



COLLEGE OF CHARLESTON

Undergraduate Bulletin

1982-83, 1983-84

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.

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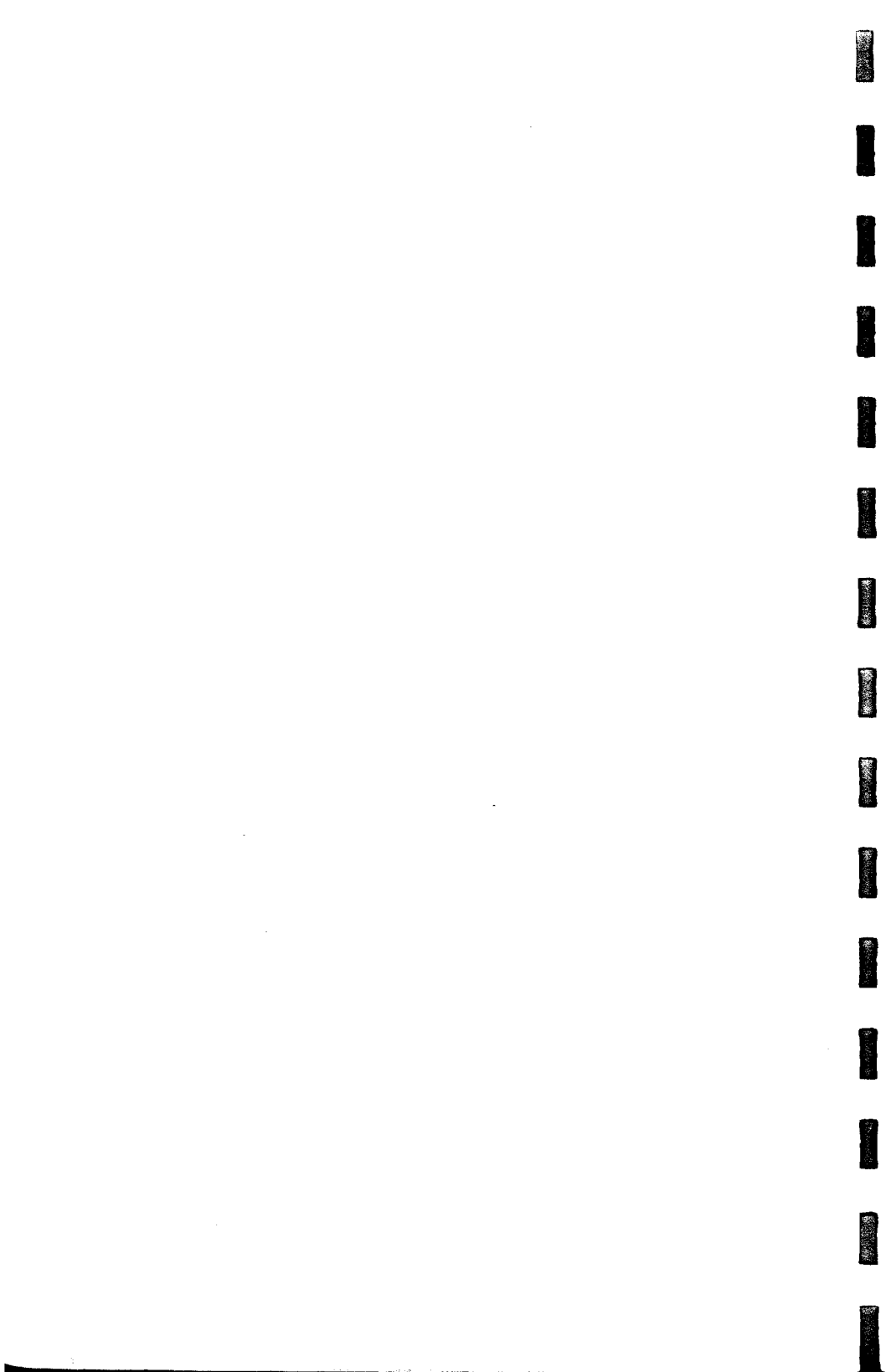
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COVER PHOTO: The central portion of the College of Charleston campus includes Randolph Hall, one of the oldest college buildings in continuous use in the United States. The main campus covers ten city blocks and includes 95 buildings. In addition, the College has developed 17 acres in Mount Pleasant for outdoor recreation and operates a marine science center located on Fort Johnson. The campus serves a student body of more than 5,000.



ACADEMIC CALENDAR, 1982-1983, 1983-1984

FALL SEMESTER, 1982

August

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

October

15	<i>Friday</i>	Midterm Grades Due
22	<i>Friday</i>	Last Day to Withdraw from a Class With a Grade of "W"

November

2	<i>Tuesday</i>	Election Day; Holiday
24	<i>Wednesday</i>	Thanksgiving Holiday Begins, 5 p.m.
29	<i>Monday</i>	Classes Resume

December

8	<i>Wednesday</i>	Classes End
9	<i>Thursday</i>	Reading Day
10	<i>Friday</i>	Reading Day
11	<i>Saturday</i>	Examinations Begin
18	<i>Saturday</i>	Examinations End
23	<i>Thursday</i>	Midyear Commencement

SPRING SEMESTER, 1983

January

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

March

4	<i>Friday</i>	Midterm Grades Due; Spring Recess Begins, 5 p.m.
14	<i>Monday</i>	Classes Resume
18	<i>Friday</i>	Last Day to Withdraw from Classes with Grade of "W"

April

22	<i>Friday</i>	Classes End
25	<i>Monday</i>	Examinations Begin

May

2	<i>Monday</i>	Examinations End
8	<i>Sunday</i>	Commencement

1983

MAYMESTER AND SUMMER SESSIONS**Maymester**

May 9	<i>Monday</i>	Registration
May 10	<i>Tuesday</i>	Maymester Begins
May 30	<i>Monday</i>	Maymester Ends

Summer I

June 2	<i>Thursday</i>	Registration
June 3	<i>Friday</i>	Registration
June 6	<i>Monday</i>	Classes Begin
June 24	<i>Friday</i>	Last Day to Withdraw from Classes With a Grade of "W"
July 4	<i>Monday</i>	Holiday
July 5	<i>Tuesday</i>	Classes End
July 6	<i>Wednesday</i>	Examination Day
July 7	<i>Thursday</i>	Examination Day

Summer II

July 13	<i>Wednesday</i>	Registration
July 14	<i>Thursday</i>	Classes Begin
July 29	<i>Friday</i>	Last Day to Withdraw from Classes With Grade of "W"
August 11	<i>Thursday</i>	Classes End
August 12	<i>Friday</i>	Examination Day
August 13	<i>Saturday</i>	Examination Day

FALL SEMESTER, 1983

August

21	<i>Sunday</i>	Dormitories Open; Orientation Begins
22	<i>Monday</i>	Orientation
23	<i>Tuesday</i>	Orientation
24	<i>Wednesday</i>	Orientation
25	<i>Thursday</i>	Registration
26	<i>Friday</i>	Registration
29	<i>Monday</i>	Classes Begin

October

14	<i>Friday</i>	Midterm Grades Due
21	<i>Friday</i>	Last Day to Withdraw from Classes With Grade of "W"

November

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

December

6	<i>Tuesday</i>	Classes End
7	<i>Wednesday</i>	Reading Day
8	<i>Thursday</i>	Reading Day
9	<i>Friday</i>	Examinations Begin
16	<i>Friday</i>	Examinations End
22	<i>Thursday</i>	Midyear Commencement

SPRING SEMESTER, 1984

January

10	<i>Tuesday</i>	Dormitories Open; Orientation Begins
11	<i>Wednesday</i>	Orientation
12	<i>Thursday</i>	Registration
13	<i>Friday</i>	Registration
16	<i>Monday</i>	Classes Begin

March

9	<i>Friday</i>	Midterm Grades Due; Spring Recess Begins, 5 p.m.
19	<i>Monday</i>	Classes Resume
23	<i>Friday</i>	Last Day to Withdraw from Classes With Grade of "W"

April

27	<i>Friday</i>	Classes End
30	<i>Monday</i>	Examinations Begin

May

7	<i>Monday</i>	Examinations End
13	<i>Sunday</i>	Commencement

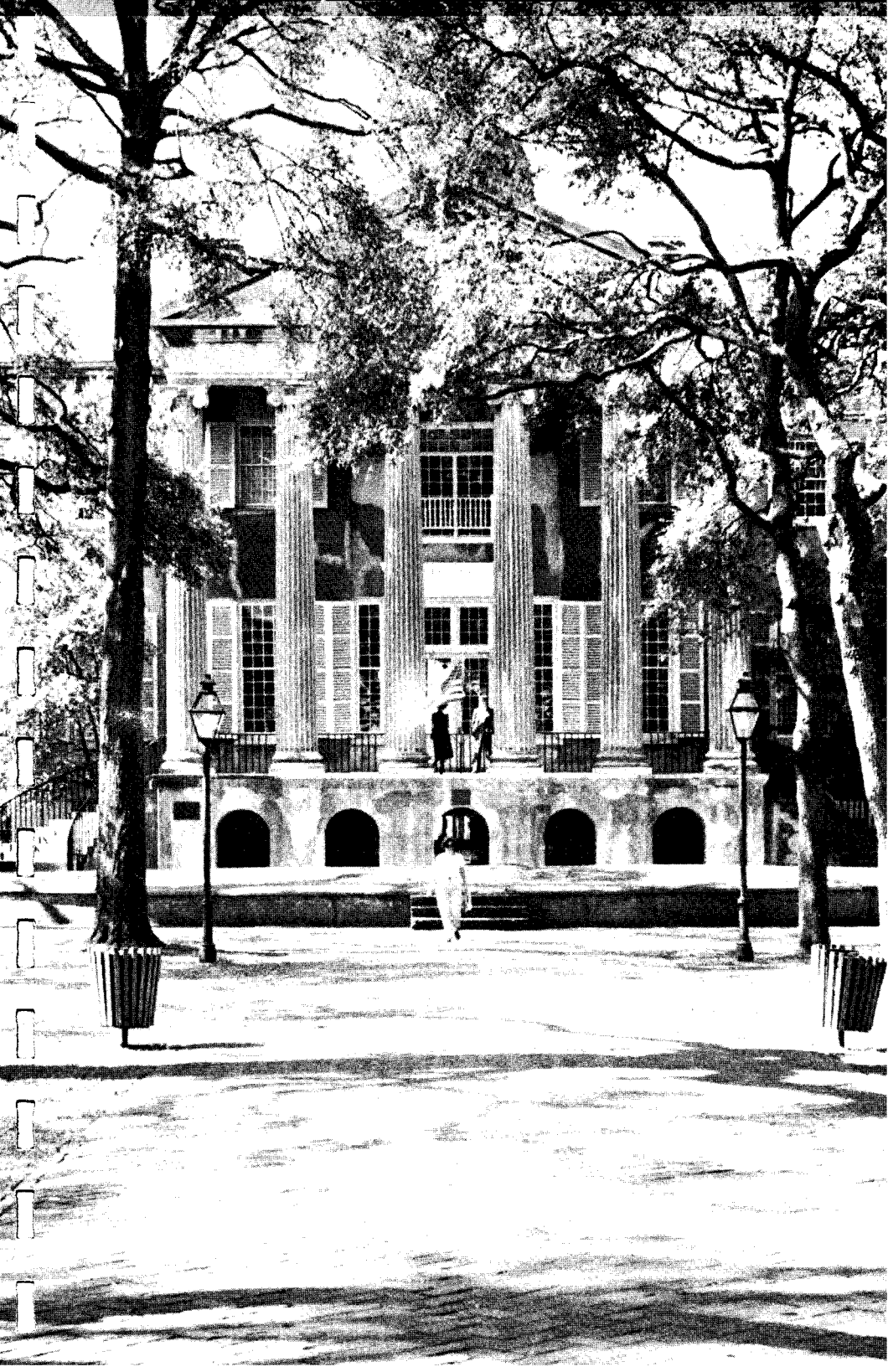
1984

MAYMESTER AND SUMMER SESSIONS**Maymester**

May 14	<i>Monday</i>	Registration
May 15	<i>Tuesday</i>	Maymester Begins
June 4	<i>Monday</i>	Maymester Ends

Summer I

June 5	<i>Tuesday</i>	Registration
June 6	<i>Wednesday</i>	Registration
June 7	<i>Thursday</i>	Classes Begin
June 22	<i>Friday</i>	Last Day to Withdraw from Classes With a Grade of "W"
July 4	<i>Wednesday</i>	Holiday
July 6	<i>Friday</i>	Classes End
July 9	<i>Monday</i>	Examination Day
July 10	<i>Tuesday</i>	Examination Day





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 212 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

"Knowledge is the only fountain, both of the love and the principles of human liberty."

Daniel Webster

"The doorstep to the temple of wisdom is a knowledge of our own ignorance."

G.H. Spurgeon

"Learning without thought is labor lost; thought without learning is perilous."

Confucius

"As turning the logs will make a dull fire burn, so changes of studies a dull brain."

Longfellow

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.

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 from 1886 on saw a steady expansion of the College's curriculum, and an equally steady rise in scholastic standards.

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

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

INTO THE THIRD CENTURY: 1970-1983/84

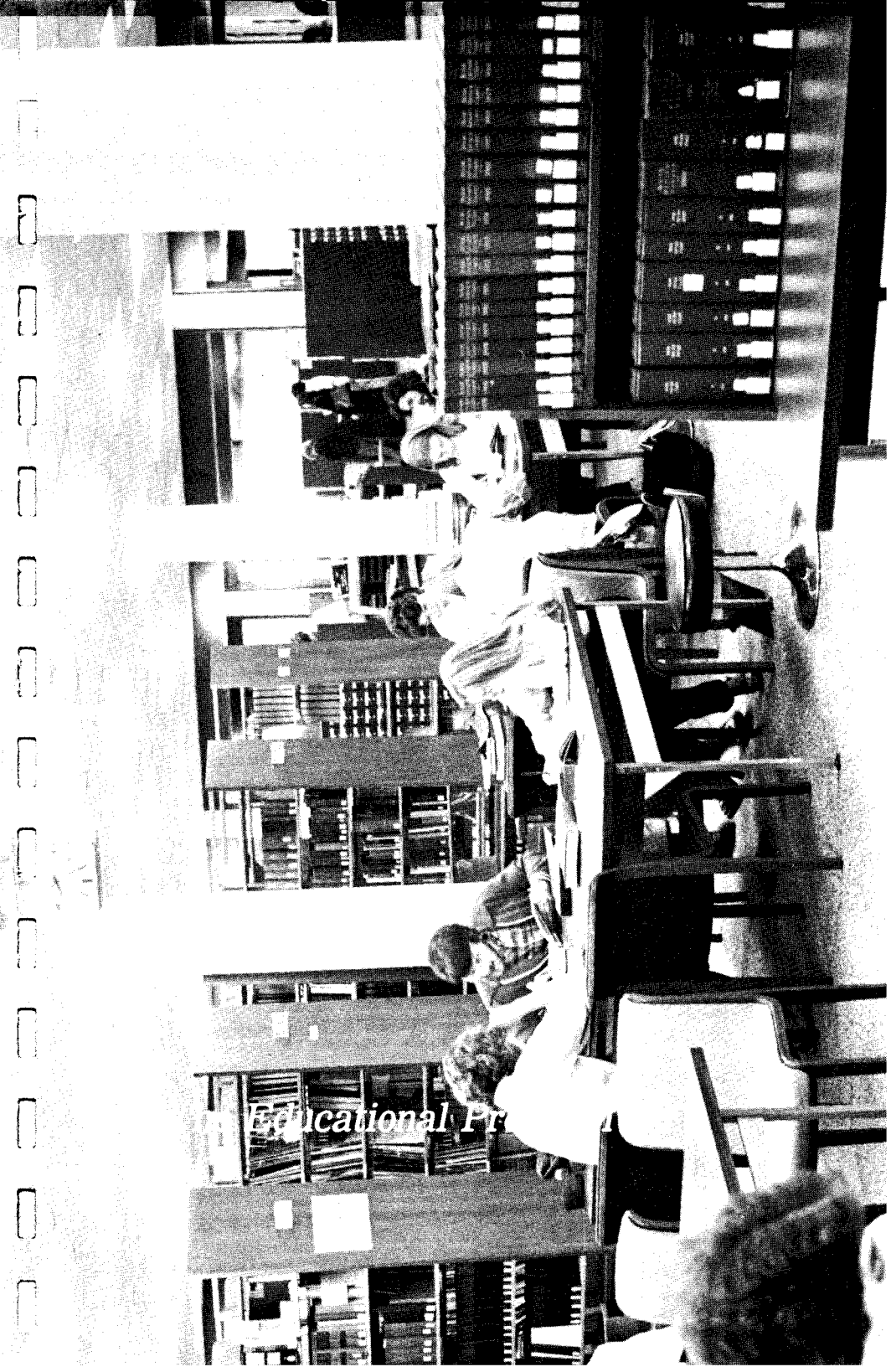
After the State College Board of Trustees assumed control of the College on July 1, 1970, a remarkable transformation began. Under the leadership of President Theodore S. Stern, the College of Charleston became the fastest growing College in the state. It is now the largest educational institution in 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 10 city blocks. Its 95 buildings include the following facilities: Harrison Randolph Hall

(the central administration building); Burnett Rhett Maybank Hall (an office and classroom building); the Science Center; the Education Center; Physicians' Memorial Auditorium; the Robert Scott Small Library; the Theodore S. Stern Student Center; the Albert Simons Center for the Arts; the F. Mitchell Johnson Physical Education Center; the Bishop Smith House (the President's residence); residence halls for men and women; a cafeteria; a student health center; a bookstore; residences converted into faculty and administrative offices; faculty and staff housing; a central energy facility; a physical plant warehouse and repair shops. The College also operates the George D. Grice Marine Biological Laboratory at nearby Fort Johnson and an outdoor activities facility located on the Wando River.

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.



Educational Progress

THE EDUCATIONAL PROGRAM

DEGREES OFFERED

At the undergraduate level, the College of Charleston offers the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts may be earned by majoring in departmental programs in English, history, languages (French, German, or Spanish), philosophy, and political science, and interdepartmental programs in classical studies, fine arts, and urban studies. Three of the science departments — Biology, Chemistry, and Physics — offer additional major programs oriented toward the humanities and leading to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, computer science, economics, elementary, secondary, and special education, geology, mathematics, physical education, 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, 1982, the full-time faculty consists of 193 men and women. 84% 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.

In 1979, when plans were being made for the new Orientation Week, a group of student leaders established the Peer Mentor Association to work with the Faculty Mentors in advising new students and

assisting them in their adjustment to college life. Peer Mentors are selected each spring from upperclass students who apply. Those chosen receive training and then volunteer their time to plan and implement a major portion of the orientation program. One Peer Mentor is assigned to work with each Faculty Mentor with the same group of new students, as an integral part of the mentor program.

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 HONORS PROGRAM

Students of superior academic ability, motivation, and background are encouraged to participate in the College's Honors Program. This is a general program designed for outstanding students regardless of their majors. In designing the Honors Program, the faculty at the College of Charleston developed a series of Honors Program core courses which all students in the Honors Program take. These courses are smaller, thereby allowing for more intensive student participation; they are accelerated to better meet the needs of superior students; and most of them are team-taught and interdisciplinary, so that the student's general liberal arts education transcends the boundaries of traditional academic disciplines. As upperclassmen, students in the Honors Program do a Tutorial — a course wherein a student works individually with a professor on a topic which supplements regular course offerings — and do a Bachelor's Essay — a year long research project in an area of the student's interest. Most students in the Honors Program also qualify for departmental honors.

For more information on the Honors Program, consult pages 86 to 90 of this bulletin. A detailed brochure describing the educational opportunities the program provides, admission requirements and procedures. Honors Program courses, and Honors Program requirements is available either through the Director of the Honors Program or the office of Admissions.

DEPARTMENTAL HONORS

The program of Departmental Honors 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 for earning Departmental Honors 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

A period of overseas study, travel, or employment can constitute an important adjunct to a liberal arts education. The College of Charleston encourages students to prepare themselves for a role in an increasingly interdependent world through exposure to formal study with an international/intercultural content and, where possible, to an extended overseas learning experience.

By living and studying abroad a student is best able to develop and polish modern language skills and to acquire first-hand knowledge of the customs and cultural heritage of other peoples. Frequently, such experiences allow the student to gain new perspectives regarding his own background and prompt him to examine in a more probing way his own personal beliefs, life-style and plans for the future.

The College's International Studies Office assists students in planning overseas study. In addition to helping develop Study Abroad Programs sponsored by the College of Charleston, the International Studies Office maintains an extensive collection of information concerning overseas study, travel and employment opportunities available through a variety of educational institutions and international organizations and special agencies.

Each year during the Maymester and Summer Sessions the College of Charleston offers several study abroad programs designed and conducted by members of the College faculty to provide unique learning opportunities for students and members of the community. The International Studies Office should be contacted for details of upcoming programs.

International Student Exchange Program (ISEP)

The International Student Exchange Program (ISEP), of which the College is an active participant, makes it possible for qualified students to spend a semester or year abroad during their junior year at a reasonable cost. Cooperating institutions are located in Great Britain, Western Europe, Latin America, Africa, Asia, Canada and Australia. Participating students pay the tuition, room and board they would normally be charged as full-time campus residents, a modest placement fee and current international transportation costs. Thus, the expense associated with most study abroad programs is substantially reduced and the possibility of study at an overseas university placed within the grasp of every College of Charleston student.

College of Charleston - Kansai University
of Foreign Studies Exchange (Japan)

Operating on the same principle as the International Student Exchange program is an exchange opportunity in Japan at the Kansai University of Foreign Studies (Kansai Gaidai) near Osaka. Participating students may commence their study of the Japanese language while pursuing a variety of course work in the field of Asian Studies offered in the English medium. Students live with Japanese families and have frequent opportunities for travel in Japan.

Junior Year Abroad in Great Britain

The College of Charleston has developed special relationships with a number of universities in Great Britain which make it possible for qualified juniors to pursue a year of study as a visiting student. Cooperating institutions include the University of Bradford (Bradford), the University of East Anglia (Norwich) and the University of Strathclyde (Glasgow). Opportunities are also available at the University of St. Andrews and the University of Kent in Canterbury.

Institute for American Universities

In cooperation with the Institute for American Universities several study abroad opportunities in France and in England are open to students of the College. Juniors, and in some cases, sophomores and seniors, may study at the Institute's centers in Aix-en-Provence (under the auspices of the University of Aix-Marseille), in Avignon or Toulon, as well as the British Studies Centre in cooperation with Christ Church College in Canterbury, England.

Students contemplating study abroad are urged to consult the International Studies Office soon after enrolling to commence the planning process. The importance of developing strong language skills cannot be overstressed. Study abroad opportunities are available to students of all majors.

Among its additional services, the International Studies Office issues the International Student Identification Card (ISIC), maintains information on low-cost international travel, provides advice regarding overseas employment, and publishes an occasional newsletter on study abroad. The ISO also advises students concerning opportunities for graduate scholarships and fellowships abroad.

EXPERIENCE LEARNING OPPORTUNITIES/ CAREER DEVELOPMENT PROGRAMS

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

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

The major 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. A special program with the Medical University Hospital provides volunteer opportunities in a wide variety of health services. 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 in-

formation, contact the Director of SEA Semester at the College of Charleston.

—EXPERIENCE LEARNING COURSES are integral parts of the curriculum for majors in Applied Mathematics, Education, Honors, and Urban Studies. Some courses in Political Science and Business Administration have experiential components, and students are able to arrange an experience learning independent study in most departments. Special research projects frequently include student interns; art and architecture history students have contributed to the Lowcountry Studies Project, and biology students have done research for the Center for Lowcountry Environments.

Through the use of a performance record, a student who learns career related skills in a work setting or a campus leadership or performing role can have the competencies demonstrated formally recorded and placed in his or her credential file. It is preferable to arrange for this record prior to the actual performance. All students engaged in internships are assisted in keeping such a record, and it is available to all students.

—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

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 workshops are other major elements of the program. A wide range of cultural and recreational activities

and field trips is also offered. The students live in College housing and their meals are provided in College facilities. Tuition, room, board, field trips, and the program's other activities are provided without cost to the participants.

Qualified students are nominated by their high schools and are then selected with the assistance of a professional screening committee in a state-wide competition. In 1982 and 1983, approximately 200 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.

THE CENTER FOR CONTINUING EDUCATION

The Center for Continuing Education at the College has as its purpose the encouragement of life-long learning through its five major programs: The Evening School, Maymester and Summer Sessions, Non-credit Programs, Outreach Programs, and Graduate Studies. Located at 25 St. Philip Street, the Center for Continuing Education houses the offices for the above programs as well as an excellent conference facility.

EVENING SCHOOL

The Center for Continuing Education coordinates the Evening School offerings of the College. Each semester approximately 150 credit courses are offered in the evening representing every discipline in the College curriculum. Through the Center for Continuing Education adult students (21 years of age and over) who possess a high school diploma or equivalent may enroll in credit courses which are applicable toward the completion of an undergraduate degree at the College. Upon successful completion of 15 hours of credit course work, a continuing education student may apply for degree candidacy. Credits earned in evening courses may be applied toward degrees, and all requirements for the degrees in Business and Education can be completed in Evening School. Evening courses are open to regular students of the College as well as continuing education students. A separate publication, *The Center*, lists evening courses offered, admission procedures and general information about continuing education programs. *The Center* is published three times yearly, prior to Spring semester, Fall semester and Maymester. The Dean of Graduate and Continuing Studies can provide additional information concerning Evening School.

MAYMESTER AND SUMMER SESSIONS

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 Festival USA. Maymester programs and registration materials are available in the preceding February. Continuing College of Charleston students, visiting students from other colleges and members of the community are eligible to apply. Housing is available. For additional information contact the Director of Maymester and Summer Sessions.

Summer Sessions are 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 Summer Sessions Office.

NON-CREDIT PROGRAMS

The Center for Continuing Education offers a wide variety of non-credit programs and activities to serve the personal interest and professional development needs of the College and the Charleston community. Non-credit courses are open to the public. Admission to the College is not required for registration in non-credit programs.

Continuing Education Units (C.E.U.'s) are issued as a means of recognizing participation and achievement in non-credit activities. C.E.U.'s are awarded on the basis of one C.E.U. per 10 contact hours of non-credit conferences, workshops and courses, and provide a valuable measure of continuing growth and progress for participants.

Non-credit program offerings are listed in *The Center* and in several other College and community publications. For additional information, contact the Director of Non-credit Programs.

OUTREACH PROGRAMS

An important goal of the Center for Continuing Education is to engage the College staff, faculty, students and facilities as fully as possible in the service of the community's interests and needs by reaching out to all segments of the population with a variety of programs and classes both on and off campus. Meeting spaces are made available for these purposes to individuals and groups, and the staff for the Center for Continuing Education aids in coordination of other campus facilities as needed.

Outreach programming also reflects the mission of the College of Charleston through sponsorship of lectures, seminars, and concerts by major figures in the political, literary, and artistic world. Additional information can be obtained from the Director of Outreach Programs.

GRADUATE STUDIES

The Graduate Studies Office is located in the Center for Continuing Education. Currently, Master's degrees are available in education, marine biology, and public administration.

In order to receive graduate credit, students must be admitted to some category of graduate studies. A non-degree status is available for students who desire to receive graduate credit but who will not complete a graduate degree at the College of Charleston.

Graduate Programs offered at the College are described below.

The *Master of Education (M.Ed.)* degree may be earned in three program areas: *Elementary Education*, *Early Childhood Education*, and *Special Education*. The Elementary Education program is a thirty-six hour course of study designed with the assistance of an advisor to meet the needs and supplement the experience of each individual graduate student. Both part-time and full-time students are welcomed into the program. Certification in Middle School Education and Reading Education is available in addition to Elementary Education. The graduate faculty in elementary education are products of diverse backgrounds and graduate schools but each has specialized in elementary education and taught in one or more elementary schools.

The graduate program in Early Childhood Education (ECEd) provides answers to questions about quality educational environments for young children. The thirty-six hour major includes course work designed to provide in-depth knowledge about early education of the young. Many classes offer opportunities to work with young children.

The Master's Degree in ECEd appeals to professionals within the disciplines of Education, Psychology, Sociology, Anthropology, Political Science, Nursing, Medicine, and other related fields. Parents, teachers, and friends of young children have long known the importance of the early years. Today two-thirds of all children under the age of five are in some type of preschool. The demand for early childhood educators is still far ahead of the supply.

Several other graduate programs are offered in conjunction with the Charleston Higher Education Consortium.

The graduate program in *Special Education* is designed for graduate students interested in exceptional children and youth. Within this graduate program there are three areas of study. These areas of concentration are behavioral disorders/emotional handicaps, learning disabilities and mental retardation. Students interested in mental retardation can further specialize in mild, moderate, or severe and profound retardation. In cooperation with the Charleston Higher Education Consortium this program is offered at the College of Charleston and The Citadel. Courses in the program are offered at both campuses and are taught by the faculty from the two consortium institutions.

In conjunction with the Charleston Higher Education Consortium, the College of Charleston's Center for Metropolitan Affairs and Public Policy offers a *Master's Degree in Public Administration*. This program focuses on urban policy analysis, public management and coastal zone and natural resource management. Degree requirements include completion of thirty-six semester hours, a thesis or applied research project, and an internship (for students without extensive job experience in urban public administration). The program may be completed on a part-time basis.

The first graduate program established under the Charleston Higher Education Consortium was the *Master of Science program in Marine Biology* which was offered through the College of Charleston beginning in 1973. The program has an active faculty of over 40 members representing four participating institutions (The Citadel, the College of Charleston, the Marine Resources Division, and the Medical University of South Carolina). The program curriculum has been revised and strengthened. Thus, graduate students can now pursue research and course work in a variety of areas such as traditional marine biology, oceanography, marine ornithology, resource management, and marine biomedical science. Graduate students who complete the program receive a broad basic education in the fundamentals of marine biology, coupled with opportunities to learn how their science may be applied for man's benefit.

Additional information concerning graduate programs at the College of Charleston is available through the Graduate Studies office or from the program directors.

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,

programs with Case Western Reserve University, Clemson University, Georgia Institute of Technology, University of South Carolina, 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 nominal five-year program. The student attends the College of Charleston for three years and the engineering school for two to two and one-half 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 of 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 this program as soon as possible and to work closely with the faculty engineering advisor. For further information and assistance, contact the faculty engineering advisor, Dr. William Kubinec, in the Physics Department.

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 students 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 Professor of Aerospace Studies, Baptist College at Charleston, (803) 797-4113. Air Force Scholarships are available to qualified students, and pay full-tuition, textbook fees, and other reasonable fees. Scholarship students, as well as non-scholarship students also receive a \$100 monthly stipend.

