiology, characteristics, educational provisions and procedures associated with learning disabled children. Includes field experiences with learning disabled children.
- 412 EDUCATIONAL PROCEDURES FOR THE LEARNING DISABLED (3)  
Educational procedures in teaching learning disabled children. Includes field work with learning disabled persons.
- 414 APPLIED LEARNING THEORY (3)  
Course designed to teach the use of empirically based methods for changing behavior in a school setting. Emphasis on the individualizing of learning experiences to best meet each child's needs.
- 420 INTRODUCTION TO THE EDUCATION OF EXCEPTIONAL CHILDREN (3)  
Introduction to programs, problems, and procedures of working with children who are exceptional — mentally, physically or emotionally. Focuses on children who have problems of vision, hearing, speech, as well as those with physical and neurological defects. Some attention is given to recent research dealing with the exceptional child and special education programs.
- 421 PSYCHOLOGY OF MENTAL RETARDATION (3)  
Psychological aspects of mental retardation; learning, motivation, and personality development.

- 422 EDUCATIONAL PROCEDURES FOR TEACHING THE MENTALLY RETARDED (3)  
Study, selection, preparation of curricular materials; methods of teaching retarded children within the pre-adolescent and adolescent range.
- 423 PRACTICUM IN INSTRUCTION OF EXCEPTIONAL CHILDREN (3)  
Methods are studied for diagnosing and teaching brilliant, retarded, physically handicapped, and emotionally maladjusted children. Field work at the South Carolina Retarded Children's Habilitation Center.
- 425 EDUCATIONAL PROCEDURES FOR TEACHING THE EMOTIONALLY DISTURBED CHILD (3)  
A study of educational techniques, materials, and equipment used in teaching emotionally disturbed children. Curriculum for both classroom and individual clinical teaching is included.  
Prerequisite: Education 426.
- 426 CHARACTERISTICS OF THE EMOTIONALLY HANDICAPPED (3)  
An introductory study of causes, characteristics and educational practices associated with emotionally handicapped persons. Includes field experiences with emotionally handicapped persons.
- 430 TEACHING MATH TO THE MENTALLY HANDICAPPED (3)  
Course designed to prepare students to use methods and materials necessary for teaching math to the mentally handicapped. Field experience required.  
Prerequisite: EDU 421 or permission of instructor.
- 431 TEACHING LANGUAGE ARTS TO THE MENTALLY HANDICAPPED (3)  
Course designed to prepare students to teach the necessary language skills to the mentally handicapped. Field experience required.  
Prerequisites: EDU 421 or permission of instructor.
- 432 PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL CHILD (3)  
Course designed to prepare the student to construct and implement an appropriate physical education and recreation curriculum for the handicapped learner. Field experience required.  
Prerequisite: EDU 420 or permission of instructor.
- 437 EDUCATIONAL ASSESSMENT OF THE HANDICAPPED LEARNER (3)  
Course designed to prepare students to select, administer and interpret formal and informal educational assessment instruments and techniques. The application of findings to the instruction of the handicapped learner.
- 438 ASSESSMENT OF INTELLECTUAL AND LANGUAGE DEVELOPMENT OF THE EXCEPTIONAL CHILD (3)  
A course designed to familiarize the student with the administrative procedures and the educational interpretation of various measures of intellectual and language development such as the Wechsler Intelligence Scale for Children, Wechsler Pre-school and Primary Scale for Intelligence, and Illinois Test of Psycholinguistics Abilities, as related to the exceptional child.  
Prerequisite: Education 420.
- 439 DIRECTED TEACHING IN SPECIAL EDUCATION (6)  
Course designed to provide students with an extensive supervised experience in teaching exceptional children. Each student will be placed in a special

education setting commensurate with his or her emphasis within special education.

Note: There is a \$50 fee for this course.

## **DISTRIBUTIVE AND VOCATIONAL EDUCATION**

- 370 **METHODS OF TRADE TEACHING (3)**  
This course provides basic instruction to beginning teachers in trade work. It includes psychological factors of learning, individual differences, methods of teaching subjects, special methods used in teaching skills, grading of students, and keeping proper records and reports.
- 371 **HISTORY AND PHILOSOPHY OF INDUSTRIAL EDUCATION (3)**  
The course deals with development of industrial education, aims and objectives of vocational industrial education and industrial arts education, basic laws and trends in federally aided programs, state plans, and changes in practices due to changing philosophies and technological development.
- 372 **HUMAN RELATIONS IN INDUSTRY (3)**  
This course treats important phases of the application of psychology to industrial problems. It consists of a study of labor problems, labor legislation, employment conditions, and the labor movement. It also aims to provide all students with a background against which they can interpret and evaluate significant developments in the field of labor relations.
- 373 **TEACHING INDUSTRIAL SUBJECTS (3)**  
Effective methods and techniques of teaching industrial subjects are the focus of this course. Emphasis is given to class organization, preparation of lesson outlines, and audiovisual aids. This course is required for all trade and industrial instructors. The other courses listed are elective.
- 460 **DEVELOPMENT, STRUCTURE, AND OPERATION OF THE DISTRIBUTIVE EDUCATION PROGRAM (3)**  
The philosophy and development of vocational education with emphasis on federal, state and local relationships in distributive education. Organization and operation of balanced distributive education programs on the secondary, post-secondary, and adult levels including project and cooperative methods, curriculum, coordination techniques, and public relations.
- 461 **SUPERVISION OF THE DISTRIBUTIVE EDUCATION PROGRAM (3)**  
The role of the teacher-coordinator as a supervisor of a total program of distributive education in a community. Advanced study of methods and techniques in program administration with emphasis on recent research findings, curriculum developments, and operational techniques. For experienced teacher-coordinators of distributive education.
- 462 **SUPERVISION OF THE ADULT PROGRAM IN DISTRIBUTIVE EDUCATION (3)**  
Emphasis upon the planning and development of well-balanced adult programs in distributive education. Methods used in the selection, training, and supervision of part-time instructors in the adult program.
- 463 **LEADERSHIP DEVELOPMENT IN DISTRIBUTIVE EDUCATION (3)**  
The development of leadership qualities for supervisors of distributive education programs. Emphasis upon the supervisor and his job; principles of

delegation, conference leading, decision making, program planning and evaluation, and in-service training. For experienced teacher-coordinators and directors of distributive education programs.

Note: The specific requirements for certification by the South Carolina State Board of Education are listed earlier in this section. Majors in elementary education and secondary education are urged to make themselves familiar with these requirements so that they may include the appropriate courses in their baccalaureate program.

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## ENGLISH

### Professors

Anna Katona, Norman Olsen, Jr., *chairman*  
Nan D. Morrison

### Associate Professors

William C. Bradford, Bishop C. Hunt  
Jeffrey L. L. Johnson

### Assistant Professors

Eugenie C. Comer, Eddie G. Cone  
Dennis M. Goldsberry, Joseph M. Harrison  
Mary S. Hetherington, Caroline C. Hunt  
Eugene C. Hunt, Olgerts Puravs

### Instructors

Paul E. Allen, Robert L. Cross  
Mary K. Haney, Shirley L. Moore  
Carole P. Sessoms

The English Department seeks to teach each student to read with insight, perception, and objectivity and to write with clarity and precision. After students have learned to examine analytically the ideas of others, and to express with clarity their own ideas, they have the foundation necessary to pursue a liberal education. The Department also provides upper-level students with an understanding of their literary heritage, an aesthetic appreciation of literary art, a knowledge of the importance of literature in the life of any thinking individual, and a love for the beauty of man's deepest expressions. Finally, the Department offers those courses in the discipline necessary to meet state certification requirements.

**MAJOR REQUIREMENTS:** 36 semester hours, of which at least 24 hours must be from courses at or above the 300 level and

which must include: English 201 and 202; English 301 or 302; English 304 or 306; 3 semester hours of early American literature (English 205 or 342 or 343); and 3 semester hours of later American literature (English 206 or 344 or 345).

English 101 and 102 are prerequisites for all English courses at or above the 200 level.

For English majors, English 201 and 202 are prerequisites for all English courses at or above the 300 level.

- 01 BASIC WRITING SKILLS (3)  
A rigorous study of the fundamentals of standard English grammar and of the formulation of grammatical sentences, leading to the writing of the paragraph.  
Credit hours for this course will not be applied toward degree requirements.
- 101 COMPOSITION AND LITERATURE (3)  
A study of expository and argumentative writing. Composition stresses organization, coherence, structure, and mechanics. Essays and short stories are used for stylistic analysis and composition topics.
- 102 COMPOSITION AND LITERATURE (3)  
Continued study of exposition and argumentative writing with special emphasis on the preparation and writing of a research paper. Plays, poetry, and a novel are used for composition topics.
- 104 PUBLIC SPEAKING (3)  
The fundamentals of oral communication as they pertain to public speaking. An introduction to the techniques and skills involved in preparing and delivering various types of speeches. Attention is given to voice, diction, and platform presence.
- 201 MAJOR BRITISH WRITERS (3)  
Intensive study of major works of representative authors, including Chaucer, Shakespeare, Milton, Swift, and Pope. Emphasis is on close reading and analysis rather than on literary history. Lectures on intellectual backgrounds.
- 202 MAJOR BRITISH WRITERS (3)  
Intensive study of major works of representative authors, including Wordsworth, Coleridge, Keats, Tennyson, Browning, Yeats, Eliot, and one nineteenth or twentieth century novel. Emphasis on close reading and analysis rather than on literary history. Lectures on intellectual backgrounds.
- 203 SURVEY OF EUROPEAN LITERATURE (3)  
A survey of the literature of Europe in English translation (exclusive of British literature) from Biblical times through the Renaissance. Cross listed as Comparative Literature 201.
- 204 SURVEY OF EUROPEAN LITERATURE (3)  
A survey of the literature of Europe in English translation (exclusive of British literature) from Neo-Classicism through the twentieth century. Cross listed as Comparative Literature 202.
- 205 AMERICAN LITERATURE TO 1865 (3)  
A survey of American literature from the beginnings to the Civil War.

- 206 AMERICAN LITERATURE, 1865 TO THE PRESENT (3)  
A survey of American literature from the Civil War to the present.
- 210 ENGLISH SEMANTICS (3)  
A survey of various approaches to the semantics of the English language, from the late seventeenth century to the present, concluding with an introduction to generative semantics. Discussion of the use of words and their meanings in modern life and in the media.
- 211 ORAL INTERPRETATION (3)  
A study of the form and content of poetry and prose literature as they affect the performance of the oral interpreter.
- 212 THE CINEMA: HISTORY AND CRITICISM (3)  
An introduction to the critical appreciation and history of the motion picture, with special emphasis upon the place of the film within the liberal arts, dealing generally with the types and forms of the feature film, their background and development, and aiming to create an increased critical awareness of the basic elements of the filmmakers' art.
- 213 DEBATE (3)  
Development of skill in investigative techniques and in logical reasoning in questions of public concern; the presentation of sound evidence in advocating policies; a study of the principles of controlling (influencing) the beliefs of individuals and groups.
- 214 JOURNALISM (3)  
Newspapers as one of the mass media. The history of, and the laws and ethics relating to, newspapers in the United States; the social, economic, and political roles of newspapers in a modern democracy. A brief survey of kinds of newspaper writing. An introductory course for those considering journalism as a career and those interested as critical readers.  
Prerequisites: English 101-102.
- 301 SHAKESPEARE: THE EARLY PERIOD (3)
- 302 SHAKESPEARE: THE LATER PERIOD (3)
- 303 MODERN ENGLISH GRAMMAR (3)  
A study of grammatical analyses, with emphasis upon transformational-generative grammar.
- 304 CHAUCER (3)  
Selections from his major poetical works in the original.
- 305 ADVANCED COMPOSITION (3)  
A study of the theory and principles of composition and the application of these principles in the student's own writing.
- 306 MILTON (3)  
The poetry and selected prose of John Milton.
- 307 INTRODUCTION TO OLD ENGLISH (3)  
An introduction to the Old English language with selected readings of prose and poetry from the seventh through the eleventh century, and the epic poem *Beowulf* in translation.
- 311 MIDDLE-ENGLISH LITERATURE: NON-CHAUCERIAN (3)

- 312 HISTORY OF THE ENGLISH LANGUAGE (3)  
The history and development of the English language, tracing its descent from prehistoric Indo-European to Modern English, with attention especially to phonology, morphology, and vocabulary.
- 313 AFRO-AMERICAN LITERATURE (3)  
A survey of Afro-American literature from the mid-eighteenth century to the present.
- 314 NON-DRAMATIC LITERATURE OF THE RENAISSANCE (3)  
A survey of poetry and prose from 1500 to 1620, with emphasis on the Oxford reformers, the rise of the lyric and of prose narration, Sidney and the sonneteers, and Spenser.
- 317 THE SEVENTEENTH CENTURY (3)  
A study of poetry and prose of seventeenth century England; Donne, Herbert, Marvell, Bacon, Browne, Hobbes, Locke.
- 318 THE EIGHTEENTH CENTURY (3)  
A study of poetry and prose of eighteenth century England.
- 319 LITERARY CRITICISM (3)  
Major critical approaches to literature, in theory and practice, from Aristotle to the present.
- 320 LITERATURE FOR ADOLESCENTS (3)  
A critical study of literature relevant to the adolescent, incorporating major literary genres and appropriate media.
- 321 THE ROMANTIC PERIOD: POETRY AND PROSE (3)
- 323 THE VICTORIAN PERIOD: POETRY AND PROSE (3)
- 325 TWENTIETH CENTURY BRITISH LITERATURE (3)  
A study of representative writers of the period.
- 327 THE ENGLISH NOVEL: I (3)  
A study of the major English novelists of the eighteenth century.
- 328 THE ENGLISH NOVEL: II (3)  
A study of the major English novelists of the nineteenth century.
- 334 CREATIVE WRITING (3)  
Open with permission of instructor.
- 335 MODERN POETRY (3)  
A study of the specific nature and development of twentieth century British and American poetry, limited to selected major figures: Yeats, Eliot, Pound, Hopkins, Frost, Stevens, and Thomas.
- 337 ENGLISH DRAMA TO 1642 (3)  
A study of selected plays from the medieval beginnings of English drama to the closing of the theatres in 1642, Shakespearean plays excluded.
- 338 MODERN DRAMA (3)  
A study of the significant developments in English and American drama from Shaw to the Theatre of the Absurd.

- 339 ADVANCED CREATIVE WRITING (3)  
Open with permission of the instructor.  
Prerequisites: English 334.
- 340 RESTORATION AND EIGHTEENTH CENTURY DRAMA (3)  
English drama from the reopening of the theatres in 1660 to the end of the eighteenth century.
- 341 SOUTHERN LITERATURE (3)  
A study of the nature and development of Southern literature from the late eighteenth century to the present.
- 342 COLONIAL AND REVOLUTIONARY AMERICAN LITERATURE (3)  
Intensive study of major writers of the period.
- 343 NINETEENTH CENTURY AMERICAN LITERATURE I (3)  
Intensive study of major writers of the first half of the century.
- 344 NINETEENTH CENTURY AMERICAN LITERATURE, II (3)  
Intensive study of major writers of the last half of the century.
- 345 TWENTIETH CENTURY AMERICAN LITERATURE (3)  
Intensive study of major writers since 1900.
- 400 SEMINAR (3)  
A detailed study of an author, topic, or genre. Open to junior and senior English majors with permission of the department.
- 401 STUDIES AND PROBLEMS (3)  
Special studies, developed by visiting lecturers or individual department members, designed to supplement or to investigate more fully offerings in the department. Announcement of the particular subject is made prior to registration for the term in which offered. Offered at the discretion of the department and open to students with permission of the instructor.
- 404 INDEPENDENT STUDY (1-3)  
Research in a specified area, in consultation with a department member who will guide the work and determine the hours of credit to be allowed. Open to juniors and seniors with permission of the department.
- 406 BACHELOR'S ESSAY (6)  
Research and writing extending over both semesters of the senior year, carried on under the guidance of a department member, leading to a thesis on a specific topic.
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## FINE ARTS

### Artist-in-Residence

William Halsey (Studio Art — Painting)

### Professors

Emmett Robinson (Drama)

Michael Tyzack (Studio Art — Painting)

### Associate Professors

Douglas Ashley (Music History and Piano)

Diane C. Johnson, *chairman* (Art History)

David Maves (Music Composition)

Willard Oplinger (Music — Voice)

Kenneth W. Severens (Architectural History)

### Assistant Professors

Frank Hurdis (Architectural History)

*On leave, 1976 - 1978*

Anthony Janson (Art History)

Peter G. Knudsvig (Music — Brass)

Leo Manske (Studio Art — Printmaking)

John W. Michel (Studio Art — Sculpture)

Randall Thompson (Music — Woodwinds)

The Fine Arts Department offers an interdisciplinary liberal arts program consisting of the areas of Art, Music, and Drama. Concentrations are available in Art (art and architectural history, studio art), Music (history, theory, and performance), and Drama (acting, directing, designing, technical, playwrighting, or general theatre), or any combination of these areas, leading to the Bachelor of Arts degree in fine arts.

Students are requested to declare their fine arts major as soon as possible, so that they may be assigned a departmental advisor to help set up the sequence of courses needed for each student's field of concentration. Specific courses needed for certain career plans, such as education, graduate school, or professional training are available. Individual schedules will be determined for each student as the student consults with his or her assigned departmental advisor.

**MAJOR REQUIREMENTS:** 42 hours in fine arts with a minimum of 15 hours at or above the 300 level, and including 6 hours of the interdisciplinary course Masters and Styles in Fine Arts.

## ART AND ARCHITECTURAL HISTORY

- 101 ART APPRECIATION: THE LANGUAGE AND COMPOSITION OF THE VISUAL ARTS (3)  
Including general discussions of the definition of "art," the criteria for judging quality in a work of art, and how the visual formal elements convey expressive content in art. Also a discussion of art as an expressive human language to be used by everyone in a creative approach to life. (It is recommended that juniors or seniors seeking to fulfill their Minimum Degree Requirements in humanities take Art 104.)
- 104 ART HISTORY SURVEY (3)  
An historical survey of major works of architecture, sculpture, and painting from prehistory to the present.
- 201 AMERICAN ARCHITECTURE (3)  
An historical survey of American Architecture, including furniture, from the colonial period to the end of the nineteenth century.
- 202 CHARLESTON ARCHITECTURE (3)  
An intensive study of Charleston architecture with special attention given to the various styles, the most distinctive building types, and the physical growth of the city from the time of its founding. Charleston itself will be the primary classroom, but there will also be slide sessions for architectural background and historical comparisons. *Maymester only.*  
Prerequisites: Art 201, Art 206, or permission of instructor.
- 203 HISTORY OF GRAPHIC ART (3)  
Survey of prints and printmaking from their origins in the 15th century to the present day. Consideration will be given to the overall effects of mass communication, via prints, as well as to technical and stylistic developments, and to questions of connoisseurship.
- 205 MAJOR THEMES IN ART (3)  
An in-depth analysis of the iconology of a selected theme or subject, with a consideration of the relation of the theme to the demands of the patrons, and the philosophical thought, religious beliefs, and cultural environment of the artist and his times. The course is conducted as a seminar, with each student choosing his own theme, artist, or work of art.  
Prerequisite: Art 101 or 104 is strongly recommended.
- 206 CITY DESIGN IN HISTORY (3)  
A study of the history, aesthetics and philosophy of environmental planning from the earliest pre-historical ceremonial sites to the new towns and cities of the present day. Emphasis will be given to physical problems involved in urban design including analysis of the impact that architecture and garden design have had on the city through history.
- 215 MASTERS AND STYLES IN FINE ARTS (3)  
A study of relationships among the arts of music, drama, and visual art. The specific subject will vary from semester to semester, and can involve either a study of two or more individuals or a period style. For example: Picasso and Stravinsky; Modernism in Music and Art; Opera as Drama and Music, etc.
- 301 HISTORY OF ANCIENT ART (3)  
Study of the developments of western art from pre-historic times to the end of the Roman Empire. Questions concerning the origins of art, the development of Egyptian and Greek architecture, sculpture, and painting, and the

Hellenic and Italic components of Roman art, which will be seen as the ultimate stage in the evolution of the art of antiquity and its transformation into the art of the Early Middle Ages.

Prerequisite: Art 104 or permission of instructor.

- 302 HISTORY OF MEDIEVAL ART (3)  
An intensive study of Early Christian, Byzantine, Carolingian, Romanesque, and Gothic art and architecture.  
Prerequisite: Art 104, or permission of instructor.
- 303 HISTORY OF RENAISSANCE ART (3)  
Renaissance art principles as developed in architecture, sculpture, and painting in Italy during the 14th through 16th centuries. Also consideration of the spread and transformation of Renaissance style in Northern Europe.  
Prerequisite: Art 104 or permission of instructor.
- 305 HISTORY OF BAROQUE ART (3)  
Historical study of the stylistic developments of 17th century European architecture, sculpture, and painting — from the late Renaissance to the end of the 18th century.  
Prerequisite: Art 104 or permission of instructor.
- 307 HISTORY OF EUROPEAN PAINTING 1750-1850 (3)  
Examines Neo-Classicism in relation to the Enlightenment, the rise of Romanticism between 1800 and 1830, and the response of Realism, Impressionism, and Symbolism to the crisis of tradition in art occurring around 1850.  
Prerequisite: Art 101 or 104 or permission of instructor.
- 308 MODERN EUROPEAN ART (3)  
This course will consider the stylistic developments of modern art in Europe from 1850.  
Prerequisite: Art 101 or 104 or permission of instructor.
- 309 COMPARISON OF THE ARTS OF THE EAST AND WEST (3)  
A study of stylistic similarities and differences between the arts of the Orient — especially India, China and Japan — and the arts of the Western European world.  
Prerequisite: Art 101 or 104 or permission of instructor.
- 312 MODERN ARCHITECTURE (3)  
A study of modern architecture from 1885 to the present concentrating on the American contributions of Sullivan and Wright, the European modernists, Gropius, Miles van der Rohe, and Le Corbusier, and the post-World War II developments.  
Prerequisites: Art 104, 201, or 206, or permission of instructor.
- 313 AMERICAN PAINTING TO 1860 (3)  
An examination of the development of American Art from Colonial times to 1860.  
Prerequisite: Art 101 or 104.
- 314 AMERICAN PAINTING SINCE 1860 (3)  
An examination of the development of modern art in the United States to the present day, with an emphasis on the interaction with European painting to define a specifically American outlook.  
Prerequisite: Art 101 or 104.
- 401 SEMINAR: AMERICAN ART (3)  
The seminar is intended to allow students initially exposed to American Art

through Art 201 the opportunity to investigate particular problems in American painting, sculpture, architecture or the decorative arts in greater depth.  
Prerequisite: Permission of instructor.

- 412 SEMINAR: MODERN ARCHITECTURE AND URBAN DESIGN (3)  
An intensive study through individual research on selected topics in 20th century architecture and urban design.  
Prerequisite: Art 206 or 312, or permission of instructor.
- 414 SEMINAR: SELECTED TOPICS IN ART AND ARCHITECTURAL HISTORY (3)  
Concentrated investigation of specific problems in art and architectural history as announced when offered.  
Prerequisite: Permission of instructor.
- 415 SENIOR INDEPENDENT STUDY IN ART AND ARCHITECTURAL HISTORY (3)  
The student who has taken an appropriate sequence of preparatory courses in one area of problem of Art and Architectural History, determines a project in consultation with a department member qualified to guide and judge the work.  
Prerequisite: Open to Seniors only, with an overall GPR of 2.5 and a Fine Arts GPR of 3.0, with permission of the department.

## STUDIO ART

- 116 PRINCIPLES OF VISUAL ART: BASIC DRAWING (3)  
Studio course in drawing. Study of line, tone, form, texture, and space division in developing expressive visual structure. Media include charcoal, pencil, pen and ink, wash.  
Corequisite or prerequisite: Art 101.
- 117 PRINCIPLES OF VISUAL ART: BASIC PAINTING (3)  
Visual studies to develop an understanding of the structure and expression of color and of different painting techniques. Various media will be used.  
Prerequisite: Art 116 or permission of instructor.
- 216 INTERMEDIATE DRAWING AND PAINTING (3)  
Further studies in the techniques of drawing and painting; work from models, still life, and imagination. Special problems in color and abstract design.  
Prerequisite: Art 116, 117 or acceptable previous training.
- 217 PAINTING AND RELATED MEDIA (3)  
Continuation of 216, with greater emphasis on the expression and technique of the individual student. Large scale paintings, additional study in the use of various painting media.  
Prerequisite: Art 216.
- 218 INTRODUCTION TO PRINTMAKING (3)  
The nature and fundamental techniques of the graphic art processes, including an introduction to and exploration of basic relief and intaglio printing techniques. Consideration given to problem of visualizing expressive images appropriate to the print as an art form.  
Prerequisite: Art 116 or permission of instructor.
- 219 PRINTMAKING II: INTAGLIO (3)  
Drypoint, etching, aquatint as applied to metal and plastic plates, using a

- press for printing. Emphasis on expressive composition as well as techniques.  
Prerequisite: Art 218.
- 220 INTRODUCTION TO SCULPTURE (3)  
To train the student to visualize in 3-dimensional space and to develop sensitivity to and expression through form, structure, space and texture. Different materials and forming processes will be used.
- 221 SCULPTURE II (3)  
Dealing with the problems of concept and execution of sculpture, this course will acquaint the student with further techniques in modeling, moldmaking, casting of various materials, and carving.  
Prerequisite: Art 220 or submission of an acceptable portfolio.
- 316 ADVANCED PAINTING I (3)  
Further development of the language skills needed to express clear visual thought. Emphasis on color and drawing and on overall composition in relation to the painter's intention and achievement.  
Prerequisite: Art 217.
- 317 ADVANCED PAINTING II (3)  
Continuation of Art 316, which is a prerequisite.
- 318 PRINTMAKING III (3)  
Advanced study of the expressive problems and the techniques of printmaking.  
Prerequisite: Art 219.
- 319 PRINTMAKING IV (3)  
Continuation of Art 318, which is a prerequisite.
- 320 SCULPTURE III (3)  
Advanced study of expression and techniques in sculpture.  
Prerequisite: Art 221.
- 321 SCULPTURE IV (3)  
Continuation of Art 320, which is a prerequisite.
- 322 DRAWING I (3)  
Graphic study of forms and expressions of various objects and concepts — including the human figure — through processes of analysis and synthesis, using various graphic approaches, techniques and compositions.  
Prerequisite: Art 116 or permission of instructor.
- 323 DRAWING II (3)  
Continuation of Art 322 with emphasis on the use of the human figure in space and as a compositional element.  
Prerequisite: Art 322.
- 416 ADVANCED DRAWING I (3)  
Further study of the elements of composition, spatial systems, the figure and its role in composition, as well as an examination of different and alternate drawing media and ways to combine them.  
Prerequisite: Art 323.
- 417 ADVANCED DRAWING II (3)  
Continuation of Art 416 including an investigation of drawing's relationship to the other studio arts.  
Prerequisite: Art 416.

- 430 SENIOR INDEPENDENT STUDY IN STUDIO ART (3 or 6)  
The student who has taken an appropriate sequence of preparatory courses in one area or problem of Studio Art, determines a project in consultation with a department member qualified to guide and judge the work.  
Prerequisite: Open to seniors only with an overall GPR of about 2.5 and a Fine Arts GPR of about 3.0

## MUSIC HISTORY AND LITERATURE

- 131 MUSIC APPRECIATION: THE ART OF LISTENING (3)  
Introduction to the fundamentals of music necessary for intelligent listening. Musical terminology and historical data are presented as needed, but central to the course is the development of more perceptive listening habits through guided listening to a variety of works.
- 231 HISTORY OF MUSIC SURVEY FROM MIDDLE AGES TO 17TH CENTURY (3)  
Principal musical styles of western civilization from the Middle Ages to 17th Century are discussed through an examination of works by outstanding composers of each historical period. The relationship of the development of music to the social, political and cultural background of the period is also considered.
- 232 HISTORY OF MUSIC SURVEY FROM 18TH CENTURY TO THE 20TH CENTURY (3)  
A continuation of Music 231.
- 331 MUSIC OF THE MIDDLE AGES (3)  
Forms and styles from the beginnings of plainchant through the 14th Century.  
Prerequisite: Music 131 or 231 or permission of instructor.
- 332 MUSIC OF THE 15TH AND 16TH CENTURIES (3)  
A study of music from Dunstable and his contemporaries through the works of Palestrina and Byrd.  
Prerequisite: Music 131 or 231 or permission of instructor.
- 333 THE BAROQUE ERA (3)  
A study of the development of music from Monteverdi through Bach and Handel.  
Prerequisite: Music 131, 231, or permission of instructor.
- 334 THE CLASSIC ERA (3)  
A study of the development of music from c. 1750 to c. 1820.  
Prerequisite: Music 131, 231 or permission of instructor.
- 335 THE ROMANTIC ERA (3)  
A study of the development of music from c. 1820 to c. 1900.  
Prerequisite: Music 131, 231 or permission of instructor.
- 336 THE MODERN ERA (3)  
A study of the development of music since 1900.  
Prerequisite: Music 131, 231 or permission of instructor.
- 337 OPERA LITERATURE (3)  
A study of selected operas by composers of the 18th to 20th centuries.  
Prerequisite: Music 131, 231 or permission of instructor.

