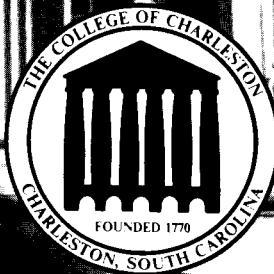


COLLEGE OF CHARLESTON

Intergraduate Bulletin

1980-81/1981-82



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 under the Affirmative Action Program and federal equal opportunity guidelines.

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COVER PHOTO: College of Charleston students are seen at a break between classes for a rear view of Randolph Hall. Randolph Hall, named for the late President Harrison Randolph, is one of the oldest college buildings in continuous use in the United States. The central portion was built in 1828-29. The brick covered walkways separate the Robert Scott Small Library on the left and the Maybank classroom building on the right. Cover phot by Virginia A. Herring.



ACADEMIC CALENDAR, 1980-1981, 1981-1982

FALL SEMESTER, 1980

August

17	<i>Sunday</i>	Dormitories Open; Orientation Begins
18	<i>Monday</i>	Orientation
19	<i>Tuesday</i>	Orientation
20	<i>Wednesday</i>	Orientation
21	<i>Thursday</i>	Registration
22	<i>Friday</i>	Registration
25	<i>Monday</i>	Classes Begin

October

10	<i>Friday</i>	Midterm Grades Due
17	<i>Friday</i>	Last Day to Withdraw from a class with a grade of "W"

November

4	<i>Tuesday</i>	Election Day Holiday
26	<i>Wednesday</i>	Thanksgiving Recess Begins, 5 p.m.

December

1	<i>Monday</i>	Classes Resume
3	<i>Wednesday</i>	Classes End
4	<i>Thursday</i>	Reading Day
5	<i>Friday</i>	Examinations Begin
12	<i>Friday</i>	Examinations End
18	<i>Thursday</i>	Midyear Commencement

SPRING SEMESTER, 1981

January

6	<i>Tuesday</i>	Dormitories Open; Orientation
7	<i>Wednesday</i>	Orientation
8	<i>Thursday</i>	Registration
9	<i>Friday</i>	Registration
12	<i>Monday</i>	Classes Begin

February

27	<i>Friday</i>	Midterm Grades Due
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March
 6 *Friday* Spring Recess Begins, 5 p.m.
 16 *Monday* Classes Resume: Last Day to Withdraw
 from a class with a grade of "W"

April
 24 *Friday* Classes End
 27 *Monday* Reading Day
 28 *Tuesday* Examinations Begin

May
 5 *Tuesday* Examinations End
 10 *Sunday* Commencement

MAYMESTER, 1981

May
 8 *Friday* Registration
 11 *Monday* Maymester Begins
 29 *Friday* Maymester Ends

SUMMER SESSION, 1981

First Summer Session (June 10-July 10)

June
 8 *Monday* Registration
 9 *Tuesday* Registration
 10 *Wednesday* Classes Begin
 26 *Friday* Last Day to Withdraw from a class with
 a grade of "W"

July
 8 *Wednesday* Classes End
 9 *Thursday* Examination Day
 10 *Friday* Examination Day

Second Summer Session (July 15-August 14)

July
 14 *Tuesday* Registration
 15 *Wednesday* Classes Begin
 31 *Friday* Last Day to Withdraw from a class with
 a grade of "W"

August

12	<i>Wednesday</i>	Classes End
13	<i>Thursday</i>	Examination Day
14	<i>Friday</i>	Examination Day

FALL SEMESTER, 1981**August**

23	<i>Sunday</i>	Dormitories Open; Orientation Begins
24	<i>Monday</i>	Orientation
25	<i>Tuesday</i>	Orientation
26	<i>Wednesday</i>	Orientation
27	<i>Thursday</i>	Registration
28	<i>Friday</i>	Registration
31	<i>Monday</i>	Classes Begin

October

9	<i>Friday</i>	Midterm Grades Due
16	<i>Friday</i>	Last Day to Withdraw from a class with a grade of "W"

November

25	<i>Wednesday</i>	Thanksgiving Recess Begins, 5 p.m.
30	<i>Monday</i>	Classes Resume

December

8	<i>Tuesday</i>	Classes End
9	<i>Wednesday</i>	Reading Day
10	<i>Thursday</i>	Examinations Begin
17	<i>Thursday</i>	Examinations End
22	<i>Tuesday</i>	Midyear Commencement

SPRING SEMESTER, 1982**January**

5	<i>Tuesday</i>	Dormitories Open; Orientation
6	<i>Wednesday</i>	Orientation
7	<i>Thursday</i>	Registration
8	<i>Friday</i>	Registration
11	<i>Monday</i>	Classes Begin

February

26	<i>Friday</i>	Midterm Grades Due
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March

5	<i>Friday</i>	Spring Recess Begins, 5 p.m.
15	<i>Monday</i>	Classes Resume: Last Day to Withdraw from a class with a grade of "W"

April

23	<i>Friday</i>	Classes End
26	<i>Monday</i>	Reading Day
27	<i>Tuesday</i>	Examinations Begin

May

4	<i>Tuesday</i>	Examinations End
9	<i>Sunday</i>	Commencement

SUMMER SCHOOL, 1982

First Summer Session (June 9-July 9)

June

7	<i>Monday</i>	Registration
8	<i>Tuesday</i>	Registration
9	<i>Wednesday</i>	Classes Begin
25	<i>Friday</i>	Last Day to Withdraw from a class with a grade of "W"

July

7	<i>Wednesday</i>	Classes End
8	<i>Thursday</i>	Examination Day
9	<i>Friday</i>	Examination Day

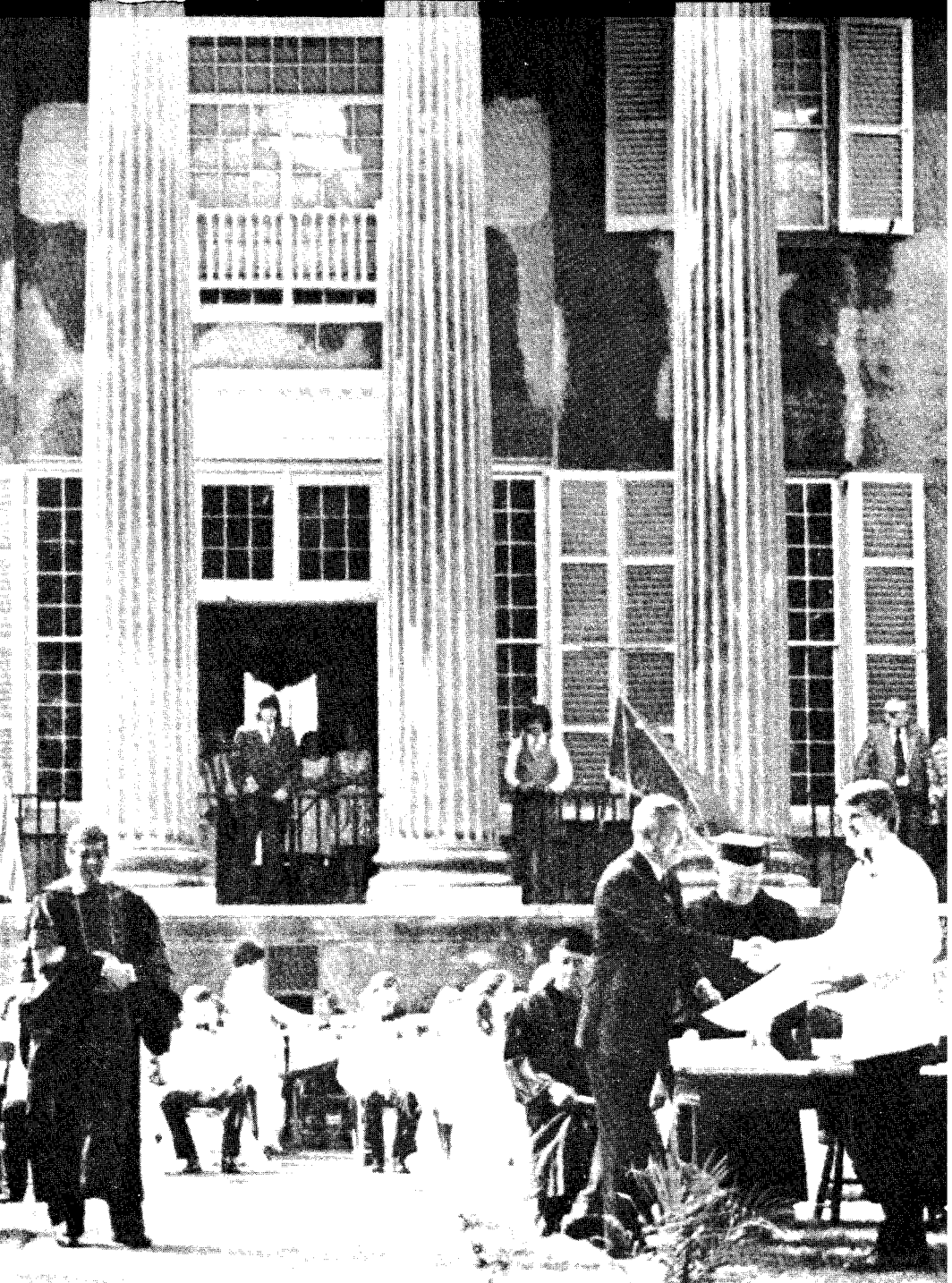
Second Summer Session (July 14-August 13)

July

13	<i>Tuesday</i>	Registration
14	<i>Wednesday</i>	Classes Begin
30	<i>Friday</i>	Last Day to Withdraw from a class with a grade of "W"

August

11	<i>Wednesday</i>	Classes End
12	<i>Thursday</i>	Examination Day
13	<i>Friday</i>	Examination Day



Introducing The College



THE PRESIDENT'S MESSAGE

Dear Friends:

Throughout the pages of this *Bulletin* you will discover what we are about at the College of Charleston. Our people, our program and our campus are reviewed to help you consider our community and your place in it. You will get some sense of our past, our present and our future, and of our pride in all three.

Our College is the thirteenth oldest academic institution in the United States. It has been governed as a private, municipal and state institution over the 210 years of its history. In all of that time and in each of those relationships it has pursued a tradition in the liberal arts. That is still our direction.

Over the past several years we have experienced phenomenal growth — in students, in faculty and in facilities. This expansion was appropriate to the mission of the College and to the potential of our service. We have now, however, reached an enrollment which is consistent with our mission and with our direction.

Therefore, our growth in the future will be reflected in a different, more subtle dimension. We shall strengthen our academic programs, make them more responsive to the ambitions and abilities of our students. We shall extend our student services to become a more personal, more caring community. We shall demonstrate a greater commitment to Charleston area students while, at the same time, attempting to attract good students from across the state and the region. We shall continue to stress quality in faculty and staff to challenge an improving student body.

In short, we shall commit ourselves toward a goal of academic distinction, which takes seriously not only the responsibility of teaching but also the opportunity of sharing: a sharing which allows and encourages academic and personal growth; which emphasizes concern for vocational and professional interest and for societal needs.

We invite you to examine us carefully, to visit our people and our facilities, and to consider our direction. We would be pleased to have you join our community and to help us realize our potential.

Sincerely yours,

Edward M. Collins, Jr.

Edward M. Collins, Jr.
President

“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”

Samuel Johnson, *Rasselas*

If a man will begin with certainties, he shall end in doubts; but if he will be content to begin with doubts, he shall end in certainties.”

Francis Bacon, *Advancement of Learning*

“The unexamined life is not worth living.”

Socrates

“Those who cannot remember the past are condemned to repeat it.”

George Santayana, *Reason in Common Sense*

“As soon as man does not take his existence for granted, but beholds it as something unfathomably mysterious, thought begins.”

Albert Schweitzer

“Keep me from the wisdom that does not weep, and the philosophy that does not laugh.”

Kahlil Gibran

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 fine arts, 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

—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 recent graduates might suggest the variety of individuals who are part of the College community — and who have enriched one another's experience within it:



CATHY HILL, '80, was a special education major from Summerville, S.C., and currently is teaching in the Charleston area. She plans to teach for two years before going to graduate school. "The personalities of the people I met when I first visited the campus made a profound impression on me," she explained. "People made me feel that I really was welcome at the College, and I had the impression that this was the place for me." Cathy played an active role in campus activities, and was elected president of the Student Government Association her senior year. As a dorm student, she also was involved in dormitory government

for four years. She served as a member of the Religious Council, was

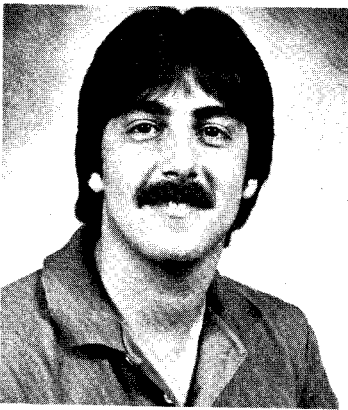
elected to membership in Omicron Delta Kappa, and participated in the Student Council for Exceptional Children.



TOMMYE KANGETER PRIEST, '78, was a sociology major who has begun a career in social work with the Department of Social Services in Charleston. She is especially interested in working with children and adolescents and gained a good deal of experience in these areas through several Career Development placements she had during her four years at the College. Her first placement was as a tutor at Horizon House and she also devoted several hours per week coaching a girl's basketball team at the Robert Gould-Shaw Boy's Club and serving as a tutor and "tracking counselor" at St. John's Episcopal Mission. Cur-

rently, she is a volunteer counselor for HOTLINE. These field experiences, she feels, not only helped her to define her specific career interests but gave her practical experience and personal contacts that have proven invaluable. Tommye was first attracted to the College of Charleston because of the "size of the school, its academic reputation, and the low tuition." She feels that the College "very much" met her initial expectations and particularly singles out the College's encouragement of close personal bonds among students and between individual students and faculty members. Even as a graduate, she has maintained her associations at the College.

ALAN BARTH, '78, was a biology major from Marion, S.C., and is currently a student in the School of Medicine at the Medical University of South Carolina. 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 — the teachers and 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, a fraternity member, participated in the intramural sports program. Alan, a fraternity member, participated in the intramural sports program, served on the Student Advisory Board, tutored for the Biology Department and was a member of Omicron Delta Kappa.

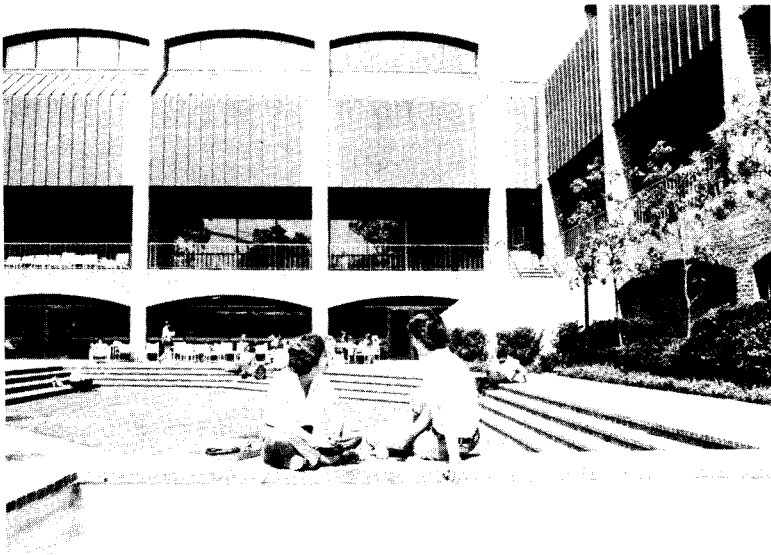
LOUESTER SMALLS ROBINSON, a former Alumni Scholar, was a studio art major and is a 1977 graduate of the College. Her ambition: "I hope to become a successful fashion designer /merchandiser. I plan to go into business for myself and create my own 'empire' with my designs — 'Lulu Exclusively.'" "During high school, Louester set her sights on a career in business and planned to attend a two-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 toward 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, I knew I wanted to stay. I went through a number of changes my first year or so, but I feel that a person has to go through changes to make any-

thing 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.” Since graduation, Louester has become a Division Manager for Belk’s Charleston stores and is a women’s buyer for the junior department, women’s ready-to-wear, designer lines, bridal, and fur items.



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 principal 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 for 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.

INTO THE THIRD CENTURY: 1970 - 1979/80

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 higher educational institution 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 Albert Simons Center for the Arts; 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. Presently under construction is another dormitory and an Education Center. Planned construction includes 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 dramatic growth of the College's facilities is nearly completed. A few more important buildings are under construction or being planned. However, the growth of the College will continue along more subtle avenues. Priority will be given to the strengthening of the internal; toward improving and refining the academic environment of the College. During the years ahead the faculty, students and administration will take determined steps to initiate a community of academic distinction.



I. The Educational Program

THE EDUCATIONAL PROGRAM

DEGREE 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, psychology, and sociology lead to the Bachelor of Science degree. Specialized preprofessional 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 bulletin.

At the graduate level, the College offers the Master of Education degree with concentrations in elementary or early childhood education. In cooperation with the member institutions of the Charleston Higher Education Consortium, the degrees of Master of Science in Marine Biology and Master of Education Special Education are offered. A Master of Public Administration program in urban public administration, a joint master's degree program of the Charleston Higher Education Consortium and the University of South Carolina, was implemented in the Fall of 1978. Information about all of these graduate programs is found in the College of Charleston's *Graduate Bulletin*, which may be obtained from the Office of Graduate Studies.

THE FACULTY

The College of Charleston teaching staff is a young, highly qualified faculty. As of Spring, 1980 the full-time faculty consists of 187 men and women who hold graduate degrees from 126 institutions in 37 states and 6 foreign countries. 80% of the faculty hold terminal degrees — the Ph.D. or its equivalent.

The faculty are active in publishing, delivering papers, attending conferences, and creating and participation 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 adviser 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 bulletin. 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 semester 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.

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 languages. 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.

STUDY ABROAD / THE ST. ANDREWS PROGRAM

The College of Charleston has developed a cooperative arrangement with the University of St. Andrews in historic St. Andrews, Scotland. St. Andrews, one of the oldest and most highly respected universities in Great Britain, has an extensive range of programs in the arts, humanities, and sciences to which College of Charleston students may apply for a year of study. The College maintains a small library of information on the University of St. Andrews, including copies of the current university bulletin and application forms for American students. Further information on the St. Andrews program is available from the Office of International Programs or from the Dean of Undergraduate Studies.

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:

- VOLUNTEER SERVICE opportunities enable a student to explore a career and / or provide a needed community service, 8 to 10 hours a week. They are frequently the best way for freshmen and sophomores to obtain work experience related to career interests, particularly in human service and communications fields. Learning objectives and task responsibilities are spelled out in writing to insure that both volunteer and supervisor take the relationship seriously.

— INTERNSHIPS are part-time (15 to 20 hours per week) paying positions in work related to studies and career plans. Some have academic components and include earning academic credit. There are a few full-time internships during the summer. Applicants must be juniors or seniors in good academic standing who have an understanding of their own skills. Some internships provide a general introduction to an agency, a government office or a business; others are special research projects.

— 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 Associations' 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.
Urban Studies 400, 401: Seminar / 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 often includes study abroad courses and courses in conjunction with the Spoleto USA Festival. Maymester programs and registration materials are available in the preceding January. Continuing College of Charleston students, visiting students from other colleges and members of the community are eligible to apply. Housing is available. For further information contact the Dean of Undergraduate Studies.

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.

CONTINUING EDUCATION PROGRAM

The Continuing Education Office of the College typically offers, in the late afternoon and evening hours, some 120 College courses each semester. These courses represent every discipline in the College curriculum and are open to regular students of the College as well as Continuing Education (non-degree) students. A separate *Bulletin*, giving the courses offered, admission procedures and general information, is available each semester 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 of 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 the College of Charleston and 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 work-shops are other major elements of the program. A wide range of cultural and recreational activities and field trips is also offered. The student 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 1978 and 1979, approximately 275 men and women from public and private high schools will participate in the program. For further information, contact the Director of Governor's School at the College of Charleston.