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 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 Col-

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

COLLEGE SKILLS LAB

The 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 (with the exception of some tutorial services) 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. Announced mini-courses are also offered at selected times during the year.

THE MATH LAB is designed to assist students in the areas of basic math, algebra, trigonometry, geometry, and calculus. Announced mini-courses are also offered at selected times during the year.

THE TUTORIAL PROGRAM provides small group and individual peer tutoring for students requiring assistance in all of the curricular areas of study at the College.

COUNSELING CENTER

The Counseling Center provides an opportunity for students with personal concerns to seek solutions in a professional and confidential atmosphere. 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. Referrals are made by students themselves or by their peers, faculty, and staff. The primary counseling services are as follows:

PERSONAL COUNSELING services are offered through individual, group, marital, and family counseling. Students can explore personal concerns and gain awareness and insight into the causes of their problems. The concerns of our students are consistent with those of other college counseling centers: some examples are depression, loss or grief, separation, anxiety, sexual abuse, emotionally and physically abused wives, and dysfunctional relationships. When appropriate, students are referred to off campus mental health professionals.

In addition to their graduate degrees in counseling and psychology, members of the Counseling Center staff have received training in the disciplines of Gestalt therapy, bioenergetics, sex therapy, Christian therapy, marriage and family therapy, adult mental health therapy, minority concerns, hypnotic therapy, and grief therapy.

PERSONAL DEVELOPMENT GROUPS involve students with a common concern who receive specific training and support. Groups are regularly offered in assertiveness training, anxiety management,

grief/loss, dream interest, values clarification, and others according to the needs of students.

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.

In addition to general career advising, special programs of this office include Decision Making Workshops, Venturing, an Information Center, Employment Assistance, and Graduate School Information.

DECISION MAKING WORKSHOPS

Career Decision Making 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 life planning skills that will help them to plan their careers realistically. Workshops are scheduled throughout the year. These 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. Regular topics include Choosing a Major, Learning from Experience, Setting Priorities, Searching for a Job, Identifying your Skills, etc. Vocational interest inventories are given upon request and professional interpretation is provided.

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 information on occupations.

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. A computer terminal links the office with the South Carolina Occupational Information System and with the Job Service listing of positions available throughout the state. 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

A full time Job Development Specialist maintains contact with local employers to find part-time and vacation jobs for students who need them. Employers with jobs appropriate for college students frequently call to list their openings, and the available jobs are listed on a bulletin board in the Career Development Office. Many of these jobs provide an opportunity to gain career related work experience. Students looking for work should register with the office as soon as they arrive on campus.

Seniors are encouraged to begin early in their final year to establish a credential file in the Career Development Office. Assistance

in writing resumes and learning interviewing techniques is readily available. Many employers come to the campus to interview graduating seniors, and information on other jobs as well as employment trends, salary levels, and employment practices of major businesses, industry and government is featured in the Information Center.

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 work 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.

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 extra-curricular 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 409 students. Craig Residence Hall on the corner of George and St. Phillip Streets accommodates 202 women and the Men's Hall on the corner of Coming and Wentworth Streets houses 268 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 Residence 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 hall officers are ready to assist students with problems and to represent their interests by advising the Residence Counselor of ways to improve the life of the hall.

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

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

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. 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 sup-

ports programs of interests 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. The Director also coordinates the activities sponsored under the College's Desegregation Plan.

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-inter-

est 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

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

Phi Alpha Theta is a national history honor society whose membership is open to students with a 3.1 average in a minimum of 12 semester hours of history, who have an overall 3.0 average in two-thirds of work undertaken and who participate in campus or community activities.

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 3.6 is required for seniors, and 3.75 for juniors.

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.

Psi Chi is the national honor society in Psychology. To be eligible for selection a student must be in the upper third of his class and have an average of 3.0 in nine or more hours of psychology study.

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

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.

SERVICE FRATERNITY

Alpha Phi Omega is a national service fraternity whose purpose is to develop leadership, promote friendship, and provide service to humanity.

CLUBS AND GROUPS

Academic and Pre-Professional Clubs

American Society of Personnel Administration	Geology Club
Biology Club	Healthy R.E.S.P.E.C.T. Club
Business and Economics Club	History Club
Council for Exceptional Children	Natural History Society
English Club	Political Science Club
Fine Arts Club	Pre-Law Society
Philosophy Club	Pre-Medical Society
Physics Club	Psychological Association
	Urban Studies Club
	Veterans Association

Special Interest Organizations

Student Union for Minority Affairs	Chess Club
Campus Gold (a service Organization supporting the Girl Scouts)	Religious Organizations Council
	Students' International
	Meditation Society
	Young Democrats
	Young Republicans

Sports Clubs

Cheerleaders	Scuba Club
Equestrian Club	Ski Club
Mountain Climbing 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 members 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
Kappa Sigma
Omega Psi Phi
Pi Kappa Phi

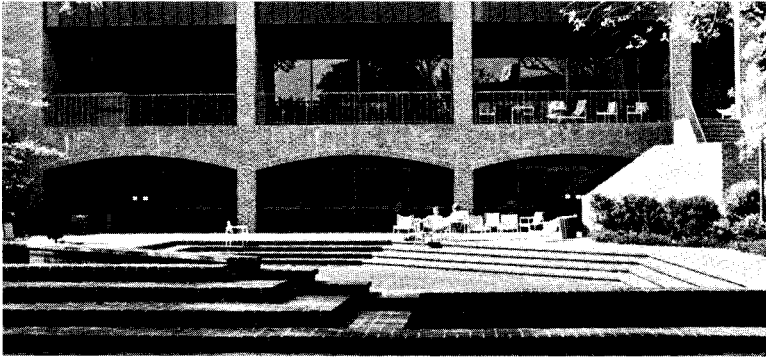
Kappa Alpha Psi
Sigma Nu
Kappa Alpha
Sigma Alpha Epsilon

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

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

Chi Omega
Delta Delta Delta
Phi Mu
Zeta Tau Alpha

Delta Sigma Theta
Alpha Kappa Alpha
Alpha Delta Pi



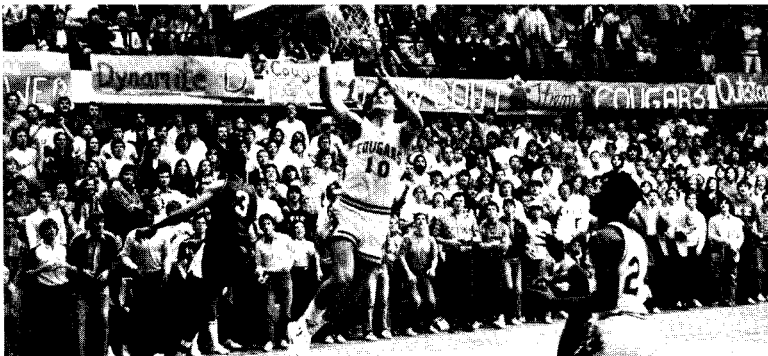
ATHLETICS

Intercollegiate Sports

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

men's basketball
men's tennis
men's swimming
men's soccer
men's golf

sailing (co-ed)
women's basketball
women's tennis
women's volleyball
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 (sing.,dbl.)
soccer	softball
horseshoes	free throw
superstar	swim meet
	turkey trot
	prediction run

ATHLETIC FACILITIES

The new F. Mitchell Johnson Physical Education Center will be open for the Fall 1982 semester. Adjacent to the College Athletic Center at the corner of George and Meeting streets, facilities for basketball, volleyball, badminton, handball/racquetball and gymnastics will be available. The main basketball court will have a seating capacity for 3,400.

The Athletic Center, with basketball and volleyball facilities, also will be available for intramural, physical education and recreation activities. An auxiliary gymnasium provides additional space with mats and rib stall bars. A weight room is available. Locker rooms for men and women are located in both facilities.

The Theodore S. Stern Student Center provides facilities for swimming.

Located on the Wando River in Mount Pleasant is the College of Charleston's outdoor recreation area, with an intercollegiate soccer field and additional space for intramural softball and football. Future

plans for the 20-acre site include a marina to house the College's active sailing program.



COLLEGE PRIZES AND AWARDS

High scholarship and exceptional achievement in extra-curricular activities are traditionally important at the College. Prizes that recognize 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.

The *Phi Kappa Phi Merit Award* is given annually to the Phi Kappa Phi junior or senior with the highest grade point average.

The *Phi Kappa Phi Research Award*, established in 1979 by the local chapter, is given annually to the student whose independent study or bachelor's essay is judged the best among those submitted to a select committee.

The *Alliance Francaise de Charleston Award* is presented each year to a junior who has excelled in his/her studies in French, and who plans to continue those studies.

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 *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 an-

nually 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.

The *Laura M. Bragg Memorial Award* was established by friends in memory and honor of Mrs. Laura M. Bragg. This award is presented annually to an outstanding Fine Arts student or students chosen by the Fine Arts Department.

The *Septima Clark Award* established in 1981 is given to a graduating student each year with the highest grade point average who has done at least 60 hours of their work at the College of Charleston, with preference being given to a minority student.

The *Harold A. Mouzon Classical Studies Award* was established by Mr. and Mrs. John L. Sadler, Jr., in memory of her father, Harold A. Mouzon, class of 1913. The award is presented annually for special recognition of a student working in the area of classical languages.



IN THE CITY

Historic 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 one of the finest deep-water harbors 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. Greater Charleston has an estimated population of 430,300.

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, golf, and tennis can be enjoyed year-round. And, freshwater rivers, the harbors, the beaches, and the open sea offer sailing, surfing, power boating and skiing.

Charleston's cultural life is varied and includes events sponsored by the Charleston Symphony Orchestra, the Charleston Civic Ballet Company, the Robert Ivey Ballet Company, the Footlight Players, the Renaissance Ensemble, the Young Charleston Theatre Company, the Gibbes Art Gallery, the Charleston Museum and many others. For seventeen days during the early summer, the city hosts the Spoleto Festival USA, a gala international celebration of the performing and visual arts.

COLLEGE SPONSORED EVENTS

The College's academic and administrative departments and student organizations sponsor a variety of programs for the College as well as the community-at-large. They include such events as recitals by students, faculty and guest artists; plays; concerts (both classical and popular); art exhibits; lectures; movies; seminars; workshops; demonstrations and special events.

SPOLETO FESTIVAL USA

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

Presented annually in Spoleto, Italy since 1958, the Festival was founded by the Pulitzer Prize winning composer and director, Gian Carlo Menotti. The Charleston and Spoleto seasons combine to

realize Menotti's original dream of a "Festival of Two World's".

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 Con-sagra, Edward Albee, Charles Wadsworth, Sarah Vaughn, Samuel Barber, Cy Twombly, Robert Indiana, Orson Wells, Luchino Visconti, Sam "Lightin" Hopkins, Alvin Ailey, Boris Block, 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. Some 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 participate directly and indirectly with 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 out-reach 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 take the Scholastic Aptitude Test. Individuals can make arrangements to take the SAT through their 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 approved by the faculty of the College and 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 C average in courses attempted, will be admitted to the College. Applicants who are offered this option will be informed which courses must be used to meet its conditions.

TRANSFER STUDENTS/TRANSFER CREDIT

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

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

Transfer credit is normally allowed for recognized liberal arts subjects taken at institutions that have been accredited by the Southern Association of Colleges or a regional accrediting body of similar rank. Credit may be allowed provisionally when the applicant has attended an unaccredited institution, with ultimate validation depending upon the student's satisfactory performance at the College in courses in continuation of, or at advanced levels of, the work taken at the institution previously attended. Courses taken more than seven years before the applicant's expected date of enrollment at the College of Charleston will be accepted only after the student has completed 15 hours at the College of Charleston. The student must notify the Registrar's Office after fulfilling the 15-hour requirement and request the transfer of credits. Students on probation may receive credit for courses at another institution subject to the regulations on page 264 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 Administration 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>	\$560	\$1,010
<i>For 8 hours or less (course fee per semester hour)</i>	\$ 50	\$50
Graduate fees, for 8 hours or less (per semester hour)	\$ 50	\$50
Audit fee (per semester hour)	\$ 25	\$25

*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.

ADVANCE ROOM RESERVATION AND DAMAGE DEPOSIT

Advance payment

An advance deposit of \$200 is due from returning students on or before March 1, one-half to be credited to the fall semester and one-half to the spring semester. A \$50 damage deposit is due from new students as indicated in their letter of acceptance, and a \$200 advance deposit will be required upon return of the housing contract.

HOUSING AND CAFETERIA FEES

		Per semester
<i>Room Fees</i> (all residences)		\$495
Rooms are normally occupied by two or more students. An additional \$50 per semester will be charged for designated private rooms when available.		
	Per meal	Per semester
<i>Meal Plans</i>	7 meals/week	\$282
	12 meals/week	380
	21 meals/week	430

Prices are 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
Motor Vehicle Registration Fee (per semester)	\$40
Returned Check Fee (per check)	\$10
Computer Science Fee	\$15
Laboratory Fee (per course)	\$15
Language Fee (100 and 200 levels)	\$15
Applied Music Fee (per semester)	
Class lessons	\$30
½ hour private lessons	\$45
1 hour private lessons	\$90
Sailing Fee	\$30
Golf Fee	\$15
Student Health and Accident Insurance optional (estimated fee for 12 months)**	\$48

*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 only be granted for valid reasons such as withdrawing from the College. 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.

Meal plans can only be increased to 7 or 21 meals per week and not reduced.

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 60 years of age or 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 giv-

en 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 offers financial aid to help students meet a portion of their educational expenses. The College recognizes that the cost of a college education is a major expense item in most family budgets and has designed a financial aid program to help those qualified students who need assistance to attend the College.

The College offers a variety of financial aid programs including federally funded programs, scholarships, athletic grants and student

employment. Most financial aid is awarded on the basis of financial need. To ensure an effective and fair assessment of need the College subscribes to the College Scholarship Service (CSS) evaluation of family financial resources. Through the Financial Aid Form (FAF), CSS makes a student evaluation of parents' and students' resources and computes an expected family contribution. Application for all need-based financial aid is made by completing and filing the FAF. These forms may be obtained from high school guidance counselors or from the financial aid office at the College.

Application for financial aid should be made with the Director of Financial Aid. A new application is required each year. To be sure to receive full consideration for all financial aid programs, applications must be received in the College of Charleston Financial Aid Office by April 1 of the year prior to the academic year for which aid is requested. Along with the FAF, students must file the College's "Application for Financial Aid."

Satisfactory academic progress is required to maintain eligibility for aid programs. Students who are placed on academic exclusion are not making satisfactory progress and are not eligible for assistance from federal programs.

Financial aid may not be awarded in excess of the amount the student needs for educational expenses. No combination of loans, grants or scholarships may exceed the total costs to attend the College of Charleston for one academic year.

ACADEMIC SCHOLARSHIPS

The College of Charleston Foundation awards academic scholarships each year to incoming freshmen through the Office of Admissions. To be considered for a scholarship, you should submit the application for admission by January 15 of the year prior to your entrance. There is no separate scholarship application. Scholarship selection is based on SAT scores, high school rank in class and grades, courses taken, and extracurricular activities.

Approximately 30 Presidential Scholarships are awarded annually. These scholarships are valued at \$4,000 for four years of study. The Presidential Scholarships are awarded to students who

have superior high school records and test scores and show academic and intellectual promise.

The Foundation Scholarship Committee selects approximately 45 recipients of Academic Achievement Scholarships. These scholarships have a value of \$2,000 for four years of study at the College.

Students who have completed at least a year at the College and who are not currently receiving a scholarship are eligible to apply for a scholarship from the College of Charleston Foundation. Students must complete an application for scholarship available in the Office of Financial Aid. Grades are reviewed in the spring and renewal is made first of those currently receiving a scholarship. If any funds remain after renewals, new scholarships may be awarded based on academic achievement. Money for these scholarships comes from the College's endowed funds.

There are also certain designated annual scholarships for which the Office of Financial Aid submits possible candidates. These include the Hibernian Society, Exchange Club, Pilot Club and SC Electric and Gas Company Scholarships. Interested students should complete an application for scholarship in the Office of Financial Aid.

Scholarships may also be obtained from outside organizations. This generally requires a lot of initiative by the student. Find out if your parents' employers or professional associations sponsor any scholarships. Investigate community organizations (the Chamber of Commerce, for example) or fraternal groups (such as Rotary Club or Elks). Check with local churches, business and industry, and the PTA.

There are certain standards for renewal of scholarships awarded by the College. Recipients must complete no fewer than 28 semester hours each academic year, excluding Maymester and Summer School. If the student's GPR for the year is 3.60-4.0 the scholarship will be renewed at full value of the original award. If the GPR is 3.40-3.59 renewal will be made at one-half the value of the original award. Renewals are made in the spring of each year for the upcoming academic year. Students are notified of renewal in early summer.

ENDOWED SCHOLARSHIPS

These scholarships are made possible from gifts to endowed scholarship funds through the College of Charleston Foundation. Aca-

demic performance and the wishes of the donor are considered.

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

Wilfred W. Ballard Scholarship. Established in 1982 by bequest of the late Wilfred W. Ballard for support of worthy students enrolled in the College.

T. Moultrie Beshere, Sr. Scholarship. Established in 1982 by Thomas M. Beshere, Jr. as a memorial to his father, T. Moultrie Beshere, Sr. The purpose of this scholarship fund is to provide financial assistance to worthy students.

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

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.

Lancelot M. Harris. Established in 1956 by Harry Simonhoff¹⁷, as a memorial to Lancelot M. Harris, professor of English at the College of Charleston 1898-1947.

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.

John Klein Hornick. Established in 1975 by Mary P. Hornik, in memory of her husband John Klein Hornik to assist needy and worthy students attending the College of Charleston.

Betty A. Kinloch Scholarship. Established in 1981 by Mrs. Betty A. Kinloch for students pursuing degrees through the continuing education program.

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.

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

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.

Central P.T.A. Established to provide financial assistance for a deserving student at the College of Charleston.

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.

Janet E. Simcox Memorial Scholarship. Established in 1981 by family and friends in memory of Janet E. Simcox, class of 1978. The purpose of this fund is to provide assistance for students in the fine arts, preferably visual arts.

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.

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 S.C. 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.

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.

Hibernian Society Foundation Scholarship. Established by the Hibernian Society Foundation in 1977 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.

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.

FEDERAL PROGRAMS OF STUDENT ASSISTANCE

Funds available from federal student aid programs are dependent upon annual appropriations from Congress. Programs may change and eligibility criteria may differ from year to year. The Director of Financial Aid can give you the most current information concerning federal programs.

PELL GRANTS (formerly Basic Educational Opportunity Grants)

Pell Grants is the largest of the federal student aid programs. The amount of grant a student can receive is based on each student's enrollment status. Students must be enrolled at least half-time to be eligible and full time to receive the maximum grant for which they qualify.

Application must be made each year using the Financial Aid Form (FAF) or Federal Student Aid Form. The Pell Grant is an entitlement program and the student, himself, receives notification of eligibility. To determine the amount of grant, students must bring their notification of eligibility to the financial aid office.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Awards are made to students who demonstrate exceptional financial need, who without the grant, would be unable to continue

their education. Application is made each year through the Financial Aid Form (FAF).

Awards range from \$200 to \$1000 each year depending on a student's financial need, eligibility for other aid and the availability of funds. A SEOG cannot exceed 50 percent of the financial aid awarded to a student by the institution for an award period.

COLLEGE WORK-STUDY

The College Work-Study program provides on-campus jobs for students who demonstrate financial need through the Financial Aid Form (FAF) and who must earn a part of their educational expenses. Both undergraduate and graduate students are eligible to apply.

Students are paid by check twice a month at the current minimum wage rate for the hours worked. A work-study award does not entitle a student to a certain amount of money. It is, rather, an authorization for the student to earn a given amount per semester or year.

NATIONAL DIRECT STUDENT LOAN

The National Direct Student Loan Program is for students who are enrolled at least half-time in an eligible program and who demonstrate financial need through filing the Financial Aid Form (FAF). Graduate students are also eligible to apply.

An eligible student may borrow up to \$3,000 for the first two years of study not to exceed \$6,000 in a four year period. Repayment of the loan begins 6 months after the student graduates or leaves school. During the repayment period the student is charged 5% interest on the unpaid balance of the loan principal. Under certain circumstances repayment may be cancelled or deferred.

The Supplemental Educational Opportunity Grant, College Work-Study and National Direct Student Loans are administered by the College. Recipients are selected based on programs applied for, financial need and available funds. To be considered for aid from these programs, applicants must complete the College of Charleston Application for Financial Aid and indicate which programs for which they wish to apply.

GUARANTEED STUDENT LOAN PROGRAM

Long term, low interest rate loans are available from participating lenders through this program. Students must seek a guaranteed

student loan from their state of legal residence. Loans range from \$2,500 for undergraduates to \$5,000 for graduate students per year.

The South Carolina Student Loan Corporation handles all applications from South Carolina residents. The interest rate is 9% for first time borrowers with repayment beginning 6 months after graduation. Students must complete the Financial Aid form (FAF) as well as the Guaranteed Student Loan application.

Guaranteed loans are also available through the United States Student Aid Funds loan program. Students must complete the Financial Aid Form (FAF) as well as the United Student Aid Fund application.

VETERANS' BENEFITS

Certain armed forces veterans and veterans' dependents 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, SC, 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, SC.

AIR FORCE ROTC SCHOLARSHIPS

Air Force ROTC provides full-tuition scholarships for qualified students. Scholarship recipients are limited to students with superior academic records who have been previously accepted for enrollment in the Air Force ROTC program at Baptist College at Charleston. (See page 33). Students who accept an Air Force ROTC Scholarship are required to successfully complete at least one quarter/semester of college instruction in a "major" Indo-European or Asian language as defined by the Foreign Language Department. Textbook fees, \$100 monthly stipend, and other reasonable fees are also paid. Application should be made through the Professor of Aerospace Studies, Baptist College at Charleston (803) 797-4113.



*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, computer science, economics, education (elementary, secondary, and special education), geology, mathematics, physical education, 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 graduate with either a Bachelor of Arts or a Bachelor of Science degree. To be eligible for a degree, students must earn a minimum average of two quality points for each hour they attempt (i.e., a minimum grade point ratio of 2.0) In addition, students 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 17 to 19 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 may complete up to seven of their final 37 hours at another institution, with permission of the Dean of Undergraduate Studies, the Registrar, and the chairperson of the department of their major.

For Bas Achy. MAJOR = 15 hrs
THE MAJOR REQUIREMENTS *above 200 level*

By the second semester of the 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

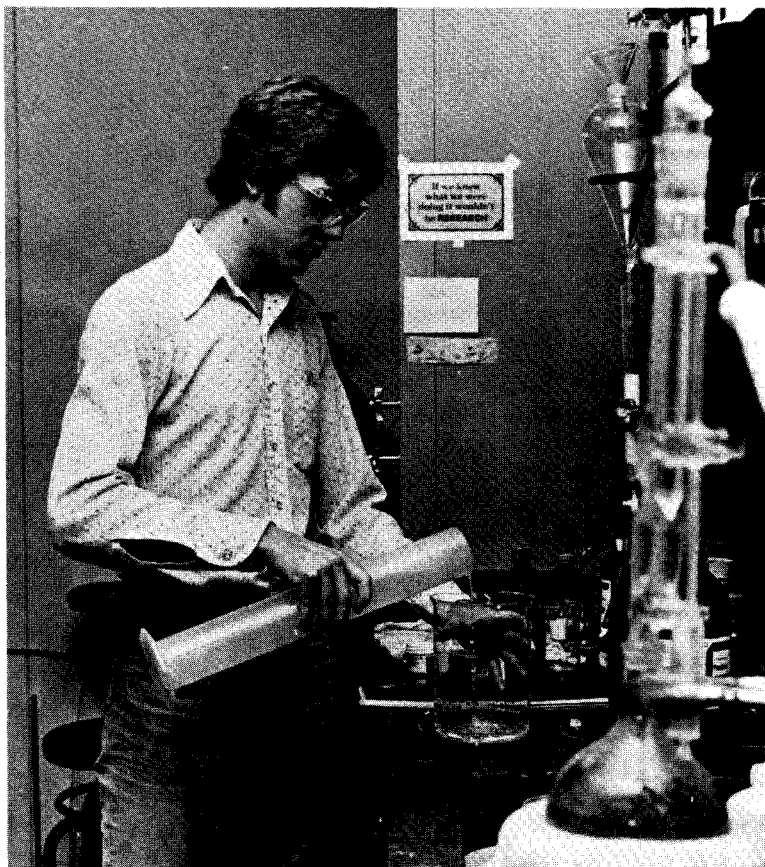
To earn the Bachelor of Science with Medicine, students must earn at least 92 semester hours at the College of Charleston. During their three years at the College, B.S.M. candidates must complete the Minimum Degree Requirements for all degrees, and must include in their program the following:

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 each student, 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 choice. Each tutorial is designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of an individual student. To-

gether 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 are scheduled regularly in the Honors Center. In short, the Honors Center is 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), one year of calculus (HON 115 & 116, or MAT 120 & 220), the Honors Colloquium in Western Civilization (HON 120 & 130), Senior Honors Seminar (HON 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.)

105, 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 the tutor.
- 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

Mary B. Berry, Phillip Dustan, Michael B. Maddock
Susan J. Morrison

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, a Bachelor of Science degree with emphasis in marine biology, both of which prepare students for advanced study, and 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 land use 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 two large teaching laboratories, aquarium and specimen rooms, a library, dormitory and smaller laboratories used for student research.

Students who are considering a major in biology should visit the

Biology Department early in their college career to consult with an advisor and to obtain information necessary to plan their program of studies.

MAJOR REQUIREMENTS

All majors in the department are required to complete at least 28 semester hours in Biology, including Biology 101 and 102. Courses taken are to include at least one course from Group I (listed below), two courses from Group II (one must include a laboratory), and two courses from Group III (one must include a laboratory):

Group I	Group II	Group III
300 Botany	310 Gen. Microbiology	209 Marine Biology
301 Plant Taxonomy	311 Genetics	332 Vert. Zoology
302 Plant Anatomy	312 Cell Biology	333 Ornithology
✓ 303 Phycology	320 Histology	334 Herpetology
304 Plant Physiology	321 Gen. Comp. Physiology	335 Biol. Fishes
	322 Comp. Vert. Embryology	337 Invert. Zool.
	323 Comp. Vert. Anatomy	340 Evolution
	336 Parasitology	341 Gen. Ecology
	410 Appl. & Environ. Microbiol.	342 Oceanography ✓
	411 Microtechn. & Cytochem	440 Evolution
	420 Gen. Comp. Endocrinology	530 Ichthyology
		540 Marine Ecology

Additional course requirements depend on the degree to be awarded:

THE BACHELOR OF SCIENCE: 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): Biology courses taken must include Biology 335, 337, 341, and 342; Chemistry 111-112, plus Quantitative Analysis or one year of Organic Chemistry; one year of Physics; one semester of Geology; Mathematics through Introductory Calculus.

THE BACHELOR OF ARTS: 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: Chemistry 221, 351, 441-442, 521, 522; Mathematics 203, 217, 221, 260, 331; Geology 101, 102, 207; additional foreign language; Philosophy 170, 215, 216, 265; Computer Science 102, 220, and other computer courses; Physics 320; Urban Studies 350.

- 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.
- 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 300, or equivalents.
- 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 111 or equivalents and Biology 101 & 102 or 300, or equivalent; or permission of the instructor.
- 300 BOTANY (4)
Gross morphology, life history, taxonomy, and evolution of representa-

tive 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 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 in alternate years.

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

302 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 in alternate years. Lectures, 3 hours a week; laboratory, 3 hours per week.

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

303 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 in alternate years.

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

304 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 in alternate years. Prerequisites: Biology 101 & 102 (or a general botany course) and one year of chemistry.

310 GENERAL MICROBIOLOGY (4)

An introduction to the microbial world with special emphasis on bacteria. Topics include cellular structures, bacterial metabolism, microbial genetics, bacterial growth and its control, virology, and the epidemiology and pathogenicity of disease-producing microorganisms. The laboratory emphasizes proper handling techniques, identification methods, and properties of microorganisms.

Lectures, 3 hours a week; laboratory, 3 hours a week.

Prerequisites: Biology 101 & 102 or 300, or equivalents; and one year of chemistry.

311 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 300, or equivalents.

311L GENETICS LABORATORY (1)

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

Corequisite: Biology 311.

312 CELL AND MOLECULAR BIOLOGY (3)

A study of the ultrastructure and macromolecular organization of cells as revealed by electron microscopy and various biochemical and biophysical techniques; the metabolic characteristics of organelles; the nature of gene structure, expression and regulation; and chromosome structure and behavior.

Lectures; 3 hours a week.

Prerequisites: Biology 101 and 102, or equivalents and one year of Chemistry (recommended: organic chemistry and/or microbiology or genetics).

312L 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 312.

320 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.

321 GENERAL AND COMPARATIVE PHYSIOLOGY (4)

A study of the principles of the functional mechanisms that underlie the life processes of all organisms with emphasis on the ways in which diverse organisms perform similar functions. Lectures, 3 hours a week; laboratory, 3 hours a week.

Prerequisites: Biology 101 & 102 or 300, or equivalents; and one year of chemistry.

322 COMPARATIVE VERTEBRATE EMBRYOLOGY (4)

Comparative gametogenesis, fertilization, and embryology of the vertebrates. Organogenesis in frog, chick, and pig embryos studied in detail. Lectures, 3 hours a week; laboratory 3 hours a week.

Prerequisites: Biology 101 & 102, or equivalents.

323 COMPARATIVE ANATOMY OF VERTEBRATES (4)

Lectures on phylogeny of vertebrate organ systems, and laboratory dis-

section of dogfish, *Necturus*, and cat. Lectures, 2 hours a week; laboratory, two 2½ hour periods per week.

Prerequisites: Biology 101 & 102, or equivalents.

- 332 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.
- 333 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.
- 334 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.
- 335 BIOLOGY OF FISHES (4)
A brief survey of gross morphology with emphasis on the structures 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.
- 336 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.
- 337 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; laboratory, 3 hours a week.
Prerequisites: Biology 101 & 102, or equivalents.
- 340 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.

341 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.

342 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.

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.

410 APPLIED AND ENVIRONMENTAL MICROBIOLOGY (4)

A lecture and laboratory study of the special applications of microbiology to domestic water and wastewater and solid wastes; food and dairy products; agriculture; and industrial processes. Includes microbial distribution and role in various marine and freshwater, terrestrial, animal, atmospheric, and product environments.

Lectures, 3 hours a week; laboratory, 3 hours a week.