- 444 SEMINAR: SELECTED TOPICS IN MUSIC HISTORY (3)  
 Concentrated investigation in various subjects in music literature as announced each semester. Possible topics are the music of a particular composer, a study of Baroque ornamentation as realized in performance practice, or iconography (visual arts in music research) including a survey of archives or prints, discussion of paintings, etc. on musical subjects, and the use of iconography in research.  
 Prerequisite: Permission of instructor.
- 445 SENIOR INDEPENDENT STUDY IN MUSIC HISTORY (3)  
 The student who has taken an appropriate sequence of preparatory courses in one area or problem of Music History, determines a project in consultation with a department member qualified to guide and judge the work.  
 Prerequisite: Open to seniors only with overall GPR of about 2.5 and Fine Arts GPR of about 3.0

## MUSIC THEORY

- 150 PHYSICS OF SOUND AND MUSIC (3)  
 An investigation of mechanical and electronic generation of sound, propagation of sound, perception of sound and music, the acoustics of vocal and instrumental music, musical elements such as pitch, loudness, and timbre, and musical constructs such as scales, temperament, and harmony. The course involves only basic mathematics. This course is team taught by physics and fine arts faculty.
- 245 MASTERS AND STYLES IN FINE ARTS (3)  
 A study of relationships among the arts of music, drama, and visual art. The specific subject will vary from semester to semester, and can involve either a study of two or more individuals or a period style. For example: Picasso and Stravinsky; Modernism in Music and Art; Opera as Drama and Music, etc.
- 246 MUSIC THEORY I (3)  
 A study of scales, intervals, and key signatures. Exercises in diatonic harmony utilizing traditional four part harmonic written exercises. Harmonic and Shenkerian analysis of works of Bach, Mozart.
- 246L MUSIC THEORY I LAB (1)  
 The study of musical scales, intervals, and key signatures utilizing sight singing, ear training, and keyboard exercises. Laboratory, three hours per week.
- 247 MUSIC THEORY II (3)  
 A continuation of Music 246. Chromatic and non-diatonic harmonic studies with emphasis on 19th and 20th century harmonic and analytic practice. Extensive analysis (both small and large scale forms) of works in Haydn, Beethoven, Chopin, Wagner, Debussy, and Webern. Includes several smaller projects and one formal presentation (paper) of an analysis.  
 Prerequisite: Music 246 and 246L or permission of instructor.
- 247L MUSIC THEORY II LAB (1)  
 Continuation of Music 246L with more ear training and sight singing, and beginning of 4 part harmonic dictation. Laboratory, three hours per week.  
 Prerequisite: Music 246L or permission of instructor. Should usually be taken with Music 247.
- 346 MUSIC THEORY III (3)  
 Studies in contrapuntal methods utilizing exercises (species, vertical and

horizontal shifting), based upon 16th century practices. Includes analysis of works of Palestrina et. al.

Prerequisite: Music 247 and 247L or permission of instructor. Should be taken concurrently with Music 346L.

**346L MUSIC THEORY III LAB (1)**

Consists of keyboard harmony exercises (a review at the keyboard of material presented in Theory I) as well as sight singing and dictation. Laboratory, two hours per week.

Prerequisite: Music 247L. Should normally be taken concurrently with Music 346.

**347 MUSIC THEORY IV (3)**

Concentrates on 17th and 18th century contrapuntal styles, but includes a survey and analysis of 19th and 20th century styles. Music studies include Bach, Beethoven, Bartok, and Schoenberg.

Prerequisite: Music 346 or permission of instructor. Should be taken concurrently with Music 347L.

**347L MUSIC THEORY IV LAB (1)**

Continuation of Music 346L. Work will consist mostly of "mini-lessons" at the keyboard and work with sight singing and dictation. Laboratory, two hours per week.

Prerequisite: Music 346L. Should be taken concurrently with Music 347.

**350 ORCHESTRATION (3)**

An investigation of performance characteristics of the orchestral instruments together with practical study of instrumental scoring. Original work and transcriptions.

Prerequisite: Music 247.

**351 SEMINAR IN MUSIC COMPOSITION I (3)**

Composition with adherence to strict forms and creative writing in various forms and media.

Prerequisite or Corequisite: Music 346.

**352 SEMINAR IN MUSIC COMPOSITION II (3)**

Continuation of creative work begun in Music Composition I. With analysis emphasis on larger 20th century works. The student's final project will be presented in a public performance of the composition.

Prerequisite: Music 351.

**460 SENIOR INDEPENDENT STUDY IN MUSIC THEORY OR COMPOSITION (3 or 6)**

Large scale project investigating a specific problem in theory, or a significant musical composition. May be repeated for a second semester if the scope of the project warrants it, or if an additional topic is selected.

Prerequisite: Music 347, Music 347L, Music 352 and/or permission of instructor. An overall GPR of 2.5 and a Fine Arts GPR of about 3.0 are expected.

## **PRACTICE AND PERFORMANCE OF MUSIC**

**161 CONCERT CHOIR (1) Repeatable up to 8 credits.**

The study and performance of choral music, both sacred and secular, from the Renaissance to the 20th Century. Laboratory: 3 hours per week.

Prerequisite: Permission of instructor.



162 CONCERT BAND (1) Repeatable up to 8 credits.  
The study and performance of original band music and orchestral transcriptions for band from the Baroque to the 20th century.  
Prerequisite: Permission of instructor.

261, 461 APPLIED MUSIC

Private lessons are available in voice and either private or class lessons in piano, woodwinds, brass, strings, and percussion. Students must be accepted by the instructor on the basis of auditions held at the beginning of each semester. The length of the lesson (½ hour or 1 hour) will be determined by the instructor with each student. For ½ hour private lessons there will be a fee of \$30; for 1 hour private lessons, the fee is \$60; for class lessons, the fee is \$30. Students must pass the Junior level Jury in order to continue private lessons at the Junior — Senior 2 credit level.

The individual areas will be designated by the section numbers:

001 Voice	005 Brass
002 Piano, class	006 Strings
003 Piano, private	007 Percussion
004 Woodwinds	

261 APPLIED MUSIC (1)

For freshmen and sophomores. Repeatable up to 4 credits.

461 APPLIED MUSIC (2)

For juniors and seniors. Repeatable up to 8 credits.

270, 271 CONDUCTING (2, 2)

The study of fundamental principles of conducting, both choral and instrumental including basic beat patterns, hand and baton technique, interpretation, score reading, and rehearsal techniques. Lectures 2 hours per week.  
Prerequisite: Music 270 is prerequisite for Music 271.

272, 273 INSTRUMENTAL TECHNIQUES (2, 2)

An introduction to brass, woodwind, string, and percussion instruments. An exploration of tone production and performance characteristics, with emphasis on techniques of orchestration and pedagogical methodology. It is recommended that students enroll for both semesters during the same academic year. Lectures 2 hours per week.  
Prerequisite: Permission of instructor.

363 INSTRUMENTAL ENSEMBLE (1) Repeatable up to 6 credits.

The study and performance of chamber ensemble literature written for various smaller combinations, involving all families of orchestral instruments. Laboratory: 3 hours per week.  
Prerequisite: Permission of instructor.  
Note: No more than 8 credits from any combination of Instrumental Ensemble and Concert Band may be applied towards graduation requirements.

475 SENIOR INDEPENDENT STUDY IN MUSIC PERFORMANCE (3 or 6)

The student who has taken an appropriate sequence of preparatory courses in one area or problem of Music Performance, determines a project in consultation with a department member qualified to guide and judge the work.

Prerequisite: Open to seniors only with an overall GPR of about 2.5 and a Fine Arts GPR of about 3.0. For students planning a recital, a preliminary jury must be passed. This jury can be arranged any time during the semester prior to the recital.

## DRAMA

- 176 **FUNDAMENTALS OF DRAMATIC ART (3)**  
Introduction to the history, literature, principles, and techniques of the theatre.
- 276 **PERFORMANCE AND ORAL COMMUNICATION (3)**  
An introduction to the theory and practice of oral communication in all forms of performance: stage acting, T.V., radio, and platform.
- 277 **FUNDAMENTALS OF ACTING (3)**  
An introduction to fundamental techniques of acting: voice and body control, improvisations, interpretation of characters applied in scenes.  
Prerequisite: Drama 276.
- 278 **PLAY PRODUCTION AND ANALYSIS (3)**  
An introduction to the theory and practice of play production for actors and directors, centering on the analysis of the script and the book preparations for production.  
Prerequisite: Drama 176.
- 281 **STAGECRAFT I (3)**  
Introduction to basic principles and practices of stagecraft — equipment and procedures in theatrical presentations.
- 285, 286 **STAGE MOVEMENT (4)**  
Introduction to basic elements of stage movement — basic spatial relationship, dramatic effectiveness, control, expression, etc. Lectures and labs.  
Prerequisite: Drama 285 is prerequisite for Drama 286.
- 287, 288 **HISTORY AND LITERATURE OF THE THEATRE (3)**  
First semester involves a survey of plays, playwrights, actors, productions, and physical development of theatres from the Greeks to 1660; second semester continues from 1660 to the present.  
Prerequisite: Drama 176.
- 290 **MASTERS AND STYLES IN FINE ARTS (3)**  
A study of relationships among the arts of music, drama, and visual art. The specific subject will vary from semester to semester, and can involve either a study of two or more individuals or a period style. For example: Picasso and Stravinsky; Modernism in Music and Art; Opera as Drama and Music, etc.
- 376, 377 **DRAMATIC PERFORMANCE: INTERMEDIATE ACTING I, II (4, 4)**  
Intermediate course in the theory and practice of dramatic performance: voice and body control, improvisations, interpretation of characters, applied in scenes, etc. Lectures and labs.  
Prerequisite: Drama 276.
- 378 **DIRECTING FOR THE THEATRE I (3)**  
Development of concepts and practices of the “regisseur” and stage director.  
Prerequisite: Drama 276.
- 379 **DIRECTING FOR THE THEATRE II (3)**  
Continuation of Drama 378.  
Prerequisite: Drama 378.

- 381 STAGECRAFT II (3)  
Applied stage mechanics, construction, and painting for the modern theatre.  
Lectures, 2 hours per week; laboratories, 3 hours per week.  
Prerequisite: Drama 281.
- 382 STAGECRAFT III (3)  
Methods of lighting, sound and stage furnishings for the modern theatre.  
Lectures, 2 hours per week; laboratories, 3 hours per week.  
Prerequisite: Drama 281.
- 383 DESIGNING FOR THE THEATRE I (3)  
Principles of design, color, construction as applied to theatre use and application. A practical approach to scenery, lighting, and costume design.  
Prerequisite: Drama 281.
- 384 DESIGNING FOR THE THEATRE II (3)  
Analysis of historic styles in architecture, furniture, clothes, etc., and how to recreate them for stage and interior design.  
Prerequisite: Drama 281 or permission of instructor.
- 385, 386 FUNDAMENTALS OF DANCE (4)  
Introduction to the history and practice of the dance and its relation to the other arts. Lectures and labs.  
Prerequisite: Drama 385 is prerequisite for Drama 386.
- 387 HISTORY AND LITERATURE OF THE THEATRE III (3)  
An in-depth study of the major movements of the modern European and American Theatre, including naturalism, absurdism, the epic theatre, and symbolism. The course will focus on the works of Chekov, Ibsen, Strindberg, Brecht, Pirandello, Beckett, Sartre, Shaw, O'Casey, O'Neill, Miller, and contemporary dramatists.  
Prerequisite: Drama 176.
- 389 PLAYWRIGHTING (3)  
An introduction to creative scripting for the theatre. How the playwright visualizes and notates characters, situations, relationships, etc., and prepares an actable script for stage presentation.  
Prerequisite: Permission of instructor.
- 390 PLAYWRIGHTING II (3)  
Continuation of Drama 389.  
Prerequisite: Permission of instructor.
- 484 COSTUME DESIGN AND CONSTRUCTION (3)  
Principles and practices for costuming construction for the theatre.  
Prerequisite: Drama 176.
- 489 SEMINAR: SELECTED TOPICS IN DRAMA (3)  
Concentrated investigation of specific problems in Drama, as announced when offered. May be repeated for credit with different research topics.  
Prerequisite: Permission of instructor.
- 490 SENIOR INDEPENDENT STUDY IN DRAMA (3)  
The student who has taken an appropriate sequence of preparatory courses in one area or problem of Drama, determines a project in consultation with a department member qualified to guide and judge the work.  
Prerequisite: Open to seniors only with overall GPR of about 2.5, and Fine Arts GPR of about 3.0.

# GEOLOGY

Assistant Professors

Richard G. Chalcraft, Michael P. Katuna, *chairman*

David P. Lawrence, Glen K. Merrill

Instructor

Aileen M. Wojtal

Geology is the science of the earth — an organized body of knowledge about the globe on which we live. The geologist is concerned with the earth in terms of materials that compose it, the nature of its interior, the shape of its surface, the natural processes acting upon it, and its history. The historical aspect sets it apart most distinctly from other physical sciences.

A basic knowledge of chemistry, physics, and mathematics is fundamental to the study of geologic phenomena. Geology thus involves the application of all science and scientific methods in the study of the earth and its resources.

Studies have shown that there has been a steady increase in the employment of geologists within the last five years, with a significant increase in the number of job opportunities for bachelor's degree holders. Employment opportunities for professional earth scientists include: the mining industry, the petroleum industry, government and state agencies, educational institutions, and service industries. However, it must be stressed that those students who have continued for an advanced degree have had an easier time in locating and selecting desirable positions.

**MAJOR REQUIREMENTS:** The Bachelor of Science in geology requires a minimum of 36 hours in the Geology Department. The required courses in geology are: Geology 101, 102, 201, 202, 203, 204, 210, and 330 or 340. Also required are: Chemistry 111, 112, or Chemistry 101, 102; Physics 101, 102 or Physics 103, 104; Mathematics 111 or Mathematics 101 and 102; Computer Science 102 or Mathematics 216 or 217.

Recommended electives for marine geology and/or sedimentary geology emphasis are Geology 103, 306, 307, 310, 416, Biology 310, Chemistry 522, and Mathematics 217.

Recommended electives for mineralogy-petrology emphasis are Geology 320, 330, 340, 350, 412, 430, Chemistry 441, 442, and Mathematics 120.

Geology 101 is a prerequisite for all other geology courses except Geology 104.

- 101 **PHYSICAL GEOLOGY (4)**  
A study of the composition and structure of the earth and of the processes which alter it. The nature and origin of the features of the crust. Lectures, three hours per week; laboratory, three hours per week.  
Note: This course is a prerequisite for all other courses in geology except Geology 104.
- 102 **HISTORICAL GEOLOGY (4)**  
The nature of the geological record. Problems of paleontology and stratigraphy. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisite: Geology 101.
- 103 **MARINE GEOLOGY (4)**  
The topography and composition of the floor of the sea and the coast. Geological processes at work in the sea. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisite: Geology 101, 102, or Geology 101 and 1 year of laboratory science.
- 104 **GEMS AND GEM CUTTING (3)**  
The occurrence of gem minerals, their origin and properties and the history of some famous gems will be discussed in lecture. Lab will be concerned with the properties and identification of gems and the cutting and polishing of semi-precious stones. May not be used to satisfy the Minimum Degree Requirements in science. Lectures, two hours per week; laboratory, three hours per week.
- 201 **STRUCTURAL GEOLOGY (4)**  
Genesis, classification, and recognition of geologic structure. Fundamental concepts of tectonics; origin, arrangement, and distribution of rock masses that form the earth's crust. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisites: Geology 101 and 102.
- 202 **INVERTEBRATE PALEONTOLOGY (4)**  
A paleobiological approach to the geologically significant invertebrate taxa, emphasizing their morphology, phylogeny, and autecology. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisite: Geology 101 and 102.
- 203 **MINERALOGY (4)**  
The systematic description of symmetry, crystal chemistry, the growth of crystals, the classification of minerals, and mineral identification. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisites: Chemistry 101 or 111, and Geology 101 and 102.
- 204 **OPTICAL MINERALOGY (4)**  
The theory of light transmission and its refraction by glasses and crystalline solids will be discussed in the lecture. The first portion of the laboratory will be concerned with the identification of crystalline solids by oil immersion techniques. In the last portion of the laboratory minerals will be studied in thin section. Lectures, two hours per week; laboratory, four hours per week.  
Prerequisites: Geology 101, 102, and 203.
- 205 **URBAN AND ENVIRONMENTAL GEOLOGY (3)**  
Man's impact on the geologic environment: waste disposal, mineral resources and conservation, land reclamation, energy, population growth, and other related topics will be discussed. Lectures, three hours per week.  
Prerequisite: Geology 101.

- 210 PRINCIPLES OF STRATIGRAPHY (4)  
 An introduction to the physical and biological aspects of the classification and interpretation of stratiform rocks, including their chronologic and lithogenetic interrelationships. Lectures, three hours per week; laboratory, three hours per week.  
 Prerequisites: Geology 101, 102, and 202; Geology 103 (recommended).
- 300, 301 SPECIAL PROBLEMS IN MARINE GEOLOGY (1-3)  
 Investigation of specific problems in marine geology which may involve: laboratory, literature, and field work.
- 302, 303 SPECIAL PROBLEMS IN GEOLOGY (1-3)  
 Investigation of specific geologic problems which may involve: laboratory, literature, and field work.
- 306 GEOMORPHOLOGY (4)  
 An introduction to the understanding of geomorphic principles used to interpret the evolution of land forms and the geomorphic history of different regions of the United States. Practical applications to such fields as ground water hydrology, soil science, and engineering geology. Laboratory sessions will deal with the interpretation of aerial photographs, soil maps, and topographic maps. Lectures, three hours per week; laboratory, three hours per week.  
 Prerequisites: Geology 101 and 102.
- 307 PRINCIPLES OF SEDIMENTATION (4)  
 A study of the physical processes operating in the various environments responsible for the deposition, distribution, and dispersal of terrigenous clastic and carbonate sediments. Special emphasis will be placed on estuarine and shallow marine environments of sedimentation. Lectures, three hours per week; laboratory, three hours per week.  
 Prerequisites: Geology 101 and 102.
- 310 COASTAL PLAIN STRATIGRAPHY (3)  
 Principles of synthesis and correlation of the stratigraphic record. Emphasis on the Mesozoic and Cenozoic of the Carolina coastal plain. Lectures, three hours per week.  
 Prerequisites: Geology 101, 102, 202 and 210.
- 320 ECONOMIC GEOLOGY (3)  
 The classification, description and genesis of ore bodies will be discussed. Man's use and misuse of natural resources will be covered. Lectures, three hours per week.  
 Prerequisites: Geology 101, 102, 201, 203, 204, or permission of instructor.
- 330 SEDIMENTARY PETROLOGY (4)  
 A petrographic approach to the classification and genetic interpretation of sedimentary rocks. Coarser terrigenous and carbonate rocks will be emphasized with lesser stress on mudrocks and noncarbonate chemical rocks. Lectures, three hours per week; laboratory, three hours per week.  
 Prerequisites: Geology 101, 102, 203, and 204.
- 340 IGNEOUS PETROLOGY (4)  
 A detailed study of the petrography and petrogenesis of igneous rocks. Topics discussed include: magma origin and evolution, phase rule as applied to silicate systems, volcanic landforms, intrusive igneous bodies, and in-depth study of selected igneous rock occurrences. Lecture, three hours per week; laboratory, three hours per week.  
 Prerequisites: Geology 101, 102, 203 and 204.

- 350 GEOCHEMISTRY (3)  
An in-depth study of selected chemical principles that are fundamental to an understanding of elemental formation, petrogenesis, marine geochemistry, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Lecture, three hours per week.  
Prerequisites: Geology 101, Chemistry 111, 112, or permission of instructor.
- 400, 404 SEMINAR IN GEOLOGY (1-3)  
Lectures on selected topics of geologic interest.  
Enrollment by permission of instructor.
- 405 SENIOR THESIS (3)  
Individually supervised research project for the senior geology major who has an interest in studying a specific geologic problem. The project will reflect the student's ability to develop a problem, do independent research, and write a detailed report.  
Enrollment by permission of the instructor.
- 412 FIELD METHODS (2)  
Techniques of geologic mapping. Use of the plant table, alidade, and Brunton compass. Intended as preparation of geology students for a summer field camp in geology. Lectures, one hour per week; laboratory, three hours per week.  
Prerequisites: Geology 101, 102, 201, 203, 210, or permission of instructor.
- 416 PALEOECOLOGY (4)  
Interpretation of ancient environments from the study of rocks and their contained fossil organisms. Emphasis will be placed on the recurrent paleobiotopes — paleolithotopes through geologic time and the evolution of community structure. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisites: Geology 101, 102, 201, 210 and 330.
- 430 METAMORPHIC PETROLOGY (4)  
The course will cover the simplified physical chemistry of metamorphic mineral assemblages, metamorphic reactions, metamorphic facies and facies series, contact and regional metamorphism, and the plate tectonic significance of metamorphic rocks. Laboratory will be a study of metamorphic rocks in thin section. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisites: Geology 101, 102, 201, 203, and 204. Chemistry 101, 102, or 111, 112.
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# HISTORY

## Professors

Malcolm Clark, Sr. Anne Francis, *chairman*  
George Heltai

## Associate Professors

James Hagy, Wayne Jordan  
Paul Klevgard

## Assistant Professors

Russell Blake (Visiting), Jack R. Censer  
Clarence Davis, Lee Drago  
Michael Finefrock, Charles Hoover (On leave)  
George Hopkins, Amy McCandless (Visiting)  
Peter McCandless, Gwenda Morgan (On leave)  
Jung-Fang Tsai, James Turner  
John Zarwan

History is an art and a science which proposes to study and interpret the record of man's past. It is a reflective discipline where the knowledge, skills, and sensitivities needed to give a meaningful dimension to our daily lives are tested and sharpened. A knowledge of history provides a perspective for the study of other disciplines and for understanding the problems of modern society. The course offerings are geared to meet the needs of majors and non-majors.

Students are often under the impression that a major in history limits them to teaching. This is not the case. A background in history affords an excellent preparation for either medical or law school. The study and writing of history aid in the development of the research, analytical, and communicative skills needed in these fields. Libraries, historical societies, museums, archives, and similar institutions provide options for the history major, as do careers in government service, journalism, ministry, politics, and the theatre. Furthermore, many businesses like to hire people with a good background in some area of the humanities, such as history.

**MAJOR REQUIREMENTS:** The program leading to the Bachelor of Arts in History requires at least 36 semester hours in history, including History 101-102 and the preparation of a senior essay in the junior or senior year. Students are encouraged to declare their major in the freshman year, and are required to do so before the end of the sophomore year. Every student electing the history major must select, or will be assigned, a departmental advisor who helps the student to define his or her area or period



of concentration and to organize his or her sequence of courses accordingly.

Unless otherwise specified, all courses are open to all students.

- 101 EARLY MODERN EUROPE, 1500-1815 (3)  
A survey of the history of Western Europe from the disintegration of the medieval unity to the end of the Napoleonic Period. Attention will be focused on the Protestant Reformation, the Catholic Revival, the Scientific Revolution, the emergence of the national state, the Enlightenment, and the French Revolution.
- 102 EUROPE SINCE 1815 (3)  
A study of the relations between the major continental powers from the Congress of Vienna to recent times. The course will trace the fortunes of liberalism, nationalism, and imperialism; the rise of totalitarianism; the causes and consequences of the World Wars; and the contemporary movement for economic unity.
- 200 AN INTRODUCTION TO THE STUDY OF AMERICAN HISTORY (3)  
A study of the civilization of the United States from its origins to the present, with special emphasis upon major issues which have concerned historians of America.
- 203 AMERICAN URBAN HISTORY (3)  
A survey of urban development from colonial times to the present. This course examines urbanization as a city-building process and the relation this has to the broader, generic context of national growth.
- 213 HISTORY OF ENGLAND TO 1603 (3)  
A history of England from Roman Britain to 1603. Special attention will be given to the English concept of kingship, the growth of English law, relations of church and state, and the evolution of Parliament.
- 214 HISTORY OF ENGLAND SINCE 1603 (3)  
English history from 1603. Main topics for discussion will include the origins and growth of political parties, the waning power of the crown, the Industrial Revolution, the creation of an Empire.
- 215 HISTORY OF CANADA (3)  
Canadian history from the founding of Quebec to the present with emphasis on the development of Canadian institutions.
- 231 ANCIENT GREECE (3)  
Greek civilization from its beginnings to Alexander the Great; emphasis on political, economic, social, and intellectual movements.
- 232 ANCIENT ROME (3)  
Roman history from its beginning until the Age of Constantine. Emphasis on political and social developments in the Republic and the early empire.
- 301 HISTORY OF THE UNITED STATES: THE COLONIAL PERIOD, 1607-1783 (3)  
The European background; the founding of the colonies; the growth of economic, social and political institutions; the roots of American intellectual development; the coming of the Revolution. (Formerly History 201)

- 302 HISTORY OF THE UNITED STATES: THE YOUNG REPUBLIC, 1783-1865 (3)  
The problems of the Confederation; the formation of the Federal Union; the emergence of political parties; the westward movement; the transportation revolution; the growth of Southern sectionalism, and the approach of the irrepressible conflict. (Formerly History 202)
- 303 HISTORY OF THE UNITED STATES: INDUSTRIALISM AND PROGRESSIVISM, 1865-1918 (3)  
Southern Reconstruction; the exploitation of the national domain; the new immigration; the growth of urbanization; and the progressive response to industrialism. (Formerly History 341)
- 304 HISTORY OF THE UNITED STATES: THE URBAN NATION SINCE 1918 (3)  
American domestic affairs including the eclipse of progressivism, the consolidation of business, the social transformation of the 1920's, the Great Depression, and modern reformism from the New Deal to the Great Society. (Formerly History 342)
- 305 HISTORY OF SOUTH CAROLINA (3)  
Prerequisite: six semester hours in history.
- 307 URBAN HISTORY: COMMUNITY CONCEPTS IN THE AMERICAN CITY (3)  
A historical analysis of the changing structure and function of urban communities. Beginning with 17th century Puritan villages, the course examines a variety of urban community forms which include ethnic enclaves, Black ghettos, utopian experiments, radical communes and suburbia. Emphasis is also placed on defining what territorial, economic and perceptual characteristics constitute an urban community and how these qualities have shifted in response to a changing urban environment.
- 308 COMPARATIVE URBAN HISTORY: THE UNITED STATES AND GREAT BRITAIN (3)  
A comparison of urbanization in the U. S. and Great Britain during the 18th, 19th, and 20th centuries.
- 310 HISTORY OF MODERN FRANCE (3)  
French Revolution and Napoleon; autocracy, constitutionalism, and revolution; development of the French Empire; establishment of the Third Republic; World War I and World War II; Fourth Republic, De Gaulle and the Fifth Republic.
- 311 HISTORY OF GERMANY TO 1815 (3)  
Political, social, and cultural development of Central Europe from the Middle Ages to the end of the Napoleonic Wars. Topics include the evolution of the Holy Roman Empire; the Reformation; the Wars of Religion; the rise of Austria and Prussia; the Germanies; the impact of the French Revolution and Napoleon on Central Europe.
- 312 HISTORY OF GERMANY SINCE 1815 (3)  
Political, social, and cultural development of Central Europe from the Congress of Vienna to the contemporary period. Reaction and Revolution; the rise of nationalism and liberalism; German modernization and unification; evolution of the Hapsburg lands; the Second Reich; Weimar; the Nazi regime; divided Germany and the postwar world.

