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ACADEMIC CALENDAR

1984-85, 1985-86

FALL SEMESTER, 1984

August

25	<i>Saturday</i>	Dormitories Open; Orientation Begins
26	<i>Sunday</i>	Orientation
27	<i>Monday</i>	Orientation
28	<i>Tuesday</i>	Late Registration of New and Readmitted Students
29	<i>Wednesday</i>	Late Registration of Returning Students
30	<i>Thursday</i>	Classes Begin

September

28	<i>Friday</i>	Last Day to Withdraw from a Class with a Grade of "W"
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October

12	<i>Friday</i>	Octoberbreak
15	<i>Monday</i>	Octoberbreak
22	<i>Monday</i>	Midterm Grades Due

November

6	<i>Tuesday</i>	Election Day; Holiday
21	<i>Wednesday</i>	Thanksgiving Holiday Begins, 5 p.m.
26	<i>Monday</i>	Classes Resume

December

11	<i>Tuesday</i>	Classes End
12	<i>Wednesday</i>	Exams Begin
19	<i>Wednesday</i>	Exams End

SPRING SEMESTER, 1985

January

6	<i>Sunday</i>	Dormitories Open; Orientation Begins
7	<i>Monday</i>	Orientation
8	<i>Tuesday</i>	Orientation
9	<i>Wednesday</i>	Late Registration of New and Readmitted Students
10	<i>Thursday</i>	Late Registration of Returning Students
14	<i>Monday</i>	Classes Begin

February

8	<i>Friday</i>	Last Day to Withdraw from Classes with Grade of "W"
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March

4	<i>Monday</i>	Midterm Grades Due
8	<i>Friday</i>	Spring Recess Begins, 5 p.m.
18	<i>Monday</i>	Classes Resume

✧ April

26	<i>Friday</i>	Classes End
29	<i>Monday</i>	Exams Begin

↙ May

6	<i>Monday</i>	Exams End
12	<i>Sunday</i>	Commencement

MAYMESTER AND SUMMER SESSIONS, 1985

Maymester

May 13	<i>Monday</i>	Registration
May 14	<i>Tuesday</i>	Maymester Begins
May 27	<i>Monday</i>	Memorial Day; Holiday
⑥ June 3	<i>Monday</i>	Maymester Ends

Summer I

June 6	<i>Thursday</i>	Registration
June 7	<i>Friday</i>	Registration
June 10	<i>Monday</i>	Summer I and Summer Evening Classes Begin
June 19	<i>Wednesday</i>	Last Day to Withdraw from Classes with a Grade of "W"
7 July 4	<i>Thursday</i>	Independence Day; Holiday
July 9	<i>Tuesday</i>	Summer I Classes End
July 10	<i>Wednesday</i>	Summer I Examinations
July 11	<i>Thursday</i>	Summer I Examinations

Summer II

July 16	<i>Tuesday</i>	Registration
July 17	<i>Wednesday</i>	Summer II Classes Begin
July 24	<i>Wednesday</i>	Summer Evening Monday/Wednesday Classes End
July 25	<i>Thursday</i>	Summer Evening Tuesday/Thursday Classes End
July 26	<i>Friday</i>	Last Day to Withdraw from Classes with a Grade of "W"
July 29	<i>Monday</i>	Summer Evening Monday/Wednesday Examinations
July 30	<i>Tuesday</i>	Summer Evening Tuesday/Thursday Examinations
August 14	<i>Wednesday</i>	Summer II Classes End
August 15	<i>Thursday</i>	Summer II Examinations
August 16	<i>Friday</i>	Summer II Examinations

FALL SEMESTER, 1985

August

25	<i>Sunday</i>	Dormitories Open; Orientation Begins
26	<i>Monday</i>	Orientation
27	<i>Tuesday</i>	Orientation
28	<i>Wednesday</i>	Late Registration of New and Readmitted Students
29	<i>Thursday</i>	Late Registration of Returning Students

September

2	<i>Monday</i>	Classes Begin
27	<i>Friday</i>	Last Day to Withdraw from Classes with a Grade of "W"

October

14	<i>Monday</i>	Octoberbreak
15	<i>Tuesday</i>	Octoberbreak
21	<i>Monday</i>	Midterm Grades Due

November

27	<i>Wednesday</i>	Thanksgiving Holiday Begins, 5 p.m.
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December

2	<i>Monday</i>	Classes Resume
10	<i>Tuesday</i>	Classes End
11	<i>Wednesday</i>	Exams Begin
18	<i>Wednesday</i>	Exams End

SPRING SEMESTER, 1986**January**

5	<i>Sunday</i>	Dormitories Open; Orientation Begins
6	<i>Monday</i>	Orientation
7	<i>Tuesday</i>	Orientation
8	<i>Wednesday</i>	Registration for New and Readmitted Students
9	<i>Thursday</i>	Registration for Returning Students
13	<i>Monday</i>	Classes Begin

February

7	<i>Friday</i>	Last Day to Withdraw from Classes with a Grade of "W"
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March

3	<i>Monday</i>	Midterm Grades Due
7	<i>Friday</i>	Spring Recess Begins, 5 p.m.
17	<i>Monday</i>	Classes Resume

April

25	<i>Friday</i>	Classes End
28	<i>Monday</i>	Exams Begin

May

5	<i>Monday</i>	Exams End
11	<i>Sunday</i>	Commencement

MAYMESTER AND SUMMER SESSIONS, 1986

Maymester

May 12	<i>Monday</i>	Registration
May 13	<i>Tuesday</i>	Maymester Begins
May 26	<i>Monday</i>	Memorial Day; Holiday
June 2	<i>Monday</i>	Maymester Ends

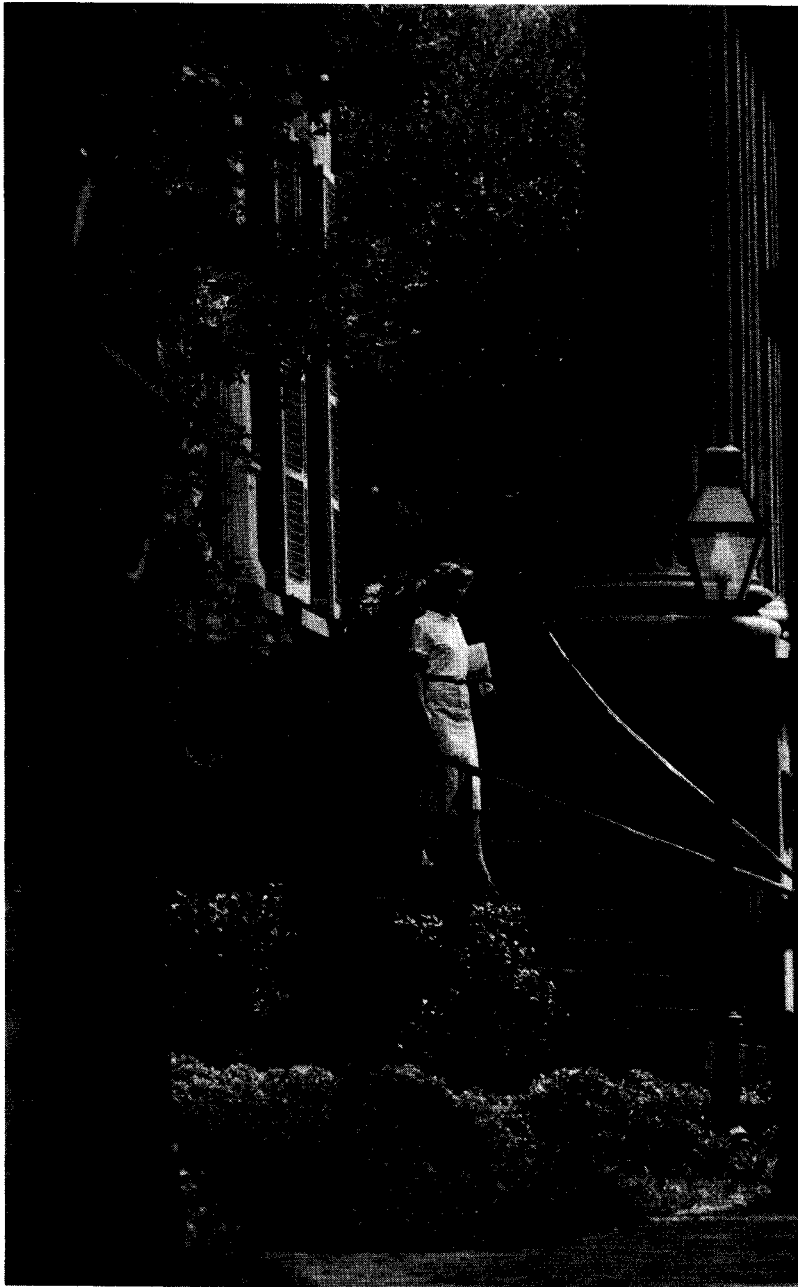
Summer I

June 5	<i>Thursday</i>	Registration
June 6	<i>Friday</i>	Registration
June 9	<i>Monday</i>	Summer I and Summer Evening Classes Begin
June 18	<i>Wednesday</i>	Last Day to Withdraw from Classes with a Grade of "W"
July 4	<i>Friday</i>	Independence Day; Holiday
July 8	<i>Tuesday</i>	Summer I Classes End
July 9	<i>Wednesday</i>	Summer I Examinations
July 10	<i>Thursday</i>	Summer I Examinations

Summer II

July 15	<i>Tuesday</i>	Registration
July 16	<i>Wednesday</i>	Summer II Classes Begin
July 23	<i>Wednesday</i>	Summer Evening Monday/Wednesday Classes End
July 24	<i>Thursday</i>	Summer Evening Tuesday/Thursday Classes End
July 25	<i>Friday</i>	Last Day to Withdraw from Classes with a Grade of "W"

July 28	<i>Monday</i>	Summer Evening Monday/Wednesday Examinations
July 29	<i>Tuesday</i>	Summer Evening Tuesday/Thursday Examinations
August 13	<i>Wednesday</i>	Summer II Classes End
August 14	<i>Thursday</i>	Summer II Examinations
August 15	<i>Friday</i>	Summer II Examinations





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, and 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



*Dr. Jacquelyn A. Mattfeld,
Provost and Dean of the Faculty*

THE COLLEGE AS A LIBERAL ARTS INSTITUTION

AN OVERVIEW

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.



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 interdisciplinary 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 pre-professional programs lead to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine. The requirements for all of these degree programs are printed in section V of this *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 with a concentration in special education are offered. A Master of Public Administration program in urban public administration, a joint master's degree program with 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 1984, the full-time faculty consists of 218 men and women. 83% of the faculty hold terminal degrees—the Ph.D. or its equivalent.

The College is a liberal arts college, where the major emphasis is on excellent teaching, but with the recognition that a faculty of scholars makes for the best, most stimulating, teaching. The faculty are active in publishing, delivering papers, attending conferences, and creating and participating in professional symposia, lecture series, and performances. 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 professors whom they find professionally and personally inspiring in communicating knowledge, and with whom they can develop an open and rewarding relationship.



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 ap-

pointed the first Episcopal bishop of South Carolina. Under Dr. Smith's leadership, a building that had served as a barracks during the Revolutionary War was renovated and adapted for academic purposes. In 1794, the College conferred its first degrees.

In spite of its initial promise, the College faced a crisis created by declining enrollments and mounting debts in the early years of the nineteenth century. The College was able to maintain its program of instruction only by selling parcels of its land and by exercising the strictest austerity. Between 1817 and 1828, the College succeeded in clearing its debts, reorganizing its administration, and erecting a new building, the "centre building," that was to remain an architectural landmark. (Now Harrison Randolph Hall, the "centre building" was completely restored in 1976.) In 1826, towards the end of this critical period, the College received an appropriation of financial aid from the Charleston City Council. This appropriation established the principle of municipal patronage and gave the College the status of a municipal institution. Legal confirmation of this arrangement came in 1837, when an amendment to the charter permitted the trustees to transfer the College properties to the city, and the city, for its part, agreed to provide annual financial support.

With the disruption that war brought to all phases of Southern life after 1860, classes at the College were discontinued for a time, and faculty, students, and even the library were scattered. The College reopened 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 educa-

tion 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 affirmed its continued commitment to academic excellence and to community, state, and national service.

INTO THE THIRD CENTURY: 1970-TO THE PRESENT

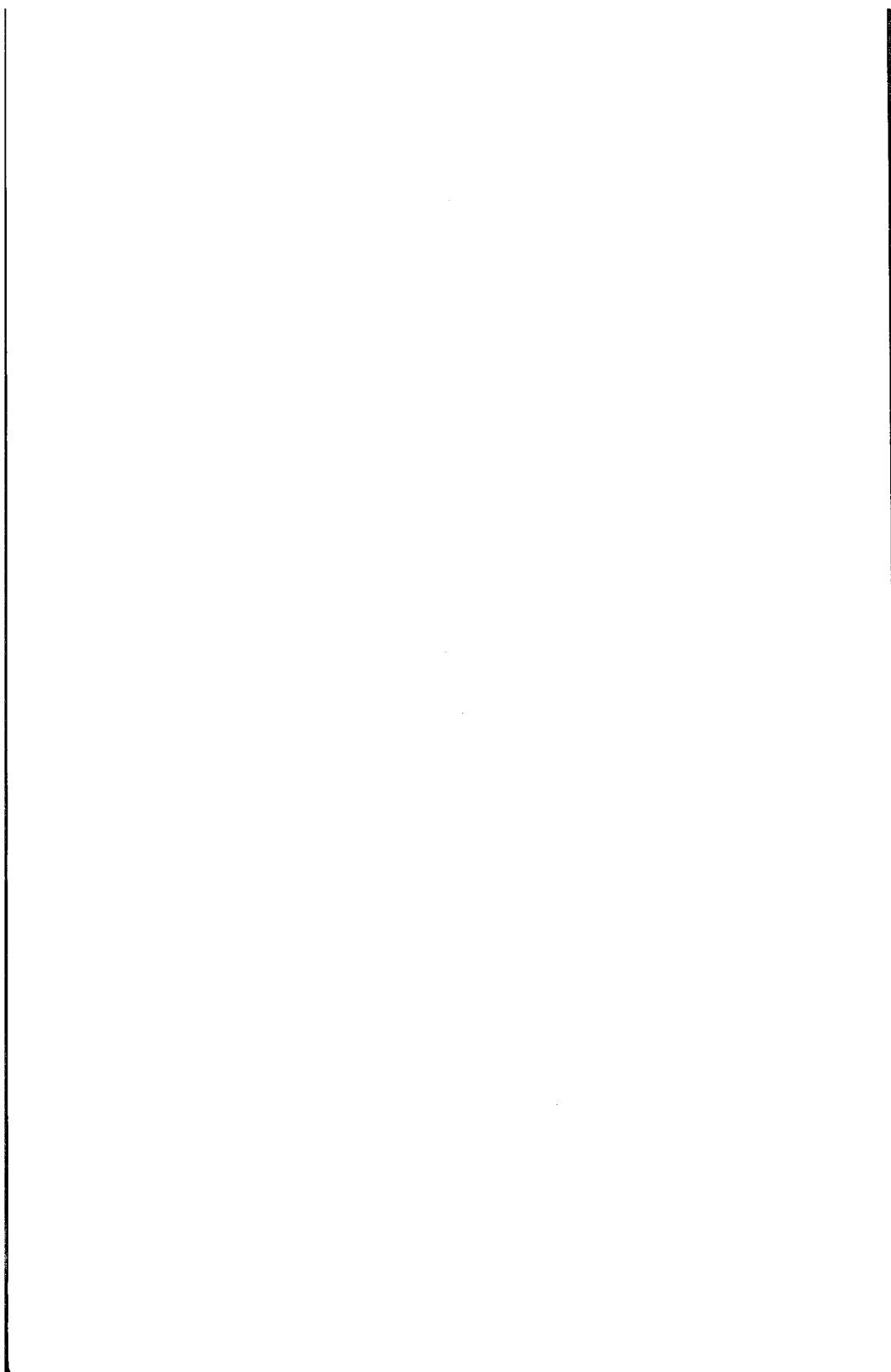
After the State College Board of Trustees assumed control of the College on July 1, 1970, a remarkable transformation began. Under the leadership of President Theodore S. Stern, the College of Charleston became the fastest growing College in the state. It is now the largest educational institution in 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: 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 house); 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 in more subtle ways. Priority will be given to improving and refining the academic environment of the College. During the years ahead the faculty, students and administration will take determined steps toward academic distinction.





STUDENT LIFE

The College of Charleston is located in the heart of Charleston, South Carolina, an old and historic city first settled in 1680. Charleston, a peninsula city bounded by the Ashley and Cooper Rivers, is part of the tri-county area of Berkeley, Charleston and Dorchester counties. The cities of Charleston and North Charleston are the major urban centers of the South Carolina Lowcountry. The current population of the tri-county area is estimated to be in excess of 455,400.

The Lowcountry affords a special blend of the old and new with its history, recreational facilities, commerce and industry. The area offers to College of Charleston students many diverse opportunities. The plantations, parks and gardens range from small, quiet parks nestled



among historic old buildings to grand plantations which recreate the life styles of the 18th and 19th centuries. The semi-tropical weather makes outdoor activities such as swimming, waterskiing, bicycle riding, tennis, golfing, horseback riding, fishing, crabbing, sailing, and surfing enjoyable throughout the year.

The Lowcountry's varied and plentiful cultural life 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 Gibbs Art Gallery, the Charleston Museum, the City of Charleston Cultural Affairs Office, the

City of North Charleston Arts Committee plus the annual events of the Spoleto Festival USA and Piccolo Spoleto.



Students who are accepted for admission at the College of Charleston are admitted not only into its classrooms, but 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 acquire 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 as a community of learning—a community where individuals join together to question, to discover, to experience, and to grow.

COMMUTER'S LIFE

Commuter students comprise 70% of the student body at the College. These students are recognized as a vital part of campus life. To make it easier for commuter, nontraditional, and resident students to share campus-wide experiences, activities open to all students are scheduled at noon on Tuesdays and Thursdays when no classes meet. These activities include honor societies, service and social fraternities, clubs, academic organizations and intramural athletics. Involvement in these activities helps students form new friendships and make the College a major part of their lives.

RESIDENT STUDENT'S LIFE

In The Halls. Residence Hall living has long been a tradition at liberal arts colleges, and the College of Charleston has rapidly expanded and improved its residence facilities for students. Although the majority of students live off-campus, the College now has residential space for more than 1,500 students.

Life in a dormitory with its close proximity of people, openness and adjustment to new 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 resident students, 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 socials, intramural teams, and lectures and discussions on special topics.

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. Philip Streets accommodate 205



women and Wentworth Hall on the corner of Coming and Wentworth Streets houses 268 students. Wentworth Hall, the College Inn, and College Lodge house both male and female students.

Besides the larger residence halls, several historic dwellings have been restored to house an additional 324 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 Contract and Application. Whenever possible, the College honors written requests for specific rooms and roommates.

Rooms are normally occupied by two or more students. Many

rooms are carpeted, and all are air-conditioned. Room furnishings typically include a single bed, chest of drawers, desk, and chair. Students may provide draperies and additional decorations and will need to bring their own blankets, spreads, study lamps, and pillows.

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. The counselors live in the residence halls, and students are encouraged to seek them out concerning residence or personal matters. Resident Assistants are assigned to certain areas in the residence hall and help plan residence hall programs, assist with hall management, and work closely with the administration to improve residence hall 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 residence hall and the comfort of its occupants. These regulations are printed in the "Guide to Residence Living" that is distributed to every resident within one week of the beginning of classes.

OFF-CAMPUS HOUSING

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

PARKING

The College of Charleston has a very limited amount of campus parking, allocated by semester on a seniority basis to seniors, juniors, and sometimes to a few sophomores. There are two multi-level parking facilities adjacent to the College campus, housing approximately 1,000 cars, which are operated by the City of Charleston. These facilities and other surface parking facilities are available to students, faculty and staff on an hourly or semester rental basis. For applicable rates please contact the Parking Garages, 577-6970, Extension 511.

On-street parking in the surrounding neighborhoods is severely

limited. The parking shortage in the Harleston Village and Radcliffe-borough neighborhoods, in part created by College users as well as other area institutions and businesses, brought about the recent creation of residential parking permit districts. Only residents of this area may use street parking space without restriction; non-resident parking is limited, between 8 a.m. and 5 p.m., to two consecutive hours.

We recommend that you secure your parking promptly.

JUDICIAL CODE

The College of Charleston has always prided itself that its students are 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, plagiarism, cheating or attempted cheating, and stealing or attempted stealing.

The specific regulations and procedures of the Code and the statements of the Honor 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 regulations 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.

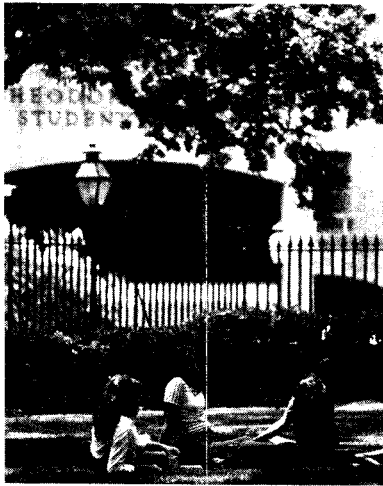
CODE OF STUDENT CONDUCT

The Code of Student Conduct makes explicit those violations which are referred for administrative action and those handled by the full Judicial Board. In effect it defines the total judicial process at the College of Charleston. It details expected conduct, designates those officials to whom violations are reported and by whom they are reviewed, and describes possible sanctions and the appeals process. The code is published for all students in a separate publication, entitled *The Code of Student Conduct*, which will be printed in 1984-85.

STUDENT ACTIVITIES AND ORGANIZATIONS

THEODORE S. STERN STUDENT CENTER

The Stern Student Center plays an important role in the daily life of resident students and the campus life of commuting students, faculty, staff, alumni and guests of the College. It is designed to bridge the gap between formal education and the need for basic services and information in the educational community. The Stern Center is more than a physical building—it is a program, staff, philosophy, and facility



designed to help create a sense of community throughout the campus. As the “living room of the campus,” the Stern Center is the focal point for activities which satisfy a variety of out-of-classroom interests and needs.

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.

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 S.G.A. consists of a legislative council composed of elected class representatives, an executive board composed of student body officers, and a judicial branch. Representatives from the S.G.A. sit on all of the major faculty and administrative committees of the College, and the S.G.A.'s own committees are involved in many aspects of the College community.

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

S.U.M.A.

The Student Union for Minority Affairs (S.U.M.A.) has four primary organizational objectives which include (A) to encourage academic excellence among students; (B) to enhance the social environment on the campus and in the community; (C) to inspire service in the public interest; and, (D) to promote moral, spiritual, and cultural growth among members. Although S.U.M.A. is focused upon the specific experiences of minority students on campus, membership is encouraged and open to all registered students at the College of Charleston.

S.C.B.S.A.

The South Carolina Black Student Association (S.C.B.S.A.) has four primary organizational objectives which include, (A) to unite black

students in South Carolina in order to achieve academic excellence; (B) to serve as a communication link among all black students in the state of South Carolina as well as the community; (C) to serve as a vehicle to issue public statements regarding issues that affect black people, and to stimulate unity toward solving a common goal; and, (D) to promote a spirit of cooperation directed toward solving problems common to black students. Institutional memberships are open to any university or college (liberal arts or technical) in the state of South Carolina. Individual memberships are open to students enrolled in universities or colleges which are members of the association.

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 who have 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 or her 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, the National Spanish Honor Society, honors 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

Accounting Association	History Club
Alpha Chi Sigma	Honors Program Student Association
American Society of Personnel Administration	Marketing Club
Biology Club	Peer Mentor Association
Business and Economics Club	Philosophy Club
Center Stage	Physics Club
Cliosophic Society	Political Science Club
Council for Exceptional Children	Pre-Law Society
English Club	Pre-Medical Society
Fine Arts Club	Psychological Association
Geology Club	Spanish Club
	Urban Studies Club

Special Interest Organizations

Baptist Student Association
Campus Crusade for Christ
Film Club
South Carolina Black Student Association
Student Union for Minority Affairs
Young Democrats
Young Republicans

Sports Clubs

Cheerleaders	Sailing Association
Equestrian Club	Scuba Club
Mountain Climbing Club	Ski Club

Physical Education Majors
Club
Racquetball Club

Skydiving Club
Surf Club
Women's Crew Club

FRATERNITIES AND SORORITIES

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

Chapters of eight fraternities are active at the College:

Alpha Tau Omega
Kappa Sigma
Omega Psi Phi
Pi Kappa Phi

Phi Beta Sigma
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 standard 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

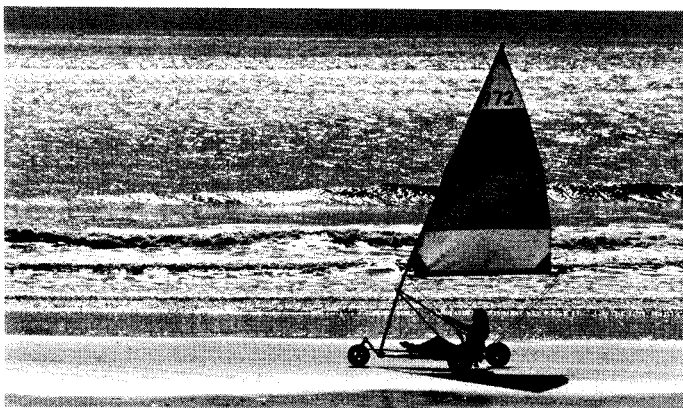
STUDENT PUBLICATIONS

The Comet, the College's yearbook, has been published in the spring of each year since 1920.

The Meteor, the College's student newspaper, is published on a bi-weekly basis.

The Miscellany, the College's literary magazine, is published in the spring semester each year.

These publications are managed and staffed by students. They are given direction by the Publications Board, which has faculty, staff and student representatives.



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 nine in 1984:

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

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 opened in September, 1982. Adjacent to the College Athletic Center at the corner of George and Meetings streets, facilities for basketball, volleyball, badminton, handball/racquetball and gymnastics are available. The main basketball court has a seating capacity for 3,052.

The Athletic Center, with basketball and volleyball facilities, also is available for intramural, physical education and recreation activities. 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 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 also 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 from a list of 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 in 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. Recipients are selected by the Political Science Department for this \$100 award.

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

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 his or her 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.

The Fanchon Morrow Condon Award in Economics will be presented annually to the most outstanding student majoring in economics. The recipient will be chosen by the economics faculty based on individual achievement and without regard to need or other possible awards.

The Stern Cup may be awarded annually to that member of the Senior Class of the College of Charleston who has most faithfully served the interest and ideals of the College and who, by character and influence has best exemplified the ideals and qualities of Theodore S. Stern, both in the College and community.