Prerequisites: Microbiology (Biology 310) and one year of chemistry.

411 MICROTECHNIQUE AND CYTOCHEMISTRY (4)

A study of the history, theory, and applications of microscopy and microscopy techniques applicable for the study of cells, tissues, and macro- and micro-organisms.

Lectures, 2 hours a week; laboratory, 4 hours a week.

Prerequisites: Advanced level undergraduate and graduate students; at least one year of chemistry.

420 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.

- 440 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 & 311, or equivalents; or permission of the instructor.
- 450 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.
- 451 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.
- 452 SEMINAR (1)
- 453 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.
- 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.
- 530 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.

540 MARINE ECOLOGY (4) (Undergraduate and Graduate)

The theory of ecology and evolutionary biology as applied to marine communities. Emphasis will be placed on understanding and using ecological theory to interpret experimental field data gathered in the local marine environments.

Lectures, 3 hours a week; laboratory, 3 hours a week.

Prerequisites: One year of chemistry, mathematics through algebra-trigonometry or introductory calculus, and one semester of ecology.



BUSINESS ADMINISTRATION AND ECONOMICS

Associate Professors

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

Assistant Professors

Clarence Condon, John Dunkelberg, James F. Hawkes,
Murray Kaplan, Barney M. Tennyson

The objectives of the Business Administration and Economics program are to:

1. Prepare our majors for challenging careers in business and/or public organizations.
2. Prepare our majors for further graduate study in the areas of business administration and economics.
3. Stimulate interest in social, political, and economic issues for future leaders of our society.

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. All students who choose to major in business administration or economics will be assigned a faculty advisor who will help the student in planning an academic course of study.

BUSINESS ADMINISTRATION

Within the business administration major it is possible for students to concentrate their studies in one particular area; however, this is not considered a minor. Many students may choose, for example, to select several accounting courses as electives in business administration in preparation for a career in accounting. Other areas of concentration may include finance, marketing, management, and quantitative science. In addition, the department has several offerings related to the international business and economics which are strong complements to international offerings in other disciplines. Recom-

mended courses and sequence of courses for each area of concentration are available from faculty advisors.

Several business courses at the 100 level are provided for students who are considering a major in business administration and for non-majors. Introduction to Business (BA 105), a survey course which introduces the major topic areas of business administration, provides 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 consisting of ten required "core" courses and twelve hours of electives to be selected by the student from 300 or 400 level business or economics courses. At least two of these electives must be business courses. The core courses give all business majors exposure to the principle functional areas of business and the interrelationships between these areas. These core courses are: Principles of Economics I and II (Econ 201 and 202), Accounting Concepts I and II (BA 203 and 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 in business administration and/or economics give students the opportunity to gain specialized knowledge in their particular areas of interest. It is recommended that all business administration and economics majors enroll in at least one course providing experience with computers (e.g. Business Information Systems (BA 300), Introduction to Computers (CS 101), COBOL Programming (CS 105)). Additional non-departmental recommended electives include: Operations Research (MAT 451), Linear Algebra (MAT 203), Business and Consumer Ethics (PHL 175), Government Finance (PSC 409), Industrial Psychology (PSY 321), Public Speaking (ENG 104).

All of the Department's core courses are offered every semester. Some electives are offered every semester, others are offered on an alternate semester or alternate year basis.

Mathematics 104 (Elementary Statistics), is a prerequisite for BA

304 (Business Statistics). MAT 105 (Calculus for Business and Social Sciences) or an equivalent calculus course is also a prerequisite for BA 304. NOTE: Some students may find that MAT 101 (College Algebra) may be a prerequisite for MAT 105. (This depends upon the math placement test score.)

The following sequence of required business administration and economics and mathematics courses is recommended:

FRESHMAN YEAR

College Algebra (MAT 101)

Elementary Statistics (MAT 104)

SOPHOMORE YEAR

Calculus for Business and Social Sciences (MAT 105)

Principles of Economics I and II (ECON 201 and 202)

Accounting Concepts I and II (BA 203 and 204)

Business Statistics (BA 304)

JUNIOR YEAR

Management Concepts (BA 301)

Marketing Concepts (BA 302)

Business Finance (BA 303)

Two or three business or economics elective courses

SENIOR YEAR

Production and Operations Management (BA 403)

Business Policy (BA 408)

Additional Business or economics elective courses

In summary, all business administration majors must successfully complete: 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.

*Before
Fall 83
After
BA 300, 305*

BUSINESS ADMINISTRATION

105 INTRODUCTION TO BUSINESS (3)

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

pleted 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.

- 106 **PERSONAL AND CONSUMER LAW (3)**
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.
- 120 **PRINCIPLES OF INVESTMENT (3)**
An investment course analyzing the characteristics and relative importance of common and preferred stocks, mutual funds, municipal and corporate bonds, Treasury obligations, U. S. Government agency issues, and real estate. Special topics including portfolio management, insurance and interest rates will also be covered. Credit hours for this course may not be applied toward major requirements.
- 203 **ACCOUNTING CONCEPTS I (3)**
An introduction to accounting principles applicable to single proprietorships with emphasis on the accounting cycle and the preparation of financial statements.
- 204 **ACCOUNTING CONCEPTS II (3)**
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.
- 300 **BUSINESS INFORMATION SYSTEMS (3)**
A discussion of the operation and goals of basic business systems, including the tools of business systems with emphasis on the role of the computer in business organizations.
- 301 **MANAGEMENT CONCEPTS (3)**
Development of the concepts underlying the management process — planning, organizing, directing, and controlling business activity.
- 302 **MARKETING CONCEPTS (3)**
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.
Prerequisite: Econ 202.

- 303 **BUSINESS FINANCE (3)**
This course presents the fundamental concepts of finance with emphasis upon the corporate form of business organization. Special attention will be given to the financial administrator's role as a decision maker.
Prerequisite: BA 204 and Economics 202.
- 304 **BUSINESS STATISTICS**
Statistical Analysis with emphasis on business forecasting techniques. Topics include basic statistical concepts, correlation, simple and multiple regression, time series analysis, and other forecasting methods.
Prerequisites: Math 104; and Math 105 (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 cost 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.
Prerequisite: ECO. 202.
- 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.
Prerequisite: B. A. 303.
- 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.
Prerequisite: B. A. 204.
- 317 INTERMEDIATE ACCOUNTING II (3)
Income measurement, valuation, statement presentation and terminology problems as related to liabilities and stockholders equity; changes in capital; statement analysis; price-level recognition; cash versus accrual; incomplete data problems; and related contemporary financial accounting issues.
Prerequisite: B. A. 316 or permission of instructor.
- 320 MARKETING RESEARCH (3)
A course which establishes the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining and analyzing relevant marketing information will also be examined.
Prerequisite: B. A. 302, and B. A. 304 or permission of instructor.
- 322 INTERNATIONAL BUSINESS
The environment and operations of international business with emphasis on the nature and scope of international business, the framework

of international track transactions, the nation-state and international business, assessing national environments and managing the multinational enterprise.

Prerequisite: Econ 201 and 202.

- 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 in foreign markets.
Prerequisite: B. A. 302.
- 327 SEMINAR IN INTERNATIONAL MARKETING
This course is an introduction to contemporary marketing philosophies as they relate to the culture and practices in a specific foreign or domestic environment. Emphasis is on current marketing strategies developed by international or domestic firms in that country. Methods of distribution and promotion for product and service mixes will be evaluated. Domestic and/or foreign travel is required.
Prerequisite: Permission of instructor.
- 330 ADVERTISING (3)
The role of advertising in a free economy and its place in the media of mass communications. Areas of study will include advertising appeals, product research, selection of media, testing of advertising effectiveness, and the dynamics of the advertising profession.
Prerequisite: B.A. 302 or permission of instructor.
- 335 GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING (3)
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 proprietorships.
Prerequisite: B.A. 204 or permission of instructor.

- 342 FEDERAL TAXATION II (3)
A study of federal taxation as applied to partnerships, corporations, trusts, and exploration of federal gift and estate taxes.
Prerequisite: B.A. 341 or permission of instructor.
- 360 SPECIAL TOPICS IN BUSINESS ADMINISTRATION (3)
An in-depth treatment of a current area of special concern within the field of business administration.
- 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 of settlement insurance, taxes); financing (interest rates and mortgage types), brokerage, and property evaluation.
Prerequisites: B.A. 306, B.A. 303 or permission of instructor.
- 390 THE NEW SOUTH CAROLINA:
FOREIGN AND DOMESTIC INDUSTRIAL DEVELOPMENT
An in-depth analysis of the State of South Carolina's changing role as a member of the national and international economic scene. The course includes an opportunity to interact with industrial leaders from government, banking, manufacturing, and service areas. The course includes visits to industrial sites in South Carolina. Offered in Maymester only.
- 391 THE INTERNATIONAL CORPORATION:
A COMPARATIVE APPROACH
An introduction to the various levels of operations in the European headquarters of international firms with extensive investments and/or operations in South Carolina. By means of an on-site plant and office visitations, participants will examine managerial styles, cultural environments, decision-making techniques and systems and will have opportunities to observe and analyze the management philosophies, practices, and outcomes in firms located in the major Western European industrial nations. Application process through the International Studies Office.
- 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 ven-

ture 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.

440 ACCOUNTING THEORY

An intensive examination of the theoretical framework of accounting, with emphasis on the principles and concepts underlying current accounting thought. Contemporary accounting issues will also be examined and evaluated.

Prerequisite or Corequisite: BA 317.

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 their electives from among a wide variety of courses adapted to their individual needs and interests.

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

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

MAJOR REQUIREMENTS

The major in economics requires 36 semester hours (12 courses). All economics majors must successfully complete ECON 201, 202, 305, 317, 318, 400 and Business Administration 304, plus five elective courses to be chosen from 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 economic 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 ECONOMICS

An approach to the problems of international economic interdependence with special attention given to trade, protectionism, trade policy for developing countries, international investment, the balance of payments, foreign exchange, exchange rate systems and international economic policy.

Prerequisites: Econ 201 and 202.

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: BA 304 and Econ 317
- 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 **ECONOMICS FOR DEVELOPMENT**
An analysis of international poverty and inequality, dualistic development, the employment problem, mobilization of domestic resources, mobilization of foreign resources, human-resource development, agricultural strategy, industrialization strategy, trade strategy, development planning and policy making.
Prerequisites: Econ 201 and 202.
- 330 **COMPARATIVE ECONOMIC SYSTEMS (3)**
An analysis and appraisal of the theories and practices underlying economic systems, Consideration given to capitalistic, socialistic, and communistic economies.
- 360 **SPECIAL TOPICS IN ECONOMICS (3)**
An in-depth treatment of a current area of special concern within the field of economics.
- 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**
A seminar on particular problems or questions in economic policy. Topics will vary. Required course for economics majors. Prerequisites: Econ 305, 317, 318 and BA 304, or permission of instructor. Designed to be a capstone course. The tools of economic analysis developed in the prerequisite courses will be used to analyze particular economic problems.

- 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 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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CHEMISTRY

Professors

Gerald W. Gibson, *chairman*

Associate Professors

Gary L. Asleson, Marion T. Doig

Gary C. Faber, W. Frank Kinard

Assistant Professors

Elizabeth M. Martin, Frederick Heldrick

Sarah J. Hudson (Visiting)

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 nursing, allied health areas, and 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 42 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 201-202 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. All junior and senior chemistry majors are strongly encouraged to attend the scheduled departmental seminars.

Students may obtain a B.S. degree certified by the American Chemical Society by including in their programs CHM 481, Introductory Research, or CHM 499, Bachelor's Essay.

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 leads to a Bachelor of Arts degree.

The major requirements are 32 semester hours in chemistry, which must include Chemistry 113 and 113L, 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.

In the course descriptions below, whenever a laboratory course is listed as a corequisite for a lecture course, or vice versa, withdrawal from one course requires withdrawal from the other.

Program schedules giving suggested course sequences for B.A.

chemistry majors are available from the Department, in Room 309 of the Science Center.

101,102 CHEMISTRY AND MAN (3,3)

A course designed to introduce the principles of modern chemistry to the non-scientist. Emphasis is placed on the discussion of basic concepts and their relevance to contemporary culture. Topics include: chemical bonding, chemical reactivity, states of matter, environmental chemistry, organic and biochemistry, drugs, energy, and industrial applications. Lectures, three hours a week. Chemistry 101 is not open to students who have taken Chemistry 111 or 112.

Corequisites and prerequisites: Chemistry 101L is a corequisite for Chemistry 101. Chemistry 102L is a corequisite for Chemistry 102. Chemistry 101 is a prerequisite for Chemistry 102.

101L, 102L CHEMISTRY AND MAN LABORATORY (1,1)

A laboratory program to accompany Chemistry 101, 102. Experiments are designed to illustrate concepts and techniques encountered in the classroom. Laboratory, three hours a week.

Corequisites and prerequisites: Chemistry 101 is a corequisite for Chemistry 101L. Chemistry 102 is a corequisite for Chemistry 102L. Chemistry 101L is a prerequisite for Chemistry 102L.

111,112 PRINCIPLES OF CHEMISTRY (3,3)

An introductory course in chemistry emphasizing theoretical aspects and designed primarily for students who intend to take one or more additional courses in chemistry. Lectures, 3 hours a week.

Corequisites and prerequisites: Chemistry 111L is a corequisite for Chemistry 111. Chemistry 111 is a prerequisite for Chemistry 112. Chemistry 112L is a corequisite 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 for Chemistry 111L. Chemistry 112 is a corequisite for Chemistry 112L. Chemistry 111L is a prerequisite for Chemistry 112L.

113 CONCEPTS IN MODERN CHEMISTRY (3)

An introductory chemistry course for students with a strong preparation in pre-college chemistry. Key concepts in modern chemistry are discussed with more student participation than is possible in Chemistry

- 111, 112. This one-semester course is a substitute for the two-semester 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 freshman 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, two hours a week. Laboratory, six hours a week.
Prerequisite: Chemistry 112, 112L
- 231, 232 ORGANIC CHEMISTRY (3,3)
An introduction to the chemistry of carbon. A systematic study of nomenclature, structure, properties, and reactions of aliphatic and aromatic compounds. Attention is given to recent developments in interpretation of structure and reaction mechanisms. Lecture, three hours a week.
Corequisites or prerequisites: Chemistry 112 and 112L or their equivalents are prerequisites for Chemistry 231. Chemistry 231L is a corequisite for Chemistry 231. Chemistry 231 is a prerequisite for Chemistry 232. Chemistry 232L is a corequisite 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 introduced to the use of instrumental and spectral methods in organic chemistry.
Corequisite: 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: 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 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 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 for Chemistry 441L. Chemistry 442 is a 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 Department at the conclusion of the project in a form suitable for placing in the departmental reading room. Arrangements for a project should be made with the department during the semester prior to that in which 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, unless approval is given by the director of some other arrangement.
- 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: Senior status or 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, electroanalytical, and other selected methods. Lectures, three hours a week; laboratory, three hours a week.
Prerequisite: Chemistry 221.
- 522 **ENVIRONMENTAL CHEMISTRY (3)**
An introduction to the chemistry of natural systems with an emphasis on marine and coastal problems. The cycling of chemical species, the effect of man-made inputs and environmental analytical methodology will be stressed. Lectures, three hours a week.
Prerequisite: Chemistry 221 or permission of the instructor.
- 522L **ENVIRONMENTAL CHEMISTRY LABORATORY (1)**
An introduction to sampling and measurement techniques used to characterize the environment. Electrochemical, spectroscopic and chromatographic techniques will be used. Both laboratory and fields investigations. Laboratory, three hours a week.
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 (3)**
A study of the chemistry of and methods for the synthesis, separation, and identification of chemical compounds. Emphasis is given to specialized techniques involved in synthesizing organic and inorganic compounds, and to identification of compounds by spectral methods. Lectures, one hour 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 normally 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, *chairman*

Assistant Professor
Emma Frazier

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.*

can take 300 level class

BACHELOR OF SCIENCE: Includes 12 hours of Computer Science courses at the 300 level or above in addition to the core curricu-

lum 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 in addition to the core curriculum 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 11/44 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 students. 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 study of the use of basic data processing techniques to solve research problems in the social sciences. In addition to applications of the FORTRAN language students are instructed in the use of major statistical packages such as SPSS and SAS. Lectures, three hours per week.
Prerequisite: CS 102 or permission of the instructor.
- 105 COBOL PROGRAMMING (3)
An introduction to COBOL, the basic programming language used for implementing business and other data processing operations on digital computer systems. The principal applications are the organization and processing of data files. Programs are written, punched, and made operative by the students. No previous computer experience necessary. Lectures, three hours per week.

- *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 or CS 220.
- *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 OR 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 220.
- *330 **DATA STRUCTURES AND ALGORITHMS (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 221.

*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 systems 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 data-base 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.

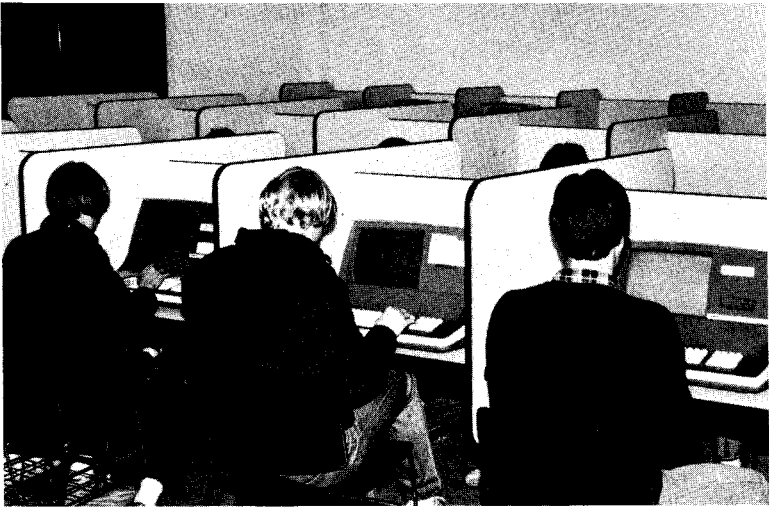
490 SPECIAL TOPICS (3)

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.



EDUCATION

Associate Professors

P. Kenneth Bower, J. Frederick Ettline, Robert E. Fowler,
Joan S. Jones, Edward J. Lawton, *chairman*
Charles E. Matthews, Jill E. McGovern,
Susan Sommer, Pamela C. Tisdale, Peter H. Yaun

Assistant Professors

Linda E. Greene, Katherine McIntosh,
Susan J. Schenck, Frances Welch.

Instructor

Rosanne K. Wray

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.

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 and Special Education within the Department of Education. In addition, courses that lead to certification in Early Childhood Education and Middle School Education are offered in combination with a NASDTEC approved program.*

At the secondary level NASDTEC approved programs in other majors are offered through the Department of Education in cooperation with the respective academic department.

All students intending to complete a Teacher Education Program are urged to obtain an advisor in the Department of Education as soon as possible, preferably in the Freshman Year. Students are responsible to meet with this advisor and have a specific program of courses approved. Early advising is necessary to ensure that a student's program of study includes:

- (1) the courses required under the Minimum Degree Requirements of the College.
- (2) the courses required to fulfill the general education requirements in NASDTEC approved programs.
- (3) the courses required for specific areas of teacher Education (elementary, secondary, etc.).

*NASDTEC is the National Association of State Directors of Teacher Education and Certification.

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 and Special Education. All majors are NASDTEC approved Teacher Education Programs. The requirements are as follows:

450 →
326

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.

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, 410, 411 and 412, or 421 and 422, or 425 and 426, 414, 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, 299, and 402.

MIDDLE SCHOOL CERTIFICATION

The Department of Education provides course sequences for students seeking Middle School Certification. Students must major in Elementary Education or complete a Secondary Education Certification Program. Either of the above approaches must include EDU 312 and 313. There is a 12 hour specialty requirement in one of four subject areas for all candidates, and 6 additional professional preparation hours for those being certified in secondary education. A work sheet detailing this is available at the Education Department office.

20/3

SECONDARY EDUCATION CERTIFICATION

The Department of Education provides courses for students seeking certification in Business, English, Fine Arts, Foreign Languages, Mathematics, Physical Education, Natural Sciences and Social Sciences. Students must follow the appropriate NASDTEC approved program, all of which are available at the Department of Education.

- 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 organization and control of schools.
Prerequisite to all other education courses for those seeking certification.
- 297 THE YOUNG CHILD (3) (Behavior and Development in Early Childhood)
A study of the physical, emotional, intellectual and social components of development, their interrelationships, and their effect on later functioning will be made. Pertinent research data will be brought together and evaluated. The students, under supervision, will observe and participate in a laboratory situation involving young children.
- 298 METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION (3)
A study of the teacher's role in learning, play, schedule, routine, and discipline in nursery school and kindergarten. Materials and methods for preschool programs. The students, under supervision, will observe and participate in a laboratory situation involving young children.
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. The students, under supervision, will observe and participate in a laboratory situation involving young children.
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 from the preschool through the middle school years. Examination of the process of instruction as both an art and a science.

- EDUCATION
- 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.
- 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.
- 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 **METHODS AND MATERIALS IN THE MIDDLE SCHOOL (3)**
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.
Prerequisite: Completion of EDU 312 is recommended.
- 314 **EDUCATIONAL PSYCHOLOGY (3)**
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.
- 316 **TEACHING OF CREATIVE ARTS (3)**
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.
- 321 **TEACHING HEALTH AND PHYSICAL EDUCATION (3)**
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.

- 324 **ADOLESCENT GROWTH AND DEVELOPMENT (3)**
 A study of the growth and development of adolescents with emphasis upon the process of socialization, psychological implications, and intellectual development. Appropriate field experiences required.
- 325 **TECHNIQUES OF INSTRUCTIONAL MEDIA (3)**
 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, principles, and proper utilization of instructional media; and to provide the pre-service teacher with actual experience in operating equipment and preparing materials for teaching.
- 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.
- 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.
 Prerequisites: 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.
 Prerequisite: 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 METHODS OF LANGUAGE TRANSFER (3)
 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.
 NOTE: Although this course may be applied toward a major in classical studies, it does not count toward the minimum degree requirements.
- 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 PAPER IN EDUCATION (3)
 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.
- 401 DIRECTED TEACHING IN ELEMENTARY SCHOOL (6)
 A course in which students are placed in local elementary schools to observe, teach and participate during the entire school day for approx-

imately one half of the college semester. Weekly seminar periods are held on campus during the entire semester. Students should pre-register with the Education Department for practice teaching at least one term prior to the term in which they intend to enroll formally in the course. The deadline for fall semester pre-registration is August 1; for spring semester pre-registration, November 1.

Prerequisites: EDU 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.

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

402 DIRECTED TEACHING IN THE PRESCHOOL (6)

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.

Prerequisites: EDU 201, 297, 298, 299, 303, 308, 316, 321, 335, 340, 350, 360, 414, 450 and admission to the approved elementary education program, or permission of the instructor.

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

403 DIRECTED TEACHING IN THE SECONDARY SCHOOL (6)

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.

Prerequisites: EDU 201, 324, 414, 450 and admission to an approved secondary education program or permission of the instructor.

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

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 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 425.

- 429 **METHODS AND MATERIALS FOR TEACHING MATH IN MIDDLE AND SECONDARY SCHOOLS (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. 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 or 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: EDU 340 or 341.
- 441 **DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (3)**
A course which emphasizes diagnostic procedures and remediation of reading disability. Correction is diagnostically based.
Prerequisite: EDU 340 or 341.
- 442 **PRACTICUM IN READING (3)**
A supervised practicum stressing procedures and materials for corrective work, group and individual.
Prerequisite: EDU 441.
- 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.
- 450 **EDUCATIONAL EVALUATION (3)**
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.

Prerequisites: EDU 201 or permission of instructor.

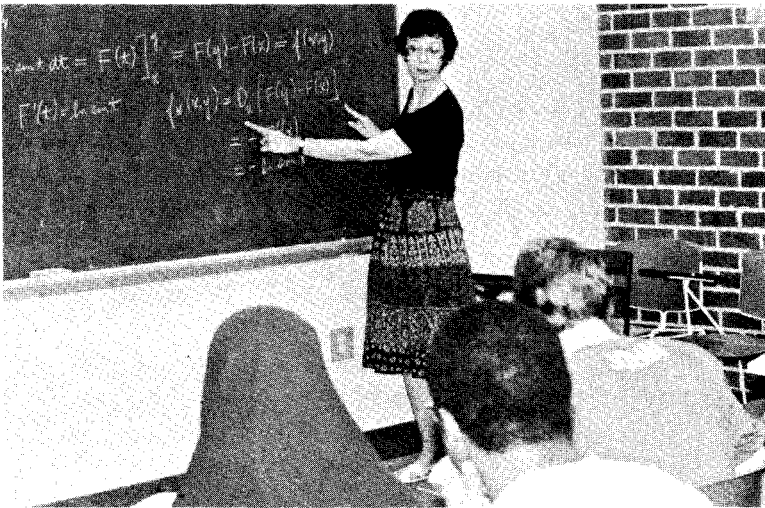
451 INDEPENDENT STUDY IN EDUCATION (3)

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.

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

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.



ENGLISH

Professors

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

Associate Professors

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

Assistant Professors

Paul E. Allen, Jr., Larry A. Carlson,
Robert L. Cross, Mary K. Haney,
Eugene C. Hunt, Carole P. Mancinelli,
Eugenie C. Mann, Shirley L. Moore

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 125 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;

EW + 380A + B
DONUT NAME
English

3 semester hours of early American literature (English 205 or 342 or 343); and 3 semester hours of later American literature (English 206 or ³⁴⁴347 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 BASIC WRITING SKILLS (3)
A rigorous study of the fundamentals of standard English grammar and of the formulation of grammatical sentences, leading to the writing of the paragraph.
Credit hours for this course will not be applied toward degree requirements.
- 101 COMPOSITION AND LITERATURE (3)
A study of expository and argumentative writing. Composition stresses organization, coherence, structure, and mechanics. Essays and short stories are used for stylistic analysis and composition topics.
- 102 COMPOSITION AND LITERATURE (3)
Continued study of exposition and argumentative writing with special emphasis on the preparation and writing of a research paper. Plays, poetry, and a novel are used for composition topics.
Prerequisite: English 101
- 104 PUBLIC SPEAKING (3)
The fundamentals of oral communication as they pertain to public speaking. An introduction to the techniques and skills involved in preparing and delivering various types of speeches. Attention is given to voice, diction, and platform presence.
- 201 MAJOR BRITISH WRITERS (3)
Intensive study of major works of representative authors, including Chaucer, Shakespeare, Milton, Swift, and Pope. Emphasis is on close reading and analysis rather than on literary history. Lectures on intellectual backgrounds.
- 202 MAJOR BRITISH WRITERS (3)
Intensive study of major works of representative authors, including Wordsworth, Coleridge, Keats, Tennyson, Browning, Yeats, Eliot, and one nineteenth or twentieth century novel. Emphasis on close reading and analysis rather than on literary history. Lectures on intellectual backgrounds.

- 203 SURVEY OF EUROPEAN LITERATURE (3)
A survey of the literature of Europe in English translation (exclusive of British literature) from Biblical times through the Renaissance.
- 204 SURVEY OF EUROPEAN LITERATURE (3)
A survey of the literature of Europe in English translation (exclusive of British literature) from Neo-Classicism through the twentieth century.
- 205 AMERICAN LITERATURE TO 1865 (3)
A survey of American literature from the beginnings to the Civil War.
- 206 AMERICAN LITERATURE, 1865 TO THE PRESENT (3)
A survey of American literature from the Civil War to the present.
- 210 ENGLISH SEMANTICS (3)
A survey of various approaches to the semantics of the English language, from the late seventeenth century to the present, concluding with an introduction to generative semantics. Discussion of the use of words and their meanings in modern life and in the media.
- 211 ORAL INTERPRETATION (3)
A study of the form and content of poetry and prose literature as they affect the performance of the oral interpreter.
- 212 THE CINEMA: HISTORY AND CRITICISM (3)
An introduction to the critical appreciation and history of the motion picture, with special emphasis upon the place of the film within the liberal arts, dealing generally with the types and forms of the feature film, their background and development, and aiming to create an increased critical awareness of the basic elements of the filmmaker's art.
- 213 DEBATE (3)
Development of skill in investigative techniques and in logical reasoning in questions of public concern; the presentation of sound evidence in advocating policies; a study of the principles of controlling (influencing) the beliefs of individuals and groups.
- 214 JOURNALISM (3)
Newspapers as one of the mass media. The history of, and the laws and ethics relating to, newspapers in the United States; the social, economic, and political roles of newspapers in a modern democracy. A brief survey of kinds of newspaper writing. An introductory course for those considering journalism as a career and those interested as critical readers.
Prerequisites: English 101 and 102

- 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 and 102.
- 221 CREATIVE WRITING II (3)
A continuation of English 220.
Prerequisite: English 220
- 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 TWENTIETH CENTURY BRITISH LITERATURE (3)
A study of representative writers of the period.
- 327 THE ENGLISH NOVEL: I (3)
A study of the major English novelists of the eighteenth century.
- 328 THE ENGLISH NOVEL: II (3)
A study of the major English novelists of the nineteenth century.
- 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 theatres in 1660 to the end of the eighteenth century.
- 341 SOUTHERN LITERATURE (3)
A study of the nature and development of Southern literature from the late eighteenth century to the present.
- 342 COLONIAL AND REVOLUTIONARY AMERICAN LITERATURE (3)
Intensive study of major writers of the period.
- 343 NINETEENTH CENTURY AMERICAN LITERATURE I (3)
Intensive study of major writers of the first half of the century.
- 344 NINETEENTH CENTURY AMERICAN LITERATURE, II (3)
Intensive study of major writers of the last half of the century.
- 345 TWENTIETH CENTURY AMERICAN LITERATURE (3)
Intensive study of major writers since 1900.
- 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 depart-

ment 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 have a grade point ratio of 3.25 in the major to qualify and must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A preliminary proposal must be submitted in writing and approved by the departmental Honors Committee prior to registration for the course. The student will confer regularly with his tutor both on the progress of his research (in the first term) and on the drafts of his paper (in the second term). The finished paper will normally be 50 or more pages and will reflect detailed research in the field.