COOPERATIVE PROGRAMS

FIVE YEAR BS & MS PROGRAM IN BIOMETRY

The College of Charleston and the Medical University of South Carolina offer a joint five-year program leading to a Bachelor of Science degree in Mathematics and a Master of Science degree in Biometry. Under this program, the student will complete a minimum of 108 semester hours at the College of Charleston. After successfully completing 21 quarter hours at the Medical University, the student is awarded a Bachelor of Science in Mathematics from the College of Charleston.

Participation in the program does not obligate the student to attend graduate school at the Medical University. If after the junior year the student decides to go to medical school, dental school, or graduate school in mathematics, he or she can simply elect to finish the remaining semester hours at the College of Charleston.

FIVE YEAR BS / MS PROGRAM IN CHEMISTRY AND BIOCHEMISTRY

In the Spring of 1977, the College arranged for a joint undertaking with the Medical University of South Carolina to offer a five-year program in biochemistry. After earning 108 semester hours at the College, a student applies to the Graduate School of the Medical University. He or she receives a Bachelor of Science in Chemistry from the College when the Medical University awards the Master of Science degree.

THREE-TWO ENGINEERING PROGRAM

The College of Charleston believes that a liberal arts college has a contribution to make toward the education of engineers in a society that faces complex technological and humanistic problems. Hence, the College of Charleston has entered into cooperative engineering programs with Case Western Reserve University, Clemson University, Georgia Institute of Technology and Washington University of St. Louis. This program offers a student the opportunity to earn bachelor's degrees from both the College of Charleston and the engineering school in a five year program. The student attends the College of Charleston for three years and the engineering school for the last two years. In some instances summer work may be necessary. The program assures acceptance into one of the engineering schools, provided the student's overall grade point ratio is at least 3.0. To receive a degree from the College of Charleston under this Three/Two Engineering Program a student must:

1. Complete the minimum degree requirements for the College of Charleston with at least a grade point ratio of 2.0.
2. Complete any additional pre-engineering courses required by the appropriate engineering school with a grade point ratio of at least 2.0.
3. Graduate from one of the cooperating schools in an approved engineering curriculum.

Since the required pre-engineering courses vary from school to school and since many of these courses must be taken in the proper sequence, it is essential for the interested student to start on the program as soon as possible and to work closely with the faculty engineering advisor. For further information and assistance, contact the faculty engineering advisor.

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 student 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.

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.

The Edward Emerson Towell Learning Resources Center houses all library non-print material and serves as a laboratory for the Languages and Fine Arts Departments. The Center has listening and viewing rooms for small groups and individuals which can also be used for tutorial purposes. Tape duplication and limited television production facilities are also available. The Center's staff members are available to assist students in utilizing these resources for classroom presentations and related media projects.

The Cooperative Marine Research Facility Library at Fort Johnson consists of the combined marine science holdings of the College of Charleston and the South Carolina Wildlife Resources Department. The collection consists of 8,500 volumes, 220 current

periodical subscriptions and thousands of reprint articles dealing with fishes and fisheries, marine invertebrates, estuarine and marine ecology, water quality, coastal zone management and other fields in the marine sciences.

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 of 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 maintains a research collection of marine invertebrates and fishes, and has combined its extensive marine science library holdings with the holdings of the South Carolina Wildlife Resources Department to form the Cooperative Marine Research Facility Library at Fort Johnson.

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 fortifications 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.

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 paraprofessionals from

the community. The Center provides children from ages one and one-half 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 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 education 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 College Skills Lab offers instruction in the skill areas necessary for academic success at the college level. Although the Lab does not give academic credit, its instructional program complements courses at the College. A professional reading staff, English and math faculty members, and student tutors are available in the Lab to provide individualized, self paced instruction in their respective areas. Students may gain assistance by means of mini-courses, individualized appointments, and on a walk-in basis. All services provided by the Lab are free of charge to all students. Services available at the Lab are provided by the following component labs.

THE STUDY SKILLS AND READING LAB offers individualized assistance and a variety of mini-courses in the areas of time organization, note-taking, text book studying, preparing for tests and exams, speed reading, vocabulary development, reading comprehension development, and preparation for post-graduate tests. Emphasis is placed on the application of these skills to the students' content area subjects.

THE WRITING LAB provides for individualized instructional assistance in writing essays, term papers, book reports, etc. Special emphasis

is placed on grammar, punctuation, sentence and paragraph structure.

THE MATH LAB is designed to assist students in the areas of basic math, algebra, trigonometry, geometry and calculus.

THE PHYSICAL SCIENCE LAB provides qualified student tutors in the areas of biology, chemistry, physics and astronomy.

COUNSELING CENTER

The Counseling Center provides an opportunity for students with personal concerns to seek solutions in a confidential environment. A variety of services is offered which are designed to enhance personal growth and to contribute to the educational mission of the College. These programs and services are available to all students. The primary counseling services are as follows:

—PERSONAL COUNSELING services are offered through individual, group, marital, and family counseling. Students can explore personal concerns, gain awareness and insight into the causes of their problems.

—PERSONAL DEVELOPMENT GROUPS involve students with a common concern who receive specific training and support. Groups are regularly offered in assertiveness training, anxiety management, dream interest, values clarification, and others according to the needs of students.

—TUTORING SERVICES are offered for students who are having difficulties in any subject. All tutors are recommended by the faculty. The sessions are conducted both on an individual and on a group basis. Limited funds are available for those who cannot afford this expense. For information on additional tutoring services at the College, please see the description of the College Skills Lab services.

—TESTING SERVICES are offered for a variety of student concerns such as vocational interests, personality, aptitude, placement exams, and graduate and professional school exams. Students who believe they are proficient in various academic subjects can take CLEP examinations for College credit.

CAREER DEVELOPMENT SERVICES

The 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 Information Center, Careerfests, and Employment Assistance.

CAREER PLANNING WORKSHOPS

Career Planning Workshops are the initial step in career development. 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 are scheduled throughout the year. Vocational aptitude and interest tests are given to all participants, and professional interpretation is provided.

Career Planning 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.

Venturing

All students are encouraged to explore career interests through direct contact with practicing professionals. The Career Development Office provides contacts and individual help to assist students in setting up information interviews in the community. Ventures are an integral part of career planning since they are a first step in entering Experience Learning programs, obtaining part-time jobs, and gathering career information.

Career Information Center

The Career Information Center 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 Information Center for their personal career development.

Careerfests

In order to inform as many students as possible about the variety of career options open to them, Careerfests are held twice a semester. Community persons from a wide variety of backgrounds come to the campus to talk with students about education and careers. These Careerfests are organized by skills (such as Research, Communications, Human Service and Management), to demonstrate how liberal arts education prepares people for the world of work.

Employment Assistance

The Career Development Office (formerly 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 Career Development 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 Development Office. The 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 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.



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 1,400 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

Buist Rivers Residence Hall, with facilities for 102 women, and Rutledge Rivers Residence Hall, housing 103 women, are located on College Promenade. The College Lodge and College Inn Residence Halls accommodate a total of 389 students. Craig Residence Hall on the corner of George and St. Phillip Streets accommodates 202 women and the new dormitory on the corner of Coming and Wentworth Streets is being built to house 330 men.

Besides the larger residence halls, several historic dwellings have been restored to house an additional 200 students.

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 resident hall lease 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 spe-

cific regulations concerning resident privileges, hours, guests, house-keeping, 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.

PARKING

The College of Charleston has a very limited amount of on-campus parking. Students in need of parking are encouraged to contact the Public Safety Office prior to the beginning of each semester for parking information.

There is ample parking available at the Municipal Auditorium located three blocks from campus. There is no charge during the day for use of these spaces. The College runs a shuttle bus from this parking area to the campus. There is also a City parking garage adjacent to the campus. It is on a pay basis to students, faculty and staff. For applicable rates, contact the Parking Garage.

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 Honor System has existed at the College of Charleston since the College's founding in 1770. It is an integral part of the Judicial Code which provides for protection of the individual through due process of law and is administered by the Judicial Board of the College. The Honor Code of the College of Charleston deals specifically with lying, cheating or attempted cheating, and stealing or attempted stealing.

The specific regulations and procedures of the Code and the statements of the Honors System 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 and also acknowledge the right of the College to take the necessary disciplinary action for failure to abide by them. 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 College's standards of conduct.

THE OFFICE OF HUMAN RELATIONS

The Office of Human Relations at the College of Charleston addresses itself to the educational and employment needs of individuals and groups who occupy minority status at the College. It assures complete access to the College for females, minorities, and the handicapped, and Vietnam era veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and to the other persons in authority in order to establish equal opportunity for all persons.

The Office of Human Relations acts as a resource office for the special concerns of women, minorities, and the handicapped and supports programs of interest to this constituency in the College community and on the local, state, and national level.

The Office of Human Relations insures immediate response to complaints of discrimination based on sex, race, national origin, creed, handicap, and age by students, employees, and/or applicants for employment and admission. The Director of the Office of Human Relations is the individual responsible for coordinating the grievance procedures under the Affirmative Action Program and federal equal opportunity guidelines.

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, recreational and educational experiences on campus that can be enjoyed by students, staff and faculty. The continuing goal of the Center is to unify these members of the College community through a wide range of programs and through use of the facilities. Facilities of the Stern Center include a collegiate size swimming pool, bowling lanes, billiards, ping pong tables, student offices, meeting rooms, T.V. room, 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 ballroom, 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.

THE COLLEGE MISCELLANY, the literary magazine, publishes photography, drawings and sketches, short stories, poems, plays, and other literary pieces.

HONOR SOCIETIES

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

Phi Kappa Phi is a national honor society whose membership is limited to juniors and seniors of superior academic ability and outstanding character. To be eligible for election, a student must complete at least 60 hours at the College of Charleston. A grade point ratio of 3.7 is required for seniors, and 3.8 for juniors.

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

Pi Mu Epsilon National Honor Mathematics Fraternity is a national honor 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.

Sigma Delta Pi, National Spanish Honor Society serves to honor those who seek and attain excellence in the study of the literature and the culture of the Spanish-speaking peoples.

CLUBS AND GROUPS

Academic and Pre-Professional Clubs

American Society of Personnel Administration	Geology Club Healthy R.E.S.P.E.C.T. Club
Biology Club	History Club
Business and Economics Club	Natural History Society

Council for Exceptional
Children
English Club
Fine Arts Club
Philosophy Club
Physics Club

Political Science Club
Pre-Law Society
Pre-Medical Society
Psychological Association
Urban Studies Club
Veterans Association

Special Interest Organizations

Student Union for
Minority Affairs
Campus Gold (a service
organization supporting
the Girl Scouts)

Chess Club
Religious Organizations Council
Students' International
Meditation Society
Young Democrats
Young Republicans

Sports Clubs

Cheerleaders
Equestrian Club
Mountain Climbing Club

Scuba Club
Ski Club
Skydiving Club
Surf Club

Performance Organizations

The College Players. Membership in The College Players 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 seven fraternities are active at the College:

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

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 seven nationally recognized sororities are active at the College:

Chi Omega	Delta Sigma Theta
Delta Delta Delta	Alpha Kappa Alpha
Phi Mu	Alpha Delta Pi
Zeta Tau Alpha	

ATHLETICS

Intercollegiate Sports

The College of Charleston is a member of District 6 of the National Association of Intercollegiate Athletics and a member of the Association of Intercollegiate Athletics for Women. The Athletic Department has expanded from three intercollegiate sports in 1970 to ten in 1978:

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

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., dbl., 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 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 a 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.

William Young Warren Ripley, Jr. Memorial Fund, Established in 1978 by friends to be awarded to top accounting graduate for expenses in taking the CPA examination for the State of South Carolina.

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.

The *Carrie Pollitzer Education Award* is awarded to the student in an Approved Teacher Education Program achieving the highest score (Composite Percentile Rank) each year on the National Teacher Examinations.



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 freshwater 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. 55), a magnificent international exposition of the performing arts.

COLLEGE SPONSORED EVENTS

The College of Charleston and the Medical University of South Carolina Community Series have joined in a partnership with the Charleston Concert Association to present to the community five outstanding performances during the 1980-81 season. Tickets for the series are discounted for students and may be purchased either for the entire series or for individual programs.

Other programs presented by the College include the Guarneri String Quartet, sponsored by the Foundation; artists-in-residence Wilfred Delphin and Edwin Romain, duo-pianists; the Young Concert Artists Series; dramatic productions by Center Stage; and numerous lectures, recitals and concerts sponsored by the fine arts department and presented by students, faculty and guest artists.

Additional events include the English Department's Coffee Hours; the Physics, Biology, Geology, Chemistry and Psychology Department's Science Seminars; the Philosophy Department's Religious Lecture Series; the Humanities Film Series; the Consortium Mathematics Seminar Series sponsored by the College of Charleston, the

Baptist College at Charleston, The Citadel, and the Medical University of South Carolina. Also, the College Union Board, an arm of Student Activities, sponsors a variety of events including concerts, films, lectures, demonstrations, and special events.

SPOLETO FESTIVAL U.S.A.

Since 1977, Spoleto Festival U.S.A., the world's most comprehensive arts festival, has been presented annually in Charleston for 17 days from mid-May to early June.

Founded by Pulitzer Prize winning composer and director Gian Carlo Menotti, the Festival has been held annually in Spoleto, Italy, for twenty-two years. The Charleston and Spoleto seasons combine to realize Menotti's original dream of a "Festival of Two Worlds".

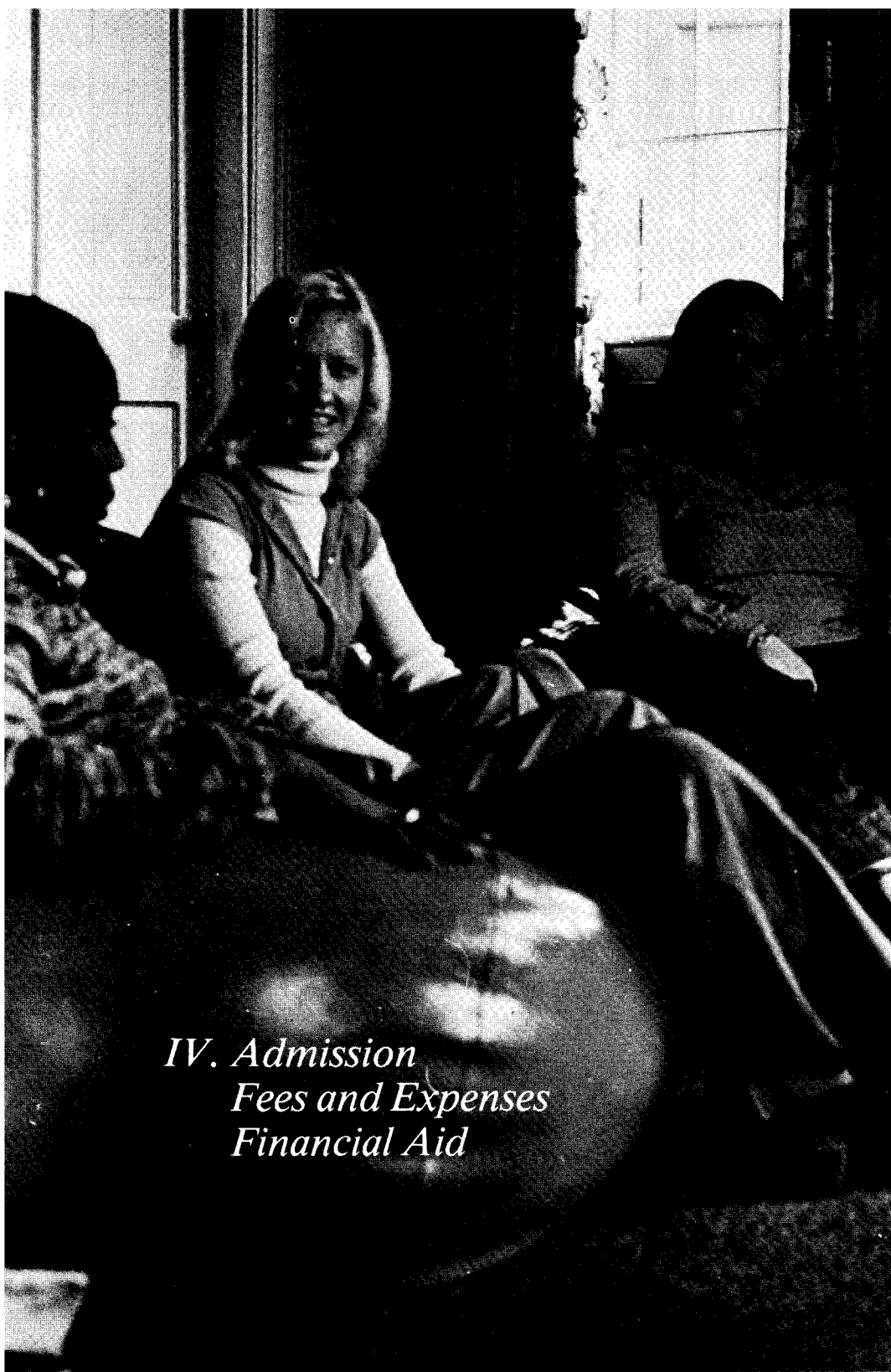
Menotti selected Charleston as the permanent American home of the Festival — which he calls an "inspired" choice — because this lovely city is itself an art form which enhances the beauty and magic of the Festival performances. Like the town of Spoleto, Charleston is notable for its setting, the historical and aesthetic richness of its architecture, the suitability of its facilities, and its accessibility.

Virtually all of the arts are represented in Spoleto including opera, ballet, modern and folk dance, symphonic, choral and chamber music, jazz, poetry, film, visual arts, and classical and avant-garde theatre. Its performers and artists traditionally include seasoned masters as well as promising young people.

Artists involved in the Charleston Spoleto Festival have included Arthur Miller, Ella Fitzgerald, Tennessee Williams, Pietro Concagra, Edward Albee, Charles Wadsworth, Sarah Vaughn, Samuel Barber, Cy Twombly, Robert Indiana, Orson Welles, Luchino Visconti, Sam "Lightnin'" Hopkins, Alvin Ailey, Boris Bloch, Alexander Gudonov, Alicia Alonso, Rudolph Firkusny, Alwin Nikolais, Shuji Terayama, Christopher Keene and many others.

Like the rest of Charleston — its government, its institutions, and, most of all, its citizens — the College of Charleston actively and wholeheartedly supports the Festival. Many of the Festival events are held on the College campus and most of the Festival performers, apprentices and technicians are housed in College facilities where they enjoy the convenience of easy access to rehearsals and performances at the College.

College personnel also participated directly and indirectly with the Festival, either by coordinating the Festival's stay on campus or by performing and participating in Spoleto events as well as in the city's Piccolo Spoleto, the official outreach program of the Festival.



*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 FOR DEGREE CANDIDATES AND NON-DEGREE CANDIDATES UNDER 21 YEARS OF AGE.

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 under 21 years of age applying for admission as non-degree 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 application 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.

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. After completing six semester hours in summer school, those students who have earned no less than a grade of C in each course attempted, 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 insti-

tution 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. Students on probation may receive credit for courses at another institution subject to the regulations on page 205 of this Bulletin. Transfer credit for such work will not be awarded, however, until the probation has been removed.

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 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.

CONTINUING EDUCATION STUDENT

All persons 21 years of age or older who wish to attend the College of Charleston as non-degree students will apply to and complete their enrollment through the Office of Continuing Education. Continuing Education students may enroll in any classes offered at the College. If and when a Continuing Education student wishes to be considered as a degree candidate, he or she must apply to the Office of Admissions.

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 bulletin.

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 achieved a score of 4 or 5 on an advanced placement examination will be awarded advanced placement credit. Examinations with a score of 3 will be evaluated, and advanced placement may be awarded by the individual department.

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>	\$425	\$875
<i>For 8 hours or less (course fee per semester hour)</i>	\$ 35	\$ 35
Graduate fees, for 8 hours or less (per semester hour)	\$ 40	\$ 40
Audit fee (per semester hour)	\$ 17.50	\$ 17.50

*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

An advance deposit of \$100 is due from returning students on or before March 1, and a \$50 damage deposit is due from new students as indicated in their letter of acceptance.