PERFORMANCE ORGANIZATIONS

Center Stage. Membership in the Center Stage is open to all students interested in any phase of theatrical production. Production casts are chosen at open try-outs, and all interested students are invited to participate.

Chamber Orchestra. A performing group of wind and string players open to the student body, faculty, and staff of the College. Music for string orchestra and winds by the masters of baroque, classic, ro-

mantic and 20th centuries is stressed. An audition is required. Students register for MUS 363F.

Concert Choir. A mixed choir of approximately 65 singers which performs both sacred and secular music from the Renaissance to the 20th century. Membership is open to all students by audition. Students register for MUS 161.

Fine Arts Singers. A group of twelve singers, selected by audition. The programs range from Classical to Pop, with emphasis on musical theatre. Selection is based not only on musical ability, but on communication, personality, and the ability to perform simple choreography. This group represents the College at conventions and service clubs, traveling extensively during each semester, and necessitating a high scholastic level for membership. Students register for MUS 363C.

Jazz Ensemble. An ensemble open to students who have had experience in their high schools with stage band or jazz band. Performances are given for civic and College functions. Students register for MUS 363J.

Madrigal Singers. A small vocal ensemble devoted to the performance of Renaissance madrigals and other types of vocal chamber music. Membership is by audition and is limited to those who are skilled at sight-singing. Students register for MUS 363A.

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. Students register for MUS 162.

SPOLETO

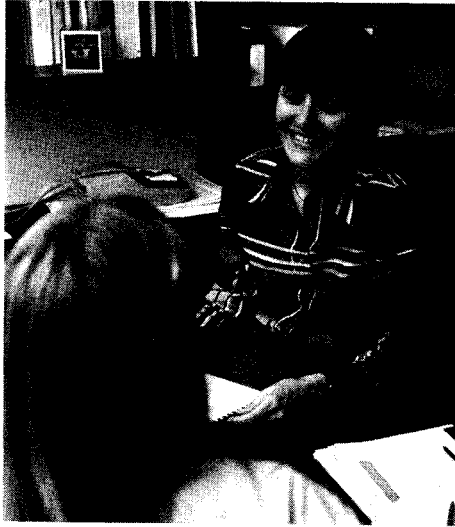
Since 1977, the 17-day Spoleto Festival USA has been presented annually in Charleston from mid-May to early June. Presented annually in Spoleto, Italy since 1958, the Festival was founded by the Pulitzer Prize winning composer and director, Gian Carlo Menotti. The Charleston and Spoleto seasons combine to realize Menotti's original dream of a

“Festival of Two Worlds.” 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.

Artists involved in the Charleston Spoleto Festival have included Arthur Miller, Ella Fitzgerald, Tennessee Williams, Pietro Consagra, Edward Albee, Charles Wadsworth, Sarah Vaughan, Samuel Barber, Cy Twombly, Robert Indiana, Orson Welles, Luchino Visconti, Sam “Light’nin” 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 outreach program of the Festival.



STUDENT SERVICES

ACADEMIC ADVISING

Every student at the College of Charleston is assigned to a faculty or staff advisor. The role of the advisor is to assist each student in exploring the full range of possibilities of academic and extra-curricular programs offered by the College. The advisor assists the student in planning for degree completion, encourages involvement in different kinds of educational opportunities, and identifies potential areas for career exploration. The special advisor-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 is encouraged to develop holistically.
- That in the context of academic growth and social/intellectual maturation faculty, staff and students can enjoy a rewarding association.

All students entering the College of Charleston for the first time,

with the exception of those enrolled through continuing education, are required to take placement tests in the areas of English, reading, mathematics and language skills (Spanish, French and German). These tests are designed to assist faculty advisors and students in making the proper course selection during registration based upon achievement levels and/or the need for academic skills development. Placement examinations are administered during the Orientation Program each semester.

At the College of Charleston all academic advising programs and academic support programs are administered by the Dean of Undergraduate Studies. The College has developed a two-tiered advising process: Lower Division and Upper Division. Additionally, the College supports special advising programs for handicapped students and students with learning disabilities.

Lower Division. All students admitted to the College as freshmen, transfers or readmitted students with less than sixty (60) credit hours earned and without a declared major are considered lower division students. At the time of admission they will be assigned an advisor for the first two years or until the student officially declares a major. Each advisor is trained in assisting students to meet general distribution requirements through appropriate foundation courses. A student who has indicated a desire to pursue pre-professional programs (medicine, law, engineering) or allied health fields (nursing, medical technician, etc.) will be assigned to advisory groups advised by specially designated faculty.

Although it is not uncommon for a student to delay a declaration of major until the end of the sophomore year, no student will be advanced to junior rank until his or her major has been officially registered in the departmental office and the Registrar's Office. Those students remiss in filing a major will receive warning letters and could possibly have their registration suspended if they have not declared a major before earning eighty (80) semester hours.

If a student wishes to change an advisor, he or she must submit a request for such a change to the Assistant Dean for Underclass Advising. The Assistant Dean will validate all requests and make appropriate changes to the student's advising file.

Upper Division. All transfer students, re-admitted students or students having earned more than sixty (60) semester hours are con-

sidered upper division students. At the end of the sophomore year and before the second semester of the junior year, students are encouraged to declare an official major. This can be accomplished by completing a Major Declaration Form at the office of the intended major department. At that time the student will be assigned a department advisor and officially enrolled as a major in that discipline. The Major Declaration Form can be obtained only from department offices. It must be signed by both the student and the advisor and returned to the Registrar.

Once a major has been declared, all subsequent changes must be petitioned through the Assistant Dean for Upperclass Advising. The Assistant Dean will validate that change, inform the Registrar and request that the student's advising file be forwarded to the new academic advisor.

International Students. The International Programs Office assists foreign students seeking admittance to the College. These students are required to take all placement tests and must achieve a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Those scoring below acceptable levels on the English test, if admitted, will be required to enroll in English as a Second Language (ESL) classes that first semester and continue until such time as their language skills are commensurate with the level of scholarship required in the classroom.

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

- educational credentials assessment through assistance from the Department of Languages
- 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.

Continuing Education Students. Any adult student having entered or re-entered the College of Charleston through the Center for Continuing Education may apply for degree status without submitting test

scores after fifteen or more hours of course work. Application for a change of status (non-degree seeking to degree seeking) must be made through the Admissions Office.

Students admitted to the College through Continuing Education may apply for degree seeking status before completing fifteen hours. However, they will be treated as regular admits, requiring SAT scores, high school and college transcripts.

Upperclass students who are enrolled through Continuing Education and who wish to earn an undergraduate degree will be encouraged to apply to the Admissions Office as soon as possible in order that they may be advised by faculty members from their major departments.

Adult students who do not intend to earn a degree from the College of Charleston will be enrolled and advised through the Center for Continuing Education.

Special Academic Advising Programs. The College of Charleston provides special assistance to those students with physical handicaps and certified learning disabilities. Upon admission, those students whose physical handicap would require modification of classroom instruction or access to special equipment are urged to contact the Dean of Undergraduate Studies Office before the semester begins. Similarly, the College does provide special advising for students who have been certified as having specific learning disabilities or suspect that they do. Students are again urged to contact the Undergraduate Dean's Office before the beginning of the semester.

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 choose individual appointments, tutoring on a walk-in basis, or mini-courses. All services provided by the Lab (with the exception of some tutorial services) are free of charge to students. Services 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, textbook studying, preparing for tests and exams, speed reading, vocabulary development, reading comprehension development, and preparation for post-graduate tests. Students are trained to apply these skills to their content area subjects.

The Writing Lab provides individualized instruction 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 during the year.

The Math Lab assists students in the areas of basic math, algebra, trigonometry, geometry, and calculus. Announced mini-courses are also offered during the year.

The Foreign Language Tutorial Program provides small group and individual peer tutoring in Latin, German, French and Spanish.

The Accounting Tutorial Lab provides small group and individual peer tutoring for students in accounting courses.

The General Tutorial Program provides small group and individual peer tutoring for students in all areas of study at the College.

The College Skills Lab is located in Room 216 in the Education Center, 25 St. Philip Street. For additional information call 792-5635.

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.

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 reported by other college counseling centers. Examples of some of these concerns are anxiety, depression, loss or grief, separation, sexual problems, emotional and physical abuse, dysfunctional relationships, and eating disorders. When appropriate, students are referred to the Department of Psychiatry at the Medical University of South Carolina.

Personal Development groups bring together students who have a common concern or problem and wish to receive specific training and support in that area. Groups are regularly offered in assertiveness training, relationships, stress management, grief/loss, and others according to the needs of students.

In addition to their graduate degrees in counseling and psychology, members of the Counseling Center staff have received training in related disciplines such as Gestalt therapy, bioenergetics, sex therapy, marriage and family therapy, hypnotic therapy, and grief therapy.

CAREER DEVELOPMENT SERVICES

The Office of Career Development provides coordinated services to help 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, and Information Center, Employment Assistance and Graduate School Information.

Decision Making Workshops. Career Decision Making Work-

shops 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, helping 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, and Identifying Your Skills. 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

School Term and Summer. 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. Information on overseas employment is also available.

Special Assistance for Seniors. 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, and many employers come to the campus to interview graduating seniors. Information about 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 scholarships and fellowship programs in the International Programs office. Students considering graduate work should also seek advice from the appropriate faculty members.

CAMPUS MINISTRY

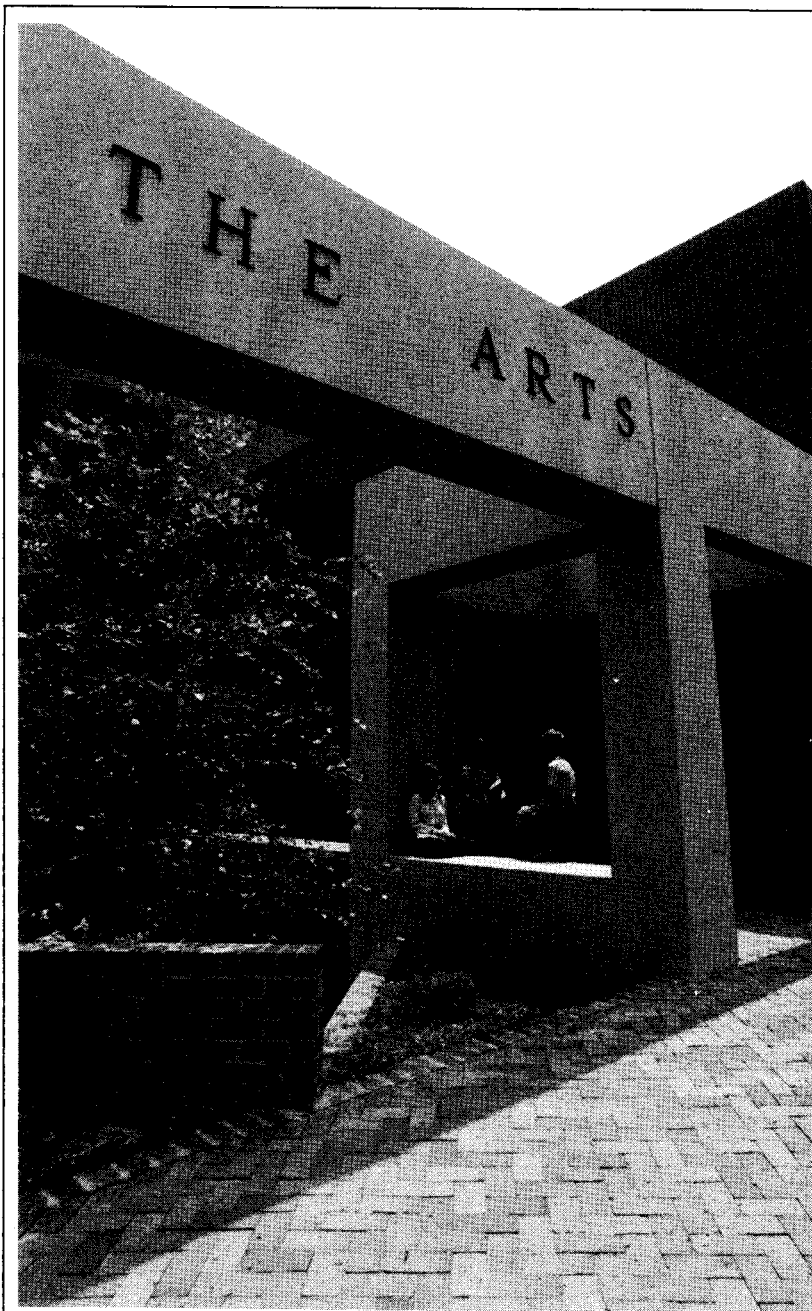
The Campus Ministry program is designed primarily to serve the students' need for personal and corporate identity within the College setting. The program is housed in a lovely restored historic building with spaces for study, reflection, coffee breaks, meetings, and religious services.

All religious activities are held under the auspices of a Religious Activities Council, which is made up of representative campus ministers and interested students. The Religious Activities Council promotes ecumenical projects, while various denominational groups sponsor their own religious services and programs.

HEALTH SERVICES

The Health Service offers students routine care and the services of a physician and a nurse. These services are available free of charge to all students. Students who became 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.

Special Resources and Programs



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 260,000 volumes. It receives almost 2,000 periodicals and



journals, and is a selected depository library for government publications. Its principal special collection is the South Carolina 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 library also offers the following course taught by staff members:

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.

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 10,000 volumes, 220 current periodical subscriptions and thousands of reprint articles dealing with fishes and fisheries, marine invertebrates, estuarine and marine ecology, water quality, coastal zone management and other fields in the marine sciences.

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

LEARNING RESOURCES CENTER

The Learning Resources Center, located on the second floor of the Education Center, provides all audio visual support services for the institution. Films and video tapes for instruction as well as entertainment are ordered through this department, which also distributes audio visual equipment for instructional purposes. Production services include the preparation of transparencies, color slides, audio and video tapes. Audio and video production facilities are available upon advanced request for preparing tapes suitable to the instructional need of a particular course objective. An independent learning lab is open during the week for viewing or listening to educational materials. This lab houses the audio visual holdings and is the foreign language tape distribution center. The LRC also subscribes to the SCETV closed circuit network.

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 as well as for paraprofessionals from the community. The Center provides



children from ages two to five with experiences for positive emotional, social, and intellectual development and enables individuals and groups to share learning experiences related to early childhood development and education. The Center's staff includes a director and four teachers with Master's degrees, as well as student assistants. Faculty, staff, student, and community children are eligible for enrollment at the Center.

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 also assures complete access to the College for women, minorities, and the handicapped. It identifies problem areas and recommends remedial or supportive activities to the President of the College and to the other persons in authority in order to establish equal opportunity for all persons.

The Office of Human Relations acts as a resource office for the special concerns of women, minorities, and the handicapped and supports programs of 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 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.

INSTITUTE FOR PUBLIC AFFAIRS AND POLICY STUDIES

The Institute for Public Affairs and Policy Studies, located at 114 Wentworth Street, houses academic programs at the undergraduate level in Urban Studies and at the master's level in Public Administration. In addition, the Institute includes the Small Town Management As-

sistance Program which provides professional assistance and a research capability to numerous jurisdictions in the region.

Faculty, research associates, and graduate students at the Institute are involved in numerous research activities supported by federal grants and contracts with local governments. The Institute serves as a focal point for social and behavioral science research pertaining to public affairs and policy studies.

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 local, out-of-state, and international settings.

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 degree 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.

Engineering Transfer Program. During the past two decades liberal arts colleges have provided an alternative to the technically oriented engineering curricula by establishing transfer programs. In these programs, students receive a sound liberal background at their college before engineering school. Since the engineering profession is so intimately associated with societal, political, economic, environmental

and humanistic issues, this liberalization is an important aspect of engineering education.

In order to better prepare engineers to assume their responsibilities and leadership in contemporary society, the College of Charleston has established the ENGINEERING TRANSFER PROGRAMS. There are two options: the degree (Three-Two Program) and the non-degree (Two-Two Program).

Three-Two Program. Three-Two Programs have been established with Case Western Reserve University, Clemson University, Georgia Institute of Technology, the 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 one of these engineering schools in approximately five years. 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. To participate in this program a student must:

1. Complete the general education requirements of the College of Charleston.
2. Complete the prescribed pre-engineering courses.
3. Earn an overall grade point ratio of at least 3.0 while at the College of Charleston.
4. Graduate from one of the cooperating engineering schools.

Two-Two Program. The Two-Two Program provides a student with the opportunity to transfer directly into an engineering program after two years of concentrated work at the College of Charleston. This program does not provide a student with a degree from the College of Charleston. Students may use this program to enter engineering schools throughout the nation; however, special working arrangements have been established with Clemson University and the University of South Carolina. To participate in this program a student must:

1. Complete a selection of liberal arts courses.
2. Complete the prescribed pre-engineering courses.
3. Earn an overall grade point ratio of at least 3.0 while at the College of Charleston.

Both options under the Engineering Transfer Program are demanding and require careful planning. It is essential for the interested

student to start on either option as soon as possible and to work closely with the faculty engineering advisors. For further information and assistance, contact the faculty engineering advisors, Dr. Jake Halford or 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.

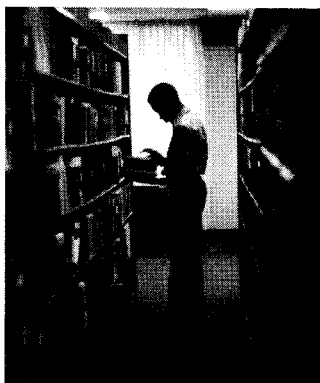
Air Force ROTC. ROTC is not offered at the College of Charleston. However, College of Charleston students may participate in the Air Force ROTC program at the Baptist College at Charleston. After successfully completing the program, the student is eligible for commissioning through the AFROTC unit at the Baptist College at Charleston. All students enrolling in the ROTC program must successfully complete a course in mathematical reasoning and in English composition prior to commissioning. (MAT 101 and ENG 101 fulfill these requirements.) AFROTC grades are not computed in the student's GPR, but the student's transcript will show AFROTC participation.

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. Both scholarship students and non-scholarship students receive a \$100 monthly stipend.

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 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 enroll in a Tutorial (a course wherein a student works individually with a professor on a topic which supplements regular course offer-



ings) and write 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 107 to 111 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, Tutorial, 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 language skills and to acquire first-hand knowledge of the customs and cultural heritage of other peoples. Frequently, such experiences allow students to gain new perspectives regarding their own background and prompt them to examine their own personal beliefs, life-style and plans for the future.

The College's International Programs Office assists students in planning overseas study and maintains a collection of information concerning overseas study and travel opportunities. The programs for study and travel are available through a variety of educational institutions, 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 Maymester/Summer School Office should be contacted for details of upcoming programs.

In addition to the Maymester and Summer School programs, the College of Charleston offers its students four exchange programs: The National Student Exchange, the International Student Exchange, the Kansai Gaidai Exchange Program and the Institute for American Universities.

National Student Exchange Program. Through the National Student Exchange Program, a College of Charleston student can attend participating colleges within the United States for one academic year at approximately the same cost he or she pays the College. There are, at present, over 70 colleges and universities within the United States which participate in this program. Some of these schools are Rutgers in New Jersey, University of Hawaii at Hilo and Manoa, University of Massachusetts at Amherst and Boston, University of New Mexico, Indiana

University, and Purdue University at Fort Wayne. Approved courses will be transferred back to the College of Charleston upon successful completion.

International Student Exchange Program. 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. Through the International Student Exchange Program, College of Charleston students can attend participating universities in the ISEP program in Europe, Africa, Asia, Latin America, Canada and Australia with placements at some of the leading institutions in Austria, Belgium, France and Germany. 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. College of Charleston students can earn academic credit at the College upon successful completion of an approved program of study and participate rather than merely observe the life of another country and institution.

Kansai Gaidai Exchange Program. 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.

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 Programs Office soon after enrolling at the College. The importance of developing strong language skills cannot be over-

stressed. Study abroad opportunities are available to students of all majors.

Among its additional services, the International Programs Office assists students going abroad for study with acquiring 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 IPO also advises students of opportunities for graduate scholarships and fellowships abroad.

EXPERIENCE LEARNING OPPORTUNITIES

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 combination 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 and administrative tasks. 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 (normally 15 hours per week) paying and non-paying positions in work related to studies and career plans. Some have academic components and include earning academic credit. Applicants must be juniors or seniors in good academic standing who have an understanding of their own skills. Some interships provide a general introduction to an agency, a government office or a business; others are special research projects. The City of Charleston has an established intern program for College of Charleston students.

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, 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, computer science and the life sciences. The Co-Op program is open to all students who have completed at least one semester at the College.

The Washington Center 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. January seminars and a variety of summer programs are also available through the Washington Center.

Sea Semester is a program sponsored by the Sea Education Association, a non-profit organization based in Woods Hole, Massachusetts. SEA is affiliated with the College of Charleston, Cornell University, and Boston University. The Association's principal purpose is to teach college-level students about the oceans through a combination of classroom studies ashore at Woods Hole with practical laboratory work at sea. Six-week classroom courses in marine science, nautical science, and maritime policy are followed by another six weeks aboard R/V Westward, a 125-foot research and training schooner. The steel-hulled

Westward, built in 1961, has auxiliary diesel power and modern navigational and scientific equipment. The student apprentices attend formal daily lectures at sea and are divided into regular watches to man all of the scientific and sea-going activities of the vessel. By the end of the voyage, each student is expected to be able to take full responsibility for any of the ship's operations. Any student at the College is eligible to participate in the program. For further information, contact the Director of SEA Semester at the College of Charleston.

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.

Performance Record. 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.

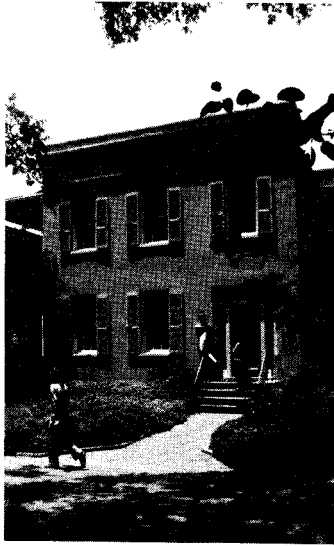
THE GOVERNOR'S SCHOOL OF SOUTH CAROLINA

Created in 1975 by the College of Charleston and Governor James B. Edwards, the Governor's School is a five-week summer residential honors program for gifted South Carolina high school students. Each summer a limited number of rising high school seniors who have shown exceptional ability and achievement in their studies participate in the program 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 physical and social sciences, mathematics/computer science, and the humanities. A

wide range of cultural events and recreational activities, and field trips is also offered. The students live in College housing and their meals are provided in College facilities.

Qualified students are nominated by their high schools and are then selected in a state-wide competition. In 1984 and 1985, ap-



proximately 250 men and women from South Carolina high schools will participate in the program. For further information, contact the Director of Governor's School at the College of Charleston.

CHARLESTON HIGHER EDUCATION CONSORTIUM

The College of Charleston, the Medical University, Trident Technical College, and the Baptist College of Charleston have entered into an consortium arrangement to provide access to a variety of courses offered by the participating institutions. According to the consortium agreement any student enrolled as a full time student and paying full time tuition at any of these institutions may take courses at other participating institutions at no additional cost. This arrangement does not include summer session classes. Credits earned at participating in-

stitutions will be accepted at the College of Charleston.

Consortium cross registration forms can be obtained from the Registrar's Office and the Dean of Undergraduate Studies Office. Each request for cross registration must be approved by the Dean of Undergraduate Studies and the chairman of the appropriate department, before the beginning of the term in which the student wishes to participate.

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 major programs: The Evening Credit Program, Non-credit Programs, Outreach Programs, Professional Development Programs, and Graduate Studies. Located at 25 St. Philip Street, the Center for Continuing Education also maintains an excellent conference facility.

Continuing Education Students. Students who are 21 years of age and over who possess a high school diploma or equivalent may enroll in day or evening credit courses which are applicable toward the completion of an undergraduate degree at the College. Upon successful completion of 15 hours of credit work, continuing education students may apply for degree candidacy.

Services available to students in the Center for Continuing Education include special orientation sessions, English and math placement tests, registration opportunities, academic advising, and referral to departmental re-entry advisors or other campus resources.

Evening Program. The Center for Continuing Education coordinates the Evening Program offerings of the College. Each semester approximately 150 credit courses are offered in the evening, representing every discipline in the College curriculum. Credits earned in evening courses may be applied toward degrees, and all requirements for the degrees in Business and Education can be completed in the Evening Program. 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 prior to Fall and Spring semesters. Additional information concerning the Evening Program is available from the Center for Continuing Education.

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 Center for Continuing Education.

Business and Industry—College Programs. The College of Charleston has many resources to assist area organizations meet educational and professional development needs. Credit and/or non-credit courses may be offered on-site or at the campus in response to specific needs of business and industry. For further information, contact the Center for Continuing Education.

Conference Facilities and Outreach. The Center for Continuing Education has a conference facility for use by professional organizations and community groups. Staff members are available to assist in the planning and development of seminars and conferences. For further information, contact the Center for Continuing Education.

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 investigation of subjects that particularly

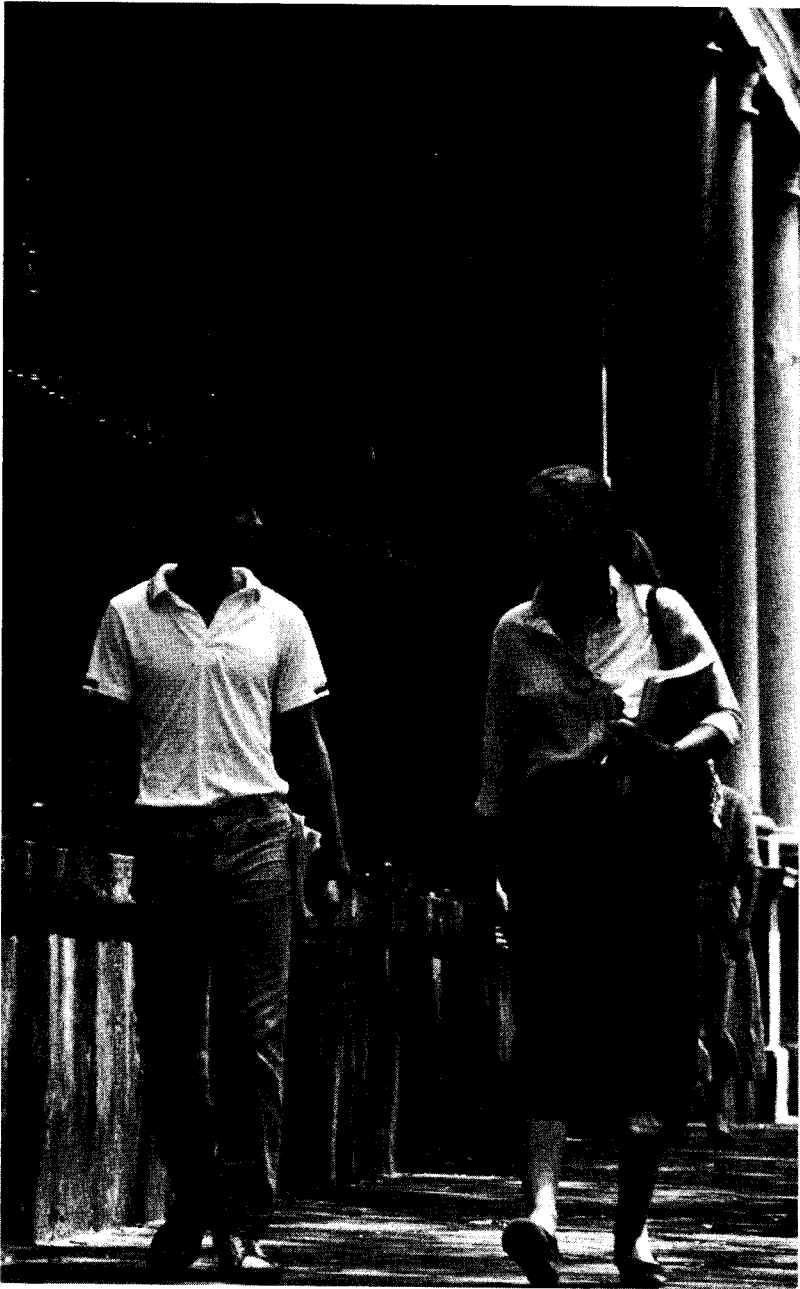
draw their interest. Classes meet for 3½ hours 5 days each week over the three-week period.