FINE ARTS

ARTISTS-IN-RESIDENCE

William Halsey (Studio Art - Painting)
Wilfred Delphin
Edwin Romain (Duo-pianists)

PROFESSORS

Diane C. Johnson (Art History)
Emmett Robinson (Drama)
Michael Tyzack (Studio Art - Painting)

ASSOCIATE PROFESSORS

Douglas D. Ashley (Music History and Piano)
David W. Maves (Composer-in-Residence/Music Theory)
John N. Michel (Studio Art-Sculpture)
Willard Oplinger (Choral and Vocal Music)
Kenneth W. Severens (Art and Architectural History)
Randall S. Thompson (Instrumental Music)

ASSISTANT PROFESSORS

James Carlson (Drama)
William D. Gudger (Music History and Theory)
David M. Kowal (Art History)
Leo Manske (Studio Art - Printmaking)
John Olbrych (Drama;)
Janis A. Tomlinson (Art History)

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, and technical), 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 Education no later than the beginning of the junior year, and should see page 125 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. 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) ~~no~~ yes
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. *Maymester 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 relationship 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, including the origins of art, the development of Egyptian and Greek architecture, sculpture, and painting, and the Roman transformation of Classical art.
Prerequisite: Art 109 or permission of instructor.
- 302 HISTORY OF EARLY CHRISTIAN AND BYZANTINE ART (3)
Study of the transformation of Classical art with the advent of Christianity, the development of Byzantine art, and its influence on Western medieval art.
Prerequisite: Art 109 or permission of instructor.
- 303 HISTORY OF ROMANESQUE AND GOTHIC ART (3)
Study of Romanesque and Gothic architecture, sculpture, and painting in Western Europe.
Prerequisite: Art 109 or permission of instructor.
- 304 HISTORY OF NORTHERN RENAISSANCE PAINTING (3)
Study of the development of painting in Northern Europe during the fifteenth and sixteenth centuries. Artists to be discussed include Jan Van Eyck, Roger van der Weyden, Hieronymus Bosch, Albrecht Durer, and Pieter Bruegel.
Prerequisite: Art 109 or permission of instructor.
- 305 HISTORY OF ITALIAN RENAISSANCE ART (3)
Historical study of the painting, sculpture, and architecture produced in

Italy during the Early Renaissance, the High Renaissance, and the Late Renaissance.

Prerequisite: Art 109 or permission of instructor.

- 306 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)
Study of the major artistic movements in European painting from 1700 to 1850; the Rococo and its transformation, the development of Romanticism, and the rise of the Realist movement.
Prerequisite: Art 109 or permission of instructor.
- 308 MODERN EUROPEAN ART (3)
This course will consider the stylistic developments of modern art in Europe from 1850 to 1945.
Prerequisite: Art 109 or permission of instructor.
- 312 MODERN ARCHITECTURE (3)
A study of modern architecture from 1885 to the present concentrating on the American contributions of Sullivan and Wright, the European modernists, Gropius, Mies van der Rohe, and Le Corbusier, and the post-World War II developments.
Prerequisites: Art 109, 110, or 201, or permission of the instructor.
- 313 AMERICAN PAINTING TO 1860 (3)
An examination of the development of American painting from Colonial times to 1860.
Prerequisite: Art 109.
- 314 AMERICAN PAINTING SINCE 1860 (3)
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.
Prerequisite: Art 109.
- 315 MUSEUM STUDIES
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.
Prerequisite: Art 109 and one course in art history at the 300 level.

- 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. The course will be team taught by members of the History and Fine Arts Departments (Masters and Styles in Fine Arts.)
Prerequisites: History 101, Art 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.
- 414 **SELECTED TOPICS IN ART AND ARCHITECTURAL HISTORY (3)**
Intensive studies offered in either seminar or lecture format to supplement the curriculum in art and architectural history, or to investigate more fully a specific topic. Topics will vary with faculty and students interests. Topics previously offered include: Medici Patronage during the Renaissance, Venetian Painting, Spanish Baroque Art, the paintings of Matisse, Southern Architecture, Charleston Architecture, and the History of Photography.
- 415 **SENIOR INDEPENDENT STUDY IN ART AND ARCHITECTURAL HISTORY (3)**
The student who has taken an appropriate sequence of preparatory courses in one area or 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 the 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.

STUDIO ART

- 116 **PRINCIPLES OF VISUAL ART: BASIC DRAWING (3)**
Studio course in drawing. Study of line, tone, form, texture, and space division in developing expressive visual structures. Media include charcoal, pencil, pen and ink and 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, including an introduction to and exploration of basic relief and intaglio printing techniques. Consideration given to problem of visualizing expressive images appropriate to the print as an art form.
Prerequisite: Art 116 or permission of instructor.
- 219 **PRINTMAKING II: INTAGLIO (3)**
Drypoint, etching, aquatint as applied to metal and plastic plates, using a press for printing. Emphasis on expressive composition as well as techniques.
Prerequisite: Art 218.
- 220 **INTRODUCTION TO SCULPTURE (3)**
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 hard 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 drawing's relationship to the other studio arts.
Prerequisite: Art 416.
- 430 **SENIOR INDEPENDENT STUDY IN STUDIO ART (3 or 6)**
The student who has taken an appropriate sequence of preparatory courses in one area or problem of Studio Art, determines a project in consultation with a department member qualified to guide and judge the work.
Prerequisite: Open to seniors only with an overall GPR of about 2.5 and a Fine Arts GPR of about 3.0 or with special 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 proposed must be submitted in writing and approved by the department prior to registration for the course.

MUSIC

- 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.
- 150 **PHYSICS OF SOUND AND MUSIC (3)**
An investigation of mechanical and electronic generation of sound, propagation of sound, perception of sound and music, the acoustics of vocal and instrumental music, musical elements such as pitch, loudness, and timbre, and musical constructs such as scales, temperament, and harmony. The course involves only basic mathematics. This course is team taught by Physics and Fine Arts faculty.
- 230 **MASTERWORKS OF MUSIC LITERATURE (3)**
A study of representative compositions by master composers from 1700 to the present. No technical knowledge of music is required, but some familiarity with classical music is helpful.
Prerequisite: Music 131, or permission of instructor.

- 245 **MASTERS AND STYLES IN FINE ARTS (3)**
 A study of relationships among the arts of music, drama, and visual art. The specific subject will vary from semester to semester, and can involve either a study of two or more individuals or a period style. For example: Picasso and Stravinsky; Modernism in Music and Art; Opera as Drama and Music, etc.
- 246 **MUSIC THEORY I (3)**
 A study of scales, intervals, and key signatures. Exercises in diatonic harmony utilizing traditional four-part harmonic written exercises. Harmonic and 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 of 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.
- 337 **OPERA LITERATURE (3)**
 A study of selected operas by composers of the 18th to 20th centuries.
 Prerequisite: Music 131, 230, or permission of instructor.
- 341 **THEORY AND HISTORY OF MUSIC TO 1600 (3)**
 A historical and stylistic survey of music in the medieval and Renaissance eras. Listening to and analysis of representative compositions. Introduction to the species theory of counterpoint, and writing of exercises in modal counterpoint in two, three, and four voices.
 Prerequisite: Music 246, or permission of instructor.
- 342 **THEORY AND HISTORY OF MUSIC FROM 1600 TO 1800 (3)**
 A historical and stylistic survey of music in the Baroque and Classic era. Listening to an analysis of representative compositions by outstanding composers. Introduction to the principles of tonal counter-

- point, and writing of a four-voice exercise in fugal style.
Prerequisite: Music 341, or permission of instructor.
- 343 HISTORY AND LITERATURE OF MUSIC IN THE 19th CENTURY (3)
A historical and stylistic survey of music during the nineteenth century. Listening to an analysis of compositions by outstanding composers. Writing of an essay in stylistic analysis centered around a selected composition from the period.
Prerequisite: Music 246, or permission of instructor.
- 344 THEORY AND LITERATURE OF MUSIC IN THE 20th CENTURY (3)
A stylistic survey of music in the 20th century, with consideration of various theoretical attempts to explain compositional techniques in this century. Listening to and analysis of representative compositions by outstanding composers. Short written exercises in various styles (12-tone, bitonal, and quartal music).
Prerequisite: Music 343, or permission of instructor.
- 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 341 or 343.
- 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 342 or 344.
- 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: Music 247.
- 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.

- 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. This course will be team taught by members of the History and Fine Arts 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.
- 460 **SENIOR INDEPENDENT STUDY IN MUSIC THEORY OR COMPOSITION (3)**
 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 352 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 **APPLIED MUSIC (1)** Repeatable up to 4 credits
Individual or class lessons in voice or instrumental music for freshmen and sophomores. Private lessons ½ hour per week plus a weekly seminar. The fee for this course is \$45 per term.
Prerequisite: an audition (held at the beginning of each term)
- 461 **APPLIED MUSIC (2)** Repeatable up to 8 credits
Individual lessons, one hour per week, for juniors and seniors, plus a weekly seminar. The fee for this course is \$90 per term.
Prerequisite: a junior-standing jury (normally taken at the end of the fourth term in Music 261)
Individual areas of instruction in Music 261 and 461:
 A Voice E Brass
 B Class piano F Strings
 C Private piano G Percussion
 D Woodwinds H Organ
- 270,271 **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.
Prerequisite: Music 270 is prerequisite for Music 271.
- 272,273 **INSTRUMENTAL TECHNIQUES (2,2)**
An introduction to brass, woodwind, string, and percussion instruments. An exploration of tone production and performance characteristics, with emphasis on techniques of orchestration and pedagogical methodology. It is recommended that students enroll for both semesters during the same academic year. Lectures 2 hours per week.
Prerequisite: Permission of instructor.
- 363 **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.

Prerequisite: Permission of instructor.

Note: No more than 8 credits from any combination of Ensemble, Concert Band, or Chorus may be applied towards graduation requirements. A. Madrigal Singers, B. Piano, D. Woodwinds, E. Brass, F. Strings, G. Percussion, J. Jazz, K. Orchestra.

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

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

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

DRAMA

176 FUNDAMENTALS OF DRAMATIC ART (3)

Introduction to the history, literature, principles, and techniques of the theatre.

185,186 DANCE I (3,3)

Introduction to the technique of ballet, jazz, and modern dance. Basic anatomy and physiology, principles of balance, proper body mechanics and alignment.

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 DANCE II (3,3)

Immediate dance technique with primary progression and emphasis in the ballet discipline. Exploration of the basic structure of dance composition.

Prerequisite: Dance I or 1 year ballet training and permission of instructor.

287,288 HISTORY AND LITERATURE OF THE THEATRE (3,3)

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 (4,4)

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, mix-
 ing, and recording.
 Prerequisite: Music 352, Drama 281, or permission of the instructor.
- 381 **STAGECRAFT II (3)**
 Advanced stage mechanics, construction, and drafting for the modern
 theatre. Lectures and laboratories.
 Prerequisite: Drama 281
- 382 **STAGE LIGHTING (3)**
 Introduction to standard instrumentation and technical practices in
 stage lighting. The class surveys equipment and techniques with practi-
 cal exercises oriented around center stage productions.
 Prerequisite: Drama 281
- 383 **SCENIC DESIGN**
 Principles of design, color, form, as applied to the design of visual ele-
 ments for the entertainment industry.
 Prerequisite: Drama 281
- 384 **DESIGNING FOR THE THEATRE (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 **DANCE FROM PRIMITIVE TIMES TO 20th CENTURY**
 Historical development of dance including discussion of significant
 dancers, choreographers, ballet works or compositions and companies.
 Overview of accompanying developments in music/opera, theatre, and
 fine arts in each period. Includes movement practicum and introduction
 to early dance forms.
 Prerequisite: Dance I and II or 2 years dance training and permission
 of instructor.
- 386 **20th CENTURY DANCE**
 Development of ballet and other dance forms from 1900 including
 dance in the American Musical Theatre. Dance practicum and expe-
 rience in elementary choreography.
 Prerequisite: Dance I and II, Drama 385 or demonstrated skills and per-
 mission of instructor.

- 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, Satre, 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

James L. Carew, Donald R. Privett

Glen K. Merrill, Michael P. Katuna, *chairman*

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, 101L and 102, 102L or 201 and 202); Math 111 or Math 101 and 107; 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 107 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, 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)

This course examines many aspects of our earth; its internal structure and composition; its atmosphere and oceans; surface processes such as erosion by streams, wind and glaciers; the folding and faulting of solid rock; as well as earthquakes, volcanism and plate tectonics. Lectures, three hours per week; laboratory, three hours per week.

102 HISTORICAL GEOLOGY (4)

An overview of the 4.5 billion-year-long history of our planet as revealed by analysis and interpretation of the geologic and paleontologic record preserved in rocks of the Earth's crust. 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.

Prerequisite: 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 STRATIGRAPHY (4)**
 An introduction to the physical and biological aspects of the classification and interpretation of stratiform rocks including their chronologic and lithogenetic interrelationships. Lectures, three hours per week; laboratory, three hours per week.
 Prerequisites: Geology 101, 102, and 202; Geology 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 dif-

ferent regions of the United States. Practical applications to such fields as ground water hydrology, soil science, and engineering geology. Laboratory sessions will deal with the interpretation of aerial photographs, soil maps, and topographic maps. Lectures, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101 and 102.

- 307 **PRINCIPLES OF SEDIMENTATION (4)**
A study of the physical processes operating in the various environments responsible for the deposition, distribution, and dispersal of terrigenous clastic and carbonate sediments. Special emphasis will be placed on estuarine and shallow marine environments of sedimentation. Lectures, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101 and 102.
- 310 **COASTAL PLAIN STRATIGRAPHY (3)**
Principles of synthesis and correlation of the stratigraphic record. Emphasis on the Mesozoic and Cenozoic of the Carolina coastal plain. Lectures, three hours per week.
Prerequisites: Geology 101, 102, 202 and 210.
- 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 non-carbonate 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. Lecture, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101, 102, 203 and 204.
- 350 **GEOCHEMISTRY (3)**
An in-depth study of selected chemical principles that are fundamental to an understanding of elemental formation, petrogenesis, marine geochemistry, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Lecture, three hours per week.
Prerequisites: Geology 101, Chemistry (111, 112, or 101, 102) or permission of instructor.
- 360 **INTRODUCTION TO GEOPHYSICS (4)**
The application of principles of gravity, electricity, magnetism, and seismology to problems dealing with the structure and composition of the earth's crust.
Prerequisites: Geology 101 and Physics 101 or 201 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 — paleolithotopes through geologic time and the evolution of community structure. Lectures, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101, 102, 201, 210, 330, or permission of instructor.

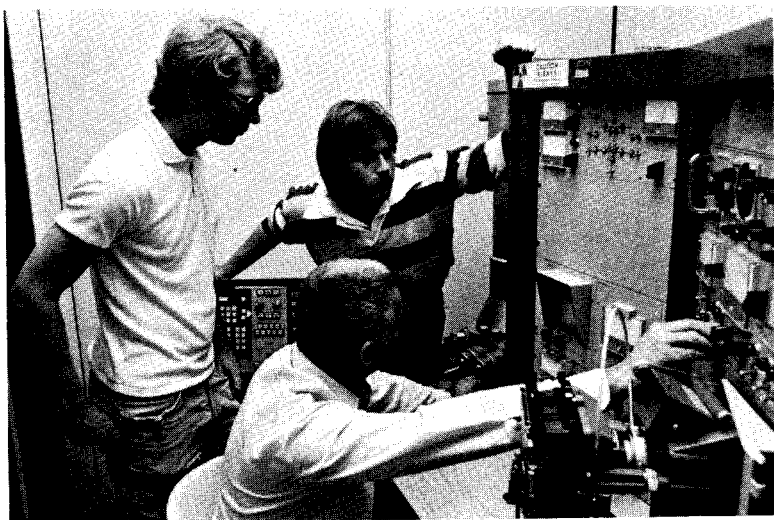
430 METAMORPHIC PETROLOGY (4)

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 the supervision 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, James Hagy
George Heltai, *chairman*.

Associate Professors

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

Assistant Professors

Julie Jones, John Newell
Patricia Seed, Nan Woodruff

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.

The study of history aids in the development of the research, analytical, and communicative skills needed in many 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. A background in history also affords an excellent preparation for either medical or law school. 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 a Senior Paper (History 498), or a seminar which requires the writing of a research paper (History 398). A student who is a candidate for departmental honors will write a bachelor's essay. 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. In addition, the student must elect at least 3 hours in each of the areas other than that in which he or she intends to specialize.

AREAS OF SPECIALIZATION AND DISTRIBUTION

1. Western Civilization before 1789
History 213, 231, 232, 233, 311, 316, 317, 318, 350, 351, 353, 354, 355, 357, 361, 371, 372.

- History
- II. Europe Since 1789
History 214, 240, 308, 309, 310, 312, 324, 327, 328, 336, 337, 356, 375, 376.
 - III. Asia, Africa, Latin America
History 323, 363, 364, 365, 381, 382, 383, 384, 391, 392.
 - IV. United States and Canada
History 203, 204, 205, 206, 215, 271, 290, 291, 292, 293, 294, 295, 296, 305, 330, 333, 334, 343, 344.

NOTE: History 298, 398, 403, 499 and special Maymester 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.

- 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.

NOTE: A vital part of any liberal arts education is the opportunity to better understand the values and meaning of the humanities. In the basic European history survey, students can acquire a broad knowledge of the principal trends, concepts and problems of history as well as important analytical, reading and composition skills. The 101-102 survey is not a prerequisite for all other history courses, but students are expected to have mastered relevant skills before taking upper division courses. With the exception of the 101-102 survey, history department course numbers do not indicate the level of difficulty of the material covered.

- 200 HISTORIOGRAPHY: METHODS OF INQUIRY IN HISTORY (3)
A critical study of the nature of History examining the origins of historical writing, the different theories of historical development taken by major philosophers of history, the problems of historical understanding for the would-be historian, and examples of the conflict of opinion over the interpretation of major trends and events.

- 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 its impact on American social, political, and economic life.
- 204 CHARLESTON THROUGH ORAL HISTORY (3)
Post-Reconstruction Charleston and Low Country history, life and culture. Because of the paucity of available secondary sources on Charleston since Reconstruction, focus is on recovering Charleston's modern history through oral history methodology aided by newspapers and other documentary sources. The course will attempt to place Charleston's historical experience in the context of state, regional and national events.
- 205 UNITED STATES 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 UNITED STATES 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 THE 18th CENTURY (3)
A study of society, politics and culture in medieval and early modern England.
- 214 HISTORY OF ENGLAND SINCE THE 18th CENTURY (3)
A study of society, politics and culture in modern England.
- 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.
- 233 SOCIETY AND CULTURE IN IMPERIAL ROME (3)
Life in Rome and the Empire during the time of the Caesars.
- 240 HITLER AND NATIONAL SOCIALISM (3)
An examination of the evolution of the National Socialist Movement and the impact of Hitler's regime on Germany and Europe.

- 271 **AFRO-AMERICAN HISTORY (3)**
An introduction to the history of black Americans in the United States, with emphasis on the social forces underlying transitions from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics to be discussed include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migrations.
- 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 upheaval; the westward movement; the transportation revolution and the first phases of industrialization; the emergence of Southern sectionalism.
- 293 **HISTORY OF THE UNITED STATES: THE ERA OF SECTIONAL CONFLICT, THE CIVIL WAR, AND RECONSTRUCTION, 1845-1877 (3)**
The growth of sectional antagonisms; the causes of the war; the politicians and military leadership during the war; the Reconstruction period. (Formerly History 344.)
- 294 **HISTORY OF THE UNITED STATES: THE RESPONSE TO INDUSTRIALISM, 1877-1918 (3)**
The rise of the corporate capitalism; the labor movement; populism; progressivism; urbanization; the new immigration; "Jim Crow" legislation; and America's entry into World War I. (Formerly History 303.)
- 295 **HISTORY OF THE UNITED STATES: AFFLUENCE AND ADVERSITY, 1918-1945 (3)**
Domestic impact of World War I; Versailles Treaty and the League of Nations; the Red Scare; Republican Normalcy; social tensions and cultural conflicts in the 1920's; the Great Depression; Roosevelt and the New Deal; World War II.
- 296 **HISTORY OF THE UNITED STATES: COLD WAR AMERICA, 1945-present (3)**
The Cold War; McCarthyism; growth of the Guarantor State and Presi-

dential power from Truman to Nixon; social tensions; from civil rights to Black Power, from feminine mystique to women's liberation; the Indochina War; the New Left and the New Nixon; Watergate; Ford, Carter and Reagan.

- 298 SPECIAL TOPICS IN HISTORY (3)
Intensive examination of topics in History. (Specific topics will be listed with the course title when offered.)
- 305 HISTORY OF SOUTH CAROLINA (3)
South Carolina from the colonial period to the present. Topics discussed include plantation slavery, southern nationalism, pro-slavery ideology, the nullification crisis, secessionist movement and the Civil War, the disintegration of slavery and the transition to a free labor economy, regional diversification, and the slow process of modernization that continued throughout the twentieth century.
- 309 VICTORIAN BRITAIN (3)
A social and cultural history of Britain at the peak of its power and influence.
- 310 HISTORY OF MODERN FRANCE (3)
French Revolution and Napoleon; autocracy, constitutionalism, and revolution; development of the French Empire; establishment of the Third Republic; World War I and World War II; Fourth Republic, DeGaulle and the Fifth Republic.
- 311 HISTORY OF GERMANY TO 1815 (3)
Political, social, and cultural development of Central Europe from the Middle Ages to the end of the Napoleonic Wars. Topics include the evolution of the Holy Roman Empire; the Reformation; the Wars of Religion; the rise of Austria and Prussia; the Germanies, the impact of the French Revolution and Napoleon on Central Europe.
- 312 HISTORY OF GERMANY SINCE 1815 (3)
Political, social and cultural development of Central Europe from the Congress of Vienna to the contemporary period. Reaction and Revolution; the rise of nationalism and liberalism; German modernization and unification; evolution of the Hapsburg lands; the Second Reich; Weimar; the Nazi regime; divided Germany and the postwar world.
- 323 TSARIST RUSSIA TO 1796 (3)
Kiev, The Mongol Invasions and the rise of Muscovy. The development of Russian culture, society, and politics from Ivan the Terrible through the reigns of Peter the Great, with emphasis on the themes of orthodoxy, autocracy and serfdom.
Prerequisite: History 101.

- 324 IMPERIAL RUSSIA TO 1917 (3)
Nineteenth century Russian politics, literature and society from Catherine the Great to Nicholas and Alexandra, with emphasis on the themes of nationalism, imperialism, populism, socialism, and economic backwardness.
- 327 RUSSIAN REVOLUTION AND THE NEW REGIME (3)
Study of Russia on eve of Revolution followed by analysis of political, economic, social, and cultural developments in five periods: the year 1917, War-communism, New Economic Policy, the rise of Stalin, the "Great Purge."
- 328 SOVIET RUSSIA IN THE WAR AND AFTER (3)
Stalin and World War II. Losses and conquests; the monolithic Communist system and subsequent breaks in monolithism. The Post Stalin era and the Sino-Soviet rift.
- 330 AMERICAN LABOR HISTORY (3)
The course will offer a survey of the history of American working people from colonial time to the present with emphasis on workers' responses to industrialization and urbanization and the development of the modern labor movement. Lectures, 3 hours per week.
- 333 DIPLOMATIC HISTORY OF THE UNITED STATES, 1776-1898 (3)
The foundations of American foreign policy; tendencies toward isolation and expansion; disputes with foreign countries and their settlement; and the activities of American diplomatic representatives.
- 334 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1898 (3)
The emergence of America as a world power; the persistence of isolationist sentiment; the diplomacy of the World Wars; and the commitment to the Atlantic Community and other forms of collective security.
- 336 EAST EUROPEAN REVOLUTIONS (3)
Political development and effect of Russian occupation, peace treaties and coalition governments; Stalinization of Eastern Europe and 1956 as year of revolt, with succeeding liberalization of regimes. "Spring" in Prague (1968) and fermentation in Poland (1980's).
- 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 SOUTH TO 1865 (3)
A study of the origins of plantation slavery, the emergence of a mature plantation society with a distinctive ideology and culture, the causes of the Civil War, and the early stages of emancipation.

- 344 HISTORY OF THE SOUTH SINCE 1865 (3)
A study of the transition from a slave to a free labor society, the emergence of sharecropping, agrarian movements, the rise of segregation, the collapse of the plantation system, and the modernization of southern society since 1940.
- 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 EARLY MIDDLE AGES (3)
European social, political, and economic institutions, cultural and intellectual phenomena from the fifth to the twelfth century.
- 354 HIGH MIDDLE AGES (3)
The social, political, religious and cultural developments in the light of the changing historical environment from the twelfth century to the Renaissance.
- 355 EUROPEAN SOCIAL HISTORY TO 1800 (3)
A study of social conditions and attitudes in Europe from the late Middle Ages to the Industrial Revolution.
- 356 EUROPEAN SOCIAL HISTORY SINCE 1800 (3)
A study of social conditions and attitudes in Europe since the Industrial Revolution.
- 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. The course will be team taught by members of the History and Fine Arts Departments.
- 361 ANCIENT NEAR EAST (3)
A study of the ancient peoples and cultures of the Near East with emphasis on the Egyptians, Sumerians, and Babylonians.
- 363 MEDIEVAL ISLAMIC CIVILIZATION (3)
The prophet Muhammad and rise of Islam, its institutions, doctrines, politics and cultural achievements. Decline of the Arab Muslim Empire and Caliphate, the Mongol invasions and development of separate Mamluk, Persian and Turkish states.

- 364 THE MODERN MIDDLE EAST (3)
Tradition, modernization, and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and emergence of successor states, to the Arab-Israeli conflict, the oil crisis and Great Power confrontation.
- 365 IRAN/PERSIA: FROM CYRUS TO AYATOLLAH KHOMEINI (3)
A survey of the evolution of Persian religion, culture, society and institutions, from ancient Achaemenid civilization to the release of the American hostages. Topics examined will include Zoroasterianism, Shi'ism, Sufism, Bahaism, nationalism, OPEC, the Shah and the Islamic Revolution.
- 371 SEVENTEENTH CENTURY EUROPE (3)
A history of Europe from 1600 to 1715 with emphasis upon the growth of modern science, modern political theories, the Baroque style, shifts in the balance of power, and the rise of absolutism on the continent and constitutional government in England.
- 372 AGE OF ENLIGHTENMENT AND REVOLUTIONS (3)
The major social, political, and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Special emphasis on the intellectual history of the Enlightenment.
- 375 EUROPE, 1870-1939 (3)
Political, social, cultural, and diplomatic history of Europe from the unification of Germany to the outbreak of World War II.
- 376 EUROPE SINCE 1939 (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 1900 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, the Proletarian Cultural Revolution, and the Four Modernizations in post-Mao China.

- 383 HISTORY OF JAPAN TO 1800 (3)
 A survey of the political, economical, 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 NATIONAL PERIOD (3)
 Examines independence movements, the formation of a new colonial pace, dependency and foreign investment, the role of the military in politics and twentieth century revolutionary movements.
- 397 SEMINAR (3)
 A topical seminar focused around a central historical problem.
- 398 RESEARCH SEMINAR (3)
 A topical seminar focused around a central historical problem with a major research paper required.
- 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.
- 403 READING AND INDEPENDENT STUDY IN HISTORY (3)
 Designed primarily for the student whose interest has been aroused in a particular topic or field and who wishes to pursue it unfettered by the requirements of a specific course. The amount of reading or the nature of the project will determine the credit to be assigned. Limited to majors in history.
- 498 SENIOR PAPER (3)
 The Senior Paper may be directed by any member of the department. Another member of the Department will serve as second reader. Students must select a topic at least one month before the semester in which the paper is written and obtain approval of that topic from a

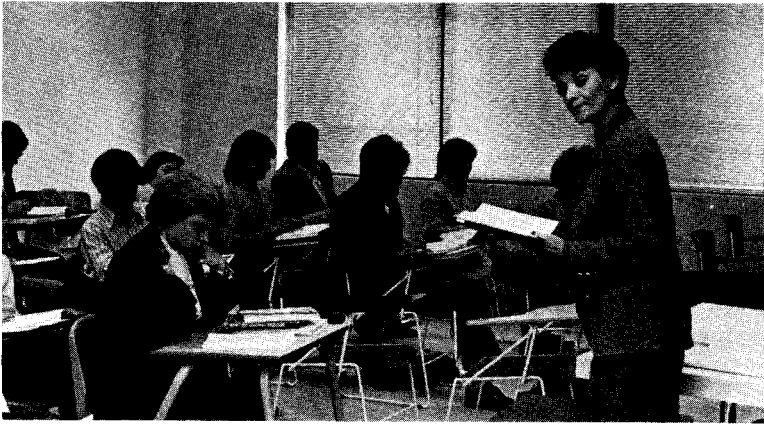
professor willing to direct the paper. A copy of the paper will be kept in the department office.

499 BACHELOR'S ESSAY (6)

Independent research for the student who is a candidate for Departmental Honors.

Prerequisite: Permission of the department. Students must apply to the department chairman.





LANGUAGES

Professors

Vernon Cook (German)

Jorge Marbán, (Spanish and Italian)

Henry W. Miller, Jr. (French)

Andrée Cochelin-Parrott (French)

Edmund T. Weiant, *chairman* (Russian and German)

Associate Professors

Virginia Benmaman (Spanish)

Suzanne Byrd (Spanish)

Jeffrey Foster (French)

Suzanne Moore (Spanish)

Harlan Patton (French)

Lawrence J. Simms (Classics)

Assistant Professors

Curtis Bradford (French)

Carla Drost (German)

J. Frank Morris (Classics)

James Norman (Spanish)

Oralia Preble (Spanish)

Beatrice Stiglitz (French)

Instructors

Alice Geiling (French)

Elaine Simons (Spanish)

Visiting Instructor

Dorothy Marban (Spanish)

ABOUT LANGUAGE STUDY

People study languages for a variety of reasons. The ability to communicate directly with someone who does not know English has a certain practical value, especially when important information is shared. For example, Americans faced with the realities of today's highly competitive world of international commerce are discovering that the bottom line is not always in English.

Knowledge of another language offers direct access to another literature, the living memory of a nation. The appreciation of the heritage, beliefs and ideas held by another society is of significant cultural value, especially when it leads to a clearer perception of one's own corner of this world.

Language, by its very nature, structure and application is the foundation of any society. The educated person should ever refine a command of language as a source of power while preserving and defending the integrity of language as the most vital means of exchange among people.

STATEMENT OF PURPOSE

The Languages Department provides our students with

- a) instruction in modern foreign language communication skills: reading and listening comprehension, oral and written expression.
- b) instruction in Latin and Ancient Greek and the Classics.
- c) opportunities to apply foreign language skills to the study of other cultures on campus and abroad.
- d) an understanding and appreciation of another literature in its original language.
- e) an introduction to selected works of world literature in translation.
- f) guidance and training in languages for government, business, teaching, professional or public service and for graduate study.

PROGRAMS

The Languages Department offers major programs in Classical Studies, French, German and Spanish. Specific information about each major program is presented in the language section descriptions that follow.