HOUSING AND CAFETERIA FEES

	Per
	semester
<i>Room Fees</i> (all residences)	\$380
Rooms are normally occupied by two or more students. An additional \$50 per semester will be charged for designated private rooms when available.	

	Per
	Semester
<i>Meal Plans</i> – Three-a-Day Plan*	(**) \$400
One-a-Day Plan	(**) \$200

*Three meals will be provided Monday through Friday, and two meals on Saturday and Sunday – a midday brunch and a light supper.

**Subject to change as dictated by food and labor costs.

SPECIAL CHARGES

Enrollment and Graduation Fee	
for all new full time students*	\$25
Diploma Fee	\$20
Duplicate Identification Card	\$ 2
Late Registration Fee	\$25
Change of Schedule Fee	
(for each change)	\$ 3
Motor Vehicle Registration	
Fee (per semester)	\$40
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	\$30
Golf Fee	\$15
Student Health and Accident Insurance optional (estimated fee for 12 months)**	\$42

*Refundable to non-graduates upon proper withdrawal from the College.

**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 may be secured at \$1.00. 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 half 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 are many sources of financial aid available to College of Charleston students including College of Charleston Foundation Scholarships, scholarships and loans from outside organizations, and the Federally Funded Grant, Loan and Work Study programs. During the 1979-80 academic year, approximately 1500 students at the College received financial aid from one or more programs. Over \$1.2 million dollars in financial assistance was awarded from all sources.

ACADEMIC SCHOLARSHIPS

Academic scholarships are awarded annually 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. Annual Fund giving to the Foundation by alumni, business and industry, faculty and staff, friends and parents make these and other scholarships possible for students at the College. From these various sources, the College of Charleston Foundation awarded scholarships

totaling approximately \$220,000 to 318 students during the 1979-1980 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.

PALMETTO STATE FELLOWS

This is an academic fellowship program for outstanding secondary school students, through which a four-year stipend of \$5,000.00 is awarded annually to five outstanding South Carolinians. Special advisers and support are provided for individual program development. Fellowship recipients will be selected from among the students who apply and complete their applications for admission by January 15, 1981.

FOUNDATION SCHOLARSHIPS

Thirty seven 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.

ACADEMIC ACHIEVEMENT AWARDS

The Foundation Scholarship Committee selects forty three 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 schol-

arships each year to students who show academic promise and who have excelled in extracurricular activities.

STANDARDS FOR RENEWAL OF SCHOLARSHIPS

Recipients of all academic scholarships must complete no fewer than 28 semester hours each academic year, excluding Maymester and Summer School. Grade point average qualifications for renewal are:

3.60-4.00 for renewal at full value

3.40-3.59 for renewal at 50% of full value

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 extracurricular 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.

Walter James Bristow Scholarship. Established in 1978 by Mrs. Walter J. Bristow in honor of her husband. This fund will provide financial assistance to a premedical student from South Carolina. Dr. Bristow was a member of the College of Charleston class of 1911.

College of Charleston Scholarship. Income derived from combined endowments of the Edward R. Miles Scholarship, established in 1899 by Mrs. Mary Peronneau; the Asher D. Cohen Scholarship was established in 1905 by Mrs. Miriam Cohen; the A.C. Kaufman Scholarship was established in 1918 by bequest of the late A. C. Kaufman; the David Sternberger Scholarship was established in 1931 by Mrs. David Sternberger; the Julian F. Nohrden Scholarship was established as a memorial to the late Julian F. Nohrden by the Parent/Teacher Association of Julian Mitchell School; the Rosalie Raymond Scholarship was established in 1967 by bequest of the late Mrs. Rosalie Raymond; the Yarnell Scholarship fund was established in 1962.

Johnson Wood Cox Memorial Scholarship. Established in 1978 by members of Alpha Tau Omega and friends. The purpose of this fund is to provide financial assistance to a Greek pre-medical student at the College. The student selected must have a 3.6 or higher grade point average.

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 adviser 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.

Johnette Green Edwards Scholarship. Established by friends of Johnette Green Edwards to benefit handicapped students attending the College of Charleston, 1977.

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.

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.

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.

Louise Johnson and W. Howard Read Scholarship. This scholarship was established in 1977 by the family and friends of Louise Johnson Read and W. Howard Read. During their lifetime they were generous contributors to the College; and Mrs. Read was a devoted mother of three distinguished graduates of the College of Charleston.

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.

James Ernest Westbury Scholarship. Established in 1975 by Colonel (Retired) and Mrs. Lindsey Wortham Hale as a memorial to Mrs. Hale's father, James Ernest Westbury. The purpose of this scholarship is to provide educational assistance to worthy students.

Rembert Coney Dennis Scholarship. Established in 1976 by friends of Rembert Coney Dennis, State Senator 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.

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.

Hibernian Society Foundation Scholarship. Established by the Hibernian Society Foundation to reinstate one of the original purposes of the Society, useful beneficence. Provides assistance to students based on need, scholastic record and attitude toward employment, 1977.

Italian-American Club Scholarship. Established in 1978 by the Italian-American Club of Greater Charleston to implement one of the main purposes of the club: "To develop a scholarship program to help deserving youth." Preference is given to students of Italian descent.

Josten's Foundation Scholarship. Donated annually by the matching gifts program of the Josten's Foundation and E. Mikell Carroll. The recipient is selected based on academic achievement and financial need.

Pilot Club of Charleston Scholarship. Awarded annually by the Pilot Club of Charleston, S. C., Inc., to students in need of financial assistance. Preference is given to unmarried women students from the Tri-County area entering their sophomore, junior or senior years. Selection is made based on academic performance and financial need.

Jack Page Memorial Scholarship. Presented annually by the National Association of Accountants. The recipients must be of high academic standing and be majoring in Accounting or Business Administration. Preference is given to juniors and seniors. The College of Charleston selects the recipient.

ADDITIONAL COLLEGE OF CHARLESTON SCHOLARSHIP AND LOAN FUNDS

Short-term loan funds 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 are made on a 30-day basis and must be repaid within that time to avoid interest charges.

Loans from the President's Discretionary Fund may be awarded to upper-classmen and incoming freshmen who have a bona fide finan-

cial emergency and who show promise of academic success at the College. Loans are made on a 30-day basis and must be repaid within that time unless other arrangements are made with the President's Office.

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 1979-80 academic year, outside organizations awarded students at the College of Charleston scholarships totaling approximately \$75,000. 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:

Orders Tile & Distributing Company	Georgetown Steel Corporation
C. G. Fuller Foundation	Charleston Christian Family Y
National Merit Scholarship	Elks National Foundation
Business & Professional Women's Foundation	Winn-Dixie Stores, Inc.
SCN Bank-Doyle Memorial	Navy Relief Society
The Agriculture Society of S. C.	Charleston Federation of Women
Cummings Engine Foundation	Bekins Scholarship Foundation
Campbell Soup Company	West Lions Club
De Franc Realty, Inc.	S. C. Retired Educators
Knights of Columbus	Charleston Jaycees
Phi Delta Kappa	Exchange Club of James Island
Wannamaker Trust Wade Hampton Academy	National Association of Accountants
Optimist Youth Association	National Honor Society
Bishop England High School	Folly Beach Exchange
Beneficial Foundation, Inc.	Dick Horne Foundation
Heublein Foundation	Georgia Pacific Foundation
Kittie M. Fairey Scholarship	Helen Stokes Memorial Fund
	Tri-Delta Scholarships

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.

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 1979-80 academic year received aid totalling more than \$1.2 million dollars. An estimated 950 students received federal grants totalling approximately \$834,400; the average grant was between \$800 and \$1100. An estimated 244 students received Direct Student Loans totalling approximately \$190,000, the average loan was \$775. An estimated 235 students earned approximately \$145,000 through the Work-Study program; on the average, students earned \$450 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 twelve 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. the College Scholarship Service (CSS); Financial Aid Form (FAF); the American College Testing (ACT) programs; and Parents' Confidential Statement (PCS).

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

ly 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 eight 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 based on the costs at the College.

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 FAF (or PCS) 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 FAF (or PCS) 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. The student is asked to repay a minimum of \$360 per year.

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 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 FAF (or PCS) 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 reference 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 FAF (or PCS) 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.

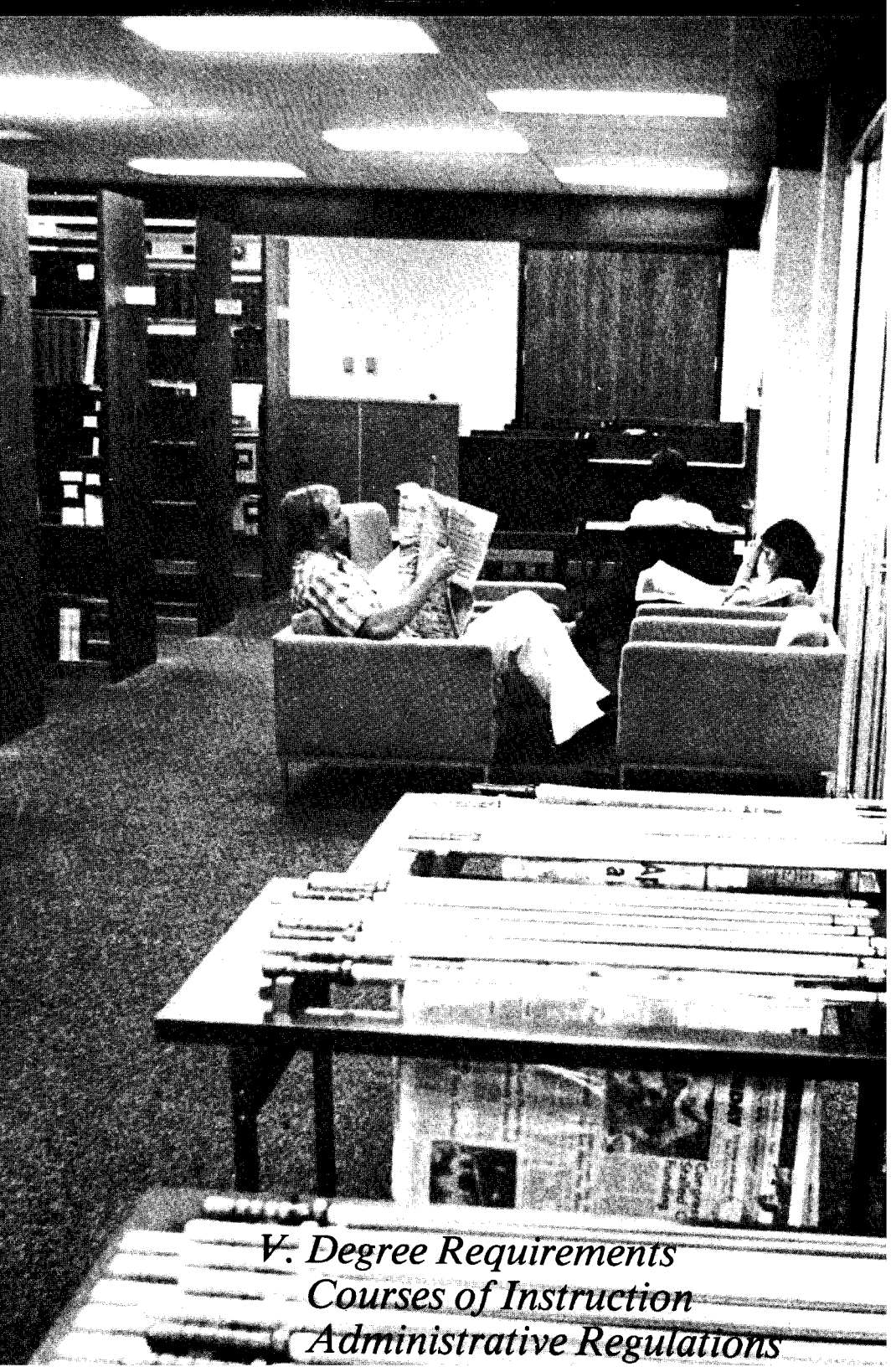
VETERANS' BENEFITS

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 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 senior year of work for the degree must be done in residence at the College of Charleston. However, candidates who have taken more than 60 credit hours at the College of Charleston must complete 30 of their final 37 hours at the College.

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.

Students may complete a double major by fulfilling the requirements of two major programs. The double major will be listed on the student's transcript, but only one diploma will be awarded. If the two majors are in different degree categories, the student must choose either the Bachelor of Arts degree or the Bachelor of Science degree.

THE GENERAL EDUCATION REQUIREMENTS

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

English	6 semester hours: English 101 and 102. (Each degree candidate must enroll in English 01, 101 or 102 each semester until the English requirement has been fulfilled.)
History	6 semester hours: History 101 and 102.
Natural Science	8 semester hours — an introductory sequence from one of the following: astronomy, biology, chemistry, geology 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— 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, economics, political science, psychology, or sociology.
Humanities	12 semester hours from the following with no more than 6 semester hours in any of the following areas: British or American Literature, any foreign literature, fine arts (excluding courses in studio art, practice and performance of music, and stagecraft), history (excluding 101 and 102), and 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 requirement 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

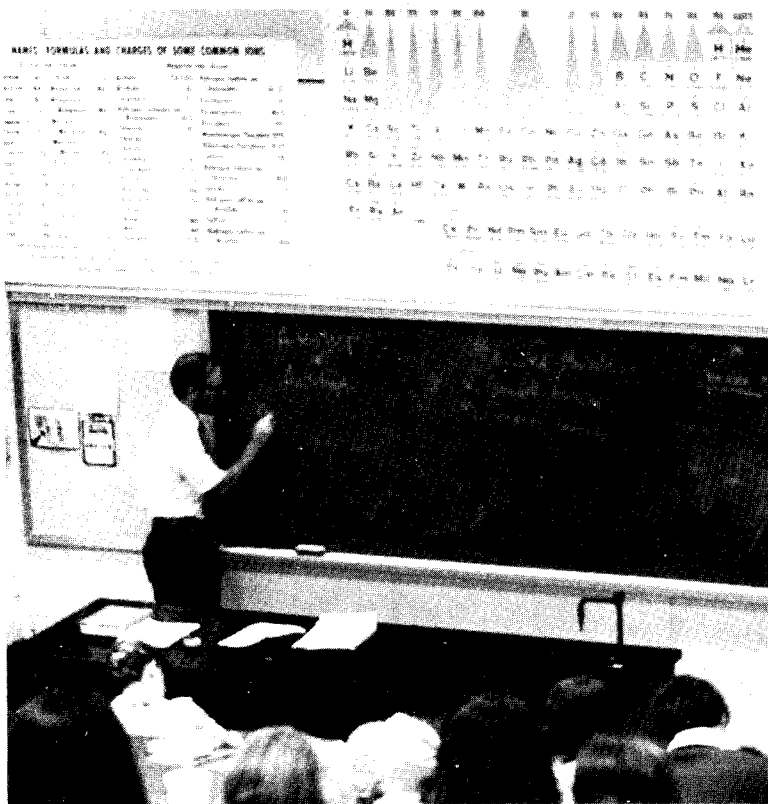
To earn the Bachelor of Science with Medicine, students must earn at least 92 semester hours at the College of Charleston. During their three years at the College, B.S.M. candidates must complete the Minimum Degree Requirements for all degrees, and must include in their program the following:

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.



THE HONORS PROGRAM

Rew A. Godow, Jr., *Director of The Honors Program*

The College of Charleston recognizes that gifted and talented students have special educational needs. In order to help meet the needs of such students, the College has an Honors Program which gives unusually able students the opportunity

- to take special courses designed for students of high ability
- to engage in independent projects and research
- to confront greater intellectual challenges and stimulation
- to receive individualized instruction through a tutorial system
- to participate in a peer community of students with similar abilities
- to participate in more intensive intellectual discussion and debate.

Among the special features of the Honors Program are the following:

THE HONORS COLLOQUIUM. The Honors Colloquium is at the core of the Honors Program. Honors Colloquia are small, seminar-style classes which emphasize student participation and discussion. Honors Colloquia are more than just accelerated courses. They are more intensive, meet more frequently, and carry more academic credit than courses in the regular curriculum. Honors Colloquia are broad in scope and transcend traditional disciplinary boundaries. Normally, they are taught by a team of professors from different academic departments.

THE TUTORIAL. An important part of the Honors Program is the tutorial system, modeled after the program of instruction in use at Oxford, Cambridge, Harvard and other major universities. Each academic department has a course numbered 399 and entitled "Tutorial." Juniors in the Honors Program enroll in a tutorial either in the Honors Program or in the department of their major. Each tutorial is designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of an individual student. Together with their tutors, Honors Program students design their own individual courses of study, determine reading and written assignments, and plan independent projects. Then, they meet individually with their tutors--usually once a week--to discuss readings and written work, as well as to report on the progress of their research.

OTHER OPPORTUNITIES. In addition to the Honors Colloquia, there are Honors Program courses in English, mathematics, and the laboratory sciences. Special topics courses are offered in the Honors Program in accordance with student and faculty interest. Also, Honors Program students are encouraged to complete scholarly off-campus projects which may include, e.g., study abroad, internships, or special research projects.

THE HONORS CENTER. The Honors Program is much more than a series of courses. To facilitate a sense of community among Honors Program students and faculty, the Honors Program has a physical home, the Honors Center, one of the historic buildings on the College of Charleston campus. The Honors Center has a seminar room as well as a lounge and reading room for the use of Honors Program students and faculty. Students come to the Honors Center to study, meet with professors, work on group projects, socialize, and informally discuss issues of importance to them. In addition, speakers, seminars, and discussion groups will be scheduled regularly in the Honors Center. In short, the Honors Center will be the focal point for the social and intellectual activities of the Honors Program.

REQUIREMENTS FOR BECOMING AN HONORS PROGRAM GRADUATE

Every student in the Honors Program must complete all college-wide graduation requirements, including the requirements for a major. In doing so, a student becomes an Honors Program Graduate by fulfilling the following requirements:

1. Honors English (HON 105 & 106), Honors Mathematics (HON 115 & 116), the Honors Colloquium in Western Civilization (120 & 130), Senior Seminar (490).
2. Tutorial (399) and Bachelor's Essay (499) either in the Honors Program or in the department of the student's choice.
3. At least two additional HON courses.
4. At least one HON course must be taken each year the student is at the College.
5. A cumulative grade point ratio of 3.4 or higher.

Those fulfilling the above requirements will be designated Honors Program Graduates on their transcripts and will receive special recognition during graduation ceremonies.

ADMISSION, RETENTION, AND FURTHER INFORMATION

The Honors Program has special procedures for admission, has its own retention requirements, and has other opportunities not described above. For a brochure containing more detailed information and including all necessary application materials, contact the Director of the Honors Program or the Office of Admissions.

NOTE: Where space is available, students who are not in the Honors Program may take Honors Program courses if they have the permission of the instructor or the Honors Program Director.

105, 106 **HONORS ENGLISH (3,3)**

(Satisfies the general education requirement in English.)

115, 116 **HONORS MATHEMATICS: CALCULUS WITH MATHEMATICAL MODELING (4,4)**

The core of the course will be single-variable calculus. Applications to modeling in various areas ranging from physics to political science will be emphasized. Individual projects will involve modeling in topics related to the interdisciplinary colloquia.

(Satisfies the general education requirement in mathematics or logic.)

120, 130 **HONORS COLLOQUIUM IN WESTERN CIVILIZATION (6,6)**

This year-long colloquium is an intensive interdisciplinary study which relates the arts, literature, and philosophy of the western world to their political, social and economic contexts. Discussions will be based on wide reading of original sources. HON 120 examines the development of western civilization from its origins in the ancient near east through the Renaissance and Reformation. HON 130 examines developments from the scientific revolution to the contemporary world. (HON 120 and 130 together satisfy the general education requirement in History; each also counts three hours towards the satisfaction of the general education requirement in humanities.)

140 **HONORS COLLOQUIUM IN THE HISTORY AND PHILOSOPHY OF SCIENCE (6)**

This lecture-discussion course is a study of the evolution of scientific ideas from the intuitive insights of early cultures through modern analytic and experimental investigation.