Maymester often includes study abroad courses and courses in conjunction with the Spoleto Festival USA. Continuing College of Charleston students, visiting students from other colleges and members of the community are eligible to attend. Housing is available.

Summer Sessions are two five-week day terms, and one seven-week evening term 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 regularly enrolled students at the College of Charleston. Housing is available.

A bulletin providing information about maymester and summer courses, workshops, and special institutes is published each Spring. For further information contact the Director of Maymester and Summer Sessions.

Admissions, Fees and Financial Aid



ADMISSIONS

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 education program and 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 \$25 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 transferable 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.

Secondary School Preparation. Beginning in the Fall, 1988, freshmen entering the College of Charleston will be required to have taken 20 specified school units distributed over a range of subjects as a sound preparation for college work. These academic subjects include the following:

English: 4 units
Mathematics: 3 units
Laboratory Science: 2 units
U.S. History: 1 unit

Additional Social Studies: 1 unit
Foreign Language: 2 units
Physical Ed or ROTC: 1 unit
Electives: 4 units

Economics: ½ unit
Government: ½ unit

Other: 1 unit

Admission Procedures. Applicants will be informed whether or not they have been accepted for admission as soon as possible after a 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 Deposit. 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 application:

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 admis-

sion must be eligible to return to the college or university last attended. Applicants for transfer admission may 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 semester 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 level 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 326 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.

Concurrent Enrollment. Students enrolled in high school may take courses at the College of Charleston when this concurrent enrollment is fully approved by the principal and/or guidance counselor of the secondary school in which the student is enrolled.

Students are required only to fill out an application for admission and submit a written statement from the appropriate school person and they will be registered for the agreed upon course(s). The courses carry full college credit, therefore, the students are subject to the academic regulations of the College of Charleston.

Continuing Education Students. Persons 21 years of age or older who wish to attend the College of Charleston as non-degree students may enroll through the Center for Continuing Education in day or



evening courses. Upon completion of fifteen hours of credit course work, a continuing education student may apply for degree candidacy through the Admissions Office. Credits earned through continuing education may be applied toward degrees.

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 award-

ing 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 and the students who withdraw from all courses without permission of the Dean of Undergraduate Studies 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.

Students readmitted to the College after an absence of three or more years may have their previous College of Charleston record treated as transfer credit if they achieve a 2.50 GPR or better upon the completion of 15 semester hours. Previous work at the College will remain on the students' permanent records; however, only course work completed since readmission will be used to determine their retention and graduation standards. NOTE: Students should be aware that any D or F course work prior to readmission does not transfer.

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
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 students'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 require-

ments, 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 - PER SEMESTER

	*S.C. Resident	Non- Resident
Student Activities/Infirmary	\$ 45	\$ 45
Plant Improvement Fees	75	75
Education and General	615	615
Out of State Differential	<u>-0-</u>	<u>600</u>
For 9 hours or more (per semester)	\$735	\$1,335
For 8 hours or less (course fee per semester hour)	\$ 65	\$ 65
Graduate fees, for 8 hours or less (per semester hour)	\$ 65	\$ 65
Audit Fee (per semester hour)	\$ 33	\$ 33

*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 the \$200 advance deposit will be required upon return of the housing contract.

HOUSING AND CAFETERIA FEES

Per
semester
\$755

Room Fees (all residences). 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
Meal Plans	7 meals/week	\$2.69	\$320
	12 meals/week	\$1.94	\$395
	21 meals/week	\$1.23	\$440

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
Duplicate Identification Card	\$ 2
Late Registration Fee	\$25
Motor Vehicle Registration Fee (per semester)	\$50
Returned Check Fee (per check)	\$10
Computer Science Fee	\$25
Laboratory Fee (per course)	\$25
Education 401, 402, 403, 439	\$50
Language Fee (100 and 200 levels)	\$25
Applied Music Fee (per semester)	
Class lessons	\$30
½ hour private lessons	\$45
1 hour private lessons	\$90
Sailing Fee	\$40

Golf Fee	\$25
Student Health and Accident Insurance optional (estimated fee for 12 months)**	\$55

*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 any 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 be increased to 12 or 21 meals per week but 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 given after late registration has been completed and only if there is a seat available in the class.

Permanent records of audits are not kept by the College.

GENERAL REGULATIONS

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

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

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

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

FINANCIAL AID

The College of Charleston 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, or scholarships may exceed the total cost of attending 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, a student should submit the application for admission by January 15 of the year prior to the freshman year. There is not 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 those currently receiving a scholarship receive the first renewal. 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 S.C. 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 initiative by the student. Students may wish to investigate scholarship possibilities in a variety of areas some of which are suggested below:

1. Parents' employers or professional organizations
2. Community organizations (e.g., Chamber of Commerce)
3. Fraternal organizations (e.g., Rotary Club, Elks, etc.)
4. Local PTA groups
5. Local businesses and industry

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. Academic 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, to provide scholarships for women students.

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 request 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; and 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.

Benjamin F. Cox Memorial Scholarship Fund. Established in 1982 by members of Avery Institute, class of 1932, in memory of Benjamin F. Cox, who served as principal of Avery from 1915 to 1936. Awarded annually to students from public schools in the city or county of Charleston. Priority given to minority students.

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 pre-medical student at the College who is a member of a Greek fraternity. The student selected must have a 3.6 or higher grade point average.

Rembert Coney Dennis Scholarship. Established in 1976 by friends of Rembert Coney Dennis, State Senator from Berkeley County, to provide scholarships to students from Berkeley County, S.C.

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

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. Gary Charitable Trust. This scholarship is awarded annually to the student whose essay on Americanism is judged the best among those submitted to a select faculty committee. The specific topic is announced prior to January 1. Applications must be submitted by February 1, and manuscripts must be submitted by April 1.

B. A. Hagood-South Carolina Electric and Gas Company Scholarship (1971). Priority is given to children of any employees, active or re-

tired, 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.

Hargrave Fund. Established in 1982 by Miss Margaret A. Moody in memory of her grandmother, a native of the City of Charleston. The scholarship funds are to be used for the continuing education of adult students.

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 brother, William Heyward Grimball, valedictorian of the College of Charleston class of 1857.

Lancelot M. Harris. Established in 1956 by Harry Simonhoff '17, 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 Hornik. Established in 1957 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. Mrs. Read was the 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 a male born in Charleston.

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 (Ret.) 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 upperclassmen 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, which means the student receives notification of eligibility. To determine the amount of grant, students must bring their notification of eligibility to the financial aid office.

Supplemental Education Opportunity Grants. Awards are made to students who demonstrate exceptional financial need and 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 the 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.

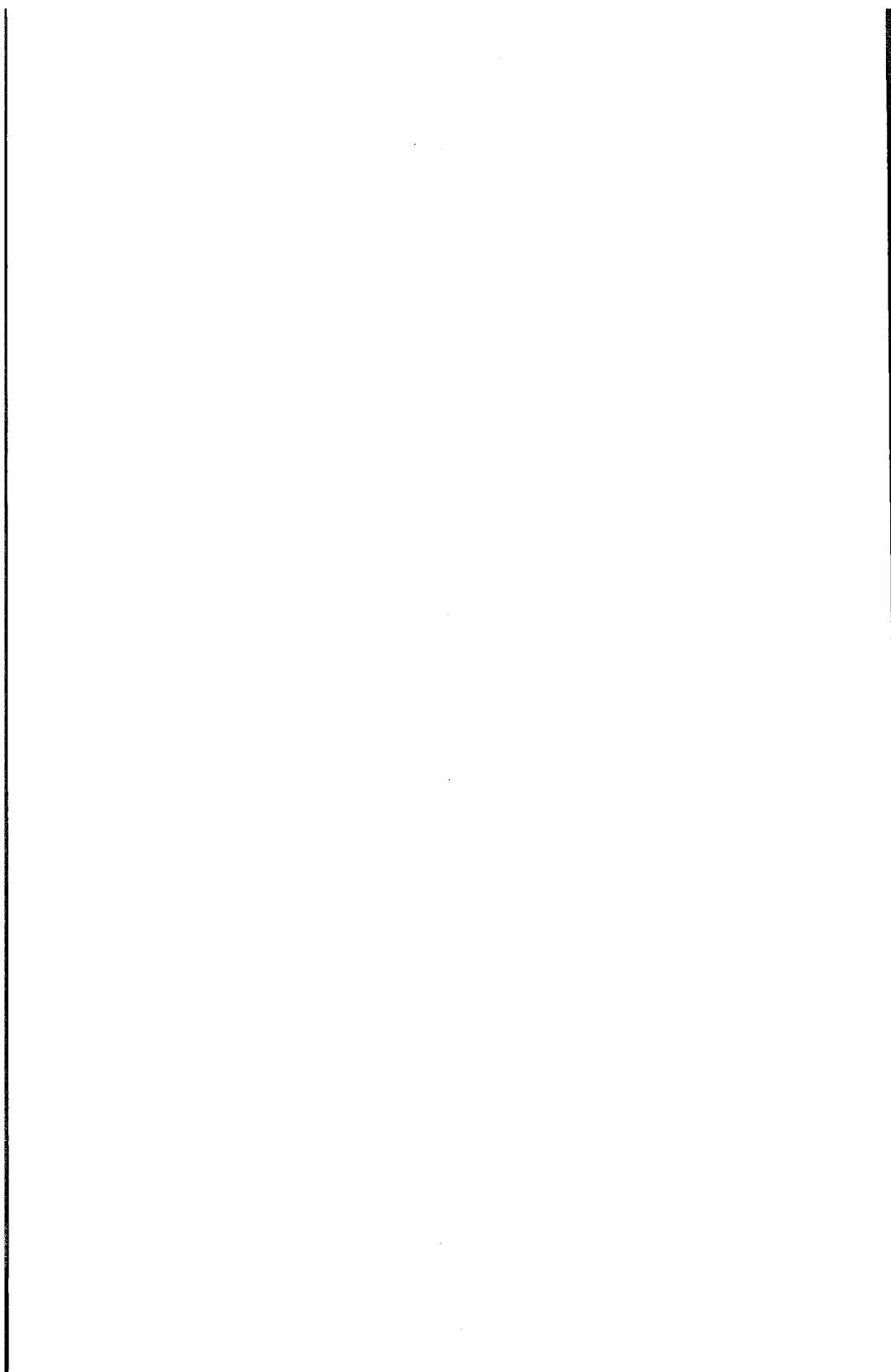
The South Carolina Student Loan Corporation handles all applications from South Carolina residents. The interest rate is 8% for first time borrowers with repayment beginning 6 months after graduation. Students must complete the Guaranteed Student Loan application.

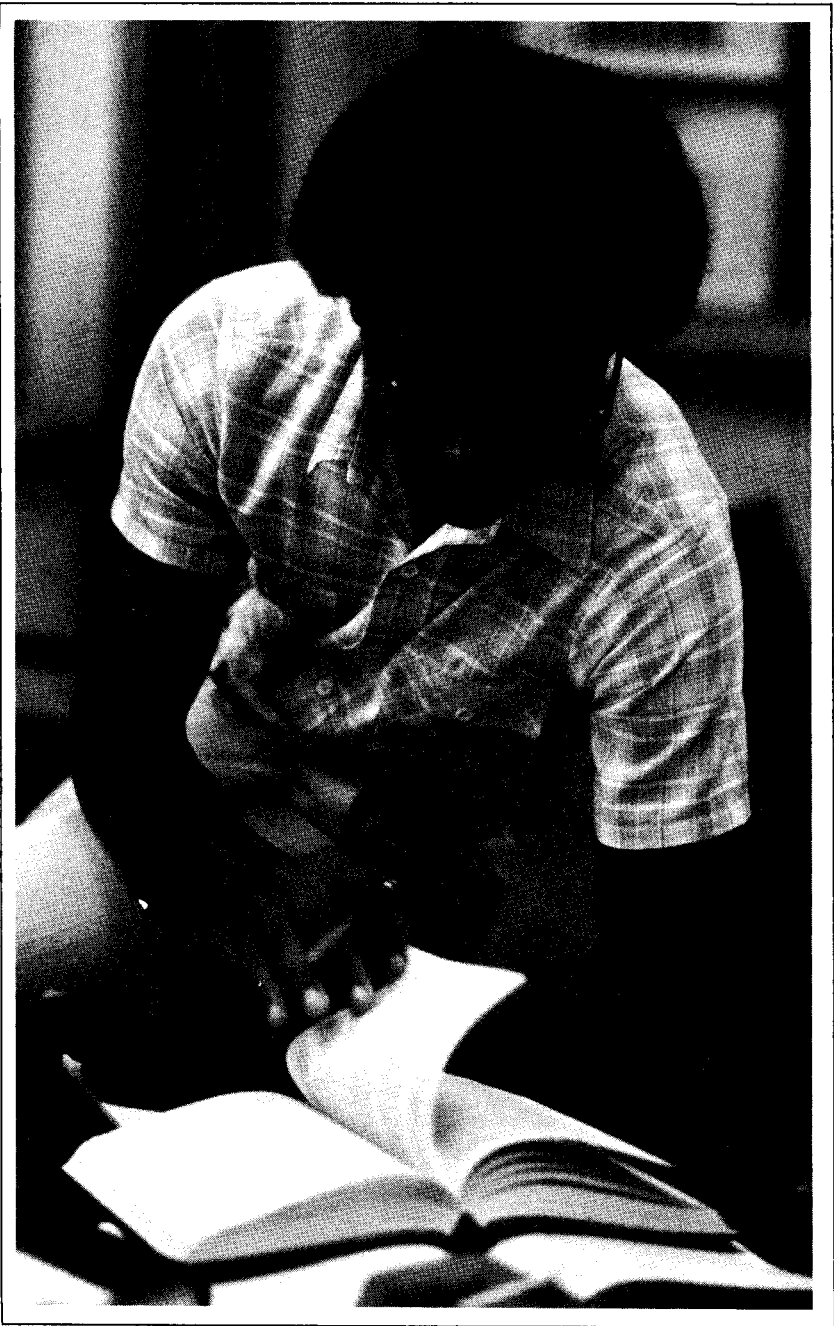
Veterans' Benefits. Certain armed forces veterans and veterans' dependents who qualify with the Veterans Administration are eligible to receive educational assistance on a monthly basis. Information and applications are available from the V.A. Regional Office, 1801 Assembly Street, Columbia, S.C., or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

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

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 61). 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.







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, early childhood, and special education), geology, mathematics, physical education, physics, psychology and sociology lead to the Bachelor of Science degree. The biology, chemistry, geology and physics departments offer additional major programs leading to the Bachelor of Arts degree.

In order to graduate with either a Bachelor of Arts or Bachelor of Science degree, the student must meet three types of degree requirements:

- the Minimum Degree Requirements: a core curriculum of 14 to 18 courses designed to introduce the student to the principal areas of intellectual inquiry, and to teach the student basic intellectual skills.

- the Major Requirements: the courses specified for the student's major program, which are designed to provide concentrated study in a specialized field.
- the Electives: courses chosen by the student as a means of studying subjects of particular interest.

To be eligible for graduation, the student must have:

- 1) satisfied the minimum degree requirements by earning credit in the courses specified and/or successfully passing placement or proficiency exams offered in their stead;
- 2) earned credit in courses required for the major, with a minimum grade point ratio of 2.00 in the department of the major (or, for interdepartmental majors, such as Urban Studies, all courses in the area of concentration);
- 3) earned a total of 122 semester hours of credit, with a minimum grade point ratio of 2.00 in all courses taken at the College (i.e., at least twice as many quality points as semester hours attempted).

Courses numbered below the 100 level carry credit, but may not be counted as part of the 122-hour minimum needed for the degree. Similarly, no more than eight hours of PED or BPE courses may be counted as part of this minimum. 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 prior permission of the Dean of Undergraduate Studies, the Registrar, and the chairperson of the department of their major.

Students with continuous enrollment have the option of fulfilling all the graduation requirements from the *Undergraduate Bulletin* under which they entered the College or all the requirements from any subsequent bulletin. Students who withdraw and then reapply to the College must follow the graduation requirements from the *Undergraduate Bulletin* under which they are readmitted or any subsequent bulletin.

The Major Requirements. 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 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 in the major area. 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.

Concentrations and Minors. A student may elect to pursue a program of study organized around a particular theme within the major discipline — a concentration — or outside the major discipline — a minor. Both concentrations and minors will be shown on the student's transcript. Either program must include a minimum of six three-hour or four-hour courses selected from a formally designated group. Successful completion of such a program of study requires a Grade Point Average (G.P.A.) of at least 2.00 in the courses which comprise it. Credit may be received for up to two concentrations or minors, and courses used to satisfy the requirements of one may not be applied toward a second. These courses may be selected from a single department or from several, and interdisciplinary courses may be included. Students must enroll formally with the specific coordinator or department chairperson for each program in order to have the transcript reflect credit for work done in a concentration or minor.

Minimum Degree Requirements. For all undergraduate degrees, the total number of semester hours must include the following:

English: 6 semester hours: English 101 and 102.
(A degree candidate must enroll in English 90, 100, 101 or 102 each semester until the English requirement has been fulfilled.)

History:	6 semester hours: History 101 and 102.
Natural Sciences:	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:	1-12 semester hours: satisfactory completion of course work through the intermediate level or demonstration of proficiency at that level by examination.
Social Sciences:	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) and religious studies.

PHL 215
216
math

Level of Placement in Courses. Entering students begin their work in foreign language and mathematics at any 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. These credits must be earned 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 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 students. Together with their tutors, Honors Program students design their own

individual courses of study, determine reading and written assignments, and plan independent projects. Then, they meet individually with their tutors — usually once a week — to discuss readings and written work, as well as to report on the progress of their research.

Other Opportunities. In addition to the Honors Colloquia, there are Honors Program courses in English, mathematics, and the laboratory sciences. Special topics courses are offered in the Honors Program in accordance with student and faculty interest. Also, Honors Program students are encouraged to complete scholarly off-campus projects which may include 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); the Senior Honors Seminar (HON 490)

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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, its own retention requirements, and 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 Honors English (3, 3)

106 (Satisfies the general education requirement in English).

115 Honors Mathematics: Calculus With Mathematical Modeling (4, 4)

116 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 Honors Colloquium in Western Civilization (6, 6)

130 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 this course 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 this course satisfies the general education requirement in natural science.)

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

220 Honors Colloquium in the Social Sciences (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)

Individually supervised reading and/or research on a topic or project agreed upon by student and supervisor. The amount of reading or the nature of the project will determine the credit to be assigned.

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 Honor 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.

Courses of Instruction

BUSINESS ADMINISTRATION AND ECONOMICS

Associate Professors

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

Assistant Professors

Abdul Aziz, Billie Ann Brotman, Clarence Condon
Davis Folsom, Gary Giamartino, Hoke Greiner
James F. Hawkes, Mahmoodul Islam, Murray Kaplan
James London, Barney M. Tennyson

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

1. Prepare majors for careers in business and/or public organizations.
2. Prepare majors for graduate study in the areas of business administration and economics.
3. Stimulate interest in social, political, and economic issues for future leaders of 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 study include finance, marketing, management, and quantitative science. In addition, the department has several offerings related to international business and economics which are strong complements to international offerings in other disciplines. Recommended 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 51 hours consisting of thirteen 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), (BA 300) Business Information Systems, Management Concepts (BA 301), Marketing Concepts (BA 302), Business Finance (BA 303), Business Statistics (BA 104 and BA 304), Legal Environment of Business (BA 305), 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., 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

Business Information Systems (BA 300)

Management Concepts (BA 301)

Marketing Concepts (BA 302)

Business Finance (BA 303)

Legal Environment of Business (BA 305)

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 104, BA 203, BA 204, BA 300, BA 301, BA 302, BA 303, BA 304, BA 305, BA 403, BA 408, and at least four electives to be selected from 300 or 400 level business or economics courses. At least two of these electives must be business courses.

BUSINESS ADMINISTRATION COURSES

104 Business Statistics I (3)

Probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals and tests of hypotheses.

Prerequisite: Mathematics 101 or its equivalent.

NOTE: Same as Mathematics 104.

105 Introduction to Business (3)

A course for all students of the College who are interested in a survey of the activities that occur in a business institution. The various types and forms of business organizations will be presented and analyzed. Special emphasis will be given to the role of the business enterprise in society. Any business administration or economics major who has completed or is concurrently enrolled in a 300 or 400 level business administration or economics course may not receive credit 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. 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.

207 Survey of Arts Management (3)

This course focuses on the unique aspects of arts organizations, especially those that are non-profit. This course provides an overview of the essential nature of arts and non-profit organizations, including establishment, forms of organization, sources of funding, arts and the external environment, marketing the arts, volunteerism, and major legal issues. Credit hours for this course may not be applied toward major requirements in business.

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.

Prerequisite: BA 203

301 Management Concepts (3)

This course approaches management as that process of reaching organizational goals by working with and through people and other resources. Development of conceptual foundations for the management tasks of planning, communicating, organizing, influencing, and controlling is emphasized. International as well as domestic situations are examined.

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 corporate finance. Special attention will be given to the financial administrator's role in the area of working capital, capital budgeting, and financing decisions, including international investment and financing considerations.

Prerequisite: BA 204 and Economics 202.

304 Business Statistics II (3)

Advanced statistical analysis with applications in business and economics emphasizing appropriate computer software. Topics include a review of descriptive statistics, estimation, and hypothesis testing and correlation plus an in-depth treatment of simple and multiple regression.

Prerequisite: Math 104 and 105.

305 Legal Environment of Business (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 are presented in order to provide the student with an understanding of the limitations of an administrator's authority, as well as the social and ethical responsibilities implicit in decision making.

This course is also listed as Political Science 305. Suggested as first upper level law course.

Prerequisite: Economics 202, junior standing or permission of the instructor.

306 Business Law I (3)

A course designed to cover the legal aspects of business operations, including contracts, agency, partnership, property, and corporations.

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: BA 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: BA 204.

309 Managerial Accounting (3)

Use of cost data to aid management in planning, performance, evaluation and control and decision-making. The behavioral dis-

cussion of management accounting and the use of quantitative techniques 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.

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: BA 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: BA 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: BA 316 or permission of the instructor.

320 Marketing Research (3)

A course which establishes the relationship between models, information systems, and marketing decisions. The practical appli-

cation of behavioral and statistical methods for the purpose of obtaining and analyzing relevant marketing information will also be examined.

Prerequisites: BA 302, and BA 304 or permission of the instructor.

322 International Business (3)

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 multi-national enterprise.

Prerequisite: ECON 201 and 202.

NOTE: Students interested in and international business track may want to take Global Studies 100 and 200 as general electives. (See the interdisciplinary Studies section of this *Bulletin* for course descriptions.)

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: BA 302.

327 Seminar in International Marketing (3)

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 the instructor.

328 Retailing Management (3)

This course deals with that part of the distribution process called retailing. Topics include retail environment, location and store design, merchandise planning and control, selecting merchandise resources, pricing, sales promotion and display, and customer service.

Prerequisite: BA 302.

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: BA 302 or permission of the instructor.

335 Governmental and Institutional Accounting (3)

Fundamental accounting principles applicable to federal, state, and municipal governmental units and other non-profit organizations such as hospitals, colleges and universities, and voluntary health and welfare organizations.

Prerequisite: BA 204.

340 Advanced Accounting (3)

Accounting theory applicable to partnerships, branches, business combination and other special topics in financial accounting and reporting.

Prerequisite: BA 204.

341 Federal Taxation I (3)

A study of federal income taxation as applied to individuals and sole proprietorships.

Prerequisite: BA 204 or permission of the 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: BA 341 or permission of the 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 (3)

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: BA 306, BA 303 or permission of the instructor.

390 The New South Carolina:

Foreign and Domestic Industrial Development (3)

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 offers an opportunity to interact with industrial leaders from government, banking, manufacturing, and service areas. The course includes visit to industrial sites in South Carolina. Offered in Maymester only.

391 The International Corporation: A Comparative Approach (3)

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 Programs 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.

Prerequisites: BA 303 and BA 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: BA 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 BA 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 system, quality control, operations planning and capital budgeting.

Prerequisites: BA 304, and BA 301.

405 Small Business Management (3)

This course deals with the overall management of small firms. Students will work on cases provided by the instructor. The cases require students to help real businesses solve problems in the accounting, finance, management, and marketing areas.

Prerequisites: BA 301, 302, 303.

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: BA 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.

Prerequisites: BA 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: BA 317 or permission of the 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—which are utilized in conceiving and launching a new business.

A new venture simulation is completed by all students which includes self-assessment exercises and a discussion of research concerning successful entrepreneurial characteristics.

Prerequisite: Senior standing or permission of the 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.

425 Marketing Management (3)

A course for senior marketing students which involves them in realistic decision-making environments. The course will include descriptions of actual marketing situations permitting further familiarization with marketing principles and methods as they are employed in various industries.

Prerequisite: BA 302.

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: BA 305 or 306, Senior standing or permission of the instructor.

440 Accounting Theory (3)

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.

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 300 level and above. At least three of these electives must be economics courses.

Economics 201 and 202 and Math 105 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. No student who has received credit for ECO 201 or ECO 202 shall receive credit for this course.

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, economic growth, and international interdependence.

Prerequisite: Math 105.

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 and international problems and policies. A prerequisite for courses at the 300 level and higher.