The Department offers those courses in French, German, Latin and Spanish necessary to meet secondary level teacher certification requirements as approved by NASDTEC (National Association of State Directors of Teacher Education and Certification) in these areas. Candidates for certification should consult with the language major adviser before the beginning of the Junior year.

The Basic Sequence of elementary and intermediate language courses is offered in several instructional modes or programs.

Traditional classes:

101, 102, 201, 202 courses meet three times weekly for 3 semester hours of credit each.

Compact classes:

100, 200 courses meet daily for 6 semester hours of credit each.

Spanish Individualized Language Program (ILP)

SPN 101A, 102A, 201A, 202A are self-paced, variable credit courses with a total of 12 semester hours of credit. Schedules to be arranged.

Self-Instructional Language Program (SIL)

101, 102, 201, 202 courses in the less commonly taught languages for three semester hours credit each with tutorial sessions to be arranged.

Satisfactory completion of course work through the intermediate level of any of the instructional modes outlined above shall fulfill the General Education Requirement in foreign language.

POLICIES

1. (Placement testing)

Any student wishing to continue study of a language begun in secondary school and who has earned a minimum of two years of credit will be placed in a language course at a level that will ensure continuity.

Placement is determined by performance on a test or interview that must take place on entering the College. A student will receive credit only for the course into which he or she has been officially placed and will receive credit only for courses completed.

A student who demonstrates proficiency equivalent to course work through the intermediate level is not obliged to take any further instruction in foreign languages. The student may elect however to continue study of a language at an advanced level or begin study of another language.

2. (Advanced Placement) (CEEB)

The Advanced Placement program of the College Entrance Examination Board is accepted by the College of Charleston. A student who has taken college level courses in a foreign language or literature will be awarded advanced placement credit in accordance with the following scale:

- 5 — Will receive 6 semester hours credit.
 - Has fulfilled General Education Requirement in a foreign language.
 - May enroll in an advanced course in that language.

- 4 — Will receive 3 semester hours credit
 - Has fulfilled General Education Requirement in a Foreign language
 - Satisfactory completion of an advanced level 3 semester hour course may validate an additional 3 hours of credit.

- 3 — If the results of the Departmental Placement test show student has fulfilled the General Education Requirement in foreign language, the student, on satisfactory completion of an upper level course in the language, may validate the earlier study and receive an additional three hours of credit.

3. (English, as a foreign language)

Any student whose native language is not English and who has received formal instruction and is literate in the native language, may demonstrate proficiency in English by satisfactorily completing one semester of study at the College and thus fulfill the General Education Requirement in a foreign language.

4. (Language Laboratory)

Students of modern languages, enrolled in 100 or 200 level and specially designated upper level courses are expected to make use of the Language Laboratory in developing listening comprehension and speaking skills. The Laboratory Fee supports programming services, upkeep and operation of the facilities and the duplication-distribution of study cassettes. The allocation of cassettes to the student is determined by laboratory assignments and policies of the instructor.

DEPARTMENTAL ELECTIVES

Honors

A student who participates in the College of Charleston Honors Program may elect the Tutorial and the Bachelor's Essay in the Languages Department.

- 399 TUTORIAL (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). Course to be designated by specific subject language.
Prerequisite: Junior standing, plus permission of the tutor and the department chairman.
- 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 supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course, to be designated by specific subject-language.

Applied Language Studies

Only through practice can one hope to acquire command of a language. This can take place on campus by participating in courses which emphasize development of communicative skills, awareness of different cultures and the interconnections among various fields of study. Here are some elective courses which would at registration, be listed by specific language, field of study or both.

- 113 LANGUAGE PRACTICUM I (3)
Intensive Maymester or Summer Session course designed to develop conversation skills in a foreign language through guided activities and practice. Instruction available in French, German and Spanish.
NOTE: This elective course may not be applied to fulfill the language requirement, nor may it count toward the major.
- 213 LANGUAGE PRACTICUM II (3)
Intensive Maymester or Summer Session course designed to strengthen communicative skills in a foreign language and to enhance awareness of another culture or society. Recommended especially for the student preparing for study abroad. Instruction available in French, German and Spanish.
- 330 COLLATERAL STUDY (1)
Individually supervised course of reading in a language other than English and in the subject area of a concurrent course offered by another department. The nature and extent of readings will be determined in consultation among student, instructor of the primary subject-matter course and the language instructor who will supervise and evaluate the student's linguistic performance. Collateral Study courses are recorded by language and specific primary course (e.g., French 330: Psychology 322) A Collateral Study course may be repeated only once in a given language in conjunction with another primary course.
- 390 SPECIAL TOPICS IN LANGUAGES AND CULTURES (3)
Intensive study of a particular subject or theme.
(Specific topics will be listed with the course title when offered. e.g. GER 390. Special Topics in German: German commercial practice).

Study Abroad

The Department encourages foreign language study abroad. Careful academic preparation and financial planning are essential. The student can earn academic credit for such study in two ways: by enrolling in an institution abroad which has a credit transfer agreement with the College, such as ISEP (INTERNATIONAL STUDENT EXCHANGE PROGRAM); by enrolling in College courses listed below especially designed for study abroad.

For more information about Study Abroad, refer to page 22 of this Bulletin.

- 220 SPECIAL ASSIGNMENT ABROAD (3)
An internship or other experiential learning project designed to enhance command of a foreign language in a special cultural setting or

particular facet of life and work in another country or society. Assignment to be undertaken and nature of its evaluation to be determined in consultation with instructor.

NOTE: Course to be recorded by language and place of study, e.g., GER 220 Special assignment/Austria

328 FOREIGN LANGUAGE STUDY ABROAD (3)

Designed to develop confidence in communicative skills and greater facility in dealing with ideas in another language through study of the cultural heritage and contemporary concerns of a foreign nation or society. Course is recorded by language and place of study (e.g., 328 Spanish/Argentina).

Prerequisite: Permission of instructor, or, if an independent study, the student must first consult with academic adviser, prepare a study plan, determine the amount of credit, agree upon the process of evaluation and obtain the endorsement of the Chairperson of the Languages Department.

Literature In Translation

These courses provide access to the literature of other languages through translation. For the student of a particular literature, it is intellectually stimulating to make the acquaintance, through translation, of other literatures.

These courses are conducted in English and are recorded as LIT. They can be applied to the General Education Requirement in Humanities, but not in foreign language.

150 LITERATURE IN TRANSLATION: GALLERY OF WORLD LITERATURES (3)

Study of selected works from a number of literatures, other than English and American, which offer different perspectives on the world and human-kind.

250 LITERATURE IN TRANSLATION: A FOREIGN LITERATURE

Study of selected works, representing major literary periods and genres, which provide illumination of another language culture or time of a shared human-condition. (To be listed, e.g., LIT 250 French Literature)

350 LITERATURE IN TRANSLATION: A FOREIGN AUTHOR

Study of selected works by an author whose influence is felt in the world at large. (To be listed, e.g., LIT 350 Dostoyevsky)

450 LITERATURE IN TRANSLATION: COMPARATIVE LITERATURE

A study of selected works by major authors representing different cultures with emphasis on common themes as viewed from the perspectives of these writers.

CLASSICAL LANGUAGES

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

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

- 101,102 ANCIENT GREEK (3,3)
Instruction designed to enable the student to read elementary Ancient Greek.
- 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.
- 490 SEMINAR: SPECIAL TOPICS IN ANCIENT GREEK (3)
 Intensive studies designed to supplement or to investigate more fully offerings in the Greek curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.
 Prerequisite: Greek 371 and 372, or permission of instructor.
- 496 DIRECTED READING (1-3)
 Individually supervised readings in ancient Greek, agreed upon in consultation with instructor.
 Credit hours assigned will be determined by nature and extent of reading.

LATIN

- 101,102 ELEMENTARY LATIN (3,3)
- 201,202 INTERMEDIATE LATIN (3,3)
 Rapid review of grammar and syntax; introduction to the reading of selected Latin authors.
 Prerequisite: Latin 102, or permission of instructor.

NOTE: Latin 202 or equivalent, prerequisite for all 300 level courses.

- 321 CICERO'S ORATIONS (3)
 A study of representative speeches in their literary and historical contexts.
- 322 VERGIL (3)
 Selections from the *Aeneid* will be read.
- 323 ROMAN HISTORIOGRAPHY (3)
 A survey of Roman historical literature of the Golden Age.
- 324 ROMAN HISTORIOGRAPHY (3)
 A survey of Roman historical literature of the Silver Age.

- 371 ROMAN COMEDY (3)
Representative plays of Plautus and Terence will be read.
- 372 ROMAN SATIRE (3)
Survey of Roman satirical literature with emphasis on Horace and Juvenal.
- 490 SEMINAR: 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)
Individually supervised readings in Latin, agreed upon in consultation with instructor. Credit hours assigned will be determined by nature and extent of reading.
Prerequisite: Four 300 level courses in Latin, permission of instructor.

CLASSICS

The following 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.

- 153 ANCIENT EPIC (3)
Historical backgrounds and study of the ancient epic tradition as a whole. Reading and analysis of Homer's *Iliad and Odyssey*, Apollonius' *Argonautica* and Vergil's *Aeneid*.
- 154 CLASSICAL DRAMA: TRAGEDY (3)
A survey of Greek and Roman tragedy as represented by the works of Aeschylus, Sophocles, Euripides and Seneca.
- 155 CLASSICAL DRAMA: COMEDY (3)
A survey of Greek and Roman Comedy as represented by the works of Aristophanes, Menander, Plautus, and Terence.
- 156 ANCIENT SATIRE (3)
The beginnings and development of satirical literature at Rome and the later adaptation of the genre. Concentration on the works of Horace, Juvenal, Martial, and Lucian.
- 157 THE GREEK AND ROMAN NOVEL (3)
Classical antecedents of fictional literature. A study of the Greek Romance and Roman novelistic writing. Longus, Heliodorus, Petronius, and Apuleius will be read.

- 158 **MAN THE MYTHMAKER (3)**
An introduction to the study of mythic thought, with emphasis on primitive Indo-European mythological beliefs, as a basis for understanding later systems created to explain the world and to account for the human condition.
- 190 **SPECIAL TOPICS IN MYTHOLOGY (3)**
A detailed study of one of the various mythological systems, its evolution and importance as a medium for literary and artistic expression within a culture such as Greek and Roman, Egyptian and Near Eastern, Indian and Oriental, Pre-Columbian American. (Specific topics will be listed with course title when offered, e.g., Special Topics in Mythology: Greek and Roman.
- 290 **SPECIAL TOPICS IN CLASSICS (3)**
Intensive studies designed to supplement or to investigate more fully offerings in the Classics curriculum.

MODERN LANGUAGES

FRENCH

French cultural, economic and political influence is being felt not only in the United States but also in many other parts of the world; in particular the Third World, where French is spoken. The varieties of human experience are portrayed in French literature; the study of French cultural history is essential to an understanding of the meaning of western civilization.

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 461-466. Students will be expected to have completed two of the courses in the series French 461-466 before taking any of the genre courses, French 471, 472, 473. All majors are encouraged to study abroad in a country where French is spoken.

- 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 expression.
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.

101,102 ELEMENTARY FRENCH (3,3)

Introduces the fundamental structures of French with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression.

Prerequisite: 101 open only by beginning students of French.

NOTE: A student having completed French 101 and 102 cannot take French 100 or 105 for credit.

101C,102C ELEMENTARY FRENCH CONVERSATION SUPPLEMENT (1,1)

A one-hour weekly session for intensive listening-speaking practice in French utilizing vocabulary and grammatical structure presented in the corresponding basic course. A "C" course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count toward the major.

Corequisite: To be taken along with basic course having the same number.

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 cannot 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.

201,202 INTERMEDIATE FRENCH (3,3)

Develops a basic proficiency in French and familiarity with French culture through practice in the use of the basis language skills and acquisition of vocabulary.

Prerequisite: French 100, 102, 105 or by placement.

NOTE: Having completed French 201 or 202, the student cannot take French 200 for credit.

201C,202C INTERMEDIATE FRENCH CONVERSATION SUPPLEMENT (1,1)

Optional one-hour weekly sessions for intensive listening-speaking practice in French utilizing vocabulary and grammatical structure presented in a corresponding basic course.

NOTE: A "C" course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled.

"C" course credit may not be applied to fulfill the language requirement nor may it count in the major.

Corequisite: To be taken along with basic course having same number.

NOTE: Prerequisite for all upper level courses in French: French 200, 202, or permission of instructor.

313,314 FRENCH CONVERSATION AND COMPOSITION (3,3)

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted in French.

Prerequisite: French 313 or permission of instructor for 314.

324 FRENCH CIVILIZATION AND LITERATURE (3)

French civilization, history and customs studied through literature; through the seventeenth century.

325 FRENCH CIVILIZATION AND LITERATURE (3)

A continuation of French 324, with emphasis on the Enlightenment, the nineteenth century, and contemporary France.

Prerequisite: French 324 or permission of the instructor.

341 PHONETICS AND ADVANCED LANGUAGE STUDY (3)

Phonetics, corrective drills for the improvement of pronunciation and intonation as well as the phonological structure of French.

421 LA FRANCE CONTEMPORAINE (3)

Readings, activities and discussion of culture and life in modern France.

461 THE MIDDLE AGES AND RENAISSANCE IN FRANCE (3)

Study of the beginnings and development of the earliest forms of novel:

The Chansons de geste and Roman Courtois through Rabelais; the evolution of French lyrical poetry through La Pleiade; the growth of 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 SEVENTEETH 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, l'Encyclopedia, l'Abbe Prevost, Rousseau, and others.
- 464,465 LITERATURE OF THE NINETEENTH CENTURY (3,3)
Pre-Romanticism, Romanticism in prose and poetry, Realism, Naturalism and Symbolism. Intensive study of the works of Chateaubriand, Balzac, Baudelaire, Flaubert, Verlaine, Rimbaud, and Mellarme.
Prerequisite: 464 or permission of instructor for 465.
- 466 TWENTIETH CENTURY FRENCH LITERATURE (3)
A study of the major movements of contemporary French literature.
- 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, Moliere, 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.
- 490 SEMINAR: SPECIAL TOPICS IN FRENCH (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: Permission of the instructor.
- 496 DIRECTED READING (1-3)
Individually supervised reading in French, agreed upon in consultation with instructor. Credit hours assigned will be determined by nature and extent of reading.
Prerequisite: Permission of instructor.
- 498 INDEPENDENT STUDY (1-3)
Research on a problem-topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the credit hours to be assigned.
Prerequisite: Permission of instructor.

GERMAN

America has many long-established social and cultural ties with the nations of the German-speaking world: Austria, Germany and Switzerland. Nowadays, a knowledge of German has become especially important for anyone engaged in international commerce, research and technology.

MAJOR IN GERMAN: 30 semester hours in German, including two 400-level courses. All majors are encouraged to study abroad in a country where German is spoken.

100 ELEMENTARY GERMAN (6)

Introduces the fundamental structures of German with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression.

Prerequisite: This course is open only to beginning students of German.

NOTE: This course is the equivalent of the German 101 and 102 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 German 101 or 102; conversely, a student who has completed German 101, 102 or their equivalents cannot receive credit for German 100.

101, 102 ELEMENTARY GERMAN (3,3)

Introduces the fundamental structures of German with emphasis on acquisition of the basic language skills; reading and listening comprehension, oral and written expression.

Prerequisite: 101 open only to beginning students of German.

NOTE: A student having completed German 101 or 102 cannot take German 100 for credit.

101C, 102C ELEMENTARY GERMAN CONVERSATION SUPPLEMENT (1,1)

A one-hour weekly session for intensive listening-speaking practice in German utilizing vocabulary and grammatical structure presented in the corresponding basic course. A "C" course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count towards the major.

200 INTERMEDIATE GERMAN (6)

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, 202 INTERMEDIATE GERMAN (3,3)

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: Having completed German 201 or 202, the student cannot take German 200 for credit.

201C, 202C INTERMEDIATE GERMAN CONVERSATION SUPPLEMENT (1,1)

Option one hour weekly sessions for intensive listening speaking practice in German utilizing vocabulary and grammatical structure presented in a corresponding basic course.

NOTE: A "C" course may be taken only on conjunction with a basic sequence course in which the student is currently enrolled.

"C" course credit may not be applied to fulfill the language requirement nor may it count in the major.

NOTE: Prerequisite for all upper-level courses in German: German 200, 202 or permission of instructor.

314 GERMAN COMPOSITION AND CONVERSATION (3)

Intensive practice in the spoken and written language, based on contemporary German materials and sources.

324 GERMAN CIVILIZATION AND CULTURES (3)

Study of contemporary German cultures in the Federal Republic of Germany, the German Democratic Republic, Austria and Switzerland. Emphasizes the application of these language skills: reading speed, listening comprehension and speaking.

341 ADVANCED GRAMMAR AND SYNTAX (3)

Advanced study of the structure of the German language, including practice with stylistic characteristics of the language as it is written and spoken today.

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.
- 461 GOETHE'S FAUST, ERSTER TEIL (3)
A detailed study of the first part of Goethe's Faust, supplemented by lectures and outside reading.
- 462 INTRODUCTION TO THE CLASSICAL LITERATURE OF THE EIGHTEENTH CENTURY (3)
Reading and discussion of the principal works of Lessing, Goethe, and Schiller.
- 490 SEMINAR: SPECIAL TOPICS IN GERMAN (3)
Intensive studies designed to supplement or to investigate more fully offerings in the German curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.
Prerequisite: Permission of Instructor.
- 496 DIRECTED READING (1-3)
Individually supervised reading in German, agreed upon in consultation with instructor. Credit hours assigned will be determined by nature and extent of reading.
Prerequisite: Permission of instructor.
- 498 INDEPENDENT STUDY (1-3)
Research on a problem-topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the credit-hours to be assigned.
Prerequisite: Permission of Instructor.

ITALIAN

- 101, 102 ELEMENTARY ITALIAN (3,3)
Introduces the fundamental structures of Italian with emphasis on acquisition of the basic language skills; reading and listening comprehension, oral and written expression.
Prerequisite: 101 open only to beginning students of Italian.
- 201, 202 INTERMEDIATE ITALIAN (3,3)
Develops a basic proficiency in Italian and familiarity with Italian cul-

ture through practice in the use of the basic language skills and acquisition of vocabulary.

Prerequisite: Italian 102 or by placement.

RUSSIAN

101, 102 ELEMENTARY RUSSIAN (3,3)

Introduces the fundamental structures of Russian with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression.

Prerequisite: 101 open only to beginning students of Russian.

NOTE: Study of Russian may be continued at the intermediate level in Self-Instructional Program courses: SIL201P, 202P.

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 study abroad in a country where Spanish is spoken.

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 expression.

Prerequisite: This course is open only to beginning students in Spanish.

NOTE: This course is the equivalent of Spanish 101, 102 and 101A, 102A sequences. 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, 102, or 101A, 102A; conversely a student who has completed Spanish 101, 102, 101A, 102A or their equivalents can not receive credit for Spanish 100.

101, 102 ELEMENTARY SPANISH (3,3)

Introduces the fundamental structures of Spanish with emphasis on acquisition of the basic language skills; reading and listening comprehension, oral and written expression.

NOTE: A student having completed Spanish 101, 102 cannot take Spanish 101A, 102A or 100 for credit.

Prerequisite: 101 open only to beginning students of Spanish.

101A, 102A ELEMENTARY SPANISH (V,V)

The Individualized Learning Program (ILP) introduces the fundamental structures of Spanish with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression. Credit received in ILP courses is variable according to the pace of study the student maintains.

Prerequisite: 101A open only to beginning students of Spanish.

NOTE: A student having completed 101A, 102A cannot take Spanish 101, 102 or 100 for credit.

101C, 102C ELEMENTARY SPANISH CONVERSATION SUPPLEMENT (1,1)

A one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course. A "C" course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count towards the major.

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, 102A or by placement.

NOTE: This course is the equivalent of Spanish 201, 202 and 201A, 202A sequences. 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 201, 202 or 201A, 202A.

201, 202 INTERMEDIATE SPANISH (3,3)

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, 102A or by placement.

NOTE: Having completed 201, 202, the student cannot take either 201A, 202A or 200 for credit.

201A, 202A INTERMEDIATE SPANISH (V,V)

The Individualized Learning Program (ILP) develops a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic skills and acquisition of vocabulary.

Credit received in ILP courses is variable according to the pace of study the student maintains.

Prerequisite: Spanish 100, 102, 102A or by placement.

NOTE: A student having completed Spanish 201A cannot take Spanish 201, 202 or 200 for credit.

201C, 202C INTERMEDIATE CONVERSATION SUPPLEMENT (1,1)

Optional one-hour weekly sessions for intensive listening-speaking

practice in Spanish utilizing vocabulary and grammatical structure presented in a corresponding basic course.

NOTE: A "C" course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled.

"C" course credit may not be applied to fulfill the language requirement nor may it count in the major.

NOTE: Prerequisite for all upper-level courses in Spanish: Spanish 200, 202, 202A or permission of instructor.

313, 314 SPANISH CONVERSATION AND COMPOSITION (3,3)

Intensive practice in the spoken and written language.

Prerequisite: Spanish 313 or permission of instructor for 314.

324 SPANISH CIVILIZATION AND CULTURE (3)

Designed to provide greater understanding of the culture and heritage of Spain. To be achieved through the study of history, geography, art, attitudes, and customs.

325 SPANISH AMERICAN CIVILIZATION AND CULTURE (3)

Cultural development of Spanish American from the pre-Columbian civilization through the 20th Century. To be achieved through the study of geography, art, and customs.

341 ADVANCED GRAMMER 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.

461, 462 THE GOLDEN AGE (3,3)

Emphasis is on the drama and the novel in the age of Lope de Vega, Calderon, and Cervantes.

Prerequisite: Spanish 461 or permission of instructor for 462.

- 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, 466 CONTEMPORARY LITERATURE IN SPAIN (3,3)
Advanced study of poetry, drama, and prose in twentieth-century Spain, beginning with the literature of the Generation of 1898.
Prerequisite: Spanish 465 or permission of instructor for 466.
- 471 SPANISH AMERICAN FICTION I (3)
A study of the Spanish American novels and short stories from the colonial era through the 19th century.
- 472 SPANISH AMERICAN FICTION II (3)
A study of contemporary Spanish American fiction.
- 490 SEMINAR: SPECIAL TOPICS IN SPANISH (3)
Intensive studies designed to supplement or to investigate more fully offerings in the Spanish curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.
Prerequisite: Permission of instructor.
- 496 DIRECTED READING (1-3)
Individually supervised readings in Spanish, agreed upon in consultation with instructor. Credit hours assigned will be determined by nature and extent of reading.
Prerequisite: Permission of Instructor.
- 498 INDEPENDENT STUDY (1-3)
Research on a problem-topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the credit-hours to be assigned.
Prerequisite: Permission of Instructor.

SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SIL)

The SIL Program offers instruction at the elementary and intermediate levels in several of the less commonly taught languages. Any student with a strong academic record, an aptitude for language learning and high motivation combined with self-discipline should be able to participate successfully in this program. The self-instructional mode requires at least ten hours of text and cassette study plus two one-hour tutorials with a native speaker every week. While the student receives regular evaluations of performance by the tutor the final grade for the course is determined by an outside examiner.

Of the twenty languages approved, SIL Program courses in these languages have been offered:

Arabic	Hebrew	Modern Greek
Mandarin Chinese	Japanese	Russian
	Portuguese	

Self-Instructional Language courses (101, 102, 201, 202) are listed at registration time under the heading SIL. Tutorial meeting times are to be arranged at a Scheduling Conference on the first day of classes at a place and time to be announced.

LINGUISTICS

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

LIBRARY

Director of Libraries
David Cohen

Librarian III
Ralph Melnick

Librarian II
Marilyn Lewis
Robert Neville
Sheila Seaman
Katina Strauch

Librarian I
Leslie Abrams
Elizabeth Davis
Rebecca Linton

- 101 INTRODUCTION TO BIBLIOGRAPHY AND RESEARCH METHODS (101)
Development of basic strategy techniques for academic research papers. The focus of the course will be practical library utilization and evaluation of bibliographic resources. Instruction culminates with the production of an annotated bibliography. Lectures 2 hours per week, for seven weeks.



MATHEMATICS

Professors

George Haborak

Herb Silverman

Associate Professors

James P. Anderson, William Golightly, *chairman*

W. Hugh Haynsworth

Robert Norton, Susan Prazak

Brian Wesselink

Assistant Professors

Kathleen Alligood, Rose Hamm

John P. Kavanagh, Robert J. Mignone

George Pothering, Sandra Powers

Nancy Shell

The Mathematics Department offers both a major and a number of service courses for various disciplines. Before enrolling in a mathematics course, all entering students are advised to consult with their academic advisor or a member of the Mathematics Department.

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

The student who completes a Bachelor of Science with a major in mathematics may choose several alternatives. First, the student may pursue an advanced degree in mathematics or a closely related area such as biometry*, computer science, information science, statistics, or operations research. Second, a student who combines mathematics with another discipline that uses mathematics can pursue graduate work in the second discipline. These areas include biology, chemistry, economics, medicine, physics, and even such areas as sociology, political science, and psychology. Third, the mathematics major may teach at the secondary level. Finally, the mathematics major may work in business, industry, or government. Many of these positions do not require specific mathematical skills, but emphasize analytical reasoning.

The needs of a mathematics major will vary according to the alternative they choose upon graduation. Consequently, three options are offered to the major. The first option is in pure mathematics and is primarily intended for the major who will attend graduate school in

mathematics. Those who select the mathematics major for its intrinsic value 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 your 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 31 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.

TEACHING OPTION: This option requires an additional 12 hours of mathematics at the 200 level or above including Mathematics 303 and 340 and one additional course at the 400 level or above. Also required are Education 403 and Computer Science 102. The CS 102 requirement will be waived for students who successfully complete Mathematics 245.

Majors electing this option must complete the approved secondary mathematics teacher certification program. A complete description of this program appears in the "Departmental Guide to the Mathematics Major".

APPLIED MATHEMATICS OPTION: This option requires Mathematics 245 and 18 additional hours of mathematics at the 290 level or above including either 331 or 531; either 450 or 460; and 490. Also required is an approved area of application of at least 18 hours. The area of application may be departmental, interdisciplinary or topical. An applied Mathematics major, in consultation with his advisor, should develop a proposed area of application and submit it to the applied mathematics committee for approval as early as possible in his academic career. This proposal should normally be submitted by the end of the Sophomore year in order to allow the student sufficient time to make any modifications that the applied mathematics committee may require.

01 BASIC MATHEMATICS (3)

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

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

101 COLLEGE ALGEBRA (3)

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

NOTE: The sequence Mathematics 101 and Mathematics 107 is equivalent to Mathematics 111 for satisfying the prerequisite to Mathematics 120 or Mathematics 216.

A student who has completed Mathematics 111 or Mathematics 120 may not subsequently receive credit for Mathematics 101 or Mathematics 107.

A student who has completed Mathematics 101 or 107 may not subsequently receive credit for Mathematics 111.

- 104 **ELEMENTARY STATISTICS (3)**
 Probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals and tests of hypotheses.
 Prerequisite: Mathematics 101 or its equivalent.
 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.
- 107 **TRIGONOMETRY (3)**
 A course emphasizing the circular functions and their analytic properties. Topics are graphs of the trigonometric functions, identities, trigonometric equations, inverse trigonometric functions, logarithms, and the solution of triangles. This course was formerly numbered as Mathematics 102.
 NOTE: See the note below Mathematics 101.
- 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: This course, in conjunction with Mathematics 140, is designed to fulfill the general degree requirement in mathematics/logic for majors in elementary education, special education areas and those students seeking middle school certification. The combination of Mathematics 101 and 140 would be a less desirable but admissible alternative for these students. A student may not receive credit towards graduation for both Mathematics 101 and 139.

140 INTUITIVE GEOMETRY FOR THE ELEMENTARY AND MIDDLE SCHOOL TEACHER (3)

This is a course in geometry designed primarily for the elementary and middle school teacher. Topics included are logic; Euclidean figures, theorems, and constructions; transformations; coordinate geometry; area, volume, and surface area, and axiomatic structure.

Prerequisite: Mathematics 101 or 139 or equivalent.

NOTE: See the note below Mathematics 139.

203 LINEAR ALGEBRA (3)

Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, and quadratic forms.

Prerequisite: Mathematics 120 or permission of instructor.

216 INTRODUCTION TO PROBABILITY AND STATISTICS (3)

Emphasis will be on statistical testing and inference with insight into the variety of applications of statistics. Students will have an opportunity to select problems from an area of their interest. Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, analysis of variance.

Prerequisite: Mathematics 104 or Mathematics 111 or equivalent.

NOTE: A student may not receive credit for more than one of the courses Mathematics 216, 217 (Biology 217), 331.

217 INTRODUCTORY BIOMETRY (3)

Introduction to basic statistical methods and their application in the analysis of biological and physical data. Introduction to distributions, experimental design, testing of hypotheses, regression, correlation, analysis of variance, covariance, and factorial arrangements.

Prerequisite: Mathematics 111 or equivalent; and Biology 101, and 102 or 250, or equivalent; or permission of instructor.

NOTE: See the note below Mathematics 216.

220 CALCULUS II (4)

Differentiation and integration of trigonometric functions, techniques of integration, indeterminate forms, l'Hôpital's rule, Taylor's formula, sequences, infinite series, plane curves, and polar coordinates.

Prerequisite: Mathematics 120 or its equivalent.

- 221 **CALCULUS III (4)**
 Geometry of two and three dimensional spaces, limits and continuity of functions of several variables, vector-valued functions, partial derivatives, directional derivatives, Lagrange multipliers, multiple integrals, line integrals, Green's theorem, and surface integrals.
 Prerequisite: Mathematics 220.
- 245 **ELEMENTARY NUMERICAL METHODS (3)**
 Topics covered will include error propagation in machine arithmetic, methods for finding roots and fixed points, numerical differentiation and integration and elementary approximation theory. Students will program in BASIC and FORTRAN.
 Prerequisites: Computer Science 102 and Mathematics 120 or permission of the instructor.
- 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 I (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 ordinary differential equations will also be discussed. Among the topics to be covered are: first order and higher order linear equations, simple numerical methods, the Laplace transform, eigenvalue techniques, systems of equations and phase plane analysis.
Prerequisites: Mathematics 221 and either 203 or permission of the instructor.
- 331 APPLIED STATISTICS (3)
Statistical methods with applications to regression, correlation, analysis of variance and associated models.
Prerequisite: Mathematics 120.
NOTE: See the note below Mathematics 216.
- 340 AXIOMATIC GEOMETRY (3)
An axiomatic development of Euclidean geometry, with topics from non-Euclidean geometry and projective geometry as time allows.
Prerequisite: Mathematics 203 and 220 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.