- 316 EARLY MODERN FRANCE, 1400-1789 (3)  
Revival of the monarchy; the Renaissance in France; Calvinism and Civil War; The Ancient Regime; art and literature in the 17th century; the Enlightenment; the 18th century struggle with England; prelude to revolution. Prerequisite: History 101 or permission of the instructor.
- 317 TUDOR ENGLAND 1485-1603 (3)  
The history of England from the end of the Wars of the Roses through the Henrician Reformation and the Elizabethan Renaissance. Political, social, economic, religious, and cultural dimensions of Tudor England will be discussed and analyzed. The course will be conducted as a colloquium. Offered alternate years.  
Prerequisite: History 213 or permission of the instructor.
- 318 STUART ENGLAND, 1603-1714 (3)  
The history of England from the accession of James I through the Puritan Revolution and Glorious Revolution to the growth of political stability in late Stuart times. Political, social, economic, religious, and cultural dimensions of Stuart England will be discussed and analyzed. The course will be conducted as a colloquium. Offered alternate years.  
Prerequisite: History 214 or permission of the instructor.
- 321 EAST EUROPEAN HISTORY AND POLITICS, 1848-1945 (3)  
Impact of European revolutions of 1848; national awareness; World War I; Independent Eastern Europe. Little Entente, Nationalism and consequences; industrialization and agricultural backwardness; society and culture. The German impact, World War II.
- 322 EAST EUROPEAN HISTORY AND POLITICS AFTER WORLD WAR II (3)  
Loss of independence. Communist rule in East Central Europe; changes in socio-economic structure; intrablock relations. From Stalinism to "liberalization."
- 323 TSARIST RUSSIA TO 1796 (3)  
Kiev, The Mongol Invasions and the rise of Muscovy. The development of Russian culture, society, and politics from Ivan the Terrible through the reigns of Peter the Great, with emphasis on the themes of orthodoxy, autocracy and serfdom.  
Prerequisite: History 101.
- 324 IMPERIAL RUSSIA TO 1917 (3)  
Nineteenth century Russian politics, literature and society from Catherine the Great to Nicholas and Alexandra, with emphasis on the themes of nationalism, imperialism, populism, socialism and economic backwardness.
- 327 RUSSIAN REVOLUTION AND THE NEW REGIME (3)  
Study of Russia on eve of Revolution followed by analysis of political, economic, social, and cultural developments in five periods: the year 1917, War-communism, New Economic Policy, the rise of Stalin, the "Great Purge."
- 328 SOVIET RUSSIA IN THE WAR AND AFTER (3)  
Stalin and World War II. Losses and conquests; the monolithic Communist system and subsequent breaks in monolithism. The Post Stalin era and the Sino-Soviet rift.
- 330 EDUCATION IN AMERICA (3)  
An interpretative survey of educational institutions and ideas in America from the Puritans to the 1960's, examined in their cultural and social context.

- 331 INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865 (3)  
An examination of the ideas, values, and systems of thought of the American people from seventeenth century through the Civil War.
- 332 INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865 (3)  
An examination of the ideas, values, and systems of thought of the American people since the Civil War.
- 333 DIPLOMATIC HISTORY OF THE UNITED STATES, 1776-1898 (3)  
The foundations of American foreign policy; tendencies toward isolation and expansion; disputes with foreign countries and their settlement; and the activities of American diplomatic representatives.
- 334 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1898 (3)  
The emergence of America as a world power; the persistence of isolationist sentiment; the diplomacy of the World Wars; and the commitment to the Atlantic Community and other forms of collective security.
- 335 THE BOLSHEVIK REVOLUTION (3)  
Marx and Engels as theorists of the revolution; Russia before the October uprising; succeeding fifty years of Bolshevik rule, with subsequent contrasts of promise and reality.
- 336 EAST EUROPEAN REVOLUTIONS (3)  
Political Development and effect of Russian occupation; Peace Treaties and coalition governments; Stalinization of Eastern Europe and 1956 as year of Revolt, with succeeding liberalization of regimes.
- 337 THE TWO WORLD WARS (3)  
The study of the origins of World War I and World War II. Special emphasis is laid on the problems of nationalism, democracy and industrialization. Socio-political changes between the wars.
- 343 HISTORY OF THE OLD SOUTH (3)  
A study of the Antebellum South with special emphasis upon social and economic aspects.
- 344 THE AMERICAN CIVIL WAR AND RECONSTRUCTION (3)  
The causes of the war, the politicians and military leadership during the war, the Reconstruction period.
- 345 ERA OF THE AMERICAN REVOLUTION, 1763-1789 (3)  
The growth of ideas and institutions which led to American independence and the creation of the American republic.
- 350 THE AGE OF REFORMATION (3)  
Analysis of the factors leading to the Protestant and Catholic Reformation and the socio-political impact of the phenomenon.
- 351 THE EUROPEAN RENAISSANCE (3)  
A study of the cause, achievements and effects of the Renaissance period.
- 353 MEDIEVAL HISTORY (3)  
European social, political, and economic institutions, cultural and intellectual phenomena from the fifth to the twelfth century.
- 354 MEDIEVAL HISTORY (3)  
The social, political, religious and cultural developments in the light of the

- changing historical environment from the twelfth century to the Renaissance.
- 355 SOCIAL CONDITIONS AND SOCIAL STRUCTURE IN PRE-INDUSTRIAL EUROPE (3)  
The nature of social history — its definition and methodology; the quality of life in pre-industrial Europe with emphasis on marriage, love, mortality, fertility, the role of women and children, and nutrition; the disintegration of the aristocracy and the emergence of the middle class economy, society and culture; the development of new social ideas and social movements.
- 356 SOCIAL CONDITIONS AND SOCIAL STRUCTURE IN INDUSTRIAL EUROPE (3)  
The sources and development of the Industrial Revolution, the technological progress experienced throughout Europe; the destruction of the Estates of Early Modern Europe and their replacement by classes; the life and ideology of the new laboring and agricultural groups; the mass politics and ideologies of the 20th century — communism, fascism, and despair.
- 361 ANCIENT NEAR EAST (3)  
A study of the ancient peoples and cultures of the Near East with emphasis on the Egyptians, Sumerians, and Babylonians.
- 363 MEDIEVAL ISLAMIC CIVILIZATION (3)  
The prophet Muhammad and rise of Islam, its institutions, doctrines, politics and cultural achievements. Decline of the Arab Muslim Empire and Caliphate, the Mongol invasions and development of separate Mamluk, Persian and Turkish states.
- 364 THE MODERN MIDDLE EAST (3)  
Tradition, modernization, and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and emergence of successor states, to the Arab-Israeli conflict, the oil crisis and Great Power confrontation.
- 367 HISTORY OF AFRICA TO 1880 (3)  
An introduction to the history of sub-Saharan Africa from the earliest times, with attention to the pre-European era, colonial influences, and reactions to the west. The course will cover early kingdoms in East, Central, and West Africa, precolonial relations with Europe and Asia, the exploration of the continent, the growth and decline of the slave trade, and the origins of modern imperialism.
- 368 HISTORY OF AFRICA SINCE 1880 (3)  
This course examines the race for colonies in Africa during the late nineteenth century, the establishment of European control, African responses to imperialism, the growth of nationalism, and the emergence of independent African states in the mid-twentieth century.
- 371 SEVENTEENTH CENTURY EUROPE (3)  
A history of Europe from 1600 to 1715 with emphasis upon the growth of modern science, modern political theories, the Baroque style, shifts in the balance of power, and the rise of absolutism on the continent and constitutional government in England.
- 372 EIGHTEENTH CENTURY EUROPE (3)  
The major social, political, and cultural changes in Europe from the death of

- Louis XIV to the fall of Napoleon. Special emphasis on the intellectual history of the Enlightenment.
- 373 NINETEENTH CENTURY EUROPE (3)  
Congress of Vienna; Reaction and Revolution; Ascendant Nationalism; Struggle for Democracy and Social Reform; Imperial Conflicts and European Alliances; World War I. (Formerly History 325)
- 375 EUROPE, 1914-1945 (3)  
Political, social, economic, cultural, military, and diplomatic history of the European states. Topics include the background and history of World War I, peacemaking, post-war democracy, socialism, communism, fascism, National Socialism, the depression, origins and course of World War II.
- 376 EUROPE SINCE 1945 (3)  
Political, social, economic, and cultural impact of National Socialism and war. Resistance and liberation; restoration and reconstruction; influence of the United States and the Soviet Union; cold war. European unification movement and polycentrism. Changing relations with Africa and Asia. Social and cultural changes.
- 381 HISTORY OF CHINA TO 1800 (3)  
A survey of traditional Chinese history from earliest times to 1800. Emphasis is placed upon intellectual development against the background of social, political, and economic transformations.
- 382 HISTORY OF MODERN CHINA (3)  
A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course will focus on the problems of imperialism, nationalism, and revolution, the rise of communism, and the recent Proletarian Cultural Revolution.
- 383 HISTORY OF JAPAN TO 1800 (3)  
A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.
- 384 HISTORY OF MODERN JAPAN (3)  
A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, and Japan's experience with liberalism and militarism, and her post-war transformation.
- 391 COLONIAL LATIN AMERICA (3)  
A topical survey of Spanish and Portuguese colonial America. Topics considered include: the origins of a multiracial society; the institutions of Empire; the social and intellectual roots of revolution; Independence movements.
- 392 LATIN AMERICA IN THE 19TH AND 20TH CENTURIES (3)  
A topical study of the Latin-American nations since Independence (1825-present). Topics considered include the aftermath of revolutions, the military and politics, conflict between church and state, foreign influences in Latin America, twentieth-century revolutionary movements.
- 398 PROSEMINAR: TOPICS IN HISTORICAL LITERATURE AND RESEARCH (3)  
A study of selected historical topics and problems of interpretation. Topics

will vary from semester to semester. Lectures, 3 hours a week.  
Prerequisite: History 101, 102, and consent of instructor.

- 399 SENIOR PAPER SEMINAR (3)  
Selected topics of Early Modern and Modern European History. Open to juniors and seniors engaged in research for their senior papers.
- 400 SEMINAR IN EUROPEAN HISTORY (3)  
Research seminar in Modern European History. The course is open to juniors and seniors but does not presume the completion of a senior paper.
- 401 SEMINAR IN AMERICAN HISTORY (3)  
An introduction to the sources, problems, and methods that are characteristic of the study of modern history. Attention will be given to memoirs and diaries, private letters and state papers, and newspapers and periodicals. The general area of investigation and the specific topics for individual research will be determined during the first meeting of the class.
- 403 READING AND INDEPENDENT STUDY IN HISTORY (3)  
Designed primarily for the student whose interest has been aroused in a particular topic or field and who wishes to pursue it unfettered by the requirements of a specific course. The amount of reading or the nature of the project will determine the credit to be assigned. Limited to majors in history.
- 404 SEMINAR IN ANCIENT HISTORY (3)  
A study of selected problems in ancient history.
- 405 SEMINAR IN EUROPEAN DIPLOMATIC HISTORY (3)  
A study of selected problems in European international politics and diplomatic history.  
Prerequisite: History 101 and 102.
- 406 BACHELOR'S ESSAY (6)  
Independent research for the student who is a candidate for Departmental Honors.  
Prerequisite: Permission of the department.
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# LANGUAGES

## Professors

Vernon Cook (German), Henry W. Miller, Jr. (French)  
Andrée Cochelin-Parrott (French)

## Associate Professors

Virginia Benmaman (Spanish)  
Jorge Marbán (Spanish and Italian)  
Lawrence J. Simms, *chairman* (Classics)  
Fleming Vinson (Spanish and Italian)

## Assistant Professors

Curtis Bradford (French), Suzanne Byrd (Spanish)  
Chi Xuan Diep (French), Jeffrey Foster (French)  
Robert Gerald (Spanish and Italian), Marja Hanson (French)  
Suzanne Moore (Spanish), James Norman (Spanish)  
Harlan R. Patton (French), F. Day Wardlaw (Spanish)  
James W. Wilson (Classics)

Language is, by definition, a means of communication. The knowledge of foreign languages encourages and expedites dialogue among the different peoples and nations of the world in all areas of human concern. At a time when international cooperation and harmony are vital, the study of foreign languages might well be considered indispensable for the educated person. The objectives of foreign language instruction correspond directly to the goal of a liberal arts education: to enable a person to live more fully.

Foreign language courses respond to the needs of the contemporary student in four basic ways:

- 1.) The study of a foreign language exposes a student to a body of information held in common by educated people: the language itself, its literature, and the history of its people.
- 2.) The study of the culture of a foreign people through language enables a student to view life from different perspectives.
- 3.) Study of a foreign language engenders in a student a critical awareness of his or her own language. This increases the student's ability to speak English more effectively, thereby providing a necessary skill for most jobs.



- 4.) Knowledge of a foreign language is an essential prerequisite for the student interested in a career in international business, foreign travel, or research.

## CLASSICAL LANGUAGES: GREEK LATIN CLASSICS

The study of classical languages and literatures provides a necessary basis for understanding the cultural origins of our western tradition and forms an essential part, therefore, of any liberal education. A knowledge of the classics prepares the student to pursue humanistic studies in all areas of the standard college curriculum.

**REQUIREMENTS FOR THE MAJOR IN CLASSICAL STUDIES:** 36 semester hours comprising courses in Greek and Latin literature (beginning at the intermediate level in the language of concentration) and related work in the areas of ancient history, ancient philosophy, and ancient art.

### GREEK

101 ELEMENTARY GREEK (3)

102 ELEMENTARY GREEK (3)

A continuation of Greek 101, which is prerequisite.

Note: Any two 200 level courses may serve as the second year of Greek; the courses will be offered in cycle in accordance with the needs of the students as determined in consultation with the professor.

207 XENOPHON I (3)

Introduction to Attic Greek prose, extensive reading of Xenophon's *Anabasis*.

Prerequisite: Greek 102 or the equivalent.

208 XENOPHON II (3)

Continuation of Greek 207, which is prerequisite.

209 PLATO I (3)

Introduction to Attic Greek prose, emphasis on Plato's *Dialogues*.

Prerequisite: Greek 102 or the equivalent.

210 PLATO II (3)

Continuation of Greek 209, which is prerequisite.

211 GREEK NEW TESTAMENT I (3)

Introduction to *koine* Greek, translation of selected readings from the New Testament.

Prerequisite: Greek 102 or the equivalent.

- 212 GREEK NEW TESTAMENT II (3)  
Continuation of Greek 211, which is prerequisite.
- 303 READINGS IN GREEK LITERATURE — POETRY (3)  
Selections from Homer's *Iliad* or *Odyssey*, or reading of representative plays of the Greek dramatists.  
Prerequisite: Four 200 level Greek courses.
- 304 READINGS IN GREEK LITERATURE — PROSE (3)  
Comprehensive readings of the historians Herodotus and Thucydides, or reading of the Greek orators as represented by Lysias, Demosthenes, and Isocrates.  
Prerequisite: Four 200 level Greek courses.
- 405 DIRECTED READING (1-3)  
Advanced study of Greek literature. Specific content to be determined by consultation with instructor.  
Prerequisite: Greek 303 and 304.
- 406 DIRECTED READING (1-3)  
A continuation of Greek 405.  
Prerequisite: Greek 405.

## LATIN

- 101 ELEMENTARY LATIN (3)
- 102 ELEMENTARY LATIN (3)  
A continuation of Latin 101, which is prerequisite.
- 205 INTERMEDIATE LATIN (3)  
Rapid review of grammar and syntax, introduction of the reading of Latin prose with emphasis on Caesar's *Gallic War Commentaries*.  
Prerequisite: Open to students who have successfully completed Latin 102, or by placement examination.
- 206 INTERMEDIATE LATIN (3)  
A continuation of Latin 205.  
Prerequisite: Latin 205.
- 303 CICERO'S ORATIONS (3)  
A study of representative speeches in their literary and historical contexts.  
Prerequisite: Latin 206 or the equivalent.
- 304 VERGIL (3)  
Selections from the *Aeneid* will be read.  
Prerequisite: Latin 303, or the equivalent.
- 311 ROMAN HISTORIOGRAPHY (3)  
Survey of Roman historical literature. Concentration on Livy and Sallust.  
Prerequisite: Latin 304 or the equivalent.
- 312 ROMAN HISTORIOGRAPHY (3)  
A continuation of Latin 311. Readings in Tacitus and Suetonius.  
Prerequisite: Latin 311.

- 313 ROMAN COMEDY (3)  
Representative plays of Plautus and Terence will be read.  
Prerequisite: Latin 304 or the equivalent.
- 314 ROMAN SATIRE (3)  
Survey of Roman satirical literature with emphasis on Horace and Juvenal.  
Prerequisite: Latin 304 or the equivalent.
- 411 DIRECTED READING (1-3)  
Advanced study of Latin literature. Specific content to be determined by consultation with the instructor.  
Prerequisite: Four 300 level courses.
- 412 DIRECTED READING (1-3)  
A continuation of Latin 411.  
Prerequisite: Latin 411.
- 413 SPECIAL PROBLEMS (3)  
Reading and research in specialized subject-areas or genres; introduction to classical scholarship.  
Prerequisite: Latin 412.
- 414 SPECIAL PROBLEMS (3)  
A continuation of Latin 413.  
Prerequisite: Latin 413.

## CLASSICS

The following courses are taught in English translation. No knowledge of Greek or Latin is required or assumed. These courses may be taken as electives or, with the exception of Classics 104 and 105, may be applied to the Minimum Degree Requirement in humanities. They may not be applied to the major requirements in language. No more than three may be applied to the major in classical studies. No course is prerequisite to any other.

- 104 ANCIENT MYTHOLOGY: EGYPTIAN AND NEAR EASTERN (3)  
Various mythological systems will be discussed and compared, with emphasis on the myths of Sumer, Babylonia, Assyria, the Hittites, Canaanites, and Egyptians.
- 105 ANCIENT MYTHOLOGY: GREEK AND ROMAN (3)  
A study of Greek and Roman mythology considered in its cultural and literary contexts.
- 107 ANCIENT EPIC (3)  
Historical backgrounds and study of the ancient epic tradition as a whole. Reading and analysis of the *Gilgamesh*, Homer's *Iliad* and *Odyssey*, Apollonius' *Argonautica* and Vergil's *Aeneid*.

- 109 CLASSICAL DRAMA: TRAGEDY (3)  
A survey of Greek and Roman tragedy as represented by the works of Aeschylus, Sophocles, Euripides and Seneca.
- 110 CLASSICAL DRAMA: COMEDY (3)  
A survey of Greek and Roman Comedy as represented by the works of Aristophanes, Menander, Plautus, and Terence.
- 113 GREEK AND ROMAN PERSONAL POETRY (3)  
Elegiac, Iambic, Lyric, and Pastoral poetry of the Greeks and Romans. Emergence of the individual and the reflection of his temperament in verse. Works of Sappho, Alcaeus, Anacreon, Catullus, Horace, Tibullus, Propertius, Ovid and others will be read and discussed.
- 114 ANCIENT SATIRE (3)  
The beginnings and development of satirical literature at Rome and the later adaptation of the genre. Concentration on the works of Horace, Juvenal, Martial, and Lucian.
- 116 THE GREEK AND ROMAN NOVEL (3)  
Classical antecedents of fictional literature. A study of the Greek Romance and Roman novelistic writing. Longus, Heliodorus, Petronius, and Apuleius will be read.

**MODERN LANGUAGES:  
FRENCH    GERMAN    ITALIAN    SPANISH  
COURSES IN TRANSLATION  
COMPARATIVE LITERATURE**

**FRENCH**

French culture and influence are strongly felt not only in the United States, but also in many countries of the world where the French heritage is present. The abundant French literature offers endless variety and pleasure to any reader, and the study of the history and civilization of France is imperative for a comprehensive background in western civilization.

**MAJOR REQUIREMENTS:** 24 hours beyond intermediate French.

Students will be expected to have completed a minimum of two 300 level courses in French before taking any course in the series French 400-411. Students will be expected to have completed two of the courses in the series French 400-411 before taking any of the genre courses, French 417 through 420.

- 103 ELEMENTARY FRENCH (3)  
A study of grammar, composition, and pronunciation. Parallel reading from easy authors.

- 104 ELEMENTARY FRENCH (3)  
A continuation of French 103.  
Prerequisite: French 103 or the equivalent.
- 209 INTERMEDIATE FRENCH (3)  
Emphasis on reading, pronunciation, and composition; a review of grammar.  
Prerequisite: Open to students who have successfully completed French 104, or by placement examination.
- 210 INTERMEDIATE FRENCH (3)  
A continuation of French 209, which is prerequisite.
- 309 FRENCH CIVILIZATION AND LITERATURE (3)  
French civilization, history, and customs studied through literature; from the pre-historic period through the seventeenth century.  
Prerequisite: French 210 or equivalent.
- 310 FRENCH CIVILIZATION AND LITERATURE (3)  
A continuation of French 309, with emphasis on the Enlightenment, the nineteenth century, and contemporary France.  
Note: Ordinarily, French 309 should be considered prerequisite to French 310. When this prerequisite is lacking, permission of the instructor is required.
- 311 FRENCH CONVERSATION AND COMPOSITION (3)  
Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted in French.  
Prerequisite: French 210 or equivalent.
- 312 FRENCH CONVERSATION AND COMPOSITION (3)  
A continuation of French 311.  
Note: Ordinarily, French 311 should be considered prerequisite to French 312. When this prerequisite is lacking, permission of the instructor is required.
- 400 THE MIDDLE AGES AND RENAISSANCE IN FRANCE (3)  
Study of the beginnings and development of the earliest forms of the novel: The *Chansons de geste* and *Roman Courtois* through Rabelais; the evolution of French lyrical poetry through La Pléiade; the growth of the theatre from the *drame religieux* and farce through the birth of French tragedy; and the Humanist movement with an emphasis on Montaigne. Texts will be read in modern versions.
- 406 THE SEVENTEENTH CENTURY (3)  
French Neo-Classicism; Descartes, Pascal, Boileau, La Fontaine, the moralists and orators.
- 407 THE EIGHTEENTH CENTURY (3)  
The Enlightenment: Fontenelle, Montesquieu, Voltaire, Diderot, l'Encyclopédie, l'Abbé Prévost, Rousseau.
- 408 LITERATURE OF THE NINETEENTH CENTURY (3)  
Pre-Romanticism, Romanticism in prose and poetry, Realism and Naturalism, Symbolism. Intensive study of the works of Chateaubriand, Balzac, Baudelaire, Flaubert, Verlaine, Rimbaud, and Mallarmé.
- 409 LITERATURE OF THE NINETEENTH CENTURY (3)  
A continuation of French 408.

- 410 TWENTIETH CENTURY FRENCH LITERATURE (3)  
A study of the major movements of contemporary French literature.
- 411 TWENTIETH CENTURY FRENCH LITERATURE (3)  
A continuation of French 410.
- 417 THE BAROQUE AND CLASSIC THEATRE IN FRANCE (3)  
Study of the evolution of theatre in 17th century France from its origins. Emphasis will be on the works of Corneille, Molière, and Racine.
- 418 THE LEGACY OF THE FRENCH CLASSIC THEATRE (3)  
The neo-classic comedy and tragedy; development of the *drame bourgeois*; conceptions of Romantic drama; realism, naturalism, and symbolism in the theatre; revival of classical mythology in the 20th century; avant garde theatre.
- 419 THE NOVEL IN FRANCE (3)  
A survey of its development from the early psychological novel through the modern novel and *Nouveau Roman*. Theoretical works will be studied as well.
- 420 FRENCH POETRY (3)  
Examination of the major currents in poetry from Charles d'Orléans to the present: evolution from lyric poetry through such modern schools as surrealism.
- 490 SPECIAL TOPICS IN FRENCH LANGUAGE AND LITERATURE (3)  
Intensive studies designed to supplement or to investigate more fully offerings in the French curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.  
Prerequisite: Two courses in the sequence 404-411 or permission of the instructor.
- 498 DIRECTED READING (1-3)  
Advanced study of French literature through reading and reports. Program to be arranged by consultation with departmental advisor.
- 499 DIRECTED READING (1-3)  
Continuation of French 498. Permission of instructor.

## GERMAN

A working knowledge of German, in addition to its own intrinsic value and utility, may serve as a practical learning tool for students majoring in other subjects, such as music, business, history, or the natural sciences.

**MAJOR REQUIREMENTS:** 30 semester hours in German, including German 409 and German 410.

- 103 ELEMENTARY GERMAN (3)  
Training in pronunciation, grammatical forms, and syntax, with main emphasis upon ability to read simple German texts and to understand simple spoken German.

- 104 ELEMENTARY GERMAN (3)  
A continuation of German 103.  
Prerequisite: German 103 or the equivalent.
- 201 INTERMEDIATE GERMAN (3)  
A review of grammar and syntax, combined with careful translation of texts of increasing difficulty.  
Prerequisite: Open to students who have successfully completed German 104 or by placement examination.
- 202 INTERMEDIATE GERMAN (3)  
A continuation of German 201, which is prerequisite.
- 301 ADVANCED GERMAN (3)  
Contemporary German literature. Reading of prose works of selected modern authors.  
Prerequisite: German 202 or the equivalent.
- 302 ADVANCED GERMAN (3)  
A continuation of German 301.
- 303 GOETHE'S FAUST, ERSTER TEIL (3)  
A detailed study of the first part of Goethe's *Faust*, supplemented by lectures and outside reading.  
Prerequisite: German 202 or the equivalent.
- 304 LYRIC POETRY (3)  
Readings in German Lyric poetry from Goethe to the present.  
Prerequisite: German 202 or the equivalent.
- 405 INTRODUCTION TO THE CLASSICAL LITERATURE OF THE EIGHTEENTH CENTURY (3)  
Selections from the works of Lessing, Goethe, and Schiller, with special emphasis on their contributions to German drama.  
Prerequisite: German 301 and 302 or permission of instructor.
- 406 INTRODUCTION TO THE CLASSICAL LITERATURE OF THE EIGHTEENTH CENTURY (3)  
A continuation of German 405 which is prerequisite.
- 407 NINETEENTH CENTURY LITERATURE (3)  
A survey of German literary developments from death of Goethe to close of the nineteenth century.  
Prerequisite: German 301 and 302 or permission of instructor.
- 408 NINETEENTH CENTURY LITERATURE (3)  
A continuation of German 407 which is prerequisite.
- 409 MASTERS OF MODERN GERMAN LITERATURE (3)  
Reading and discussion of work of representative writers of the twentieth century.  
Prerequisite: Twenty-four semester hours of German.
- 410 MASTERS OF MODERN GERMAN LITERATURE (3)  
A continuation of German 409 which is prerequisite.

415 DIRECTED STUDY (1-3)

A reading course, designed to give a general survey of development of German literature.

Prerequisite: Two 400 level courses.

## ITALIAN

No major is currently offered in Italian.

103 ELEMENTARY ITALIAN (3)

Study of fundamental grammatical structures through intensive oral and written exercises. Emphasis on understanding, speaking, and correct pronunciation.

104 ELEMENTARY ITALIAN (3)

A continuation of Italian 103.

Prerequisite: Italian 103 or the equivalent.

203 INTERMEDIATE ITALIAN (3)

Continued practice towards the mastery of language structures through oral practice and composition. Readings of graded difficulty are introduced.

Prerequisite: Successful completion of Italian 104 or the equivalent.

204 INTERMEDIATE ITALIAN (3)

Focus on Italian culture through readings and further development of fundamental language skills.

Prerequisite: Italian 203 or the equivalent.

## SPANISH

Spanish ranks fourth among world languages at the present time, with more than 200 million speakers, and serves as the official language of some twenty countries. Within the United States, Spanish is the most prevalent foreign language among bilingual and bicultural groups, numbering over 11 million speakers.

**MAJOR REQUIREMENTS:** 24 hours beyond Spanish 204, which must include Spanish 306 and 307 or 311 and 312. All majors are encouraged to spend a summer or a semester in a Spanish-speaking country.

Courses beyond Spanish 204 are open to students who have passed Intermediate Spanish or have been exempted from it. In exceptional cases, permission of the instructor may be granted.