Prerequisites: Econ 201, Math 105.

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 Economics (3)

An examination of the economics of spatial organization focusing

on the location of economic activity and the growth of cities and regions. This course will provide a theoretical and empirical basis for analyzing contemporary urban issues.

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 (3)

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.

Prerequisite: 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.

Prerequisites: 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 (3)

An introductory survey of the use of statistical and mathematical methods in economic analysis.

Prerequisites: 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 (3)

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 (3)

A seminar on particular problems or questions in economic policy. Topics will vary.

Prerequisites: Econ 305, 317, 318 and BA 304, or permission of the instructor. Designed to be a capstone course, this seminar is required for all economics majors. 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.

EDUCATION

Professor

Edward J. Lawton, *Chairman*

Associate Professors

P. Kenneth Bower, J. Frederick Ettline, Robert E. Fowler,
Charles E. Matthews, Joan S. McMath, Susan Sommer,
Pamela C. Tisdale, Peter H. Yaun

Assistant Professors

Mary E. Blake, Linda E. Greene, Douglas F. Kennard,
Katherine McIntosh, Susan J. Schenck, Richard Voorneveld,
Frances Welch, 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 for meeting with this advisor to have a specific program of studies ap-

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

proved. 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.).

Students who intend to complete any Teacher Education Program 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.

CRITERIA FOR ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

1. Students who anticipate applying to the professional program in Teacher Education should contact the Education Department as soon as possible, to insure that the courses taken to meet College requirements will also meet requirements for the teacher education program.
2. In order to apply for admission to the Teacher Education Program, the student must have a minimum GPR of 2.50 as of September, 1985.
3. The student must have completed at least sixty (60) semester hours of coursework which will meet the general degree requirements of the College of Charleston. No more than twelve (12) credit hours may be Education courses, and the student must have no more than twelve (12) hours of remaining course work for the general degree requirements.
4. Required application form and appropriate letters of recommendation must be forwarded to the Coordinator of Programs in the particular area of specialization to which admission is being sought.
5. Before being admitted to the Teacher Education Program, the stu-

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- dent must successfully complete the State of South Carolina's Education Entrance Examination. This should be taken before the student has accrued 12 hours in Education courses.
6. The Area Faculty Review Committee (i.e. Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, or Special Education) will meet at least once each semester to consider student applications and the results of the Education Entrance Examination. A personal interview may be required of each candidate before acceptance into the program.
 7. Transfer students must have transcripts evaluated by the Office of the Registrar in order to determine general course equivalency. Further, all Education courses and those which might be considered to meet core or professional education requirements will be further evaluated by the Education Department. In any case, no more than twelve (12) semester hours in Education may be transferred (excess hours may, in some cases, be counted as elective hours if the student's individual program of studies permits).
 8. Once the student is formally admitted to the Teacher Education Program, he/she must meet with an assigned advisor prior to the next preregistration to complete a Program of Studies form. The program will then be approved by the department chairperson. Any subsequent changes in the planned program of studies must be approved by the student's advisor.
 9. The student's progress in the Teacher Education Program will be monitored continuously. Since the preparation for a career as a professional educator involves much more than the successful completion of a series of courses, periodic reviews of the student's progress will be conducted by an Area Faculty Review Committee. Assessments of the student's progress toward the acquisition of basic teaching competency will be made. As a result of the periodic reviews and discussion with the students who evidence deficiencies, additional course work and/or additional practica may be required. Failure to achieve satisfactory progress as determined by the Faculty Review Committee will result in the student's dismissal from the Teacher Education program.
 10. Admission to Student Teaching is contingent upon:
 - a. Successfully meeting all of the admission criteria and retention standards described herein.

- b. A minimum overall GPR of 2.50, and
 - c. A minimum GPR of 3.0 in the professional education sequence.
11. No additional course work may be taken during the Student Teaching experience.
 12. In order to teach in the State of South Carolina (and other states) the student *must*:
 - a. Complete the approved Program of Studies *AND*
 - b. *Receive the recommendation for certification from the Education Department.*

Completion of the approved program does not automatically insure certification recommendation by the department. Although completion of the approved Program of Studies will usually result in recommendation, it may in fact be withheld as the result of failure to satisfactorily complete requirements and activities as described by the Area Faculty Review Committee, substandard performance during Student Teaching, or the student's failure to change personal behaviors which are considered to be impediments to successful teaching.

MAJOR REQUIREMENTS:

The Department of Education offers majors in Elementary Education and Special Education. All certification programs are NASDTEC approved Teacher Education Programs. Practicum experience may be required in all Education courses. Other requirements are as follows:

Elementary Education Major. The Teacher Education Program in Elementary Education exists for students who intend to become certified to teach in elementary schools. Satisfactory completion of the Teacher Education Program in Elementary Education, which consists of the courses in the major as well as EDU 401 and other requirements, leads to a recommendation for certification in South Carolina. The Elementary Education Major consists of 36 semester hours and includes the following courses: EDU 201, 303, 307, 308, 316, 321, 335, 340, 350, 360, 414, and 450.

Special Education Major. The Teacher Education Program in

Special Education is designed for students who intend to teach children and youth with Behavior Disorders (Emotional Handicaps), Learning Disabilities, or Mental Retardation (Mental Handicaps) in schools and institutions. Satisfactory completion of the Teacher Education Program in Special Education, which consists of the Special Education major course sequence and EDU 439A, B, or C, leads to a recommendation for certification in South Carolina. The Special Education major consists of 36 semester hours and includes the following courses: EDU 201, 303, 308, 335, 340, 350, 410, 414, 437, 450, and 411 and 412, or 421 and 422, or 425 and 426.

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.

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, available at the Department of Education.

AVAILABLE GRADUATE PROGRAMS

The Education Department currently offers graduate programs of study in the following areas: Early Childhood Education, Elementary Education, and Special Education (in cooperation with the Charleston Higher Education Consortium). Requirements include: formal admis-

sion to graduate studies, a program of study consisting of at least thirty-six (36) semester hours of graduate course work, the qualifying comprehensive examination, and an optional research and development project or thesis. For further information refer to the College of Charleston Graduate Bulletin.

EDUCATION COURSES

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.

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 the 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 which 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 the 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 majors seeking state certification.

342 The School Art Program (3)

A general methods course in the teaching of art with emphasis on organizing the school art program. Planned for persons preparing to teach art or to supervise art programs in the elementary or secondary schools. Required for art majors seeking state certification.

343 The Teaching of Foreign Languages (3)

Instructional techniques and procedures in foreign languages teaching. Examination of materials and methods appropriate to the teaching of pre-determined objectives. Implications of linguistics and psycho-linguistics 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 the 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 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 approximately one half of the college semester. Weekly seminar periods are held on campus during the entire semester. Students should pre-register with the Education Department for practice teaching at least one term prior to the term in which they intend to enroll formally in the course. The deadline for fall semester pre-registration is August 1; for spring semester pre-registration, November 1.

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 preschool 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 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, 314, 324, 404, 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, 314, 324, 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 the 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 experience 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.

Prerequisite: 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 410 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 (3)

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)

439-A Directed Teaching/Emotionally Handicapped

439-B Directed Teaching/Learning Disabled

439-C Directed Teaching/Mentally Retarded

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 use, critical review of literature in selected areas.

Prerequisites: 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 instructional objectives, developing test items, planning an instructional approach, and interpreting standardized and criterion-referenced tests.

Prerequisites: EDU 201, or permission of the instructor.

451 Independent Study in Education (3)

A course in which 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 the 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.

*NOTE: EDU 307/360 (6). Although each course (EDU 307 & EDU 360) is available separately, when they are combined they make up the Self Expression for Enhancing Knowledge (SEEK) program. This is an intensive program whereby students are divided into teaching teams and assigned to public school classrooms under the supervision of a college faculty member(s). Interdisciplinary units and related curriculum materials are developed. The application of a variety of teaching techniques is expected.

ENGLISH

Professors

Bishop C. Hunt,
Anna Katona, Nan D. Morrison,
Norman Olsen, Jr., *Chairman*

Associate Professors

Dennis M. Goldsberry, Joseph M. Harrison,
M. Sue Hetherington, Caroline C. Hunt,
Jeffrey L. L. Johnson

Assistant Professors

Paul E. Allen, Jr., Larry A. Carlson, Pamela J. Clements,
Robert L. Cross, Mary K. Haney, Eugene C. Hunt,
Kenneth M. Jenson, Jeffrey B. Loomis,
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 128 for complete information.

Major Requirements. 36 semester hours at or above the 200 level of which at least 30 hours must be selected from courses at or above the 300 level. The major must include English 201 and 202; English 301 or 302; English 304 or 306; 3 semester hours of early American literature (English 205 or 342 or 343); and 3 semester hours of later American literature (English 206 or 344 or 345).

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

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

ENGLISH COURSES

70 English as a Second Language (6)

An intensive course in English grammar and basic writing skills. Credit hours for this course will not be applied toward degree requirements.

90 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.

100 Fundamentals of Composition and Literature (6)

An intensive combination of English 90, Basic Writing Skills, and English 101, Composition and Literature. Only three semester hours of this course will 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 expository 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 100 or 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.

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- 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 background.
- 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 background.
- 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 neoclassicism through the twentieth century.
- 205 American Literature to 1865 (3)**
A survey of American literature from the beginning 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 Fundamentals of Oral Communication for Platform, Radio, and Television (3)**
Practical experience in the communication of information, ideas, attitudes, feelings, and meaning from the written page to an audience, whether immediate, as in a recital hall or auditorium, or remote, as in radio and television. Oral interpretation as one of the speech arts.

- 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 Debates (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.
Prerequisite: English 101 and 102.
- 215 Interdisciplinary Composition (3)**
A course in writing strategies and skills, suitable for non-majors. Topics are interdisciplinary, with application to business and technical writing, the social and natural sciences, and the humanities.
Prerequisite: 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)**

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- 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, incorporat-

ing 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.

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- 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.)
- 370 Major Literary Genres (3, 3)**
A detailed examination of a significant literary form or type. (Students may receive no more than six hours credit for this course.)
- 380 Studies in Communication (3, 3)**
Special studies in print and broadcast journalism and various forms of oral communication. (Students may receive no more than six hours credit for this course; credits for this course may not be applied toward the English major.)
Prerequisite: Permission of the instructor.
- 390 Studies in Film (3, 3)**
A detailed study of a filmmaker, topic, or genre. (Students may receive no more than six hours credit for this course; credits for this course may not be applied toward the English major.)
Prerequisite: English 212 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 Seminar (3)**
A detailed study of an author, topic, or genre. Open to juniors and seniors with permission of the instructor.

401 Studies and Problems (3)

Special studies, developed by visiting lecturers or individual department members, designed to supplement or to investigate more fully offerings in the department. Announcement of the particular subject is made prior to registration for the term in which offered. Offered at the discretion of the department and open to students with permission of the instructor.

404 Independent Study (1-3)

Research in a specified area, in consultation with a department member who will guide the work and determine the hours of credit to be allowed. Open to juniors and seniors with permission of the department.

499 Bachelor's Essay (6)

A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must 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 or her tutor both on the progress of the research (in the first term) and on the drafts of the 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, and
Edwin Romain (Duo-pianists)

Professors

Diane C. Johnson (Art History)
David W. Maves (Composer-in-Residence/Music Theory)
Arthur W. McDonald, *Chairman* (Theatre)
Michael Tyzack (Studio Art - Painting)
Kenneth W. Severens (Art and Architectural History)

Associate Professors

Douglas D. Ashley (Music History and Piano)
Robert Butler (Theatre)
John N. Michel (Studio Art - Sculpture)
John Olbrych (Theatre)
Willard Oplinger (Choral and Vocal Music)
Randall S. Thompson (Instrumental Music)

Assistant Professors

Barbara Duval (Studio Art - Printmaking)
William D. Gudger (Music History and Theory)
David M. Kowal (Art History)
Janis A. Tomlinson (Art History)

The Fine Arts Department offers an interdisciplinary liberal arts program consisting of the areas of Art, Music and Theatre. Concentrations are available in Art (art and architectural history, studio art), Music (history, theory, and performance) and Theatre (acting/directing, history/literature, and technical/design), 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 in their designated emphasis. Specific courses needed for certain career plans, such as education, graduate school, or professional training are available. 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 128 of the 1984-86 College of Charleston *Undergraduate Bulletin* for complete information.

MAJOR REQUIREMENTS

Interdisciplinary Concentration. The major requirement totals 36 hours in Fine Arts, with a minimum of 15 hours at or above the 300 level; Fine Arts 200 and either 300 or 400 must be included. An interdisciplinary sequence will be selected in consultation with the department chairman.

Art (Studio and History) Concentration. The major requirement totals 42 hours, 21 of which are specified core courses: Fine Arts 200, and 300 or 400, Art 109, 118, 209, 3 hours chosen from Art 301, 302, 303, 304, 305, 306, 307, 308, and 3 hours chosen from Art 216, 218, 220, 322. The remaining 21 hours are electives to be planned by the student with a departmental advisor. Possible areas of specialization beyond the core courses include: Studio Art (requiring 12 further hours in one of the areas outside the student's 12-hour specialty); Art History (21 further hours from upper level Fine Arts courses chosen with the approval of a departmental advisor); and Architectural History and Historic Preservation (requiring Art 110 and 18 further hours from Fine Arts courses chosen with the approval of a departmental advisor).

Music Concentration. The major requirement totals 42 hours with 30 hours in the core curriculum: Fine Arts 200 and 300 or 400; Music 246, 247, 246L, 247L, 346L, 347L, 341, 342, and 8 hours of applied music (Music 261 and at least 4 hours in Music 461). Six additional hours as follows: Voice—6 hours in Music 161; Instrumental music—6 hours in Music 162; Theory and composition—Music 351, 352; Music history and literature—Music 343, 344; Piano or organ—6 additional hours of applied music (Music 461 and Music 475). For a total of 42 hours, the last 6 hours are electives selected with the advice of a departmental advisor.

Theatre Concentration. The major requirement totals 42 hours which must include Fine Arts 200, and 300 or 400, Theatre 176, 277, 281,

378, 382, 383, 385, 392, 394, and 9 hours chosen from Theatre 185, 376, 377, 381, 387, 389, 478, and 484.

FINE ARTS COURSES

200 **Masters and Styles: I (3)**

An introductory study of relationships among the disciplines of art, music and theatre.

300 **Culture and Society (3)**

An interdisciplinary study which will focus upon how cultural development in any particular epoch is shaped by and reflects the historical, economic, and social factors of that time. The periods of interest, which will vary each semester, include the ancient, medieval, renaissance, baroque, and modern ages. The course will be interdepartmental and team taught.

400 **Masters and Styles: II (3)**

A study of interdisciplinary relationships among the arts. The specific topic will vary from semester to semester and can involve either a study of two or more individuals or period styles. For example: German Expressionism; Opera as Drama and Music; Picasso and Stravinsky; Goya and Beethoven; etc.

ART AND ARCHITECTURAL HISTORY COURSES

109 **Introduction to Art (3)** *yes*

A combined visual and historical approach to art from pre-historic 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~~ *no*

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)** ~~100~~ 905

An historical survey of American architecture from the colonial period to the end of the nineteenth century.

202 **Charleston Architecture (3)** ~~100~~

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 the instructor.

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.

209 **Image to Word. (3)**

This course has two objectives: practice in formal analysis through discussion and writing on art; and introduction through a wide range of readings on various art historical, critical, and creative approaches to art.

300 **Selected Topics in Art (3)**

Special studies of varying topics in art or art and architectural history (such as Venetian Painting, History of Photography, Spanish Baroque Painting and Sculpture) as well as courses combining history lectures with studio work (such as History of Graphic Art, History of Sculpture, The Art of Matisse).

Prerequisite: Art 109.

301 **History of Greek Art (3)**

A study of Greek architecture, sculpture, and painting from the Minoan civilization through the Hellenistic period.

302 **History of Roman, Early Christian, and Byzantine Art (3)**

A study of architecture, sculpture, and painting of Republican and Imperial Rome; its transformation with the rise of Christianity; and subsequent development of art in the Byzantine Empire.

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- 303 **History of Romanesque and Gothic Art (3)** *yes*
Study of Romanesque and Gothic architecture, sculpture, and painting in Western Europe.
Prerequisite: Art 109 or permission of the instructor.
- 304 **History of Northern Renaissance Painting (3)** *yes*
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 Peter Bruegel.
Prerequisite: Art 109 or permission of the 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 the 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 the 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 the 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 the instructor.
- 312 **Modern Architecture (4)**
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 Art (3)**
An examination of American painting and sculpture from Colonial

times to the present, with an emphasis on the interactions of American artists with European art, and the relationships of American artists to their public.

Prerequisite: Art 109.

315 Museum Studies (3)

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.

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 Seminar in Art and Architectural History (3)

Intensive studies in seminar format of varying art and architectural topics. Essentially a research-writing oriented course. Topics previously offered include Medici Patronage During the Renaissance; American Symbolist Paintings; and Carravaggio and His Followers.

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: The student must be a junior or senior, with an overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, 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 COURSES

116 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 118 or permission of the instructor.

118 Fundamentals of Studio Practice (3)

An introduction to the materials and basic principles of Drawing, Painting Sculpture and Color Theory.

216 Painting I (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 118.

217 Painting II (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 Printmaking I (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 the problem of visualizing expressive images appropriate to the print as an art form.

Prerequisite: Art 118 or permission of the instructor.

219 Printmaking II (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 Sculpture I (3)

Through working in clay and wax from the human figure, the portrait head, and various other model forms in nature, it is intended 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 the 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 Painting III (3)

Further development of the language skills needed to express visual thought. Emphasis on color and drawing and on overall composition in relation to the painter's intention and achievement.

Prerequisite: Art 217.

317 Painting IV (3)

Continuation of Art 316, which is a prerequisite.

318 Printmaking III (3)

Advanced study of the expressive problems and the techniques of printmaking.

Prerequisite: Art 219.

319 Printmaking IV (3)

Continuation of Art 318, which is a prerequisite.

320 Sculpture III (3)

A more advanced involvement in modeling and carving or an introduction to fabricating in wood and metal using hand tools, power tools and welding.

Prerequisite: Art 221.

321 Sculpture IV (3)

For advanced students who have demonstrated sufficient awareness of sculptural form and their own creative abilities, this semester's involvement offers the opportunity to learn to cast work in bronze or aluminum through the lost wax and sand mold techniques.

Prerequisite: Art 320.

323 Drawing II (3)

Continuation of Art 322 with emphasis on the use of the human figure in space as a compositional element.

Prerequisite: Art 322.

324 20th Century Painting Techniques (3)

A research course using films and discussion-demonstration to investigate the materials, techniques and goals of outstanding artists in the 20th century, with emphasis on American art since 1950. The relation of the artist to society, and the influence of time and place on recent developments, will be considered. Working in various media and styles, students will attempt to reach a deeper understanding of present-day art.

Prerequisite: Art 217.

325 Selected Topics in Advanced Studio Practice (3)

Intensive studies in specialized aspects of studio practice for seniors using a studio/seminar format. Topics will vary according to faculty and student interests. Topics to be offered will include: Advanced Color Theory; The Extension and Application of Drawing; Color, Form & Content; New Materials for the Artist, etc.

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.

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: The student must be a junior or senior, with an overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, 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.

MUSIC COURSES

- 131 Music Appreciation: The Art of Listening (3)** *yes*
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.
- 146 Fundamentals of Music Notation (3)**
A basic introduction to the standard durational, dynamic and pitch elements of music. Students will gain a working knowledge of note values, pitch notation, clefs, accidentals, dynamics, tempo and mood markings.
NOTE: This course does not satisfy the minimum degree requirement in the Humanities.
- 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)** *yes*
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 the instructor.
- 233 Music in the World's Cultures (3)**
A study of how music functions in various cultures, with attention to oral traditions, the influence of professional performers, and the impact of Western music and its notation. The methodology for the collection and study of music in oral traditions will be supplemented by reports and exercises in performance.
- 246 Music Theory I (3)**
A study of scales, intervals, and key signatures. Exercises in diatonic harmony utilizing traditional four-part harmonic written

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- 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, 3 hours per week.
- 247 Music Theory II (3)** *247*
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 the instructor.
- 247L Music Theory II Lab (1)**
Continuation of music 246L with more ear training and sight singing, and beginning of 4 part harmonic diction. Laboratory, 3 hours per week.
Prerequisite: Music 246L or permission of the instructor. Should usually be taken with Music 247.
- 250 Music in Charleston: Spoleto U.S.A. (3)**
Lecture/discussion sessions each day, centered around works presented during the Spoleto Festival, followed by concentrated individual tutorials (mini-sessions) to be given on separate levels: for the general student with little or no musical background; for intermediate music students in various areas. (Maymester only)
- 337 Opera Literature (3)**
A study of selected operas by composers of the 18th to 20th centuries.
Prerequisite: Music 131, 230, or permission of the instructor.
- 341 Theory and History of Music to 1600 (3)**
An 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 the instructor.

342 Theory and History of Music from 1600 to 1800 (3)

An historical and stylistic survey of music in the Baroque and Classic era. Listening to and analysis of representative compositions by outstanding composers. Introduction to the principles of tonal counterpoint, and writing of a four-voice exercise in fugal style.

Prerequisite: Music 341, or permission of the instructor.

343 History and Literature of Music in the 19th Century (3)

An 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 the 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, bitone, and quarter music).

Prerequisite: Music 343, or permission of the 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 singing and dictation. Laboratory, two hours per week.

Prerequisite: Music 247L. Should normally be taken currently 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.

347 History of Jazz (3)

A study of the historical, cultural, and musical significance of jazz and the major trends and styles of jazz, with attention to the most important performers in this idiom.

Prerequisite: Music 131 or permission of the instructor.

348 Music in America (3)

A survey of music in American culture from colonial times to the present, with particular attention to the social setting for American music, and the influence of European and African culture on American music. The course will involve listening to and discussing representative compositions by American composers. In the first part of the course particular attention will be paid to Charleston as a musical center before 1860.

Prerequisite: Music 131 or any course in American history or literature would be helpful.

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.

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 the 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 juniors or seniors, with an overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, with the permission of the department.

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 the instructor. An overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, 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.

PRACTICE AND PERFORMANCE OF MUSIC COURSES

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 the 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 the instructor.

261 Applied Music (1, repeatable up to 8 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)

Individual areas of instruction in Music 261 and 461 are:

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|------------------|---------------|-----------|
| A. Voice | E. Brass | I. Studio |
| B. Class piano | F. Strings | |
| C. Private piano | G. Percussion | |
| D. Woodwinds | H. Organ | |

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 the instructor.

NOTE: No more than 8 credits from any combination of Ensemble, Concert Band, or Chorus may be applied towards graduation requirements.

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|----------------------|---------------|
| A. Madrigal Singers | G. Strings |
| B. Fine Arts Singers | H. Percussion |
| C. Vocal | J. Jazz |
| D. Piano | K. Orchestra |
| E. Woodwinds | L. Other |
| F. Brass | |

370 Conducting (2, 2)

371 The study of fundamental principles of conducting, both choral and instrumental including basic beat patterns, hand and baton technique, interpretation. Score reading, and rehearsal techniques. Lectures, 2 hours per week.

Prerequisite: Music 246; Music 370 is prerequisite for Music 371.

372 Instrumental Techniques (2, 2)

373 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: Music 246 or permission of the instructor.

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).

At the recommendation of the music faculty, students may repeat Music 261 up to a limit of 8 credits in lieu of Music 461.

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: The student must be a junior or senior, with an overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, with the permission of the department. 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.

THEATRE COURSES

176 Fundamentals of Dramatic Art (3) *yes*

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

✓ **185 Dance I (3)**

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

✓ **186 Dance II (3)**

Continuation of Dance I.

Prerequisite: TH 185 or permission of the instructor.

✓ **277 Acting I: A Basic Approach (3)**

An introduction to the basic techniques of the acting process, utilizing theatre games, exercises and improvisations. An introduction to the Stanislavskian system leading to scene study.

Prerequisite: TH 176 or permission of the instructor.

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: TH 176.

280 Scene Painting (3)

A studio class in painting techniques for theatre. The student will

investigate the techniques and methods the scenic artist uses in creating the illusions of traditional scenography.

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

✓ **281 Stagecraft (3)**

Introduction to basic principles and practices of stagecraft - equipment and procedures in theatrical presentations.

350 Selected Topics in Communication Production (3)

Special studies in film, radio, and television production with topics to be announced when offered. May be repeated for credit with different topics.

Prerequisite: Permission of the instructor.

360 Voice for the Theatre (3)

A study of vocal techniques to develop correct breathing, vocal placement, clear diction and general aural and phonetic awareness.

Prerequisite: TH 176.

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 current productions, 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, directing, and producing musicals.

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

✓ **376 Acting II: Characterization (4)**

An intermediate course in the study of acting with particular emphasis on approaches to characterization. Work will include vocal and physical exercises, improvisations and scene study presentations.

Prerequisite: TH 277 or permission of the instructor.

✓ **377 Acting III: Style (4)**

Research and performance of scenes from period plays, using skills developed in the preceding courses. The work will draw from a wide variety of period plays in order to develop an understanding and awareness of acting in different theatrical styles.

Prerequisite: TH 376 or permission of the instructor.

- ✓ 378 **Principles of Directing for the Theatre (3)**
Development of concepts and practices of the “regisseur” and stage director.
Prerequisite: TH 277.
- ✓ 379 **Styles of Directing for the Theatre (3)**
Directing in a proscenium, thrust, or theatre-in-the-round environment. Directing period acting styles.
Prerequisite: TH 378 or permission of the instructor.
- ✓ 380 **Seminar in Electronic Music and Sound (3)**
Instruction in basic sound manipulation using a variety of electronic equipment. The student will gain practical experience in editing, mixing, and recording.
Prerequisite: MUS 352, TH 281, or permission of the instructor.
- ✓ 381 **Stagecraft II (3)**
Advanced stage mechanics, construction, and drafting for the modern theatre. Lectures and laboratories.
Prerequisite: TH 281.
- ✓ 382 **Stage Lighting (3)**
Introduction to standard instrumentation and technical practices in stage lighting. The class surveys equipment and techniques with practical exercises oriented around Center Stage productions.
Prerequisite: TH 281.
- ✓ 383 **Scenic Design (3)**
Principles of design, color, form, as applied to the design of visual elements for the entertainment industry.
Prerequisite: TH 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: TH 281 or permission of the instructor.
- ✓ 385 **Dance from Primitive Times to 20th Century (4)**
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.

✓ 386 **20th Century Dance (4)**

Development of ballet and other dance forms from 1900 including dance in the American musical theatre. Dance practicum and experience in elementary choreography.