(With HON 145 satisfies the general education requirement in natural science.)

145 **HONORS LABORATORY SCIENCE (6)**

Given by one of the natural science departments, this course combines

lectures with laboratories meeting twice a week.
(With HON 140 satisfies the general education requirement in natural science.)

- 145B Honors Biology
- 145C Honors Chemistry
- 145G Honors Geology
- 145P Honors Physics

- 220 HONORS COLLOQUIUM: MAN IN SOCIETY (6)
An examination of the social sciences from their origins in the 17th and 18th centuries through their development in modern times as independent disciplines. Readings cover both theory and current practice. (Satisfies the general education requirement in social science.)
- 230 HONORS COLLOQUIUM: THE ELEMENTS OF HUMAN CULTURE (6)
An interdisciplinary study of literature, philosophy, and fine arts as shaping forces for individuals and for society. (Counts toward the general education requirement in humanities.)
- 240 HONORS COLLOQUIUM: VALUE AND TRADITION IN THE NON-WESTERN WORLD (6)
This seminar is intended to introduce students to non-western cultures.
- 390 SPECIAL TOPICS (3-6)
An honors course on a special topic to be determined by faculty and student interest.
- 395 SCHOLARLY OFF-CAMPUS PROJECT (3 hour minimum)
Honors Program students are encouraged to engage in scholarly projects off campus--e.g., study abroad, exchanges with other Honors programs, internships, etc. Such projects are normally conceived by the student and worked out in detail with the student's advisor or tutor with the aid of the Honors Program Director. Projects will be approved and evaluated for credit by the Honors Program Committee.
- 398 HONORS INDEPENDENT STUDY (1-3; repeatable up to 6)
- 399 TUTORIAL (3; repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of both the tutor and the Honors Program Committee.
- 490 SENIOR HONORS SEMINAR (3)
Honors Students working on Bachelor's Essays meet in a weekly seminar which provides an opportunity for all senior Honors Program students to work together. Topics will vary according to student and faculty interest and will emphasize the common ground of intellectual endeavor.
- 499 BACHELOR'S ESSAY (6)
A year-long research and writing project done during the Senior year under the close supervision of a tutor. The student must take the initiative

in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the Honors Program Committee prior to registration for the course.



BIOLOGY

Professors

William D. Anderson, Jr., Norman A. Chamberlain
Harry W. Freeman, Julian R. Harrison
Maggie T. Pennington, James W. Smiley, *chairman*

Associate Professors

Charles K. Biernbaum, Danton L. Johnson
Martha W. Runey, D. Reid Wiseman

Assistant Professors

Christopher C. Koenig, Michael B. Maddock
Susan J. Morrison

Instructor

Mary B. Berry

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. Undergraduate 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; to include at least one course in botany; 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 101,102,310,314,315, and one course in botany; 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; to include at least one course in Botany; 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. Offered on alternate years.

Prerequisites: Biology 101 & 102 or a general Botany course.

- 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.
- 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)**

Gross morphology, life history, taxonomy, and evolution of representative algae, fungi, bryophytes and vascular plants. Lecture, 3 hours a week; laboratory, 3 hours a week.

Prerequisites: Biology 101 & 102, or permission of instructor.

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.

301L **GENETICS LABORATORY (1)**

An introduction to the principles of heredity as exemplified in common experimental organisms. Laboratory, 3 hours per week.

Corequisite: Biology 301.

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; labora-

- tory, 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.
- 308 **PLANT ANATOMY (4)**
A comparative study of the anatomy of representative vascular plants, relating the anatomical features to functions and evolution. The laboratory will include an introduction to the techniques of plant histology and wood anatomy. Offered on alternate years. Lectures, 3 hours a week; laboratory, 3 hours per week.
Prerequisites: Biology 101 & 102, or a general Botany course.
- 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.

- 316 **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. Offered on alternate years. Prerequisites: Biology 101 & 102 (or a general botany course) and one year of chemistry.
- 318 **CELL BIOLOGY (3)**
A detailed morphological and physiological study of the gross structure ultrastructure of the cell, and including both plant and animal tissues. Lectures, 3 hours a week.
Prerequisites: Biology 101 & 102, or equivalents; and 1 year of chemistry.
- 318L **CELL BIOLOGY LABORATORY (1)**
The laboratory study of living systems at the cellular and molecular levels. An introduction to the methodology for studying such topics as structure, growth, reproduction, permeability, movement and metabolism. Laboratory, 3 hours per week.
Corequisite: Biology 318.
- 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. Offered on alternate years.
Prerequisites: Biology 101 & 102, or a general Botany course.

- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 401 SEMINAR (1)
- 402 SPECIAL TOPICS (1-3)
Special studies developed by department members designed to supplement an offering made in the department or to investigate an additional, specific area of biological research.
Prerequisite: Permission of instructor.
- 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.
- 499 BACHELOR'S ESSAY (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
- 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

Robert Anderson, Joseph J. Benich, Jr., Talaat Elshazly,
Rebecca B. Herring, D. Thomas Livingston, *chairman*
Richard G. Shainwald, James F. Snyder
Rachel J. Drake, Paul E. Jursa

Assistant Professors

Marsha Hass, James F. Hawkes,
McKenzie A. Perry, Jerry Spencer, Clarence Condon,
John Dunkelberg

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 or exemption of Mathematics 101, 104, 105, or calculus equivalent is required prior to enrollement in business statistics (BA 304) and therefore should be completed prior to the junior year by all business and economics majors. 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 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 get an overview of business. 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. Personal and Consumer Law (BA 106) exposes students to their obligations and rights as both citizens and consumers.

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 and Operations Management (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, management, economics, business law, finance, marketing, and management science. Recommended courses for each area of concentration are available from faculty advisors. *Some electives are offered every semester, others are offered on an alternate semester or alternate year basis.

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All of the Department's core courses are offered every semester. It is recommended that business majors plan to complete Principles of Economics (Econ 201 and 202), Accounting Concepts (BA 203 and 204), and Business Statistics (BA 304) 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), and two or three elective courses. This leaves the senior year open for Production and Operations Management (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

105	<p>INTRODUCTION TO BUSINESS (3)</p> <p>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.</p>
106	<p>PERSONAL AND CONSUMER LAW (3)</p> <p>Exposes students to their obligations and rights as both citizens and consumers. Topics to be covered include: the laws involving investing, use of commercial paper, savings, the Constitution, the court system, the law covering students, employees, insureds, homeowners. Lectures, 3 hours per week. Credit hours for this course may not be applied toward the major requirements in Business.</p>
120	<p>PRINCIPLES OF INVESTMENT (3)</p> <p>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. Credit hours for this course may not be applied toward major requirements.</p>
203	<p>ACCOUNTING CONCEPTS I (3)</p> <p>An introduction to Accounting principles applicable to single proprietorships with emphasis on the accounting cycle and the preparation of financial statements.</p>
204	<p>ACCOUNTING CONCEPTS II (3)</p> <p>A continuation of BA 203. Accounting principles applicable to partnerships and corporations with emphasis on accounting for manufacturing activities and the information in management decision making.</p>
300	<p>BUSINESS INFORMATION SYSTEMS (3)</p> <p>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.</p>
301	<p>MANAGEMENT CONCEPTS (3)</p> <p>Development of the concepts underlying the management process — planning, organizing, directing, and controlling business activity.</p>
302	<p>MARKETING CONCEPTS (3)</p> <p>This course develops an appreciation for the complexities of establishing and implementing marketing strategies. Areas of study include consumer behavior, product/service mixes, branding and packaging, channels of distribution, pricing, advertising and salesmanship.</p> <p>Prerequisite: Econ 202.</p>

- 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: BA 204 and Economics 202.
- 304 **BUSINESS STATISTICS (3)**
 Testing of hypothesis, probability, linear regression, index numbers, and decision-making techniques.
 Prerequisite: MAT 104, MAT 205, or calculus equivalent.
- 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. Suggested as first upper level law course.
 Prerequisite: Economics 202, Junior standing or permission of instructor.
- 306 **BUSINESS LAW I (3)**
 A course designed to cover the legal aspects of business operations, including contracts, agency, partnership, property, and employment law.
 Prerequisite: Junior or Senior standing, BA 305 is recommended.
- 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)**
 Cost concepts and techniques applied by manufacturing companies in accumulating cost data for product costing purposes with emphasis on job-order and process cost systems, standard cost systems, and the problem of cost allocation.
 Prerequisite: B. A. 204.
- 309 **MANAGERIAL ACCOUNTING (3)**
 Use of cost data to aid management in planning, performance, evaluation and control, and decision-making. The impact of behavioral sciences and operations research techniques on management accounting will also be covered.
 Prerequisite: BA 308.
- 310 **SEMINAR IN FINANCE (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 modes.
313	MANAGEMENT OF FINANCIAL INSTITUTIONS (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 banking operating costs and to changing bank practices.
316	INTERMEDIATE ACCOUNTING I (3)	Accounting principles for income, investments, asset valuation, financial statement presentation as related to current assets, current liabilities, and noncurrent assets.
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.
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.
322	INTERNATIONAL BUSINESS	The environment and operations of international business with emphasis on the nature and scope of international business, the framework of international trade transactions, the nation-state and international business, assessing national environments and managing the multinational enterprise.
325	SEMINAR IN MARKETING (3)	Encourages students to become practical marketing decision makers. Contemporary case histories will be evaluated.
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.

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.
 Prerequisite: B. A. 302.

335 GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING (3)
 Fundamental accounting principles applicable to federal, state, and municipal governmental units and other nonprofit organizations such as hospitals, colleges and universities, and voluntary health and welfare organizations.
 Prerequisite: B. A. 204.

340 ADVANCED ACCOUNTING (3)
 Accounting theory applicable to partnerships, branches, business combination 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 proprietors.
 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.

375 PRINCIPLES OF REAL ESTATE
 A basic course designed to cover the legal, financial, economic, and marketing concepts related to real estate. Topics include: property rights (contracts, deeds, mortgages, leases, liens); property ownership (titles, closing or settlement insurance, taxes); financing (interest rates and mortgage types), brokerage, and property evaluation.
 Prerequisites: B. A. 306, B. A. 303 or permission of instructor.

399 TUTORIAL (3, repeatable up to 12)
 Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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 and B. A. 304.

- 401 ORGANIZATIONAL BEHAVIOR AND CHANGE (3)
 An experiential learning design for studying the impact individuals, groups, and structures have on behavior within the organization for the purpose of applying that knowledge toward improving an organization's effectiveness.
 Prerequisite: B. A. 301.
- 402 PROBLEMS IN ADMINISTRATION (3)
 A seminar designed to have the student prepare a research proposal for 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 AND OPERATIONS MANAGEMENT (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, and B. A. 301.
- 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 the use of tools necessary to qualify 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, human resources, management, 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.
- 410 THE CREATION OF NEW BUSINESS ENTERPRISES (3)
 This course provides students with an understanding of the business planning techniques--economic analysis, financial analysis, market analysis, accounting practices, and human resource analysis--which are utilized in conceiving and launching a new business. A new venture simulation is completed by all students which includes self-assessment exercises and a discussion of research concerning successful entrepreneurial characteristics.
 Prerequisite: Senior standing 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.

429 BUSINESS LAW II (3)
Impact and workings of the Uniform Commercial Code on our business system: emphasis on Sales (article 2), Secured Transactions (article 9), Bulk Sales (article 6), and Commercial Paper. (articles 3 & 4).
Prerequisite: B. A. 305 or 306, Senior standing, or permission of instructor.

499 BACHELOR'S ESSAY (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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 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 A survey of international economic relations and an analysis of the economic significance of anticipated changes.
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. Prerequisite: Econ 201, 202, Math 105 or calculus equivalent.
318	MACROECONOMIC ANALYSIS (3) A study of Classical, Keynesian, and Post-Keynesian economics involving the issues of consumption, monetary and fiscal policy, growth, interest, and liquidity.
319	INTRODUCTION TO ECONOMETRICS AND MATHEMATICAL ECONOMICS An introductory survey of the use of statistical and mathematical methods in economic analysis. Prerequisite: Math 105 or calculus equivalent, Econ. 317 and 318.
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 communist economies.
360	SPECIAL TOPICS IN ECONOMICS (3) An in-depth treatment of a current area of special concern within the field of economics.
399	TUTORIAL (3), repeatable up to 12) Individual instruction given by a tutor in regularly scheduled meetings

(usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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.

499 BACHELORS ESSAY (6)
 A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

CHEMISTRY

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

Associate Professors
 Gary L. Asleson, Marlon T. Doig
 Gary C. Faber, W. Frank Kinard
 G. Richard Meyer

Assistant Professors
 Elizabeth M. Martin, Julian E. Parker III

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 veterinary 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. The Department is approved by the American Chemical Society.

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 43 hours in chemistry, which must include Chemistry 113 and 113L or 111 and 111L plus 112 and 112L, 511, 221, 231, and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 521, 571, 491, and at least one 3-hour elective from courses at the 300-level or above, exclusive of Chemistry 583. 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.

Students seeking a B.S. degree certified by the American Chemical Society should include in their programs either CHM 481, CHM 522, or CHM 553.

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 32 semester hours in chemistry, which must include Chemistry 113 and 113L, or 111 and 111L plus 112 and 112L, 221, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 491, and at least one 3-hour elective from courses at the

300-level or above, exclusive of Chemistry 583.

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 biochemical, 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 102L.

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 102L is a corequisite or prerequisite for Chemistry 101L.

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

ed, with more student participation than is possible in Chemistry 111, 112. This one-semester course is a substitute for the two-semester Chemistry 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 Chemistry 113. Laboratory, three hours a week.

Corequisite: Chemistry 113.

221 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: Chemistry 112, 112L.

222 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.

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 231L is prerequisite for Chemistry 232. Chemistry 232L is a corequisite or prerequisite for Chemistry 232.

231L INTRODUCTION TO ORGANIC CHEMISTRY LABORATORY TECHNIQUES (1)

Theories underlying standard organic laboratory techniques are introduced. The student then applies these methods to the synthesis, isolation, and purification of representative organic compounds. The student is in-

roduced to the use of instrumental and spectral methods in organic chemistry.

Corequisite or prerequisite: Chemistry 231.

232L ORGANIC SYNTHESIS AND ANALYSIS (1)

The methodology and strategy of organic synthesis are developed further through the use of synthetic sequences. The combined use of chemical and spectral methods to identify organic compounds is introduced.

Prerequisite: Chemistry 231L.

Corequisite or prerequisite: Chemistry 232.

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.

399

TUTORIAL (3, repeatable up to 12)

Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).

Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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.
499	BACHELOR'S ESSAY (6)	A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
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 or corequisite: Chemistry 441 and 442.
521	INSTRUMENTAL ANALYSIS (4)	Theory and principles underlying the techniques of modern analytical chemistry. The student carries out qualitative and quantitative analysis using chromatographic, spectrophotometric, electronanalytical, and other selected methods. Lectures, three hours a week; laboratory, three hours a week. Prerequisite: Chemistry 221
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 processes, and chemical cycles in the marine environment. Lectures, three hours a week. Prerequisite: Chemistry 221 or permission of the instructor. 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.

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. Lectures, one hour a week; laboratory, three hours a week.
 Prerequisite: Chemistry 351

571 CHEMICAL SYNTHESIS AND CHARACTERIZATION (4)
 A study of the chemistry of and methods for the synthesis, separation, and identification of chemical compounds. The student synthesizes and analyzes a wide variety of organic and inorganic compounds, using advanced techniques employed in the contemporary chemical laboratory. Lectures, two hours per week; laboratory, six hours per week.
 Prerequisite: Chemistry 232, 232L. Chemistry 511 is strongly recommended as a pre- or corequisite.

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.

COMPUTER SCIENCE

Associate Professor
 C. Richard Crosby

The importance of the study of computers in a liberal arts environment is becoming increasingly evident. Computer simulation of abstract and real world systems now forms the basis for research in many areas. Computer assisted analysis of problems touches every academic discipline. A growing number of our institutions, including banks, insurance companies, manufacturers, retailers, and governmental agencies would be incapable of efficient operation today without the aid of their various computer systems. Job content in computer related positions within these institutions is requiring higher levels of education to deal with the rapid evolution in computer and information sciences.

This program endeavors to serve the needs and interests of a broad spectrum of students who see the probable interaction of computers in their present or proposed careers, while insuring a sound foundation for those students who seek to major in Computer Science.

The program offers two principal concentrations leading to baccalaureate degrees in Computer Science. Besides the basic degree leading to a professional career or graduate study in Computer Science, there is a concentration in Information Systems leading to professional positions as applications programmers, systems programmers, systems analysts, and information systems managers, while keeping open the option of continuing study in graduate school.

MAJOR REQUIREMENTS

CORE CURRICULUM: Consists of 21 hours of courses in Computer Science which must be taken by all students seeking a Bachelor of Science Degree with a major in Computer Science. These courses are CS 220, CS 221, CS 230, CS 250, CS 320, CS 330, and CS 340. *Core curriculum course descriptions will be indicated by an asterisk in the bulletin.*

BACHELOR OF SCIENCE: Includes 12 hours of Computer Science courses at the 300 level or above in addition to core curriculum for a total of 33 hours. Mathematics requirements for this degree include Calculus through Calculus II (MAT 220), Linear Algebra (MAT 203), and Discrete Structures (MAT 307).

BACHELOR OF SCIENCE WITH EMPHASIS IN INFORMATION SYSTEMS: Includes 12 hours of Computer Science courses at or above the 300 level which must include Software Design (CS 360) and Data Base Systems (CS 430). Mathematics requirements are Calculus through Calculus II (MAT 220), Linear Algebra (MAT 203), and either Discrete Structures (MAT 307) or Introduction to Probability and Statistics (MAT 216). Business Administration requirements are Accounting I and II (BA 203 and BA 204), Management (BA 301), and Business Finance (BA 303).

101 INTRODUCTION TO COMPUTERS (3)

An introduction to fundamental computer concepts and terminology with an orientation to current computer systems. Programming is introduced using the BASIC language on the PDP 11/60 computer via time-sharing terminals. Also covered is 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 student. No previous knowledge of computers is assumed. Lectures, three hours per week. (Not open to students with credit in CS 117).
 Prerequisite: Math 101 or advanced placement in Math.

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 student. No previous computer experience necessary.
 Lectures, three hours per week.

***220 COMPUTER ORGANIZATION AND PROGRAMMING I (3)**
 Introduction to computer organization and programming, including procedure-level programming in the PL/I language. Principles of good programming, to include the structured and top-down approaches. Emphasis in the exercises is on forms which are easily manipulated, modified, and maintained.
 Prerequisites: Math 101 or equivalent and one programming language, or permission of instructor.

***221 COMPUTER ORGANIZATION AND PROGRAMMING II (3)**
 Continuation of CS 220; introduction to computer organization, to include a discussion of the logical components of a computer system. Elementary computer architecture. Application of team programming concepts to a medium-scale term project involving the simulation of a simplified computer system.
 Prerequisite: CS 220.

***230 COMPUTER FILE ORGANIZATION (3)**
 An introduction to the organization and processing of sequential and direct access files. Topics include advanced COBOL, access methods, external sorts, data structures, and physical characteristics of files. Lectures, three hours per week.
 Prerequisite: CS 105 (COBOL Programming).

***250 ASSEMBLER LANGUAGE PROGRAMMING (3)**
 Introduction to the inner structure of computer central processors and memory, including a discussion of the machine language instruction execution sequence, machine language, assembly language, and the assembler itself. Students will be required to write programs in assembly language and run them in batch. The course will focus on a single computer

system each semester. Lectures, three hours per week.
 Prerequisites: Mathematics 101 or equivalent and one programming language, or permission of the instructor.

***320 ORGANIZATION OF PROGRAMMING LANGUAGES (3)**
 This course develops an understanding of the organization of programming languages, especially the run-time behavior of programs, and introduces the formal study of programming language specification and analysis while continuing the development of programming skills.
 Topics to include: syntax and semantics, formal language concepts, data types and structures, control structures and data flow, and run-time considerations. Lectures, three hours per week.
 Prerequisite: CS 221.