- 103 ELEMENTARY SPANISH (3)  
Study of fundamental grammatical structures through intensive oral and written exercises. Emphasis on understanding, speaking and correct pronunciation.
- 104 ELEMENTARY SPANISH (3)  
A continuation of Spanish 103.  
Prerequisite: Spanish 103 or the equivalent.
- 203 INTERMEDIATE SPANISH (3)  
Continued practice toward mastery of language structures through oral practice and composition. Readings of graded difficulty introduced.  
Prerequisite: Open to students who have successfully completed Spanish 104 or by placement examination.
- 204 INTERMEDIATE SPANISH (3)  
Focus on Hispanic culture through readings and through further development of fundamental language skills.  
Prerequisite: Spanish 203 or the equivalent. Courses beyond this level are open to students who have passed Intermediate Spanish or have been exempted from it. In exceptional cases, permission of the instructor may be granted.
- 301 SPANISH CONVERSATION AND COMPOSITION (3)  
Intensive practice in the spoken and written language.
- 302 SPANISH CONVERSATION AND COMPOSITION (3)  
A continuation of Spanish 301.  
Prerequisite: Spanish 301 or permission of instructor.
- 306 INTRODUCTION TO SPANISH LITERATURE (3)  
Spanish literature studied within the framework of the arts and humanities from the beginnings of Romance poetry through the Golden Age.
- 307 INTRODUCTION TO SPANISH LITERATURE (3)  
A continuation of Spanish 306, from the beginning of the Bourbon reign through contemporary movements.
- 311 SPANISH AMERICAN LITERATURE (3)  
A study of the literature of Spanish America from the pre-Columbian era to Modernism.
- 312 CONTEMPORARY SPANISH AMERICAN LITERATURE (3)  
Spanish American literature from Modernism through contemporary movements.
- 322 SPANISH FOR INTERNATIONAL AFFAIRS (3)  
Development of both oral and written command of Spanish for international communication, exchange, and negotiations. Emphasis on specialized vocabulary and techniques of expression in documentary form.
- 323 ADVANCED GRAMMAR AND PHONETICS (3)  
Advanced study of the grammatical structure of Spanish. Intensive work with the sound patterns of modern Spanish.
- 324 SPANISH CIVILIZATION AND CULTURE (3)  
Designed to provide greater understanding of the culture and heritage of Spain. To be achieved through the study of history, geography, art, attitudes, and customs.

- 325 **SPANISH AMERICAN CIVILIZATION AND CULTURE (3)**  
Cultural development of Spanish America from the pre-Columbian civilization through the 20th Century. To be achieved through the study of geography, art, and customs.
- 401 **THE GOLDEN AGE (3)**  
Emphasis is on the drama and the novel in the age of Lope de Vega, Calderón, and Cervantes.
- 402 **THE GOLDEN AGE (3)**  
A continuation of Spanish 401.  
Note: Ordinarily Spanish 401 should be considered prerequisite to Spanish 402. When this prerequisite is lacking, permission of the instructor is required.
- 403 **CONTEMPORARY LITERATURE IN SPAIN (3)**  
Advanced study of poetry, drama, and prose in twentieth-century Spain, beginning with the literature of the Generation of 1898.
- 404 **CONTEMPORARY LITERATURE IN SPAIN (3)**  
A continuation of Spanish 403.  
Note: Ordinarily Spanish 403 should be considered prerequisite to Spanish 404. When this prerequisite is lacking, permission of the instructor is required.
- 407 **LINGUISTIC STRUCTURE OF THE SPANISH LANGUAGE (3)**  
Principles of phonemics, phonetics, morphology, and syntax. A descriptive analysis of the dialects of present-day Spanish. Theoretical comparisons with English structure.
- 408 **MODERNISM IN SPANISH AMERICAN LITERATURE (3)**  
A study of Modernism as a literary phenomenon in Spanish America in the late 19th and early 20th centuries. Emphasis on the works of Ruben Darío and his contemporaries.
- 409 **SPANISH AMERICAN FICTION I (3)**  
A study of the Spanish American novels and short stories from the colonial era through the 19th century.
- 410 **SPANISH AMERICAN FICTION II (3)**  
A study of contemporary Spanish American fiction.
- 411 **NINETEENTH CENTURY SPANISH LITERATURE I (3)**  
A study of the poetry and drama of 19th century Spain from the end of the Neoclassical period through Realism.
- 412 **NINETEENTH CENTURY SPANISH LITERATURE II (3)**  
A study of the development of 19th century prose from Romanticism through Realism.
- 413 **BLACK THEMES IN AFRO-HISPANIC LITERATURE (3)**  
A study of major Afro-Hispanic writers and poets with emphasis on Nicolás Guillén, Antonio Preciado and Aldaberto Ortiz. A survey of the history, culture and civilization of Hispanic Americans of African descent.
- 490 **SPECIAL TOPICS IN HISPANIC LANGUAGE AND LITERATURE (3)**  
Intensive studies designed to supplement or to investigate more fully offerings in the Spanish curriculum. Formulation of the specific subject matter for

the course will reflect both student and faculty interest.  
Prerequisite: Permission of instructor.

- 498 DIRECTED READING (1-3)  
Advanced study under the direction of a member of the Spanish faculty.  
Program to be arranged by consultation with departmental advisor.
- 499 DIRECTED READING (1-3)  
A continuation of Spanish 405. Permission of instructor.

## COURSES IN TRANSLATION

The following courses may be taken as electives or applied to the Minimum Degree Requirements in humanities. They may not be used to satisfy the Minimum Degree Requirements in languages or the major requirements.

- 320 FRENCH — FRENCH LITERATURE IN ENGLISH (3)  
Content of this course may vary each year, e.g.: a chronological approach; a study of the treatment of various themes by different authors; a survey of the French novel one semester and the French theatre the following semester.
- 321 FRENCH — FRENCH LITERATURE IN ENGLISH (3)  
A continuation of French 320.
- 320 RUSSIAN — MODERN RUSSIAN LITERATURE (3)  
Nineteenth and twentieth century masterpieces in translation, and their backgrounds.
- 315 SPANISH-HISPANIC CIVILIZATION AND LITERATURE IN ENGLISH (3)  
Spanish civilization, history, and customs studied through literature, extending from pre-history through the seventeenth century.
- 316 SPANISH-HISPANIC CIVILIZATION AND LITERATURE IN ENGLISH (3)  
A continuation of Spanish 315, with emphasis on Neo-Classicism, Romanticism, Realism, and the contemporary Spanish-speaking world.

## COMPARATIVE LITERATURE

The following courses are taught in English. No prior knowledge of a foreign language is required. These courses may be applied to the Minimum Degree Requirements in humanities.

- 201 COMPARATIVE LITERATURE — SURVEY OF EUROPEAN LITERATURE (3)  
A survey of the literature of Europe in English translation (exclusive of British literature) from Biblical times through the Renaissance.  
Note: This course is cross-listed as English 203.

- 202 COMPARATIVE LITERATURE — SURVEY OF EUROPEAN LITERATURE (3)  
A survey of the literature of Europe in English translation (exclusive of British literature) from Neo-Classicism through the twentieth century.  
Note: This course is cross-listed as English 204.
- 300 COMPARATIVE LITERATURE — CERVANTES (3)  
A study of the principal works of Cervantes and their importance in Spanish and world literature. Will include works of Fielding, Hugo, Flaubert, and Pushkin.

## FOREIGN LANGUAGES: METHODOLOGY

- 343 THE TEACHING OF FOREIGN LANGUAGES (3)  
Instructional techniques and procedures in foreign language teaching. Examination of materials and methods appropriate to the teaching of pre-determined objectives. Implications of linguistics and psycholinguistics for the foreign language teacher. This course is cross-listed as Education 343. Prerequisite: Two courses beyond the intermediate level of a foreign language or permission of instructor.  
Note: This course may not be applied toward the major requirements in a foreign language.
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## LIBRARY

- 101 INTRODUCTION TO BIBLIOGRAPHY AND RESEARCH METHODS (1)  
Introduction to basic library resources inclusive of major bibliographies, indexes, and abstracts of both the sciences and humanities. Focus will be on practical applications of research and bibliography. Lectures, one hour per week.
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## MATHEMATICS

### Associate Professors

James P. Anderson, William Golightly  
George E. Haborak, W. Hugh Haynsworth, *chairman*  
Susan Prazak, Herb Silverman

### Assistant Professors

William T. Cashman, Owilender K. Grant  
Robert Norton, Alex Papadopoulos  
Brian Wesselink, Kenneth L. Wiggins, Dorian Yeager

### Instructors

Rose C. Hamm, Sandra Powers

The Mathematics Department offers both a major and a number of service courses for various disciplines.

Students interested in majoring in mathematics should obtain a copy of the "Departmental Guide to the Mathematics Major" in Maybank Hall, Room 203.

The student who completes a Bachelor of Science with a major in mathematics may choose from among several alternatives. First, the student may pursue an advanced degree in mathematics or a related area, for instance, biometry, computer science, information science, statistics, or operations research. Second, a student who combines mathematics with another discipline that uses mathematics can pursue graduate work in the second discipline. These areas include biology, chemistry, economics, medicine, physics, and even such areas as sociology, political science, and psychology. Third, the mathematics major may work in business, industry, or government. Many of these positions require specific mathematical skills, while others do not require specific skills but emphasize analytical reasoning. Finally, the mathematics major may teach at the secondary level. For this option, the student must complete certain education courses necessary for teacher certification. Whatever the student's career plans, the mathematics major should plan his or her course of study as early as possible. The "Departmental Guide to the Mathematics Major" contains lists of suggested courses for each of the alternatives listed above.

A mathematics major typically should complete Mathematics 120, 203, 220, 221, and Computer Science 117 by the end of sophomore year. The entering major should enroll in one of these courses or the prerequisite(s) to Math 120 (Math 111 or 101). Before enrolling in a mathematics course, entering students are advised to consult with their academic advisor or a member of the Mathematics Department. A hand-out providing more information is available in Room 203, Maybank Hall.

**MAJOR REQUIREMENTS:** Mathematics 120, 203, 220, 221, 323, and either Mathematics 303 or 311 are the foundations of the major. Computer Science 117 and 15 additional hours of mathematics courses at the 200 level and above (at least 6 of these 15 hours must come from courses numbered 400 - 499) are also required.

01 BASIC MATHEMATICS (3)

A course covering operations with decimals, fractions and signed numbers, solutions of linear equations, measurement of geometric figures, and numerical evaluations of literal expressions.

Credit hours earned in this course may not be applied toward degree requirements.

101 COLLEGE ALGEBRA (3)

A course which emphasizes algebraic functions. Topics include algebraic equations and inequalities, and the properties and graphs of algebraic functions.

Note: The sequence Mathematics 101 and Mathematics 102 is equivalent to Mathematics 111 for satisfying the prerequisite to Mathematics 120 or Mathematics 216.

A student who has completed Mathematics 111 or Mathematics 120 may not subsequently receive credit for Mathematics 101 or Mathematics 102. A student who has completed Mathematics 101 may not subsequently receive credit for Mathematics 111.

102 TRIGONOMETRY (3)

A course emphasizing the circular functions and their analytic properties. Topics are graphs of the trigonometric functions, identities, trigonometric equations, inverse trigonometric functions, logarithms, and the solution of triangles.

Note: See the note below Mathematics 101.

103 MODERN COLLEGE MATHEMATICS I (3)

Not intended for those who will major in or study in mathematics, the sciences, or technical fields. Topics include sets, an introduction to mathematical systems, sequences, functions, linear systems, and polynomials.

104 MODERN COLLEGE MATHEMATICS II (3)

Topics include permutations, combinations, finite probability, and statistics. Additional topics include logic and an introduction to computers as time permits.

Prerequisite: Mathematics 101 or 103.

105 FUNDAMENTALS OF CALCULUS (3)

A one semester course designed to introduce the basic concepts of calculus to students who are not majoring in mathematics or the natural sciences. Emphasis will be on applications of calculus to various disciplines. Not intended for those who plan to take additional calculus courses.

Prerequisites: Mathematics 104 and either Mathematics 101 or equivalent.

Note: A student may not receive credit towards graduation for both 105 and Mathematics 120.

111 PRE-CALCULUS MATHEMATICS (3)

A course which emphasizes the function concept. Topics include graphs of

functions, the algebra of functions, inverse functions, the elementary functions, and inequalities.

Note: See the note below Mathematics 101.

- 120 **INTRODUCTORY CALCULUS (4)**  
The techniques of the calculus will be stressed. Topics include functions, limits and continuity, derivatives, the mean value theorem, applications of derivatives, the Riemann integral, application of the integral, the fundamental theorem of integral calculus, and logarithmic and exponential functions.  
Prerequisite: Mathematics 111 or its equivalent.  
Note: See the notes below Mathematics 101 and 105.
- 201 **ELEMENTARY NUMBER THEORY (3)**  
Divisibility properties of integers, prime numbers, congruences, perfect numbers, Diophantine equations, quadratic reciprocity, number-theoretic functions, continued fractions, Pythagorean Triples, unsolved problems.  
Prerequisite: Mathematics 120.
- 203 **LINEAR ALGEBRA (3)**  
Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, and quadratic forms.  
Prerequisite: Mathematics 120 or permission of instructor.
- 216 **INTRODUCTION TO PROBABILITY AND STATISTICS (3)**  
Emphasis will be on statistical testing and inference with insight into the variety of applications of statistics. Students will have an opportunity to select problems from an area of their interest. Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, analysis of variance.  
Prerequisite: Mathematics 104 or Mathematics 111 or equivalent.
- 217 **INTRODUCTORY BIOMETRY (3)**  
Introduction to basic statistical methods and their application in the analysis of biological and physical data. Introduction to distributions, experimental design, testing of hypotheses, regression, correlation, analysis of variance, covariance, and factorial arrangements.  
Prerequisite: Mathematics 216, one year biology, or permission of instructor.
- 220 **CALCULUS II (4)**  
Differentiation and integration of trigonometric functions, techniques of integration, indeterminate forms, l'Hôpital's rule, Taylor's formula, sequences, infinite series, plane curves, and polar coordinates.  
Prerequisites: Mathematics 120 or its equivalent.
- 221 **CALCULUS III (4)**  
Geometry of two and three dimensional spaces, limits and continuity of functions of several variables, vector-valued functions, partial derivatives, directional derivatives, Lagrange multipliers, multiple integrals, line integrals, Green's theorem, and surface integrals.  
Prerequisite: Mathematics 220.
- 222 **CALCULUS IV (3)**  
Line integrals, derivatives of functions from  $R_n$  to  $R_m$ , applications of derivatives, Lagrange multipliers, the implicit function theorem, Green's theorem, surface integrals, change of variable formula.  
Prerequisite: Mathematics 203 and 221.  
Note: MA 222 will be offered for the last time in Spring, 1978. After that time the calculus sequence will consist of MA 120, MA 220 and MA 221.

- 301 SET THEORY AND METRIC SPACES (3)  
 Logic, set theory, functions, order relations, the axiom of choice, cardinal numbers, ordinal numbers, Euclidean spaces, metric spaces.  
 Corequisite or Prerequisite: Mathematics 221.
- 303 INTRODUCTION TO MODERN ALGEBRA (3)  
 An introduction to algebraic structures. Topics will include groups, rings, and fields.  
 Prerequisite: Mathematics 203.
- 305 INTRODUCTION TO COMBINATORIAL MATHEMATICS (3)  
 Basic concepts of modern combinatorics. Topics include permutations and combinations, generating functions, recurrence relations, the principle of inclusion and exclusion, Polya's theory of counting, introductory graph theory, and combinatorial designs.  
 Corequisite or Prerequisite: Mathematics 203, or permission of instructor.
- 311 ADVANCED CALCULUS (3)  
 The concepts of calculus will be extended to Euclidean spaces. Among the topics covered will be basic topological properties of Euclidean spaces and limit operations and convergence properties of sequences and series of functions.  
 Prerequisite: Mathematics 221.
- 317 SEMINAR IN MATHEMATICS (3)  
 A course designed to teach the student to take a mathematics concept, either familiar or unfamiliar, and impart that concept both orally and in writing to a group of peers. Each student will write papers and present talks that will be discussed by the teacher and the other students as to content and style.  
 Prerequisite: Two Mathematics courses at the 300 level or above.
- 320 HISTORY OF MATHEMATICS (3)  
 Number systems, historical problems of geometry, development of modern concepts in algebra, analytic geometry and the calculus.  
 Prerequisite: 12 semester hours in Mathematics courses numbered 200 or higher.
- 323 DIFFERENTIAL EQUATIONS (3)  
 Solution of ordinary differential equations, linear equations, systems of equations, solutions in power series, Picard's iteration method, applications.  
 Prerequisite or Corequisite: Mathematics 221.
- 325 NUMERICAL ANALYSIS (3)  
 Numerical solutions of nonlinear equations, systems of equations, and ordinary differential equations; interpolation and numerical integration.  
 Prerequisite: Mathematics 203, 221, 323, and CS 117 or permission of instructor.
- 330 MATHEMATICAL STATISTICS I (3)  
 Probability, probability functions, probability densities, mathematical expectation, sums of random variables, sampling distributions.  
 Prerequisite: Mathematics 221.
- 340 AXIOMATIC GEOMETRY (3)  
 An axiomatic development of Euclidean geometry, with topics from non-Euclidean geometry and projective geometry as time allows.  
 Prerequisite: Mathematics 120 or permission of instructor.



- 365 OPERATIONS RESEARCH I (3)  
 An introduction to deterministic models in operations research. Topics include linear programming, network analysis, dynamic programming, and game theory.  
 Prerequisite: Mathematics 203, 221, and CS 117 or permission of instructor.
- 401 INTRODUCTION TO POINT SET TOPOLOGY (3)  
 Introductory concepts, topologies and topological spaces, functions, continuity, homeomorphisms, connected spaces, compact spaces, and applications of topology in analysis.  
 Prerequisite: Mathematics 301 or 311.
- 411 INTRODUCTORY REAL ANALYSIS (3)  
 A continuation of Math 311 that will include the study of spaces of continuous functions and an introduction to concepts from measure theory, integration theory, and functional analysis.  
 Prerequisite: Mathematics 203 and 311.
- 415 COMPLEX ANALYSIS (3)  
 The complex number system, analytic functions, integration, power series, residue theory, analytic continuation, and conformal mapping.  
 Prerequisite: Mathematics 311.
- 417, 418 READING AND RESEARCH (1-3, 1-3)  
 Directed reading in mathematics. Open to qualified seniors with permission of the Mathematics Department. A student may take this course for one or two semesters, earning 1-3 hours credit each semester. Credit value in each case will be determined by the type of problem.  
 Prerequisite: Mathematics 317.
- 420 TOPICS IN MODERN ALGEBRA (3)  
 Topics selected from one or more of the following: groups, rings, fields, vector spaces, and ordered algebraic systems.  
 Prerequisite: Mathematics 303.
- 421 MODERN APPLIED ALGEBRA (3)  
 An introduction to the applied aspects of modern algebra, with emphasis on coding theory.  
 Prerequisite: Mathematics 303.
- 423 APPLIED MATHEMATICS I (3)  
 Partial differential equations, boundary value problems, Fourier series, and special functions.  
 Prerequisite: Mathematics 221 and 323.
- 424 APPLIED MATHEMATICS II (3)  
 Integral transforms, difference equations, and integral equations.  
 Prerequisite: Mathematics 221 and 323.  
 Note: Mathematics 423 is NOT a prerequisite to 424.
- 430 ADVANCED ANALYSIS (3)  
 Special topics in real and complex analysis.  
 Prerequisite: Mathematics 315 and 411.
- 435 MATHEMATICAL STATISTICS II (3)  
 Decision theory, estimation, hypothesis testing, regression, correlation, analysis of variance.  
 Prerequisite: Mathematics 330.

- 440 ADVANCED TOPOLOGY (3)  
Special topics in point-set and algebraic topology.  
Prerequisite: Mathematics 401.
- 442 ADVANCED AXIOMATIC GEOMETRY (3)  
Continuation of Mathematics 340.  
Prerequisite: Mathematics 340.
- 455 ADVANCED NUMERICAL ANALYSIS (3)  
Numerical solutions of boundary value problems and partial differential equations, numerical multiple integration and curve fitting.  
Prerequisite: Mathematics 325.
- 460 MATHEMATICAL MODELS AND APPLICATIONS (3)  
An introduction to the theory and practice of building and studying mathematical models for real world situations encountered in the social, life and management sciences.  
Prerequisite: Mathematics 203, 323, 330, and CS 117 or permission of instructor.
- 465 OPERATIONS RESEARCH II (3)  
An introduction to probabilistic models in operations research. Topics include queueing theory, applications of Markov chains, simulation, integer programming, and nonlinear programming.  
Prerequisite: Mathematics 365 and 330.

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## MODERN LANGUAGES — *See* LANGUAGES

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### PHILOSOPHY

Associate Professor  
James E. Abbott, *chairman*

Assistant Professors  
Chung-yue Chang, Henry J. Folsie  
Rew A. Godow, Jr.

The role of philosophy in the undergraduate curriculum is to serve as the foundation and anchor of the liberal arts. Philosophy is the locus of and the catalyst for critical reflection on the whole of reality, on claims to truth in every area of human inquiry, and on all questions concerning values. It is committed to the critical and rational analysis of every methodology, ideology, belief, and value system and to the assessment of the extent to which any of these can be justified. Furthermore, within the

humanities curriculum, philosophy inculcates the desire for intellectual independence and adventure.

The courses offered by the Philosophy Department aim to impart to the student those abilities and skills which serve to integrate one's actions with the whole of one's life and to stimulate one to be not merely a passive recipient of information, but an active seeker of understanding and wisdom. It is the Department's hope that exposure to philosophy will contribute to one's being an autonomous person who has faced the great enduring questions of the ages, who has been exposed to the major answers to those persistent questions, and who has been helped to find answers to those questions in order better to understand the world, one's self, and one's place within the world.

The Department offers a program for those interested in majoring in philosophy as preparation either for graduate study in philosophy or for a career in such areas as law, public administration, and religion. However, the program is designed primarily to serve non-majors, in two ways: first, by giving students an appreciation for and understanding of philosophy as an important part of a well-rounded liberal education; and, second, by offering courses which are interdisciplinary in scope and which are complementary to other major programs.

To these ends, a variety of courses at the lower level (101, 102, 105, 110, 115, 170, 203) are designed to introduce students to philosophy from varying avenues of approach. Some courses apply philosophical analysis to specific areas of human concern, such as religion (255), the natural and social sciences (265, 267, 326), medicine (170), aesthetic, ethical, and political values (280, 301, 315), and human nature and its condition (115, 203, 305). The series of three courses on the history of philosophy (220, 230, 235) offer an overview of the influx of philosophical ideas into historical currents, while two courses (105 and 205) are offered in Eastern philosophy to encourage students to seek broader horizons than those of Western culture. To round out the program, the two courses in logic (215 and 216), which satisfy the mathematics/logic Minimum Degree Requirements, are designed to give students skills in analyzing arguments and thinking more logically.

**MAJOR REQUIREMENTS:** 30 semester hours in philosophy which must include 105 or 205, 215 or 216, 301, 320, or 325, and any two of the following: 220, 230, 235. Of the remaining 12 hours of electives, at least 6 hours must be taken in courses above the 100 level.

Unless otherwise specified, 100 and 200 level courses do not have prerequisites. Students should take note that Philosophy 102 may be taken before Philosophy 101. Prerequisites for courses numbered on the 300 to 400 level are: either 3 semester hours from

100 to 200 level courses (except 215 and 216) or permission of the instructor, unless otherwise specified.

In choosing their electives, philosophy majors should consult with their Departmental advisor.

- 101 INTRODUCTION TO PHILOSOPHY: BELIEF AND VALUES (3)  
An introduction to philosophy through an examination of some of the perennial ethical, political, and religious problems which confront humans.
- 102 INTRODUCTION TO PHILOSOPHY: REALITY AND KNOWLEDGE (3)  
An introduction to philosophy through an examination of some of the major problems which arise in the inquiry into the nature of reality and knowledge.
- 105 INTRODUCTION TO EASTERN PHILOSOPHY (3)  
A study of the major philosophical issues in Hinduism, Buddhism, Confucianism, and Taoism.
- 110 NATURE, TECHNOLOGY, AND SOCIETY (3)  
An examination of the philosophical problems arising from the impact of science and technology on contemporary society. Topics will include the relation of technology to society and political systems, the place of the individual within a modern technocratic society, the influence of technology on human views of nature, and the question of human values and scientific knowledge.
- 115 HUMAN EXISTENCE, MEANING AND DEATH (3)  
An examination of selected classical and contemporary views on the conditions and meaning of human existence in terms of human consciousness, freedom, and death. Primary emphasis will be on contemporary treatments of the issues.
- 170 BIO-MEDICAL ETHICS (3)  
The application of ethical theories to issues and problems in bio-medical ethics. Topics considered usually include the following: abortion, euthanasia, population control, genetic engineering and genetic counseling, health, behavior control, death and dying, and medical experimentation.
- 175 BUSINESS AND CONSUMER ETHICS (3)  
An examination of some of the ethical issues of the marketplace, such as: the obligations of the business community to consumers, the role of government in protecting the consumer, fair advertising practices, environmentalism vs. progress, and the extent to which it is appropriate for government to interfere in business affairs. Lecture, 3 hours per week.
- 203 THE NATURE OF MAN (3)  
An examination of what some of the great thinkers — e.g. Darwin, Descartes, Einstein, Freud, Marx, Plato, Skinner — have said about human nature.
- 205 TAOISM AND ZEN (3)  
A study of the major philosophical problems common to Taoism and Zen Buddhism. Topics will include the nature of reality, self and reality, self and society, and language and knowledge.
- 215 INTRODUCTION TO LOGIC (3)  
This course will strive to develop and sharpen the student's ability to reason in a logical manner. Logical methods for the analysis of arguments in ordi-

nary language will lead to a consideration of the uses of language and definition, the detection of errors of reasoning found in everyday communication, and the structure of elementary arguments.

216 SYMBOLIC LOGIC (3)

A study of the techniques and principles of symbolic logic.

Prerequisite: Philosophy 215, or mathematics major, or permission of the instructor.

220 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (3)

An examination of the development of philosophical thought from its beginnings through the Middle Ages, with special emphasis on Plato and Aristotle.

230 HISTORY OF MODERN PHILOSOPHY THROUGH 1800 (3)

An examination of the rise of modern philosophy and of some of its principal characteristics as exemplified in some major philosophers from the close of the Middle Ages through the philosophy of Immanuel Kant.

235 HISTORY OF MODERN PHILOSOPHY SINCE 1800 (3)

An examination of some of the major philosophers and developments in philosophy since Kant.

255 GOD, FAITH, AND REASON (3)

An examination of such issues as: the nature of religious experience, arguments for the existence of God, whether there is a conflict between reason and faith, immortality, the nature of miracles, and the problem of evil.

265 PHILOSOPHY OF THE NATURAL SCIENCES (3)

An examination of the methodology and conceptual foundations of natural science. Topics will include the structure of scientific theory, the relation of theory to experiment, the genesis and development of scientific concepts, and the evolution of scientific theories.

Prerequisite: Science major, or one course in philosophy, or permission of instructor.

267 PHILOSOPHY OF THE SOCIAL SCIENCES (3)

An examination of philosophical issues concerning the nature, theory, and practice of the social and behavioral sciences.

280 AESTHETICS (3)

A philosophical study of beauty and of the creation, appreciation and criticism of works of art.

Prerequisite for work in courses numbered on the 300 to 400 level: either 3 semester hours from 100 to 200 level courses (except 215 and 216) or permission of the instructor, unless otherwise specified.

301 ETHICS (3)

An introduction to some of the theories and proposals concerning the moral nature of man, the origins of moral values, the concept of good, the concept of right and wrong, and the justification of ethical beliefs.

305 TWENTIETH CENTURY PHILOSOPHY: THE EXISTENTIAL TRADITION (3)

A study of the philosophies of Kierkegaard, Nietzsche, Jaspers, Heidegger, Marcel, Sartre and others.

- 306 TWENTIETH CENTURY PHILOSOPHY: THE ANALYTIC TRADITION (3)  
A study of the major movements in recent Anglo-American philosophy. Movements to be considered include Realism, Logical Atomism, Logical Positivism, and Ordinary Language Philosophy. (Some topics previously treated in Philosophy 307 will be included.)
- 310 AMERICAN PHILOSOPHY (3)  
A critical treatment of leading philosophers in the United States up to the present, with major emphasis on the works of Pierce, James, Royce, Santayana, Dewey, and Whitehead.
- 315 POLITICAL AND SOCIAL PHILOSOPHY (3)  
An examination of contemporary and traditional positions on such issues as: justice, equality, liberty, human rights, political and legal obligations, the role and limits of government.
- 320 METAPHYSICS (3)  
In this course the student will be introduced to various attempts which philosophers have made to formulate consistent and comprehensive conceptual systems regarding the structure of the universe and the nature of reality.
- 325 EPISTEMOLOGY (3)  
Historical and contemporary views will be considered concerning answers to such questions as: What is knowledge? Under what conditions are beliefs justified? What is the role of reason and sensory experience in obtaining knowledge? Is anything certain? What is the nature of truth?
- 326 SCIENCE AND BELIEF (3)  
An examination of the empirical basis of fundamental theory in all of the sciences and, where germane, in other systems of thought.  
Prerequisite: Philosophy or science major, or permission of instructor.
- 400-401 BACHELOR'S ESSAY (3, 3)  
A two semester research and writing project done by the major during the senior year under the close direction of one of the professors in the department. The student must take the initiative in seeking one of the professors in the department as mentor, and must submit in writing for departmental approval a proposal for his or her project. The department may prescribe whatever additional requirements it desires for insuring the quality of the work. The project must have departmental approval prior to the student's initial registration for the courses.  
Prerequisite: Senior philosophy major and departmental approval.
- 450, 451, 452, 453 SEMINAR IN PHILOSOPHY (3) (3) (3) (3)  
An intensive examination of a selected perspective or tradition, problem, or philosopher. Offered according to demand and interest of students at the discretion of the department, and open to students with permission of the instructor.
- 498, 499 INDEPENDENT STUDY (1-3) (1-3)  
Individually supervised readings and study of some philosophical work, problem or topic of the student's interest.  
Prerequisite: Permission of the instructor and departmental approval of the project.