✓ 387 **The Contemporary Theatre (3)**

An in-depth study of the major movements of the modern European and American Theatre, including naturalism, absurdism, the epic theatre, and symbolism. The course will focus on the works of Chekov, Ibsen, Strindberg, Brecht, Pirandello, Beckett, Sartre, Shaw, O'Casey, O'Neill, Miller, and contemporary dramatists.

Prerequisite: TH 176.

✓ 389 **Playwriting (3)**

An introduction to creative scripting for the theatre. How the playwright visualizes and notates characters, situations, relationships, etc., and prepares an actable script for stage presentation. Prerequisite: Permission of the instructor.

390 **Playwriting (3)**

Continuation of TH 389.

Prerequisite: Permission of the instructor.

392 **History of the Theatre (3)**

A study of the development of the theatre including a survey of actors, actresses, theatre architecture and production arrangements.

394 **Literature of the Theatre (3)**

A survey of world drama from the Greeks to the 20th century.

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 drama 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: TH 176 and/or permission of the instructor.

484 Costume Design and Construction (3)

Principles and practices for costuming construction for the theatre.

Prerequisite: TH 176.

489 Seminar: Selected Topics in Theatre (3)

Concentrated investigation of specific problems in theatre, as announced when offered. May be repeated for credit with different research topics.

Prerequisite: Permission of the instructor.

490 Independent Study in Theatre (3)

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

Prerequisite: Open to juniors and seniors with an overall GPR of at least 2.75 and a Fine Arts GPR of at least 3.3, 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.

HISTORY

Distinguished Professor

George G. Heltai

Professors

Clarence Davis, *Chairman*, Malcolm Clark, James Hagy, Wayne Jordan

Associate Professors

Lee Drago, Michael Finefrock,
George Hopkins, Peter McCandless,
Jung-Fang Tsai

Assistant Professors

Rosemary Brana-Shute, Amy McCandless, Thandekile Mvusi,
John Newell, Nan Woodruff

A knowledge of history provides a perspective for the study of other disciplines and for understanding the problems of modern society. The department's 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 stu-

dent 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

- I. Western Civilization before 1789
History 213, 231, 232, 233, 311, 316, 317, 318, 350, 351, 353, 354, 355, 357, 361, 371, 372.
- II. Europe Since 1789
History 214, 240, 309, 310, 312, 324, 327, 328, 336, 337, 340, 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.

HISTORY COURSES

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;

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- the formation of the federal union; the emergence of political parties. (Formally 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 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 Presidential 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 a modernization that has 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 post-war world.

317 Tudor England, 1485-1603 (3)

A survey of political, economic, and social developments in England from 1485 to 1603. Areas of concentration will include the Wars of the Roses, the Reformation, and the English Renaissance. Prerequisite: History 101 or permission of the instructor.

318 Stuart England, 1603-1714 (3)

A survey of Stuart society and politics. Topics will include major political developments such as the English Civil War, Restoration, and Glorious Revolution; the philosophical and literary works of Locke, Hobbes, Dryden, and Milton; the relationship between Protestantism and capitalism; the emergence of the modern

family; cultural developments in theatre, music, and architecture.
Prerequisite: History 101 or permission of the instructor.

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. 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.

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 the other forms of collective security.

- 336 East European Revolution (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 placed on the problems of nationalism, democracy and industrialization. Socio-political changes between the wars.
- 340 Women in the Western World (3)**
An examination of the ideas, institutions, and events in Western civilization which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and suffragist movements.
- 343 History of the South to 1865 (3)**
A study of the origins of plantation slavery, the emergence of 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

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- 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 Egypt and Mesopotamia (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, Bahatism, nationalism, OPEC, the Shah and the Islamic Revolution.
- 367 Precolonial Africa (3)**
An introduction to the precolonial history of sub-Saharan Africa. Special attention will be focused on the growth of Islam in West Africa, the East African city-states and kingdoms, and the upheaval

in nineteenth century southern Africa. African slavery and the slave-trade will also be considered.

368 Modern Africa (3)

A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence and contemporary issues.

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 Ages of Enlightenment and Revolution (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, 1870-1936 (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 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course will focus on the problems of imperialism, nationalism, and revolution, the rise of communism, the proletarian Cultural Revolution, and the Four Modernizations in post-Mao China.

383 History of Japan to 1800 (3)

A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.

384 History of Modern Japan (3)

A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, Japan's experience with liberalism and militarism, Japanese imperialism, and the 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

Jorge Marbán (Spanish and Italian)
Andrée Cochelin-Parrott (French)
Edmund T. Weiant (Russian and German)

Associate Professors

Virginia Benmaman (Spanish)
Suzanne Byrd (Spanish)
Jeffrey Foster (French)
Lawrence Lynch (French)
Suzanne Moore (Spanish)
Oralia M. Preble, *Acting Chairperson* (Spanish)
Lawrence J. Simms (Classics)

Assistant Professors

José Escobar (Spanish)
Carla D. Lowrey (German)
J. Frank Morris (Classics)
Thomas Ryan (German)
Beatrice Stiglitz (French)
Godwin Uwah (French)
Dharie Vanbimol (French)
E. Paige Wisotska (French)

Instructor

Elaine Griffin (Spanish)

ABOUT LANGUAGE STUDY

Language, by its very nature, structure and application, is the foundation of any society. 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 society.

People study languages for a variety of reasons. The ability to com-

municate directly with someone who does not know English has a certain practical value; for example, Americans faced with the realities of international commerce are discovering that they need foreign language skills in this highly competitive area.

STATEMENT OF PURPOSE

The Languages Department provides 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, on campus and abroad, to apply foreign language skills to the study of other cultures.
- d) an understanding and appreciation of another literature in the original language.
- e) an introduction to selected works of world literature in translation.
- f) guidance and training in non-literary applications of languages: government, business, teaching, professional or public service, and graduate study.

PROGRAMS

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

The Department offers 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). Candidates for certification should consult with the language major advisor 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

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 high school 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.

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 a 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.

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.

Language Laboratory. Students of modern languages who are 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 and distribution of study cassettes.

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

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 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 participation in courses which emphasize development of communicative skills, awareness of different cultures and the interconnections among various fields of study. These are some elective courses which would be, at registration, 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.

370 Studies in Film and Literature (3)

Study of major works of literature and their adaptation to the screen with emphasis on the similarities and differences between the two media. The course will be conducted in English.

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); or by enrolling in College courses listed below especially designed for study abroad. For more information about Study Abroad, refer to page 64 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 through 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., SPN 328 Spanish/Argentina).

Prerequisite: Permission of instructor, or, if an independent study, the student must first consult with his or her academic advisor, 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 (3)

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

350 Literature in Translation: A Foreign Author (3)

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 (3)

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 literature 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 Courses.

- 101 Ancient Greek (3, 3)**
102 Instruction designed to enable the student to read elementary Ancient Greek.
Prerequisite: Greek 101 is prerequisite for 102.
- 201 Attic Greek (3)**
Selected readings from Attic prose or verse.
Prerequisite: Greek 102, or permission of the instructor.
- 202 Attic Greek (3)**
Continuation of selected readings from Attic prose or verse.
Prerequisite: Greek 201 or 203, or permission of the instructor.
- 203 Koine Greek (3)**
Selected readings from the New Testament.
Prerequisite: Greek 102 or permission of the instructor.
- 204 Koine Greek (3)**
A continuation of selected readings from the New Testament.
Prerequisite: Greek 201, 203, or permission of the instructor.
- 371 Readings 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 the 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 the 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 the nature and extent of the reading.

Latin Courses.

101 Elementary Latin (3, 3)

102 Prerequisite: Latin 101 is prerequisite for 102.

201 Intermediate Latin (3, 3)

202 Rapid review of grammar and syntax; introduction to the reading of selected Latin authors.

Prerequisite: Latin 102, or permission of the instructor for 201; Latin 201 is prerequisite for 202.

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 context.

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 the instructor. Credit hours assigned will be de-

terminated by the nature and extent of the reading.

Prerequisite: Four 300 level courses in Latin, permission of the instructor.

Classics Courses. 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, or 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 the 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 is 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.

FRENCH COURSES

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 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 may not receive credit for French 100.

101 Elementary French (3, 3)

102 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 to beginning students of French; placement or French 101 is a prerequisite for 102.

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

101C Elementary French Conversation Supplement (1,1)

102C A one hour weekly session for intensive listening-speaking practice in French utilizing vocabulary and grammatical structure presented in the corresponding basic course.

NOTE: 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 concurrently with the 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 may not take French 105 for credit.

200 Intermediate French (6)

Develops a basic proficiency in French and familiarity with French
Corequisite: To be taken concurrently with the basic course having the same number.

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 hours of instruction. Having completed this course, the student may not take either French 201 or 202 for credit.

201 Intermediate French (3, 3)

202 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: Placement, French 100, 102 or 105 for 201; placement or French 201 for 202.

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

201C Intermediate French Conversation Supplement (1, 1)

202C 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.

Corerequisite: To be taken concurrently with the basic course having the same number.

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

313 French Conversation and Composition (3, 3)

314 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 the 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.

331 French for Business and Finance (3)

This course presents the essential French vocabulary and situations needed for a business career. Lectures, dialogues and exercises will reinforce the context of typical business situations ranging from insurance negotiations to installation of dataprocessing equipment.

Prerequisite: French 313 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 the 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 Seventeenth Century (3)**
French Neo-Classicism; Descartes, Pascal, Boileau, La Fontaine, the moralists and orators.
- 463 The Eighteenth Century (3)**
The Enlightenment: Fontenelle, Montesquieu, Voltaire, Diderot, l'Encyclopédie l-Abbé Prevost, Rousseau, and others.
- 464 Literature of the Nineteenth Century (3, 3)**
- 465** Pre-Romanticism, Romanticism in prose and poetry, Realism, Naturalism and Symbolism. Intensive study of the works of Chateaubriand, Balzac, Baudelaire, Flaubert, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: 464 or permission of the 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 the instructor. Credit hours assigned will be determined by nature and extent of reading.

Prerequisite: Permission of the 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 the instructor.

German. America has many long-established social and cultural ties with the nations of the German-speaking world: Austria, Germany and Switzerland. Today, a knowledge of German has become 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.

GERMAN COURSES

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 hours of instruction. Having completed this course the student cannot receive credit for German 101 or 102; conversely, a student who has completed credit for German 101, 102 or their equivalents may not receive credit for German 100.

101 Elementary German (3, 3)

102 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; placement or German 101 is a prerequisite for 102.

NOTE. A student having completed German 101 or 102 may not take German 100 for credit.

101C Elementary German Conversation Supplement (1, 1)

102C A one hour weekly session for intensive listening-speaking practice in German utilizing vocabulary and grammatical structure presented in the corresponding basic course.

NOTE. 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 hours of instruction. Having completed this course, the student may not receive credit for either German 201 or 202.

201 Intermediate German (3, 3)

202 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: Placement, German 100 or 102 for 201; placement or German 201 for 202.

NOTE. Having completed German 201 or 202, the student may not take German 200 for credit.

201C Intermediate German Conversation Supplement (1, 1)

202C Optional one hour weekly sessions for intensive listening and speaking practice in German, 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 German: 200, 202 or permission of the 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.

331 German For Business (3)

An introduction to the vocabulary and syntax necessary to carry on normal business transactions with German firms. Topics for reading, lectures, written assignments, and oral reports will include: the banking system, the role of government and trade unions in German business, the organization of corporations in Germany, and cultural matters pertinent to business people.

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, Boll, and Bachman.

363 Nineteenth Century Drama (3)

A study of the development of German drama of the nineteenth century, including plays selected from Kleist, Buchner, 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 Durrenmatt 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 the offerings in the German 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 German, agreed upon in consultation with the instructor. Credit hours assigned will be determined by nature and extent of reading.

Prerequisite: Permission of the instructor.

498 Independent Study (1-3)

Research on a 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 the instructor.

ITALIAN COURSES

101 Elementary Italian (3, 3)

102 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; placement or Italian 101 is a prerequisite for 102.

201 Intermediate Italian (3, 3)

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

Prerequisite: Placement or Italian 102 for 201; placement or Italian 201 for 202.

RUSSIAN COURSES

101 Elementary Russian (3, 3)

102 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; Russian 101 is a prerequisite for 102.

NOTE: Study of Russian may be continued at the intermediate level in Self Instructional Program courses: SIL 201P, 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.

SPANISH COURSES

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, or 102 and 101A, 102A sequences. Classes meet five times a week, a total of 5 hours of instruction. Having completed this course, the student may not receive credit for Spanish 101, 102, or 101A, 102A; conversely a student who has completed Spanish 101, 102, 101A, 102A or their equivalents may not receive credit for Spanish 100.

101 Elementary Spanish (3, 3)

102 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 may not take Spanish 101A, 102A or 100 for credit.

Prerequisite: 101 open only to beginning students of Spanish; placement or Spanish 101 is a prerequisite for 102.

101A Elementary Spanish (V, V)

102A 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; placement, Spanish 101 or 101A is a prerequisite for 102A.

NOTE. A student having completed 101A, 102A may not take Spanish 101, 102 or 100 for credit.

101C Elementary Spanish Conversation Supplement (1, 1)

102C A one hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.

NOTE. 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: Placement, Spanish 100, 102 or 102A.

NOTE. This course is the equivalent of Spanish 201, 202 and 201A, 202A sequences. Classes meet five times a week, a total of 5 hours of instruction. Having completed this course, the student may not receive credit for either Spanish 201, 202 or 201A, 202A.

201 Intermediate Spanish (3, 3)

202 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: Placement, Spanish 100, 102 or 102A for 201; placement; Spanish 201 or 201A for 202.

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

201A Intermediate Spanish (V, V)

202A 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: Placement, Spanish 100, 102 or 102A for 201A; placement, Spanish 201 or 201A for 202A.

NOTE. A student having completed Spanish 201A may not take Spanish 201, 202 or 200 for credit.

201C Intermediate Conversation Supplement (1, 1)

202C 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 the instructor.

- 313 Spanish Conversation and Composition (3, 3)**
314 Intensive practice in the spoken and written language.
Prerequisite: Spanish 313 or permission of the 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 America from the pre-Columbian civilization through the 20th Century. To be achieved through the study of geography, art, and customs.
- 341 Advanced Grammar and Phonetics (3)**
Advanced study of the grammatical structure of Spanish, intensive work with the sound patterns of modern Spanish.
- 361 Introduction to Spanish Literature (3)**
Spanish literature studied within the framework of the arts and humanities from the beginnings of Romance poetry through the Golden Age.
- 362 Introduction to Spanish Literature (3)**
A continuation of Spanish 361, from the beginning of the Bourbon reign through contemporary movements.
- 371 Spanish American Literature (3)**
A study of the literature of Spanish America from the pre-Columbian era to Modernism.
- 372 Contemporary Spanish American Literature (3)**
Spanish American literature from Modernism through contemporary movements.
- 461 The Golden Age (3, 3)**
462 Emphasis is on the drama and the novel in the age of Lope de Vega, Calderon, and Cervantes.
Prerequisite: Spanish 461 or permission of the instructor for 462.

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- 463 Nineteenth Century Spanish Literature I (3)**
A study of the poetry and drama of 19th century Spain from the end of the Neoclassical period through Realism.
- 464 Nineteenth Century Spanish Literature II (3)**
A study of the development of 19th century prose from Romanticism through Realism.
- 465 Contemporary Literature in Spain (3, 3)**
- 466** 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 the 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 the offerings in the Spanish 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 readings in Spanish, agreed upon in consultation with the instructor. Credit hours assigned will be determined by nature and extent of the reading.
Prerequisite: Permission of the 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 the 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	Portuguese
Mandarin Chinese	Modern Greek
Hebrew	Russian
Japanese	Yiddish

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 the 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 385.

PHILOSOPHY

Associate Professors

James E. Abbott

John Arthur

Rew A. Godow, Jr.

Martin Perlmutter, *Chairman*

LaVerne Shelton

Hugh T. Wilder

Assistant Professors

Cheshire Calhoun

Richard Nunan

"The unexamined life is not worth living."

—Socrates

What is philosophy? Philosophy is not a factual discipline like chemistry or biology learned by acquiring information and applying theories. It is instead a kind of questioning that requires uncovering and evaluating those beliefs and concepts presupposed in our thinking about the world and our place in it, for example, presuppositions about what makes a painting a good piece of artwork, the rationality of religious faith, the desirability of a capitalist political system, the "unnaturalness" of homosexuality, or the prudence of morality. We limit ourselves without knowing it when we fail to examine conventional presuppositions. In raising questions about the nature of human beings, morality, religion, political and social life, and the scientific enterprise, the philosopher attempts to break out of the bondage that shackles thought in order to live an examined life. Because philosophy is learned through questioning, speculation and rational argumentation, philosophy stresses the importance of being an active seeker of understanding and not a passive recipient of information. And because philosophy involves the critical analysis of a broad range of issues, including the conceptual starting-points of other disciplines, philosophy has a place in every area of human inquiry.

What is the role of philosophy in the undergraduate curriculum? Both the content and the instructional methods used in philosophy courses stimulate intellectual autonomy, reasoning skills, and en-

courage a more reflective understanding of our fundamental beliefs about ourselves and our place in the world.

The philosophy program is designed to serve students in two ways: first, by providing an appreciation for and understanding of philosophy as an essential part of a well-rounded liberal education; and, second, by offering courses which complement other major programs. To these ends, a variety of courses at the lower level introduce students to philosophy from a variety of approaches. Some courses apply philosophical analysis to specific areas of human concern, such as religion (255), the natural and social sciences (265), medicine (170), business (175), law (270), aesthetics, ethical and political values (280, 301, 315), and the human condition (203, 305). The history series (220, 230, 235) offers an overview of the history of philosophy. 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.

The department offers a program for those interested in majoring in philosophy as preparation either for graduate study in philosophy or for careers in such areas as law, public administration, or religion. A minor in philosophy is available for non-majors with a serious interest in philosophy.

Major Requirements. 30 semester hours in philosophy which must include 215 and 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 note that Philosophy 102 may be taken before Philosophy 101. Prerequisites or 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.

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

Minor Requirements. 18 semester hours in philosophy, which must include the following:

- (1) One Introduction to Philosophy course (101 or 102)
- (2) One Logic course (215 or 216)
- (3) One History of Philosophy course (220, 230, or 235)

-
- (4) Three additional courses in philosophy, two of which must be at or above the 200 level.

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, the nature of the corporation, 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.

NOTE: This course does not count toward the Humanities General Education Requirement.

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.

NOTE: This course does not count toward the "Humanities" General Education Requirement.

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.

250 Marxism (3)

An examination of some of the philosophical writings of Karl Marx as well as his precursor Hegel and followers such as Gramsci, Marcuse and Althusser.

255 God, Faith, and Reason (3)

An examination of such issues as the nature of religious experience, arguments for the existence of God, the conflict be-

tween 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 humans, 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)

An introduction to various attempts which philosophers have made to formulate consistent and comprehensive conceptual systems regarding the nature of reality.

325 Epistemology (3)

An examination of historical and contemporary views 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)

A 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.

RELIGIOUS STUDIES COURSES

Religious Studies aims to help the student understand religious works of literature, the historical development of religious traditions and practices, modes of religious thought, and varieties of world views among religions. As an academic discipline, it is committed to the objective and impartial study 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); Koine Greek (Greek 203 and 204).

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.

201 Introduction to the Old Testament (3)

An introductory study of Old Testament writings focusing on philosophical and theological issues. The attributes of God, human nature, and the relationship between God and humans 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.

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. Topics will include the philosophical and theological ideas of the New Testament and their roots in earlier Hebraic and classical thought; the nature of Jesus, his distinctive ethical teachings, incarnation, and resurrection; the history of texts and versions; and critical methods of scriptural study.

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.

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.

PHYSICAL EDUCATION AND HEALTH

Associate Professors

W. L. Hills, Jr.
Richard N. Godsen

Assistant Professors

B. Jean Hamilton, Max D. Kennedy
Andrew H. Lewis, Deborah A. Miller

Adjunct Faculty

Annette G. Godow, Bill King,
Anthony Meyer, George K. Wood

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 movement activities, sports, and games, the department hopes to provide students with a better understanding of themselves, 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 contributes to happier and healthier lives for 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.

BPE COURSES

- 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 (2)**
This course will deal with the fundamentals of aerobic exercise from the viewpoints of Cooper's Aerobic point system and contemporary aerobic dancing. Vigorous exercise is an essential part of the course as students will participate in an individualized fitness program.

112 Tumbling and Gymnastics (2)

An introductory course with instruction in tumbling (individual, dual, and group activities), rebound tumbling, pyramid building and gymnastics, including the trampoline, vaulting, balance beam, parallel bars, and the side horse.

115 Physical Conditioning and Weight Training (2)

A course designed to teach the accepted methods of developing and maintaining physical fitness. Consideration will be given to diet, nutrition, posture, physical form, and the role of resistive 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 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 techniques.

186 Dance II (2)

The course will focus on more advanced techniques 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 should generally precede 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 but not usual for a student to complete both tracks.

Core Curriculum: Consists of 13 semester hours of courses in Physical Education and three semester hours of Health; 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.

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 courses (PED) 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 is chosen by the student with the guidance and approval of a departmental committee. These 12 hours may be inter-departmental in nature or may be taken from one department; they will serve to augment the specific vocational or educational track chosen by the student.

PED COURSES

***101 Introduction to Physical Education (3)**

A required introductory course for physical education majors. Content will include a study of history, principles, objectives, phi-

osophy, current trends and issues, and literature related to physical education.

***101 Introduction to Physical Education Laboratory (1)**

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

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.

130 Analysis and Conduct of Team Sports Activities (3)

Designed to teach students how to analyze and conduct team sports activities. Special emphasis will be placed on the role of the teacher in the proper conduct of such activities and the group dynamics and social situations which may arise in the performance of team sports.

140 Analysis and Conduct of Lifetime Sports (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 for the acquisition of the various skills.

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.

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.

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 the instructor.

***230 Kinesiology (3)**

This 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.

***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 accompanying physical work.

Prerequisite: BIO 210 (Human Physiology).

310 Organization and Administration of Physical Education (3)

A course covering the history of physical education, its organization in elementary and high school, and the administrative duties and problems in the area.

320 Physical Education for the Elementary School (3)

The design and implementation of the total elementary school program in physical education. Emphasis will be placed on curriculum design, and teaching techniques. Students are required to teach in an elementary school setting.

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.

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.

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.

400 Independent Study in Physical Education (1-3)

401 Designed to give the student individually structured study and
402 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.

***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.

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 within the physical education major.

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 the following topics: 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.

220 Special Topics in Health Education (3)

Studies in topics of current interest designed to supplement offerings in the department or to investigate an additional specific area of health education. May be repeated for credit with different research topics.

NOTE: Course required for Health major.

225 Consumer Health (3)

An examination of the factors involved in the selection and evaluation of health services and products. Emphasis will be placed

upon quackery, consumer protection laws and organizations, and health insurance considerations.

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.

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, Robert T. Dillon, Jr.
Phillip Dustan, 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 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 seeking careers in this area 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 (GMBL) 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

- 300 Botany
- 301 Plant Taxonomy
- 302 Plant Anatomy
- 303 Phycology
- 304 Plant Physiology

Group II

- 201 Human Physiology
- 310 Gen. Microbiology
- 311 Genetics
- 312 Cell Biology
- 320 Histology
- 321 Gen. Comp. Physiology
- 322 Comp. Vert. Embryology
- 323 Comp. Vert. Anatomy
- 410 Appl. & Environ. Microbiol.
- 411 Microtechn. & Cytochem
- 420 Gen. Comp. Endocrinology

Group III

- 209 Marine Biology
- 332 Vert. Zoology
- 333 Ornithology
- 334 Herpetology
- 335 Biol. Fishes
- 336 Parasitology
- 337 Invert. Zool.
- 340 Zoogeography
- 341 Gen. Ecology
- 342 Oceanography
- 440 Evolution
- 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.

MASTER OF SCIENCE IN MARINE BIOLOGY

The Charleston Higher Education Consortium offers the Master of Science degree in Marine Biology through the College of Charleston.

Program Description. The Charleston Higher Education Consortium (CHEC) offers a graduate program leading to a Master of Science degree in Marine Biology. At present four CHEC institutions participate in the Program: The Citadel, the College of Charleston, the Medical University of South Carolina, and the Marine Resources Research Institute of the South Carolina Wildlife and Marine Resources Department. The M.S. degree is awarded by the College of Charleston on behalf of the Consortium, and students use facilities and resources of all participating institutions. Student offices and research spaces are provided primarily in the Marine Resources Research Institute and the College's Grice Marine Biological Laboratory which are located at Fort Johnson on Charleston Harbor.

The program is designed to produce professional marine biolo-

gists who are familiar with many aspects of the marine environment and marine organisms and fully competent in their areas of research interests.

Because of the very broad scope of faculty interests and facilities, an extremely wide variety of research and training opportunities is available to students in such areas as traditional marine biology, oceanography, marine environmental sciences, fisheries, aquaculture, coastal entomology, marine ornithology, and marine biomedical sciences.

UNDERGRADUATE BIOLOGY OFFERINGS:

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.

Prerequisite: Biology 101 and 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.

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.

Prerequisites: Math 111 or equivalent and Biology 101 & 102 or 300, or equivalent; or permission of the instructor.

300 Botany (4)

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

Prerequisites: Biology 101 & 102, or permission of the 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 comprehensive 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 a week.

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.

Prerequisites: Biology 101 & 102.

311L Genetics Laboratory (1)

An introduction to the principles of heredity using common experimental organisms. Recent techniques in molecular genetics are also covered. 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.

Prerequisites: Biology 101 & 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 tis-

sues 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 dissection of dogfish, *necturus*, and cat. Lectures, 2 hours per 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, or equivalents.

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.

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 of 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; laboratory, 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 or 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 the instructor.

452 Seminar (1)

453 Special Topics (1-4)

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 the instructor.

499 Bachelor's Essay (6)

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

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.

CHEMISTRY

Professor

Clyde R. Metz

Associate Professors

Gary L. Asleson, Marion T. Doig, Charles F. Beam
Gary C. Faber, W. Frank Kinard, *Chairman*

Assistant Professors

Elizabeth M. Martin, Frederick J. Heldrich
James P. Deavor, Henry Donato

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 program, 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 111 and 111L plus 112 and 112L or 113 and 113L or HON 145C, 221, 231, and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 511, 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 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 111 and 111L plus 112 and 112L or 113 and 113L or HON 145C, 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 following, 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.

CHEMISTRY COURSES

101, Chemistry and Man (3, 3)

102 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.

101L Chemistry and Man Laboratory (1, 1)

102L 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, Principles of Chemistry (3, 3)

112 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, Principles of Chemistry Laboratory (1, 1)

112L 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 pre-

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.

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 chairman.

441, Physical Chemistry (3, 3)

442 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 Physical Chemistry Laboratory (1, 1)

442L 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

paration 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 freshmen and upperclassmen. Lecture, 3 hours a week.