***330 DATA STRUCTURES AND ALGORITHM (3)**
 This course applies analysis and design techniques to nonnumeric algorithms which act on data structures, and utilizes algorithmic analysis and design criteria in the selection of methods for data manipulation in the environment of a database management system. Topics to include: Basic data structures, graphs, algorithm design and analysis, memory management, and system design. Lectures, three hours per week.
 Prerequisite: CS 230.

***340 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE I (3)**
 This course introduces the organization and architecture of computer systems at the register-transfer and programming levels of system description. Major concept areas of operating system principles are introduced and the inter-relationships between the operating system and the architecture of computer systems are covered. Topics to include: Instruction sets, I/O and interrupt structure, system structure, memory management, and process management. Lectures, three hours per week.
 Prerequisites: CS 220 and CS 250.

360 SOFTWARE DESIGN AND DEVELOPMENT (3)
 An introduction to the analysis, design, and implementation of computer-based information systems. Problem definition, systems specifications, systems design, creation, and implementation; and systems evaluation are studied through actual systems development by student teams. Lectures, three hours per week.
 Prerequisite: CS 230.

399 TUTORIAL (3, repeatable up to 12)
 Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

420 THEORY OF PROGRAMMING LANGUAGES (3)
 A course in the formal treatment of programming language translation and compiler design concepts. Topics include scanners, parsers, and translation. Lectures, three hours per week.
 Prerequisite: CS 320.

- 430 DATABASE MANAGEMENT SYSTEMS (3)
 Concepts and the structures necessary to design and implement a database management system are studied. Data models, query facilities, file and index organization, and file security are among the topics covered. Lectures, three hours per week.
 Prerequisite: CS 330.
- 440 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE II (3)
 A continuation of CS 340 emphasizing intrasystem communication. Topics include concurrent processes, name management, resource allocation, and protection. Lectures, three hours per week.
 Prerequisite: CS 340.
- 490 SPECIAL TOPICS (3)
 An intensive investigation of an area of current interest in Computer Science. Examples of special topics include: (a) Microcomputer Laboratory, (b) minicomputer laboratory, (c) Telecommunications / Networks / Distributed Systems, (d) Systems Simulation, (e) Graphics, (f) Advanced Systems Programming, (g) Automata Theory, (h) Computability, and (i) Simulation and Modeling. Lectures, three hours per week.
 Prerequisites: CS 230, CS 330, and CS 340.
- 499 BACHELOR'S ESSAY (6)
 A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

(1) the courses required under the Minimum Degree Requirement of the College, program of study includes:

courses approved. Early advising is necessary to ensure that a student is responsible to meet with this advisor and have a specific program of study as soon as possible, preferably in the Freshman Year. Students are urged to obtain an advisor in the Department of Education as soon as possible, pending NASDTEC review.

All students intending to complete a Teacher Education Program or the courses for certification in any area without an approved program of Secondary Education (such as Art, Drama, Foreign Languages, Natural Sciences, and Social Sciences) is available and program approval for these areas is anticipated, pending NASDTEC review.

In addition, courses that lead to certification in Early Childhood Education and Middle School Education are offered in combination with a NASDTEC approved program. Certification in other areas of Secondary Education (such as Art, Drama, Foreign Languages, Natural Sciences, and Social Sciences) is available and program approval for these areas is anticipated, pending NASDTEC review.

Teacher Education Programs are offered through the Department of Education in cooperation with other academic departments at the College of Charleston and the S. C. State Department of Education. NASDTEC - approved programs are offered in Elementary Education, Secondary Education (with certification in Physical Education, only) and Special Education *within* the Department of Education. Mathematics are offered *through* the Department of Education in cooperation with the respective academic department.

The Department of Education has as its primary goal the preparation of competent teachers to meet the educational needs of children and youth. The role of the department is not only to foster an individual's growth but also to prepare the individual to serve as a productive member of society.

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Associate Professors
P. Kenneth Bower, Susan Desmonde, J. Frederick Etliffe
Edward J. Lawton, Charles E. Matthews
Jill E. McGovern, *chairman*, Peter H. Yau

Assistant Professors
Robert Foster, Robert Fowler, Joan S. Jones
Katherine McIntosh, Ire A. Page, Susan J. Schenck
Harold A. Swigart, Pamela C. Tisdale, Frances Welch

Instructor
Rosanne Wray

EDUCATION

- (2) the courses required to fulfill the general education requirements in NASDTEC approved programs or in certification only programs, and
 - (3) the courses required for specific areas of teacher Education (elementary, secondary, etc.).
- Students who intend to complete any Teacher Education Program must submit an application to the Department of Education and must meet specified admission, retention, and exit criteria in order to complete the program. An early commitment to a Teacher Education Program is the first step in the process which culminates in an individual's graduation, recommendation for certification, and entry into the profession of education.

MAJOR REQUIREMENTS: The Department of Education offers majors in Elementary Education, Secondary Education (with certification in Physical Education only), and Special Education. All majors are NASDTEC approved Teacher Education Programs. The requirements are as follows:

ELEMENTARY EDUCATION MAJOR

The Teacher Education Program in Elementary Education is designed for students who intend to become certified to teach in elementary schools in South Carolina. The major consists of 42 semester hours and must include the following courses: EDU 201, 303, 307, 308, 316, 321, 335, 340, 350, 360, 414, 450 and 401.

SECONDARY EDUCATION MAJOR

The Teacher Education Program in Secondary Education is designed for students who intend to become certified to teach Physical Education in the schools of South Carolina. The major is only available to students who seek P.E. Certification and consists of 27 semester hours in Education (EDU 201, 303, 324, 341, 414, 450, 404 and 403) and 30 semester hours in Physical Education (PED 101, 310, 340 and 21 hours from PED 130, 140, 210, 230, 320, 321, 350, 410 and 432).

SPECIAL EDUCATION MAJOR

The Teacher Education Program in Special Education is designed for students who intend to become certified to teach children and youth with Behavior Disorders (Emotional Handicaps), Learning Disabilities or Mental Retardation (Mental Handicaps) in the schools of South Carolina. The major consists of 42 semester hours and must include the following courses. EDU 201, 303, 308, 335, 340, 350, 411 and 412, or 421 and 422, or 425 and 426, 437, 450 and 439. Students

who major in special education may also receive S. C. Certification in Elementary Education by taking EDU 307, 316, 321, 360 and 401.

EARLY CHILDHOOD CERTIFICATION

The Department of Education provides courses for students seeking Early Childhood Certification. Students must major in Elementary Education and also take EDU 297, 298 and 402. EDU 299 is highly recommended.

MIDDLE SCHOOL CERTIFICATION

The Department of Education provides course sequences for students seeking Middle School Certification. Students must major in Elementary Education or Secondary Education, or complete a Secondary Education Certification Program. Any of the above programs must include EDU 312 and 313.

SECONDARY EDUCATION CERTIFICATION

The Department of Education provides courses for students seeking certification in English, Fine Arts (Art, Drama, and Music), Foreign Languages, Mathematics, Natural Sciences and Social Sciences. For certification in English, Fine Arts (Music) and Mathematics, students must follow the appropriate NASDTEC approved program. For all other areas students must plan a program of study with advisors in both the appropriate department and the Department of Education. For all students seeking secondary education certification, the professional preparation must include the following courses: EDU 201, 324, 414, 450, 404 and 403.

201

INTRODUCTION TO EDUCATION (3)

A survey of the American public school system with emphasis on current trends and issues, the development of teaching as a profession, and school and administration. Prerequisite to all other education courses for education majors.

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 a laboratory situation involving young children. Prerequisite: Permission of instructor.

298

METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION (3)

A study of the teacher's role in learning, play, schedule, routine, and dis-

discipline in nursery school and kindergarten. Materials and methods for preschool programs.
Prerequisite: Education 297.

299 EARLY CHILDHOOD CURRICULUM (3)

A study of the design of various curricular models as related to historical and current philosophical and psychological movements in early childhood education. An examination of the relationship between curriculum areas and content.
Prerequisite: Education 297.

303 CHILD GROWTH AND DEVELOPMENT (3)

An introduction to child behavior and development from birth to early adolescence. Emphasis on cognitive, social and physical development.
Prerequisite: A General Psychology course or permission of the instructor or EDU 201.

307 PRINCIPLES OF CURRICULUM AND INSTRUCTION (3)

An analysis of the principles of curriculum design and implementation of from the preschool through the middle school years. Examination of the process of instruction as both an art and a science.

308 TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL (3)

A study of the modern concepts of elementary school mathematics. Materials and teaching procedures.
Prerequisite: Permission of instructor.

309 FOUNDATIONS OF EDUCATION

A course in the foundations of American education. Attention given to major historical events, philosophical approaches, and social forces influencing educational thought and practices.
Prerequisite: EDU. 201.

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 theories of counseling.

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)

An introductory course whose content includes: (a) conflicting perceptions of "middle school," (b) historical and philosophical antecedents, (c) characteristics of the emerging adolescent, (d) similarities and differences among middle schools, (e) evaluating requirements for determining middle school effectiveness, (f) change factors involved in conversion to the concept, and (g) speculation on the future of the middle school.

313	<p>METHODS AND MATERIALS IN THE MIDDLE SCHOOL (3)</p> <p>An examination of the specific characteristics, needs, and interests of the emerging adolescent, and of the methods and materials designed to establish the most responsive teaching-learning climate.</p> <p>Prerequisite: Completion of EDU 312 is recommended.</p>
314	<p>EDUCATIONAL PSYCHOLOGY (3)</p> <p>A study of some of the ideas of theorists and psychologists which have had an impact on contemporary learning theory and educational practices. Students will examine the areas of motivation, diagnostic and prescriptive teaching, behavior and discipline, classroom management and evaluation. Appropriate field experiences may be provided.</p>
315	<p>INTRODUCTION TO EDUCATIONAL TELEVISION (3)</p> <p>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.</p>
316	<p>TEACHING OF CREATIVE ARTS (3)</p> <p>An examination of objectives, content, instructional materials, teaching practices and procedures relating to the art and music programs at the elementary and middle school levels. The use of creative drama, puppetry, movement education, and graphic expression will assist the teacher in utilizing the formal art and music programs within the classroom.</p>
317	<p>MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER I (3)</p> <p>A study of notation systems, sets, relations, and other topics commonly covered in an elementary school mathematics program.</p> <p>Prerequisite: Permission of instructor.</p>
318	<p>MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER II (3)</p> <p>A study of informal geometry and basic concepts of algebra.</p> <p>Prerequisite: Permission of instructor.</p>
321	<p>TEACHING HEALTH AND PHYSICAL EDUCATION (3)</p> <p>A course designed to develop instructional techniques as related to health and physical education, movement education theory, and the integration of elementary and middle school studies through movement experiences; included is an examination of health concepts and health programs.</p>
324	<p>ADOLESCENT GROWTH AND DEVELOPMENT (3)</p> <p>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.</p>
325	<p>TECHNIQUES OF INSTRUCTIONAL MEDIA (3)</p> <p>A course 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.</p>

330	COMMUNICATION AND LANGUAGE ARTS FOR THE LINGUISTICALLY DIFFERENT CHILD (3)	A course focusing 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.
335	TEACHING OF LANGUAGE ARTS (3)	An introductory course in the methods and materials, issues, trends, and research in teaching communication skills to elementary and middle school students. Encoding and decoding skills in both oral and written language will be studied.
340	TEACHING OF READING IN THE ELEMENTARY SCHOOL (3)	A study of reading skills in relation to the psychological bases: developmental principles; historical and current issues in reading practices. Prerequisite: Permission of instructor.
341	TEACHING OF READING IN SECONDARY SCHOOL (3)	A study of methods and materials of teaching basic and developmental reading skills; programming special services in reading instruction. Demonstration of tests and devices. Required for English major 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. Prerequisite: Two courses beyond the intermediate level of a foreign language or permission of the instructor.
350	MATHEMATICS FOR ELEMENTARY TEACHERS (3)	An analysis of the components of the Real Number System and their application. Additional topics commonly covered in the mathematics curriculum of the elementary school. Prerequisites: Math 101 or 139 and Math 140 or permission of instructor.
360	TEACHING OF SCIENCE AND SOCIAL STUDIES (3)	An introduction to the basic content for elementary and middle school science and social studies programs. Students will become familiar with materials used in these areas of the curriculum. The concept of inquiry will be explored in depth. Special emphasis will be placed on values clarification models and the relationship of science and social studies to other areas of the curriculum.

385	<p>METHODS OF LANGUAGE TRANSFER (3)</p> <p>Training in the audio-lingual method of teaching simple Latin dialogues; strategies for transferring Latin vocabulary to English; an introduction to selected stories from classical mythology and to certain aspects of Roman culture.</p> <p>Note: Although this course may be applied toward a major in classical studies, it does not count toward the minimum degree requirements.</p>
399	<p>TUTORIAL (3, repeatable up to 12)</p> <p>Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).</p> <p>Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.</p>
400	<p>SENIOR PAPER IN EDUCATION (3)</p> <p>For seniors majoring in an area of Early Childhood, Elementary, Secondary, or Special Education only. A research study utilizing recognized research tools in the field of education. Topics 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.</p>
401	<p>DIRECTED TEACHING IN ELEMENTARY SCHOOL (6)</p> <p>A course wherein students are placed in local elementary schools to observe, teach and participate during the entire school day for approximately 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.</p> <p>Prerequisites: EDU 201, 303, 307, 308, 316, 321, 335, 340, 350, 360, 414, 450 and admission to the approved elementary education program, or permission of the instructor.</p> <p>Note: There is a fee of \$50 for this course.</p>
402	<p>DIRECTED TEACHING IN THE PRESCHOOL (6)</p> <p>A course wherein 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.</p> <p>Prerequisites: EDU 201, 297, 298, 303, 308, 316, 321, 335, 340, 350, 360, 414, 450 and admission to the approved elementary education program, or permission of the instructor.</p> <p>Note: There is a fee of \$50 for this course.</p>
403	<p>DIRECTED TEACHING IN THE SECONDARY SCHOOL (6)</p> <p>A course in which enrollment 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 full-day participation in the daily activities of an assigned classroom and in periodic on-campus seminars.</p> <p>Prerequisites: EDU 201, 324, 414, 450 and admission to an approved</p>

404	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: EDU 201, 324, 414, 450 and admission to an approved secondary education program or permission of the instructor. Corequisite: EDU 403.
410	INTRODUCTION TO THE EDUCATION OF EXCEPTIONAL CHILDREN (3)	An 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. Attention is given to recent research dealing with the exceptional child and special education programs. Prerequisite: EDU 201 or permission of the instructor.
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 individuals. Prerequisite: EDU 410.
412	EDUCATIONAL PROCEDURES FOR THE LEARNING DISABLED (3)	Educational procedures in teaching learning disabled children. Includes field work with learning disabled individuals. Prerequisite: EDU 411.
414	CLASSROOM MANAGEMENT (3)	Course designed to enable students to implement positive management techniques in their classrooms. Focuses on principles and procedures underlying effective social and academic development and the use of positive motivational methods with children and young adults. Prerequisite: EDU 201 or permission of instructor.
421	PSYCHOLOGY OF MENTAL RETARDATION (3)	Psychological aspects of mental retardation; learning, motivation, and personality development. Prerequisite: EDU 410.
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. Prerequisite: EDU 421.
423	PRACTICUM IN INSTRUCTION OF EXCEPTIONAL CHILDREN (3)	A supervised field experience involving direct contact with exceptional children or youth. Prerequisite: Permission of the instructor.

425 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.
Prerequisite: EDU 410.

426 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.

429 METHODS AND MATERIALS FOR TEACHING MATH IN MIDDLE

AND SECONDARY SCHOOL (3)

A course for prospective mathematics teachers. An examination of the methods and materials designed to meet the needs of students in middle and secondary schools. The prospective teacher will gain experience in writing objectives and preparing materials for use in the mathematics class.
Prerequisites: EDU 201, 324, 414, 450 and any math course at the 200 level or above.

430 TEACHING MATH TO THE MENTALLY HANDICAPPED (3)

A 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 the instructor.

431 TEACHING LANGUAGE ARTS TO THE MENTALLY

HANDICAPPED (3)

A course designed to prepare students to teach the necessary language skills to the mentally handicapped. Field experience required.
Prerequisite: EDU 421 or permission of the instructor.

432 PHYSICAL EDUCATION AND RECREATION FOR THE

EXCEPTIONAL CHILD (3)

A 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 410 or permission of the instructor.

433 MUSIC EDUCATION METHODS AND MATERIALS (3)

A study of the materials and methods used in the teaching of music to children and adolescents. Designed for Fine Arts majors seeking Teacher Certification in Music.
Prerequisites: EDU 201, 303, 324, 414, 450, Music Theory I, II and Music Theory Laboratory I, II or permission of the instructor.

434 CRAFTS IN ART EDUCATION

A study of crafts as a part of a school art program for elementary, middle, and secondary school students. Focus is on methods and materials for teaching crafts to children and youth. Designed for Fine Arts majors seeking certification in Art Education.

437 EDUCATIONAL ASSESSMENT OF THE HANDICAPPED LEARNER (3)

A 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. Prerequisite: EDU 410.

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: EDU 410.

439 DIRECTED TEACHING IN SPECIAL EDUCATION (6)

A 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, to participate during the entire school day for approximately one half of the college semester. Weekly seminar periods are held on campus during the entire semester. Students should preregister 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, November 1. Prerequisites: EDU 201, 303, 308, 335, 340, 350, 410, 414, 411 and 412 and 421 and 422 or 425 and 426, 437, 450 and admission to the approved special education program, or permission of the instructor. NOTE: There is a fee of \$50 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)

A course which emphasizes 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.

445 COMMUNICATION DEVELOPMENT IN YOUNG CHILDREN(3)

A course designed to introduce teachers to the development of language, motor skills and play in children between the ages of birth and five years. Emphasis on developing and implementing creative classroom activities.



A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

499 BACHELOR'S ESSAY (6)

Prerequisite: Junior standing or above and permission of instructor and Department Chairperson.

A course wherein students who have taken an appropriate sequence of preparatory courses in Education may do an individually supervised study of some topic of the student's interest. Each project must be done in consultation with a department member qualified to guide and evaluate the work.

451 INDEPENDENT STUDY IN EDUCATION (3)

Prerequisite: EDU 201 or permission of instructor.

An examination of the nature and function of evaluation in education. The importance of developing an instructional sequence will be stressed and the role of evaluation in that sequence will be explored. Topics include statistics, stating of instructional objectives, developing test items, planning an instructional approach and interpreting standardized and criterion-referenced tests.

450 EDUCATIONAL EVALUATION(3)

ENGLISH

Professors

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

Associate Professors

William C. Bradford, Eddie G. Cone, Dennis M. Goldsberry
Joseph M. Harrison, Mary S. Hetherington, Bishop C. Hunt
Jeffrey L. L. Johnson

Assistant Professors

Eugenie C. Comer, Robert L. Cross, Mary K. Haney
Caroline C. Hunt, Eugene C. Hunt
Marilynn J. Smith (Visiting)

Instructors

Paul E. Allen, 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. Students seeking certification should meet with an advisor in the Department of Education no later than the beginning of the junior year, and should see page 118 for complete information.

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 334 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.