# PHYSICAL EDUCATION AND HEALTH

Associate Professor  
W. L. Hills, Jr., *chairman*

Assistant Professors  
Richard N. Godsen, Max D. Kennedy  
Andrew H. Lewis, George K. Wood

Instructor  
B. Jean Hamilton

Lecturers  
Joan C. Cronan, Anthony Meyer

The Physical Education and Health Department is an integral part of the educational program of the College. The primary task of the Department is to teach students through its curriculum of activities and theory. Through its instructional program and through student participation in enjoyable movement activities, sports, and games, the Department hopes to provide students with a better understanding of their total self, psychologically and sociologically, but especially their physical being. By teaching life-time sports, the Department hopes that its students will develop an enjoyment of sports and recreational activities that will help them to lead active and healthy lives. The Department offers activity and movement experiences for all students, the handicapped as well as the highly skilled. Its Intramural program serves those students who desire more participation or greater competition in sports. Through its activity and theory courses and its offerings in Health, the Department hopes to make a lasting contribution to happier and healthier lives for all of the students at the College.

## GENERAL INFORMATION

Courses in Basic Physical Education and in Physical Education may be taken for elective credit, but no more than eight semester hours total from both categories may be applied toward a degree. Courses in Health may be taken for elective credit and are not subject to the eight hour restriction.

## PHYSICAL EDUCATION CERTIFICATION REQUIREMENTS

The Department of Physical Education and Health does not offer a major at this time. However, students majoring in secondary education who seek certification in physical education may have the eight hour restriction in Physical Education waived. To

do so, the student must sign a declaration of intent to receive physical education certification in the Registrar's Office before earning more than eight hours of credit in Basic Physical Education and Physical Education courses.

Students who seek certification should choose their courses carefully and should have two advisors, one in the Education Department and one in the Physical Education and Health Department. Certain courses in the certification program are required and others are elective; there are also prerequisites and recommended electives. A minimum of 24 semester hours is required to meet physical education certification standards in South Carolina. For certification purposes, the lower number courses within the PED offering may usually be assumed to be prerequisites for higher numbered courses.

## **BASIC PHYSICAL EDUCATION (BPE)**

BPE courses are designed for the general student.

- 105 **BASKETBALL AND VOLLEYBALL (2)**  
The history, theory, techniques, practice of skills, and rules of basketball and volleyball.
- 107 **BEGINNING SWIMMING (2)**  
A course designed to teach the non-swimmer how to swim. Emphasis on drown proofing and elementary forms of water safety.
- 108 **ADVANCED SWIMMING (2)**  
A course designed to improve swimming skills with emphasis on water safety, stroke mastery, elementary forms of lifesaving, and lifeguarding.
- 109 **AEROBICS (2)**  
The history, theory, and research that led to the development of the aerobic program of endurance fitness — with emphasis on the development of a lifetime program for the individual student.
- 112 **TUMBLING AND GYMNASTICS (2)**  
An introductory course with instruction in tumbling (individual, dual, and group activities), rebound tumbling, pyramid building and gymnastics, including the trampoline, vaulting, balance beam, parallel bars, and the side horse.
- 115 **PHYSICAL CONDITIONING AND WEIGHT TRAINING (2)**  
A course designed to teach the accepted methods of developing and maintaining physical fitness. Consideration will be given to diet, nutrition, posture, physical form, and the role of resistance exercise in the improvement of physical fitness.
- 116 **BEGINNING GOLF (2)**  
The history, techniques, practice of skills, and rules of golf.  
Note: Lab fee required.



- 117 **BADMINTON AND RACQUETBALL (2)**  
The history, techniques, practice of skills, and rules of badminton and racquetball.
- 118 **SAILING (2)**  
The course will provide the student with instruction in the basic fundamentals of sailing. Attention will also be given to the safe, reasonable operation of the sailing craft, as well as instruction in the proper care and maintenance of sail boats.  
Note: Lab fee required.
- 119 **BEGINNING TENNIS (2)**  
The history, techniques, practice of skills, and rules of tennis.
- 120 **FUNDAMENTALS OF FITNESS, PHYSICAL ACTIVITY AND TEAM SPORTS (2)**  
An introductory course dealing with the historical development and philosophy of fitness programs, intramurals, physical education, recreational activities and selected team sports. Recommended for students who are considering advanced work in physical education.
- 121 **PRINCIPLES OF MOVEMENT (2)**  
An emphasis on the physical body and fundamentals of movement taught through combination of ballet, modern dance, and yoga. The analysis of motion dynamics in relation to space, time and rhythm.

## **PHYSICAL EDUCATION (PED)**

PED Courses may be taken by the general student as electives, but are designed primarily for those students who are seeking certification in physical education. No more than eight hours of BPE or PED courses may be taken for credit by non-certification students.

- 130 **ANALYSIS AND CONDUCT OF TEAM SPORTS ACTIVITIES**  
Designed to teach the students how to analyze and conduct team sports activities. Special emphasis will be placed on the role of the teacher in the proper conduct of such activities and the group dynamics and social situations which may arise in the performance of team sports.
- 140 **ANALYSIS AND CONDUCT OF LIFETIME SPORTS (2)**  
Designed to teach students how to analyze and conduct lifetime sports activities. Emphasis will be placed upon methods for determining students' capacities and teaching techniques appropriate to facilitate the acquisition of the various skills.
- 210 **INTRAMURAL SPORTS (3)**  
The significance and meaning of intramural sports in secondary schools and college in the United States with supervised work in planning, promoting, scheduling, organizing, and directing individual and team sports. Supervised work two hours per week. Lectures two hours per week.  
Prerequisite: Permission of the Instructor.

- 230 ANALYSIS OF MOTOR SKILLS (3)  
 Designed to give the prospective teacher of motor skills an understanding and appreciation for the various aspects of motor learning and mechanical analysis which pertain to man as an active being. Special emphasis will be devoted to the analysis of movement skills.  
 Prerequisite: Physics 101.
- 310 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (3)  
 A course covering the history of physical education, its organization in elementary and high school, and the administrative duties and problems in the area.
- 320 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL (3)  
 The design and implementation of the total elementary school program in physical education. Emphasis will be placed on curriculum design and teaching techniques. Experience in teaching the elementary school age child and supervised observations in public schools is required.
- 321 PHYSICAL EDUCATION FOR THE SECONDARY SCHOOL (3)  
 The design and implementation of the total secondary school program in physical education. Emphasis will be placed on curriculum design and teaching techniques.
- 340 WORK PHYSIOLOGY (3)  
 The major objective of this course is to assist the student in gaining an understanding and appreciation of the physiological and metabolic adaptations attendant with the performance of physical work. Two hours lecture; two hours lab.  
 Prerequisite: Biology 101.
- 350 MANAGEMENT OF RECREATION (3)  
 Principles and practice in planning, observing, conducting, and evaluating recreation programs of various agencies and of schools which conduct the community-school recreation program. The managerial and sociological aspects of each program will be emphasized.
- 410 INDEPENDENT STUDY IN PHYSICAL EDUCATION (3)  
 Individually supervised study of an aspect of Physical Education deemed worthy of investigation. Experimental research designs will be encouraged, but other problems and topics may be investigated.  
 Prerequisite: Permission of instructor and department approval of project. Junior or Senior standing.

## HEALTH

Health courses are designed to provide knowledge about health, with the hope that increased knowledge will lead to better attitudes toward health and better health behaviors. School Health (HEA 210) is primarily for students seeking certification in Physical Education. Personal and Community Health (HEA 216) is a required course for teacher certification.

- 102 HEALTH AWARENESS (2)  
An introductory course which emphasizes the fundamental concepts and principles of health, especially those which are meaningful to today's college student. Discussion will focus on health topics; with secondary emphasis on the role activity can play in health maintenance. Lectures, two hours per week.
- 210 THE SCHOOL HEALTH PROGRAM (3)  
The design and implementation of a health program in the school. A study of the problems of health, the teaching methods, the objectives, principles and procedure of conducting a school health program.  
Prerequisite: HEA 216 and permission of the instructor.
- 216 PERSONAL AND COMMUNITY HEALTH (3)  
A study of principles and problems of personal, group, and community health as applied to everyday living.
- 217 SEXUALITY AND MARRIAGE (3)  
Consideration will be given to health preparation for marriage; emotional attitudes towards marriage; structure, function and problems of the human reproductive system; pre-marital planning; changing attitudes toward marriage; and sexuality in marriage.
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## PHYSICS

Associate Professors

Donald M. Drost, Laney R. Mills

J. Fred Watts, *chairman*

Assistant Professors

Robert J. Dukes, David H. Hall

William R. Kubinec, William A. Lindstrom

Physics is a fundamental science and its discoveries and laws are basic to the real understanding of most areas of science and technology. It is an exact science and deals with energy in all its forms, with the interaction of matter and energy, and with the structure of matter.

Two major programs are offered by the Physics Department, a pre-professional program leading to a Bachelor of Science degree and a program oriented to the liberal arts leading to a Bachelor of Arts degree. The two degree programs enable a student to prepare for a career in physics or for a career in related fields, such as engineering, biophysics, agriculture, textiles, geophysics, meteorology, and business.

The Physics Department is a small department and as such the course offerings are often customized to fit individual student needs. A student interested in a trial schedule for attainment of a degree in physics should consult with a member of the physics faculty.

## MAJOR REQUIREMENTS

**THE BACHELOR OF SCIENCE:** Required courses are Physics 103, 104, 220, 303, 306, 307, 401, 403, 404, 405, 406, and 411, and Mathematics 323 and 423. The total number of hours required in physics is 37, while the total number of hours required in mathematics is 18 including prerequisites. Under special circumstances, with departmental approval, Physics 101, 102, may replace Physics 103, 104.

**THE BACHELOR OF ARTS:** Required courses are Physics 103, 104, 411, and additional courses to a total minimum of 30 semester hours. The additional courses necessary to complete the major are to be selected by the student, with the approval of his or her departmental advisor, to form a coherent program. Under special circumstances, with departmental approval, Physics 101, 102, may replace Physics 103, 104.

Calculus is a prerequisite for most advanced courses in the Department. Some advanced courses also require Mathematics 323 and 423. Chemistry 111 and 112, Computer Science 117, and Mathematics 203 are strongly recommended for all physics majors.

### 101 INTRODUCTORY PHYSICS (4)

A general physics course intended for those students who plan to take only one physics course. The math does not go beyond algebra or trigonometry. The material covered is similar to the Physics 103 and 104. With permission from the Physics Department a student may transfer to Physics 104 after completion of Physics 101. To take additional physics courses the same permission may be granted. Lecture, three hours per week; laboratory three hours per week.

Prerequisite: Math 102 or equivalent.

### 102 INTRODUCTORY PHYSICS (4)

A continuation of Physics 101. Lectures, three hours per week; laboratory, three hours per week.

Prerequisite: Physics 101.

### 103 GENERAL PHYSICS (4)

Introduction to principles of physics for scientists. Subjects covered are mechanics (vectors, linear and rotational motion, equilibrium, and gravitational fields); heat (mechanical and thermal properties of solids, liquids, and gases); light and sound (vibratory and wave motion, geometrical and physical optics, and spectra); electricity and magnetism (A.C. and D.C. fields, currents and circuits) modern physics. Lecture three hours a week; laboratory, three hours a week.

Prerequisite: Mathematics 120 or equivalent.

### 104 GENERAL PHYSICS (4)

A continuation of Physics 103. Lectures, three hours per week; laboratory, three hours per week.

Prerequisite: Physics 103.

- 119 CELESTIAL NAVIGATION (2)  
The theory and practice of celestial navigation is developed. Topics include: the sextant, time, the Nautical Almanac, the spherical triangle, sight reduction tables, altitude corrections, navigational astronomy, lines of position, complete fixes, and star identification.
- 129 ASTRONOMY (4)  
An introduction to astronomy. Subjects covered are: a brief history of astronomy; coordinates, time; the earth's structure and motion; instruments used in astronomy; the moon, eclipses; comets, meteors, interplanetary medium; stars (binary, variable); star clusters; interstellar matter; galaxies; cosmology. Lectures, three hours per week; laboratory, three hours per week.
- 130 ASTRONOMY (4)  
A continuation of Physics 129. Lectures, three hours per week; laboratory three hours per week.  
Prerequisite: Physics 129.
- 150 PHYSICS OF SOUND AND MUSIC (4)  
An investigation of mechanical and electronic generation of sound, propagation of sound, perception of sound and music, the acoustics of vocal and instrumental music, musical elements such as pitch, loudness and timbre, and musical constructs such as scales, temperament, and harmony. The course involves only basic mathematics. This course is team taught by physics and fine arts faculty. Lectures, three hours per week; laboratory, three hours per week.
- 205 INTELLIGENT LIFE IN THE UNIVERSE (3)  
A general survey of the topic, stressing the interrelations between the fields of astronomy, physics, chemistry, biology, geology, and philosophy. Topics include: physical setting for origin and evolution of life, existence of such conditions elsewhere, possible number of extraterrestrial civilizations, possibility of contact, implications of an encounter. Features guest speakers. Lectures, three hours per week.
- 220 INTRODUCTORY ELECTRONICS (4)  
Basic principles of electronics and their application to instrumentation for students preparing for research in applied mathematics, medicine, biology, physics, and chemistry. Lecture, three hours per week; laboratory, three hours per week.  
Prerequisite: Physics 104 or permission of instructor.
- 230 INTRODUCTION TO MODERN PHYSICS (4)  
An introduction to atomic and nuclear physics. Topics include atomic theory, x-rays, wave-particle duality, elements of quantum mechanics, nuclear physics and fundamental particles. Lectures, four hours per week.  
Prerequisite: Physics 104 or permission of instructor.
- 241 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS (4)  
An introduction to modern astronomy primarily intended for science majors. Topics covered include: astronomical coordinate systems, physics of the solar system, the structure and evolution of stars, the structure of the galaxy, external galaxies, and cosmology. The laboratory will include basic techniques of observational and theoretical astronomy including the application of the computer. Credit will not be given for both Physics 129, 130 and Physics 241, 242. Lectures, three hours per week; laboratories, three hours per week.  
Prerequisite: Physics 104 or permission of the instructor.

- 242 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS (4)  
A continuation of Physics 241. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisite: Physics 241.
- 303 ELECTRICITY AND MAGNETISM (3)  
An intermediate course in electricity and magnetism. Subjects to be covered will include electric fields, magnetic fields, electric current, Maxwell's equations, and electric and magnetic quantum effects. Lectures, three hours per week.  
Prerequisite: Physics 104 and Math 221 or permission of instructor.
- 304 ELECTRICITY AND MAGNETISM (3)  
A continuation of Physics 303. Lectures, three hours per week.  
Prerequisite: Physics 303.
- 306 PHYSICAL OPTICS (4)  
An intermediate course in physical optics with major emphasis on the wave properties of light. Subjects to be covered will include boundary conditions, thin films, interference, diffraction, absorption, scattering, and laser emission. Lectures, three hours per week; laboratory, three hours per week.  
Prerequisite: Physics 104, or permission of instructor.
- 307 THERMODYNAMICS (3)  
Temperature, thermodynamic systems, work, first and second law of thermodynamics, heat transfer, ideal gases, reversible or irreversible processes, entropy, and possible inclusion of topics in kinetic theory of gases and statistical mechanics. Lectures, three hours per week.  
Prerequisite: Physics 104; Prerequisite or corequisite: Math 423 or permission of instructor.
- 401 CLASSICAL MECHANICS (3)  
Newtonian dynamics of particles and rigid bodies, relativistic mechanics, Lagrangian and Hamiltonian mechanics. Waves. Lectures, three hours per week.  
Prerequisites: Physics 104 and Math 323, 423 or permission of instructor.
- 402 CLASSICAL MECHANICS (3)  
A continuation of Physics 401. Lectures, three hours per week.  
Prerequisite: Physics 401.
- 403 INTRODUCTORY QUANTUM MECHANICS (3)  
Wave-particle duality; the wave function; general principles of quantum mechanics; systems in one, two and three dimensions; electron spin; perturbation theory; scattering theory; electro-magnetic relation; systems containing identical particles; applications. Lectures, three hours per week.  
Prerequisites: Physics 303 and Math 423.
- 404 INTRODUCTORY QUANTUM MECHANICS (3)  
A continuation of Physics 403. Lectures, three hours per week.  
Prerequisite: Physics 403.
- 405 MODERN PHYSICS LABORATORY (2)  
Designed to acquaint advanced students with some of the classic experiments of modern physics and to develop the student's experimental and laboratory techniques. Laboratory, six hours per week.  
Prerequisite or corequisite: Physics 401.

- 406 MODERN PHYSICS LABORATORY (2)  
A continuation of Physics 405. Laboratory, six hours per week.
- 407 INTRODUCTION TO NUCLEAR PHYSICS (3)  
An introduction to the theory of the nucleus, including constituents of the nucleus, nuclear forces and structure, natural and induced radio-activity, properties of alpha, beta and gamma radiation, particle accelerators, fission, fusion and nuclear reactors. Lectures, three hours per week.  
Prerequisite or corequisite: Physics 401.
- 408 INTRODUCTION TO SOLID STATE PHYSICS (3)  
A survey of the fundamental principles determining the macroscopic properties of solids. The lattice system and the electron system are investigated as a basis for understanding dielectric, magnetic, optical, semiconductive, and superconductive behavior in solids. Lectures, three hours per week.  
Prerequisite or corequisite: Physics 401.
- 411 INDEPENDENT STUDY (1-3)  
An independent study course in which a student works on a research project of his own choosing. This course is intended for advanced students. Credit hours and research topic are to be arranged prior to registration.  
Prerequisite: Permission of instructor.
- 412 SPECIAL TOPICS (1-3)  
A continuation of Physics 411.  
Prerequisite: Permission of instructor.
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## POLITICAL SCIENCE

Professors

Earl O. Kline, *chairman*, Thomas A. Palmer

Associate Professors

William V. Moore, Frank Petrusak

Assistant Professors

John R. Dempsey, Samuel M. Hines

N. Steven Steinert

Political science is the study of politics: government, law, political behavior, public policy, and political philosophy. At the College of Charleston, political science courses are available in five general sub-fields of the discipline: American Politics; Comparative Politics; International Politics; Political Thought and Law; and Public Administration and Public Policy. The student majoring in political science has the opportunity to approach the study of politics from several perspectives. Departmental faculty make ample use of contemporary analytic methods and techniques of social science. They also take care to emphasize the

historical, cultural, and philosophical contexts in which political action occurs.

Special features of the major include the Political Science Seminar (PSC 403, 404) for highly qualified advanced students; various special topics courses concerning specific issues of public policy; the opportunity for independent study; and the field internship (PSC 497, 498), which is designed to enable students to put their theoretical classroom knowledge to the test in actual working situations in government.

**MAJOR REQUIREMENTS:** 36 semester hours are required for a major in political science. All political science majors must include a minimum of 3 semester hours in four of the five subfields of political science. Political Science 101 is required for all political science majors, and is a prerequisite for all other political science courses.

The appropriateness of various elective courses depends on the career plans of the individual political science major. Generally, students are encouraged to take courses in history, sociology, economics, philosophy, psychology, and computer science.

PSC 101 (American government), or the equivalent, is a prerequisite for all other political science courses.

## GENERAL COURSES

- 101 AMERICAN GOVERNMENT (3)  
Structure, context, functions, and problems of American national government. This course, or the equivalent, is a prerequisite for all other political science courses.
- 102 CONTEMPORARY POLITICAL ISSUES (3)  
An introductory course for majors and non-majors. Emphasis is placed on analyzing current domestic and international issues, e.g., the energy crisis, arms control and detente, and gun control.
- 402 READING AND INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3)  
Designed primarily for the student whose interest has been aroused in a particular topic. The amount of reading or the nature of the project will determine the credit to be assigned. Limited to majors in political science. Permission of instructor required.
- 403, 404 SEMINAR (3, 3)  
Deals with special topics in the subfields of political science. Topics change each semester.



497, 498 FIELD INTERNSHIP (3, 3)

Designed to provide the advanced student with the opportunity to pursue a research topic in the context of an experiential learning situation. Open to juniors and seniors only.

Prerequisite: Permission of the Department.

## AMERICAN POLITICS

104 COMPARATIVE STATE POLITICS (3)

Political institutions and behavior at the state level with emphasis on state legislatures, governors, judiciaries, state political parties, and public policy.

223 URBAN GOVERNMENT AND POLITICS (3)

Attention is focused upon the impact of an urban society upon the forms, structure, and functions of county and municipal governments; the political problems generated by metropolitan growth; the various approaches to the governing of the metropolis; the political process in urban communities; and upon community power structure and decision-making.

224 THE URBAN COMMUNITY AND ITS PROBLEMS (3)

A survey of the basic problems of the urban community with emphasis on community power operations and conflict management.

230 AMERICAN FOREIGN POLICY (3)

A study of the institutions and elements involved in policy formulation; emphasis on the analysis of the major crises of the postwar period.

263 CRIMINAL JUSTICE (3)

An analysis of the criminal justice system with emphasis on the relationships between the actors and institutions in the system and purposes served by the system.

305 GOVERNMENT AND BUSINESS RELATIONS (3)

An analysis of government-business interaction in the political system. Emphasis is on business' interest representation in government and the impacts of government on the business community. This course is also listed as Business Administration 305.

306 LEGISLATIVE PROCESS (3)

Organization, procedures, and behaviors of legislative bodies in America, with emphasis on the United States Congress.

307 JUDICIAL PROCESS (3)

An analysis of the major legal concepts and operations of the American judicial system; emphasis on the political as well as legal factors involved in judicial decision-making.

309 EXECUTIVE PROCESS (3)

An analysis of structure, behavior, history and roles of executive institutions in the American political system. Emphasis on the presidency.

310 AMERICAN BUREAUCRACY (3)

An evaluation of America's public bureaucracy in terms of its ability to provide efficient management, public service, and a humane environment for its members.

- 312 SOUTHERN POLITICS (3)  
A comparative study of selected political patterns and trends in the southern states since World War II.
- 318 AMERICAN POLITICAL MOVEMENTS (3)  
An analysis of the organization, philosophy, and activities of American extremist movements.
- 319 POLITICAL PARTIES AND INTEREST GROUPS (3)  
Political parties, organization and functions; activities and pressure groups; relationships between economic power and politics.
- 320 PUBLIC OPINION AND VOTING BEHAVIOR (3)  
An examination of the variables which affect opinion formation and voting behavior.
- 321 ETHNIC POLITICS (3)  
A survey of ethnic politics with emphasis on the political and social movements of ethnic groups, and their political behavior.
- 325 URBAN COMMUNITY I (3)  
A survey of the theories of the urban community from Weber to the contemporary community power theorists. The theoretical background is designed to provide the student with a framework for dealing with a discussion of urban problems from the perspective of the concept of community and the breakdown of community.  
Prerequisite: Political Science 101.
- 326 URBAN COMMUNITY II (3)  
A continuation of Political Science 325. This course applies the theoretical concepts discussed in the first semester to actual decision-making situations and contexts. Various problem-solving methodologies will be employed.  
Prerequisite: Political Science 101.
- 366 AMERICAN POLITICAL CULTURE (3)  
An analysis of political ideas and beliefs that condition and influence the political system. Topics include a history of American political thought, the development of civic culture, and the ideology of the common man.
- 370 NATIONAL SECURITY POLICY (3)  
An analysis of American security policies and strategies with emphasis on the operations and functions of the institutions involved.
- 470 URBAN PLANNING AND LAND USE DEVELOPMENT (3)  
An analysis of the concepts of planning and land use development and their applications; emphasis on case studies of planning both public and private programs and projects.  
Prerequisite: PSC 223 and 224 or permission of instructor.

## COMPARATIVE POLITICS

- 219 INTRODUCTION TO COMPARATIVE POLITICS (3)  
An introduction to the structures and processes of foreign political systems and to the nature of comparative inquiry. Lecture, 3 hours a week.

- 221 **COMPARATIVE CONTEMPORARY DEMOCRACIES (3)**  
An examination of the forms of democratic government with particular emphasis on European political systems, including Britain, Germany, and France. Lectures, 3 hours a week.
- 222 **COMPARATIVE COMMUNIST POLITICAL SYSTEMS (3)**  
Issues to be treated include the meaning and essential characteristics of communism, the role of the Party, and its leadership, states of development, the role of ideology and instruments of mobilization. Countries to be studied include the Soviet Union, Communist China, and Cuba.
- 340 **POLITICS OF CONTEMPORARY SOUTHEAST ASIA (3)**  
A detailed study of the post World War II development of Southeast Asia including problems of populations, economic underdevelopment, insurgency, and internal politics.
- 350 **LATIN AMERICAN AFFAIRS (3)**  
A survey of the political, economic, social forces, and problems involved in the politics of Latin America.
- 352 **DEVELOPING COUNTRIES: INDIA AND PAKISTAN (3)**  
A survey of the economic, social, and political problems and their impact on the political development of India and Pakistan.
- 353 **DEVELOPING COUNTRIES: AFRICA (3)**  
An examination of the political, social, and economic problems encountered by the independent countries of Africa.
- 360 **THE POLITICS OF MODERNIZATION (3)**  
A study of the problems that confront the developing countries of Asia, Africa, Middle East, and Latin America; and the examination of the programs, solutions, and development policies.
- 408 **SOVIET AFFAIRS (3)**  
A study of the foreign policy of the U.S.S.R. with emphasis on the understanding and evaluation of Soviet capabilities and objectives in the post World War II years to the present.
- 450 **POLITICAL VIOLENCE (3)**  
An examination of the factors contributing to the general increase in political violence, ranging from protest to emerging revolutionary movements..
- 451 **POLITICS OF REVOLUTIONARY CHANGE (3)**  
This course surveys the major revolutionary movements of the twentieth century, with emphasis on the Russian, Chinese, Mexican, and Cuban revolutionary experiences and examines the critical functions of charismatic leadership in these revolutions.  
Prerequisite: Political Science 101

## **INTERNATIONAL POLITICS**

- 241 **INTERNATIONAL ORGANIZATION (3)**  
An analysis of the role and functions of international organizations in world politics; emphasis on relationships to foreign policies and the settlement of disputes.

- 261 **INTERNATIONAL RELATIONS (3)**  
Introductory survey of the nation-state system, its characteristic forms and principal forces making for international conflict and adjustment. Nationalism, imperialism, economic relations, war, diplomacy and concepts of national interest are given special attention.
- 262 **THE UNITED STATES AND WORLD PROBLEMS (3)**  
Factors influencing the position and policies of the United States in international society; United States policy in regard to international organizations and various geographic areas of the world.
- 330 **FAR EASTERN AFFAIRS (3)**  
An analysis of political, social, and economic patterns and forces in the Far East in recent times. Emphasis will be placed on the impact of western imperialism and the breakup of colonial empires as well as contemporary problems. United States Security interests and involvements in the Far East will also be stressed.
- 335 **THE MIDDLE EAST IN WORLD AFFAIRS (3)**  
An analysis of selected major problems of the post-war Middle East, including colonialism, independence movements, minorities, intra-area relations, economic underdevelopment, and the Arab-Israeli dispute.