Prerequisites: Acceptable performance on a Chemistry Department qualifying exam or Advanced Placement Test in Chemistry and/or permission of the Department; Math 111, Math 101, or an acceptable score on the Pre-Calculus placement test. Corequisite: Chemistry 113L. Not open to students who have taken Chemistry 111 or 112.

113L Concepts in Modern Chemistry, Laboratory (1)

A laboratory program designed to accompany Chemistry 113. Laboratory, three hours a week.

Corequisite: Chemistry 113.

221 Quantitative Analysis (4)

A study of the chemistry of quantitative analysis. Special attention is given to equilibria involving acids, bases, precipitates, complex ions, 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, Organic Chemistry (3, 3)

232 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.

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 it is carried out.

482 Introductory Research II (2)

A continuation of Chemistry 481. Open to students who have done satisfactory work in Chemistry 481. Separate reports must be submitted to the Chemistry Department of work done in 481 and 482, unless approval is given by the director or by 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 em-

phasis 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.

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 field 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.

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.

(8 hr MAT
PHY 201, 202)

BIOCHEMISTRY COURSES

The Department of Chemistry offers a degree program that will lead to a Bachelor of Science degree in Biochemistry. This degree is intended to provide a strong background in chemistry, biochemistry and biology to a broad spectrum of undergraduate students. The degree program provides a firm foundation for further graduate study in biochemistry, chemistry, pharmacology, toxicology and other biochemistry based life sciences as well as providing a rigorous course of study for students who pursue professional careers in medicine, dentistry and pharmacy. In addition, students who elect not to continue their education are well-prepared for technical positions in the newly emerging biomedical industries as well as the more traditional chemical, pharmaceutical, health-care and environmental fields.

NOTE: The approval for this program is pending by the Commission on Higher Education.

Major Requirements. The major requirements for the Bachelor of Science in Biochemistry are 36 hours of chemistry, 16 hours of biology, and 16 hours in related areas. Some of the courses may be used to satisfy the Minimum Degree Requirement.

The courses required for the major include Chemistry 111 and 111L plus 112 and 112L or 113 and 113L or HON 145C, 221, 231, and 231L, 232 and 232L, 351, 351L, 352, 441 and 441L, 442 and 442L, and 491. Biology courses required are 101 and 102 plus 8 hours of electives to be selected from 310, 311, 312 and 321. Courses in related areas that are

In addition a student may elect to take Chemistry 511 and 521, which will lead to a degree certified by the American Chemical Society.

All students majoring in biochemistry are encouraged to plan to take the research courses 481 and 482 in their senior year. In addition, the Department of Chemistry will approve advanced biochemistry courses at the Medical University of South Carolina for elective credit under the Charleston Higher Education Consortium agreement for especially well-qualified students.

351 Biochemistry (3)

An introduction to the chemistry of 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.

351L Biochemistry Laboratory (1)

An optional laboratory program to accompany Chemistry 351 and designed to introduce the student to the study of biological molecules. Experiments will include procedures for the quantification, isolation and characterization of various cellular components.

Corequisite: Chemistry 351.

352 Biochemistry II (3)

A continuation of Chemistry 351 with an emphasis on the chemistry of physiological systems. Topics to be included are the biosynthesis of amino acids and nucleotides, molecular biology, biochemistry of contractile systems, active transport, drug metabolism and neurochemistry.

Prerequisite: Chemistry 351.

COMPUTER SCIENCE

Associate Professors

C. Richard Crosby, *Chairman*,
George J. Pothering
James B. Wilkinson

Assistant Professors

Emma L. Frazier
Walter M. Pharr, Jr.

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 18 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 250, CS 320, CS 330, and CS 340. (Core curriculum courses are indicated by an asterisk).

Bachelor of Science: Includes 15 hours of Computer Science courses at the 300 level or above in addition to the core curriculum for a total of 33 hours. Mathematics requirements for this degree include Calculus through Calculus II (MAT 220), Linear Algebra (MAT 203), Introduction to Probability and Statistics (MAT 216), and Discrete Structures (MAT 307).

Bachelor of Science with Emphasis on Information Systems: Includes 15 hours of Computer Science at or above the 300 level in addition to the core curriculum and must include Computer File Organization (CS 335), Software Design (CS 360) and Data Base Systems (CS 430). Mathematics requirements for this degree include Calculus through Calculus II (MAT 220), Linear Algebra (MAT 203), Introduction to Probability and Statistics (MAT 216), and Discrete Structures (MAT 307). Business Administration requirements are Accounting I and II (BA 203 and BA 204), Management (BA 301), and Business Finance (BA 303).

A prerequisite for any Computer Science course is College Algebra (MAT 101) or advanced placement in mathematics.

COMPUTER SCIENCE COURSES

101 Introduction to Computers (3)

An introduction to fundamental computer concepts and terminology with an orientation toward microcomputer and minicomputer systems. Problem solving techniques and the development of computer programs will be introduced using BASIC, PASCAL or LOGO. Computer related issues and trends, as well as social, political, and ethical problems of a computerized society will be discussed.

*220 Computer Programming I (3)

An introduction to computer organization and programming. Included are the fundamentals of computer organization, development of algorithms, and procedure-level programming in the

Pascal language stressing principles of good programming including structured and top-down approaches. Emphasis in the exercises is on forms which are easily manipulated, modified, and maintained. No previous computer experience is necessary.

***221 Computer Programming II (3)**

A continuation of CS 220 beginning with the development of elementary data structures and the use of file structures in Pascal. Application is made of programming concepts to a medium-scale term project involving a simplified computer system.

Prerequisite: CS 220.

225 Fortran Programming (3)

An introduction to the FORTRAN programming language using ANSI FORTRAN 77. Illustrative problems chosen from social sciences and natural sciences are programmed and made operative by the students. Concepts of looping, arrays, subroutines and special functions will be emphasized. The latter portion of the course will introduce techniques of simulation and numerical methods.

Prerequisite: CS 220.

235 COBOL Programming (3)

An introduction to COBOL, the principal programming language for business and other data processing computer applications. A rapid survey of the elements of the COBOL language is followed by a detailed discussion of its application to the organization and processing and maintenance of sequential data files.

Prerequisite: CS 220.

***250 Assembly Language Programming (3)**

Introduction to the inner structure of computer central processors and memory, including a discussion of the machine language instruction sequence, machine language, assembly language, and the assembler itself. Students will be required to write and run programs in assembly language.

Prerequisite: CS 220.

***320 Organization of Programming Languages (3)**

This course develops an understanding of the organization of programming languages, especially the run-time behavior of programs, and introduces the formal study of programming language

specifications 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.

Prerequisite: CS 221.

***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. Topics to include: basic data structures, graphs, algorithm design and analysis, memory management, and system design.

Prerequisite: CS 221. Corequisite: MAT 307.

335 Computer File Organization (3)

A continuation of CS 235, this course surveys the organization and processing of indexed and direct access files. Topics include access methods, physical and Logical characteristics of files, and elementary data base processing.

Prerequisite: CS 235.

***340 Operating Systems I (3)**

The course will introduce operating systems principles with an emphasis on multiprogramming systems. Among the concept areas covered are real and virtual storage management, processor management, process synchronization and communication, I/O management, and file management.

Prerequisites: CS 221 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 developed by student teams.

Prerequisite: CS 221.

399 Tutorial (3, repeatable up to 12)

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

410 Automata and Formal Languages (3)

Topics to include finite automata and major expressions; programs generating finite automata; pushdown automata and context-free grammars; programs generating pushdown automata; the Chomsky hierarchy; Turing machines; undecidability; and computational complexity.

Prerequisite: CS 330.

420 Principles of Compiler Design (3)

A course in the formal treatment of programming language translation and compiler design concepts. Topics include scanners, parsers, and translation.

Prerequisites: CS 320 and CS 330.

430 Database Management Systems (3)

Concepts and structures necessary to design and implement a database management system are studied. Data models, query facilities, file and index organization, and file security are among the topics covered. Emphasis will be on the relational and CODASYL models. Problems will be assigned using a relational DBMS.

Prerequisite: CS 330.

440 Operating Systems II (3)

This course will both expand on the foundations established in CS 340 and reexamine some of the topics introduced there from a more theoretical perspective. Among the topics covered will be performance measurement and evaluation, analytic modeling, deadlock, security, and distributed processing and networks. Student teams will be expected to design and implement a small scale operating system.

Prerequisites: CS 330, CS 340, and MAT 307.

450 Computer Organization (3)

This course treats modern multilevel computers at the digital logic, microprogramming, conventional machine, operating system, and assembly language levels. Considered at each level is overall design of the level, kinds of instruction available, kinds of data used, alteration of the flow of control, memory organization and addressing, and the methods used to implement the level.

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) Systems Programming, (g) Computability, and (h) Simulation and Modeling.

Prerequisite: Permission of the instructor.

499 Bachelor's Essay (6)

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

GEOLOGY

Associate Professors

James L. Carew, Alexander W. Ritchie
Michael P. Katuna, *Chairman*

Assistant Professors

Allen Kem Fronabarger
Sara A. Heller
Robert L. Nusbaum

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

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

Studies have shown that there has been a steady increase in the number of geologists employed during 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, 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 40 hours in the Geology Department. The required courses in geology are: Geology 101, 102, 201, 202, 203, 204, 210, 230 and 330 or 340 plus an elective. Also required are: Chemistry (111, 111L and 112, 112L or 113, 113L); Physics (201, 201L and 202, 202L); Math 111 or (Math 101 and 107), Math 120 and Math 220 or CS 220.

The Bachelor of Arts in geology requires a minimum of 32 hours in the Geology Department. The required courses in geology are: Geology 101, 102, 201, 202, 203, 210 and 230 plus an elective. Also required are one year of Chemistry (101, 101L and 102, 102L or 111, 111L and 112, 112L or 113, 113L); Physics (101, 101L and 102, 102L or 201, 201L and 202, 202L) or Biology (101, 101L and 102, 102L); Math (111) or Math (101 and 107). In addition, CS 220 is recommended.

Recommended electives for marine geology and/or sedimentary geology emphasis are Geology 207, 306, 310, 312, 330, 350 and 416.

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

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

GEOLOGY COURSES

101 Physical Geology (4)

This course examines many aspects of the 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 structures. Fundamental concepts of tectonics; origin, arrangement, and distribution of rock masses that form the Earth's crust. Lectures, three hours per week; laboratory, three hours per week. Prerequisites: Geology 101 and 102; and Math 107.

202 Invertebrate Paleontology (4)

An investigation of evolutionary thought and taxonomic classifi-

cation; the origin of life on Earth and its subsequent development. A paleobiological approach to the geologically significant invertebrate taxa, emphasizing their morphology, phylogeny, and ecology. 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: Geology 101 and 102; and Chemistry 101 or 111.

204 Optical Mineralogy (4)

The theory of light transmission and its refraction by glasses and crystalline solids. Instruction in the use of the petrographic microscope. The identification of crystalline solids by oil immersion techniques and 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.

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 and 102, or Geology 101 and 1 year of laboratory science.

210 Stratigraphy and Sedimentation (4)

This course will introduce students to the various stratigraphic principles, relationships, and analyses used by geologists to interpret sedimentary rock sequences. Students will also be introduced to sedimentary processes and properties that can be used to identify and interpret sedimentary environments in the strati-

graphic record. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Geology 101 and 102, Geology 202 (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 and 102.

300 Special Problems in Marine Geology (1-3)

301 Investigation of specific problems in marine geology which may involve laboratory, literature, and field work.

302 Special Problems in Geology (1-3)

303 Investigation of specific geologic problems which may involve laboratory, literature, and field work.

306 Geomorphology (4)

An introduction to the understanding of geomorphic principles used to interpret the evolution of land forms and the geomorphic history of different regions of the United States. Practical applications to such fields as ground water hydrology, soil science, and engineering geology. Laboratory sessions will deal with the interpretation of aerial photographs, soil maps, and topographic maps. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Geology 101 and 102.

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.

Prerequisites: Geology 101, 102, 202, and 210, or permission of the instructor.

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, and 201, or permission of the instructor.

320 Economic Geology (3)

The classification, description and genesis of ore bodies. Man's use and misuse of natural resources will also be discussed.

Prerequisites: Geology 101, 102, 201, and 203, or permission of the instructor.

330 Sedimentary Petrology (4)

A petrographic approach to the classification and genetic interpretation of sedimentary rocks. Coarser terrigenous and carbonate rocks will be emphasized with lesser stress on mudrocks and noncarbonate chemical rocks. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Geology 101, 102, 203, 204, and 230, or permission of the instructor.

340 Igneous and Metamorphic Petrology (4)

Description, classification, occurrence, and geologic significance of igneous and metamorphic rocks. Emphasis is placed on the mineralogy and physical chemistry of silicate and nonsilicate systems. Laboratory consists of the study of igneous and metamorphic rocks in thin section. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Geology 101, 102, 203, 204, and 230, or permission of the instructor.

350 Geochemistry (4)

An in-depth study of selected chemical principles that are fundamental to an understanding of the formation of elements, petrogenesis, marine geochemistry, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Geology 101 and 102, and Chemistry (111, 112, or 101, 102), 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 102, and Physics 101 or 201, or permission of the instructor.

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- 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 in Geology (1-3)**
- 404** Lectures on selected topics of geologic interest.
Enrollment by permission of the 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 Paleocology (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, 202, 210, and 330, or permission of the instructor.
- 499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

MATHEMATICS

Professor

Herb Silverman

Associate Professors

James P. Anderson, William Golightly, *Chairman*

Gary Harrison, W. Hugh Haynsworth

Robert Norton, Susan Prazak

Assistant Professors

Beverly Diamond, Mary Dowlen, Rose Hamm

Mark Jenkins, Katherine Johnston, John P. Kavanagh, Cindy Martin,

Robert J. Mignone, Albert Parish, Sandra Powers

Instructor

Hope Florence

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 career alternative the student chooses 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 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 culminates in 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 220 or 225; and Philosophy 216 by the end of the 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 59 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 Mathematics 303, Mathematics 495, three hours at the 400 level or above, and six additional hours at the 200 level or above. Also required is Computer Science 220 or 225. The CS 220 or 225 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 Mathematics 303, Mathematics 340, three hours at the 400 level or above, and six additional hours at the 200 level or above. Also required are Education 403 and Computer Science 220 or 225. The CS 220 or 225 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 or her advisor, should develop a proposed area of application and submit it to the applied mathematics committee for approval as early as possible in his or her 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.

MATHEMATICS COURSES

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) 107

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) 216

Probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals and tests of hypotheses.

Prerequisite: Mathematics 101 or its equivalent.

NOTE: A student may not receive credit for Mathematics 104 after having received credit for Mathematics 216.

105 Calculus for Business and The Social Sciences (3) 120

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 Mathematic 120.

107 Trigonometry (3)

A course emphasizing the circular functions and their analytic properties. Topics include 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 the 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, and analysis of variance.

Prerequisites: Mathematics 104 or Mathematics 111 or equivalent.

NOTE: A student may not receive credit for more than one of the following 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.

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

NOTE: See the note below Mathematics 216.

220 Calculus II (4)

Differentiation and integration of trigonometric functions, techniques of integration, indeterminate forms, l'Hopital'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 PASCAL or FORTRAN.

Prerequisites: Computer Science 220 or 225 and Mathematics 220, 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.

Prerequisites: 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 algebra, 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.

Prerequisites: 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.

Prerequisites: Mathematics 203 and 220, 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).
 Prerequisites: 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, homomorphisms, 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.
 Prerequisites: 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 Reading and Research (1-3, 1-3)**
- 418** 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.
 Prerequisites: 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 220 or 225, 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.

Prerequisites: Mathematics 203, 221, and CS 220 or 225, or permission of the 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 220 or 225, 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. Prerequisites: Senior standing and permission of the instructor and department chairperson.

495 Senior Thesis (3)

Under the supervision of a mathematics faculty member, the 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.

Prerequisites: 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 queuing theory, applications of Markov chains, simulation, integer programming, and nonlinear programming.

Prerequisites: Mathematics 203, 431 and Computer Science 220 or 225.

PHYSICS

Professor

James Fred Watts

Associate Professors

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

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

Two major programs are offered by the Physics Department, a pre-professional program leading to a Bachelor of Science degree and a liberal arts program 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 its course offerings are often individualized to fit student needs. A student interested in a trial schedule for 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; Mathematics 323, 423; 14 additional hours chosen with department approval from Physics 302, 306, 307, 308, 310, 311, 320, 330, 405, 406, 407, 408, 412, 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 and 102 may replace Physics 201 and 202. With departmental approval, Physics 499 may be substituted for Physics 411 and may be counted towards the total number of hours required in Physics. 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 total a 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 department approval, Physics 101, 102, may replace Physics 201, 202. With departmental approval, Physics 499 may be substituted for Physics 411 and may be counted toward the total number of hours required in Physics.

Calculus is a prerequisite for most advanced courses in the department. Some advanced courses also require Mathematics 323 or 423. Chemistry 111 and 112, Computer Science 220, and Mathematics 203 are strongly recommended for all Physics majors.

ENGINEERING COURSES

110 Introduction to Graphics (1)

An introduction to the use of instruments, orthographic drawing, lettering, sketching for engineering problems and data presentation. Laboratory, three hours per week.

112 Introduction to Engineering (2)

Study of engineering curricula and basic concepts of engineering; branches of engineering; professional ethics and registration; the engineer in society. Introduction to the engineering problem solving process; development of computing devices and graphical methods. Lecture, two hours per week; laboratory, one hour per week.

Prerequisites: Math 101 and 107 or equivalent.

210 Circuit Analysis (3)

Resistive circuits; dependent sources; nodal and mesh analysis; superposition; Thevenin's and Norton's theorems; maximum power transfer; energy-storage elements; first and second order circuits.

Prerequisites: Math 120 and Physics 201.

PHYSICS COURSES

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. Corequisites and Prerequisites: Physics 101L is a corequisite or prerequisite for Physics 101. Math 101 and 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.

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.

119 Celestial Navigation (2)

The theory and practice of celestial navigation is developed. Topics include: the sextant, time, the Nautical Almanic, the spherical triangle, sight reduction tables, altitude corrections, navigational astronomy, lines of position, complete fixes, and star identification. Lecture, two hours per week.

129 Astronomy I (3)

An introduction to astronomy. Subjects covered are: a brief history of astronomy; coordinates, time; the earth's structure and motion; instruments used in astronomy; the moon, eclipses; comets, meteors, interplanetary medium; stars (binary, variable);

star clusters; interstellar matter; galaxies; cosmology.

Corequisite and prerequisite: 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 of 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.

Corequisite and prerequisite: 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 requires only basic knowledge of mathematics. This course is team taught by physics and fine arts faculty. Lecture, 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 per week.

Prerequisite: Mathematics 120 or equivalent or permission of the instructor.

202 General Physics (4)

A continuation of Physics 201. Lecture, 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 extraterrestrial civilizations, possibility of contact, implications of an encounter. Features guest speakers.

301 Classical Mechanics (3)

Newtonian dynamics of particles and rigid bodies; relativistic mechanics; Lagrangian and Hamiltonian mechanics; waves.

Prerequisites: Physics 202 and Math 323, or permission of the instructor.

302 Classical Mechanics (3)

A continuation of Physics 301.

Prerequisite: 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.

Prerequisites or corequisites: Physics 202, Math 323 or permission of the instructor.

308 Atmospheric Physics (3)

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 101 and 107 or equivalents.

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 101 and 107 or equivalents.

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 (3)

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.

Prerequisite or corequisite: Math 120.

350 Dynamics (3)

A continuation of Physics 349. The principle topics are kinematics and kinetics of particles and rigid bodies of finite size. Techniques of vector mathematics are employed.

Prerequisite: Physics 349 or permission of the instructor.

360 Introduction to Geophysics (4)

The application of principles of gravity, electricity, magnetics, and

seismology to problems dealing with the structure and composition of the earth's crust.

Prerequisites: Geology 101 and Physics 101 or permission of the instructor. Lecture, three hours per week; laboratory, three 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; electromagnetic radiation; systems containing identical particles; applications.

Prerequisite or corequisite: Math 423.

404 Introductory Quantum Mechanics (3)

A continuation of Physics 403.

Prerequisite: Physics 403.

405 Modern Physics Laboratory (2)

Designed to acquaint advanced students with some of the classic and modern experiments of 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.

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.

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.

Prerequisites: Physics 202 and Math 423 or permission of the instructor.

410 Electricity and Magnetism (3)

A continuation of Physics 409.

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: Departmental 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.

Prerequisites: Physics 301, 307, MAT 323 and either MAT 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.

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.

ANTHROPOLOGY

Associate Professor

Gary Brana-Shute

Assistant Professors

John Rashford

Irene Silverblatt

Anthropology, through its global and comparative methods, seeks to explore the worldwide diversity of human culture both past and present. Anthropology is divided into four subdisciplines (cultural, archaeological, linguistic, and physical) through which it is linked to many sciences and humanities. In order to understand human evolution, physical anthropologists study such things as non-human primates (monkeys and apes), as well as the fossil record and human genetics. Archaeologists collect and interpret artifacts and other material remains left by past and contemporary societies in order to reconstruct their lifestyles and to demonstrate major cultural developments such as the origin of agriculture and the emergence of civilization. Language and the ability to use symbols, which are essential to human existence, are studied by linguists. Cultural anthropology provides a comparative perspective on the similarities and differences that make up the range of human behavior. It shows that assumptions about human behavior based on the knowledge of a single society or one's own society are often inadequate.

COURSE REQUIREMENTS:

Anthropology does not currently offer a major. Anthropology can be elected as a minor or area of concentration within a Sociology major. The student taking this option will substitute ANT 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 suggested, but not required, that those electing this concentration take Anthropology 101.

ANTHROPOLOGY COURSES

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 the 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 Technology and Techniques (3)

An analysis of the inventions and discoveries of different 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 the 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 the 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 the 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 the 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 the instructor.
- 313 Social Anthropology (3)**
A review of major modern theories in sociocultural anthropology.
Prerequisite: ANT 101 or permission of the 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 the 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 the 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 the 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 the instructor.
- 325 Ethnology of Latin America (3)**
A review of major sociocultural developments in prehistoric and historic Latin America. Emphasis will be placed on Central America and South America.
Prerequisite: ANT 101 or permission of the 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 the instructor.

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- 327 Ethnology of the Caribbean (3)**
This course examines the ethnography and history of the peoples and cultures of the Caribbean.
Prerequisite: ANT 101 or permission of the 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 the instructor.
- 351 Urban Anthropology (3)**
This course is an anthropological examination of the emergence of urban society.
Prerequisite: ANT 101 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).
Prerequisites: 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 the instructor.
- 491 Field Methods (3, repeatable up to 6)**
This course reviews the variety of ways in which anthropological field research is conducted (up to 6 hours).
Prerequisite: ANT 101 or permission of the instructor.
- 499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

POLITICAL SCIENCE

Professors

Samuel M. Hines, *Chairman*
Earl O. Kline, William V. Moore
Thomas A. Palmer, Frank Petrusak

Associate Professors

Luther F. Carter, David S. Mann
Jack Parson

Assistant Professors

Douglas Friedman, Craig A. Rimmerman

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 and Political Science 260 are 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.

Global Studies 200 will count as course credit for the Political Science Major. (See the Interdisciplinary Studies section of this *Bulletin* for the course description.)

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.

103/ Global Issues (3)

GS A basic interdisciplinary survey course of the world and its current problems and issues. The themes of the course are: Man and His Environment, Evolution of the International Community, and Contemporary Issues.

399 Tutorial (3)

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

Prerequisites: 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 the instructor required.

- 403 Seminar: Special Topics in Political Science (3, 3)**
404 Deals with special topics in the subfields of political science. Topics change each semester.
- 497 Field Internship (3, 3)**
498 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.

AMERICAN POLITICS COURSES

- 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 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 COURSES

219 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 South-

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- east 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.



INTERNATIONAL POLITICS COURSES

- 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 in 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 COURSES

260 Western Political Thought (3)

A survey of ideas about the purposes, goals, and processes of political life from ancient to modern times. The development and clarification of key concepts—authority, freedom, justice, equality, obligation, representation—will be examined by reading and discussing a selection of political theorists' writings and secondary

sources. Students will develop theories of politics based on this survey.

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 in 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 function 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.

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PUBLIC ADMINISTRATION AND PUBLIC POLICY COURSES

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)

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)

An introduction 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 is 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 will be given to 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 interests 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 Street. This brochure, 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.

PSYCHOLOGY COURSES

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.

Prerequisites: Psychology 101 and 102.

212 Experimental Psychology (3)

Standard experiments in the areas of reaction time, sensation, perception, learning and emotion. Lecture, two hours per week; laboratory, three hours per 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.

Prerequisites: Psychology 101 and 102.

307 Abnormal Psychology (3)

The psychological aspects of the behavior disorders with emphasis on neurotic and psychotic disorders.

Prerequisites: 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 will be given.

Prerequisites: 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.

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

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: Psychology 101 and 102.

319 Physiological Psychology (3)

A consideration of anatomical and physiological correlates of behavior.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: Psychology 212; or permission of the 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.

Prerequisites: 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, three 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, three hours per 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 urban environments, climate and natural disasters. Opportunity will be provided for student participation in research projects.

Prerequisites: 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, three 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.

Prerequisites: Psychology 310 or equivalent and permission of the 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.

Prerequisites: Psychology 101 and 102.

339 Tutorial (3, repeatable up to 12)

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

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

400 Independent Study (1-3)

401 Individually supervised reading and/or research on a topic or

402 project agreed upon by student and supervisor.

403 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 semester hours 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.

Prerequisite: Open to juniors and seniors with the permission of the instructor. (No more than 6 semester hours 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.

Prerequisites: 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.

SOCIOLOGY

Associate Professors

Klaus de Albuquerque (on leave 1/84-8/85)
Robert E. Tournier

Assistant Professor

Ernest R. Rigney (visiting)

Fullbright Scholar in Residence

Maria Pilar Garcia

Sociology is the scientific study of human social behavior. It focuses on the factors which organize and structure social activities, as well as those which disorganize and threaten to dissolve them. As a social science, sociology applies objective and systematic methods of investigation to the discovery and identification of regularities in social life and to the understanding of the processes by which they are established and changed.

The study of sociology is particularly attractive to persons preparing for further study and for professional careers, as well as to those seeking a liberal education and immediate employment. As part of a liberal arts program, sociology enables students to understand the social environment within which they live, 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 the human services, criminal justice, law, education, journalism, planning, public relations, or personnel services. Sociology also provides the analytical skills necessary for a career in market research, program evaluation, sales, management, and other business activities.

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).

While the Department does not currently offer a major in anthro-

pology, a student may, within a sociology major, pursue anthropology as an area of concentration. Consult the anthropology section of the *Undergraduate Bulletin* for requirements.

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 any course for which they have the prerequisite in the second semester.