- 401 INTRODUCTION TO POINT SET TOPOLOGY (3)
 Introductory concepts, topologies and topological spaces, functions, continuity, homeomorphisms, connected spaces, compact spaces, and applications of topology in analysis.
 Prerequisite: Mathematics 311.
- 411 ADVANCED CALCULUS II (3)
 A continuation of Math 311 that will include the study of spaces of continuous functions and an introduction to concepts from measure theory, integration theory, and functional analysis.
 Prerequisite: Mathematics 203 and 311.
- 415 COMPLEX ANALYSIS (3)
 The complex number system, analytic functions, integration, power series, residue theory, analytic continuation, and conformal mapping.
 Prerequisite: Mathematics 311.
- 417,418 READING AND RESEARCH (1-3,1-3)
 Directed reading in mathematics. Open to qualified seniors with permission of the Mathematics Department. A student may take this course for one or two semesters, earning 1-3 hours credit each semester. Credit value in each case will be determined by the type of problem.
 Prerequisite: Mathematics 317.
- 423 INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS (3)
 Partial differential equations, boundary value problems, Fourier series, and special functions.
 Prerequisite: Mathematics 221 and 323.
- 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 **LINEAR PROGRAMMING AND OPTIMIZATION (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. Reports will be submitted by the students describing and analyzing their internships or projects.
Prerequisite: Senior standing and permission of the instructor and department chairperson.
- 495 **SENIOR THESIS (3)**
Under the supervision of a mathematics faculty member, each student will find a topic or problem of abstract mathematics, explore it in depth and write a paper synthesizing the work done along with the

student's perspective of the relative importance of this topic to mathematics.

Prerequisite: Senior standing, permission of the instructor and 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.

531 **MATHEMATICAL STATISTICS II (3)**

Decision theory, estimation, hypothesis testing, regression, correlation, analysis of variance.

Prerequisite: Mathematics 431

551 **OPERATIONS RESEARCH (3)**

An introduction to probabilistic models in operations research. Topics include queueing theory, applications of Markov chains, simulation, integer programming, and nonlinear programming.

Prerequisites: Mathematics 203, 431 and Computer Science 102.



PHILOSOPHY

Associate Professors
James E. Abbott, *chairman*
Rex A. Godow, Jr.
Martin Perlmutter
Hugh T. Wilder

Assistant Professor
Cheryl H. Calhoun

Philosophy involves the critical analysis of those concepts and beliefs which are most fundamental to our world view. These include questions about human nature, morality, religion, political life, and science. Because philosophy involves the critical, rational analysis of such a broad range of issues, an understanding of philosophical issues and philosophical reasoning has applications in every area of human inquiry, including questions concerning values.

What is philosophy's role in the undergraduate curriculum? Philosophy stimulates intellectual autonomy — it sharpens reasoning skills and encourages a deeper, more thoughtful understanding of our basic beliefs about the world, ourselves, and our place in the world. The courses offered by the Philosophy Department stress the importance of being an active seeker of understanding, and not merely a passive recipient of information. It is the Department's hope that exposure to philosophy will help students integrate their actions with the whole of their lives and that students will apply their philosophical skills and knowledge to other academic disciplines.

The philosophy program is designed 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.

The Department also offers a program for those interested in majoring in philosophy as preparation either for graduate study in philosophy or for a career in such areas as law, public administration, and religion.

To these ends, a variety of courses at the lower level 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), med-

icine (170), business (175), law (270), aesthetic, ethical and political values (280, 301, 315), and human nature and its condition (203, 305). The historical series (220, 230) offers an overview of the influx of philosophical ideas into historical currents. To round out the program, the two courses in logic (215, 216), which satisfy the College's General Education Requirements in mathematics/logic, are designed to develop students' reasoning skills in the analysis and evaluation of arguments.

MAJOR REQUIREMENTS: 30 semester hours in philosophy which must include 215 or 216; 220 and 230; and one seminar (450). Of the remaining 18 hours of electives, at least 12 hours must be taken in courses at or above the 200 level.

Unless otherwise specified, 100 and 200 level courses do not have prerequisites. Students should take note that Philosophy 102 may be taken before Philosophy 101. Prerequisites for courses numbered on the 300 to 400 level are: either 3 semester hours from 100 to 200 level courses (except 215 and 216) or permission of the instructor, unless otherwise specified.

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

- 101 **INTRODUCTION TO PHILOSOPHY: BELIEFS AND VALUES (3)**
An introduction to philosophy through an examination of some of the perennial ethical, political, and religious problems which confront humans.
- 102 **INTRODUCTION TO PHILOSOPHY: KNOWLEDGE AND REALITY (3)**
An introduction to philosophy through an examination of some of the major problems which arise in the inquiry into the nature of reality and knowledge.
- 110 **NATURE, TECHNOLOGY, AND SOCIETY (3)**
An examination of the philosophical problems arising from the impact of science and technology on contemporary society. Topics will include the relation of technology to society and political systems, the place of the individual within a modern technocratic society, the influence of technology on human views of nature, and the question of human values and scientific knowledge.
- 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.
- 198 **SPECIAL TOPICS IN PHILOSOPHY (3)**
 An introductory examination of selected topics or issues in philosophy. The course may be repeated if the content is different.
- 203 **PHILOSOPHY OF HUMAN NATURE (3)**
 An examination of what some influential thinkers—e.g. Darwin, Descartes, Freud, Marx, Plato, Sartre, Skinner — have said about human nature.
- 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 (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 **NINETEENTH-CENTURY PHILOSOPHY (3)**
 An examination of philosophical thought during the nineteenth century, covering such thinkers as Hegel, Marx, Comte, Bentham and Mill.
- 255 **GOD, FAITH, AND REASON**
 An examination of such issues as: the nature of religious experience, arguments for the existence of God, whether there is a conflict between reason and faith, immortality, the nature of miracles, and the problem of evil.

- 265 PHILOSOPHY OF SCIENCE (3)
 An examination of the methodology and conceptual foundations of the sciences, including such topics as the structure of scientific theory, the relation of theory to experiment, the genesis and development of scientific concepts, and the evolution of scientific theories.
 Prerequisite: Science major, or one course in philosophy, or the permission of the instructor.
- 270 PHILOSOPHY OF LAW (3)
 The purpose of this course is to study the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental legal concepts and normative theories.
- 280 AESTHETICS (3)
 A philosophical study of beauty and of the creation, appreciation, and criticism of works of art.
- Prerequisites for work in courses numbered on the 300 to 400 level: either 3 semester hours from 100 to 200 level courses (except 215 and 216) or permission of the instructor, unless otherwise specified.*
- 301 ETHICS (3)
 An introduction to some of the theories and proposals concerning the moral nature of man, the origins of moral values, the concept of good, the concept of right and wrong, and the justification of ethical beliefs.
- 305 EXISTENTIALISM (3)
 A study of existential philosophy, covering such thinkers as Kierkegaard, Nietzsche, Jaspers, Heidegger, Marcel, and Sartre.
- 306 ANALYTIC PHILOSOPHY (3)
 A study of such major movements in recent Anglo-American philosophy as Logical Atomism, Logical Positivism, and Ordinary Language Philosophy.
- 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 such philosophers as 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 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?

398 ADVANCED TOPICS IN PHILOSOPHY (3)

An intensive examination of selected topics or issues in philosophy. The course may be repeated if the content is different.

450 SEMINAR IN PHILOSOPHY (3)

An intensive examination of a selected perspective or tradition, problem, or philosopher. May be repeated for credit.
Prerequisite: Junior or senior philosophy major or 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 AND HEALTH

Associate Professors
W.L. Hills, Jr., *chairman*
Richard N. Godsen

Assistant Professors
Max D. Kennedy, Maxine Thomas

Instructor
B. Jean Hamilton

Adjunct Faculty
George K. Wood, Joan C. Cronan, Anthony Meyer

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

GENERAL INFORMATION

Courses listed under the Basic Physical Education (BPE) heading are intended for the general college student. Courses listed as Physical Education (PED) are intended for the Physical Education Major, but may be taken on a limited elective basis by non-Majors. Courses in Health (HEA) are intended to meet State certification requirements for teachers or to enhance students' knowledge in selected areas of Health.

Courses in Basic Physical Education (BPE) and in Physical Education (PED) may be taken for elective credit by the non-Physical Education

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

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-major students.

- 100 INTRODUCTION TO PHYSICAL FITNESS, SPORT, AND PHYSICAL ACTIVITY (2)
An introductory course dealing with the 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, techniques, practice of skills, and rules of basketball and volleyball.
- 107 BEGINNING SWIMMING (2)
A course designed to teach the non-swimmer how to swim. Emphasis on drown proofing and elementary forms of water safety.
- 108 ADVANCED SWIMMING (2)
A course designed to improve swimming skills with emphasis on water safety, stroke mastery, elementary forms of lifesaving, and life guarding.
- 109 AEROBICS AND ANAEROBICS (2)
An introduction to the principles of aerobic and anaerobic training. The specific and general effects of scientifically sound training programs will be examined; students will then execute an individualized program designed to meet their training needs. Lectures, 1 hour per week. Laboratory, 2 hours per week.
- 112 TUMBLING AND GYMNASTICS (2)
An introductory course with instruction in tumbling (individual, dual, and group activities) rebound tumbling, pyramid building and gymnastics, including the trampoline, vaulting, balance beam, parallel bars, and the side horse.
- 115 PHYSICAL CONDITIONING AND WEIGHT TRAINING (2)
A course designed to teach the accepted methods of developing and maintaining physical fitness. Consideration will be given to diet, nutri-

tion, posture, physical form, and the role of resistance exercise in the improvement of physical fitness.

- 116 **BEGINNING GOLF (2)**
The history, techniques, practice of skills, and rules of golf.
NOTE: Lab fee required.
- 117 **BADMINTON AND RACQUETBALL (2)**
The history, techniques, practice of skills, and rules of badminton and racquetball.
- 118 **SAILING (2)**
The course will provide the student with instruction in the basic fundamentals of sailing. Attention will also be given to the safe, reasonable operation of the sailing craft, as well as instruction in the proper care and maintenance of sail boats.
NOTE: Lab fee required.
- 119 **BEGINNING TENNIS (2)**
The history, techniques, practice of skills, and rules of tennis.
- 185 **DANCE I (2)**
An introductory course involving modern dance, jazz, ballet, and other popular dance forms and technique.
- 186 **DANCE II (2)**
The course will focus on more advanced technique in the dance forms involved, particularly modern and ballet, and will also include interpretation, improvisation, choreography, and elementary performance.

PHYSICAL EDUCATION (PED)

PED courses are intended for the Physical Education Major, but may be taken on a limited elective basis by non-majors. No more than eight hours of PED coursework may be taken for credit by non-major students. PED 101 should be the first course for the prospective major and lower-numbered courses may be assumed to be prerequisites for higher-numbered courses.

This is a two-track major in Physical Education. Students entering the program would normally choose between the teacher preparation track or the optional (non-teaching) track. It is possible and permissible for a student to complete both tracks, but that would not be the usual case.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION WITH TEACHER CERTIFICATION: Includes 18 hours of Physical Education courses (PED) in

addition to the core curriculum for a total of 34 semester hours. Specific courses in Physical Education and additional courses in Education are required to meet NASDTEC and South Carolina Department of Education requirements for teacher certification.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION, NON-TEACHING: Includes 18 semester hours in Physical Education (PED) courses in addition to the core curriculum for a total of 34 semester hours. A minimum of an additional 12 semester hours of coursework outside the Physical Education department are chosen by the student with the guidance and approval of a departmental committee. These 12 hours may be interdepartmental in nature or may be taken from one department; they will serve to augment the specific vocational or educational track chosen by the student.

Core Curriculum: Consists of 16 semester hours of courses in Physical Education and three semester hours of Health which must be taken by all students seeking a Bachelor of Science Degree with a major in Physical Education. These courses are PED 101, PED 101L, PED 230, PED 240, PED 420, and HEA 216. Core curriculum courses are indicated by an asterisk.

***PED 101 INTRODUCTION TO PHYSICAL EDUCATION (3)**

A required introductory course for physical education majors. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to physical education.

***PED 101L- INTRODUCTION TO PHYSICAL EDUCATION LABORATORY (1)**

Students' competencies will be evaluated in areas determined by the physical education department.

PED 109- AEROBICS AND ANAEROBICS (2)

An introduction to the principles of aerobic and anaerobic training. The specific and general effects of scientifically sound training programs will be examined; students will then execute an individualized program designed to meet their training needs.

PED 130- ANALYSIS AND CONDUCT OF TEAM SPORTS ACTIVITIES (3)

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.

PED 140- ANALYSIS AND CONDUCT OF LIFETIME SPORTS (3)

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.

PED 150- RHYTHMS AND GYMNASTICS (2)

Designed to instruct the student in the teaching techniques of rhythms and gymnastics. Practical application will be gained through the teaching of mini-lessons in the class.

PED 210- INTRAMURAL SPORTS (3)

The significance and meaning of intramural sports in secondary schools and colleges in the United States with supervised work in planning, promoting, scheduling, organizing, and directing individual and team sports. Supervised work two hours per week.

Prerequisite: Permission of the instructor.

PED 220- SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)

Studies in topics of current interest designed to supplement offerings in the department or to investigate an additional specific area of physical education. Repeatable up to three credit hours.

Prerequisite: Permission of instructor.

*PED 230- KINESIOLOGY (3)

The course explores the techniques of human motion analysis. Particular emphasis is placed on the anatomical, mechanical and physical principles of motion analysis.

Prerequisite: Human Anatomy.

*PED 240- WORK PHYSIOLOGY (3)

The major objective of this course is to assist the student in gaining an understanding and appreciation of the physiological and metabolic adaptations attendant with the performance of physical work.

Prerequisite: BIO 201 (Human Physiology)

PED 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.

PED 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.

PED 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.

PED 330- SPORT SCIENCE AND REHABILITATION (3)

Designed to introduce the student to the prevention, care, and rehabilitation of sports related injuries, prescriptive, exercise, and cardiac rehabilitation.

Prerequisites: PED 230 and 240.

PED 350- MANAGEMENT OF RECREATION (3)

Principles and practice in planning, observing, conducting and evaluating recreation programs of various agencies and of schools which conduct the community-school recreation program. The managerial and sociological aspects of each program will be emphasized.

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.

PED 400, 401, 402 — INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3)

Designed to give the student individually structured study and experience in allied areas such as cardiac rehabilitation, athletic training, coaching, commercial and industrial health, fitness, and recreation, or others approved by the department. Repeatable up to four semester hours.

Prerequisite: Permission of the department.

***PED 420- ANALYSIS OF PHYSICAL PERFORMANCE (3)**

The course explores the unique measurement tools used for the assessment of human physical performance. Particular emphasis is placed on the design and use of instruments for assessment in body mechanics, sports skills, fitness and motor skills, as well as the use and interpretation of standardized tests in the field. The application of statistical analysis procedures essential for the evaluation of such measures is included.

Prerequisite: MAT 104 or equivalence; Knowledge of BASIC.

PED 432- PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL CHILD (3)

Course designed to prepare students to construct and implement an appropriate physical education and recreation curriculum for the handicapped learner. Field experience required.

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.

*NOTE: HEA 216 — Personal and Community Health is a core course for the Physical Education Major and is listed in the Health (HEA) offerings.

HEALTH

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

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

PHYSICS

Associate Professors

Donald M. Drost, David H. Hall, William R. Kubinec
William A. Lindstrom, Laney R. Mills
Robert J. Dukes

J. Fred Watts, *chairman*

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

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

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

MAJOR REQUIREMENTS

THE BACHELOR OF SCIENCE: The courses required for the degree of Bachelor of Science with a major in Physics are Physics 201, 202, 301, 403, 404, 409, 411, and Mathematics 323, 423, and 14-16 additional hours chosen with departmental approval from Physics 302, 306, 307, 308, 310, 311, 320, 330, 405, 406, 407, 408, 413, 415, for a total of 37 hours of Physics and 18 hours of Math counting prerequisites. Under special circumstances, with departmental approval, Physics 101 & 102 may replace Physics 201 & 202. Suggested programs of study for graduate school in Physics, Astronomy and Astrophysics, Atmospheric Sciences, and Engineering are available from the Physics Department.

THE BACHELOR OF ARTS: Required courses are Physics 201, 202, 411, and additional courses to a total minimum of 30 semester hours. The additional courses necessary to complete the major are to be selected by the student, with the approval of his or her departmental

advisor, to form a coherent program. Under special circumstances, with departmental approval, Physics 101, 102, may replace Physics 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 107 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 I (3)

An introduction to astronomy. Subjects covered are; a brief history of astronomy; coordinates, time; the earth's structure and motion; instru-

ments 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.

- 129L **ASTRONOMY I LABORATORY (1)**
A laboratory program to accompany Physics 129. Laboratory, three hours per week.
Corequisite and prerequisite: Physics 129 is a corequisite or prerequisite for Physics 129L.
- 130 **ASTRONOMY II (3)**
A continuation of Physics 129. Lectures, three hours per week. Corequisite and prerequisite: Physics 130L is a corequisite or prerequisite for Physics 130. Physics 129 is a prerequisite for Physics 130.
- 130L **ASTRONOMY II LABORATORY (1)**
A laboratory program to accompany Physics 130. Laboratory, three hours per week.
Corequisites and prerequisites: Physics 130 is a corequisite or prerequisite for Physics 130L. Physics 129L is a prerequisite for Physics 130L.
- 150 **PHYSICS OF SOUND AND MUSIC (4)**
An investigation of mechanical and electronic generation of sound, propagation of sound, perception of sound and music, the acoustics of vocal and instrumental music, musical elements such as pitch, loudness and timbre, and musical constructs such as scales, temperament, and harmony. The course involves only basic mathematics. This course is team taught by physics and fine arts faculty. Lectures, three hours per week; laboratory, three hours per week.
- 201 **GENERAL PHYSICS (4)**
Introduction to principles of physics for scientists. Subjects covered are mechanics (vectors, linear and rotational motion, equilibrium, and gravitational fields); heat (mechanical and thermal properties of solids, liquids, and gases); light and sound (vibratory and wave motion, geometrical and physical optics, and spectra); electricity and magnetism (A.C. and D.C. fields, currents and circuits) modern physics. Lecture three hours a week; laboratory, three hours a week.
Prerequisite: Mathematics 120 or equivalent or permission of instructor.
- 202 **GENERAL PHYSICS (4)**
A continuation of Physics 201. Lectures, three hours per week; laboratory, three hours per week.
Prerequisite: Physics 201.

- 205 **INTELLIGENT LIFE IN THE UNIVERSE (3)**
A general survey of the topic, stressing the interrelations between the fields of astronomy, physics, chemistry, biology, geology, and philosophy. Topics include: physical setting for origin and evolution of life, existence of such conditions elsewhere, possible number of extra-terrestrial civilizations, possibility of contact, implications of an encounter. Features guest speakers. Lectures, three hours per week.
- 301 **CLASSICAL MECHANICS (3)**
Newtonian dynamics of particles and rigid bodies, relativistic mechanics, Lagrangian and Hamiltonian mechanics. Waves. Lectures, three hours per week.
Prerequisites: Physics 202 and Math 323, or permission of the instructor.
- 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 323 or permission of instructor.
- 308 **ATMOSPHERIC PHYSICS**
An introduction to the study of the Earth's atmosphere. Topics covered include Atmospheric Thermodynamics, Synoptic Meteorology, Violent Storms, radiative transfer, the global energy balance and atmospheric dynamics.
Prerequisites: PHY 202, Math 220
- 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 202 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, four 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.
- 350 **DYNAMICS (3)**
 A continuation of Physics 249. The principle topics are kinematics and kinetics of particles and rigid bodies of finite size. Techniques of vector mathematics are employed. Lectures, three hours per week.
 Prerequisite: Physics 349 or permission of the instructor.
- 360 **INTRODUCTION TO GEOPHYSICS (4)**
 The application of principles of gravity, electricity, magnetism, and seismology to problems dealing with the structure and composition of the earth's crust.
 Prerequisites: Geology 101 and Physics 101 or permission of the instructor. 3 lecture and 3 laboratory hours per week.
- 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.

- 403 **INTRODUCTORY QUANTUM MECHANICS (3)**
Wave-particle duality; the wave function; general principles of quantum mechanics; systems in one, two and three dimensions; electron spin; perturbation theory; scattering theory; electro-magnetic radiation; systems containing identical particles; applications. Lectures, three hours per week.
Prerequisites: Physics 301 and Math 423.
- 404 **INTRODUCTORY QUANTUM MECHANICS (3)**
A continuation of Physics 403. Lectures, three hours per week.
Prerequisite: Physics 403.
- 405 **MODERN PHYSICS LABORATORY (2)**
Designed to acquaint advanced students with some of the classic experiments of modern physics and to develop the student's experimental and laboratory techniques. Laboratory, six hours per week.
Prerequisite or corequisite: Physics 320.
- 406 **MODERN PHYSICS LABORATORY (2)**
A continuation of Physics 405. Laboratory, six hours per week.
Prerequisite: Physics 405.
- 407 **INTRODUCTION TO NUCLEAR PHYSICS (3)**
An introduction to the theory of the nucleus, including constituents of the nucleus, nuclear forces and structure, natural and induced radioactivity, properties of alpha, beta, and gamma radiation, particle accelerators, fission, fusion and nuclear reactors. Lectures, three hours per week.
Prerequisite or corequisite: Physics 301.
- 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 423 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 (3)**
An independent study project in which a student works on a research project. The student must take the initiative in seeking a physics department member to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the physics department during the semester prior to the semester for which credit will be awarded. This course is intended for senior physics students.
Prerequisite: Approval of project proposal.
- 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.

POLITICAL SCIENCE

Professors

Thomas A. Palmer, chairman, Earl O. Kline

Associate Professors

John R. Dempsey, Samuel M. Hines

William V. Moore, Frank Petrusak

Assistant Professors

Luther F. Carter, David S. Mann

Jack Parson

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

Special features of the major include the Political Science Seminar (PSC 403, 404) for highly qualified advanced students; various special topics courses concerning specific issues of public policy; the opportunity for independent study; and the field internship (PSC 497, 498), which is designed to enable students to put their theoretical classroom knowledge to the test in actual working situations in government. For qualified students, tutorial study (PSC 399) and the opportunity in the senior year to undertake a Bachelor's Essay (PSC 499) are also available.

MAJOR REQUIREMENTS: 36 semester hours are required for a major in political science. All political science majors must include a minimum of 3 semester hours in four of the five subfields of political science. Political Science 101 is required of all Political Science majors. Political Science 101 is a prerequisite for all other Political Science Courses except Political Science 102. This is applicable to both majors and non-majors.

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, except Political Science 102.
- 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)
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.
- 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.

I

AMERICAN POLITICS

- 104 COMPARATIVE STATE POLITICS (3)
This course compares political institutions and behaviors of different states, emphasizing state legislatures, governors, judiciaries, state political parties, and public budgeting.
- 223 URBAN GOVERNMENT AND POLITICS (3)
Attention is focused upon the impact of an urban society upon the forms, structure, and functions of county and municipal governments; the political problems generated by metropolitan growth; the various approaches to the governing of the metropolis; the political process in urban communities; and upon community power structure and decision-making.
- 224 THE URBAN COMMUNITY AND ITS PROBLEMS (3)
A survey of the basic problems of the urban community with emphasis on community problems and conflict management.
- 230 AMERICAN FOREIGN POLICY (3)
A study of the institutions and elements involved in the formulation of American Foreign Policy. The diverse factors, national and global, influencing the position and actions of the United States in international society will be analyzed.
- 263 CRIMINAL JUSTICE (3)
An analysis of the criminal justice system from defining crimes through arrest to conviction and sentencing, with emphasis on the relationships between the actors and institutions in the system and purposes served by the system.
- 305 GOVERNMENT AND BUSINESS RELATIONS (3)
An analysis of government-business interaction in the political system. Emphasis is on business' interest representation in government and the impacts of government on the business community. This course is also listed as Business Administration 305.
- 306 LEGISLATIVE PROCESS: THE CONGRESS (3)
Organization, procedures, and behaviors of legislative bodies in America, with emphasis on the United States Congress.
- 307 JUDICIAL PROCESS (3)
An analysis of the major legal concepts and operations of the American judicial system; emphasis on the political as well as legal factors involved in judicial decision-making.
- 309 EXECUTIVE PROCESS: THE PRESIDENCY (3)
An analysis of structure, behavior, history and roles of executive institutions in the American political system.

- 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 COMMUNITY POWER (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.
- 370 NATIONAL SECURITY POLICY (3)
An analysis of American security policies and strategies with emphasis on the operations and functions of the institutions involved.
- 430 CASE STUDIES IN AMERICAN FOREIGN POLICY (3)
A selected number of individual cases concerning the substantive problems encountered in American foreign policy will be given intensive study. Readings and case studies will emphasize crisis analysis and relate current policies to domestic and international inputs and pressures on this nation's policy-making machinery.

COMPARATIVE POLITICS

- 119 INTRODUCTION TO COMPARATIVE POLITICS (3)
An introduction to the structures and processes of foreign political systems and to the nature of comparative inquiry.

- 221 COMPARATIVE CONTEMPORARY DEMOCRACIES (3)
An examination of the forms of democratic government with particular emphasis on European political systems, including Britain, Germany and France.
- 222 COMPARATIVE COMMUNIST POLITICAL SYSTEMS (3)
Issues to be treated include the meaning and essential characteristics of communism, the role of the Party, and its leadership, states of development, the role of ideology and instruments of mobilization. Countries to be studied include the Soviet Union, mainland China, and Cuba.
- 340 POLITICS OF CONTEMPORARY SOUTHEAST ASIA (3)
A detailed study of the post World War II development of Southeast Asia including problems of population, economic underdevelopment, insurgency, and internal politics.
- 350 DEVELOPING COUNTRIES: LATIN AMERICA (3)
A survey of the political, economic, social forces, and problems involved in the politics of Latin America.
- 352 DEVELOPING COUNTRIES: INDIA AND PAKISTAN (3)
A survey of the economic, social, and political problems and their impact on the political development of India and Pakistan.
- 353 DEVELOPING COUNTRIES: AFRICA (3)
An examination of the political, social, and economic problems encountered by the independent countries of Africa.
- 360 THE POLITICS OF MODERNIZATION (3)
A study of the problems that confront the developing countries of Asia, Africa, Middle East, and Latin America; and the examination of the programs, solutions, and development policies.
- 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.

III

INTERNATIONAL POLITICS

- 261 **INTERNATIONAL RELATIONS-THEORIES AND CONCEPTS (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 **INTERNATIONAL RELATIONS-GLOBAL PERSPECTIVES (3)**
An analysis of political, economic, social and cultural forces underlying global interrelations within the international community. The role of international organizations and contemporary political developments in such areas as Europe, Asia, and the Middle East will be stressed.
- 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.
- 336 **WAR AND DIPLOMACY (3)**
Diplomatic negotiations in modern state systems will be stressed in order to bring out component elements involved in the international process. Failures as well as successes will be studied in order to contribute to an understanding of the causes of War.
- 337 **INTERNATIONAL ORGANIZATIONS (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.
- 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.

POLITICAL THOUGHT AND PUBLIC LAW

- IV
- 260 **WESTERN POLITICAL THOUGHT (3)**
A survey of principal ideas and concepts developed by Western politi-

cal thinkers from Plato to modern times. Emphasis is on relating classical political thought to contemporary politics.

270 PHILOSOPHY OF LAW (3)

The purpose of this course is to study the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental legal concepts and normative theories.

315 CONSTITUTIONAL LAW (3)

Origin and development of the American Constitution and constitutional issues; relationship of English constitutional development to doctrines and principles of American constitutionalism. Offered alternate years.

316 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.

331 INTERNATIONAL LAW (3)

An examination of the principles of international law, particularly as interpreted and applied by the United States. Emphasis will be on current legal problems of the international community, such as maritime law, space law, trade agreements, and regulatory treaties.

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 thought, the development of civic culture, and the ideology of the common man.

368 METHODS OF POLITICAL SCIENCE (3)

An examination of the methodological foundations of contemporary political science, including a survey of the dominant approaches to political inquiry.

369 SURVEY RESEARCH IN POLITICS (3)

The use of the survey, or poll, in studying politics. Students develop, conduct, and analyze their own surveys.

380 POLITICS THROUGH LITERATURE (3)

An examination of key political themes as portrayed in novels, short stories, and other literary forms. Themes include the democratic tradition in America, political alienation in industrial society, and the phenomenon of totalitarianism. Authors whose works might be used include: Alexander Solzhenitsyn, Mark Twain, Robert Penn Warren,

George Orwell, Norman Mailer, Arthur Koestler, Albert Camus, Andre Malraux, Kurt Vonnegut.

- 405 **POLITICAL THEORY (3)**
A study of the theories concerning the purpose and functions of the state. It is concerned with the political theorists from Plato to Machiavelli. May be taken independently of 406.
- 406 **POLITICAL THEORY (3)**
A continuation of 405. It is concerned with examining political theorists from Machiavelli to Marx. May be taken independently of 405.
- 407 **MODERN IDEOLOGIES (3)**
A study of the major political doctrines and political cultures of the present day, with primary emphasis upon Communism, Fascism, Socialism, and the doctrines of the modern democratic state.

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.
- 203 **ORGANIZATION THEORY (3)**
Course Description: A survey of the organizational aspects of the administrative process. Considerations of organizational goal-setting and displacement, as well as social and structural pathologies affecting administrative practice.
- 204 **PUBLIC MANAGEMENT (3)**
A review of management philosophies and strategies pertaining to administrative practice in the public sector. The course will include topics ranging from the management of resources to the management of personnel.
- 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.
- 211 **POLICY EVALUATION (3)**
A review of the strategies for analyzing performance and goal achievement in the public sector. The course includes a survey of the

criteria, methodology, and analytical techniques employed in governmental evaluations. An opportunity will be provided to apply these strategies and techniques in an evaluative situation.

Prerequisite: Political Science 210

- 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.
- 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.)
- 344 COMPARATIVE ADMINISTRATION AND POLICY (3)
The course examines public administration in a variety of national settings. Emphasis on a functional approach which examines staffing, training, personnel policy, organizational structures, and policy formulation in each of the countries under analysis.
- 409 SEMINAR IN GOVERNMENT FINANCE (3)
The role of fiscal management and planning in the administrative process; budgetary theory and process; and intergovernmental fiscal relations.
- 410 SEMINAR IN PUBLIC PERSONNEL POLICY (3)
A review of the history, characteristics, and operational components of public personnel administration. Consideration of contemporary research affecting organizational development in the public and quasi-public domain.