## **POLITICAL THOUGHT AND LAW**

- 260 **WESTERN POLITICAL THOUGHT (3)**  
A survey of principal ideas and concepts developed by Western political thinkers from Plato to modern times. Emphasis is on relating classical political thought to contemporary politics.
- 308 **CONSTITUTIONAL DEVELOPMENT (3)**  
Origin and development of the American Constitution and constitutional issues; relationship of English constitutional development to doctrines and principles of American constitutionalism. Offered alternate years.
- 331 **INTERNATIONAL LAW (3)**  
An examination of the principles of international law, particularly as interpreted and applied by the United States. Emphasis will be on current legal problems of the international community, such as maritime law, space law, trade agreements, and regulatory treaties.  
Prerequisite: Political Science 101.
- 368 **SCOPE AND METHODS OF POLITICAL SCIENCE (3)**  
An examination of the methodological foundations of contemporary political science, including a survey of the dominant approaches to political inquiry.
- 369 **SURVEY RESEARCH IN POLITICS (3)**  
The use of the survey, or poll, in studying politics. Students develop, conduct, and analyze their own surveys.
- 380 **POLITICS THROUGH LITERATURE (3)**  
An examination of key political themes as portrayed in novels, short stories, and other literary forms. Themes include the democratic tradition in America, political alienation in industrial society, and the phenomenon of totalitarianism. Authors whose works might be used include: Alexander Solzhenitsyn, Mark Twain, Robert Penn Warren, George Orwell, Norman Mailer, Arthur Koestler, Albert Camus, André Malraux, Kurt Vonnegut.

- 405 **POLITICAL THEORY (3)**  
A study of the theories concerning the purpose and functions of the state. It is concerned with the political theorists from Plato to Machiavelli. May be taken independently of 406.
- 406 **POLITICAL THEORY (3)**  
A continuation of 405. It is concerned with examining political theorists from Machiavelli to Marx. May be taken independently of 405.
- 407 **MODERN IDEOLOGIES (3)**  
A study of the major political doctrines and political cultures of the present day, with primary emphasis upon Communism, Fascism, Socialism, and the doctrines of the modern democratic state.
- 420 **CIVIL LIBERTIES (3)**  
A study of the court's interpretation of the basic rights and freedoms of the individual; emphasis on development and application.

## **PUBLIC ADMINISTRATION AND PUBLIC POLICY**

- 201 **PUBLIC ADMINISTRATION (3)**  
An analysis of the basic principles, functions, and practices of public administration; emphasis on decision-making and bureaucratic behavior.
- 202 **ORGANIZATION THEORY (3)**  
A study of the complex nature of public organization, with an emphasis on decision-making and public personnel problems.
- 210 **INTRODUCTION TO PUBLIC POLICY ANALYSIS (3)**  
This course is designed to introduce the student to the perspectives, literature, and substantive knowledge in the area of public policy analysis. The relationship between the environmental context of politics, political institutions, and policy decisions will be emphasized. The role of the public in the policy formulation process is given particular attention.
- 341 **THE POLITICS OF ENVIRONMENTAL PROTECTION (3)**  
The course focuses on the political context of environmental protection policy. The course emphasizes the impact of political constraints on environmental protection policy and the significance of such constraints for environmental policy development.
- 342 **SPECIAL TOPICS IN PUBLIC POLICY (3)**  
An intensive examination of topics in public policy. Formulation of the specific subject matter for the course will reflect both student and faculty interest. (Specific topics will be listed with course title when listed, e.g., Special Topics in Public Policy: Health Care.)  
Prerequisite: Political Science 101.
- 343 **STATE AND LOCAL POLICY PROCESSES (3)**  
An examination of the literature related to the policy making process at the state and local levels of the American political system. The course focuses on the roles played by the social economic environment, inter-governmental relationships, citizens' involvement, political parties, and the structure of governmental institutes in determining policy decisions at the state and local levels.  
Prerequisite: Political Science 101.

## PSYCHOLOGY

### Associate Professors

William Bischoff, *chairman*, Richard C. Crosby  
James V. Robinson, Peter J. Rowe

### Assistant Professors

Mary G. Boyd, Paul D. Cherulnik  
Karen V. Del Porto, Paul W. Holmes  
Charles F. Kaiser, Faye B. Steuer

### Instructor

Sheila F. Miller

The Department of Psychology offers courses in standard areas of psychological investigation. The Department maintains two laboratories: a laboratory for the study of human behavior and a laboratory for the experimental analysis of animal behavior. Special topics and independent study courses offer opportunities for both students and instructors to explore individual areas of interest.

The Department welcomes both those students planning to major in the field and those students whose major interest lies elsewhere but who wish to take courses in psychology either to broaden and support their other interests or to fulfill the Minimum Degree Requirements in social science. For all students, Psychology 205 and 206 are the basic courses.

**MAJOR REQUIREMENTS:** 36 semester hours, which must include Psychology 205 and 206 (General Psychology), Psychology 311 (Psychological Statistics), Psychology 312 (Experimental Psychology I), and eight additional courses in psychology. Students majoring in psychology are advised to include courses in biology, mathematics, philosophy, and sociology/anthropology in their programs of study.

Psychology majors and students considering psychology as a major may secure a "Guide for Psychology Majors" from the Department secretary at 55 Coming St. This brochure, which was prepared by the Department, is designed to assist students in planning their program of study. It also provides information

about psychology as a profession and about employment opportunities for psychology majors.

- 205 GENERAL PSYCHOLOGY (3)  
An introduction to the scientific study of behavior and a survey of general principles and significant experimental findings.
- 206 GENERAL PSYCHOLOGY (3)  
A continuation of psychology 205 with an introductory consideration of specific fields of psychological inquiry.  
Prerequisite: Psychology 205.
- 307 ABNORMAL PSYCHOLOGY (3)  
The psychological aspects of the behavior disorders with emphasis on the psychoneuroses and psychoses.  
Prerequisite: Psychology 205 and 206.
- 308 PSYCHOLOGY OF PERSONALITY (3)  
The normal personality from the point of view of contemporary psychology. A consideration of structure, dynamics, individual differences and methods of assessment.  
Prerequisite: Six semester hours of psychology.
- 309 DEVELOPMENTAL PSYCHOLOGY I (3)  
A study of the development of behavior during childhood and adolescence. Attention is given to unifying theoretical formulations.  
Prerequisite: Six semester hours of psychology.
- 310 SOCIAL PSYCHOLOGY (3)  
A study of the principles of human interaction including a consideration of such topics as social learning, person perception, attitudes, prejudice, and analysis of small group behavior.  
Prerequisite: Six semester hours of psychology.
- 311 PSYCHOLOGICAL STATISTICS (3)  
Elementary statistical techniques and their application to the analysis and interpretation of psychological data.  
Prerequisite: Six semester hours of psychology.
- 312 EXPERIMENTAL PSYCHOLOGY (3)  
Standard experiments in the areas of reaction time, sensation, perception, learning and emotion. Lectures, two hours a week; laboratory, three hours a week.  
Prerequisite: Psychology 311.
- 313 CONDITIONING AND LEARNING (3)  
A survey of the experimental study of human and animal learning with an introductory consideration of modern learning theory.  
Prerequisite: Six semester hours of psychology.
- 314 ADVANCED GENERAL PSYCHOLOGY (3)  
A consideration of selected topics from various fields of psychology. Designed to be taken in the senior year.  
Prerequisite: Psychology 205, 206, and three additional semester hours of psychology.

- 315 TESTS AND MEASUREMENTS (3)  
A consideration of the history, theory, and techniques of psychological measurement. Attention is given to the measurement of intelligence, personality, interests, attitudes, and aptitudes. Limited experience in test administration and interpretation is provided.  
Prerequisite: Psychology 311.
- 316 SYSTEMS OF PSYCHOLOGY (3)  
A study of contemporary psychological theory, including a consideration of Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis.  
Prerequisite: Six semester hours of psychology.
- 317 MOTIVATION (3)  
A critical analysis of the concept of motivation in historical perspective with an emphasis on contemporary research and theories.  
Prerequisite: Six semester hours of psychology.
- 318 COMPARATIVE PSYCHOLOGY (3)  
A comparison and explanation of the similarities and differences in the behavior of different species of animals.  
Prerequisite: Six semester hours of psychology.
- 319 PHYSIOLOGICAL PSYCHOLOGY (3)  
A consideration of anatomical and physiological correlates of behavior.  
Prerequisite: Six semester hours of psychology. Previous work in biology is highly recommended.
- 320 THEORIES OF PERSONALITY (3)  
A consideration of major contemporary theories of personality.  
Prerequisite: Psychology 308.
- 321 INDUSTRIAL PSYCHOLOGY (3)  
A study of the application of psychological principles to industrial organizations. Topics covered include individual differences, job satisfaction, supervision, personnel selection, training, and placement.  
Prerequisite: Psychology 205 and 206.
- 322 DEVELOPMENTAL PSYCHOLOGY II (3)  
A continuation of Developmental Psychology I, with attention to psychological development from adolescence through early and middle adulthood, aging, and death. Special attention is given to current research and unifying theoretical formulations.  
Prerequisite: Six semester hours in psychology. Completion of Developmental Psychology I (Psy 309) is recommended.
- 323 ADVANCED PSYCHOLOGICAL STATISTICS (3)  
Advanced topics involved in the psychometric interpretation of psychological data. Consideration is given to selected parametric and non-parametric techniques. Limited exposure is given to the measurement of reliability and validity of tests.  
Prerequisite: Psychology 311.
- 324 EXPERIMENTAL DESIGN (3)  
The basic principles of experimental design and the interpretation of experimental data.  
Prerequisite: Psychology 312.
- 325 EXPERIMENTAL PSYCHOLOGY II (4)  
Applications of the principles of modern learning theory in the behavioral



laboratory. Phenomena under study include shaping, chaining, fading, generalization, discrimination, and concept formation. Lectures, 3 hours a week. Laboratories, 3 hours per week.  
Prerequisite: Psychology 312, or permission of instructor.

326 HUMAN LEARNING (3)

A study of various topics in human information processing and performance. Among the areas considered are verbal learning and retention, sensorimotor skills, problem solving, concept formation, and psycholinguistics.

Prerequisite: Six semester hours of psychology.

327 VISUAL PERCEPTION (3)

A study of physiological and psychological variables determining our visual experiences. Topics treated include perception of space, form, movement, color and brightness, illusions, attentive processes, and the role of learning in perception. (Not open to students who have completed Psychology 322.) Lectures, 3 hours per week.

Prerequisites: Psychology 205 and 206.

328 SENSORY PROCESSES (3)

Auditory, vestibular, somesthetic, olfactory, and gustatory systems are examined from physiological and psychological perspectives. Determinants of phenomena of nonvisual perception are considered. Exposure is given to psychophysical methods and detection theory. Lectures, 3 hours a week.

Prerequisites: Psychology 205 and 206.

330 BEHAVIOR CONTROL (3)

A study of the application of the principles of operant and respondent conditioning to the control of human behavior, both normal and disordered, including a consideration of the moral and social implications of the behavior control technologies. Lectures, 3 hours per week.

Prerequisite: Psychology 313.

331 EXPERIMENTAL SOCIAL PSYCHOLOGY (3)

A consideration of current issues in theory and methodology in social psychology. Opportunity will be provided for participation in research. Lectures, two hours per week; laboratory, three hours per week.

Prerequisite: Psychology 310 or equivalent and permission of instructor.

400, 401, 402, 403 INDEPENDENT STUDY (1-3)

Individually supervised reading and/or research on a topic or project agreed upon by student and supervisor.

Prerequisite: Open to junior and senior psychology majors with the permission of a staff member as supervisor. Formal written application must be submitted prior to registration stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise. The amount of credit to be awarded will be decided prior to registration. (No more than 6 s.h. of independent study may be applied to meet the requirements of the major.)

410 SPECIAL TOPICS IN PSYCHOLOGY (3)

An examination in-depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor. Lecture, three hours per week.

Prerequisite: Open to juniors and seniors with the permission of the instructor. (No more than 6 s.h. in special topics may be applied to meet the requirements for the major.)

# RELIGION

- 101 HISTORY OF THE CHRISTIAN CHURCH (3)  
The study will begin with the Church in the New Testament and continue through its Early Medieval, Catholic, and Protestant periods to recent trends in the twentieth century.
- 102 INTRODUCTION TO THE HISTORY OF RELIGIONS (3)  
An introductory study of the great religions of mankind, other than Judaism and Christianity, and including primitive religion, Hinduism, Buddhism, the religions of China, Japan, Zoroastrianism and Islam.
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## SOCIOLOGY AND ANTHROPOLOGY

Associate Professor  
Robert E. Tournier, *chairman*

Assistant Professors  
R. Stewart Ellis, Kenneth E. Griffith  
William H. Keeling, Michael J. Ohr  
Edwin M. Walker

Sociology is the scientific study of man's social life. It focuses on the forces which organize and structure societies and smaller groups as well as the forces which disorganize and threaten to dissolve them. As a science, sociology applies an objective and systematic method of investigation to identify the patterns and forms of social life and to understand the processes by which they are established and changed. The goals of anthropology are complementary to those of sociology, but anthropology contributes a broader comparative base, including the biological bases of human and cultural behavior and the analysis of pre- and non-industrial societies.

The study of sociology and anthropology is particularly attractive to persons preparing for further study and professional careers as well as to persons who are seeking a liberal education and immediate employment. As parts of a liberal arts program, sociology and anthropology enable students to understand the social context in which they find themselves and the social forces which shape their personalities, actions, and interactions with others. As a pre-professional program, the sociology major provides a good background for persons who wish to enter social work, law, teaching, journalism, planning, public relations, or personnel services. Sociology also provides analytical skills re-

lated to market research and program evaluation in human services, sales, management, and other business activities. Courses in anthropology are appropriate for students whose work will involve them with people from diverse cultural backgrounds in foreign countries or in ethnic enclaves, as well as providing pre-professional preparation for work in archaeology, museums, or physical anthropology.

## SOCIOLOGY

**MAJOR REQUIREMENTS:** 33 hours within the major, which must include Sociology 101, 202, 260, 360, 371 and 3 hours in either Independent Study or Special Topics. In addition, students must take at least one course in each of the three areas of concentration in sociology: social psychology (330's), social problems (340's), and social organization (350's).

Within the major a student may take anthropology as an area of concentration. The student taking this option will substitute Anthropology 310 and either 210, 311, 313, or 350 for Sociology 260 and 360. Instead of three courses in the three sociology concentrations, the student will take two. In addition, the student will take two geographic areas courses (ANT 320's) and either Archaeology (ANT 202) or Introduction to Physical Anthropology (ANT 203). It is anticipated, although not required, that those electing this concentration will take Anthropology 101.

Non-majors wishing to take six semester hours of sociology to fulfill their Minimum Degree Requirements in social science are required to take Sociology 101, but may take Sociology 202, 205, or 206 in the second semester.

Students majoring in sociology are encouraged to include courses in history, political science, economics, philosophy, and psychology in their program of study.

**101 INTRODUCTORY SOCIOLOGY (3)**

An introduction to the study of the individual and society as mutually influencing systems.

**202 INTRODUCTION TO SOCIAL INSTITUTIONS (3)**

The study of the nature, structure, and function of the major institutions developed and maintained by society to serve its ends.

Prerequisite: Sociology 101.

**205 SOCIAL PROBLEMS (3)**

The sociological approach to the analysis of social problems. Selected problems will be analyzed to demonstrate that approach.

Prerequisite: Sociology 101 or permission of instructor.

- 206 **SOCIOLOGY OF THE FAMILY (3)**  
 Analysis of courtship, marriage, and family relationships.  
 Prerequisite: Sociology 101 or permission of instructor.
- 231 **SELF AND SOCIETY (3)**  
 A survey of the manifold ways in which social structure and personality interact. Among the topics covered will be socialization, attitude formation and change, cognition and perception, and collective behavior.  
 Prerequisite: Sociology 101 or permission of instructor.
- 260 **DEVELOPMENT OF SOCIAL THOUGHT (3)**  
 A study of the development of sociology as a body of knowledge and of the various "classical" attempts to define the problems and boundaries of a science of human social behavior.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 332 **COLLECTIVE BEHAVIOR (3)**  
 An examination of the theories and literature, both historical and contemporary, relevant to the more dramatic forms of human social behavior; panics, riots, revolutions, and the like.  
 Prerequisite: Sociology 101 and 231 or permission of instructor.
- 333 **SOCIALIZATION (3)**  
 An in-depth study of the fashion in which the social structure bears upon and influences individuals through the communication of culture. While the majority of attention will be paid to childhood socialization in American society, both post-childhood and cross-cultural socialization will be considered.  
 Prerequisite: Sociology 101 and 231 or permission of instructor.
- 339 **SPECIAL TOPICS IN SOCIAL PSYCHOLOGY (3)**  
 An intensive examination of some special topics in social psychology. Formulation of the specific subject matter for the course will reflect both student and faculty interest.  
 Prerequisite: Sociology 101 and 231 or permission of instructor.
- 341 **CRIMINOLOGY (3)**  
 A study of criminal behavior, penology, and rehabilitation including the analysis of crime statistics, theories of criminal behavior, and important Supreme Court decisions.  
 Prerequisite: Sociology 101 or permission of instructor.
- 342 **JUVENILE DELINQUENCY (3)**  
 A detailed analysis of the nature, extent, and causative theories of juvenile delinquency, and an evaluation of treatment and preventative programs designed to reduce juvenile delinquency.  
 Prerequisite: Sociology 101 or permission of instructor.
- 343 **RACE AND ETHNIC RELATIONS (3)**  
 An in-depth examination of the problems associated with race and ethnic relations in contemporary American society.  
 Prerequisite: Sociology 101 or permission of instructor.
- 344 **SOCIAL GERONTOLOGY (3)**  
 An investigation of the sociological aspects of aging with an emphasis on the social problems faced by older citizens and those faced by the members of society because of those citizens. Biological and psychological influences on the social behavior of the aged will be considered as they relate to the problems studied.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.

- ✓ 349 **SPECIAL TOPICS IN SOCIAL PROBLEMS (3)**  
 An intensive examination of some special topics in social problems. Formulation of the specific subject matter for the course will reflect both student and faculty interest.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 351 **URBAN SOCIOLOGY (3)**  
 Theory and research in the study of the location and growth of urban areas, the effect urban areas have upon behavior, and the study of social behavior in differential urban settings.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 352 **HUMAN ECOLOGY AND DEMOGRAPHY (3)**  
 Consideration of theory and research emerging around the concepts of human ecology and demography. A review of the background of human ecology and demography is followed by readings, reports, and research on its contemporary development.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 353 **SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS (3)**  
 Analysis of occupational roles and structures; adjustment problems of various career stages; interrelationships of stratification systems, life styles, and occupations.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 354 **SOCIAL STRATIFICATION (3)**  
 The nature of social status systems, and the means by which people obtain and change their positions. Emphasis is on American society.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 355 **SOCIOLOGY OF EDUCATION (3)**  
 A study of the sociological structure and functions of modern education in America through college, and the relationships of the school as a social institution to the family, and to governmental and religious institutions.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 356 **SOCIOLOGY OF RELIGION (3)**  
 Sociological analysis of groups, beliefs, and practices as they relate to certain social variables in society.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 357 **POLITICAL SOCIOLOGY (3)**  
 Analysis of problems involved in the study of power relations in society; distribution of power in society; types and processes of government, political participation and political mobilization.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 358 **COMPLEX ORGANIZATIONS (3)**  
 An examination of contemporary theories and research strategies concerning complex organizations, such as manufacturing firms, hospitals, schools, churches and community agencies.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.
- 359 **SPECIAL TOPICS IN SOCIAL ORGANIZATION (3)**  
 An intensive examination of some special topics in social organization. Formulation of specific subject matter for the course will reflect both student and faculty interest.  
 Prerequisite: Sociology 101 and 202 or permission of instructor.

- 360 MODERN SOCIAL THEORY (3)  
Selected topics and issues in contemporary social theory.  
Prerequisite: Sociology 260 or permission of instructor.
- 362 SOCIAL CHANGE (3)  
An examination of various attempts, both classical and modern, to explain change and development of societies. Some attention will be focused upon the literature relevant to contemporary problems of change in underdeveloped countries.  
Prerequisite: Sociology 101 and 202 and 360.
- 369 SPECIAL TOPICS IN SOCIAL THEORY (3)  
An intensive examination of some special topic in social theory. Formulation of the specific subject matter for the course will reflect both student and faculty interest.  
Prerequisite: Sociology 101 and 202 and 360.
- 371 RESEARCH STRATEGY AND TECHNIQUES IN SOCIOLOGY (3)  
An examination of the nature of scientific inquiry and its application to sociological research using selected techniques of data collection and analysis.  
Prerequisite: Sociology 101 and 202 and six hours of upper level Sociology.
- 381 ALCOHOL ABUSE, ALCOHOLISM, AND COMMUNITY ACTION: AN INTERNSHIP (4)  
A study of alcohol abuse and alcoholism with a context of community based programs concerned with the problem. The course will have two foci: an academic component designed to acquaint students with the manifold aspects of alcohol abuse; an internship component designed to provide an opportunity for students to familiarize themselves with the functioning of community based programs which have as their primary concern an attempt to come to grips with the problems created by alcohol abuse.  
Prerequisite: Junior or senior standing. Preference given to students who anticipate pursuing careers in social services fields. Prior consultation with course instructor strongly recommended.
- 499 INDEPENDENT STUDY (1-3)  
Individually supervised readings, and study of some sociological work, problem, or topic of the student's interest.  
Prerequisite: Sociology 101 and 202 or permission of instructor.

## ANTHROPOLOGY

- 101 INTRODUCTORY ANTHROPOLOGY (3)  
A study of the major fields of anthropology, archaeology, ethnology, and linguistics. This course was formerly ANT 201.
- 202 ARCHAEOLOGY (3)  
An introduction to basic theory and techniques of the reclamation of cultural remains.  
Prerequisite: ANT 101 or permission of instructor.
- 203 INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3)  
An introduction to the study of human physical development including a survey of human evolution, race, man's relationship to other primates, and the effects of culture upon man's physical development.

- 204 PRIMITIVE TECHNOLOGY AND TECHNIQUES (3)  
An analysis of the inventions and discoveries of pre-literate peoples, with emphasis on the interrelationship of the technological innovations and their impact on the social systems of the practicing populations.  
Prerequisite: ANT 101 or permission of instructor.
- 210 COMPARATIVE KINSHIP AND SOCIAL ORGANIZATIONS (3)  
A comparative review of the principles used in kinship and social organization among various peoples of the world. Emphasis will be placed on non-Western societies.  
Prerequisite: ANT 101 or permission of instructor.
- 302 ARCHAEOLOGY OF NORTH AMERICA (3)  
A survey of the prehistoric cultural data from the major culture areas of North America and the standard interpretations of that data. Attention will be given to possible outside influences, particularly Middle American and Asian, on North American cultural development.  
Prerequisite: ANT 202 or permission of instructor.
- 310 CULTURAL ANTHROPOLOGY (3)  
A survey of major theories which anthropologists have used to explain human social and cultural behavior.  
Prerequisite: ANT 101 or permission of instructor.
- 311 COMPARATIVE BELIEF SYSTEMS (3)  
A survey of pre-literate belief systems and contemporary theory in the area.  
Prerequisite: ANT 101 or permission of instructor.
- 313 SOCIAL ANTHROPOLOGY (3)  
A review of major modern theories in sociocultural anthropology.  
Prerequisite: ANT 101 or permission of instructor.
- 315 PEASANT AND COMPLEX CULTURES (3)  
A survey of research on sociocultural systems characterized by class, ethnic, and/or occupational heterogeneity.  
Prerequisite: ANT 101 or permission of instructor.
- 319 SPECIAL TOPICS IN ANTHROPOLOGICAL THEORY (3)  
An intensive comparative investigation of some limited problems in anthropological theory building. Topics will be chosen ahead of time in response to both faculty and student interest. Can be repeated once with a change in topic.  
Prerequisite: 6 hours of anthropology or permission of instructor.
- 320 NORTH AMERICAN ETHNOLOGY (3)  
A survey of the cultural areas of North America at European contact, with descriptions of typical cultures in each area.  
Prerequisite: ANT 101 or permission of instructor.
- 321 ETHNOLOGY OF OCEANIA (3)  
An overview of the pre- and post-contact cultures of the Southern Pacific (Melanesia, Polynesia, Micronesia).  
Prerequisite: ANT 101 or permission of instructor.
- 325 ETHNOLOGY OF LATIN AMERICA (3)  
A review of major sociocultural developments in prehistoric and historic Latin America. Emphasis will be placed on Mexico, the Andes, and the Caribbean.  
Prerequisite: ANT 101 or permission of instructor.

- 326 ETHNOLOGY OF EUROPE (3)  
A review of major sociocultural developments in historic and modern Europe. Emphasis will be placed on modern peasant societies.  
Prerequisite: ANT 101 or permission of instructor.
- 350 CULTURE CHANGE (3)  
A study of current and historic theories concerning the process of cultural change. Attention will also be given to the techniques involved in the analysis and control of directed cultural and social change.  
Prerequisite: ANT 101 or permission of instructor.
- 499 SEMINAR IN ANTHROPOLOGY (1-3)  
An overview of various theoretical areas of anthropology, with stress on student research and methodology.  
Prerequisite: ANT 101 or permission of instructor.
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## URBAN STUDIES

Urban Studies is an interdisciplinary program designed to provide students with the academic foundation necessary for entry into urban-related career fields. The major seeks to develop in students an awareness of and sensitivity to the problems and potentialities of the city and its environment. Students are required to become acquainted with various approaches to the study of urban life and development through courses in economics, political science, sociology, history, fine arts, business, and psychology.

The program is designed to provide maximum flexibility for the individual student within a structured curriculum. Students can concentrate in one of five areas: Urban Administration, Urban Government and Politics, Urban Sociology, Urban Justice, and Urban Design. The academic program is complemented by the practical experience of an internship program (URS 400) in urban related agencies, both public and private. The required internship offers the student unparalleled vocational opportunities by allowing for the exploration and evaluation of talents and interests in a "real world" setting.

In addition to the undergraduate curriculum, the Urban Studies program is comprised of a community service division and an applied research component.



## MAJOR REQUIREMENTS

A total of 42 semester hours is required for the major: 15 hours in core requirements and 27 semester hours in a designated area of concentration.

**CORE REQUIREMENTS.** Students are *required* to complete the following five courses:

- Political Science 223: Urban Government and Politics
- History 203: Urban History and the United States
- Sociology 351: Urban Sociology
- Economics 307: Urban Finance
- Urban Studies 400: Seminar/Internship

**AREAS OF CONCENTRATION.** Each student must develop a special competence in a particular area of urban studies by completing 27 hours in a selected interdisciplinary area of concentration. The area concentration is selected in consultation with a faculty advisor and is determined by the intellectual and career objectives of the individual student. There are five areas of concentration: Urban Government and Politics, Urban Sociology, Urban Administration, Urban Design, and Urban Justice.

Individualized programs may be designed with the approval of the Director of Urban Studies.

Economics 201 and 202 (Principles of Economics) and Political Science 101 (American Government) are recommended electives for all urban studies majors.

### I. URBAN GOVERNMENT AND POLITICS (27 hours)

A. 15 hours from among the following courses in political science:

- PSC 104 Comparative State Politics
- PSC 201 Public Administration
- PSC 210 Introduction to Public Policy Analysis
- PSC 224 Urban Problems
- PSC 263 Criminal Justice
- PSC 306 Legislative Process
- PSC 310 American Bureaucracy
- PSC 312 Southern Politics
- PSC 318 American Political Movements
- PSC 319 Political Parties and Interest Groups
- PSC 320 Public Opinion and Behavior
- PSC 321 Ethnic Politics
- PSC 325 Urban Community I
- PSC 326 Urban Community II
- PSC 341 Politics of Environmental Protection
- PSC 343 State and Local Policy Processes
- PSC 366 American Political Culture
- PSC 369 Survey Research in Politics
- PSC 420 Civil Liberties
- PSC 470 Urban Planning and Land Use Development

B. 12 hours from among the following courses in sociology:

- SOC 205 Social Problems
- SOC 341 Criminology
- SOC 342 Juvenile Delinquency
- SOC 354 Social Stratification
- SOC 357 Political Sociology

## **II. URBAN SOCIOLOGY (27 hours)**

A. 15 hours from among the following courses in sociology:

- SOC 205 Social Problems
- SOC 341 Criminology
- SOC 342 Juvenile Delinquency
- SOC 343 Race and Ethnic Relations
- SOC 344 Social Gerontology
- SOC 354 Social Stratification
- SOC 355 Sociology of Education
- SOC 357 Political Sociology
- SOC 381 Alcohol Abuse and Community Action: An Internship.
- SOC Special Topics courses (with the approval of both the Sociology and Urban Studies Departments)

B. 12 hours from among the following courses in political science:

- PSC 201 Public Administration
- PSC 210 Introduction to Public Policy
- PSC 224 Urban Problems
- PSC 263 Criminal Justice
- PSC 310 American Bureaucracy
- PSC 312 Southern Politics
- PSC 318 American Political Movements
- PSC 319 Political Parties and Pressure Groups
- PSC 320 Public Opinion and Behavior
- PSC 321 Ethnic Politics
- PSC 325 Urban Community I
- PSC 326 Urban Community II
- PSC 341 Politics of Environmental Protection
- PSC 366 American Political Culture
- PSC 369 Survey Research in Politics
- PSC 420 Civil Liberties

## **III. URBAN ADMINISTRATION (27 hours)**

A. 12 or 15 hours from among the following courses in political science:

- PSC 201 Public Administration
- PSC 210 Introduction to Public Policy
- PSC 224 Urban Problems
- PSC 305 Government and Business Relations
- PSC 310 American Bureaucracy
- PSC 325 Urban Community I
- PSC 326 Urban Community II

- PSC 341 Politics of Environmental Protection
- PSC 343 State and Local Policy Processes
- PSC 369 Survey Research in Politics
- PSC 409 Government Finance
- PSC 470 Urban Planning

B. 12 or 15 hours from among the following courses in business administration and economics:

- BA 203 Accounting Concepts I
- BA 301 Management Concepts
- BA 304 Business Statistics
- BA 307 Personnel Management
- BA 311 Transportation System (Prerequisite: Eco 202.)
- BA 335 Governmental and Institutional Accounting
- BA 401 Human Relations
- BA 406 Quantitative Methods and Decision-Making
- ECO 304 Labor Economics
- ECO 317 Microeconomic Analysis
- ECO 320 Managerial Economics
- ECO 330 Comparative Economic Systems
- ECO 404 Independent Study

#### **IV. URBAN DESIGN (27 hours)**

A. The following 15 hours in fine arts:

- ART 201 American Architecture
- ART 206 City Design in History
- ART 312 Modern Architecture
- ART 412 Seminar: Modern Architecture and Urban Design
- ART Independent Study or a fine arts course approved by the Urban Studies Department.