Students majoring in sociology are encouraged to include courses in history, political science, urban studies, economics, and computer programming in their program of study.

SOCIOLOGY COURSES

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 the instructor.

206 Sociology of the Family (3)

Analysis of courtship, marriage, and family relationships.
Prerequisite: Sociology 101 or permission of the 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 the 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.

Prerequisites: Sociology 101 and 202, or permission of the 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.

Prerequisites: Sociology 101 and 231, or permission of the 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.

Prerequisites: Sociology 101 and 231 or permission of the 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.

Prerequisites: Sociology 101 and 231, or permission of the 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 the 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 the 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 the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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 different urban settings.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.

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- Prerequisites: Sociology 101 and 202, or permission of the instructor.
- 356 Sociology of Religion (3)**
Sociological analysis of groups, beliefs, and practices as they relate to certain social variables in society.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the 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.
Prerequisites: Sociology 101 and 202, or permission of the instructor.
- 360 Modern Social Theory (3)**
Selected topics and issues in contemporary social theory.
Prerequisite: Sociology 260, or permission of the 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.
Prerequisites: Sociology 101, 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.
Prerequisites: Sociology 101, 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.
Prerequisites: Sociology 101 and 202, and six hours of upper-level Sociology.
- 381 Alcohol Abuse, Alcoholism, and Community Action: An Internship (4)**
A study of alcohol abuse and alcoholism with a context of community based programs concerned with the problem. The course will have two foci: an academic component designed to acquaint students with the manifold aspects of alcohol abuse and 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 career 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.
Prerequisites: Sociology 101 and 202, or permission of the instructor.
- 499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

URBAN STUDIES

Professor

Samuel M. Hines, Jr., *Chairman*

Urban Studies is the only interdisciplinary major at the College of Charleston. This program is designed to provide students with the academic foundation necessary to become aware of, and sensitive to, the problems and potential of the city and its environment. Students 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 Urban Studies faculty is drawn from all of these departments.

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

The Urban Studies program is administered by the Department of Political Science. The department's Institute for Public Affairs and Policy Studies conducts urban related research activities through its Small Town Management Assistance Program.

URBAN STUDIES CURRICULUM

Major Requirements: The Urban Studies major requires a total of 39 semester hours: 18 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 (18 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 (3)**
Economics 307: **Urban Economics (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 survey course introduces the student to the field of urban public affairs. The student learns about the basic urban functions through the study of policy issues in such areas as mass transportation, planning, social welfare, education, finance, capital investments, and criminal justice. This should be one of the first courses taken.

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 the instructor's permission the term before enrolling in this course.

The following courses are prerequisites for the core courses:

- Economics 201 and 202 for Economics 307
- Math 101, 104, 105 for 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 may 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.

Political Science 204: **Public Management (3)** or

Business Administration 301: **Management Concepts (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 permits students 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 Study (3)**

A study directed by a faculty member on various subjects.

mission of the instructor and advisor required before registration. A student may take no more than six hours of Independent Study.

Urban Planning (21 hours): Urban Studies majors concentrating in urban planning select two of the following 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; appropriate case studies will be used.

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 may select five of the following courses:

307 341

- 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 may 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)**

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- 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.)

STUDIA HUMANITATIS PROGRAM A MINOR IN THE HUMANITIES

Director

Norman Olsen, Jr., English

Co-Director

John Newell, History

Studia humanitatis is an optional program designed to provide an alternative method for fulfilling the College's distribution requirements in history and the humanities and foster greater coherence throughout the curriculum. This is a new program funded in part by a grant from the National Endowment for the Humanities. The program consists of three parts:

Humanities 101, 102, 103

To provide the necessary background for the upper-level courses, the *studia humanitatis* program will begin with a freshman-level, three-semester sequence of team-taught, interdisciplinary courses in Western culture (Humanities 101, 102, and 103) with 102 and 103 replacing the current degree requirement of History 101 and 102. This humanities sequence will consist of large lecture sections and smaller tutorial groups. Professors from the history, literature, philosophy, and fine arts disciplines will be involved in the development and instruction of these courses.

The Western culture courses will cover various aspects of Western tradition from classical times to the present through lectures, readings, films, discussions, and written assignments. These courses will provide a forum for the discussion of problems which should be the concern of any liberally-educated person, will provide a general survey of Western culture, and will foster an understanding of the coherence of the humanities, assisting the student in learning how to learn, how to make judgments, and how to communicate.

These courses will take the students back to the ancient world where many vital developments in the humanities took place and where first arose many of the themes which remain the focal point of the humanities to this day. These courses will also go beyond tradi-

tional history courses by bringing in specialists from other areas of the humanities to discuss developments in philosophy, art, and literature which took place throughout the history of the West. Finally, by being team-taught and interdisciplinary, these courses will lead the students to see not only the various aspects of the development of Western culture but also the interrelationships among those various aspects. Ideally, they will provide a forum for a dialogue in the humanities and will examine various historical periods from a number of different perspectives.

Humanities Clusters

Students participating in the *studia humanitatis* program will take four courses from an approved cluster of related courses, drawn from various disciplines, in (1) an approved historical period (e.g., Medieval and Renaissance Studies); or (2) an area-related sequence (e.g., American Studies), or (3) a thematically-oriented, values related group (e.g., Humanities and the Modern World). They will, thus, fulfill the Minimum Degree Requirement in the humanities through a coherently-related series of courses—no more than two of which may be chosen from the same department. Each cluster will include at least one interdisciplinary, team-taught course in which a distinguished visiting professor may participate. Thus, students will take a series of courses which will give them a unified picture of a given topic, area or time period. Depending on the level of the courses elected, such clusters will either extend the coherence of a humanities major's education, or represent a focused humanistic interest for the business or education major.

Senior "Capstone" Seminar or Tutorial

This final course may be either an individual tutorial or an interdisciplinary seminar as numbers of interested students dictate. Students will pursue a basic humanistic question, related to their chosen "cluster" of courses and utilizing the skills acquired in the major discipline. By drawing from earlier courses in the humanities and, thus, having to use former studies, students will be better able to see the relationships among those courses. Also, they will be led to explore how their own fields of interest are related to the general study of the humanities. The seminar or tutorial will then be an experience in which

the students themselves bring together the various strands of the humanities, focus them on a single topic of interest, and create a work of original interdisciplinary thought.

Students who complete the program will receive on transcripts and on placement files the designation "*studies humanitatis*" and a notation describing the special field that they have pursued.

COURSE SEQUENCE

Humanities 101, 102, 103 (3, 3, 3)

A team-taught, interdisciplinary survey of Western culture, the introductory segment of the *studies humanitatis* program. There will be two lectures and one tutorial each week, in which small group discussions will allow for greater interaction between professors and students. The social and political background will be discussed together with the philosophical, literary, and artistic developments in order to demonstrate the interrelation of the various aspects of Western civilization. Humanities 101, 102, 103 satisfy the general education requirement in History.

- 101:** the Ancient World through the High Middle Ages
- 102:** the Late Middle Ages and Renaissance through the French Revolution
- 103:** the Industrial Revolution to the Contemporary World

Clusters

Proposed clusters include:

- | | |
|----------------------------------|------------------------|
| American Studies | Global Studies |
| Low Country Studies | Women's Studies |
| Medieval and Renaissance Studies | Communications |
| Values and the Marketplace | Latin American Studies |

Information on additional clusters will be made available each semester as offerings are developed and approved.

Senior Seminar or Tutorial

GLOBAL STUDIES

Developed with the conviction that no student should leave college without an exposure to international affairs, these interdisciplinary survey courses are team taught by faculty from the social sciences and the humanities. Through Global Studies, students as early as the freshman year can take classes outside the requirements of departmental majors, thus adding international dimension to their studies.

G.S. Global Issues (3)

100 A basic interdisciplinary survey course of the world and its current problems and issues. The themes of the course are: Man and His Environment, Evolution of the International Community, and Contemporary Issues. In addition to being team taught, guest speakers from the natural sciences will lecture. This course is open to all students, but is primarily for freshmen.

NOTE: This course is cross listed as Political Science 103.

G.S. Comparative Worlds: A Study in Third World Development (3)

200 An interdisciplinary course with its focus on the Third World and the problems involved in the efforts of those countries to modernize and develop. Emphasis will also be on the comparative approach involving the use of area case studies. The course is open to all students, but is designed primarily for sophomores and juniors.

NOTE: Credit for this course can be used for Political Science Major. Elective credit is given by the departments of Business Administration and Urban Affairs.

AMERICAN STUDIES

Coordinator

George W. Hopkins (History)

An interdisciplinary minor in American Studies is available to students interested in a guided exploration of American culture and society. By focusing on the interplay of American arts, literature, philosophy, and social sciences within historical contexts, American Studies minors will gain a more integrated and coherent awareness of the complexity and diversity of the American experience.

The eighteen-hour minor in American Studies consists of (1) American Studies 200, an introductory, interdisciplinary, team-taught overview of American culture and society; (2) twelve hours of related courses in English, Fine Arts, History, Philosophy, and social sciences. No more than six hours are permitted in any one discipline. Students will select these related courses in consultation with the American Studies Coordinator to insure a coherent focus of study; (3) American Studies 400, an interdisciplinary seminar which focuses on a particular historical period and/or a central theme of American Studies. Successful completion of an American Studies minor must be certified by the American Studies Coordinator. That certification will be designated on the student's transcript. This is a new program pending approval by the South Carolina Commission on Higher Education.

The prerequisites for student participation in American Studies are English 101 and 102.

200 Introduction to American Studies (3)

An integrated and interdisciplinary study which relates a broad range of American culture—arts, literature, and philosophy, formal and popular—to the specific historical experiences of this country's development from the colonial era to the present.

This interdisciplinary, team-taught course will spend the first week discussing the concept and methodology of American Studies. The balance of the course will explore six major themes (Natural Environment/Frontier, People/Immigration, Constitutional Government, Urbanization/Industrialization, the American Dream, America and the World) during specific historical periods (1492-1763; 1763-1800; 1800-1877; 1877-1917; 1917-Present).

Prerequisites: English 101 and 102.

NOTE: Enrolling in American Studies 200 does not obligate a student to complete a minor in American Studies.

400 Seminar in American Studies (3)

This interdisciplinary seminar will apply the perspectives of the humanities and the social sciences in an intensive investigation of a particular period and/or central theme of American Studies. The instructor will select the semester's topic in consultation with colleagues in the program. Examples of topics are "The Great Depression of the 1930's" and "The American Dream: Past and Present." Regardless of the topic, the seminar's purpose will always be the same: an in-depth analysis of an important aspect of American culture and society.

Prerequisites: American Studies 200 and at least one 200 or 300 level course in American literature, arts, history, and social science. The latter requirement will be waived for students pursuing a Humanities "cluster" in American Studies.

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 one of the recognized categories 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 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 come from 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)** addresses the issues related to 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: behavioral disorders/emotional handicaps; learning disabilities; and mental retardation. Students interested in studying mental retardation can further specialize in mild, moderate, or severe and profound retardation. In coopera-

tion 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 University of South Carolina, the College of Charleston's Institute for Public Affairs and Policy Studies offers a **Master's Degree in Public Administration**. This program focuses on public administration and management or urban public policy. Degree requirements include completion of thirty-six semester hours, a thesis or applied research project, an internship (for students without extensive job experience in urban public administration), and written and oral comprehensive examinations. Course work may be completed on a full-time or part-time basis.

The Charleston Higher Education Consortium (CHEC) offers a graduate program leading to a Master of Science degree in **Marine Biology**. At present four CHEC institutions participate in the Program: The Citadel, the College of Charleston, the Medical University of South Carolina, and the Marine Resources Research Institute of the South Carolina Wildlife and Marine Resources Department. The M.S. degree is awarded by the College of Charleston on behalf of the Consortium, and students use facilities and resources of all participating institutions. Student offices and research spaces are provided primarily in the Marine Resources Research Institute and the College's Grice Marine Biological Laboratory which are located at Fort Johnson on Charleston Harbor.

The program is designed to produce professional marine biologists who are familiar with many aspects of the marine environment and marine organisms and who are fully competent in their areas of research interests.

Because of the very broad scope of faculty interests and facilities, an extremely wide variety of research and training opportunities is available to students in such areas as traditional marine biology, oceanography, marine environmental sciences, fisheries, aquaculture, coastal entomology, marine ornithology, and marine biomedical sciences.

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

Dr. Charles Matthews, *Elementary Education*

Dr. Pam Tisdale, *Special Education*

Dr. Linda Greene, *Early Childhood Education*

Dr. L. Fred Carter, *Public Administration*

Dr. Thomas Cheng, (Medical University of South Carolina),
Marine Biology

ACADEMIC REGULATIONS

Confidentiality of Student Records. The Family Educational Rights and Privacy Act of 1974 is a Federal law designed to provide students with 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 express written consent of the student. This law guarantees privacy of student records, open access by students to their records, restricted release of information to specified authorities or others only with written consent, and procedures allowing students to challenge the contents of their records. The law also requires that an inventory of records be maintained denoting the location, content and any official review of students' records and identifying the staff member in charge of records and/or reviews. Notice of this law must be provided annually to all students. Forms necessary for the obtaining of access to student records are provided by the Registrar's Office.

Normally, students must sign an official form for the release of information in order for parents to receive semester grades. The law does provide for parents who are paying tuition to have access to records pertaining to academic achievement if notarized verification is obtained showing they are paying tuition.

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	(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 sixty days from the end of the semester in which this grade is received to complete the work in the course. If the student does not complete the work within sixty days, the I is automatically changed to an F.

Dropped Courses. *All withdrawals must be processed on the College of Charleston Course Withdrawal Form. To withdraw from individual courses, the student must withdraw through the Registrar's Office. Students who withdraw from courses with a lab must fill out a separate withdrawal form for the lab. A decision not to attend a course does not constitute a withdrawal from it.*

A student may voluntarily withdraw from a course before the official withdrawal date of the semester. A grade of "W" will be entered on his or her record since the credit value of the course is not recorded. The student must complete a Course Withdrawal Form and submit it to the Registrar's Office. Any student who at any time voluntarily withdraws from all courses for which he or she is registered automatically will be withdrawn from the College, and application for readmission will be required.

After the official withdrawal date, a student may withdraw from a course with the grade of "W" only with the special permission of the Dean of Undergraduate Studies 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. Students may decide to withdraw from the College for a variety of reasons. Any student who is considering a withdrawal should immediately make an appointment with the Dean of Undergraduate Studies. Students should officially

withdraw through the Dean's office rather than merely drop out. This will protect the integrity of their transcript and will insure that their record on file at the College is in order. An accurate student record will be especially important if the student decides to return to the College. When a student withdraws from the College, grades for the courses affected will be assigned according to the regulations stated above under "Dropped Courses".

Before a student is allowed to withdraw officially, appropriate arrangements must be made with the Bursar, Financial Aid, and Residential Life offices to ensure that all obligations to the College have been satisfied. Upon official withdrawal a student will be refunded a portion of the Enrollment and Graduation fee.

If there are extenuating circumstances, a student may obtain an involuntary withdrawal from all courses with the approval of the Dean of Undergraduate Studies and the student's professors. A student who is granted an involuntary withdrawal from all courses need not apply for readmission the following semester.

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 absences. During the first week of classes every instructor will announce and distribute his or her attendance policy, however, students should be aware that whatever the policy, the student is responsible for all information disseminated in the course. Excessive absences will be reported to the Dean of Undergraduate Studies Office. The Dean will officially notify the student and if the pattern of attendance is not corrected will upon a second notification by the instructor drop the student from the class roll. 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 Studies. 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.

Full Time Status. A student at the College is considered full time if he or she is registered for twelve (12) or more hours and is paying full tuition. However, it should be noted that an academic schedule of only twelve hours is not sufficient to allow a student to graduate within four calendar years, without summer school.

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 070, English 090 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.

Students readmitted to the College after an absence of three or more years may have their previous College of Charleston record treated as transfer credit if they achieve a 2.50 GPR or better upon the completion of 15 semester hours. Previous work at the College will remain on the students' permanent records; however, only course work completed since readmission will be used to determine their retention and graduation standards.

NOTE: Students should be aware that any D or F course work prior to readmission does not transfer.

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 Earned	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 com-

pliance with the above standards, within the next 15 hours attempted. All 15 hours need not be taken in the immediately ensuing semester. Rather, the Dean of Undergraduate Studies will make a judgment 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 normally be withdrawn from the College for academic deficiency. Mathematics 01, English 070 and English 090 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 and Dean of Undergraduate Studies giving their reasons for believing that they will 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 required to meet with the Dean of Undergraduate Studies before re-enrollment, to make sure that they understand the retention and graduation standards they will be required to meet.

When students who have been dismissed twice for academic deficiencies 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 or she has taken since the 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—2.0. This is the GPR for all of the courses he or she has taken at the College, not simply those courses the student has taken since his or her 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 request permission from the Dean of Undergraduate Studies 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 Studies. This permission must be obtained before preregistration for the semester in which the overload is to be carried. Failure to obtain permission will result in cancellation of any courses not specifically authorized over 18 hours.

English 070, English 090 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. All requests for leaves of absence must be addressed in letter form to the Dean of Undergraduate Studies. Leaves for any semester should be received before that semester begins and not later than two weeks after the semester has begun. Request for leaves after that time will only be considered if there is a medical emergency. Students participating in the National Student Exchange Program (NSEP), the International Student Exchange Program (ISEP), or special study abroad programs must request leave status for the semester in which they will be absent from the campus. 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—Transient Student Status. A degree candidate at the College of Charleston who wishes to receive College of Charleston credit for courses at another institution not affiliated with the Charleston Higher Education Consortium—for instance, at a summer school—should follow the procedure outlined below before registering for the courses:

- 1) Secure and complete the appropriate forms from the Dean of Undergraduate Studies Office.
- 2) Secure the signature of the chairman of the equivalent department at the College of Charleston for which course credit is being petitioned.
- 3) Submit a completed form and a written petition to the Dean of Undergraduate Studies with specific references to the college or university the student will be attending, courses that will be taken, and a current catalog of the institution where the work is to be done.

The Dean will consult with the registrar, and may refer the request to the Faculty Academic Standards Committee. The institution the student wishes to attend must be fully accredited. College of Charleston credit will be granted for the courses taken only if those courses are

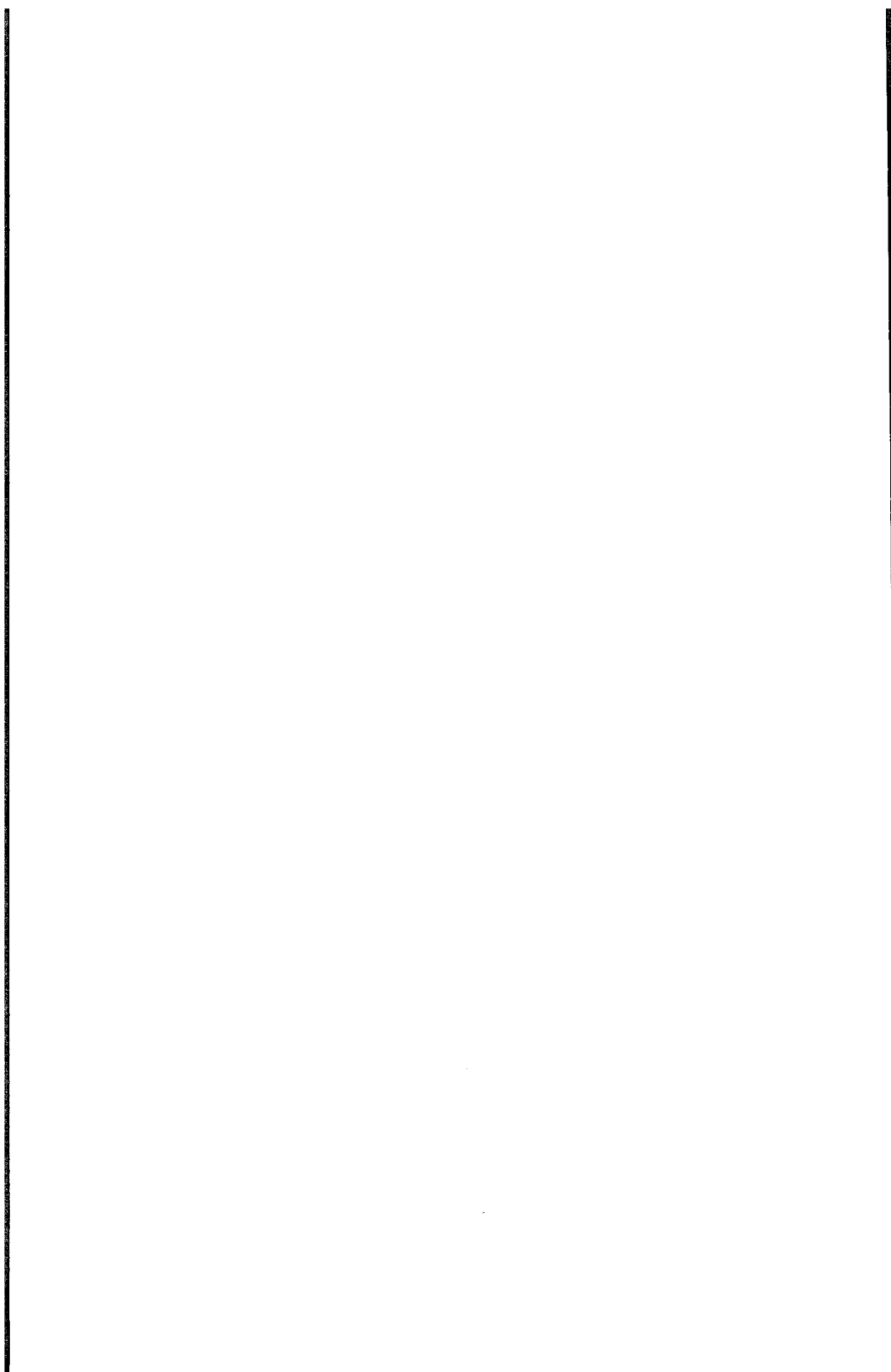
ones receiving credit toward graduation in the other college or university conducting the instruction. *In order to insure that the courses will be accepted at the College of Charleston for transfer credit, they must be approved before actual enrollment.* Acceptance of credit for an approved course will 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.

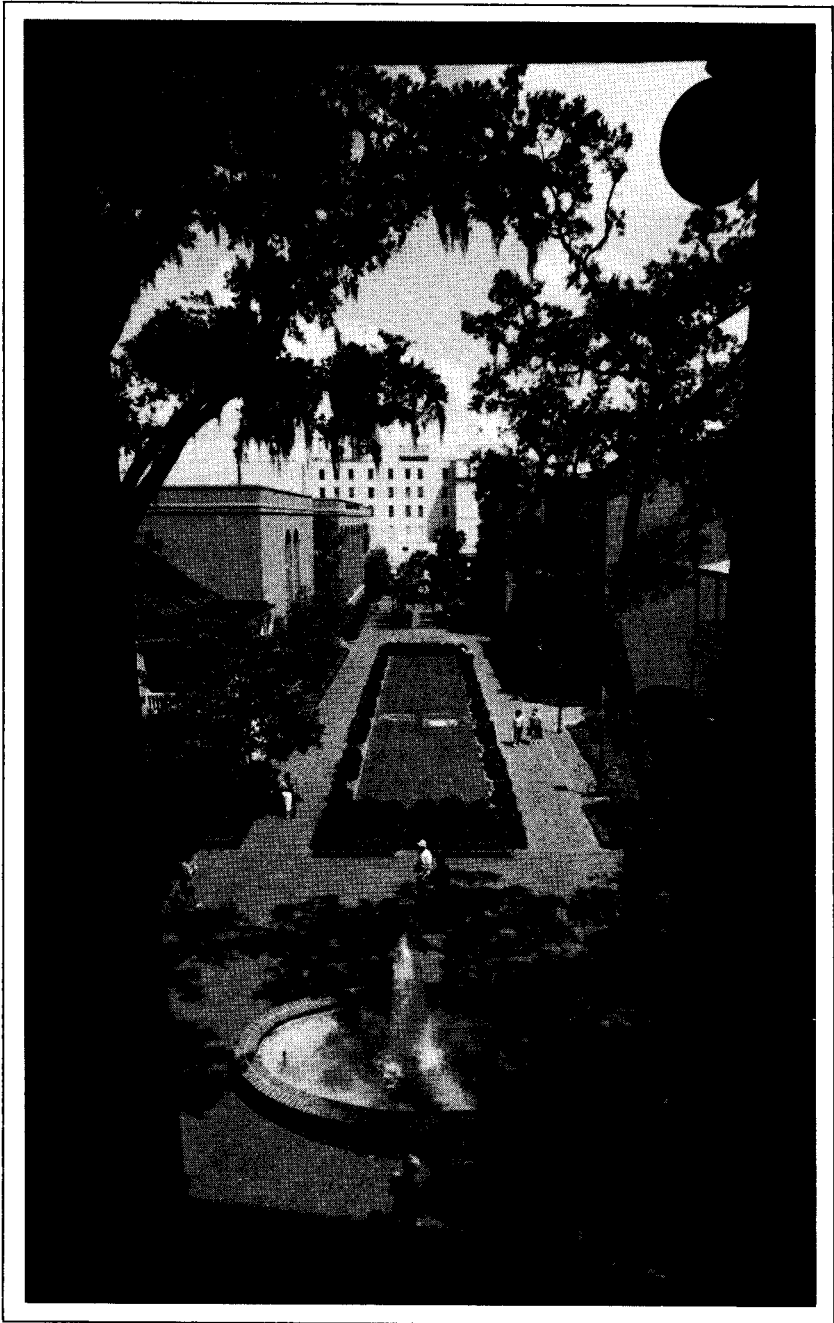
For Study Abroad, International Student Exchange Program, and National Student Exchange Program the determination in advance that credit may be awarded will be made by the College department concerned in consultation with the student. With the exception of the National Student Exchange Program the department may require a validating examination on the student's return.

Graduation with Honors. Students who earn a grade point ratio of 3.95 to 4.00 will graduate *summa cum laude*. Students who earn a grade point ratio of 3.80 to 3.94 will graduate *magna cum laude*. Students who earn a grade point ratio of 3.60 to 3.79 will graduate *cum laude*. To be eligible for graduation with honors, at least 60 hours of the work to be applied to the degree must have been done at the College of Charleston.

Yearly Class Honors. Class honors are awarded to students who have earned a GPR of 3.6 for the year. To be eligible for yearly class honors the student must have been enrolled at the College of Charleston for at least fifteen semester hours each semester of the year. Students who enter the College in the second semester are consequently ineligible for yearly class honors for that year.

Faculty Honors List. After the end of each semester, the President'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).







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

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.