PSYCHOLOGY

Associate Professors

William Bischoff, *chairman*

Mary G. Boyd, Paul W. Holmes, Charles F. Kaiser
James V. Robinson, Peter J. Rowe, Faye B. Steuer

Assistant Professors

Michael M. Marcell, Carol C. Toris

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

The Department welcomes both those students planning to major in the field and those students whose major interest lies elsewhere but who wish to take courses in psychology either to broaden and support their other interest or to fulfill the Minimum Degree Requirements in social science. For all students, Psychology 101 and 102 are the basic courses.

MAJOR REQUIREMENTS: 36 semester hours, which must include Psychology 101 and 102 (General Psychology), Psychology 211 (Psychological Statistics), Psychology 212 (Experimental Psychology), and eight additional courses in psychology. Students majoring in psychology are advised to include courses in biology, mathematics, philosophy, and sociology/anthropology in their programs of study.

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

101 GENERAL PSYCHOLOGY (3)

An introduction to the scientific study of behavior and a survey of general principles and significant experimental findings.

102 GENERAL PSYCHOLOGY (3)

A continuation of Psychology 101 with an introductory consideration of specific fields of psychological inquiry.

Prerequisite: Psychology 101.

- 108 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 101 and 102.
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 108. A student who has completed Psychology 108 may not subsequently receive credit for Psychology 309 and/or Psychology 322.
- 211 PSYCHOLOGICAL STATISTICS (3)
Elementary statistical techniques and their application to the analysis and interpretation of psychological data.
Prerequisite: Psychology 101 and 102.
- 212 EXPERIMENTAL PSYCHOLOGY (3)
Standard experiments in the areas of reaction time, sensation, perception, learning and emotion. Lecture, two hours a week; laboratory, three hours a week.
Prerequisite: Psychology 211.
- 213 CONDITIONING AND LEARNING (3)
A survey of the experimental study of human and animal learning with an introductory consideration of modern learning theory.
Prerequisite: Psychology 101 and 102.
- 307 ABNORMAL PSYCHOLOGY (3)
The psychological aspects of the behavior disorders with emphasis on the psychoneuroses and psychoses.
Prerequisite: Psychology 101 and 102.
- 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: Psychology 101 and 102.
- 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: Psychology 101 and 102.
NOTE: A student who has completed Psychology 309 may not receive credit for Psychology 108.
- 310 SOCIAL PSYCHOLOGY (3)
A study of the principles of human interaction including a consid-

eration of such topics as social learning, person perception, attitudes, prejudice, and analysis of small group behavior.

Prerequisite: Psychology 101 and 102.

- 315 TESTS AND MEASUREMENTS (3)
A consideration of the history, theory, and techniques of psychological measurement. Attention is given to the measurement of intelligence, personality, interests, attitudes and aptitudes. Limited experience in test administration and interpretation is provided.
Prerequisite: Psychology 211.
- 316 SYSTEMS OF PSYCHOLOGY (3)
A study of contemporary psychological theory, including a consideration of Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis.
Prerequisite: Psychology 101 and 102.
- 317 MOTIVATION (3)
A critical analysis of the concept of motivation in historical perspective with an emphasis on contemporary research and theories.
Prerequisite: Psychology 101 and 102.
- 318 COMPARATIVE PSYCHOLOGY (3)
A comparison and explanation of the similarities and differences in the behavior of different species of animals.
Prerequisite: Psychology 101 and 102.
- 319 PHYSIOLOGICAL PSYCHOLOGY (3)
A consideration of anatomical and physiological correlates of behavior.
Prerequisite: Psychology 101 and 102.
- 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 101 and 102.
- 322 DEVELOPMENTAL PSYCHOLOGY II (3)
A continuation of Developmental Psychology I, with attention given 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: Psychology 101 and 102. Completion of Developmental Psychology I (Psy 309) is recommended.
NOTE: A student who has completed Psychology 322 may not subsequently receive credit for Psychology 108.

- 323 **ADVANCED PSYCHOLOGICAL STATISTICS (3)**
Advanced topics involved in the psychometric interpretation of psychological data. Consideration is given to selected parametric and nonparametric techniques. Limited exposure is given to the measurement of reliability and validity of tests.
Prerequisite: Psychology 211.
- 324 **EXPERIMENTAL DESIGN (3)**
The basic principles of experimental design and the interpretation of experimental data.
Prerequisite: Psychology 212.
- 325 **EXPERIMENTAL ANALYSIS OF BEHAVIOR (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 212; or permission of instructor.
- 326 **COGNITIVE PSYCHOLOGY (3)**
Empirical findings and theoretical models in human information processing and performance are examined. Examples of topics include attention and pattern recognition, memory and imaginal representation, problem solving, reasoning, creativity, and sensory-motor skills.
Prerequisite: Psychology 101 and 102.
- 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 101 and 102.
- 328 **SENSORY PROCESSES (3)**
Auditory, vestibular, somesthetic, olfactory, and gustatory systems are examined from physiological and psychological perspectives. Determinants of phenomena of nonvisual perception are considered. Exposure is given to psychophysical methods and detection theory. Lectures, 3 hours a week.
Prerequisites: Psychology 101 and 102.
- 329 **ENVIRONMENTAL PSYCHOLOGY (3)**
A study of the relationships between human behavior and the physical environment including a consideration of such topics as the effects of the arrangement of interior spaces, structures of communities, crowding in urban environments, climate and natural disasters. Opportunity will be provided for student participation in research projects.
Prerequisite: Psychology 101 and 102.

- 330 **BEHAVIOR CONTROL (3)**
A study of the application of the principles of operant and respondent conditioning to the control of human behavior, both normal and disordered, including a consideration of the moral and social implications of the behavior control technologies. Lectures, 3 hours per week.
Prerequisite: Psychology 213.
- 331 **EXPERIMENTAL SOCIAL PSYCHOLOGY (3)**
A consideration of current issues in the theory and methodology in social psychology. Opportunity will be provided for participation in research. Lectures, two hours per week; laboratory, three hours per week.
Prerequisite: Psychology 310 or equivalent and permission of instructor.
- 335 **PSYCHOLOGY OF LANGUAGE (3)**
The reception, comprehension, and expression of language will be considered from psychological perspectives. Examples of topics include the biological basis of language, the social uses of language, speech perception and production, psycholinguistics, and language development.
Prerequisite: Psychology 101 and 102.
- 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, 401, 402, 403 **INDEPENDENT STUDY (1-3)**
Individually supervised reading and/or research on a topic or project agreed upon by student and supervisor.
Prerequisite: Open to junior and senior psychology majors with the permission of a staff member as supervisor. Formal written application must be submitted prior to registration stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise. No student having a GPA of less than 3.0 in psychology courses will be admitted to Independent Study. The amount of credit to be awarded will be decided prior to registration. (No more than 6 s.h. of independent study may be applied to meet the requirements of the major.)
- 410 **SPECIAL TOPICS IN PSYCHOLOGY (3)**
An examination in-depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor. Lecture, three hours per week.
Prerequisite: Open to Juniors and Seniors with the permission of the

instructor. (No more than 6 s.h. in special topics may be applied to meet the requirements for the major.)

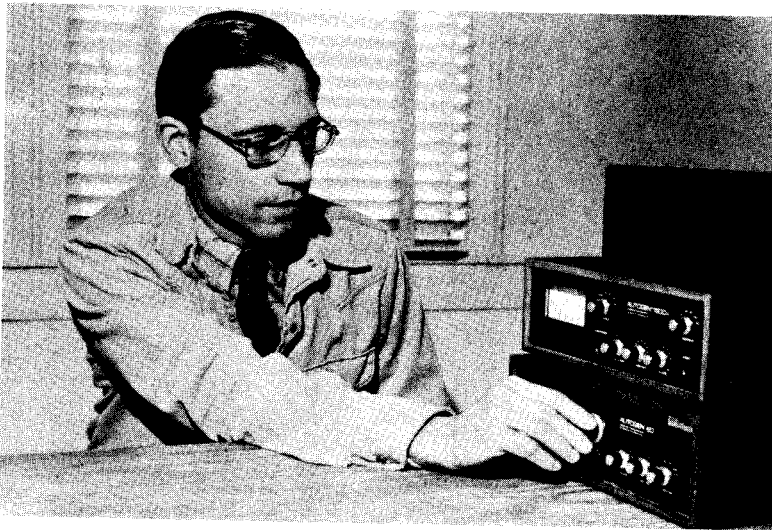
414 ADVANCED GENERAL PSYCHOLOGY (3)

A consideration of selected topics from various fields of psychology. Designed to be taken in the senior year.

Prerequisite: Psychology 101, 102, and twelve additional semester hours of psychology.

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.



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); God, Faith, and Reason (PHL 255); Sociology of Religion (SOC 356); Man, the Myth Maker (Classics 158); Special Topics in Mythology (Classics 159); 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.
- 202 INTRODUCTION TO THE NEW TESTAMENT (3)
An introduction to the types of literature in the New Testament (Gospels, Acts, Epistles, Apocalypse) and to the distinctive content of that literature. The philosophical and theological idea of the New Testament and their roots in earlier Hebraic and classical thought will be highlighted. The nature of Jesus, his distinctive ethical teachings, incarnation, immortality, and resurrection are among the topics that will be considered. The history of texts and versions, the process of canonization of the literature, and the critical methods of scriptural study will also be discussed.
Prerequisite: none

- 298 **SPECIAL TOPICS IN RELIGIOUS STUDIES (3)**
An examination of a special topic in religious studies. Formulation of the specific topic will reflect both student and faculty interest. Students interested in a specific topic course should contact the chairperson of the Department of Philosophy.
Prerequisite: none.
- 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.



SOCIOLOGY AND ANTHROPOLOGY

ASSOCIATE PROFESSORS

Gary Brana-Shute
Klaus de Albuquerque (on leave 1/82-1/83)
Robert E. Tournier, *chairman*

ASSISTANT PROFESSORS

Julie B. Brown
Harry L. Humphries (visiting)
Ernest R. Rigney, Jr. (visiting)
Theresa A. Singleton

Sociology is the scientific study of man's social life. It focuses on forces which organize and structure social activities as well as forces which disorganize and threaten to dissolve them. As a science, sociology applies objective and systematic methods of investigation to the identification of the patterns and forms of social life and to the understanding of 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 or 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 sociology major a student may pursue 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 area courses (ANT 320's) and either Archaeology (ANT 202) or Introduction to Physical Anthropology (ANT 203). It is anticipated, although not required, that those electing this concentration will take Anthropology 101.

Non-majors wishing to take six semester hours of sociology to fulfill their Minimum Degree Requirements in social science are required to take Sociology 101, but may take Sociology 202, 205, 206, or 231 in the second semester.

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

SOCIOLOGY

- 101 INTRODUCTION TO SOCIOLOGY (3)
An introduction to the study of the individual and society as mutually influencing systems.
- 202 INTRODUCTION TO SOCIAL INSTITUTIONS (3)
The study of the nature, structure, and function of the major institutions developed and maintained by society to serve its ends.
Prerequisite: Sociology 101.
- 205 SOCIAL PROBLEMS (3)
The sociological approach to the analysis of social problems. Selected problems will be analyzed to demonstrate that approach.
Prerequisite: Sociology 101 or permission of instructor.
- 206 SOCIOLOGY OF THE FAMILY (3)
Analysis of courtship, marriage, and family relationships.
Prerequisite: Sociology 101 or permission of instructor.

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

ethnic relations in contemporary American society.
Prerequisite: Sociology 101 or permission of instructor.

344 SOCIAL GERONTOLOGY (3)

An investigation of the sociological aspects of aging with an emphasis on the social problems faced by older citizens and those faced by the members of society because of those citizens. Biological and psychological influences on the social behavior of the aged will be considered as they relate to the problems studied.

Prerequisite: Sociology 101 and 202 or permission of instructor.

349 SPECIAL TOPICS IN SOCIAL PROBLEMS (3)

An intensive examination of some special topics in social problems. Formulation of the specific subject matter for the course will reflect both student and faculty interest.

Prerequisite: Sociology 101 and 202 or permission of instructor.

351 URBAN SOCIOLOGY (3)

Theory and research in the study of the location and growth of urban areas, the effect urban areas have upon behavior, and the study of social behavior in differential urban settings.

Prerequisite: Sociology 101 and 202 or permission of instructor.

352 HUMAN ECOLOGY AND DEMOGRAPHY (3)

Consideration of theory and research emerging around the concepts of human ecology and demography. A review of the background of human ecology and demography is followed by readings, reports, and research on its contemporary development.

Prerequisite: Sociology 101 and 202 or permission of instructor.

353 SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS (3)

Analysis of occupational roles and structures; adjustment problems of various career stages; interrelationships of stratification systems, life styles, and occupations.

Prerequisite: Sociology 101 and 202 or permission of instructor.

354 SOCIAL STRATIFICATION (3)

The nature of social status systems, and the means by which people obtain and change their positions. Emphasis is on American society.

Prerequisite: Sociology 101 and 202 or permission of instructor.

355 SOCIOLOGY OF EDUCATION (3)

A study of the sociological structure and functions of modern education in America through college, and the relationships of the school as a social institution to the family, and to governmental and religious institutions.

Prerequisite: Sociology 101 and 202 or permission of instructor.

- 356 **SOCIOLOGY OF RELIGION (3)**
Sociological analysis of groups, beliefs, and practices as they relate to certain social variables in society.
Prerequisite: Sociology 101 and 202 or permission of instructor.
- 357 **POLITICAL SOCIOLOGY (3)**
Analysis of problems involved in the study of power relations in society; distribution of power in society; types and processes of government, political participation and political mobilization.
Prerequisite: Sociology 101 and 202 or permission of instructor.
- 358 **COMPLEX ORGANIZATIONS (3)**
An examination of contemporary theories and research strategies concerning complex organizations, such as manufacturing firms, hospitals, schools, churches and community agencies.
Prerequisite: Sociology 101 and 202 or permission of instructor.
- 359 **SPECIAL TOPICS IN SOCIAL ORGANIZATION (3)**
An intensive examination of some special topics in social organization. Formulation of specific subject matter for the course will reflect both student and faculty interest.
Prerequisite: Sociology 101 and 202 or permission of instructor.
- 360 **MODERN SOCIAL THEORY (3)**
Selected topics and issues in contemporary social theory. Prerequisite: Sociology 260 or permission of instructor.
- 362 **SOCIAL CHANGE (3)**
An examination of various attempts, both classical and modern, to explain change and development of societies. Some attention will be focused upon the literature relevant to contemporary problems of change in underdeveloped countries.
Prerequisite: Sociology 101 and 202 and 360.
- 369 **SPECIAL TOPICS IN SOCIAL THEORY (3)**
An intensive examination of some special topic in social theory. Formulation of the specific subject matter for the course will reflect both student and faculty interest.
Prerequisite: Sociology 101 and 202 and 360.
- 371 **RESEARCH STRATEGY AND TECHNIQUES IN SOCIOLOGY (3)**
An examination of the nature of scientific inquiry and its application to sociological research using selected techniques of data collection and analysis.
Prerequisite: Sociology 101 and 202 and six hours of upperlevel 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 INTRODUCTION TO ANTHROPOLOGY (3)
A study of the major fields of anthropology, archaeology, ethnology, and linguistics. This course was formerly ANT 201.
- 202 ARCHAEOLOGY (3)
An introduction to basic theory and techniques of the reclamation of cultural remains.
Prerequisite: ANT 101 or permission of instructor.
- 203 INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3)
An introduction to the study of human physical development including

a survey of human evolution, race, man's relationship to other primates, and the effects of culture upon man's physical development.

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

- 320 **NORTH AMERICAN ETHNOLOGY (3)**
A survey of the cultural areas of North America at European contact, with descriptions of typical cultures in each area.
Prerequisite: ANT 101 or permission of instructor.
- 321 **ETHNOLOGY OF OCEANIA (3)**
An overview of the pre-and post-contact cultures of the Southern Pacific (Melanesia, Polynesia, Micronesia).
Prerequisite: ANT 101 or permission of instructor.
- 325 **ETHNOLOGY OF LATIN AMERICA (3)**
A review of major sociocultural developments in prehistoric and historic Latin America. Emphasis will be placed on Mexico, the Andes, and the Caribbean.
Prerequisite: ANT 101 or permission of instructor.
- 326 **ETHNOLOGY OF EUROPE (3)**
A review of major sociocultural developments in historic and modern Europe. Emphasis will be placed on modern peasant societies.
Prerequisite: ANT 101 or permission of instructor.
- 350 **CULTURE CHANGE (3)**
A study of current and historic theories concerning the process of cultural change. Attention will also be given to the techniques involved in the analysis and control of directed cultural and social change.
Prerequisite: ANT 101 or permission of instructor.
- 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.



URBAN STUDIES

Associate Professor
Roger Stough, *chairman*

Assistant Professors
Gary A. Giamartino, James B. London

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

The program is designed to provide maximum flexibility for the individual student within the structured curriculum. Students can concentrate in one of four areas: Urban Administration, Urban Government, Urban Planning, and Urban Social Science. The academic program is complemented by the experience of a practicum (URS 400) in urban related agencies, both public and private. The required practi-

cum offers the student unparalleled vocational opportunities by allowing for the exploration and evaluation of talents and interests in a non-academic work setting.

In addition to the undergraduate curriculum, the Urban Studies program, which is housed in the College's Center for Metropolitan Affairs and Public Policy, is supplemented with a community service division and a public policy research program.

URBAN STUDIES CURRICULUM

MAJOR REQUIREMENTS: The Urban Studies major requires a total of 42 semester hours: 21 hours in core requirements and 21 hours in a designated area of concentration. The following core courses provide the foundation on which a concentration is built.

CORE COURSES (21 HOURS)

All core courses must be taken by Urban Studies majors. They are:

Business Administration 304: BUSINESS STATISTICS (3), or Math 260:
MATHEMATICAL MODELING AND PUBLIC DECISION MAKING

Economics 307: URBAN FINANCE(3)

History 203: AMERICAN URBAN HISTORY (3)

Political Science 223: URBAN GOVERNMENT & POLITICS (3)

Sociology 351: URBAN SOCIOLOGY (3)

Urban Studies 201: INTRODUCTION TO URBAN PUBLIC AFFAIRS (1)

This course introduces the student to the field of urban public affairs. The student learns about the basic urban functions and public policy analysis through the study of policy issues in such areas as mass transportation, planning, social welfare, education, planning, finance, capital investments, and criminal justice. This should be one of the first courses taken.

Urban Studies 380: URBAN PUBLIC POLICY (3)

This course provides the student with a historical analysis of American Urban Policy and introduces him/her to U.S. National urban policy through a comparison of Urban Policy in other countries, e.g., Great Britain, Sweden, Canada, Australia, Poland, and East Germany. This course is aimed at helping to integrate the diverse coursework of urban studies majors. This should be taken in the junior or senior year.

Urban Studies 400: PRACTICUM (2)

URS 400 is a supervised field learning experience in an urban setting. The student observes and becomes involved in the

functions and operations of a private sector, governmental, or community service agency. The weekly seminar provides a forum in which the student, in concert with the faculty coordinator, can integrate knowledge gained in the classroom with that acquired during the field experience. Students must obtain instructor's permission the term before the students plan to enroll in this course.

The following courses are prerequisites for the core courses:

Economics 201 and 202 for Economics 307

Math 101, 104, 105 for Math 260 and BA 304

Political Science 101 for Political Science 223

Sociology 101 and 202 for Sociology 351

Students should plan their course of study with their faculty advisor to assure that prerequisites are satisfied early enough in their program so as not to interfere with enrollment in core courses. Several courses in the concentrations also have prerequisites.

AREAS OF CONCENTRATION (21 HOURS)

Students may select one of four areas of concentration: Urban Administration, Urban Planning, Urban Government, and Urban Social Sciences. All concentrations require 21 hours.

Urban Administration (21 hours)

Urban Studies majors concentrating in Urban Administration select two of the following three courses:

Business Administration 203: ACCOUNTING CONCEPTS I (3) or a suitable course in Fiscal Policy/Budgeting approved by the student's advisor.

Business Administration 301: MANAGEMENT CONCEPTS (3) or Political Science 204: PUBLIC MANAGEMENT (3)

Political Science 201: PUBLIC ADMINISTRATION (3)

And at least 15 hours from the following courses with no more than 9 hours from one department.

Business Administration 204: ACCOUNTING CONCEPTS II (3)

Business Administration 303: BUSINESS FINANCE (3)

Business Administration 307: PERSONNEL MANAGEMENT (3)

Business Administration 335: GOVERNMENTAL & INSTITUTIONAL ACCOUNTING (3)

Business Administration 406: QUANTITATIVE METHODS AND DECISION MAKING (3)

Economics 304: LABOR ECONOMICS (3)

Economics 317: MICROECONOMIC ANALYSIS (3)

Economics 320: MANAGERIAL ECONOMICS (3)

Political Science 203: ORGANIZATION THEORY (3)

Political Science 210: INTRODUCTION TO POLICY ANALYSIS (3)

Political Science 409: GOVERNMENT FINANCE (3)

Political Science 410: SEMINAR IN PUBLIC PERSONNEL POLICY (3)

Sociology 358: COMPLEX ORGANIZATIONS (3)

Urban Studies 399: SPECIAL TOPICS SEMINAR (3)

This course is designed to study the development and process of policy making in a specialized field in urban society. Topics, which change each semester, have included Public Sector Procurement and Dynamics of Historic Preservation.

Urban Studies 401: INDEPENDENT STUDIES (3)

A study directed by a faculty member with a student on various subjects. Permission of the instructor and advisor required before the student registers for this course.

Urban Planning (21 hours)

Urban Studies majors concentrating in urban planning select two of the following three courses:

Fine Arts 206: CITY DESIGN IN HISTORY (3)

Political Science 210: INTRODUCTION TO POLICY ANALYSIS (3)

Urban Studies 310: URBAN PLANNING (3)

Topics will include the history of planning, macro theories of planning, goal setting, and implementation within contemporary political settings. Primary emphasis will be placed upon the application of planning techniques within agencies and within urban communities using appropriate case studies.

And at least 15 hours from the following courses, with no more than 9 hours from one department:

Biology 204: MAN AND THE ENVIRONMENT (3)

Economics 317: MICROECONOMIC ANALYSIS (3)

Fine Arts 201: AMERICAN ARCHITECTURE (3)

Fine Arts 312: MODERN ARCHITECTURE (3)

Geology 205: URBAN AND ENVIRONMENTAL GEOLOGY (3)

Political Science 201: PUBLIC ADMINISTRATION (3)

Political Science 224: URBAN COMMUNITY AND ITS PROBLEMS (3)

- Political Science 325: URBAN COMMUNITY I (3)
 Psychology 329: ENVIRONMENTAL PSYCHOLOGY (3)
 Sociology 205: SOCIAL PROBLEMS (3)
 Sociology 352: HUMAN ECOLOGY AND DEMOGRAPHY (3)
 Urban Studies 350: ENVIRONMENTAL POLICY (3)

Historical and current issues affecting public perspectives and policies toward the environment will be examined. The focus of the course will be interdisciplinary emphasizing legal and economic considerations as well as those in the applied life and physical sciences.

- Urban Studies 399: SPECIAL TOPICS SEMINAR (3)

See above for course description.

- Urban Studies 401: INDEPENDENT STUDY (3)

See above for course description.

Urban Government (21 hours)

Urban Studies majors concentrating in Urban Government select five of the following courses:

- Political Science 104: COMPARATIVE STATE POLITICS (3)
 Political Science 201: PUBLIC ADMINISTRATION (3)
 Political Science 202: ORGANIZATION THEORY (3)
 Political Science 204: PUBLIC MANAGEMENT (3)
 Political Science 210: INTRODUCTION TO PUBLIC POLICY ANALYSIS (3)
 Political Science 224: URBAN COMMUNITY AND ITS PROBLEMS (3)
 Political Science 263: CRIMINAL JUSTICE (3)
 Political Science 306: LEGISLATIVE PROCESS: THE CONGRESS (3)
 Political Science 310: AMERICAN BUREAUCRACY (3)
 Political Science 318: AMERICAN POLITICAL MOVEMENTS (3)
 Political Science 319: POLITICAL PARTIES AND INTEREST GROUPS (3)
 Political Science 320: PUBLIC OPINION AND VOTING BEHAVIOR (3)
 Political Science 325: URBAN COMMUNITY (3)
 Political Science 366: AMERICAN POLITICAL THOUGHT(3)
 Political Science 369: SURVEY RESEARCH IN POLITICS (3)
 Political Science 409: GOVERNMENT FINANCE (3)
 Political Science 410: SEMINAR IN PUBLIC PERSONNEL POLICY (3)

And two of the following courses:

- Economics 306: MONETARY POLICY AND THEORY (3)
 Economics 318: MACROECONOMIC ANALYSIS (3)
 Economics 325: ECONOMIC DEVELOPMENT (3)
 Economics 330: COMPARATIVE ECONOMIC SYSTEMS (3)

- Psychology 308: PSYCHOLOGY OF PERSONALITY (3)
- Psychology 310: SOCIAL PSYCHOLOGY (3)
- Psychology 329: ENVIRONMENTAL PSYCHOLOGY (3)
- Sociology 205: SOCIAL PROBLEMS (3)
- Sociology 332: COLLECTIVE BEHAVIOR (3)
- Sociology 333: SOCIALIZATION (3)
- Sociology 357: POLITICAL SOCIOLOGY (3)
- Sociology 358: COMPLEX ORGANIZATIONS (3)
- Sociology 362: SOCIAL CHANGE (3)

Urban Social Sciences (21 hours)

Urban Studies majors concentrating in Urban Social Sciences select from the following group of courses:

Nine hours in one discipline including one methods course (designated by*), one theory/survey course (designated by**), and one other course in the same discipline.

And twelve hours from the remaining courses with at least two other disciplines represented.

- Economics
 - 304: LABOR ECONOMICS(3)
 - 308: EVOLUTION OF ECONOMIC DOCTRINES (3)**
 - 319: INTRODUCTION TO ECONOMETRICS AND MATHEMATICAL ECONOMICS (3)*
 - 325: ECONOMIC DEVELOPMENT (3)
 - 330: COMPARATIVE ECONOMIC SYSTEMS (3)
- English
 - 328: THE ENGLISH NOVEL: II (3)
 - 344: NINETEENTH CENTURY AMERICAN LITERATURE, II (3)
 - 345: TWENTIETH CENTURY AMERICAN LITERATURE (3)
- History
 - 200: HISTORIOGRAPHY (3)*
 - 295: HISTORY OF THE UNITED STATES, 1918-1945 (3)**
Or History 296
 - 296: HISTORY OF THE UNITED STATES, 1945-PRESENT (3)** or History 295
 - 330: AMERICAN LABOR HISTORY (3)
- Philosophy
 - 265: PHILOSOPHY OF NATURAL SCIENCES (3)
 - 315: POLITICAL AND SOCIAL PHILOSOPHY (3)

- Political Science
- 104: COMPARATIVE STATE POLITICS (3)
 - 210: INTRODUCTION TO PUBLIC POLICY ANALYSIS (3)
 - 263: CRIMINAL JUSTICE (3)
 - 319: POLITICAL PARTIES AND INTEREST GROUPS (3)
 - 325: URBAN COMMUNITY I (3)
 - 366: AMERICAN POLITICAL THOUGHT (3)** or Political Science 407
 - 368: SCOPE AND METHODS OF POLITICAL SCIENCE (3)*
 - 407: MODERN IDEOLOGIES (3)** or Political Science 366
- Psychology
- 310: SOCIAL PSYCHOLOGY (3)
 - 316: SYSTEMS OF PSYCHOLOGY (3)**
 - 324: EXPERIMENTAL DESIGN (3)*
 - 329: ENVIRONMENTAL PSYCHOLOGY (3)
- Sociology & Anthropology
- 260: DEVELOPMENT OF SOCIAL THOUGHT (3)**
 - 341: CRIMINOLOGY (3)
 - 342: JUVENILE DELINQUENCY (3)
 - 343: RACE AND ETHNIC RELATIONS (3)
 - 344: SOCIAL GERONTOLOGY (3)
 - 352: HUMAN ECOLOGY AND DEMOGRAPHY (3)
 - 358: COMPLEX ORGANIZATIONS (3)
 - 371: RESEARCH STRATEGY AND TECHNIQUES IN SOCIOLOGY (3)*
- Urban Studies
- 350: ENVIRONMENTAL POLICY (3)
(See above for course description.)
 - 399: SPECIAL TOPICS (3)
(See above for course description.)
 - 401: INDEPENDENT STUDY
(See above for course description.)

ADMINISTRATIVE REGULATIONS

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974.

A Federal law designed to provide students greater access to and control over information contained in their educational records while at the same time prohibiting, in most circumstances, the release of any information contained in those educational records without the express written consent of the student.

The requirements of this Federal law are:

- 1) *Student guarantees:*
 - a. privacy of records.
 - b. open access by students to their records.
 - c. omission of educationally irrelevant information.
 - d. restricted release — only to specified authorities or with a student's written consent.
 - e. procedures allowing student to challenge contents of records.
- 2) Maintenance of a records inventory as to location, contents, staff member in charge, record of any official review.
- 3) Forms necessary to obtain access are provided by the Registrar's office.
- 4) Notice of this law must be given annually to all students.

THE GRADING SYSTEM

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

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

Letter Grade	Grade Points (Quality Points)
A Superior	4.00
B+ Very Good	3.50
B Good	3.00
C+ Fair	2.50

C	Acceptable	2.00
D	Barely Acceptable, Passing	1.00
F	Failure	0
I	Incomplete	0
W	Withdrawn	0
WA	Withdrawn-Absences— equivalent to an F	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

All withdrawals must be processed on the appropriate forms. To withdraw from individual courses, the student must withdraw through the Registrar's Office.

If the student voluntarily withdraws from a course before the official withdrawal date 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 that date, 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.

WITHDRAWAL FROM THE COLLEGE

To withdraw officially from the College, students must withdraw through the Counseling Office. When a student withdraws from the College, grades for the courses affected will be assigned according to the regulations stated above, under "Dropped Courses." Upon official withdrawal, a student will be refunded the \$25 Enrollment and Graduation fee.

Students may decide to withdraw from the College because they wish to transfer to another institution, because of financial, family, or personal difficulties, or for a variety of other reasons. Students who are considering withdrawing from the college should immediately set up an appointment with the Counseling Office. A counselor can offer the student professional and personal guidance, and can be especially helpful if the decision to withdraw is a stressful one. Students should withdraw officially, through the Counseling Office, because this will ensure that their record on file at the College is orderly and accurate. An accurate student record will be especially important in the individual's future, whether the person does or does not return to school.