B. 12 hours from among the following courses:

- GEO 205 Environmental and Urban Geography
- PSC 210 Introduction to Public Policy
- PSC 224 Urban Problems
- PSC 301 Public Administration
- PSC 302 Public Administration
- PSC 325 Urban Community I
- PSC 326 Urban Community II
- PSC 340 Politics of Environmental Protection
- PSC 470 Urban Planning
- SOC 205 Social Problems
- SOC 357 Political Sociology

#### **V. URBAN JUSTICE (27 hours)**

27 hours from among the following courses:

- PSC 224 Urban Problems
- PSC 263 Criminal Justice
- PSC 307 Judicial Process

- PSC 308 Constitutional Development
- PSC 420 Civil Liberties
- SOC 205 Social Problems
- SOC 341 Criminology
- SOC 342 Juvenile Delinquency
- SOC 343 Race and Ethnic Relations
- SOC 357 Political Sociology
- PSY 307 Abnormal Psychology

399 SPECIAL TOPICS IN URBAN STUDIES (3)

Note: May be substituted for *one* course in the student's area of concentration.

400 SEMINAR/INTERNSHIP (3)

An intensive examination of selected problems in the social sciences and an intern placement designed to provide an opportunity for students to familiarize themselves with the functions and operations of governmental and community service agencies in an urban environment.

Note: Urban studies majors should notify their advisor one semester prior to enrollment in Urban Studies 400 Seminar/Internship in order to arrange for intern placement.

401 SEMINAR/INTERNSHIP (3)

A continuation of Urban Studies 400. Not required for urban studies major. Prerequisite: Permission of Director of Urban Studies.



# ADMINISTRATIVE REGULATIONS

## THE GRADING SYSTEM

After the end of each semester, the Registrar mails a grade report to every student. (Note: In order to receive their grades, as well as registration materials, bills, and any other correspondence from the College, students must have their *current* address on file at the Registrar's Office.)

The student receives a letter grade for every course in which he or she was enrolled. Each letter grade has a numerical "grade point value;" as follows:

Letter Grade	Grade Points (Quality Points)
A Superior	4.00
B+ Very Good	3.50
B Good	3.00
C+ Fair	2.50
C Acceptable	2.00
D Barely Acceptable, Passing	1.00
F Failure	0
I Incomplete	0
W Withdrawn	0
WP Withdrawn Passing	0
WF Withdrawn Failing — equivalent to an F	0
WA Withdrawn-Absences — equivalent to an F	0
X absent from final exam — a temporary mark	0

The grade I indicates that only a small part of the semester's work remains to be done, that the student is otherwise doing satisfactory work in the course, and that an extension of time is warranted to complete the course. The student is allowed thirty days to complete the work. One additional extension of thirty days may be granted by the instructor, who must notify the Registrar's Office before the end of the first thirty day period. If the student does not complete the work, the I is changed to an F.

The grades W, WP, WF, and WA, and the mark X are explained below, under the headings "Dropped Courses" (W, WP, and WF), "Attendance" (WA), and "Absence from Final Examinations" (X).

## DROPPED COURSES

A student may withdraw from a course after the final day of late registration only with the approval of the Dean of Undergraduate Instruction. If the student voluntarily withdraws from a course within the first four weeks of the semester, the grade of W is entered on his or her record. This grade will not affect the student's record since the credit value of the course is not recorded.

After the first four weeks of the semester, a student may withdraw from a course with the grade of W only with the special permission of the Dean. This permission will be granted only if continued enrollment in the course would be detrimental to the student's health or if extenuating circumstances prevent the student's continued enrollment. Any other student who withdraws from a course after the first four weeks of the semester will receive either a WP or a WF, as reported by the instructor:

The grade WP indicates that the student withdrew from the course prior to the last two weeks of classes while doing satisfactory work. The WP will not affect the student's record since the credit value of the course is not recorded.

The grade WF indicates that the student withdrew from the course prior to the last two weeks of classes while doing unsatisfactory work. The WF is a failing grade since credit hours are recorded and are computed in the student's grade point ratio.

All withdrawals must be processed on the appropriate forms. To withdraw from individual courses, the student must withdraw through the Registrar's Office.

## WITHDRAWAL FROM THE COLLEGE

To withdraw officially from the College, students must withdraw through the Counseling Office. When a student withdraws from the College, grades for the courses affected will be assigned according to the regulations stated above, under "Dropped Courses."

Students may decide to withdraw from the College because they wish to transfer to another institution, because of financial, family, or personal difficulties, or for a variety of other reasons. Students who are considering withdrawing from the college should immediately set up an appointment with the Counseling Office. A counselor can offer the student professional and personal guidance, and can be especially helpful if the decision to

withdraw is a stressful one. Students should withdraw officially, through the Counseling Office, because this will ensure that their record on file at the College is orderly and accurate. An accurate student record will be especially important in the individual's future, whether the person does or does not return to school.

## ATTENDANCE

Students are expected to attend regularly all classes and laboratory meetings of the courses in which they are enrolled, and they will be expected to make up any worked missed because of absence. During the first week of classes, every instructor will announce and distribute his or her attendance policy. In light of this written policy, the instructor may decide to drop a student for excessive absences. The grade recorded will be a WA, which is a failing grade.

## ABSENCE FROM FINAL EXAMINATIONS

The temporary mark of X may be assigned if a student is absent from a final examination. Not a grade, the X reverts to an F within 48 hours unless an excused absence has been granted by the Dean of Undergraduate Instruction. When an excused absence has been granted, the X is changed to an I.

The Dean will grant an excused absence if the student is ill on the day of the examination or if extenuating circumstances prevented the student's presence at the examination. Students who are absent because of illness must submit, with their own explanation, a physician's certificate to the Dean. An excused absence entitles the student to a make-up examination, which will be held as soon as possible. Any student who has not been granted an excused absence will fail the course and will be able to obtain credit only by repeating the course and earning a passing grade.

Re-examinations are not allowed.

## SEMESTER HOURS (CREDIT HOURS)

The credits that a student earns by the satisfactory completion of the work in any course are measured in units called semester hours. The semester-hour value of most courses is the same as the number of hours per week that the course meets during one semester. However, two (or, in some instances, three) hours a week of required laboratory work have a credit value of only one semester hour.

## CLASS RANK AND GRADUATION REQUIREMENTS

Advancement to sophomore rank requires a credit of at least 20 semester hours; to junior rank, 60 semester hours; to senior rank, 90 semester hours. No student may advance to junior rank until his or her major has been registered with the Registrar's Office.

A minimum credit of 122 semester hours is required for graduation. All students who were admitted or readmitted to the College in the Fall of 1970 or after must earn a minimum grade point ratio of 2.0 in order to graduate. All students who were admitted or readmitted in the Fall of 1971 or after must also earn a minimum grade point ratio of 2.0 in all courses taken in the major department. In an interdisciplinary major, such as Urban Studies, courses in the major department include all of the courses taken in the student's area of concentration.

### GRADE POINT RATIO (GPR)

The number of grade points earned for each course is calculated by multiplying the semester-hour value of the course by the number of grade points assigned to the grade received for the course. For example, a grade of B received in a three semester hour course would earn 9.00 grade points (3.00 grade points  $\times$  3 semester hours).

At the end of each semester, the student's grade point ratio (GPR) for the semester is calculated. To compute the semester GPR, the total number of grade points earned for the semester is divided by the total number of GPR hours carried (that is, the semester hours carried minus the hours for Basic English and Basic Mathematics). For instance, a student who earns 36 grade points while carrying a course load of 15 semester hours would earn a GPR of 2.40 for the semester.

The student's cumulative GPR is also computed at the end of each semester. This is the grade point ratio the student has earned up to that point at the College. The cumulative GPR is computed by dividing the total grade points the student has earned at the College by the total number of hours he or she has carried (excluding Basic English and Basic Mathematics). For example, a student who has earned a total of 180 grade points over 90 semester hours would have a cumulative GPR of 2.0

### MINIMUM SCHOLASTIC ATTAINMENT

Students who are classified as degree candidates and who are enrolled in nine or more semester hours must pass nine hours



each semester. They must also earn a minimum cumulative grade point ratio according to the following schedule:

Cumulative Hours Successfully Completed	Cumulative Grade Point Ratio
0 - 19	0.70
20 - 49	1.00
50 - 79	1.40
80 - 99	1.70
100 or more	1.85

If in any semester there is a deficiency of no greater than 6 hours in the number of hours passed, or if there is a deficiency in the grade point ratio required for continuation, the student will be placed on academic probation. During the probationary semester, the student must make up the deficiency of the previous semester and must also earn the minimum number of hours and the grade point ratio required for the current semester. Students who fail to meet these conditions of probation will be dismissed from the College for academic deficiency.

Students who are classified as non-degree candidates or who are enrolled for fewer than nine hours must earn a minimum grade point ratio according to the following schedule:

Cumulative Hours Carried	Grade Point Ratio (both cumulative and for each semester)
12 - 19	0.70
20 - 49	1.00
50 - 79	1.40
80 - 99	1.70
100 or more	1.85

If in any semester there is a deficiency in the grade point ratio required for continuation, the student is placed on academic probation. Academic probation must be satisfied during the next two semesters the student attends the College or during the next seven semester hours attempted, whichever comes first. Students who fail to satisfy these conditions of probation will be dismissed for academic deficiency and all of the regulations concerning dismissal for academic deficiency will apply.

## ACADEMIC PROBATION

The purpose of academic probation is formally to notify the student that he or she is not making satisfactory progress. Its

conditions are intended to provide an occasion for counseling at an early enough date for counseling to be effective, and to give students who are experiencing difficulties a further opportunity to demonstrate adequate performance.

Academic probation cannot be granted in consecutive semesters. Any student who has been granted probation twice at the College may not be granted further academic probation under any circumstances, including withdrawal or dismissal and subsequent readmission to the College.

Course work taken at another institution will not be applied to the satisfaction of a deficiency under probation.

## READMISSION OF STUDENTS DISMISSED FOR ACADEMIC DEFICIENCY

Students who have been dismissed for academic deficiency may apply for readmission only after the lapse of two semesters (for this purpose, the ten-week summer session is considered a semester). A student who has been dismissed twice for academic deficiency may apply for readmission only after the lapse of three calendar years from the second dismissal.

Because the simple passage of time cannot ensure that dismissed students will improve their academic record, applicants for readmission must submit a personal letter to the Dean of Admissions giving their own reasons for believing that they will now be able to succeed at the College. Additional information and letters of recommendation may be required from some applicants. Those applicants who are readmitted to the College will be interviewed before their re-enrollment, to make certain that they understand the retention and graduation standards they will be required to meet.

When students who have been dismissed twice for academic deficiency are readmitted, the minimum GPR they must earn to remain at the College is determined by the total number of hours they have earned, but is based on only those courses they have taken after their second readmission. Thus, a student who has earned a total of 80 semester hours at the College must earn a GPR of 1.70 *in the courses he has taken since his second readmission* in order to remain at the College. However, readmitted students must meet the same cumulative GPR requirements as other students in order to graduate. Thus, in order to graduate, the student in the above example must earn a total of 122 hours and must raise his *cumulative* GPR to 2.0 — that is, his GPR for all of the courses he has taken at the College, not simply for those courses he has taken since his second readmission.

Credits earned at another institution during a dismissed student's period of ineligibility will not be accepted toward a degree at the College of Charleston.

## REPEATING A COURSE

Students may repeat courses they have previously failed. The grade earned in the repeated course and the failing grade will both be computed in the student's grade point ratio.

Students may also repeat courses for which they have already earned passing grades. The grade earned for the repeated course will appear on the student's transcript. However, no credit hours will be awarded or recorded as attempted for the course, and no grade points will be entered on the student's record. Students wishing to repeat a course already passed must inform the Dean's Office before registration.

## EXTRA COURSES

The normal course load for degree candidates is 14-17 credit hours. Enrollment in courses totalling more than 18 credit hours requires special permission from the Dean of Undergraduate Instruction. This permission, which is granted only in exceptional cases, must be obtained before the semester when the overload is to be carried begins.

## LEAVE OF ABSENCE

Students may request official leave of absence for one or two semesters. Requests stating the student's reasons for desiring leave should be addressed to the Dean of Undergraduate Instruction before the semester of leave begins. When official leave is granted, the student need not apply for readmission. However, the student must inform the Registrar of his or her intention to return at least two weeks before the semester begins.

## CREDIT FOR WORK AT ANOTHER INSTITUTION AND FOR STUDY ABROAD

A degree candidate at the College of Charleston who wishes to receive College of Charleston credit for courses at another institution — for instance, at a summer school — must secure the approval of the Dean of Undergraduate Instruction before regis-

tering for the courses. The Dean will consult the Registrar and the chairman of the equivalent department at the College of Charleston, and may refer the request to the Faculty Academic Standards Committee. The student's request for approval must be in writing and must be accompanied by a current catalog of the institution where the work is to be done. The institution must be fully accredited, and College of Charleston credit can be awarded only for courses for which credit toward graduation is granted by the institution conducting the instruction. Acceptance of credit for an approved course will become final only when the Registrar of the College of Charleston receives an official transcript of the student's record from the institution where the course was taken.

For study abroad, the determination in advance that credit may be awarded will be made by the College department concerned in consultation with the student. The department may require a validating examination on the student's return.

## GRADUATION WITH HONORS

Students who earn a grade point ratio of 3.95 to 4.00 will graduate *summa cum laude*. Students who earn a grade point ratio of 3.80 to 3.94 will graduate *magna cum laude*. Students who earn a grade point ratio of 3.60 to 3.79 will graduate *cum laude*. To be eligible for graduation with honors, at least 60 hours of the work to be applied to the degree must have been done at the College of Charleston.

## YEARLY CLASS HONORS

Class honors are awarded to students who have earned a GPR of 3.6 for the year. To be eligible for yearly class honors the student must have been enrolled at the College of Charleston for at least fifteen semester hours each semester of the year. Students who enter the College in the second semester are consequently ineligible for yearly class honors for that year.

## FACULTY HONORS LIST

After the end of each semester, the Dean's Office publishes the Faculty Honors List. Students are named to this list who were enrolled for at least 14 semester hours and who earned a GPR of 3.8 (Highly Distinguished) or 3.6 (Distinguished). In neither case may there be a grade lower than C, or an I (Incomplete).



*VI The College Roster, 1976-1977*



*The Board of Trustees*

## THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members who are appointed by the Governor of South Carolina with the advice and consent of the South Carolina Senate. One member represents each of the sixteen judicial districts of the state. The official title of the Board is the South Carolina State College Board of Trustees.

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#### Term Ending June 30, 1977

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Fitz-John Creighton McMaster	Winnsboro, S. C.	6th Judicial Circuit
Caroline Beaver	Greenwood, S. C.	8th Judicial Circuit
Sara V. Liverance	Anderson, S. C.	10th Judicial Circuit
J. Howard Stokes	Florence, S. C.	12th Judicial Circuit
John M. Trask, Jr.	Beaufort, S. C.	14th Judicial Circuit
Eleanora R. Richardson	Union, S. C.	16th Judicial Circuit

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Ellis Hodgkin . . . . . *Director of the Library*





**THE FACULTY**  
**1976-77**

The year in parenthesis following each faculty member's title is the year that his or her service at the College of Charleston began.

Myron James Edward Abbott, Ph.D., *Associate Professor of Philosophy* (1969)

A.B., Louisiana College; B.D., New Orleans Baptist Theological Seminary; M.A., Ph.D., Vanderbilt University

\*Paul E. Allen, M.A., *Instructor in English* (1974)

B.A., Huntingdon College; M.A., Auburn University

James Philip Anderson, M.S., *Associate Professor of Mathematics* (1957)

B.S., College of Charleston; M.S., University of South Carolina

William D. Anderson, Jr., Ph.D., *Associate Professor of Biology* (1969)

B.S., M.S., Ph.D., University of South Carolina

Douglas Daniels Ashley, Ph.D., *Associate Professor of Fine Arts* (1972)

B.Mus., M.Mus., Ph.D., Northwestern University; Diploma, Conservatory of Vienna

Gary L. Asleson, Ph.D., *Assistant Professor of Chemistry* (1975)

B.A., Gustavus Adolphus College; Ph.D., University of Iowa

Joseph J. Benich, Jr., D.B.A., *Associate Professor of Business Administration* (1972)

B.S.Ch.E., Case Institute of Technology; M.B.A., Case Western Reserve University, D.B.A., Kent State University

Virginia Doubchan Benmaman, Ph.D., *Associate Professor of Spanish* (1970)

B.S., University of Wisconsin; M.A., San Francisco State College; Ph.D., University of South Carolina

James M. Bickley, Ph.D., *Assistant Professor of Economics* (1973)

B.S., University of Maryland; M.A., Brown University, Ph.D., University of North Carolina at Chapel Hill

Charles K. Biernbaum, Ph.D., *Assistant Professor of Biology* (1974)

B.S., Wake Forest University; Ph.D., University of Connecticut

William Bischoff, M.A., *Associate Professor of Psychology* (1955)

B.S., College of Charleston; M.Div., Philadelphia Lutheran Seminary; M.A., University of South Carolina

Russell L. Blake, M.A., *Visiting Assistant Professor of History* (1976)

A.B., Earlham College, M.A., University of Michigan

\* *On leave of absence, 1976-77*

- Eileen Bloch, M.A., *Assistant Professor as Marine Resources Librarian* (1974)  
B.A., Pembroke College; M.A., University of Chicago
- P. Kenneth Bower, Ed.D., *Assistant Professor of Education* (1973)  
B.S., Lock Haven State College; M.Ed., Ed.D., Pennsylvania State University
- Mary Gilbert Boyd, Ph.D., *Assistant Professor of Psychology* (1974)  
B.F.A., M.S., Ph.D., University of Georgia
- Curtis Bradford, Ph.D., *Assistant Professor of French* (1976)  
B.A., Texas Tech University; M.A., Ph.D., University of Wisconsin
- William Clark Bradford, Jr., Ph.D., *Associate Professor of English* (1970)  
A.B., Colby College; M.A., Ph.D., Duke University
- Suzanne Wade Byrd, Ph.D., *Assistant Professor of Spanish* (1972)  
A.B., University of Georgia; M.A., University of South Carolina; Ph.D., University of Georgia
- William T. Cashman, Ph.D., *Assistant Professor of Mathematics* (1975)  
B.S., Indiana Institute of Technology; Ph.D., Arizona State University
- Jack Richard Censer, Ph.D., *Assistant Professor of History* (1974)  
A.B., Duke University; M.A., Ph.D., The Johns Hopkins University
- Richard G. Chalcraft, Ph.D., *Assistant Professor of Geology* (1975)  
B.A., SUNY at Buffalo; M.S., Ph.D., University of North Carolina
- Norman Allison Chamberlain, III, Ph.D., *Professor of Biology and Director of the George D. Grice Marine Biological Laboratory* (1962)  
B.A., University of North Carolina; M.A., Ph.D., The Johns Hopkins University
- Chung-yue Chang, M.A., *Assistant Professor of Philosophy* (1974)  
B.A., Columbia University; M.A., New York University
- Paul D. Cherulnik, Ph.D., *Assistant Professor of Psychology* (1976)  
A.B., Ph.D., SUNY at Buffalo
- Margaretta Pringle Childs, Ph.D., *Assistant Professor as Archivist* (1974)  
B.A., Wellesley College; M.Ln., Emory University; Ph.D., The Johns Hopkins University
- Malcolm Cameron Clark, Ph.D., *Professor of History* (1966)  
B.A., M.A., George Washington University; Ph.D., Georgetown University
- Eugenie Graham Comer, M.A., *Assistant Professor of English* (1973)  
B.A., Columbia College; M.A., Clemson University

- Eddie Gay Cone, Ph.D., *Assistant Professor of English* (1972)  
 B.A., M.A., Southern Methodist University; Ph.D., Duke University
- Vernon Cook, Ph.D., *Professor of German and Russian* (1961)  
 B.A., Ph.D., University of Virginia
- Joan Cronan, M.S., *Lecturer in Physical Education* (1976)  
 B.S., M.S., Louisiana State University
- Charles Richard Crosby, Ph.D., *Assistant Professor and Director of Computer Operations* (1972)  
 B.S., M.S., Ph.D., Louisiana State University
- Richard Collier Crosby, Ph.D., *Associate Professor of Psychology and Dean of Graduate Instruction* (1971)  
 B.S., M.S., Ph.D., Cornell University
- Robert L. Cross, M.A., *Instructor in English* (1975)  
 A.B., Stetson University; M.A., University of North Carolina at Chapel Hill
- Martha D. Cunningham, M.A., *Assistant Professor of Education* (1974)  
 B.S., Winthrop College; M.A., The Citadel
- Clarence Baldwin Davis, Ph.D., *Assistant Professor of History* (1973)  
 A.B., Yale University; M.A., Ph.D., University of Wisconsin
- Karen V. Tuton Del Porto, Ph.D., *Assistant Professor of Psychology* (1973)  
 B.S., M.S., Ph.D., Pennsylvania State University
- John R. Dempsey, Ph.D., *Assistant Professor of Political Science* (1974)  
 B.A., University of Notre Dame; M.A., College of William and Mary; Ph.D., University of Massachusetts
- Chi Xuan Diep, H.E.C., M.A., *Assistant Professor of French* (1971)  
 Diplôme de l'Ecole des Hautes Etudes Commerciales, Université de Paris; M.A., University of Minnesota
- Marion T. Doig, III, Ph.D., *Assistant Professor of Chemistry* (1974)  
 B.S., College of Charleston; M.S., Ph.D., University of South Florida
- Rachel Jane Doyle, Ph.D., *Assistant Professor of Economics* (1974)  
 B.S., M.B.A., Ph.D., University of Arkansas
- Edmund Leon Drago, Ph.D., *Assistant Professor of History* (1975)  
 B.A., University of Santa Clara; M.A., Ph.D., University of California at Berkeley
- Donald Maurice Drost, Ph.D., *Associate Professor of Physics* (1970)  
 B.S., M.S., Ph.D., Louisiana State University

- Robert J. Dukes, Jr., Ph.D., *Assistant Professor of Physics* (1975)  
 B.S., University of Arizona; M.S., University of Texas at El Paso;  
 Ph.D., University of Arizona
- R. Stewart Ellis, M.A., *Assistant Professor of Sociology and Anthropology*  
 (1974)  
 B.A., M.A., University of Oklahoma
- Tim Treadwell Ellis, Ph.D., *Assistant Professor of Biology* (1974)  
 B.A., M.S., University of Louisville; Ph.D., University of Texas at  
 Austin
- John Frederick Ettline, II, Ed.D., *Associate Professor of Education* (1971)  
 B.S., M.Ed., Shippensburg State College; Ed.D., University of  
 Virginia
- Gary Conrad Faber, Ph.D., *Associate Professor of Chemistry* (1970)  
 B.S., Georgia State College; Ph.D., University of South Dakota
- Claretha Fennick, M.U.P., *Assistant Professor of Urban Studies* (1975)  
 B.S., Tuskegee Institute; M.U.P., New York University
- Michael Martin Finefrock, Ph.D., *Assistant Professor of History* (1974)  
 A.B., Brown University; M.A., Ph.D., Princeton University
- Paul C. Fisher, M.A., *Assistant Professor of German, Assistant Vice Presi-  
 dent for Academic Affairs for International Studies, and Director of The  
 Governor's School* (1975)  
 B.A., University of Arizona; M.A., Rutgers University
- Henry J. Folse, Jr., Ph.D., *Assistant Professor of Philosophy* (1975)  
 B.A., Harvard University; M.A., Ph.D., Tulane University
- Jeffrey A. Foster, Ph.D., *Assistant Professor of French* (1975)  
 B.A., Brooklyn College; M.A., Hunter College; Ph.D., Rice Uni-  
 versity
- Robert Ray Foster, Ph.D., *Assistant Professor of Education* (1974)  
 B.A., Wilmington College; M.R.E., Southeastern Baptist Theolog-  
 ical Seminary; M.Ed., Ph.D., University of South Carolina
- Sister M. Anne Francis, Ph.D., *Professor of History* (1967)  
 B.S., Fordham University; M.A., CCNY; Ph.D., St. Louis Univer-  
 sity
- Harry Wyman Freeman, Ph.D., *Professor of Biology* (1960)  
 B.S., College of Charleston; M.S., University of South Carolina;  
 Ph.D., Stanford University
- Robert Gerald, Ph.D., *Assistant Professor of Spanish* (1972)  
 B.S., University of Tampa; M.A., Ph.D., University of South  
 Carolina

- Gerald Wray Gibson, Ph.D., *Professor of Chemistry* (1965)  
B.A., Wofford College; Ph.D., University of Tennessee
- Rew A. Godow, Jr., Ph.D., *Assistant Professor of Philosophy* (1976)  
A.B., M.A., Ph.D., University of Illinois
- Richard N. Godsen, Ed.D., *Assistant Professor of Physical Education* 1974)  
B.S., M.Ed., Slippery Rock State College; Ed.D., University of Tennessee
- Dennis Goldsberry, Ph.D., *Assistant Professor of English* (1972)  
B.A., Utah State University; M.A., Ph.D., University of North Carolina
- William Lawrence Golightly, Ph.D., *Associate Professor of Mathematics* (1972)  
B.S., Louisiana Tech University; M.S., Texas A & M University; Ph.D., Clemson University
- Owilender Kennedy Grant, M.A., *Assistant Professor of Mathematics* (1972)  
B.S., South Carolina State College; M.A., Teacher's College, Columbia University
- Hoke S. Greiner, M.B.A., *Assistant Professor of Business Administration* (1976)  
B.S., University of South Carolina; M.B.A., The Citadel
- Kenneth Edward Griffith, M.A., *Assistant Professor of Sociology* (1974)  
B.S., Virginia Commonwealth University
- George Edward Haborak, Ph.D., *Associate Professor of Mathematics* 1971)  
A.B., M.A., Boston College; M.A., Wayne State University; Ph.D., Catholic University of America
- James William Hagy, Ph.D., *Associate Professor of History* (1969)  
B.A., King College; M.A., East Tennessee State University; Ph.D., University of Georgia
- David H. Hall, Ph.D., *Assistant Professor of Physics* (1975)  
B.S., Carnegie-Mellon Institute; M.S., Carnegie-Mellon University; Ph.D., Washington University
- William Halsey, *Artist-in-Residence* (1972)  
School of Boston Museum of Fine Arts
- Paul J. Hamill, Jr., Ph.D., *Associate Professor of Humanities and Associate Registrar* (1976)  
A.B., Boston College; Ph.D., Stanford University
- Barbara Jean Hamilton, M.Ed., *Instructor in Physical Education* (1975)  
B.S., M.Ed., Bowling Green State University