SOUTH CAROLINA STATE COLLEGE BOARD OF TRUSTEES

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THE FACULTY

1984-85

Myron James Edward Abbott, Ph.D., *Associate Professor of Philosophy* (1969)

A.B., Louisiana College; B.D., New Orleans Baptist Theological Seminary; M.A., Ph.D., Vanderbilt University

Paul E. Allen, M.A., *Assistant Professor of English* (1974)

B.A., Huntington College; M.A., Auburn University; M.A., University of Florida

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

John Arthur, Ph.D., *Associate Professor of Philosophy* (1984)

B.A., Cornell College; M.A., Ph.D., Vanderbilt University

Douglas Daniels Ashley, Ph.D., *Associate Professor of Fine Arts* (1972)

B. Mus., M. Mus., Ph.D., Northwestern University; Diploma, Conservatory of Vienna

Gary L. Asleson, Ph.D., *Associate Professor of Chemistry* (1975)

B.A., Gustavus Adolphus College; Ph.D., University of Iowa

Charles F. Beam, Jr., Ph.D., *Associate Professor of Chemistry* (1982)

B.S., The City College of the City University of New York; Ph.D., University of Maryland

H. Jan Beaujon, Ph.D., *Assistant Professor of Computer Science* (1984)
A.B., New York University; M.S., University of North Carolina;
Ph.D., Medical 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 Lutheran Seminary; M.A., University of South Carolina

Mary E. Blake, Ph.D., *Assistant Professor of Education* (1982)
B.A., St. Joseph College; M.S., Southern Connecticut State College; Ph.D., University of Connecticut

Broughton H. Boatwright, M.S., *Assistant Professor of Computer Science* (1984)
B.A., Jacksonville State University; M.S., University of Georgia

P. Kenneth Bower, Ed.D., *Associate Professor of Education* (1973)
B.S., Lock Haven State College; M.Ed., Ed.D., The Pennsylvania State University

J. Michael Bowling, M.A., *Visiting Assistant Professor of Sociology* (1983)
B.A., M.A., University of North Carolina

-
- Mary Gilbert Boyd, Ph.D., *Associate Professor of Psychology* (1974)
B.F.A., M.S., Ph.D., University of Georgia
- 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
- Rosemary Brana-Shute, Ph.D., *Assistant Professor of History* (1982)
B.A., Rosemont College; M.A., Adelphi University; Ph.D., University of Florida
- Billie Ann Brotman, Ph.D., *Assistant Professor of Geology* (1983)
B.S., Arizona State University; M.S., Ph.D., University of Notre Dame
- Grace Mary Burton, Ph.D., *Assistant Professor of Spanish* (1984)
B.A., Bucknell University; Ph.D., Duke University
- Robert S. Burton, Ph.D., *Assistant Professor of English* (1984)
B.A., University of Kent (England); M.A., Ph.D., Indiana University
- Robert Butler, M.A., *Associate Professor of Fine Arts* (1982)
B.A., Open University; M.A., University of Minnesota
- 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, Ph.D., *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
- Larry A. Carlson, Ph.D., *Assistant Professor of English* (1979)
B.A., State University of New York at Oneonta; M.A., University of Vermont; Ph.D., The Pennsylvania State University

Luther Frederick Carter, Ph.D., *Associate Professor of Political Science and Director of the MPA Program (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

Betsy Jane Clary, Ph.D., *Assistant Professor of Business Administration (1984)*

B.S., M.S., Mississippi State University; Ph.D., University of Mississippi

Pamela J. Clements, M.A., *Assistant Professor of English (1983)*

B.A., State University of New York at Fredonia; M.A., University of Illinois at Urbana.

Clarence M. Condon, III, Ph.D., *Assistant Professor of Economics (1980)*

B.A., M.A., University of Toledo; Ph.D., University of South Carolina

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., *Professor of History (1973)*

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- Michael Tyzack, D.F.A., *Professor of Fine Arts* (1976)
Diploma of Fine Arts (London); Slade School of Fine Arts
- Godwin W. Uwah, Ph.D., *Assistant Professor of French* (1983)
D.E.F., University of Dakar; M.A., Winthrop College; Ph.D.,
Florida State University
- Frank D. vanAalst, Ph.D., *Professor of Humanities and Dean of Career
Development* (1976)
A.B., Dartmouth College; M.A., Banaras Hindu University; B.D.,
Princeton University; Ph.D., University of Pennsylvania
- Dharie Vanbimol, Ph.D., *Assistant Professor of French* (1983)
B.A., Chulalongkorn University; Int. Law, Universite de Grenoble;
Int. Law, La Sorbonne, University of Paris; Dipl., University of
Vienna; M.A., Hunter College; M.Ph., Ph.D., City University of
New York
- Richard Voorneveld, Ph.D., *Assistant Professor of Education* (1983)
B.A., St. Leo College; M.A., University of South Florida; Ph.D.,
University of Florida
- J. Fred Watts, Ph.D., *Professor of Physics* (1970)
B.S., University of Richmond; M.A., Wake Forest University;
Ph.D., Virginia Polytechnic Institute
- Edmund T. Weiant, Ph.D., *Professor of Russian and German* (1979)
B.A., Cornell University; Ph.D., Universitat Basel, Switzerland
- Frances Clayton Welch, Ph.D., *Assistant Professor of Education* (1979)
B.A., Columbia College; M.A., Ph.D., University of South Carolina
- *Brian J. Wesselink, Ph.D., *Associate Professor of Mathematics* (1973)
B.A., Central College; Ph.D., Florida State University

Hugh Thompson Wilder, Ph.D., *Associate Professor of Philosophy* (1981)
B.A., Denison University; M.A., Ph.D., University of Western Ontario

James B. Wilkinson, Ph.D., *Associate Professor of Computer Science* (1983)
B.S., Davidson College; Ph.D., Duke University

D. Reid Wiseman, Ph.D., *Associate Professor of Biology* (1976)
B.A., M.A., Ph.D., Duke University

Paige E. Wisotzka, Ph.D., *Assistant Professor of French* (1983)
B.A., Hood College; M.A., Universite de Paris; Ph.D., Washington University

**Nan Elizabeth Woodruff, Ph.D., *Assistant Professor of History* (1979)
B.A., Jacksonville State University; M.A., University of Arkansas; Ph.D., University of Tennessee

Rosanne Wray, M.A.T., *Assistant Professor of Education* (1978)
B.S., Auburn University; M.A.T., The Citadel

Peter Harold Yaun, Ed.D., *Associate Professor of Education* (1973)
A.B., Stetson University; M.S., State University of New York; Brockport; Ed.D., Baylor University

*-Indicates on leave of absence for academic year 1984-85

** -Indicates on sabbatical leave for academic year 1984-85

THE ADMINISTRATION

Executive Officers

EDWARD M. COLLINS, JR.
President

JACQUELYN A. MATTFELD
Provost/Dean of the Faculty

RICHARD B. HAYES
Vice President, Institutional Advancement

GEORGE E. HAVORAK
Vice President, Student Affairs

VERNON G. RIVERS
Vice President, Administration & Institutional Research

J. FLOYD TYLER
Vice President, Business Affairs

DEPARTMENTS OF THE ADMINISTRATION

ACCOUNTING DEPARTMENT

Joseph E. Bolchoz, Jr., Assistant Vice President and Controller (1972)

Ernie Torres, Chief Accountant (1983)

B.B.A., University of the East, M.B.A., Citadel, C.P.A., State of
South Carolina

Audrey A. Partlow, Fiscal Officer Financial Aid (1977)

A.B., ICS Commercial Department

Mary Deas, Grants Accountant (1974)

B.S., Shaw University

Emma Williams, Accounts Payable Supervisor (1976)

Marie Morris, Staff Accountant (1972)

Joyce Bowers, Accounts Payable Clerk (1972)
Phyllis Singleton, Data Control Clerk (1979)
A.B., Palmer College
James Pooser, Loan Officer (1977)
Barbara Pittillo, Student Payroll Clerk (1979)
Rena Mitchell, Accounts Payable Clerk (1984)
B.S., Wilberforce University
Kathy Rutledge, Administrative Assistant (1978)

ADMINISTRATION & INSTITUTIONAL RESEARCH

Vernon G. Rivers, Vice President for Administration and Institutional Research (1970)
B.S., San Diego University; M.S., George Washington University
Monica R. Scott, Director of Institutional Research (1980)
B.A., Pennsylvania State University; M.P.A., Pennsylvania State University
Martha Ellen Ingles, Statistician (1983)
B.S., Radford University; M.S., Medical University of South Carolina
Patrick D. O'Leary, Assistant Project Administrator (1984)
B.S., Michigan State University
MaryAnn H. Evans, Administrative Support Specialist

ADMINISTRATIVE SERVICES OFFICE

Elizabeth B. Bullock, Director (1979)
Tina Whitehead, Communications Specialist (1981)
Karen Smith, Copy Specialist (1984)

ADMISSIONS

Frederick W. Daniels, Dean of Admissions (1967)
B.A., University of the South
Charles H. Drayton, Jr., Assistant Director of Admissions (1974)
B.A., The Citadel

- Otto B. German, Assistant Director of Admissions (1973)
B.S., College of Charleston
- Mary Katrina Moody, Admissions Counselor (1984)
B.S., College of Charleston
- Patricia A. Jones, Staff Assistant (1973)
B.S., College of Charleston
- Debra Evans, Secretary (1981)

ALUMNI AFFAIRS

- Tony Meyer, Director of Alumni Affairs (1954)
B.S., College of Charleston; M.A., Appalachian State University
- Agatha Lynn Weston, Administrative Support Specialist (1984)
A.B., Trident Technical College

ATHLETIC DEPARTMENT

- John L. Kresse, Men's Basketball Coach (1979)
B.A., M.A., St. John's University
- Marie D. Barnette, Women's Basketball Coach (1984)
B.S., College of Charleston; M.Ed., The Citadel
- Roby R. Stahl, Soccer Coach (1983)
B.A., Akron; M.S., Old Dominion
- George K. Wood, Director of Sailing (1975)
B.A., University of Richmond; M.A.T., University of North Carolina; Ph.D., University of Maryland
- William B. King, Men's & Women's Swim Coach (1976)
B.A., M.A., East Carolina University
- Roger B. Hinds, Athletic Trainer (1980)
B.S., Brooklyn College; M.S., Indiana State-Terre Haute
- Marilyn S. McKenzie, Secretary (1974)

BOOKSTORE

- Ralph Conrad, Bookstore Manager (1973)
- Wilhelmenia Pinckney, Assistant Manager (1974)

BURSAR'S OFFICE

Daphne W. Stephens, Payroll Supervisor-Accounting Technician (1972)
Dianne P. Dyches, Supervisor-Accounting Technician (1977)
Vera King, Data-Control Clerk (1979)
Marie Fludd, Administrative Support Specialist (1961)
Deborah A. Anderson, Administrative Support Specialist (1980)

BUSINESS OFFICE

J. Floyd Tyler, Vice President (1970)
 B.S., University of South Carolina
Joel J. Lake, Assistant Vice President for Management (1975)
 B.S., The Citadel; MBA, The Citadel
Priscilla D. Burbage, Senior Budget Analyst (1974)
Christene T. Polutta, Administrative Support Specialist (1981)

CAREER DEVELOPMENT OFFICE

Frank D. vanAalst, Dean; Professor of Humanities (1976)
 A.B., Dartmouth College; B.D., Princeton Theological Seminary;
 M.A., Banaras Hindu University; Ph.D., University of Pennsylvania
Boyce V. Cox, Jr., Associate Dean of Career Development and Place-
 ment (1971)
 B.A., Wake Forest; M.Div., Duke University
Cynthia Taylor, Part Time Job Developer (1982)
 B.A., North Carolina A&T
Susan Rockefeller-Jones, Administrative Assistant (1982)

CENTRAL ENERGY OFFICE

Harry Feller, Plant Maintenance Engineer (1973)

COLLEGE SKILLS LAB

- T. Steve Gibson, Director of College Skills Lab (1975)
B.A., The Citadel; M.Ed., University of South Carolina
- Mary H. Henrikson, Director of Reading/Study Skills Lab (1979)
B.S., M.Ed., University of South Carolina
- Mary K. Haney, Director of Writing Lab (1974)
B.A., St. Francis College; M.A., University of Dayton
- Hope M. Florence, Director of Math Lab (1978)
B.A., College of Charleston; M.A., University of South Carolina
- Lynn H. Cumbee, Secretary (1981)

COMPUTER SERVICES

- Ron Hall, Director of Computer Services (1981)
B.S., The Citadel
- Theresa Stewart, Administrative Specialist (1983)
A.B., University of Southern California; B.S., University of Maryland
- Deborah Doscher, Word Processing Supervisor (1983)
- Marcia Moore, Systems and Programming Manager (1983)
B.S., Clemson University; M.A., Central Michigan

CONTINUING EDUCATION AND EVENING SCHOOL

- Sue A. Sommer, Dean (1980)
B.S., M.A., University of Minnesota-Duluth; Ph.D., University of Wisconsin-Madison
- Abbie F. Smith, Associate Dean (1983)
B.A., University of Wichita; M.A., Wichita State University; Ph.D., University of Kansas
- Jacqueline S. Elberhart, Administrative Specialist (1983)

COUNSELING OFFICE

Ellenor Mahon, Director (1973)

B.A., Winthrop College; M.Ed., University of South Carolina

Mary Capers, Counselor (1974)

B.A., Barber-Scotia; M.A., Michigan State University

Michael Kollar, Psychologist III (1980)

B.S., Western Carolina University; M.A. Ed., Western Carolina University; Ed.D., University of Tennessee

Chris Cumbee, Secretary (1974)

EARLY CHILDHOOD DEVELOPMENT CENTER

Margaret W. Humphreys, Director (1980)

M.Ed., University of South Carolina

Cynthia Moser, Master Teacher (1984)

M.Ed., Winthrop College

JoAnn O'Neill, Master Teacher (1980)

M.Ed., College of Charleston

Janet Stevens, Master Teacher (1982)

M.Ed., College of Charleston

Ann Whittemore, Master Teacher (1984)

M.Ed., Lesley College

FINANCIAL AID OFFICE

Josephine Reed-Taylor, Director of Financial Aid (1984)

B.A., Spelman College; M.A., University of Minnesota

Cheri L. Callahan, Financial Aid Counselor (1984)

B.A., U.S.C., Coastal Carolina College

Robert E. Matheny, Veterans' Affairs Assistant (1981)

B.S., College of Charleston

Willie Mae Thompson, Secretary (1974)

GRADUATE STUDIES

Sue A. Sommer, Dean (1980)

B.S., M.A., University of Minnesota-Duluth; Ph.D., University of Wisconsin-Madison

Gale G. Hill, Student Development Specialist (1979)

GROUNDS AND CUSTODIAL SERVICES OFFICE

Charles A. Jones, Superintendent of Grounds and Special Services,
and Director of Custodial Services (1976)

William S. Simpson, Grounds Supervisor (1979)

Leroy Bennett, Supervisor Custodial Services (1970)

Mae Godwin, Supervisor Custodial Services

THE HONORS PROGRAM AND THE GOVERNOR'S SCHOOL

Rew A. Godow, Jr., Director (1976)

A.B., M.A., Ph.D., University of Illinois

INSTITUTE FOR PUBLIC AFFAIRS AND POLICY STUDIES

Samuel M. Hines, Jr., Director and Chairman of Urban Studies (1973)
B.A., Davidson College; M.A., Ph.D., Duke University

Luther F. Carter, Associate Director and Director of the MPA Program
(1981)

B.A., University of Central Florida; MPA, Ph.D., University of South Carolina

Ella Mae Smalls, Administrative Specialist (1977)

Susan Gessert, Administrative Specialist (1983)

INSTITUTIONAL ADVANCEMENT OFFICE

Richard B. Hayes, Vice President, Institutional Advancement (1984)

B.S., B.A., University of North Carolina; M.Ed., Duke University

Teresa C. Farris, Director of Corporation and Foundation Giving (1982)
B.A., University of South Carolina
Suzanne D. Bone, Administrative Support Specialist (1980)

INTERNATIONAL STUDIES

Thomas A. Palmer, Director, International Studies (1984)
B.A., College of William and Mary; M.A., American University;
Ph.D., University of South Carolina
Donald L. Sparks, Assistant Director of International Studies (1984)
B.A., George Washington University; M.A., University of London;
Ph.D. candidate, University of London

LEARNING RESOURCES CENTER

Virginia T. Friedman, Director (1984)
B.A., Richmond College, CUNY; M.L.S. (media), Pratt Institute
Corinne Potter, Media Resources Coordinator (1984)
B.A., M.A., University of South Carolina
Michael Johnson, Electronic Technician (1982)
A.S., Trident Technical College
Wyman A. McEachern, Audio Visual Specialist (1973)
Susan S. Hill, Administrative Specialist (1976)

LIBRARY

David Cohen, Director of Libraries (1982)
B.A., University of Pennsylvania; M.L.S., Drexel University; M.A.,
University of Pennsylvania
Sheila L. Seaman, Assistant Director Public Services (1981)
B.A., Colby College; M.S.L.S., Case Western Reserve University
Gary Ross, Assistant Director Technical Services (1984)
B.S., Cornell University; M.L.S., Syracuse University
Marilyn Lewis, Head, Marine Resources Library (1981)
B.A., College of Charleston; M.S., University of North Carolina

Ralph Melnick, Head, Special Collections (1977)

B.A., New York University; M.S., M.A., M.Phil., Ph.D., Columbia University

Robert F. Neville, Head, Cataloging Department (1981)

B.A., Dickinson College; M.A., M.A.S., University of Maryland

Katina Strauch, Head, Collection Development (1979)

B.A., M.S., University of North Carolina

Reba Youngblood, Administrative Support Specialist (1982)

B.A., Palmer College

Katherine F. Higgins, Assistant Cataloger (1984)

B.A., Catawba College; M.A., University of Tennessee; M.L.S., Florida State University

MAIL SERVICE

Arnold Eric Prioleau, Director of Mail Service (1974)

B.A., College of Charleston

MAYMESTER AND SUMMER SESSIONS

William Vincent Moore, Director (1972)

B.A., M.A., Southern Illinois University; Ph.D., Tulane University

OFFICE OF THE PRESIDENT

Edward M. Collins, Jr., President (1978)

B.A., Milsaps College; B.D., Emory University; M.A., University of Iowa; Ph.D., Ohio University

Thomas Hamby, Executive Assistant (1970)

B.S., George Washington University

Aleta G. Arthur, Associate Professor for Law and Society who will serve as In-House Counsel

B.A., Cornell College; M.A.T., Vanderbilt University; J.D., Vanderbilt University School of Law

Roy I. Jones, Director of Human Relations (1981)

B.A., University of Massachusetts; M.A., Atlanta University; Ed.D., University of Georgia

-
- J. Eric Forsberg, Internal Auditor (1974)
B.S., College of Charleston
- Betty L. Craig, Executive Secretary (1970)
B.A., University of Kentucky
- Sheree A. Green, Staff Assistant (1983)
A.A., Franklin University; B.A., Ohio State University

OFFICE OF THE PROVOST

- Jacquelyn A. Mattfeld, Provost and Dean of Faculty (1982)
B.A., Goucher College; Ph.D., Yale University; Diploma, Peabody Conservatory of Music. Honorary Degrees (LL.D.), Goucher College, University of Massachusetts; Honorary Degrees (D.H.L.), Columbia University, Kalamazoo College, Wagner College; Honorary Degree (M.A.), Brown University
- Edward John Lawton, Associate Provost for Academic Affairs (1977)
B.A., North Adams State College; M.A., Fairfield University; Ed.D., University of Virginia
- Alice Jacobson, Associate Provost for Planning and Evaluation (1982)
B.A., Western College; M.A., Teachers College, Columbia University; Ed.D., Candidate, Teachers College, Columbia University
- Paul Hamill, Jr., Assistant Provost for Faculty Services (1976)
A.B., Boston College; Ph.D., Stanford University
- Mildred Donaldson, Data Management Research Analyst (1973)
- Carol A. O'Brien, Administrative Support Specialist (1982)
- Albertha G. Mack, Administrative Support Specialist (1978)
- Harriet Mazyck, Administrative Support Specialist (1983)
- Charlene Collette, Administrative Support Specialist (1984)

PERSONNEL

- Jerry J. Nuss, Assistant Vice President for Personnel (1975)
B.S., USNA (1946); M.A., Stanford University (1955)
- M. B. Petit, Assistant Director of Personnel (1972)
- Barbara A. Mitchell, Personnel Assistant (1977)
- Barbara W. Green, Administrative Specialist (1979)
A.S., Trident Technical College

Mary R. Petit, Administrative Specialist (1983)
B.S., College of Charleston

PHYSICAL PLANT

Jim D. Rabon, Director of Physical Plant (1982)
B.S.M.E., M.S.C.E., Clemson University

W. H. Sandeford, Acting Deputy Director Physical Plant (1984)
B.S., U.S. Naval Academy, BSEE, M.S., Navy Postgraduate School

Tanis A. Manseau, Chief of Maintenance

Wilford B. Hoats, Superintendent of Maintenance (1973)

William L. Smyth, Vehicle Operations Supervisor (1980)

Mary K. Colacicco, Administrative Assistant (1973)

Aurelia Allen, Administrative Support Specialist (1972)

PUBLIC RELATIONS OFFICE

Susan N. Sanders, Acting Director of Public Relations and Director of
Special Events (1978)

B.A., Florida State University

Margaret K. Koester, Administrative Support Specialist (1978)

Cynthia M. Odle, Administrative Support Specialist (1982)

PUBLIC SAFETY OFFICE

Arthur H. Seabrook, Sr., Director of Public Safety (1980)
B.A., South Carolina State College

Michael J. Edward, Sergeant Shift Supervisor (1972)

John Ferguson, Sergeant Shift Supervisor (1972)

Joe Collins, Jr., Public Safety Investigator (1973)

B.S., Baptist College

Bernadette Collins, Administrative Support Specialist

PURCHASING OFFICE

David H. Sadler, CPPO, Assistant Vice President for Purchasing (1975)
Norma J. Bendt, Procurement Support (1983)
John A. Jordan, Material Support (1972)
Saundra W. Green, Administrative Support Specialist (1974)

REGISTRAR'S OFFICE

Gretchen Ryder, Assistant Registrar (1984)
B.S., University of Maine; M.A., Ohio State University
Brenda Jones, Data Control Clerk (1977)
B.A., Degree, TTC
Sandra Singleton, Data Control Clerk (1977)
Eleanor S. Weiters, Data Control Clerk (1979)
Susan Nesbit, Administrative Support Specialist (1981)
Annice E. Brown, Administrative Support Specialist (1983)

RESIDENCE LIFE OFFICE

Robert W. Marlowe, Director (1974)
B.A., College of Charleston; M.Ed., University of South Carolina
Demetria N. Clemons, Residence Counselor (1984)
B.A., College of Charleston; M.Ed., The Citadel
Mary C. Edgington, Residence Counselor (1979)
B.A., George Peabody College
Rebecca Grant-Richardson, Residence Counselor (1974)
B.A., College of Charleston; M.Ed., The Citadel
Victoria J. Toma, Residence Counselor (1979)
B.A., Winthrop College
Kathleen A. Waters, Residence Counselor (1980)
B.S., Medical University of South Carolina; RMN Oxford University; M.Ed., The Citadel
Eileen M. Baran, Staff Assistant (1974)

STERN STUDENT CENTER AND STUDENT ACTIVITIES

Robin Hardin, Director (1979)

B.S., Clemson University; M.Ed., Oregon State University

Bill King, Assistant Director (1977)

Director of the Swimming Pool; Swim Team Coach; B.S., M.A.,
East Carolina University

Norma Luden, Staff Assistant (1980)

Jim Smalls, Building Manager (1980)

STUDENT AFFAIRS OFFICE

George Edward Hoborak, Vice President for Student Affairs and
Professor of Mathematics (1971)

A.B., M.A., Boston College; M.A., Wayne State University; Ph.D.,
Catholic University of America

Eileen M. Baran, Staff Assistant (1974)

STUDENT HEALTH SERVICE

Charles G. Post, Director (1975)

M.D., Medical University of South Carolina; Family Practice
Residency, St. Vincent's Hospital, Jacksonville, Florida

Evelyn Wear, Head Nurse (1977)

R.N., Medical College of South Carolina

Betty Scarbrough, Registered Nurse (1977)

R.N., Illinois Masonic Hospital School of Nursing

Roberta Dare, Registered Nurse (1977)

R.N., Hospital of St. Barnabas School of Nursing

UNDERGRADUATE DEANS OFFICE

David V. Taylor, Dean (1983)

B.A., M.A., Ph.D., University of Minnesota

William A. Lindstrom, Assistant Dean for Upperclass Advising (1973)

B.A., Auburn University; M.S., Ph.D., Clemson University

Sandra M. Powers, Assistant Dean for Underclass Advising (1974)

A.B., Notre Dame College; M.S., Michigan State University

Rose Curry, Special Assistant to the Dean/International Student Advisor (1974)

Shaw University, Raleigh, North Carolina; College of Charleston

Susan Schenck, Coordinator of the Learning Disability Program (1979)

A.A., Rhode Island Junior College; B.S., M.Ed., Rhode Island College; CAGS, University of Connecticut; Ph.D., University of Connecticut

Connie Wyman, Secretary (1979)

B.S., Northwestern University

UPWARD BOUND PROGRAM

Joyce E. McPhail, Director (1977)

B.A., College of Charleston; M.P.A., College of Charleston and University of South Carolina

Maxine F. Riley, Counselor (1973)

B.S., North Carolina A&T State University; M.Ed., South Carolina State College

Earthalee S. White, Administrative Support Specialist (1984)

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 expanded annually by the Foundation directors for the exclusive benefit of the College of Charleston. The Foundation supports scholarships, faculty enrichment programs, and the intercollegiate athletic program of the College.

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Rufus C. Barkley, Vice President
Henrietta U. Golding, Secretary
O. Johnson Small, Treasurer

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Walter C. Regnery
O. Johnson Small
Theodore S. Stern
John M. Trask, Jr.
Thomas W. Weeks
John W. Zemp

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 Graeser 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 1984-1985:

President - Yvonne DuFort Evans, '76; Past President - Bette Smith Griffith, '56; Vice Presidents - Margaret Ehrhardt James, '67 and Lennie Krawcheck, '62; and Secretary-Treasurer - Anthony J. Meyer, '49.

Committeepersons - Robert T. Ball, Jr., '66; Daniel C. Coleman, '76; Betty Metze Condon, '49; Kim Madlinger Dempsey, '77; Marion T. Doig, III, '65; Emma L. Frazier, '75; Rosalind Frupp, '78; Sylvia Craver Harvey, '58; Edwin R. Mohrmann, '43; Joseph F. Runey, '69; Ann Marie Schweers, '84; Jean Rouse Spell, '58; William E. Stevens, '67; John S. Turner, '79; and Renee Buyck Watson, '81.

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