ATTENDANCE

Students are expected to attend regularly all classes and laboratory meetings of the courses in which they are enrolled, and they will be expected to make up any work missed because of absence. During the first week of classes, every instructor will announce and distribute his or her attendance policy. In light of the written policy, the instructor may decide to drop a student for excessive absences. The grade recorded will be a WA, which is a failing grade.

ABSENCE FROM FINAL EXAMINATIONS

The temporary mark of X may be assigned if a student is absent from a final examination. Not a grade, the X reverts to an F within 48 hours unless an excused absence has been granted by the Dean of Undergraduate Instruction. When an excused absence has been granted, the X is changed to an I.

The Dean will grant an excused absence if the student is ill on the day of the examination or if extenuating circumstances prevented the student's presence at the examination. Students who are absent because of illness must submit, with their own explanation, a physician's certificate to the Dean. An excused absence entitles the student to a make-up examination, which will be held as soon as possible. Any student who has not been granted an excused absence will fail the course and will be able to obtain credit only by repeating the course and earning a passing grade.

Re-examinations are not allowed.

SEMESTER HOURS (CREDIT HOURS)

The credit 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 of 122 semester hours of credit is required for graduation. In order to graduate all students must earn at least two quality points for every hour they have attempted at the College of Charleston, i.e., a grade point ratio of at least 2.0. In addition, students must maintain a grade point ratio (GPR) of at least 2.0 for all courses 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 x 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 each semester. This is the grade point ratio the student has earned up to that point at the College. The cumulative GPR is computed by dividing the total grade points the student has earned at the College by the total number of hours he or she has carried (excluding English 01 and Mathematics 01). For example, a student who has earned a total of 180 grade points over 90 semester hours would have a cumulative GPR of 2.0.

MINIMUM SCHOLASTIC ATTAINMENT

Students who are enrolled at the College of Charleston must earn a minimum grade point ratio according to the following schedule:

Cumulative Hours Successfully Completed	Cumulative Grade Point Ratio
0-19	1.20
20-59	1.60
60-89	1.85
90 or more	2.00

If in any semester there is a deficiency in the cumulative grade point ratio required for unconditional continuation, the student will be placed on academic probation. The student must make up this deficiency i.e., bring the cumulative grade point ratio back into line with the above standards, within the next 15 hours attempted. All 15 hours need not be taken in the immediately ensuing semester. Rather, a judgment will be made about the student's case at the conclusion of the semester in which he or she completes the 15th hour. If, at the end of the semester in which the 15th hour is completed, the student's cumulative grade point ratio is not back in line with the standards above, the student will be withdrawn from the College for academic deficiency. Mathematics 01 and English 01 will not be included in the 15 hours that a student has to satisfy probation.

Students who are withdrawn from the College are not eligible for financial aid.

ACADEMIC PROBATION

Students are placed on academic probation as notification that the level of their academic work is endangering their opportunity to continue. Its conditions are intended to provide an occasion for counseling at an early enough date for counseling to be effective, and to give students who are experiencing difficulties a further opportunity to demonstrate adequate performance.

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 not 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.

REPEATING A COURSE

Students may repeat courses they have previously failed. The

grade earned in the repeated course and the failing grade will both be computed in the student's grade point ratio.

Students may also repeat courses for which they have already earned passing grades. The grade earned for the repeated course will appear on the student's transcript. However, no credit hours will be awarded or recorded as attempted for the course, and no grade points will be entered on the student's record. Students wishing to repeat a course already passed must inform the Dean's Office before registration.

EXTRA COURSES

The normal course load for degree candidates is 14-17 credit hours. Enrollment in courses totaling more than 18 credit hours requires special permission from the Dean of Undergraduate Instruction. This permission, which is granted only in exceptional cases, must be obtained before the semester when the overload is to be carried begins.

ENGLISH 01 and MATH 01

3 hours of credit are awarded for the successful completion of these courses. However, grades earned in these courses are not averaged into the GPR, and *the credit hours earned for these courses are not applied toward the 122 total hours required for graduation.*

LEAVE OF ABSENCE

Students may request official leave of absence for one or two semesters. Requests stating the student's reasons for desiring leave should be addressed to the Dean of Undergraduate Instruction before the semester of leave begins. When official leave is granted, the student need not apply for readmission. However, the student must inform the Registrar of his or her intention to return at least two weeks before the semester begins.

CREDIT FOR WORK AT ANOTHER INSTITUTION AND FOR STUDY ABROAD

A degree candidate at the College of Charleston who wishes to receive College of Charleston credit for courses at another institution

— for instance, at a summer school — must secure the approval of the Dean of Undergraduate Instruction before registering for the courses. The Dean will consult the Registrar and the chairman of the equivalent department at the College of Charleston, and may refer the request to the Faculty Academic Standards Committee. The student's request for approval must be in writing and must be accompanied by a current catalog of the institution where the work is to be done. The institution must be fully accredited, and the 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

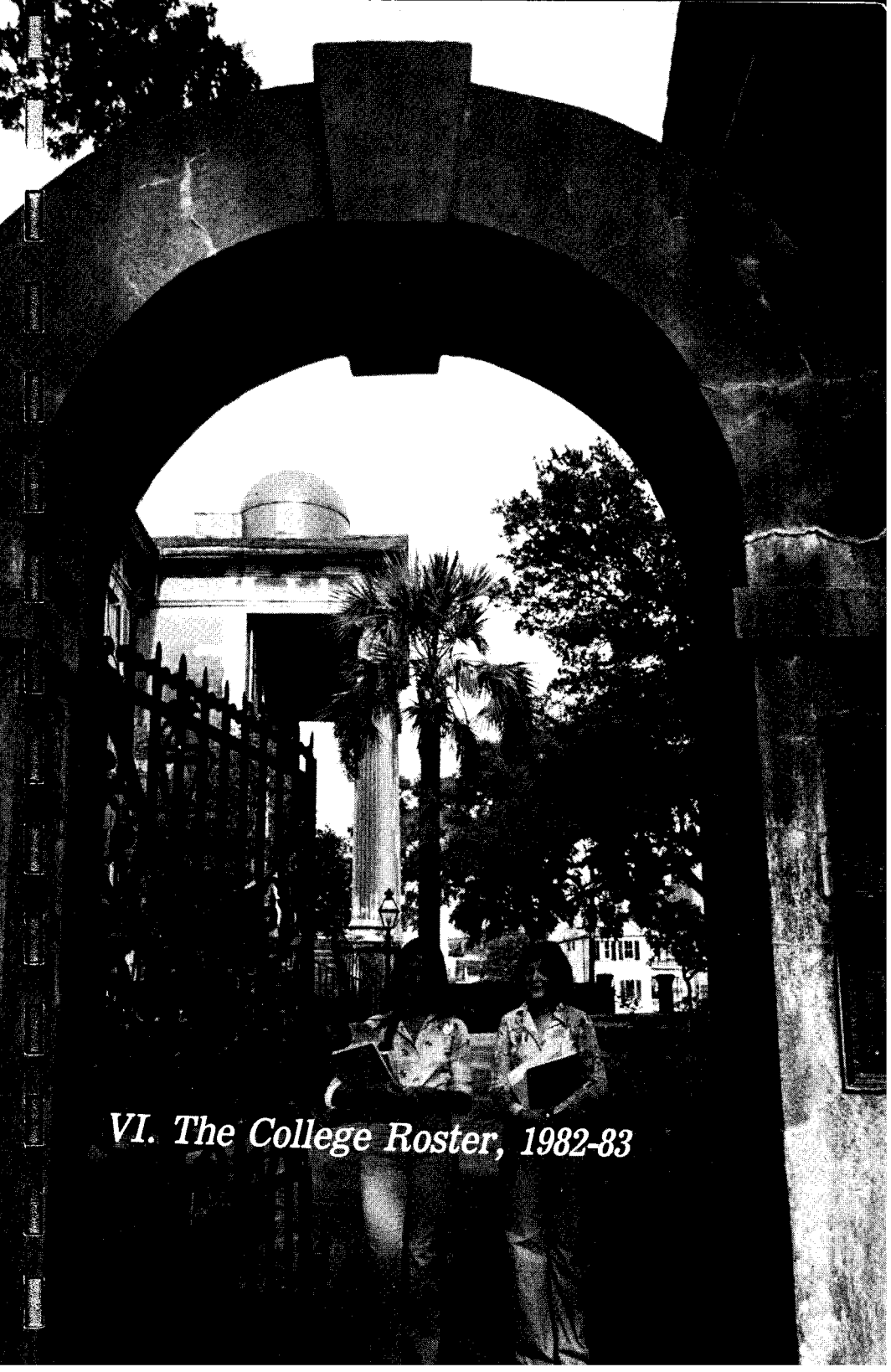
Students who earn a grade point ratio of 3.95 to 4.00 will graduate *summa cum laude*. Students who earn a grade point ratio of 3.80 to 3.94 will graduate *magna cum laude*. Students who earn a grade point ratio of 3.60 to 3.79 will graduate *cum laude*. To be eligible for graduation with honors, at 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).



VI. The College Roster, 1982-83

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members who are appointed by the Governor of South Carolina with the advice and consent of the South Carolina Senate. One member represents each of the sixteen judicial districts of the State. The official title of the Board is the South Carolina State College Board of Trustees.

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Peter D. Hyman	Florence, S.C.	12th Judicial Circuit
Philip Lader	Hilton Head, S.C.	14th Judicial Circuit
Eleanora R. Richardson	Union, S.C.	16th Judicial Circuit

Term Ending June 30, 1983

Ashiel I. Mose	Orangeburg, S.C.	1st Judicial Circuit
Edward S. Ervin, III	Sumter, S.C.	3rd Judicial Circuit
Joe E. Berry, Jr.	Columbia, S.C.	5th Judicial Circuit
Ellen Carter Watson	Spartanburg, S.C.	7th Judicial Circuit
F. Mitchell Johnson	Charleston, S.C.	9th Judicial Circuit
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John E. Johnston, Jr.	Greenville, S.C.	13th Judicial Circuit
Alexander M. Quattlebaum	Georgetown, S.C.	15th Judicial Circuit

THE BOARD OF TRUSTEES



Back Row (L to R) Philip Lader, Edward S. Ervin III, Fitz-John C. McMaster, Ashiel I. Mose, John F. Johnston Jr., Alexander M. Quattlebaum, Allard A. Allston, F. Mitchell Johnson, James A. Rogers, D. Don Caughman. Seated (L to R) Ellen Carter Watson, Joe E. Berry Jr., Sara V. Liverance, Eleanora R. Richardson, Martha W. Barnette. (Not Pictured) Thomas W. Weeks and Peter D. Hyman.

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President

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Vice President, Academic Affairs

Cermette J. Clardy, Jr.
Vice President, Institutional Advancement

George E. Haborak
Vice President, Student Affairs

Vernon G. Rivers
Vice President, Administration and Institutional Research

J. Floyd Tyler
Vice President, Business Affairs

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Anthony J. Meyer *Assistant to the President for Alumni Affairs*

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Paul C. Fisher *Assistant Vice President, International Studies
and Director of the Governor's School*
Paul J. Hamill, Jr. *Assistant Vice President,
Faculty Research and Development*
Calvin W. Jackson *Registrar*
Sue A. Sommer *Dean of Graduate and Continuing Studies*
Frank D. van Aalst *Dean of Experiential Education*

*Dr. Haynsworth served as Vice President for Academic Affairs,
January 1 - June 30, 1982

INSTITUTIONAL ADVANCEMENT

Cermette J. Clardy, Jr. *Vice President*
John E. Burns *Director of Financial Aid*
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Carter C. Hardwick, Jr. *Director of Development*
J. Ernest Locklair *Director of College Relations*
Jerry R. Sanders *Director of Athletics*
Susan N. Sanders *Coordinator of Special Events*
Vanessa J. Turner *Assistant to the Vice President*

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Boyce V. Cox, Jr. *Associate Dean of Career Development
and Placement*
Robin L. Hardin *Director of Student Activities*
John E. Huss *Campus Minister*
Ellenor M. Mahon *Director of Counseling*
Robert W. Marlowe *Director of Residence Life*
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Jerry J. Nuss *Assistant Vice President, Personnel*
W.H. Sandeford *Assistant Vice President, Support Services*
Monica R. Scott *Director of Planning*
Arthur H. Seabrook, Sr. *Director of Public Safety*
Paul D. Smith *Director of Computer Services*

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Joseph E. Bolchoz, Jr. *Assistant Vice President, Comptroller*
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Nicky G. Pappas *Bursar*
David H. Sadler *Assistant Vice President, Purchasing*

THE ALUMNI ASSOCIATION

The College of Charleston Alumni Association has been in continuous operation since 1888.

There is evidence, however, that an organization of alumni known as the Society of Graduates was in existence as early as 1834. Very little is known of this group.

A more definite organization, which bore the name of the Society of the Alumni of the College of Charleston, appeared in 1847, and continued for approximately 25 years.

The present Alumni Association was organized on June 13, 1888, and has existed without a break since that time.

The purpose of the Association, as expressed in its constitution, is "to manifest interest in, and to promote the welfare of, the College of Charleston."

The Alumni Association holds its annual meeting on the Saturday preceding May commencement. At this time, the formal business of the organization, including the election of officers, is transacted.

The annual meeting traditionally has been followed by a reception honoring members of the graduating class.

The Association works in close association with the College's Office of Alumni Affairs. It awards the Willard A. Silcox Alumni Scholarships, which are available to children of alumni; the Alumni Scholarships, to students with leadership potential; the Alumni Medal to the member of the junior class with the highest academic average; academic awards for outstanding work in modern languages (the Graesser Memorial Award) and in mathematics (the Harrison Randolph Award); and Alumni Academic Awards to outstanding students.

Operating through its elected Executive Committee, the group annually conducts membership campaigns, and various fund-raising activities to assist the Association, the College, and the Foundation.

The Association also sponsors gatherings for alumni, faculty, and students throughout the year; and periodically arranges for group tours in this country and overseas.

The Executive Committee assists with the publication of the College Newsletter; promotes alumni gatherings in various cities throughout the country; and helps with class reunions and homecoming celebrations.

The Old Timers, those alumni whose classes have been graduated 50 or more years, are honored with a special reception as part of the annual Founders Day ceremonies in March.

THE ALUMNI EXECUTIVE COMMITTEE FOR 1981-1982:

President - George W. Barnette, III, '57; President-Elect - William J. Kanapaux, '59; Past President - Elizabeth Jenkins Young, '39; Vice Presidents - Jan Buvinger, '65 and Robert M. Hollings, '36; and Secretary-Treasurer - Anthony J. Meyer, '49.

Committeepersons - Charles Baker, '80; Margaret Tiencken Burges, '39; Mike Cohen, '72; William J. Day, '51; Helen Michel Dodds, '63; Otto B. German, '73; David H. Jaffee, '73; Margaret Ehrhardt James, '67; Harriott Means Johnson, Sp.; Philip A. Middleton, '66; James B. Mueller, '78; H. Biemann Othersen, '50; Valerie Pitsenbarger, '79; Kathy Kennerty Rackley, '70; and Bernard Ray, '76.

THE COLLEGE OF CHARLESTON FOUNDATION

The College of Charleston Foundation was established to provide support for students, faculty, and activities of the College for which state support cannot be provided. The Foundation is an eleemosynary corporation whose purpose, as expressed in the by-laws, is to establish and implement a long-range fund raising program. The funds raised are intended to help expand and improve the educational functions of the College and to build an endowment fund to be expended annually by the Foundation directors for the exclusive benefit of the College of Charleston. The Foundation supports scholarships, faculty enrichment programs, and the intercollegiate athletic program of the College.

GIFTS AND BEQUESTS

Gifts to the College of Charleston Foundation are tax deductible. Gifts may be immediate or deferred, and may be either design-

nated for specific purposes or given without restrictions. Gifts may be cash, securities, or any kind of real or personal property. Deferred gifts may be made through bequests, insurance, or a variety of trust agreements. The officers of the Foundation are available to confer with donors at any time, to make certain that both the donor's wishes and possible tax advantages are fully realized. All inquiries should be addressed to the College of Charleston Foundation, Inc.

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Henry J. Lee	Vice President
Bernard F. Puckhaber.....	Secretary
Rufus C. Barkley, Jr.....	Treasurer

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James B. Edwards	Bernard F. Puckhaber
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Henrietta U. Golding	O. Johnson Small
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Thomas Hamby	John M. Trask, Jr.
Richardson M. Hanckel	John W. Zemp

THE FACULTY 1981 - 82

- Myron James Edward Abbott, Ph.D., *Associate Professor of Philosophy* (1969)
A.B., Louisiana College; B.D., New Orleans Baptist Theological Seminary; M.A., Ph.D., Vanderbilt University
- Leslie Abrams, M.S.L.S., *Librarian I* (1978)
B.A., Mount Holyoke; M.S.L.S., University of North Carolina
- Paul E. Allen, M.A., *Assistant Professor English* (1974)
B.A., Huntingdon College; M.A., Auburn University; M.A., University of Florida
- Kathleen T. Alligood, Ph.D., *Assistant Professor of Mathematics* (1979)
B.A., George Washington University; M.A., Ph.D., University of Maryland
- James Philip Anderson, M.S., *Associate Professor of Mathematics* (1957)
B.S., College of Charleston; M.S. University of South Carolina
- Robert L. Anderson, Ph.D., *Associate Professor of Business Administration* (1979)
B.A., Roanoke College, M.B.A., Ph.D., University of Texas
- William D. Anderson, Jr., Ph.D., *Professor of Biology* (1969)
B.S., M.S., Ph.D., University of South Carolina
- Douglas Daniels Ashley, Ph.D., *Associate Professor of Fine Arts* (1972)
B. Mus., M.Mus., Ph.D., Northwestern University; Diploma, Conservatory of Vienna
- Gary L. Anderson, Ph.D., *Associate Professor of Chemistry* (1975)
B.A., Gustavus Adolphus College, Ph.D., University of Iowa
- *Martha Lott Ball, M.L.S., M.L.S., *Librarian III as Head of Public Services* (1973)
B.A., M.L.S., University of South Carolina
- Joseph Barnes, J.D., *Associate Professor of Business Administration* (1981)
B.S., M.B.A., J.D., University of South Carolina

- Joseph J. Benich, Jr., D.B.A., *Associate Professor of Business Administration* (1972)
 B.S.Ch.E., Case Institute of Technology; M.B.A., Case Western Reserve University; D.B.A., Kent State University
- Virginia Doubchan Benmaman, Ph.D., *Associate Professor of Spanish* (1970)
 B.S., University of Wisconsin, M.A., San Francisco State College; Ph.D., University of South Carolina
- Mary Berry, Ph.D., *Assistant Professor of Biology* (1979)
 B.S., College of Charleston; Ph.D., Duke University
- Charles K. Biernbaum, Ph.D., *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 Luthern Seminary; M.A., University of South Carolina
- P. Kenneth Bower, Ed.D., *Associate Professor of Education* (1973)
 B.S., Lock Haven State College; M.Ed., Ed.D., The Pennsylvania State University
- Mary Gilbert Boyd, Ph.D., *Associate Professor of Psychology* (1974)
 B.F.A., M.S., Ph.D., University of Georgia
- *Curtis Bradford, Ph.D., *Assistant Professor of French* (1976)
 B.A., Texas Tech University; M.A., Ph.D. University of Wisconsin
- William Clark Bradford, Jr., Ph.D., *Associate Professor of English* (1970)
 A.B., Colby College; M.A., Ph.D., Duke University
- Gary Brana-Shute, Ph.D., *Associate Professor of Sociology and Anthropology* (1981)
 B.S., State University of New York-Oswego; M.A., University of Michigan; Ph.D., University of Florida
- Julie Vail Brown, Ph.D., *Assistant Professor of Sociology* (1981)
 B.A., Wells College; M.A., Ph.D., University of Pennsylvania
- *Suzanne Wade Byrd, Ph.D., *Associate Professor of Spanish* (1972)
 A.B., University of Georgia; M.A., University of South Carolina; Ph.D., University of Georgia

Cheryl Hause Calhoun, *Assistant Professor of Philosophy* (1981) B.A., Northwestern University; M.A., Ph.D., University of Texas

James L. Carew, Ph.D., *Associate Professor of Geology* (1981)
A.B., Brown University; M.A., Ph.D., University of Texas-Austin

James Richard Carlson, M.A., *Visiting Artist-in-Theatre* (1981)
B.A., Hamline University; M.A., University of Minnesota

Larry A. Carlson, Ph.D., *Assistant Professor of English* (1979)
B.A., State University of New York at Oenonta; M.A., University of Vermont; Ph.D., The Pennsylvania State University

Luther Frederick Carter, Ph.D., *Assistant Professor of Political Science* (1981)
B.A., Florida Technological University; M.P.A., Ph.D., University of South Carolina

Norman Allison Chamberlain, III, Ph.D., *Professor of Biology* (1962)
B.A., University of North Carolina; M.A., Ph.D., The Johns Hopkins University

Malcolm Cameron Clark, Ph.D., *Professor of History* (1966)
B.A., M.A., George Washington University; Ph.D., Georgetown University

Clarence M. Condon, III, Ph.D., *Assistant Professor of Economics* (1980)
B.A., M.A., University of Toledo; Ph.D., University of South Carolina

Vernon Cook, Ph.D., *Professor of German and Russian* (1961)
B.A., Ph.D., University of Virginia

Charles Richard Crosby, Ph.D., *Associate Professor of Computer Science* (1972)
B.S., M.S., Ph.D., Louisiana State University

Robert L. Cross, M.A., *Assistant Professor of English* (1975)
A.B., Stetson University; M.A., University of North Carolina at Chapel Hill.

Clarence Baldwin Davis, Ph.D., *Associate Professor of History* (1973)
A.B., Yale University; M.A., Ph.D., University of Wisconsin

- Klaus deAlbuquerque, Ph.D., *Associate Professor of Sociology* (1978)
B.A., California State University; M.S., Ph.D., Virginia Poly-
technic Institute
- Wilfred Delphin, D.M.A., *Artist in Residence* (1979)
B.A., Xavier University; M. M., Southern Illinois University;
D.M.A., University of Southern Mississippi
- John R. Dempsey, Ph.D., *Associate Professor of Political Science and
Dean of Undergraduate Studies* (1974)
B.A., University of Notre Dame; M.A., College of William and
Mary; Ph.D., University of Massachusetts
- Marion T. Doig, III, Ph.D., *Associate Professor of Chemistry* (1974)
B.S., College of Charleston; M.S., Ph.D., University of South
Carolina
- Rachel Doyle, Ph.D., *Associate Professor of Economics* (1974)
B.S., M.B.A., Ph.D., University of Arkansas
- *Edmund Leon Drago, Ph.D., *Associate Professor of History* (1975)
B.A., University of Santa Clara; M.A., Ph.D., University of Cali-
fornia at Berkeley
- Carla L. Drost, Ph.D., *Assistant Professor of German* (1977)
B.A., M.A., Ph.D., Louisiana State University
- Donald Maurice Drost, Ph.D., *Associate Professor of Physics* (1970)
B.S., M.S., Ph.D., Louisiana State University
- Robert J. Dukes, Jr., Ph.D., *Associate Professor of Physics* (1975)
B.S., University of Arizona; M.S., University of Texas at El
Paso; Ph.D., University of Arizona
- John S. Dunkelberg, M.B.A., *Assistant Professor of Business
Administration* (1980)
B.S., Clemson University; M.B.A., University of South Carolina
- Phillip Dustan, Ph.D., *Assistant Professor of Biology* (1981)
B.A., Adelphi University; Ph.D., State University of New York-
Stony Brook

- Talaat Elshazly, M.S., *Associate Professor of Business Administration* (1979)
B.C., Cairo University; M.S., University of Illinois
- John Frederick Ettlne, II, Ed.D., *Associate Professor of Education* (1971)
B.S., M.Ed., Shippensburg State College; Ed. D., University of Virginia
- Gary Conrad Faber, Ph.D., *Associate Professor of Chemistry* (1970)
B.S., George State College; Ph.D., University of South Dakota
- Michael Martin Finefrock, Ph.D., *Associate Professor of History* (1974)
A.B., Brown University; M.A., Ph.D., Princeton University
- Paul C. Fisher, M.A., *Assistant Professor of German, Assistant Vice President for Academic Affairs for International Studies and Director of the Governor's School* (1975)
B.A., University of Arizona; M.A., Rutgers University
- Hope Morris Florence, M.A., *Visiting Instructor in Mathematics* (1978)
B.A., College of Charleston; M.A., University of South Carolina
- Jeffrey A. Foster, Ph.D., *Associate Professor of French* (1975)
B.A., Brooklyn College; M.A., Hunter College; Ph.D., Rice University
- Robert E. Fowler, Ph.D., *Assistant Professor of Education* (1978)
B.A., M.A., Ph.D., University of Florida
- Emma Louise Frazier, M.S., *Assistant Professor of Computer Science* (1981)
B.S., College of Charleston; M.S., Medical University of South Carolina
- Harry Wyman Freeman, Ph.D., *Professor of Biology* (1960)
B.S., College of Charleston; M.S., University of South Carolina; Ph.D., Stanford University
- Alice Ann Geiling, M.A., *Instructor in French* (1979)
B.A., M.A., University of Connecticut

- Gary A. Giamartino, Ph.D., *Assistant Professor for Metropolitan Affairs and Public Policy* (1979)
A.B., State University College of New York at Fredonia; M.A., Western Kentucky University; Ph.D., George Peabody College for Teachers
- Gerald Wray Gibson, Ph.D., *Professor of Chemistry* (1965)
B.A., Wofford College; Ph.D., University of Tennessee
- Rew A. Godow, Jr., Ph.D., *Associate Professor of Philosophy and Director of the Honors Program* (1976)
A.B., M.A., Ph.D., University of Illinois
- Richard N. Godsen, Ed.D., *Associate Professor of Physical Education* (1974)
B.S., M.Ed., Slippery Rock State College; Ed.D., University of Tennessee
- Dennis Goldsberry, Ph.D., *Associate Professor of English* (1972)
B.A., Utah State University; M.A., Ph.D., University of North Carolina
- William Lawrence Golightly, Ph.D., *Associate Professor of Mathematics* (1972)
B.S., Louisiana Tech University; M.S., Texas A & M University; Ph.D., Clemson University
- Owilender K. Grant, Ph.D., *Director of Upward Bound Program with rank of Associate Professor* (1972)
B.S., South Carolina State College; M.A., Teacher's College, Columbia University; Ph.D., University of South Carolina
- Linda Edwards Greene, Ed.D., *Assistant Professor of Education* (1981)
B.S., Pembroke State; M.Ed., Ed.D., University of Massachusetts
- William Gudger, Ph.D., *Assistant Professor of Fine Arts* (1978)
B.A., Duke University; M.A., Ph.D., Yale University
- George Edward Haborak, Ph.D., *Professor of Mathematics & Vice President for Student Affairs* (1971)
A.B., M.A., Boston College; M.A., Wayne State University; Ph.D., Catholic University of America

James William Hagy, Ph.D., *Professor of History* (1969)
A.B., Kings College; M.A., East Tennessee State University;
Ph.D., University of Georgia

David H. Hall, Ph.D., *Associate Professor of Physics* (1975)
B.S., M.S., Carnegie-Mellon University; Ph.D., Washington
University

William Halsey, *Artist-in-Residence* (1972)
School of Boston Museum of Fine Arts

Paul J. Hamill, Jr., Ph.D., *Associate Professor of Humanities
and Assistant Vice President for Academic Affairs for Faculty
Research and Development* (1976)
A.B., Boston College; Ph.D., Stanford University

Barbara Jean Hamilton, M.Ed. *Instructor in Physical Education* (1975)
B.S., M.Ed., Bowling Green State University

*Rose Condon Hamm, M.S., *Assistant Professor of Mathematics* (1975)
B.S., College of Charleston; M.S., University of South Carolina

Mary Kathleen Haney, M.A., *Assistant Professor of English* (1974)
B.A., St. Francis College; M.A., University of Dayton

Joseph Morgan Harrison, Ph.D., *Associate Professor of English* (1970)
B.A., University of the South; M.A., Ph.D., University of
Virginia

Julian Ravenel Harrison, III, Ph.D., *Professor of Biology* (1963)
B.S., College of Charleston, A.M., Duke University; Ph.D., Uni-
versity of Notre Dame

Marsha Hass, J.D., *Associate Professor of Business
Administration* (1976)
B.A., Clemson University; M.A.T., M.B.A., J.D., University of
South Carolina

James S. Hawkes, Ph.D., *Assistant Professor of Business
Administration* (1977)
B.S., University of Richmond; M.B.A., New York University;
Ph.D., Clemson University

- William Hugh Haynsworth, Ph.D., *Associate Professor of Mathematics and Interim Vice President for Academic Affairs* (1970)
B.A., University of South Florida; M.S., Ph.D., University of Miami
- George Gyorgy Heltai, Dr. Rer. Pol., *Professor of History* (1967)
State Exam (M.A.), Royal Protestant Academy of Law; Dr. Jur., Dr. Rer. Pol., University of Budapest
- Rebecca Barnes Herring, M.Ed., *Associate Professor of Business Administration* (1972)
B.S., M.Ed., University of North Carolina at Greensboro
- Frederick J. Heldrich, Ph.D., *Assistant Professor of Chemistry* (1982)
B.S., Washington and Lee University; Ph.D., Emory University
- M. Sue Hetherington, Ph.D., *Associate Professor of English* (1973)
B.J., University of Missouri; M.Ed., M.A., University of Houston; Ph.D., University of Texas
- William Leroy Hills, Jr., Ph.D., *Associate Professor of Physical Education* (1973)
A.B., University of South Carolina; M.S., Ph.D., Florida State University
- **Samuel Middleton Hines, Jr., Ph.D., *Associate Professor of Political Science* (1973)
A.B., Davidson College; M.A., Ph.D., Duke University
- Paul Whitten Holmes, Ph.D., *Associate Professor of Psychology* (1972)
B.A., Southwestern College at Memphis; M.S., Ph.D., University of Mississippi
- George W. Hopkins, Ph.D., *Associate Professor of History* (1976)
B.A., Miami University; Ph.D., University of North Carolina
- Sara Johnson Hudson, Ph.D., *Visiting Assistant Professor of Chemistry* (1981)
B.S., Salem College; Ph.D., University of South Carolina
- Bishop C. Hunt, Jr., Ph.D., *Associate Professor of English* (1976)
A.B., Harvard University; B. Litt., Oxford University; Ph.D., Harvard University
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*Indicates on leave of absence for academic year

**Indicates on sabbatical leave for academic year

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