ENGLISH

01	<p>BASIC WRITING SKILLS (3)</p> <p>A rigorous study of the fundamentals of standard English grammar and of the formulation of grammatical sentences, leading to the writing of the paragraph.</p> <p>Credit hours for this course will not be applied toward degree requirements.</p>
101	<p>COMPOSITION AND LITERATURE (3)</p> <p>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.</p>
102	<p>COMPOSITION AND LITERATURE (3)</p> <p>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.</p>
104	<p>PUBLIC SPEAKING (3)</p> <p>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.</p>
201	<p>MAJOR BRITISH WRITERS (3)</p> <p>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.</p>
202	<p>MAJOR BRITISH WRITERS (3)</p> <p>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.</p>
203	<p>SURVEY OF EUROPEAN LITERATURE (3)</p> <p>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.</p>
204	<p>SURVEY OF EUROPEAN LITERATURE (3)</p> <p>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.</p>
205	<p>AMERICAN LITERATURE TO 1865 (3)</p> <p>A survey of American literature from the beginnings to the Civil War.</p>
206	<p>AMERICAN LITERATURE, 1865 TO THE PRESENT (3)</p> <p>A survey of American literature from the Civil War to the present.</p>

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.
215	INTERMEDIATE COMPOSITION (3)	An intermediate course in exposition and argumentation, suitable for non-majors. Assignments will include topics from a variety of academic disciplines. Prerequisites: English 101 and 102.
220	CREATIVE WRITING I (3)	In a workshop format, this class will emphasize those elements of the writer's craft common to poetry as well as fiction. Emphasis will be on clarity, imagery, simile, metaphor, and point of view. Prerequisites: English 101, 102 and permission of the instructor.
221	CREATIVE WRITING II (3)	A continuation of English 220. Prerequisites: English 220 or permission of the instructor.
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 study of poetry and prose of sixteenth century England, with emphasis on political and ethical backgrounds and the poetry of 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 (3) A reading of six poets: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.
- 323 THE VICTORIAN PERIOD (3) A reading of major nineteenth century English poets from 1830 to 1900, including Tennyson, Browning, Arnold, and the Pre-Raphaelites, with selections from the prose of Carlyle, John Stuart Mill, Ruskin, Pater, and others.

325	TWENTY-THIRD 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.
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 theaters 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) Prerequisites: English 220, 221 or permission of the instructor.
340	RESTORATION AND EIGHTEENTH CENTURY DRAMA (3) English drama from the reopening of the theaters 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	TWENTY-THIRD CENTURY AMERICAN LITERATURE (3) Intensive study of major writers since 1900.
350	MAJOR AUTHORS (3, 3) An intensive study of one or two major British or American writers. (Students may receive no more than six hours credit for this course.)
360	MAJOR LITERARY THEMES (3, 3) A thorough investigation of a theme or topic of central importance in English or American literature. (Students may receive no more than six hours credit for this course.)

- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 400 SEMINAR (3)
A detailed study of an author, topic, or genre. Open to Juniors and Seniors with permission of the instructor.
- 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.
- 499 BACHELOR'S ESSAY (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.



FINE ARTS

Artists-in-Residence
William Halsey (Studio Art -- Painting)
Wiffred Delphin
Edwin Romain
(Duo-Pianists)

Professors
Emmett Robinson (Drama)
Michael Tyzack (Studio -- Painting)

Associate Professors
Douglas Ashley (Music History and Piano)
Diane C. Johnson (Art History)
David Maves, *chairman* (Music / Composition / Theory)
Willard Oplinger (Choral and Vocal Music)
Kenneth W. Severens (Art and Architectural History)

Assistant Professors
James Curtin (Drama)
William D. Gudger (Music History and Theory)
Frank D. Hurd, Jr. (Art and Architectural History)
David M. Kowal (Art History)
Leon Manske (Studio Art -- Printmaking)
John W. Michel (Studio Art - Sculpture)
Randall Thompson (Instrumental Music)

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. Students seeking certification should meet with an advisor in the Department of Educa-

tion no later than the beginning of the junior year, and should see page 113 for complete information.

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

109 INTRODUCTION TO ART (3)
A combined visual and historical approach to art from prehistoric to modern art. A combined visual and historical approach to art from prehistoric times to the modern age. Painting, sculpture, and architecture will be analyzed in terms of technique, form, and expressive content, as well as studied within the context of the historical environment in which they were produced.

110 INTRODUCTION TO ARCHITECTURE (3)
A survey of the history of architecture which will analyze architecture in terms of function, structure, and form, will study the major periods and will develop criteria for quality in architecture. This is an introductory course for which a student need not have had any previous experience in art or architecture.

201 AMERICAN ARCHITECTURE (3)
An historical survey of American Architecture 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. *Maymaster only.*
Prerequisites: Art 110, 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 development. A combination of lecture and studio.

205 MAJOR THEMES IN ART (3)
An in-depth analysis 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 may be conducted as a lecture course or as a seminar, with each student choosing his own theme, artist, or work of art.
Prerequisite: Art 109 is strongly recommended.

- 206 CITY DESIGN IN HISTORY (3)
 A study of the history, aesthetics and theories 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 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 109 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 109 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 emergence of Renaissance style in Northern Europe.
 Prerequisite: Art 109 or permission of instructor.
- 305 HISTORY OF BAROQUE ART (3)
 Historical study of the diverse stylistic developments of 17th century European painting and sculpture. Concentration will be on the major masters of the period, including Caravaggio, Bernini, Rubens, Poussin, Velazquez, Rembrandt, and Vermeer.
 Prerequisite: Art 109 or permission of instructor.
- 307 HISTORY OF EUROPEAN PAINTING 1700 - 1850. (3)
 A study of the stylistic developments in European art from 1700 to 1850: the Rococo and its transformation, Neoclassicism, the rise of Romanticism, and the response of Realism, Impressionism and Symbolism to the crisis in art occurring around 1850.
- 308 MODERN EUROPEAN ART (3)
 This course will consider the stylistic developments of modern art in Europe from 1850 - 1945.
 Prerequisite: Art 109 or permission of the instructor.

312	<p>MODERN ARCHITECTURE (3)</p> <p>A study of modern architecture from 1885 to the present concentrating on the American contributions of Sullivan and Wright, the European modernists, Gropius, Mies van der Rohe, and Le Corbusier, and the post-World War II developments.</p> <p>Prerequisites: Art 109, 110, or 201, or permission of the instructor.</p>
313	<p>AMERICAN PAINTING TO 1860 (3)</p> <p>An examination of the development of American painting from Colonial times to 1860.</p> <p>Prerequisite: Art 109.</p>
314	<p>AMERICAN PAINTING SINCE 1860 (3)</p> <p>An examination of the development of modern painting in the United States to the present day, with an emphasis on the interaction with European painting to define a specifically American outlook.</p> <p>Prerequisite: Art 109.</p>
315	<p>MUSEUM STUDIES</p> <p>A study of the history, procedures, and functions of art museums, and an introduction to such basic problems as care and handling, identifying, accessioning, and research on art objects. Exhibition planning and presentation will also be included. Works of art and the facilities of the Gibbes Art Gallery will provide the basic resources for the course.</p> <p>Prerequisite: Art 109 and one course in art history at the 300 level.</p>
357-	<p>MEDIEVAL CULTURE AND SOCIETY (3)</p> <p>An introduction to the medieval culture of Western Europe with an emphasis on the art, music, and cultural history of the High Middle Ages. The course will be team taught by members of the History and Fine Arts Departments. (Masters and Styles in Fine Arts.)</p> <p>Prerequisites: History 101, Art History 109, or Music 131.</p>
399	<p>TUTORIAL (3, repeatable up to 12)</p> <p>Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).</p> <p>Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.</p>
401	<p>SEMINAR: AMERICAN ART (3)</p> <p>The seminar is intended to allow students initially exposed to American art through Art 201, 313, or 314 the opportunity to investigate particular problems in American painting, sculpture, architecture or the decorative arts in greater depth.</p> <p>Prerequisite: Permission of instructor.</p>
412	<p>SEMINAR: MODERN ARCHITECTURE AND URBAN DESIGN (3)</p> <p>An intensive study through individual research on selected topics in 20th century architecture and urban design.</p> <p>Prerequisite: Art 206 or 312, or permission of instructor.</p>

414	SEMINAR: SELECTED TOPICS 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 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.
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 3.00, with permission of the department.
499	BACHELOR'S ESSAY (6)	A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
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.
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, in-

- cluding 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)
 Through working in clay and wax from the human figure, the portrait head, and various other model forms in nature, the intention is that one will become better aware of the dynamics of form. It is also intended that one's creative solutions to the problems inherent in making sculptural form into art will be in part realized.
- 221 SCULPTURE II (3)
 A further opportunity to increase one's abilities in creative processes of sculpture. Stone or wood carving will be considered as an extension to the modeling of form in clay and wax.
 Prerequisite: Art 220 or evidence of sufficient competency.
- 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)
 A more advanced involvement in modeling and carving or an introduction to fabricating in wood and metal using hand tools, power tools and welding.
 Prerequisite: Art 221
- 321 SCULPTURE IV (3)
 For advanced students who have demonstrated sufficient awareness of sculptural form and their own creative abilities, this semester's involvement offers the opportunity for the students to learn to cast their work in bronze or aluminum through the lost wax and sand mold techniques.
 Prerequisite: Art 320.

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.

399 TUTORIAL (3, repeatable up to 12)
 Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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 drawings' 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.

499 BACHELOR'S ESSAY (6)
 A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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	<p>HISTORY OF MUSIC SURVEY FROM MIDDLE AGES TO 17TH CENTURY (3)</p> <p>Principal musical styles of western civilization from the Middle Ages to the 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.</p> <p>Prerequisite: Music 246, which may be taken concurrently.</p>
232	<p>HISTORY OF MUSIC SURVEY FROM 18TH CENTURY TO THE 20TH CENTURY (3)</p> <p>Principal musical styles and composers from the late Baroque up to the present day. This course is offered in both fall and spring. The section in the fall term is intended for those who cannot read music. The section in the spring term should be considered a continuation of Music 231.</p>
245	<p>MASTERS AND STYLES IN FINE ARTS (3)</p> <p>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.</p>
331	<p>MUSIC OF THE MIDDLE AGES (3)</p> <p>Forms and styles from the beginnings of plainchant through the 14th Century.</p> <p>Prerequisite: Music 131 or 231 or permission of instructor.</p>
332	<p>MUSIC OF THE 15TH AND 16TH CENTURIES (3)</p> <p>A study of music from Dunstaple and his contemporaries through the works of Palestrina and Byrd.</p> <p>Prerequisite: Music 131, 231, or permission of instructor.</p>
333	<p>THE BAROQUE ERA (3)</p> <p>A study of the development of music from Monteverdi through Bach and Handel.</p> <p>Prerequisite: Music 131, 231, or permission of instructor.</p>
334	<p>THE CLASSIC ERA (3)</p> <p>A study of the development of music from c. 1750 to c. 1820.</p> <p>Prerequisite: Music 131, 231 or permission of instructor.</p>
335	<p>THE ROMANTIC ERA (3)</p> <p>A study of the development of music from c. 1820 to c. 1900.</p> <p>Prerequisite: Music 131, 231 or permission of instructor.</p>
336	<p>THE MODERN ERA (3)</p> <p>A study of the development of music since 1900.</p> <p>Prerequisite: Music 131, 231 or permission of instructor.</p>
337	<p>OPERA LITERATURE (3)</p> <p>A study of selected operas by composers of the 18th to 20th centuries.</p> <p>Prerequisite: Music 131, 231 or permission of instructor.</p>

357 MEDIEVAL CULTURE AND SOCIETY (3)

An introduction to the medieval culture of Western Europe with an emphasis on the art, music, and cultural history of the High Middle Ages. CONCERT CHOIR (1) Repeatable up to 8 credits.
Departments: (Masters and Styles in Fine Arts.)
Prerequisites: History 101, Art History 109, or Music 131.

399 TUTORIAL (3, repeatable up to 12)

Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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.

499 BACHELOR'S ESSAY (6)

A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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 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.

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 Schenkerian 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)
 Survey and practical application of 16th and 18th century contrapuntal techniques.
 Prerequisites: Music 246 and Music 246L.

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)
 Survey and practical application of 20th century analytical techniques (includes both traditional and modern music).
 Prerequisites: Music 346 and Music 346L.

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, vocal techniques, 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.

399 TUTORIAL (3, repeatable up to 12)
 Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

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.

499 BACHELOR'S ESSAY (6)
 A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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 (1/2 hour or 1 hour) will be determined by the instructor with each student. 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. For 2 hours credit students must attend 1 hour

The individual areas will be designated by the section numbers:
 seminar weekly.

- A Voice
- B Piano, class
- C Piano, private
- D Woodwinds
- E Brass
- F Strings
- G Percussion
- H Organ

261	<p>APPLIED MUSIC (1) For freshmen and sophomores. Repeatable up to 4 credits.</p>
461	<p>APPLIED MUSIC (2) For juniors and seniors. Repeatable up to 8 credits.</p>
270, 271	<p>CONDUCTING (2, 2) The study of fundamental principles of conducting, both choral and instruments including basic beat patterns, hand and baton technique, interpretation, score reading, and rehearsal techniques. Lectures 2 hours per week.</p> <p>Prerequisite: Music 270 is prerequisite for Music 271.</p>
272, 273	<p>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.</p> <p>Prerequisite: Permission of instructor.</p>
363	<p>ENSEMBLE (1) Repeatable up to 6 credits. The study and performance of chamber ensemble literature written for various combinations of voices and/or instruments. Laboratory: 3 hours per week.</p> <p>Prerequisite: Permission of instructor.</p> <p>Note: No more than 8 credits from any combination of Ensemble, Concert Band, or Chorus may be applied towards graduation requirements.</p> <p>A. Madrigal Singers, B. Piano, D. Woodwinds, E. Brass, F. Strings, G. Percussion, J. Jazz, K. Orchestra.</p>
475	<p>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.</p> <p>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.</p>

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. Prerequisite: Drama 176.
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.
280	SCENE PAINTING (3)	A studio class in painting techniques for the theatre. The student will investigate the techniques and methods the scenic artist uses in creating the illusions of traditional scenography. Prerequisite: Drama 176 and/or permission of the instructor.
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.
370	THE AMERICAN MUSICAL THEATRE (3)	An introduction to today's most creative and potent form of theatrical

expression. Presenting the history of the American musical theatre from THE BLACK CROOK (1861) to A CHORUS LINE (1975), while examining the texts of these musicals as pieces of dramatic literature. The purpose of the course is to familiarize the student with the composers, lyricists, playwrights, and directors who have excelled in musical theatre while focusing on the unique problems of acting in, directing, and producing musicals.

Prerequisite: Drama 176 and / or permission of the instructor.

376, 377 DRAMATIC PERFORMANCE: INTERMEDIATE ACTING I, II (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 PRINCIPLES OF DIRECTING FOR THE THEATRE (3)
 Development of concepts and practices of the "regisseur" and stage director.
 Prerequisite: Drama 276.

379 STYLES OF DIRECTING FOR THE THEATRE (3)
 Directing in a proscenium, thrust, or theatre-in-the-round environment. Directing Period Acting Styles.
 Prerequisite: Drama 276.

380 SEMINAR IN ELECTRONIC MUSIC AND SOUND (3)
 Instruction in basic sound manipulation using a variety of electronic equipment. The student will gain practical experience in editing, mixing, and recording.
 Prerequisite: Music 352, Drama 281, or permission of the instructor.

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 STAGE LIGHTING (3)
 Methods of lighting, sound and stage furnishings for the modern theatre. Lectures, 2 hours per week; laboratories, 3 hours per week.
 Prerequisite: Drama 381.

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 THE CONTEMPORARY THEATRE (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 PLAYWRITING (Construction) (3)
 An introduction to creative scripting for the theatre. How the playwright visualizes and notates characters, situations, relationships, etc.; and prepares and actable script for stage presentation.
 Prerequisite: Permission of instructor.

390 PLAYWRITING (Dialogue) (3)
 Continuation of Drama 389.
 Prerequisite: Permission of instructor.

399 TUTORIAL (3, repeatable up to 12)
 Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
 Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

478 CHILDREN'S THEATRE (3)
 To aid the student in formulating a philosophy of creative dramatics for children and to develop flexible plans, such as improvisations, freeing exercises, and the making of a play through discussion and acting improvisations, in order to ready children for dramatization and eventual participation in a play.
 Prerequisite: Drama 176 and/or permission of the 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.

499 BACHELOR'S ESSAY (6)

A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

GEOLOGY

Associate Professors
Richard G. Chalcraft
Glen K. Merrill, Michael P. Katuna, *chairman*
Assistant Professors
Gerald R. Baum, David P. Lawrence

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, 111L and 112,

112L or 113, 113L, or 101, 101L and 102, 102L); Biology (101,102) or Physics (101, 102, or 103, 104); Math 111 or Math 101 and 102; Computer Science 102 or Math 216 or 217.

The Bachelor of Arts in geology requires a minimum of 28 hours in the Geology Department. The required courses in geology are: Geology 101, 102, 201, 202, 203, 210 and 230. Also required are one year of Chemistry (101, 101L and 102, 102L, or 111, 111L and 112, 112L or 113, 113L); Mathematics 101 and 102 or Mathematics 111; Computer Science 102 is recommended.

Recommended electives for marine geology and/or sedimentary geology emphasis are Geology 207, 306, 307, 310, 312, 330, 350, 416; Biology 310, Chemistry 522 and Mathematics 217.

Recommended electives for mineralogy-petrology emphasis are Geology 312, 320, 330, 340, 350, 360, 430; Chemistry 441, 442; and Mathematics 120.

Students electing to take independent study courses are allowed to enroll up to a maximum of six credit hours of Senior thesis, Special Problems courses, or both.

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.

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.

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.
 Prerequisites: 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.

207 MARINE GEOLOGY (4)
 A study of geological processes at work in the sea. Discussion of the various marine environments ranging from the nearshore estuarine and coastal environments to those of the deep ocean basins. Lectures, three hours per week; laboratory, three hours per week.
 Prerequisites: Geology 101, 102, or Geology 101 and 1 year of laboratory science.

210 PRINCIPLES OF STATIGRAPHY (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 207 (recommended).

230 INTRODUCTION TO PETROLOGY (4)
 A study of the origin, classification, composition, and physical properties of igneous, metamorphic and sedimentary rocks. Lectures, three hours per week; laboratory, three hours per week.
 Prerequisites: Geology 101, 102 and 203.

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; laboratory, three hours per week.
 Prerequisites: Geology 101, 102, 202 and 210.
- 312 **FIELD METHODS (3)**
 Measurement of geologic structures and sections, note taking, and sample collecting will be described in lecture and illustrated in the field. Students will construct topographic maps and geologic maps, and write geologic reports and abstracts. The field use of the Brunton compass, plane table and alidade, aerial photographs, and altimeters will be stressed. Lectures, two hours per week; laboratory, three hours per week.
 Prerequisites: Geology 101, 102, 201, or permission of instructor.
- 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, 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, 204, or permission of instructor.
- 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. Lectures, 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 101, 102) or permission of instructor.

360	INTRODUCTION TO GEOPHYSICS (4)	The application of principles of gravity, electricity, magnetics, and seismology to problems dealing with the structure and composition of the earth's crust. Prerequisites: Geology 101 and Physics 101 or 103 or permission of the instructor.
399	TUTORIAL (3, repeatable up to 12)	Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
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.
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 — paleoethotopes 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, 330, or permission of instructor.
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, 204, or permission of instructor.
499	BACHELOR'S ESSAY (6)	A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and writing of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

HISTORY

Professors

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

Associate Professors

Clarence Davis, Lee Drago, Michael Finefrock
George Hopkins, Wayne Jordan, Peter McCandless
Jung-Fang Tsai

Assistant Professors

Charles Hoover, Amy McCandless, *visiting*
John Newell, Nan Woodruff

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 consists of at least 36 hours in history including at least one topical seminar and the preparation of a senior essay in the spring semester of the junior year or during the senior year. A student who is a candidate for departmental honors will write a bachelor's essay in lieu of a senior paper. Every student electing the history major must select or will be assigned a departmental advisor. In consultation with his or her advisor, the student will choose an area of specialization from among the four listed below and will select courses totaling at least 15 hours, including the senior paper with in that area. In addition, the student must elect at least 3 hours in each of two areas other than that in which he or she intends to specialize (for a total of 6 hours).

AREAS OF SPECIALIZATION AND DISTRIBUTION

- I. Western Civilization before 1789
 History 213, 231, 232, 311, 316, 317, 318, 350, 351, 353, 354, 355, 357, 361, 371, 372.
- II. Europe Since 1789
 History 214, 308, 310, 312, 321, 322, 324, 327, 328, 335, 336, 337, 356, 373, 375, 376, 400 and 405.
- III. Asia, Latin America
 History 323, 363, 364, 367, 368, 381, 382, 383, 384, 391, 392.
- IV. United States and Canada
 History 203, 205, 206, 215, 271, 290, 291, 292, 293, 294, 295, 296, 305, 308, 330, 331, 332, 333, 334, 343, 344, 346, 401.