- Rose Condon Hamm, M.S., *Instructor in Mathematics* (1975)  
B.S., College of Charleston; M.S., University of South Carolina
- William J. Handley, *Ambassador-in-Residence* (1975)  
B.A., University of Maryland. Ambassador to Mali, 1961-64; Assistant Secretary of State for the Near East and South Asia, 1964-69; Ambassador to Turkey, 1973-74; Senior Advisor to the Secretary of State, with rank of Assistant Secretary of State, 1973-74.
- Mary Kathleen Haney, M.A., *Instructor in English* (1974)  
B.A., St. Francis College; M.A., University of Dayton
- Marja W. Hanson, Ph.D., *Assistant Professor of French* (1976)  
B.A., Bucknell University; M.A., Ph.D., The Johns Hopkins University
- Joseph Morgan Harrison, Ph.D., *Assistant Professor of English* (1970)  
B.A., University of the South; M.A., Ph.D., University of Virginia
- Julian Ravenel Harrison, III, Ph.D., *Professor of Biology* (1963)  
B.S., College of Charleston; A.M., Duke University; Ph.D., University of Notre Dame
- Billy J. Hart, Ph.D., *Assistant Professor of Biology* (1975)  
B.S., M.S., Midwestern University; Ph.D., North Texas State University
- William Hugh Haynsworth, Ph.D., *Associate Professor of Mathematics* (1970)  
B.A., University of South Florida; M.S., Ph.D., University of Miami
- George Gyorgy Heltai, Dr. Rer. Pol., *Professor of History* (1967)  
State Exam (M.A.), Royal Protestant Academy of Law; Dr. Jur., Dr. Rer. Pol., University of Budapest
- Rebecca Barnes Herring, M.Ed., *Associate Professor of Business Administration* (1972)  
B.S., M.Ed., University of North Carolina at Greensboro
- Mary Sue Hetherington, Ph.D., *Assistant Professor of English* (1973)  
B.J., University of Missouri; M.Ed., M.A., University of Houston; Ph.D., University of Texas
- William Leroy Hills, Ph.D., *Associate Professor of Physical Education* (1973)  
A.B., University of South Carolina; M.S., Ph.D., Florida State University
- Samuel Middleton Hines, Jr., Ph.D., *Assistant Professor of Political Science* (1973)  
A.B., Davidson College; M.A., Ph.D., Duke University

- Thomas Ellis Hodgin, M.S., *Associate Professor as Director of the Library* (1971)  
B.A., High Point College; M.S., University of North Carolina
- Paul Whitten Holmes, Ph.D., *Assistant Professor of Psychology* (1972)  
B.A., Southwestern College at Memphis; M.S., Ph.D., University of Mississippi
- \*Charles Stephen Little Hoover, M.A., *Assistant Professor of History* (1972)  
B.A., University of the South; M.A., Yale University
- George W. Hopkins, Ph.D., *Visiting Assistant Professor of History* (1976)  
B.A., Miami University; Ph.D., University of North Carolina
- Bishop C. Hunt, Jr., Ph.D., *Associate Professor of English* (1976)  
A.B., Harvard University; B.Litt., Oxford University; Ph.D., Harvard University
- Caroline C. Hunt, Ph.D., *Assistant Professor of English* (1976)  
A.B., Radcliffe College; B.A., M.A., St. Anne's College, Oxford University; Ph.D., Harvard University
- Eugene Clayton Hunt, M.A., *Assistant Professor of English* (1973)  
B.A., Talladega College; M.A., Northwestern University
- \*Frank D. Hurdis, M.A., *Assistant Professor of Fine Arts* (1970)  
B.A.H., University of Virginia; M.A., Cornell University
- Anthony F. Janson, Ph.D., *Assistant Professor of Fine Arts* (1975)  
B.A., Columbia University; M.A., Institute of Fine Arts, New York University; Ph.D., Harvard University
- Danton L. Johnson, Ph.D., *Assistant Professor of Biology* (1974)  
B.S., Hamline University; M.S., Ph.D., University of Rhode Island
- Diane Chalmers Johnson, Ph.D., *Associate Professor of Fine Arts* (1970)  
B.A., Radcliffe College, Harvard University; M.A., Ph.D., Kansas University
- Jeffrey Lawson Laurence Johnson, Ph.D., *Associate Professor of English* (1971)  
A.B., M.A., Ph.D., Florida State University
- Layton Wayne Jordan, Ph.D., *Associate Professor of History* (1970)  
B.A., Old Dominion College; M.A., College of William and Mary; Ph.D., University of Virginia
- Paul E. Jursa, Ph.D., *Assistant Professor of Economics* (1976)  
B.A., M.A., Northern Illinois University; Ph.D., University of Texas

\* *On leave of absence, 1976-77*



- Charles F. Kaiser, Ph.D., *Assistant Professor of Psychology* (1972)  
B.S., M.A., CCNY; Ph.D., University of Houston
- Anna Katona, Ph.D., *Professor of English* (1975)  
M.A., University of Debrecen, Hungary; M.A., University of Budapest; Ph.D., University of Debrecen
- Michael Peter Katuna, Ph.D., *Assistant Professor of Geology* (1974)  
B.A., M.A., Queens College; Ph.D., University of North Carolina
- William H. Keeling, M.A., *Assistant Professor of Anthropology* (1972)  
B.A., M.A., University of Kentucky
- Katherine Fuller Kelly, Ph.D., *Assistant Professor of Biology and Dean of Undergraduate Instruction* (1973)  
B.S., Newberry College; M.S., Clemson University; Ph.D., North Carolina State University
- Max Dee Kennedy, M.S., *Assistant Professor of Physical Education* (1974)  
B.S., University of Nebraska; M.S., University of Colorado
- William Frank Kinard, Ph.D., *Assistant Professor of Chemistry* (1972)  
B.S., Duke University; Ph.D., University of South Carolina
- Paul Albert Klevgard, Ph.D., *Associate Professor of History* (1971)  
B.S., University of Wisconsin; M.A., Ph.D., Northwestern University
- Earl Oliver Kline, Ph.D., *Professor of Political Science* (1970)  
A.B., College of William and Mary; M.A., Vanderbilt University; Ph.D., Princeton University
- Peter G. Knudsvig, D.M.A., *Assistant Professor of Fine Arts* (1975)  
B.M., Concordia College; M.M., D.M.A., Catholic University of America
- Christopher C. Koenig, Ph.D., *Assistant Professor of Biology* (1975)  
B.S., M.S., Florida Atlantic University; Ph.D., Florida State University
- Suzanne M. Krebsbach, M.A., *Assistant Professor as Assistant Reference Librarian* (1975)  
A.B., Carroll College; M.A.L.S., Rosary College; M.A., George Mason University
- William Richard Kubinec, Ph.D., *Assistant Professor of Physics* (1974)  
B.E.S., Cleveland State University; Ph.D., Case Western Reserve University
- William C. Latham, Ph.D., *Assistant Professor of Business Administration* (1976)  
B.S., University of South Carolina; M.B.A., Texas Tech University; Ph.D., University of South Carolina

- David P. Lawrence, Ph.D., *Assistant Professor of Geology* (1975)  
 B.S., Beloit College; M.S., University of Washington; Ph.D., SUNY-Binghamton
- Andrew H. Lewis, M.S., *Assistant Professor of Physical Education* (1974)  
 B.S., Albany State College; M.S., University of Tennessee
- Marvin J. Light, M.A.L.S., *Assistant Professor as Chief of Learning Resources* (1973)  
 B.A., Columbia College; M.A.L.S., Rosary College
- Carl James Likes, Ph.D., *Professor of Chemistry* (1958)  
 B.S., College of Charleston; Ph.D., University of Virginia
- William Alfred Lindstrom, Ph.D., *Assistant Professor of Physics* (1973)  
 B.S., Auburn University; M.S., Ph.D., Clemson University
- David Thomas Livingston, III, M.B.A., *Assistant Professor of Business Administration* (1974)  
 B.S., U.S. Coast Guard Academy; M.B.A., University of South Carolina
- Martha Lott, M.L.S., *Assistant Professor as Head of Public Services* (1973)  
 B.A., M.L.S., University of South Carolina
- Leo J. Manske, M.F.A., *Assistant Professor of Fine Arts* (1975)  
 B.F.A., M.F.A., Temple University
- Jorge A. Marban, Ph.D., *Associate Professor of Spanish* (1976)  
 M. Soc. Sciences, Dr. of Law, University of Havana; M.A., Trinity College; Ph.D., Emory University
- Elizabeth McKeown Martin, M.S., *Instructor in Chemistry* (1975)  
 B.S., Winthrop College; M.A.T., Duke University; M.S., Georgia State University
- David W. Maves, D.M.A., *Associate Professor of Fine Arts* (1976)  
 B.M., University of Oregon; M.M., D.M.A., University of Michigan
- Charles Edward Matthews, Ph.D., *Associate Professor of Education* (1974)  
 B.A., Wake Forest University; M.A., East Carolina University; Ph.D., University of North Carolina
- Amy McCandless, Ph.D., *Visiting Assistant Professor of History and Assistant Editor of South Atlantic Urban Studies Journal* (1976)  
 B.A. Sweet Briar College; M.A., Ph.D., University of Wisconsin
- Peter McCandless, Ph.D., *Assistant Professor of History* (1974)  
 B.A. University of Illinois; Ph.D., University of Wisconsin

- Jill E. McGovern, Ph.D., *Assistant Professor of Education* (1975)  
 B.A., Northwestern University; M.A., Xavier University; Ph.D.,  
 University of New Orleans
- Katherine McIntosh, M.Ed., *Assistant Professor of Education* (1975)  
 B.A., Columbia College; M.Ed., University of South Carolina
- Georgette C. McKenzie, M.Ed., *Assistant Professor of Education* (1975)  
 B.A., Claflin College; M.Ed., College of Charleston
- \*Rosa Mae Means, M.A., *Assistant Professor of French* (1974)  
 B.A., North Carolina Central University; M.A., University of  
 North Carolina
- Robert H. Mende, Ed.D., *Assistant Professor of Education* (1973)  
 B.S., New York University; M.Ed., Ed.D., University of Virginia
- Glen Kenton Merrill, Ph.D., *Assistant Professor of Geology* (1974)  
 B.S., Ohio University; M.A., University of Texas; Ph.D., Louisiana  
 State University
- Nancy C. Messer, M.A.L.S., *Assistant Professor as Serials/Documents  
 Librarian* (1976)  
 B.A., University of Oklahoma; M.A.L.S., University of Denver
- John Ney Michel, M.F.A., *Assistant Professor of Fine Arts* (1973)  
 B.F.A., Atlanta School of Art; M.F.A., Temple University
- Henry Miller, Jr., Ph.D., *Professor of French* (1947)  
 B.A., Furman University; M.A., University of Virginia; Ph.D.,  
 Columbia University
- Sheila Faye Miller, M.A., *Instructor in Psychology* (1974)  
 B.A., Furman University; M.A., University of Dayton
- Laney Ray Mills, Ph.D., *Associate Professor of Physics* (1971)  
 B.S., Southwestern University; M.S., Ph.D., Louisiana State Uni-  
 versity
- Shirley L. Moore, M.A., *Instructor in English* (1974)  
 B.A., Georgetown College; M.A., North Carolina State University
- Suzanne S. Moore, Ph.D., *Assistant Professor of Spanish* (1973)  
 B.A., Southern Illinois University; M.A., University of Kentucky;  
 Ph.D., Tulane University
- William Vincent Moore, Ph.D., *Associate Professor of Political Science*  
 (1972)  
 B.A., M.A., Southern Illinois University; Ph.D., Tulane University

\* *On leave of absence, 1976-77*

- George A. Morgan, Ph.D., *Associate Professor of Psychology and Assistant Vice President for Academic Affairs for Faculty Research and Development* (1976)  
 B.A., DePauw University; M.A., Harvard University; Ph.D., Cornell University
- \*Gwenda Morgan, M.A., *Assistant Professor of History* (1973)  
 B.A., M.Ph., University of Southampton; M.A., College of William and Mary
- Pamela Morgan, M.S.L.S., *Assistant Professor as Head of Technical Services* (1972)  
 B.A., North Carolina State University; M.S.L.S., University of North Carolina
- Nan Dansby Morrison, Ph.D., *Professor of English* (1967)  
 B.A., Troy State College; M.A., Ph.D., University of South Carolina
- James Earl Norman, M.A., *Assistant Professor of Spanish* (1974)  
 B.A., Southern Oregon State College; M.A., Howard University
- Robert M. Norton, Ph.D., *Assistant Professor of Mathematics* (1974)  
 B.S., Northeast Missouri State University; M.S., Ph.D., Oklahoma State University
- John B. O'Hara, Ph.D., *Associate Professor of Communications and Dean of Continuing Education and Community Services* (1976)  
 B.A., Oklahoma Baptist College; M.A., Ph.D., University of Oklahoma
- Michael J. Ohr, Ph.D., *Assistant Professor of Sociology* (1976)  
 B.A., University of Minnesota; M.A., Texas Christian University; Ph.D., Washington State University
- Norman laCour Olsen, Jr., Ph.D., *Professor of English* (1972)  
 B.A., Dartmouth College; M.A., Ph.D., Duke University
- Willard Lawrence Oplinger, D.M.A., *Assistant Professor of Fine Arts* (1971)  
 A.B., Oberlin College, B.M.E., Oberlin Conservatory of Music; M.M., University of Arkansas; D.M.A., West Virginia University
- Ire Adams Page, Ph.D., *Assistant Professor of Education* (1975)  
 B.S., M.S., South Carolina State College; Ph.D., University of Illinois
- Thomas Alfred Palmer, Ph.D., *Professor of Political Science* (1970)  
 B.A., College of William and Mary; M.A., American University; Ph.D., University of South Carolina

\* *On leave of absence, 1976-77*

- Alex S. Papadopoulos, Ph.D., *Assistant Professor of Mathematics* (1976)  
B.S., M.S., University of Rhode Island; M.S., Ph.D., Virginia Polytechnic Institute and State University
- Julian E. Parker, III, Ph.D., *Visiting Assistant Professor of Chemistry* (1976)  
B.A., Pfeiffer College; Ph.D., University of Tennessee
- Andrée Cochelin-Parrott, Diplôme d'Etudes Supérieures-ès-Lettres, *Professor of French* (1967)  
Baccalauréat-Philosophie, Licence-ès-Lettres, Diplôme d'Etudes Supérieures-ès-Lettres, Université d'Alger; Diplôme, Ecole Libre des Sciences Politiques et Administratives, Paris
- Harlan R. Patton, Ph.D., *Assistant Professor of French* (1976)  
B.A., Carroll College; M.A., Ph.D., Michigan State University
- Linda S. Pearson, M.A., *Instructor in Sociology* (1974)  
B.A., Western Carolina University; M.A., University of Tennessee
- Maggie Thurman Pennington, Ph.D., *Professor of Biology* (1962)  
B.S., Radford College; M.S., Ph.D., University of Virginia
- McKenzie Allen Perry, Jr., J.D., *Assistant Professor of Business Administration* (1974)  
B.A., M.B.A., University of South Carolina; J.D., Emory University School of Law
- Frank Petrusak, Ph.D., *Associate Professor of Political Science* (1971)  
B.A., M.A., Northwestern University; M.A., Ph.D., Tulane University
- Mary Kathleen Pilcher, M.S., *Associate Professor as Associate Director of the Library* (1971)  
A.B., M.S., Florida State University
- Sandra Mary Powers, M.S., *Instructor in Mathematics* (1974)  
A.B., Notre Dame College; M.S., Michigan State University
- Susan Prazak, M.A., *Associate Professor of Mathematics* (1972)  
B.A., NYU; M.A., Hunter College
- Olgerts Puravs, Ph.D., *Assistant Professor of English* (1974)  
B.S., Ph.D., University of Michigan
- Marsha Hass Ridgill, J.D., *Assistant Professor of Business Administration* (1976)  
B.A., Clemson University; M.A.T., M.B.A., J.D., University of South Carolina
- Emmett Robinson, M.F.A., *Professor of Fine Arts* (1972)  
M.F.A., Yale University

- James Vaiden Robinson, Jr., Ph.D., *Associate Professor of Psychology* (1970)  
 B.S., University of Southern Mississippi; M.A., Ph.D., University of Mississippi
- Robert W. Rouse, Ph.D., *Assistant Professor of Business Administration* (1975)  
 B.A., Furman University; M.B.A, Emory University; Ph.D., University of South Carolina
- Peter John Rowe, Ph.D., *Associate Professor of Psychology* (1971)  
 A.A., Manatee Junior College; A.B., University of South Florida; Ph.D., University of Georgia
- Martha Whicker Runey, Ph.D., *Assistant Professor of Biology* (1974)  
 A.B., Catawba College; M.A., Wake Forest University; Ph.D., University of South Carolina
- Carole Petit Sessoms, M.A., *Instructor in English* (1973)  
 B.A., Columbia College; M.A., University of North Carolina
- Kenneth W. Severens, Ph.D., *Associate Professor of Fine Arts* (1976)  
 A.B., Princeton University; M.A., Trinity College, Conn.; Ph.D., The Johns Hopkins University
- Richard G. Shainwald, Ph.D., *Assistant Professor of Business Administration* (1973)  
 B.S., Northeastern University; M.B.A., Stetson University; Ph.D., University of Georgia
- Herb Silverman, Ph.D., *Associate Professor of Mathematics* (1976)  
 A.B., Temple University; M.A., Ph.D., Syracuse University
- Lawrence Joseph Simms, Ph.D., *Associate Professor of Classics* (1971)  
 A.B., Catholic University of America; M.A., Ph.D., University of North Carolina
- James Watson Smiley, Ph.D., *Associate Professor of Biology* (1971)  
 B.S., M.S., Ph.D., University of South Carolina
- \*Louise Mosimann Smith, Ph.D., *Assistant Professor of Education* (1974)  
 A.B., College of Charleston; M.A., University of Alabama; Ph.D., University of South Carolina
- James F. Snyder, Ph.D., *Assistant Professor of Business Administration* (1975)  
 B.S., M.Ed., Bloomsburg State College; Ph.D., University of Georgia
- Cerise Soroka, M.A., *Instructor as Assistant Reference Librarian* (1976)  
 B.A., State University College of New York at New Paltz; M.S., M.A., Emory University
- \* *On leave of absence, 1976-77*

- Jeanne M. Stamm, M.Ed., *Assistant Professor of Education* (1973)  
B.A., Juniata College; M.Ed., Pennsylvania State University
- Neal Steven Steinert, Ph.D., *Assistant Professor of Political Science* (1972)  
B.A., University of Virginia; M.A., University of South Carolina;  
Ph.D., Emory University
- Faye B. Steuer, Ph.D., *Assistant Professor of Psychology* (1976)  
B.A., University of Rochester; M.S., Cornell University; Ph.D.,  
University of North Carolina
- Harold A. Swigart, Ed.D., *Assistant Professor of Education* (1974)  
B.S., Bloomsburg State College; M.Ed., Ed.D., Pennsylvania State  
University
- Richard Gregory Syracuse, M.S., *Assistant Professor as Catalog Librarian*  
(1974)  
B.A., Stonehill College; M.S., Simmons College
- Garry Taylor, Ph.D., *Assistant Professor of Education* (1976)  
B.A., M.A., Ph.D., Arizona State University
- Randall S. Thompson, D.M.A., *Assistant Professor of Fine Arts* (1974)  
B.M., M.M., D.M.A., University of Maryland
- William Harvey Thompson, M.S., *Instructor in Chemistry* (1973)  
B.S., North Carolina Wesleyan College; M.S., Georgia State Uni-  
versity
- Robert E. Tournier, Ph.D., *Associate Professor of Sociology* (1972)  
B.A., MacMurray College; Ph.D., Tulane University
- Jung-fang Tsai, Ph.D., *Assistant Professor of History* (1973)  
B.A., Tunghai University; M.A., University of Maryland; Ph.D.,  
UCLA
- James C. Turner, Ph.D., *Assistant Professor of History* (1975)  
B.A., M.A., Ph.D., Harvard University
- Michael Tyzack, D.F.A. (Lond.), *Professor of Fine Arts* (1976)  
Diploma of Fine Art (Lond.), Slade School of Fine Art
- Frank D. van Aalst, Ph.D., *Professor of Humanities and Dean of Career  
Development and Placement* (1976)  
A.B., Dartmouth College; M.A., Banaras Hindu University; B.D.,  
Princeton University; Ph.D., University of Pennsylvania
- Fleming Greene Vinson, Ph.D., *Associate Professor of Spanish* (1973)  
B.A., M.A., University of Georgia; Ph.D., University of North  
Carolina

- Edwin M. Walker, M.A., *Assistant Professor of Sociology* (1973)  
 B.E.E., Renselaer Polytechnic Institute; M.S.E.E., Georgia Institute of Technology; M.Div., Virginia Theological Seminary; M.A., Vanderbilt University
- Frances Day Wardlaw, M.A., *Assistant Professor of Spanish* (1974)  
 B.A., College of Wooster; M.A., University of Illinois
- James Fred Watts, Ph.D., *Associate Professor of Physics* (1970)  
 B.S., University of Richmond; M.A., Wake Forest University; Ph.D., Virginia Polytechnic Institute
- Brian J. Wesselink, Ph.D., *Assistant Professor of Mathematics* (1973)  
 B.A., Central College; Ph.D., Florida State University
- Kenneth Leroy Wiggins, Ph.D., *Assistant Professor of Mathematics* (1974)  
 B.A., Walla Walla College; M.S., Ph.D., Montana State University
- James William Wilson, M.A., *Assistant Professor of Classics* (1973)  
 B.A., Geneva College; M.A., University of North Carolina
- D. Reid Wiseman, Ph.D., *Associate Professor of Biology* (1976)  
 B.A., M.A., Ph.D., Duke University
- Aileen Marie Wojtal, M.A., *Instructor in Geology* (1974)  
 B.A., State University of New York at Buffalo; M.A., Indiana University
- George K. Wood, Ph.D., *Assistant Professor of Physical Education* (1975)  
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- Peter Harold Yaun, Ed.D., *Assistant Professor of Education* (1973)  
 A.B., Stetson University; M.S., State University of New York, Brockport; Ed.D., Baylor University
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 B.S., Eastern Kentucky University; Ph.D., University of Kentucky
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## THE ALUMNI ASSOCIATION

The present Alumni Association has been in continuous operation since 1888. More than 1,700 alumni currently hold active membership in the Association. The annual Alumni meeting and reception are held in May.

The Alumni Association engages in the following activities: conducts an annual giving drive; awards annual scholarships and grants the Alumni Medal, the Graeser Memorial Award, and the Harrison Randolph Award; conducts chapter meetings and arranges for alumni travel groups and tours; publishes the Alumni Bulletin. The Alumni Association also serves the College through its Committee for Alumni Assistance, which consists of alumni throughout the United States who assist the Faculty Advisory Committee on Admissions by their willingness to be available to any persons interested in obtaining information about the College.

Alumni Affairs correspondence should be addressed to the Secretary of the Alumni Association, the Director of Alumni Relations, or the Vice President for Alumni and College Relations. The corporate name of the Association is the College of Charleston Alumni Association, Inc. All money contributed to the Association is tax deductible.

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The College of Charleston Foundation was established to provide support for students, faculty, and activities of the College for which state support cannot be provided. The Foundation is an eleemosynary corporation whose purpose, as expressed in its by-laws, is to establish and implement a long-range fund raising program. The funds raised are intended to help expand and improve the educational functions of the College and to build an endowment fund to be expended annually by the Foundation directors for the exclusive benefit of the College of Charleston. The Foundation supports scholarships, faculty enrichment programs, and the intercollegiate athletic program of the College.

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MAY, 1976

### BACHELORS OF ARTS

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Daniel Carey Coleman  
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Janet Arnall Upshaw Downs  
Paula Whyde Eurenus  
Andrew Ewanus, Jr.  
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Judith Grier Gadsden  
Deborah Louise Gaines  
Bogan Dalton Gee, Jr.  
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Suzette Ann Haydell *magna cum laude*  
Sydney Walker Haynes  
Margaret Maureen Hinson  
Mary Sue Downs Hogan  
Anna Glyde Hohnadel  
Joseph R. Horn IV *magna cum laude*  
Shirley Marie Hrvol *cum laude*  
Leon Rudolph Jernigan, Jr.  
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Gary Wayne Johnson  
Nancy Louise Jones *cum laude*  
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Veronique F. Kleskie  
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Gladyne Lewis *cum laude*  
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Peggy Anne McMillan *magna cum laude*  
Ward Beecher Miller  
Constance Sidi Moncrief  
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 Louann Connelley  
 Giannina Convertino *cum laude*  
 Barbara Ann Cooler  
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 William Hartman Creighton  
 Clara Smith Creighton Crews *magna cum laude*  
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 Barbara McDonald Curry  
 Timothy Nelson Dangerfield  
 Richard Allen Davis *magna cum laude*  
 Sandra R. Decker  
 Linda Jean Krause Dillon  
 Julie Anne Dingle *magna cum laude*  
 Joyce Nichols Dozier  
 Alice Jean Remington Drew *summa cum laude*  
 Marc Leslie Drews  
 Annette Louise Duncan *cum laude*  
 Wendy Rebecca Duncan *summa cum laude*  
 Samuel Raymond DuPre *cum laude*  
 Lisa Ruth Sterling Earlin  
 Thomas Dotterer Eason  
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 Clinton Raymond Fitts *cum laude*  
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 Randolph Jefferson Garrison, Jr.  
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 Lona Lillian Gilmore *cum laude*  
 Keith Marshall Guerry  
 Lindsey Wortham Hale  
 Geraldine Desiree Hall  
 Paula Marie Hall  
 Charles Edward Hammond  
 Elizabeth Young Hamrick  
 Jeri A. Hansen  
 Sherri Diane Harden *magna cum laude*  
 Kyndra Jane Hartzog  
 Blaise Laszlo Heltai *cum laude*  
 Mary Kathleen Hightower  
 Deborah Lynn Holland  
 Gal Evelyn Horinbein  
 Lynn Blalock Horres *cum laude*  
 Joan Dee Howard  
 Susan Gail Howell  
 Holly Waneta Hudson  
 Ann Skinner Hunter  
 David Bradford Hunter *cum laude*  
 Linda Kay Hunter  
 Micquel W. Hutmaker  
 John Francis Hyland  
 Branda Jacobello  
 Catherine Ann Jancauskas *magna cum laude*  
 Wallace Earle Jenkins, Jr.  
 Vickie Styles Jett  
 Wm. Kenneth Johnson, Jr.

BACHELORS OF SCIENCE (CONT'D)

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 Elaine Marie Judge  
 Debra Karin Karst  
 Nancy Ann Kay  
 Susan Diane Kelly *magna cum laude*  
 Doris Beth Wall Kennedy  
 Susan C. Kilpatrick *magna cum laude*  
 Marcia Marian Kirven  
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 Daniel George Petterson  
 Janice Carol Powell  
 Martha Cordes Prause  
 Loretta M. Quigley
- Robert Oscar Rains  
 William Stevens Ravenel *magna cum laude*  
 Sara Rainsford Reel  
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 Roy Capers Riley  
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 William Bryan Rogers, III *magna cum laude*  
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 Elaine Moore Ruddock  
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Ann Waring DuPre	Sally Otts Rogers
Susan Terry Gaston	Linda Brown Scott
Frances Williams Geary	Doris Piercy Steadman
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*The Alumni Medal*  
Lee Ann Mappus

*The Robert McCormick Figg Americanism Award*  
Leroy Sweet Boykin

*The Federation of Women's Clubs American History Prize*  
Susan Marie Bowler

*The William Moultrie American History Cup*  
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Arthur Daniel Byers, Jr.

*The Graeser Memorial Award*  
Sana Basily  
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*The C. Norwood Hastie Award*  
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*The Alexander Chambliss Connelly Award*  
Margaret Mary Badger

*The Willard Augustus Silcox Award*  
Gary Withers Morris

*The Edward E. Towell Chemistry Prize*  
Cynthia Patrice Smith

*The Edward Emerson Towell Scientific Award*  
David Alvin Caldwell

*The Thomas A. Palmer Award*  
William D. Chamberlain

*The Katherine Walsh Award in English*  
Paul Whyde Eurenus

*The Wall Street Journal Student Achievement Award*  
Mark Joseph Violette

*The Alva D. Stern Award*  
Amelia Martin

*The Bishop Robert Smith Award*  
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## DECEMBER, 1976

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Angela Marie Bambino	Susan Elizabeth Clark Marlowe
Stephen David Becknell	Frances Kathleen Mathis
James Richard Berry	Jonathan Jacob Maza
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Connie Legaré Brailsford	Michael Leon Miller
Deborah Ruth Chapman	Michael John Mooneyham
Michael David Covington	Barbara Rose Nieland
Ruth Lee Crapps	Thomas Add Nutt III <i>summa cum laude</i>
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Susan Toler Edwards	Peter Michael Quick
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