Note: History 298, 398, 403, 499 and special Maymaster courses may be counted in any one of the four areas, depending upon the topic of study during the semester in which they are taken. History 101 and 102 may be included with the 36 hours required for the major, but may not be counted for specialization and distribution requirements. The seminar requirements may be met by satisfactory completion of any *one* of the following courses: History 398, 400, 401, 405. The course descriptions for History 498 and History 499 provide additional information concerning the completion of the senior paper or bachelor's essay.

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| 101 | EARLY MODERN EUROPE, 1500-1815(3)
European civilization from the Middle Ages to Napoleon. Emphasis will be placed on the disintegration of medieval unity, the Renaissance, the Reformation, the emergence of the national state, the Scientific Revolution, the Enlightenment, and the French Revolution. |
| 102 | EUROPE SINCE 1815 (3)
European civilization from the Congress of Vienna to the present. Topics include the Industrial Revolution, liberalism, nationalism, imperialism, socialism, totalitarianism, the causes and consequences of the World Wars and contemporary developments. |
| 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. |

- 205 INTRODUCTION TO AMERICAN HISTORY, I: TO 1865(3)
A general and thematic study of the culture, society, and politics of the United States from colonial origins through the Civil War.
- 206 AN INTRODUCTION TO AMERICAN HISTORY, II: SINCE 1865 (3)
A general and thematic study of the culture, society, and politics of the United States from the Civil War to the present.
- 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.
- 271 AFRO-AMERICAN HISTORY (3)
History of Afro-Americans, their African backgrounds, slave experience, social, political, and cultural experience since emancipation. The course will consider race relations particularly between blacks and whites in America, and will attempt to place the black experience in the context of American history.
- 290 COLONIAL AMERICA, 1585-1763 (3)
The European background; the founding of the colonies; the growth of economic, social, and political institutions; the roots of American Intellectual development; the colonies within the British Imperial System.
- 291 ERA OF THE AMERICAN REVOLUTION, 1763-1800 (3)
Imperial policy redefined; the ideas and grievances which led to American Independence; the problems of the Confederation; the formation of the Federal Union; the emergence of political parties. (Formerly History 345.)
- 292 HISTORY OF THE UNITED STATES: THE YOUNG REPUBLIC, 1800-1845 (3)
Jeffersonian Democracy; foreign entanglements leading to the second war with England; the twilight of Federalism and Jacksonian political up-

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 1485-1604 (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.

- 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 **HISTORY OF THE NEW SOUTH, 1877-present (3)**
A study of the South since Reconstruction with special emphasis upon the social, economic, and intellectual aspects.
- 346 **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.
- 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.

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 permission of instructor.

LANGUAGES

Professors

Vernon Cook (German)
Henry W. Miller, Jr. (French)
Andrée Cochelein-Parrott (French)
Edmund T. Weiant, *chairman* (Russian and German)

Associate Professors

Virginia Benmaman (Spanish)
Suzanne Byrd (Spanish)
Jorge Marbán (Spanish and Italian)
Suzanne Moore (Spanish)
Lawrence J. Simms (Classics)
F. Day Wardlaw (Spanish)

Assistant Professors

Curtis Bradford (French)
Carla Drost (German)
Jeffrey Foster (French)
J. Frank Morris (Classics)
James Norman (Spanish)
Harlan R. Patton (French)
Oralia Preble (Spanish)

Instructors

Alice Geiling (French)
Elaine Simons (Spanish)
Beatrice Stiglitz (French)

Visiting Instructor

Dorothy Marbán (Spanish)

"The President's Commission has devoted a year to an intensive evaluation of the state of foreign language and international studies and their impact on the nation's internal and external strength. We are profoundly alarmed by what we found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands of American resources, intellectual capacity and public sensitivity."

"Our vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant. Indeed, it is precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideas to which many of the world's people aspire that foreign languages, as a key to un-

MAJOR IN CLASSICAL STUDIES:

Thirty semester hours are required, including a minimum of 18 hours in Greek and Latin beyond the elementary level: 12 hours in the principal classical language selected by the student and 6 hours in the secondary language. An additional 12 hours, in any combination, must be taken from the following: upper-level Greek or Latin courses; Classics courses; courses in the culture and civilization of the ancient world (FA 301; ED 385; Hist 231; Hist 232; Hist 361; Phil 220).

GREEK

- 101 ANCIENT GREEK (3)
Instruction designed to enable the student to read elementary Ancient Greek.
- 102 ANCIENT GREEK (3)
Continuation of Greek 101, the prerequisite.
- 201 ATTIC GREEK (3)
Selected readings from Attic prose or verse.
Prerequisite: Greek 102, or permission of instructor.
- 202 ATTIC GREEK (3)
Continuation of selected readings from Attic prose or verse.
Prerequisite: Greek 201 or 203, or permission of instructor.
- 203 KOINE GREEK (3)
Selected readings from the New Testament.
Prerequisite: Greek 102 or permission of instructor.
- 204 KOINE GREEK (3)
A continuation of selected readings from the New Testament.
Prerequisite: Greek 201, 203, or permission of instructor.
- 371 READING IN GREEK LITERATURE - POETRY (3)
Selections from Homer's *Iliad* or *Odyssey*, or reading of representative plays of the Greek dramatists.
Prerequisite: Two 200 level Greek courses.
- 372 READINGS IN GREEK LITERATURE - PROSE: (3)
Comprehensive readings of Plato, readings of the historians Herodotus and Thucydides, or reading of the Greek orators as represented by Lysias, Demosthenes, and Isocrates.
Prerequisite: Two 200 level Greek courses.
- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.

- 371 **ROMAN COMEDY (3)**
Representative plays of Plautus and Terence will be read.
Prerequisite: Latin 322 or its equivalent.
- 372 **ROMAN SATIRE (3)**
Survey of Roman satirical literature with emphasis on Horace and Juvenal.
Prerequisite: 322 or its equivalent.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 490 **SPECIAL TOPICS IN LATIN (3)**
Intensive studies designed to supplement or to investigate more fully offerings in the Latin curriculum.
Prerequisite: Four 300 level courses.
- 496 **DIRECTED READINGS (1-3)**
Advanced study of Latin literature. Specific content to be determined by consultation with the instructor.
Prerequisite: Four 300 level courses in Latin or permission of instructor.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

MAJOR IN FRENCH: 24 hours beyond intermediate French required. Students will be expected to have completed a minimum of two 300 level courses in French before taking any course in the series French 461-467. Students will be expected to have completed two of the courses in the series French 461-467 before taking any of the genre courses, French 471 through 474.

- 100 **ELEMENTARY FRENCH (6)**
Introduces the fundamental structures of French with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written communication.
Prerequisite: This course is open only to those who are beginning students in French.
Note: This course is the equivalent of the French 101 and 102 sequence. Classes meet five times a week, a total of 5 clock hours of instruction. Having completed this course, the student can not receive credit for French 101, 102 or 105; conversely, a student who has completed French 101, 102, 105 or their equivalents can not receive credit for French 100.
- 101 **ELEMENTARY FRENCH (3)**
Introduces the fundamental structures of French with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written communication.
Prerequisite: Open only to beginning students of French.
Note: A student having completed French 101 can not take French 100 or 105 for credit.
- 102 **ELEMENTARY FRENCH (3)**
Continuation of French 101.
Prerequisite: French 101 or the equivalent.
Note: A student having completed French 102 cannot take French 100 or 105 for credit.
- 105 **BASIC REVIEW OF FRENCH GRAMMAR AND SYNTAX (3)**
For students who have completed a minimum of two years of high school French as preparation for study at the intermediate level.
Note: A student receiving credit for French 105 can not take the equivalent sequence 100, 101 or 102 for credit. Conversely, a student who has completed French 100, 101 or 102 can not take French 105 for credit.
- 200 **INTERMEDIATE FRENCH (6)**
Develops a basic proficiency in French and familiarity with French culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: French 100, 102, 105 or by placement.
Note: This course is the equivalent of the French 201 and 202 sequence. Classes meet five times a week, a total of 5 clock hours of instruction. Having completed this course, the student cannot take either French 201 or 202 for credit.

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.

- 462 THE SEVENTEENTH CENTURY (3)
French Neo-Classicism; Descartes, Pascal, Boileau, La Fontaine, the moralists and orators.
- 463 THE EIGHTEENTH CENTURY (3)
The Enlightenment: Fontenelle, Montesquieu, Voltaire, Diderot, 1'Encyclopédie, 1'Abbé Prévost, Rousseau, and others.
- 464 LITERATURE OF THE NINETEENTH CENTURY (3)
Pre-Romanticism, Romanticism in prose and poetry, Realism, Naturalism and Symbolism. Intensive study of the works of Chateaubriand, Balzac, Baudelaire, Flaubert, Verlaine, Rimbaud, and Mellarmé.
- 465 LITERATURE OF THE NINETEENTH CENTURY (3)
A continuation of French 464.
- 466 TWENTIETH CENTURY FRENCH LITERATURE (3)
A study of the major movements of contemporary French literature.
- 467 TWENTIETH CENTURY FRENCH LITERATURE (3)
A continuation of French 466.
- 471 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.
- 472 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.
- 473 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.
- 474 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 461-467 or permission of the instructor.

- 200 **INTERMEDIATE GERMAN (3)**
Develops a basic proficiency in German and familiarity with German culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: German 100, 102 or by placement.
NOTE: This course is the equivalent of the German 201 and 202 sequence. Classes meet five times a week, a total of 5 clock hours of instruction. Having completed this course, the student cannot receive credit for either German 201 or 202.
- 201 **INTERMEDIATE GERMAN (3)**
Develops a basic proficiency in German and familiarity with German culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: German 100, 102 or equivalent.
NOTE: Having completed German 201, the student cannot take German 200 for credit.
- 202 **INTERMEDIATE GERMAN (3)**
Continuation of German 201.
Prerequisite: German 201 or equivalent.
NOTE: Having completed German 202, the student cannot take German 200 for credit.
- Prerequisite for all upper-level courses in German: German 200, 202 or permission of instructor.*
- 313 **GERMAN READING AND COMPOSITION (3)**
Designed to expand vocabulary and develop facility in written German. Emphasis on issues in contemporary German life and culture.
- 314 **GERMAN COMPOSITION AND CONVERSATION (3)**
Intensive practice in the spoken and written language, based on the reading of contemporary German writings.
- 361 **NINETEENTH CENTURY GERMAN PROSE (3)**
Reading and discussion of selected works by such writers as Kleist, Storm, Stifter, and Hauptmann.
- 362 **TWENTIETH CENTURY PROSE AND POETRY (3)**
Reading and discussion of the poems, stories, and short novels of selected twentieth century writers, such as Kafka, Rilke, Hesse, Böll, and Bachman.
- 363 **NINETEENTH CENTURY DRAMA (3)**
A study of the development of German drama of the nineteenth century, including plays selected from Kleist, Büchner, Grillparzer, Hebbel, and Hauptmann.
- 364 **TWENTIETH CENTURY DRAMA (3)**
A study of the major German dramatists of this century, including selected works by Brecht and Dürrenmatt as well as a review of some of the current trends in the theater.

- 202 INTERMEDIATE ITALIAN (3)
Focus on Italian culture through readings and further development of fundamental language skills.
Prerequisite: Italian 201 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 IN SPANISH: 24 hours beyond Spanish 202, which must include Spanish 361 and 362 or 371 and 372. All majors are encouraged to spend a summer or a semester in a Spanish-speaking country.

- 100 ELEMENTARY SPANISH (6)
Introduces the fundamental structures of Spanish with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written communication.
Prerequisite: This course is open only to those who are beginning students of Spanish.
NOTE: This course is the equivalent of the Spanish 101 and 102 sequence. Classes meet five times a week, a total of 5 clock hours of instruction. Having completed this course, the student can not receive credit for Spanish 101 or 102; conversely, a student who has completed Spanish 101, 102 or their equivalents cannot receive credit for Spanish 100.
- 101 ELEMENTARY SPANISH (3)
Introduces the fundamental structures of Spanish with emphasis on acquisition of the basic language skills; reading and listening comprehension, oral and written communication.
Prerequisite: Open only to beginning students of Spanish.
NOTE: A student having completed Spanish 101 cannot take Spanish 102 for credit.
- 102 ELEMENTARY SPANISH (3)
Continuation of Spanish 101.
Prerequisite: Spanish 101 or equivalent.
NOTE: A student having completed Spanish 102 cannot take Spanish 100 for credit.
- 200 INTERMEDIATE SPANISH (6)
Develops a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: Spanish 100, 102 or by placement.
NOTE: This course is the equivalent of Spanish 201 and 202 sequence. Classes meet five times a week, a total of 5 clock hours of instruction. Having completed this course, the student cannot receive credit for either Spanish 101 or 102.

- 341 **ADVANCED GRAMMAR AND PHONETICS (3)**
Advanced study of the grammatical structure of Spanish. Intensive work with the sound patterns of modern Spanish.
- 361 **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.
- 362 **INTRODUCTION TO SPANISH LITERATURE (3)**
A continuation of Spanish 361, from the beginning of the Bourbon reign through contemporary movements.
- 371 **SPANISH AMERICAN LITERATURE (3)**
A study of the literature of Spanish America from the pre-Columbian era to Modernism.
- 372 **CONTEMPORARY SPANISH AMERICAN LITERATURE (3)**
Spanish American literature from Modernism through contemporary movements.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 445 **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.
- 461 **THE GOLDEN AGE (3)**
Emphasis is on the drama and the novel in the age of Lope de Vega, Calderón, and Cervantes.
- 462 **THE GOLDEN AGE (3)**
A continuation of Spanish 461.
Prerequisite: Spanish 461 or permission of instructor.
- 463 **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.
- 464 **NINETEENTH CENTURY SPANISH LITERATURE II (3)**
A study of the development of 19th century prose from Romanticism through Realism.
- 465 **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.
- 466 **CONTEMPORARY LITERATURE IN SPAIN (3)**
A continuation of Spanish 465.
Prerequisite: Spanish 465 or permission of instructor.

Languages Department, participate in this program. A particular language will be offered in response to student request if suitable study materials can be obtained and several qualified tutors, usually native speakers, are locally available.

Study consists of two hours of self-instruction daily, using text and tapes, and two one-hour tutorial sessions per week. Students must provide their own cassette players and blank tapes. Periodic tests and a final examination, by an outside evaluator when necessary, will be conducted under the supervision of the Language Department.

Successful completion of the intermediate level sequence of language study or demonstration of proficiency at that level by examination *will meet the minimum degree requirement in foreign language.*

Thus the Self-Instructional Language Program offers the opportunity to study these languages* at the elementary and intermediate levels:

Arabic	Portuguese
Chinese (Mandarin)	Romanian
Greek (modern)	Russian
Hebrew	Serbo-Croatian
Hindi	Swahili
Hungarian	Swedish
Japanese	Thai
Korean	Turkish
Persian	Vietnamese
Polish	Yoruba

*NOTE: Courses to be offered in the Self-Instructional Language Program will be designated at registration time. The courses will be identified for registration purposes as SIL with an appropriate letter suffix and course number indicating the particular language and level of instruction.

LITERATURE IN TRANSLATION

These courses are conducted in English. They can be applied to the minimum degree requirement in Humanities, but not in foreign language. No course is prerequisite to any other.

251 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.

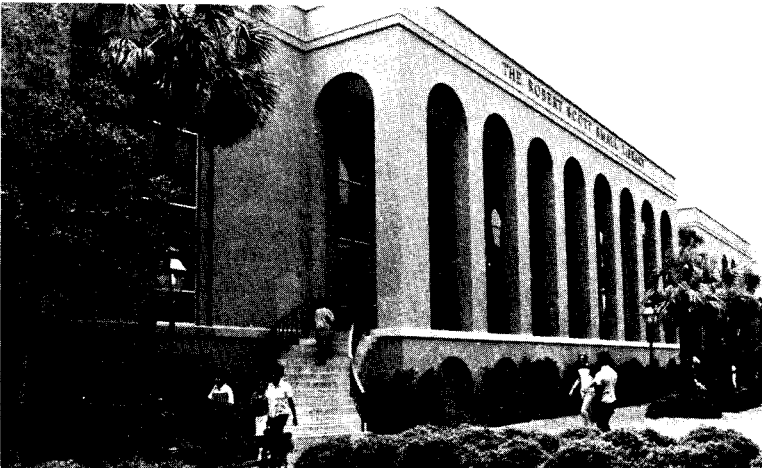
Roman culture.

NOTE: Although this course may be applied toward a major in classical studies, it does not count toward the minimum degree requirement. This course is cross-listed as Education 344.

- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 499 BACHELOR'S ESSAY (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
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LIBRARY

- 101 • INTRODUCTION TO BIBLIOGRAPHY AND RESEARCH METHODS (1)
Development of basic search techniques for academic research papers. Focus of course will be on practical library utilization and comparison of resources. Instruction culminates with production of a scholarly bibliography. Lectures 2 hours per week, for seven weeks.
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may also choose this option. The second option is for the prospective secondary mathematics teacher. The student who exercises this option must complete the approved program for teacher certification and should apply for acceptance into this program no later than his or her junior year. The third option is in applied mathematics. Students who will work in business, industry or government upon graduation, as well as many students who will attend graduate school, will elect this option. In order to be an applied mathematician, it is necessary to be able to apply their mathematical knowledge to another subject. Hence, each student selecting the applied mathematics option must design an area of application. This area of application must be reviewed and approved by the department and should be submitted as early as possible. Each of the three options is culminated with a capstone course intended to be completed as near the end of the student's academic career as possible. In the pure mathematics option, the student will write a senior thesis; in the secondary teaching option, the major will enroll in practice teaching; and in the applied mathematics option, the student will participate in a practicum.

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 additional information regarding each of the options listed above.

A mathematics major typically should complete Mathematics 120, 203, 220, 221; Mathematics 245 or Computer Science 102; and Philosophy 216 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).

* The Mathematics Department of the College of Charleston and the Biometry Department of MUSC jointly offer a five year program leading to a B.S. with a major in mathematics and an M.S. in biometry. Students interested in this option should contact the chairman of the Mathematics Department in their Freshman year. Additional information may be found on Page 30 of the bulletin and in the "Departmental Guide to Mathematics Major."

MAJOR REQUIREMENTS: Mathematics 120, 203, 220, 221, 311, 323, and Philosophy 216 are required of all majors. In addition, each major must complete one of the following options.

PURE MATHEMATICS OPTION: This option requires an additional 15 hours of mathematics courses at the 200 level or above including Mathematics 303 and 495 and one additional course at the 400 level or above. Also required is Computer Science 102. The CS 102 requirement will be waived for students who successfully complete Mathematics 245.

Students may substitute six additional hours at the 400 level or above for Mathematics 495.

- 103 **APPLIED FINITE MATHEMATICS (3)**
A study of functions, systems of equations, mathematics of finance, matrices, linear programming and introduction to computer programming. Not intended for those who will major in or study mathematics, the sciences, or technical fields.
NOTE: See the note below Mathematics 101.
- 104 **ELEMENTARY STATISTICS (3)**
Probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals and tests of hypotheses.
Prerequisite: Mathematics 101 or 103.
NOTE: A student can not receive credit for Mathematics 104 after having received credit for Mathematics 216.
- 105 **CALCULUS FOR BUSINESS AND THE SOCIAL SCIENCES (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 101 or its 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 note below Mathematics 101 and 105.
- 139 **CONCEPTS IN ALGEBRA FOR THE ELEMENTARY AND MIDDLE SCHOOL TEACHER (3)**
A content course in algebra requiring high school algebra background. The course will acquaint the student with algebraic techniques and explore historical background and applications. Library work will be required. Topics will include polynomial operations, exponents, solutions to linear and quadratic equations, graphing, ratio and proportion, elements of statistics and number patterns.
NOTE: The student should be placed by placement exam as for MAT 101 or MAT 103. Credit will not be given for both MAT 101 and MAT 139 and a student may not use Mathematics 139 and 103 to satisfy the six hour mathematics or logic degree requirement. This course in conjunction with Mathematics 140 is designed to fulfill the college mathematics/logic requirement for majors in elementary education, special education areas and those seeking middle school certification. The combination of Mathematics 101 / 140 would be a less desirable, but admissible alternative for these students.

- 260 **MATHEMATICAL MODELING AND PUBLIC DECISION MAKING (3)**
This is an introductory course in basic mathematical concepts and models that can be applied to the decision making process in the public sector. Both continuous and discrete models will be examined. Topics will be chosen from the following: linear programming, growth processes, utility analysis, graph theory, game theory, group decision making and Arrow's impossibility theorem, coalition formation and voting behavior.
Prerequisite: Mathematics 104 and 105 or equivalent.
- 290 **TOPICS IN INTRODUCTORY MATHEMATICS (3)**
This course focuses on a topic of intermediate level mathematics. Possible topics are: foundations of mathematics, graph theory, combinatorics, nonparametric statistics, elementary number theory.
Prerequisite: Permission of the instructor.
NOTE: Since the content changes, this course may be repeated for credit.
- 303 **INTRODUCTION TO MODERN ALGEBRA (3)**
An introduction to algebraic structures. Topics will include groups, rings, and fields.
Prerequisite: Mathematics 203.
- 307 **DISCRETE STRUCTURES (3)**
Theoretical concepts from set theory, logic, Boolean algebras, combinatorics, probability, graph theory, group theory, ring theory or field theory will be applied to communication and the theory of computing and computer solutions of problems.
Prerequisites: Mathematics 203 and competency in one programming language.
- 311 **ADVANCED CALCULUS (3)**
The concepts of calculus will be explored in depth. Among the topics covered will be basic topological properties of the real line, 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)**
An introductory course designed to acquaint the student with methods used in computing and analyzing the quantitative and qualitative behavior of solutions of ordinary differential equations. Applications of

- 431 **MATHEMATICAL STATISTICS I (3)**
 Probability, probability functions, probability densities, mathematical expectation, sums of random variables, sampling distributions.
 Prerequisite: Mathematics 221.
- 445 **NUMERICAL ANALYSIS (3)**
 Topics include numerical methods for solving ordinary differential equations, direct methods and iterative methods in numerical linear algebra and selected topics in functions of several variables.
 Prerequisites: Mathematics 203, 245, and 323.
- 450 **DISCRETE MATHEMATICAL MODELS (3)**
 An introduction to the theory and practice of building and studying discrete mathematical models for real-world situations encountered in the social, life and management sciences. Mathematics related to graph theory, game theory, Markov chains, combinatorics, difference equations and other topics will be developed as needed to study the models.
 Prerequisites: Mathematics 203, either Mathematics 331 or 431, and Computer Science 102 or permission of the instructor.
- 451 **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 102 or permission of instructor.
- 460 **CONTINUOUS MATHEMATICAL MODELS (3)**
 An introduction to the theory and practice of building and studying continuous mathematical models for real-world situations encountered in the physical, social, life and management sciences. Particular emphasis will be placed on models that arise in such fields as economics, population growth, ecology, epidemiology and energy conservation. Advanced topics in differential equations and integral equations will be developed as needed to study the models.
 Prerequisites: Mathematics 203, 323, either 331 or 431, and Computer Science 102 or permission of the instructor.
- 480 **TOPICS IN APPLIED MATHEMATICS (3)**
 A semester course on an advanced topic in applied mathematics.
 Prerequisite: Permission of the instructor.
 NOTE: Since the content changes, this course may be repeated for credit.
- 485 **TOPICS IN PURE MATHEMATICS (3)**
 A semester course on an advanced topic in pure mathematics.
 Prerequisite: Permission of the instructor.
 NOTE: Since the content changes, this course may be repeated for credit.
- 490 **PRACTICUM IN MATHEMATICS (3)**
 This course is intended to give the student a real-world experience in applications of mathematics through internships, case studies or projects undertaken by small groups of students under faculty supervision or the joint supervision of a faculty member and an industrial mathematician.

PHILOSOPHY

Associate Professors

James E. Abbott, *chairman*

Rew A. Godow, Jr.

Martin Perlmutter

Assistant Professor

Chung-yue Chang

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 to better 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 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 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), business (175), law (270), aesthetic,

ditions 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, genetic engineering and genetic counseling, 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.
- 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 ordinary 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 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.

- 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.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 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 **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.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

PHYSICAL EDUCATION CERTIFICATION REQUIREMENTS

The Department of Physical Education and Health does not offer a major at this time. However, there is an approved certification program in Physical Education. To seek physical education certification, a student must major in any major program, complete the professional education requirements, and the requirements for certification in Physical Education.

Students who seek certification should choose their courses carefully and should have three advisors, one in their chosen major, 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 30 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. Each student will be required to learn "foundational" knowledge concerning the bio-physical values of activity in addition to individual course requirements in the BPE offerings. No more than eight hours of BPE or PED courses may be taken for credit by non-certification students.

- 100 **INTRODUCTION TO PHYSICAL FITNESS, SPORT, AND PHYSICAL ACTIVITY (2)**
An introductory course dealing with the historical development and philosophy of fitness programs, intramurals, physical education, recreational activities and selected team sports. Lecture, 1 hour per week; Laboratory, 2 hours per week.
- 105 **BASKETBALL AND VOLLEYBALL (2)**
The history, theory, techniques, practice 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 life guarding.

- 101 INTRODUCTION TO PHYSICAL EDUCATION (2)
A course for students who are considering physical education certification. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to physical education. Lectures, 2 hours per week.
- 101L INTRODUCTION TO PHYSICAL EDUCATION LABORATORY (1)
Students competencies will be evaluated in areas determined by the physical education department . Laboratory, 2 hours per week.
- 130 ANALYSIS AND CONDUCT OF TEAM SPORTS ACTIVITIES (2)
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.

- 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; premarital planning; changing attitudes toward marriage; and sexuality in marriage.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

departmental approval, Physics 101, 102, may replace Physics 201, 202.

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 (3)**
 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 Physics 201 and 202. With permission from the Physics Department a student may transfer to Physics 202 after completion of Physics 101. To take additional physics courses the same permission may be granted. Lecture, three hours per week.
 Corequisites and Prerequisites: Physics 101L is a corequisite or prerequisite for Physics 101. Math 102 or equivalent is a prerequisite to Physics 101.
- 101L **INTRODUCTORY PHYSICS LABORATORY (1)**
 A laboratory program to accompany Physics 101. Laboratory, three hours per week. Corequisite and prerequisite: Physics 101 is a corequisite or prerequisite for Physics 101L.
- 102 **INTRODUCTORY PHYSICS (3)**
 A continuation of Physics 101. Lectures, three hours per week.
 Corequisite or prerequisite: Physics 102L is a corequisite or prerequisite for Physics 102. Physics 101 is a prerequisite for Physics 102.
- 102L **INTRODUCTORY PHYSICS LABORATORY (1)**
 A laboratory program to accompany Physics 102. Laboratory, three hours per week.
 Corequisites and prerequisites: Physics 102 is a corequisite or prerequisite for Physics 102L. Physics 101L is a prerequisite for Physics 102L.
- 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**
 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.
 Corequisites and Prerequisites: Physics 129L is a corequisite or prerequisite for Physics 129.

- 302 **CLASSICAL MECHANICS (3)**
 A continuation of Physics 301. Lectures, three hours per week.
 Prerequisites: Physics 301.
- 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 202 or permission of the 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 202; Prerequisite or corequisite: Math 423 or permission of instructor.
- 310 **PLANETARY ASTRONOMY (3)**
 Survey of planetology; comparative planetology; origin of planets; asteroids; inter-planetary dust and gas; planetary interiors and atmospheres.
 Prerequisites: Math through trigonometry and a year of Physics or a year of Astronomy or permission of the instructor.
- 311 **STELLAR ASTRONOMY AND ASTROPHYSICS (3)**
 The basic concepts of the physics of stars and stellar systems are explored. Topics covered include stars and star formation, stellar evolution, variable and binary stars, star clusters, pulsars, external galaxies, quasars, black holes, and cosmology.
 Prerequisites: Math through trigonometry and a year of Physics or a year of Astronomy or permission of the instructor.
- 320 **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 201 or permission of the instructor.
- 330 **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. Lecture, three hours per week.
 Prerequisite: Physics 202 or permission of the instructor.
- 349 **STATICS**
 Force and force systems and their external effect on bodies; principally the condition of equilibrium. The techniques of vector mathematics are employed and the rigor of physical analysis is emphasized. Lectures, three hours per week.
 Prerequisite: Physics 201; prerequisite or corequisite: Math 220.

- 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 301.
- 409 **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 202 and Math 221 or permission of the instructor.
- 410 **ELECTRICITY AND MAGNETISM (3)**
A continuation of Physics 409. Lectures, three hours per week.
Prerequisite: Physics 409.
- 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 the instructor.
- 412 **SPECIAL TOPICS (1-3)**
An examination of an area in Physics in which a regular course is not offered.
Prerequisite: Permission of the instructor.
- 413 **ASTROPHYSICS (3)**
Covers the application of physics to problems in stellar atmospheres and interiors, the interstellar medium and galactic dynamics. Lectures, three hours per week.
Prerequisites: Physics 301, 307, Math 323 and either Math 423 or permission of the instructor.
- 415 **FLUID MECHANICS (3)**
An introduction to fluid mechanics which develops physical concepts and formulates basic conservation laws. Topics include fluid statics, kinematics, stresses in fluids, flow of real (viscous) fluids, and compressible flow. Lectures, three hours per week.
Prerequisites: Math 323 and Physics 301.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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.

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.
- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 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: SPECIAL TOPICS IN POLITICAL SCIENCE (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.

- 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: THE PRESIDENCY (3)
An analysis of structure, behavior, history and roles of executive institutions in the American political system.
- 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)
The nature, functions, organization and activities of political parties and interest groups. Topics include the processes of nomination, campaigns, and elections in the American political system as well as comparative analysis of parties and interest groups in other systems.
- 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.
- 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 THOUGHT (3)
An analysis of political ideas and beliefs that condition and influence the political system. Topics include a history of American political

- 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.

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.

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 of the Bill of Rights.

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.)

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.

sophy, 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.
- 208 **LIFE SPAN HUMAN DEVELOPMENT (3)**
A course designed to introduce the principles of human development to the non-psychology major. Attention is given to physical, emotional, social and cognitive development over the entire life span.
Prerequisites: Psychology 205 and 206.
NOTE: This course may not be applied toward the requirements for the psychology major. A student who has completed Psychology 309 and/or Psychology 322 may not subsequently receive credit for Psychology 208. A student who has completed Psychology 208 may not subsequently receive credit for Psychology 309 and/or Psychology 322.
- 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 infancy and childhood. Attention is given to unifying theoretical formulations and to the research methodologies typical of the field of developmental psychology.
Prerequisite: Six semester hours of psychology.
NOTE: A student who has completed Psychology 309 may not receive credit for Psychology 208.
- 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.

- 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.
NOTE: A student who has completed Psychology 322 may not subsequently receive credit for Psychology 208.
- 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. 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

must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

RELIGIOUS STUDIES

Religious Studies aims to help the student understand religious works of literature, historical developments of religious traditions and practices, modes of religious thought, and varieties of world views in and among religions. As an academic discipline, it is committed to the objective and impartial scrutiny of religions.

The Department of Philosophy administers the course offerings in religious studies. The courses often have a philosophical or theological focus, though historical, textual, sociological, and psychological issues will also be discussed. Students interested in special studies in religion should confer with the chairperson of the Department of Philosophy.

In addition to the courses listed below, students should be aware of the following related courses: Comparative Belief Systems (ANT 311); Introduction to Eastern Philosophy (PHL 105); Taoism and Zen (PHL 205); God, Faith, and Reason (PHL 255); Sociology of Religion (SOC 356); Ancient Mythology: Egyptian and Near Eastern (Classics 104); Ancient Mythology: Greek and Roman (Classics 105); Greek New Testament I (Greek 211); and Greek New Testament II (Greek 212).

- 102 INTRODUCTION TO WORLD RELIGIONS (3)
An introductory study of the major religions of mankind, beginning with a treatment of primitive religions and including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.
Prerequisite: none.
- 201 INTRODUCTION TO THE OLD TESTAMENT (3)
An introductory study of Old Testament writings focusing on philosophical and theological issues. The attributes of God, the nature of man, and the relationship between God and man are among the topics that will be considered. The history of the early Hebrews, the process of canonization of the literature, and the critical methods of scriptural study will also be examined.
Prerequisite: none.

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 related 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 of Special Topics. In addition, students must take at least one course in each of the three areas of concentration in sociology: social psychology (230's or 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.

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.

tion of the specific subject matter for the course will reflect both student and faculty interest.

Prerequisite: Sociology 101 and 202 and 550.

- 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.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 490 **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.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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

- 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.
- 399 **TUTORIAL (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the department chairperson.
- 490 **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.
- 499 **BACHELOR'S ESSAY (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
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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 the Center for Metropolitan Affairs and Public Policy.

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

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 415	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

C+	Fair	2.50
C	Acceptable	2.00
D	Barely Acceptable, Passing	1.00
F	Failure	0
I	Incomplete	0
W	Withdrawn	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, WA, and the mark X are explained below, under the headings "Dropped Courses" (W), "Attendance" (WA), and "Absence from Final Examinations" (X).

DROPPED COURSES

If the student voluntarily withdraws from a course before mid-term 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 mid-term, a student may withdraw from a course with the grade of W only with the special permission of the Dean of Undergraduate Instruction and the professor. 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.

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

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. In order to graduate all students must earn a minimum cumulative grade point ratio of 2.00 and also a minimum grade point ratio of 2.00 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 English 01 and Mathematics 01). 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

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.

Students on probation may receive transfer credit for courses at another institution; however, credit for such work will not be awarded until the probation has been removed.

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 1.85 *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.

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 and 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).

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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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 B.S., Old Dominion University; M.S., Ph.D., University of
 North Carolina
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 ministration* (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
- William David Bennett, M.A., *Visiting Assistant Professor of Physical
 Education* (1978)
 B.A., M.A., University of South Carolina
- Mary Berry, Ph.D., *Visiting Instructor in Biology* (1979)
 B.S., College of Charleston; Ph.D., Duke University
- 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, *Associate 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
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 B.A., Pembroke College; M.A., University of Chicago
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 sity
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 B.S., Lock Haven State College; M.Ed., Ed. D., Pennsylvania
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 B.A., Columbia College; M.A., Clemson University
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 (1980)
 B.A., M.A., University of Toledo; Ph. D., University of South
 Carolina
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 B.A., Ph. D., University of Virginia
- Charles Richard Crosby, Ph. D., *Associate Professor and Director
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 B.A. Washington University; M.A., M.F.A, Tulane Univer-
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 and Mary; Ph. D., University of Massachusetts
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- Robert Ray Foster, Ph. D., *Assistant Professor of Education* (1974)
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B.A., M.A., Ph. D., University of Florida
- Sister M. Anne Francis, Ph. D., *Professor of History* (1967)
B.S., Fordham University; M.A., CCNY; Ph. D., St. Louis University
- Harry Wyman Freeman, Ph. D., *Professor of Biology* (1960)
B.S., College of Charleston; M.S., University of South Carolina; Ph. D., Stanford University
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M.Soc. Sciences, Dr. of Law, University of Havana; M.A., Trinity College; Ph. D., Emory University

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B.F.A., Atlanta School of Art; M.F.A., Temple University
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- Nan Dansby Morrison, Ph. D., *Professor of English* (1967)
B.A., Troy State College; M. A., Ph. D., University of South Carolina
- Susan Joan Morrison, Ph. D., *Assistant Professor of Biology* (1979)
M.S., Colorado State University, Ph. D., Florida State University
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- George J. Pothering, Ph. D., *Assistant Professor of Mathematics* (1978)
 B. S., Allentown College; M.S., Ph. D., University of Notre Dame
- Sandra Mary Powers, M.S., *Assistant Professor of Mathematics* (1974)
 A.B., Notre Dame College; M.S., Michigan State University
- Susan Prazak, M.A., *Associate Professor of Mathematics* (1974)
 B.A., New York University; M.A., Hunter College
- Oralia Munoz Preble, Ph.D., *Assistant Professor of Spanish* (1979)
 B.A., M.A., Ph. D., University of North Carolina
- Emmett Robinson, M.F.A., *Professor of Fine Arts* (1972)
 B.S., College of Charleston; M.F.A., Yale University
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 B.S., University of Southern Mississippi; M.A., Ph. D., University of Mississippi
- Edwin Romain, D.M.A., *Artist in Residence* (1979)
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- Peter John Rowe, Ph. D., *Associate Professor of Psychology* (1971)
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 A.B., Catawba College; M.A., Wake Forest University; Ph. D., University of South Carolina

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 B.A., University of Rochester; M.S., Cornell University; Ph. D.,
 The Johns Hopkins University
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 B.A., Hunter College; M.A., New York University; M. Ph.,
 City University of New York
- Roger R. Stough, Ph. D., *Associate Professor of Urban Studies and
 Director of the Center for Metropolitan Affairs and Public
 Policy* (1977)
 B.S., Ohio State University; M.A., University of South
 Carolina; Ph. D., The Johns Hopkins University
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 Acquisitions* (1979)
 B.A., M.S., 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., *Librarian II as Catalog Librarian*
 (1974)
 B.A., Stonehill College; M.S., Simmons College
- Pamela Cochrane Tisdale, Ph.D., *Assistant Professor of Education*
 (1977)
 B.A., Wilson College; M.Ed., Ph.D., University of Florida
- Randall S. Thompson, D.M.A., *Associate Professor of Fine Arts*
 (1974)
 B.M., M.M., D.M.A., University of Maryland
- Robert E. Tournier, Ph. D., *Associate Professor of Sociology* (1972)
 B.A., MacMurray College; Ph. D., Tulane University
- Jung-fang Tsai, Ph. D., *Associate Professor of History* (1973)
 B.A., Tunghai University; M.A., University of Maryland; Ph. D.,
 University of California at Los Angeles
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 (1979)
 B.S., University of Alabama; M.S., Ph. D., University of Iowa

George K. Wood, Ph. D., *Assistant Professor of Physical Education* (1975)

B.A., University of Richmond; M.A.T., University of North Carolina; Ph. D., University of Maryland

Nan Elizabeth Woodruff, Ph. D., *Assistant Professor of History* (1979)

B.A., Jacksonville State University; M.A., University of Arkansas; Ph. D., University of Tennessee

Rosanne Wray, M.A.T., *Instructor in Education* (1978)

B. S., Auburn University; M.A.T., The Citadel

Peter Harold Yaun, Ed. D., *Associate Professor of Education* (1973)

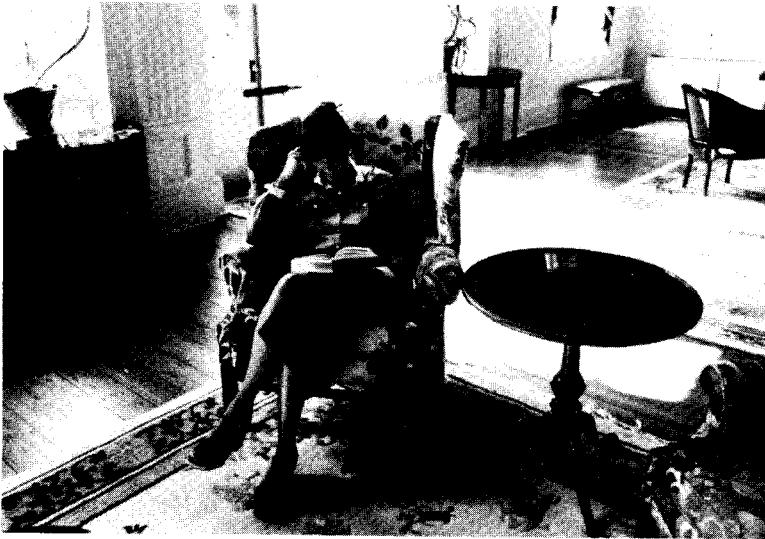
A.B., Stetson University; M.S., State University of New York, Brockport; Ed. D., Baylor University

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